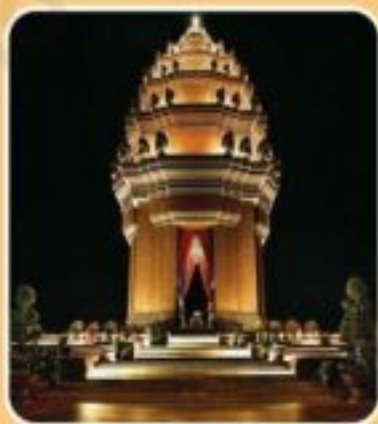




ក្រសួងអប់រំ យុវជន និងកីឡា

MINISTRY OF EDUCATION, YOUTH AND SPORT

ENGLISH FOR CAMBODIA



BOOK SIX



ផ្ទះចំណុះចែកចាយនិងចែកចាយ

PUBLISHING AND DISTRIBUTION HOUSE

CHAPTER ONE: APPLYING FOR A JOB

UNIT ONE: APPLYING FOR A JOB (PART ONE)

A Talk about the students in the photos.



Rathana : I want to be a nurse and help women and girls in the rural areas.



Kim Seng : I'm interested in the news and like talking to people . I want to become a reporter.



Bora : I love sightseeing, so i want to be a tour guide.

B Talk about what you want to do when you leave school.

Example :

Student 1 : What do you want to do when you leave school ?

Student 2 : I'm interested in .../I want to



Sophy : I'm interested in foreign languages, so i want to be an interpreter.

C Bora is now in grade 12 and wants to find out about applying for jobs. He is talking about it with his English teacher, Mr Kim Neak. 1 Read the dialogue and advertisement. 2 Ask and answer questions. 3 Then act the dialogue out.

Bora : How can I find out about jobs, Mr Neak ?

Mr Neak : Well, you can get information about them by listening to the radio, watching TV or reading newspapers. But the most important thing is to decide what kind of job you want. Then, if you hear or read about one that you want, you can get an application form. You'll also need a CV.

Bora : What's that ?

Mr Neak : CV is short for 'curriculum vitae'. It provides employers with the information they need to know about you. You submit it with your application form.

Bora : What kind of information should we provide ?

Mr Neak : Information about your educational background, interests and experience. What's that you're holding ?

Bora : It's today's newspaper. There's an advertisement for jobs at a hotel in Phnom Penh. My brother, Borin, is interested in it.

Mr Neak : Let me see. If Borin's interested, I could introduce him to Mr Khun Narith, who's the manager there.

SOUTH EAST ASIA HOTEL

The South East Asia Hotel is looking for 5 tour guides and 2 drivers. We are looking for young men or women of between 18 and 30 years with :

- 1) Qualifications : Completed High School.
- 2) Language skills : Able to communicate in English.
- 3) Good public relations skills.
- 4) Strong background in communication.
- 5) Able to work long hours and travel under difficult circumstances.

Interested candidates should submit their completed application form with a CV by the end of November to

- 1 What kind of jobs do Rathana, Kim Seng, Bora and Sophy want ? Why ?
- 2 What did Bora do to find out about jobs ?
- 3 If Borin wants to apply for a job at the South East Asia Hotel, what must he (i) get from the hotel, (ii) submit to the hotel ?
- 4 Why is the South East Asia Hotel looking for people (i) with good public relations skills and a strong background in communication and (ii) who can travel under difficult circumstances ?
- 5 Why would English be useful for these jobs, do you think ?

D 1 Look at Tables A and B. 2 Use *who* and *which* to join the tables to make five true and correct statements. 3 Write your statements in your notebook. 4 Then use *who* ? and *what* ? to ask and answer questions about them (see *Example*).

- | | |
|---|---|
| <ol style="list-style-type: none"> 1) A CV is necessary for our employer. 2) Advertisements can tell us about jobs. 3) English is the foreign language that the hotel wants. 4) Mr Khun Narith is the manager of the South East Asia Hotel. 5) The advertisement for the job was in the newspaper. 6) The hotel needs five tour guides. | A |
|---|---|

- | | |
|---|---|
| <ol style="list-style-type: none"> a) Bora's brother, Borin, enjoys studying and using it. b) Borin found the job interesting. c) It provides information about ourselves. d) They are shown on TV and appear in newspapers and magazines. e) The manager of the hotel is a friend of Mr Kim Neak. f) They will sometimes have to work from early morning to late at night. | B |
|---|---|

Example :

Student 1 : What is necessary for your employer ?

Student 2 : A CV, which provides information about yourself.
What can tell us about jobs ?

UNIT TWO : APPLYING FOR A JOB (PART TWO)

- A** Bora's brother, Borin, is applying for a job as a tour guide at the South East Asia Hotel. 1 Read the dialogue and advertisement again in Unit One. 2 Read Borin's application form. 3 Then ask and answer the questions.

APPLICATION FORM

Fill in the form and send it with your CV and photograph to :
The South East Asia Hotel, Sothearos Street, Phnom Penh.

Job you are interested in :

Tour Guide : Yes Driver : _____



Personal Data :

Name : *Keo Borin* Nationality : *Cambodian*

Age : *22* Married : *No*

Educational Background :

High School : *Samrong Upper Secondary School.*

Qualification : *Grade 12 certificate* Level : *Good*

Language :	Speaking	Reading	Writing
<i>Khmer</i>	<i>Very good</i>	<i>Very good</i>	<i>Very good</i>
<i>English</i>	<i>Good</i>	<i>Good</i>	<i>Good</i>

Skills and experience :

Some skills and experience working with computers. Experience working as receptionist at the Champa Hotel in Samrong.

- 1 Where did Borin get his application form, do you think ?
- 2 Do you think he has the correct qualifications, skills and experience ? Why ?

- B** 1 Read Bora's letter and Mr Khun Narith's reply.
2 Choose the correct statement.

Borin's Letter

Dear Sir,

I would like to apply for the job as tour guide, which appeared in your advertisement in last week's newspaper. I enclose my completed application form together with photograph and CV.

Although I passed my grade 12 exam about two years ago, my attitude is that I should not stop studying. I have , therefore, continued to study at private English and computer classes. I am now working as receptionist at the Champa Hotel in Samrong. Sometimes, however, the manager of the hotel asks me to be a tour guide for the foreign guests who stay at the hotel. I enjoy doing this work and think it would help me to work successfully as a tour guide at your famous hotel.

I look forward to hearing from you ...

Mr Khun Narith's Reply

Dear Borin,

Thank you for your application for the job as tour guide at the South East Asia Hotel. Applications depend on an interview, which includes an oral English test. Interviews will be held on December 15th at the South East Asia Hotel and the chairperson of our staff selection committee and I would like to interview you at eight o'clock. We appeal to all applicants to be punctual.

I look forward to meeting you ...

- 1 Borin ... for a job as tour guide at the South East Asia Hotel.
(a) applies (b) is applying (c) likes to apply (d) will apply
- 2 Borin ... , because he doesn't want to stop learning.
(a) likes to study (b) has studied (c) used to study
(d) was studying
- 3 Borin's attitude is that he ... to continue studying.
(a) is wanting (b) wants (c) wanted (d) has wanted

- 4 Borin ... as receptionist at the Champa Hotel, when he applied for the job at the South East Asia Hotel in Phnom Penh.
(a) works (b) is working (c) worked (d) was working
- 5 When foreign guests are staying at the Champa Hotel, Borin ... as a tour guide for them.
(a) works (b) is working (c) worked (d) was working
- 6 Mr Khun Narith and the chairperson of the staff selection committee ... Borin next month on December 15th.
(a) interview (b) are interviewing (c) interviewed
(d) were interviewing

C **1 Read Borin's letter and Mr Khun Narith's reply again.**
2 Then ask and answer the questions.

- 1 What is Borin's attitude to studying ?
- 2 What private classes does Borin go to ?
- 3 What does a receptionist in a hotel do ?
- 4 Why does the manager of the Champa Hotel ask Borin to be a tour guide when she has foreign guests staying at her hotel, do you think ?
- 5 Why do the applications for jobs at the South East Asia Hotel depend on an interview, do you think ?
- 6 Why does Mr Khun Narith appeal to all the applicants to be punctual, do you think ?

D **Ask and answer questions about yourself and your ideas.**

- 1 What do you think about Borin's attitude to studying ? What is your attitude to studying ?
- 2 What private classes do you go to ? Why ?
- 3 Would you like to work (a) as a receptionist in a hotel, (b) as a tour guide ? Why ?
- 4 What languages are important if you want to be a hotel receptionist or a tour guide, do you think ? Why ?
- 5 What advice would you give to Borin for his interview ?

UNIT THREE : APPLYING FOR A JOB (PART THREE)

- A** 1 Talk about the picture. 2 Look at the table. 3 It is December 15th and Mr Khun Narith, the manager of the South East Asia Hotel, and the chairperson of the staff selection committee are interviewing Borin at the hotel. Listen to the interview. 4 Are the statements in the table true or false ? If false, give the correct information.



	T	F
1 Borin likes visiting temples and old buildings.		
2 The South East Asia Hotel was built by a Cambodian architect.		
3 Neither the Manager of the hotel, nor the chairperson, nor Borin like the hotel building.		
4 The Manager's friend, Mr Kim Neak, teaches Borin English.		
5 Borin was offered a job as junior guide at the hotel.		

- B** 1 Listen to the interview again.
2 Ask and answer the questions.

- 1 When did Borin submit his application form ?
- 2 Why does Borin like visiting temples and other old buildings?
- 3 When was the South East Asia Hotel first built ?
- 4 What other building does the chairperson like a lot ?
- 5 How does Borin know that this building looks like the nose of a plane from the top ?

- C** 1 Look at the clues and read about Borin's interview.
2 Listen to the interview again. 3 Use the clues to fill in the gaps. Write the interview in your notebook.

- a that Borin submitted last week
- b where Borin went to school
- c which was built by a French architect
- d who liked the hotel building
- e who thinks that the New Market building is a rare achievement
- f who used to teach Borin English there

Borin was interviewed in the South East Asia Hotel in Phnom Penh. The hotel, ... , is about seventy years old. Borin, ... , is interested in history and architecture. The Chairperson of the staff selection committee at the hotel, ... , also likes history and architecture.

The Manager and Chairperson looked at the application form They didn't know much about Samrong Upper Secondary School, ... , because it is in Champa. But they knew it was a good school, because Mr Kim Neak, ... , is also a very good friend of Mr Khun Narith, the Manager.

CHAPTER TWO : BUDDHISM

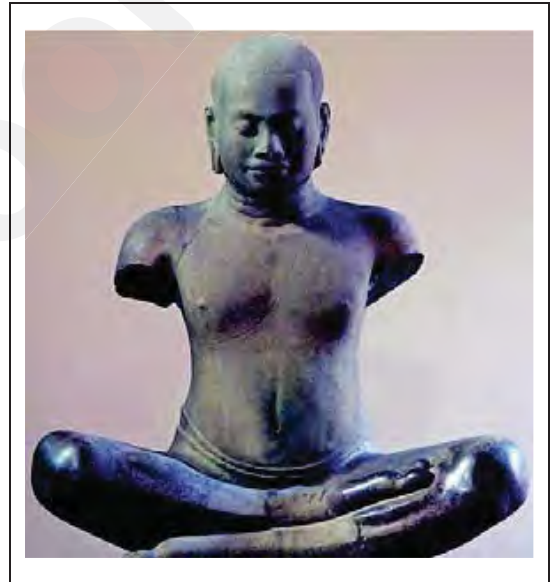
UNIT ONE : HOW DID BUDDHISM BEGIN ?

A Ask and answer the questions.

- 1 What is a religion, do you think ?
- 2 a) What is your religion ? b) Why is it your religion ?
- 3 What other religions do you know ?

B 1 Talk about the picture. 2 Read the story. 3 Ask and answer the questions.

Around the world there are many different cultures, beliefs and religions. People follow many religions. These include Islam, Buddhism, Christianity, and Hinduism. The majority of people in Cambodia are Buddhist. Buddhism came to Cambodia many hundreds of years ago during the time of Angkor, but why and in what manner did Buddhism begin ?



We all want to be happy. Most people think that material things, like money, houses and cars, bring only pleasure and make us happy. But do they ? We find things attractive and try to obtain them. When we have them, we still want more, because we are greedy. When we can't obtain the things we are fond of, we feel angry. If we see others with more than we have, we feel jealous. So we neither feel happy nor do we make others happy. Instead, when we feel angry or jealous, we feel like fighting and killing other people.

The Buddha regarded this as our basic problem : although we want to be happy, through our own behaviour we suffer. Twenty-five centuries ago in northern India, he decided to examine this problem and, after years of searching and trying various methods, he discovered an answer to it. That is how he became a Buddha.

When he became a Buddha, Brahma asked him to teach people what he knew, the 'Dharma', and show them how to be happy. Previously, Buddha thought, "The way is too difficult for anyone to understand." But Brahma told the Buddha that there were gods and men in heaven and on earth who were ready to listen and understand. So Buddha began to turn the wheel of Dharma. He talked about suffering, focused on the causes of suffering and explained how we can deliver ourselves from suffering. But if we want to follow that path, we must work hard, learn to respect all living things, live our lives honestly and look within.

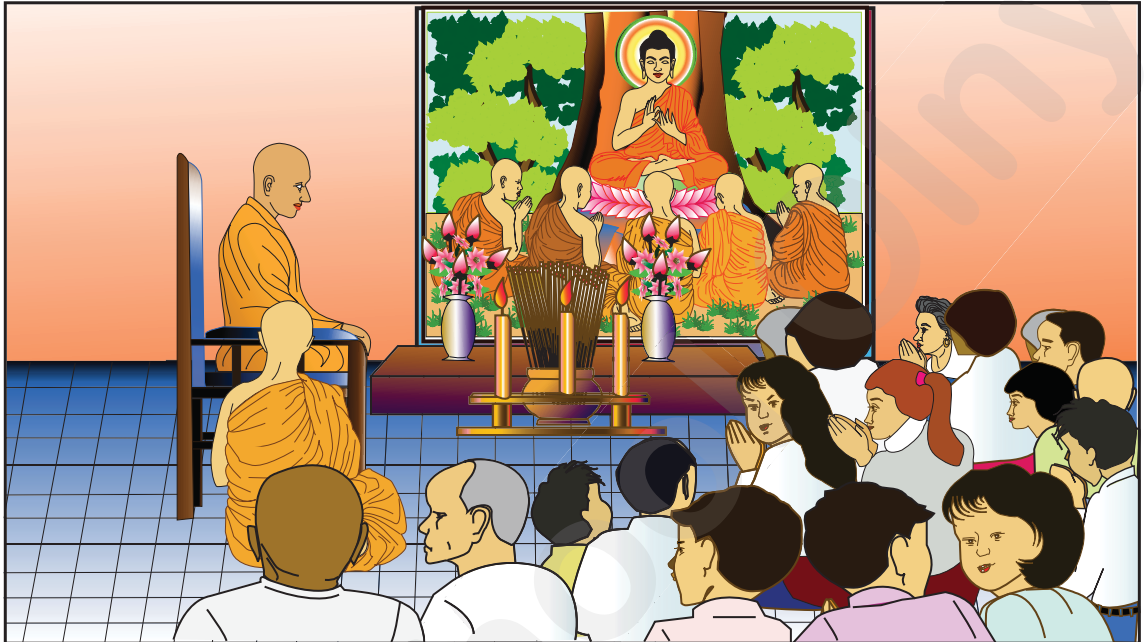
- 1 What is Islam ? Who follows Islam in Cambodia ?
- 2 What do most people think would make them feel happy ?
- 3 Why do we suffer, even though we want to be happy ? Who found an answer to this problem ?
- 4 What is the Buddha Dharma ? Who was the first person to teach it ? Why didn't he teach it at first ?
- 5 What did the Buddha say we must do, if we want to escape suffering ?

C **1 Read the statements. They are in the wrong order. Write them in the correct order. 2 Look at the questions in A again. 3 Write your answers in your notebook.**

Hinduism remains an important aspect of Cambodian and Thai culture. Although Buddhism came from India, in India most people still follow Hinduism. In Cambodia and Thailand, it was the main religion before Buddhism was introduced. Hinduism was the religion of the country in northern India where the Buddha was born. For example, Buddhists in Cambodia and Thailand still show respect to many of the gods of Hinduism.

UNIT TWO : THE BUDDHA, THE BUDDHIST PATH AND THE BUDDHIST COMMUNITY

- A** 1 Talk about the picture. 2 Read about Buddhism.
3 Ask and answer the questions.



All Buddhists pay respect to the Buddha, the Dharma and the Sangha. The Buddha is the person who discovered and taught the Dharma, which is the Buddhist path. The people who follow the Buddhist path are the Sangha, which is the Buddhist community.

There are people who follow the Dharma and want to dedicate their lives to it. Many of them become monks. This is because in the monasteries the monks do not have to worry about other things, like their family or career. Instead they can dedicate themselves to understanding and following the Dharma. The Buddha, however, did not want to separate the monks from society. He wanted the monks to be involved in their society. The monks, therefore, perform important ceremonies and teach the Dharma to the people. The people are grateful to the monks because of their teaching and in return are careful to feed and look after them properly. In this way everyone is involved in following the Buddhist path : the monks help the people and the people help the monks.

The way Buddhism is followed, however, is not exactly the same in every society. This is because religions are influenced by the societies in which they are practised. Before any differences began to appear in Buddhism, people had been following it in different societies for many years. Hinduism, however, has influenced Buddhism from the time of the Buddha, because previously people had been following Hinduism in the Buddha's own society. All Buddhists in every society, however, pay respect to the Buddha, the Dharma and the Sangha.

- 1 What do all Buddhists pay respect to ?
- 2 Why do some people become monks ?
- 3 Why do the monks need the people and the people need the monks in a Buddhist society ?
- 4 Why do people feed and look after the monks ?
- 5 Why don't all Buddhists follow the Dharma in the same way ?

B 1 Read Tables A and B. 2 Match them to make 6 true and correct statements.

Before ...	A
1 ... any differences began to appear in Buddhism,	
2 ... Buddhism came to Cambodia,	
3 ... the Buddha discovered the truth about suffering,	
4 ... the Buddha lived in the forest,	
5 ... the Buddha was born,	
6 ... the time of the Buddha,	

a he had been living as a prince in a beautiful palace.	B
b he had been sitting under the Bodhi Tree for a long time.	
c his mother had been dreaming a wonderful dream.	
d people had been following Hinduism in his society.	
e people had been following it in different societies for many years.	
f the Cambodian people had been following Hinduism for a long time.	

UNIT THREE : BUDDHISM IN CAMBODIA

- A** 1 Talk about the photos. 2 Read the table. 3 Listen to 'Buddhism in Cambodia'. 4 Are the statements true or false ? If false, give the correct information.



	T	F
1 Although Buddhism is part of Cambodia's heritage, the Cambodian constitution allows people to follow any religion.		
2 Before the Hindu religion came to Cambodia, people had been following Buddhism.		
3 In the past, boys could get a good education in the monasteries.		
4 The boys spent their whole lives as monks.		
5 Cambodian society needs strength as well as peace and happiness.		

- B** 1 Listen to the information again. 2 Ask and answer the questions.

- 1 What religion do most Cambodians follow ?
- 2 Why is it necessary to study Hinduism as well as Buddhism if we want to understand Cambodian culture and society ?

- 3 When was Buddhism almost abandoned in Cambodia ?
- 4 Why did families want their sons to become monks when they were young in the past ?
- 5 What do some people think Buddhism can provide ?

C 1 Listen to the information again. 2 Talk about the questions and try to answer them. 3 Write about what you think about *one* of the questions in your notebook.

- 1 'It is easy to cut down a tree, but not so easy to grow one.' What has this got to do with Buddhism in Cambodia, do you think ?
- 2 'Buddhism provides effective answers to questions.' What kind of questions might people ask and how could Buddhism answer them, do you think ?

D 1 Look at the clues. 2 Read about Dr Sok Chenda. 3 Write the story in your notebook using the clues (in the correct form) to fill in the gaps.

live	receive	return	study	want	work
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Dr Sok Chenda

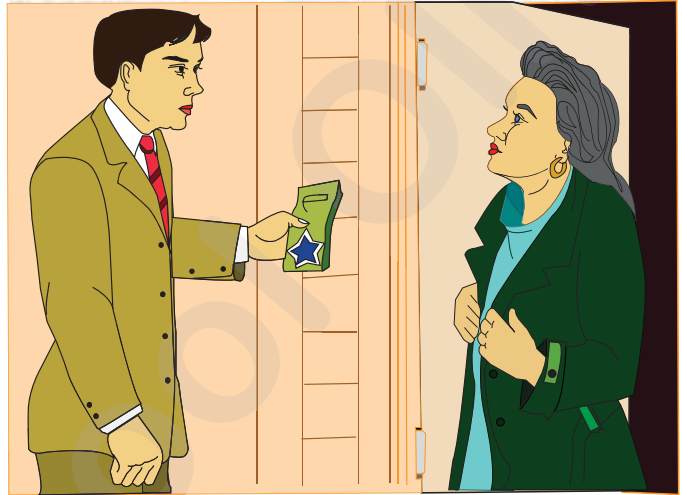
Dr Sok Chenda works at the Champa Hospital in Samrong. She ... there for more than ten years, but she hasn't always worked there. Before starting to work there, she ... at a famous hospital in Bangkok. It was called The Bangkok Nursing Home. She ... as a doctor there for about three years, when she ... a letter from her family in Samrong. They ... her to return home and get married. Dr Sok Chenda was happy to return to her own country because by then she ... for almost ten years in Thailand. Before working in the Bangkok Nursing Home, she ... medicine at a medical college in Bangkok for about six years. About six months after she ... to Samrong, Dr Sok Chenda got married. Soon after that she started to work as a doctor at the Champa Hospital.

CHAPTER THREE : A DETECTIVE STORY

UNIT ONE : A RARE LIQUID

- A** 1 Talk about the picture. 2 Read the story and dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.

It was a beautiful morning in London and the summer sunshine was smiling warmly. Inside her house in Cambridge Street, private detective Simone Fox was enjoying the newspaper, when there was a knock on her front door. It was a senior British police officer.



- Officer : Good morning, Detective Fox. Here's my card.
- Simone : Good morning, officer. Please come in. You look worried, officer. What's the problem, or is it a secret ?
- Officer : Oh, no. It concerns Professor Martin Green. He's lost something important. We think it was stolen.
- Simone : Do you mean *the* Professor Martin Green, officer ?
- Officer : Yes, the famous scientist.
- Simone : How interesting ! What did he lose ?
- Officer : He's interested in Cambodia's ancient stone temples.
- Simone : I don't see the connection.
- Officer : Sorry. It's a rare liquid. He invented it to protect them. That's why he's attending a conference there.
- Simone : But why should anyone want to steal the liquid ?
- Officer : It's so effective it can protect people against any danger as well as protect buildings against the forces of nature.

- Simone : I see. If I'm to investigate this, I think we ought to ensure the cooperation of the Cambodian government.
- Officer : We've already contacted them, although negotiations are proving to be a really complex process.
- Simone : Why's that ?
- Officer : At first they thought you were a spy.
- Simone : Well, spies and detectives *are* rather similar.
- Officer : I think you ought to go now. Your flight leaves in two hours. Here's your ticket. Good luck, Detective Fox.
- Simone : Thank you, officer.

- 1 Where did Simone Fox live ?
- 2 (a) Who had something stolen from him ? (b) What was it ? (c) What was it for ? (d) What else could it do ?
- 3 Why was it necessary to ensure the cooperation of the Cambodian government ?

B 1 Read Tables A and B. 2 Match them to make dialogues (see *Example*). 3 Act your dialogues out.

Example : 1 A I can hear a knock on the door.
 B Then you ought to go downstairs and open it.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 " I can hear a knock on the door." 2 " I don't know where Cambridge Street is. " 3 " I'm carrying a rare liquid in my bag." 4 " I want Simone to get the next flight." 5 " Simone needs to investigate this in Cambodia." 6 " The rare liquid has disappeared somewhere in Cambodia." | A |
|--|---|

- | | |
|--|---|
| <ol style="list-style-type: none"> a " Then I ought to get an air ticket for her immediately. " b " Then Simone ought to fly out there to investigate." c " Then we ought to contact the government there." d " Then you ought to go downstairs and open it." e " Then you ought to look after it very carefully." f " Then you ought to look at a map." | B |
|--|---|

UNIT TWO : AT THE MARKET

A 1 Talk about the picture. 2 Read the story. 3 Ask and answer the questions.

Under a hot sun, a car from The South East Asia Hotel collected Simone Fox from Pochentong International Airport. At the hotel, a large gentleman with a grey beard was waiting for her. Professor Martin Green introduced himself before taking Simone to the market, where he had lost the rare liquid. “This is where it happened,” Martin explained. “I bought a ring at this shop, but when I went to put it in my bag, it had disappeared.” “What ? The ring ?” asked Simone. “No, the bag,” explained Martin.

“I saw a woman take it,” the shopkeeper said. “I told my husband, but he said she was probably his wife, so I didn’t do anything.”

“These witnesses saw a woman take your bag, Martin. Do you remember any woman standing near you at the time ?” asked Simone. “ No, but there are probably a lot of shoplifters around here.” Martin replied. “I came with my friend, Dr Linda Croft. By the time I’d bought the ring, however, she’d already left. She said it was hot and had a headache.” “Who’s Dr Linda Croft ?” asked Simone “One of the scientists attending the conference,” Martin answered. “I shall have to investigate her, when we get back,” said Simone. “Oh, you couldn’t possibly suspect her,” continued Martin. “She’s such a nice, helpful woman. She even helped me yesterday with the lock on my door.” “What happened ?” asked Simone. “Well, I couldn’t lock my door, because the lock had been damaged. Linda kindly offered to mend it for me, but I didn’t like to waste her time and changed rooms instead.”



Back at the hotel, Simone checked the lock on Martin's old room and then his friend, Dr Linda Croft, on her computer. As she thought, Linda Croft was not a scientist at all. She was a well-known spy. "She will have left her room by the time I reach it," Simone thought as she picked up the phone. Linda Croft was waiting for the next flight to Bangkok at Pochentong International Airport. Her baggage had been checked through to London. Simone relaxed in her room. "The police will have prepared their trap at Heathrow Airport by the time she arrives," she reflected. "What a relief. Now I can relax and read the newspaper."

- 1 Where had Martin lost his rare liquid ?
- 2 Why did Linda say she wanted to leave the market early ?
- 3 Why doesn't Martin suspect her ?
- 4 What did Linda offer to do ? Why did she, do you think ?
- 5 Where did Simone phone, do you think ? Why ?
- 6 Why is Simone able to relax and read the newspaper ?

B 1 Read the story again. 2 Read Tables A and B. 3 Fill in the gaps and use the completed tables to write 5 correct statements beginning with '*By the time ...*'.

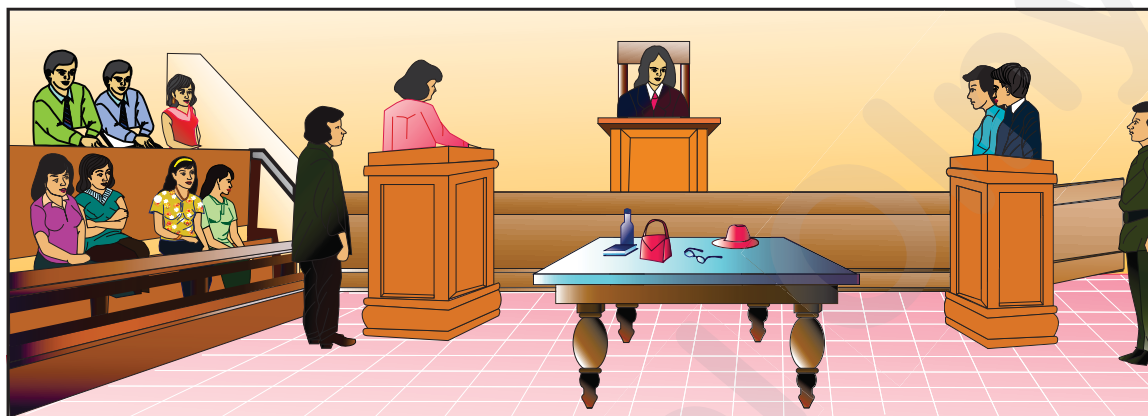
1 ... Linda arrives at ... ,	A
2 ... Martin leaves his old ... ,	
3 ... Martin discovers that his ... has disappeared,	
4 ... Martin has finished buying a ... ,	
5 ... Simone picks up the ... ,	

a he will have lost his	B
b Linda will have checked in at the	
c Linda will have decided to go with him to the	
d Linda will have left the	
e The police will have prepared their ... there.	

C Linda arrives at Heathrow Airport. Describe what happens to her there.

UNIT THREE : THE TRIAL

- A** 1 Talk about the picture. 2 Read the story you wrote in Unit 2 Section C. 3 Read about Linda's trial. 4 How is your story the same as this one ? How is it different ?



By the time Simone had returned to her flat in Cambridge Street, Linda Croft had been arrested at Heathrow Airport. Although the customs officer at the airport had found Professor Martin Green's rare liquid in her bag, she refused to confess to anything either then or later. "Look," said the police officer, showing her the liquid, "Can't you see we've got proof?" When asked to make a confession, however, Linda demanded to see her lawyer. Later, she told her lawyer that any kind of cooperation with the police meant that she respected them, which she certainly did not. By the time of her trial, Linda had refused to say anything more.

At her trial, however, Linda told the judge and the jury that in her opinion they couldn't judge her, because she didn't respect them. After that, she again remained silent. Linda Croft was judged, however, found guilty and sentenced to twenty years in prison.

Simone put down her newspaper. "By the end of this year, Linda will have escaped," Simone predicted. "She's a professional spy, an expert with locks and has powerful friends. Then I will be asked to investigate again. It will be a pleasure." While Simone was silently reflecting, the phone rang.

It was Professor Martin Green. “Have you finished your work in Cambodia, Martin ?” Simone asked. “Not yet, ” Martin replied. “But by the time I return to London next month, Angkor will have been saved, thanks to you, Simone.”

- B** 1 Read about Linda’s trial again. 2 Read the clues.
3 Use them to complete the statements.

confession guilty judge jury lawyer police proof trial

- 1 The police officer knew that Linda was ... , because the customs officer had found the ... in her bag.
- 2 Linda didn’t want to make a ... , because she didn’t respect the ... or their government.
- 3 Linda explained to her ... why she didn’t want to make a
- 4 She remained silent at her ... , because she didn’t respect the judge or the
- 5 At the end of the ... , the ... sentenced Linda to twenty years in prison.

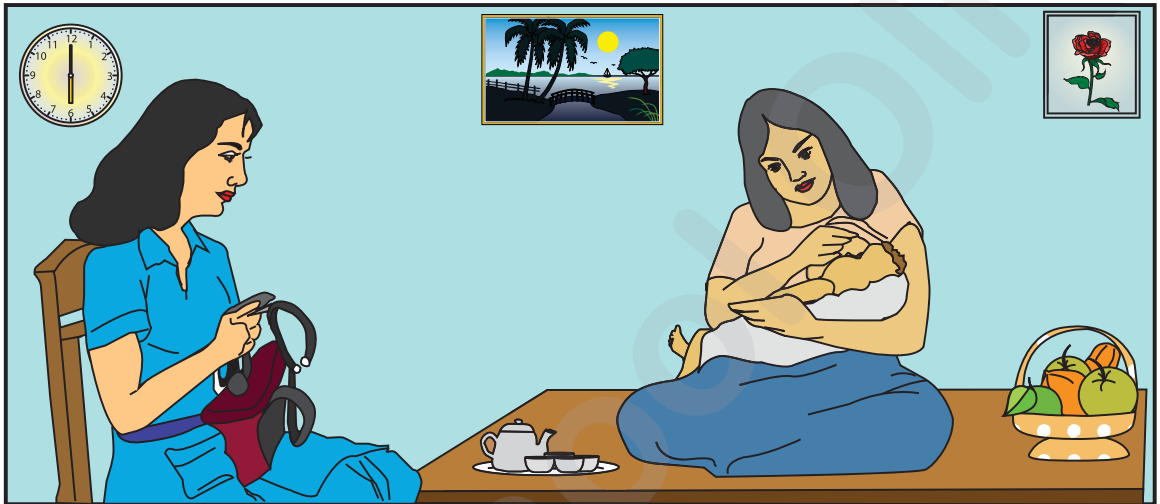
- C** 1 Read about Linda’s trial again. 2 Then ask and answer the questions.

- 1 What had happened to Linda by the time Simone had returned to her flat ?
- 2 What had the customs officer found by the time Linda was arrested ?
- 3 What had Linda confessed to by the time she had seen her lawyer ?
- 4 What had happened to Linda by the time Martin phoned ?
- 5 What does Simone think that Linda will have done by the end of the year ?
- 6 What will Martin have achieved by the time he returns to London ?

CHAPTER FOUR : HEALTH HAZARDS

UNIT ONE : PROTECT YOUR BABY

- A** 1 Talk about the picture. 2 Read the table. 3 Listen to the story and dialogue. 4 Are the statements true or false ? If false, give the correct information.



	T	F
1 Dr Sok Chenda has just had a baby.		
2 Her sister, Sopha, feels dizzy, because she's tired.		
3 Newborn babies shouldn't be breastfed.		
4 Water is a health hazard to newborn babies.		
5 Dr Sok Chenda bought some apples specially for Sopha.		

- B** 1 Listen to the story and dialogue again. 2 Ask and answer the questions.

- 1 Where does Sopha live ?
- 2 Why does Sopha think that breastfeeding her newborn baby might be bad ? Is it ?
- 3 What is special about the first breastmilk ?
- 4 Why is water a health hazard for babies ?
- 5 Why do mothers with newborn babies need to eat well and have a lot of rest ?

- C** 1 Match Tables A and B to make 5 short dialogues.
2 Act your dialogues out.

I' m My husband My wife	feeling has wants	just had a baby, doctor. rather dizzy. to give my newborn baby some water. very hungry. very tired.	A
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You'd better	eat lie down make sure	he doesn't give her any. she's breastfeeding it. something soon. until you feel stronger. you have enough rest.	B
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- D** 1 Listen to the story and dialogue again. 2 Look at the clues and read the story. 3 Use the clues to fill in the gaps.

breastfeed contains dizziness reason tired

A few days ago Sopha had a baby. It was her first, so she felt very excited, but also rather She phoned her sister, Chenda, and asked her to come and help. Chenda was a doctor and could answer her questions. For example, she wanted to know if she should ... her baby. She also wanted to know the reason for her Perhaps the two were connected ?

When Chenda came, she told Sopha that it was important to ... her baby. She explained that the first milk ... many special things, which protect newborn babies from diseases. She also explained that this was not the ... for her dizziness. Having a baby is hard work, so mothers often feel tired and sometimes even dizzy.

UNIT TWO : SARY'S HUSBAND

A 1 Read the questions. 2 Talk about the picture. 3 Read the dialogue. 4 Ask and answer the questions. 5 Act the dialogue out.

- 1 Why do some people think that smoking is a health hazard ?
- 2 Why do some people start smoking ?
- 3 Why is it difficult to stop smoking once you've started ?

Chenda : How's Sary, Sopha ?

Sopha : She's gone back to Phnom Penh to live with her mother. She said she'd rather do that than stay here alone.

Chenda : Where's Sann ?

Sopha : He died last month.

Chenda : What happened ? Wasn't he quite young ?

Sopha : Yes, but he died of a heart attack.

Chenda : Did he smoke a lot ?

Sopha : Oh, there was no limit. I saw him just before he died. He looked terrible, like someone addicted to heroin.

Chenda : If he hadn't had a heart attack, he'd probably have died of cancer. How long had he been smoking for ?

Sopha : Oh, for years, since he was young.

Chenda : Didn't he know it was bad and that he'd better stop ?

Sopha : Well, Sary told him they were poisonous. "Mark my words," she used to say to him. "You're spending all your money on poison. Give me your cigarettes and I'll exchange them for something that's good for you."

Chenda : Sary's an intelligent woman.

Sopha : Oh, yes. Sann was very proud of her. He told me she always used to get top marks in her class at school.

Chenda : Well, you'd think he'd rather listen to her than smoke himself to death then.



Sopha : I know, but smoking was his habit. He had to resign from his job because of it, but he just couldn't give it up. "If I stopped, I'd feel more nervous," he used to say.

B 1 Read the dialogue again. 2 Ask and answer the questions.

- 1 Why has Sary returned to Phnom Penh ?
- 2 What caused Sann's heart attack ?
- 3 Why was Sann proud of Sary ?
- 4 Why did he have to resign from his job ?
- 5 Why didn't Sann give up smoking ?

C What would Sary or Sann rather do ? Use the table to ask and answer the question with 6 correct statements (see Example).

Example : Student 1 : What would Sann rather do ?
 Student 2 : He'd rather have a heart attack than give up smoking. What would Sary ... ?

have a heart attack live in a village live with her mother smoke spend money on food take poison	than	cigarettes. give up smoking. in a city. listen to his wife. live alone. start smoking.
---	------	---

D Persuade your friend to stop smoking. Make a dialogue with your partner. One of you smokes, the other doesn't. The one who doesn't smoke tries to persuade the one who does to stop smoking. Start your dialogue like this :

Example : Student 1 : Do you smoke ?
 Student 2 : Yes, I do.
 Student 1 : Why ? Don't you know it's a health hazard ?
 Student 2 : Yes, but ...

UNIT THREE : AT THE CLINIC

- A** 1 Talk about the picture. 2 Read the story. 3 Ask and answer the questions. 4 Write the answers in your notebook.

Dr Sok Chenda had been staying with her sister, Sopha, for a week, when Sopha visited her local government clinic. “I’d better come along with you,” Chenda said. “I’ve got something for the clinic.”



The nurse at the clinic was very pleased to see Sopha and her baby. “I’d better have a look at your baby first,” she said. “Oh, isn’t he beautiful and looking so healthy !” The nurse had been admiring her baby for some time, when Sopha decided to introduce Chenda to her. “This is my sister,” she explained. “She’s staying with me at the moment.” “What a nice clinic,” said Chenda. “Sometimes I think that I’d rather work in a clinic like this than in a large hospital. What’s it like working here ?” “Oh, I enjoy working with the people here,” the nurse replied. “They’re very friendly, but although many of our problems are quite basic, they’re not always easy to solve.”

The nurse explained that one of the worst health hazards in her area was malaria. Before she arrived, many adults as well as children had been dying of malaria, but now they had found out how to deal with it and gradually things were improving. They realized that mosquitoes came from dirty water and caused malaria, so they kept the area around their houses clean. They still couldn’t get rid of mosquitoes completely, however, or always afford a mosquito net. “Then you’d better have these,” said Chenda and gave the nurse a large parcel of mosquito nets.

“Oh, thank you,” said the nurse. “They will really be appreciated.”

- 1 Why did Chenda want to go with her sister to the clinic ?
- 2 Why did the nurse admire Sopha’s baby ?
- 3 Give an example of a basic problem that wasn’t easy to solve.
- 4 How did they try to solve the problem ?
- 5 How did Chenda help to solve the problem ?

B 1 Read the story again. 2 Read the story below. 3 Copy the story into your notebook and fill in the gaps.

“One of the worst health hazards in our area is malaria,” explained the nurse. “Before ... , many adults as well as children had been dying of malaria, but now they ... how to deal with it and gradually things They ... that mosquitoes ... from dirty pools and ... malaria, so they ... the area around their houses clean. They still ... mosquitoes completely, however, or always ... a mosquito net.”

C Use the clues to make 5 correct statements.

- 1) Chenda/stay/sister/week/visit/clinic
- 2) nurse/admire/Sopha’s baby/time/introduce/sister
- 3) Chenda/visit/clinic/nurse/work three years
- 4) before/clinic/build/people/die/malaria/many years
- 5) before/nurse/arrive/village/few/people/use/mosquito nets

D 1 Read the questions. 2 Use the questions to *either* write about a government clinic *or* about where you go when you are sick.

- 1) Is there a government clinic in your area ?
- 2) Have you been there ?
- 3) If so, what is it like ? What aspects do you like and what aspects do you dislike about it ? Why ?
- 4) If you haven’t been to a government clinic, where *do* you go when you’re sick ?
- 5) What’s it like ? What aspects do you like and what aspects do you dislike about it. Why ?

CHAPTER FIVE : NATURAL DISASTERS

UNIT ONE : DEALING WITH DISASTERS

- A** 1 Read the questions. 2 Read about natural disasters.
3 Ask and answer the questions.

- 1 What is nature ?
- 2 Where do 'natural disasters' come from ?
- 3 Why are they called 'disasters' ? Give one or two examples.
- 4 Have you ever experienced a natural disaster ? What was it ?

Many countries are hit by natural disasters. Bangladesh and Cambodia, for example, suffer regularly from floods. In Bangladesh, cyclones have sometimes made these floods much worse. When this has happened, many people have lost their homes and even their lives. More generally, serious flooding damages agriculture in countries where it is often essential to the economy. It is not surprising, therefore, that governments, as well as individuals, search for ways to deal with such danger.

When natural disasters occur regularly, they are easier to deal with than when they are irregular. For example, countries that lie mostly below sea level can expect floods, so over the years they learn to deal with them. Holland, for example, has built a complex system of canals in order to protect itself from flooding from the sea. In Bangladesh, however, where the many rivers cause regular floods, a certain amount of flooding actually helps agriculture. This is because the floods bring a deposit of rich soil. Irrigation systems, which are necessary for effective rice production, also help to control the floods. Natural disasters like cyclones, however, are almost impossible to control, because they are both irregular and very powerful.

While some things make natural disasters better, others make them worse. Bangladesh's huge population, for example, forces

many farmers to live on land that is easily flooded. As a result, when Bangladesh is hit by a cyclone, strong winds blow down houses and trees, the sea rises up and threatens the land and there is a terrible loss of life as well as property.

B 1 Look at the clues. 2 Use them to fill in the gaps.

agriculture canals cyclone disaster economy

(1) Although a certain amount of flooding can help ... , too much will cause a lot of damage. (2) Agriculture is very important to most countries' (3) A regular natural ... is easier to deal with, because it is expected. (4) ... and irrigation systems are used to control water, but they can also help to control floods. (5) Bangladesh's huge population makes an irregular natural disaster like a ... much worse.

C Ask and answer the questions.

- 1 What sometimes make floods in Bangladesh much worse ?
- 2 Why has Holland built a complex system of canals ?
- 3 Why do Bangladeshi farmers irrigate their fields ?
- 4 Why do some of them live on land that can easily flood ?
- 5 Why are cyclones particularly dangerous ?

D Use the clues to fill in the gaps.

after before when

- 1) ... the Dutch built their canals, Holland was often flooded.
- 2) ... natural disasters are regular, they are easier to deal with.
- 3) ... countries are hit by cyclones, people lose their homes.
- 4) ... trees have been cut down in Nepal, the top soil is washed down the rivers to Bangladesh.
- 5) ... Bangladeshi rivers have received Nepalese soil, they flood.
- 6) ... a flood, there is a fresh deposit of rich soil on the land.

UNIT TWO : WHO IS RESPONSIBLE ?

- A** 1 Talk about the map. 2 Read the table. 3 Listen to more information about natural disasters. 4 Are the statements true or false ? If false, give the correct information. 5 Look at the map again and check how rivers from Nepal flow into Bangladesh.



		T	F
1	If a disaster is natural, people can make it neither better nor worse.		
2	Some disasters, which people thought were 'natural', are actually man-made.		
3	Farmers in Nepal cut down trees in order to damage their environment.		
4	If farmers in Nepal knew enough about forestry, they could cut wood without damaging the forest.		
5	If farmers in Nepal create a man-made disaster, they should solve the problem by themselves.		

- B** 1 Listen to the information about natural disasters again.
2 Then ask and answer questions 1, 2 and 3. 3 Then listen again and ask and answer questions 4 and 5.

- 1 a) What is the 'enemy' that cannot be 'defeated in the normal way' ? b) Why can't the 'enemy' be defeated in the normal way ?
- 2 a) What do Nepalese farmers do to damage their environment without realizing it ? b) What do they think about when they are doing it ?
- 3 What are the three examples of a man-made disaster caused by this damage to the environment ?
- 4 a) Education is an important factor. Why ? b) Nevertheless, the Nepalese farmers need something else in order to avoid creating a man-made disaster and at the same time survive. What ?
- 5 Why must the whole of Nepalese society share responsibility for problems created by farmers in Nepal ?

- C** 1 Look at the example. 2 Use the clues to write 6 more similar statements with '*must be*' and '*if*'.

Example : Our environment/respected/want/avoid/man-made disasters =
Our environment must be respected if we want to avoid man-made disasters.

- 1 we/want/solve/complex problem/variety/possible solutions/explored.
- 2 our lives/changed/environment/changed
- 3 all the forests/cut down/climate/changed
- 4 a lot of soil/washed/rivers/Bangladesh/it/threatened/floods
- 5 farmers/given/education/want them/know/more/situation
- 6 problems caused by man-made disasters/shared/everyone/want/solve them

UNIT THREE : FRIENDLY RELATIONS

A 1 Read the dialogue. 2 Read the questions and answers and complete the questions. 3 Ask and answer the questions.

- Mr Neak : Yesterday we read about how some natural disasters are actually caused by people, like farmers in Nepal. Who do you think are responsible for them ?
- Rathana : The whole of society.
- Mr Neak : Not just the farmers ?
- Rathana : No, they can't deal with them by themselves, because they don't have the knowledge or education.
- Mr Neak : Right, but what about the farmers in Bangladesh ? By the time the problems in Nepal have been solved, floods will have destroyed their farms.
- Bora : So the Bangladeshi farmers must be helped by their government. For example, they could help farmers build houses that float during a flood.
- Rathana : But that's not fair !
- Bora : Why isn't it ?
- Rathana : Because if the floods come from Nepal, it must be the Nepalese government's responsibility.
- Mr Neak : Yes, but unfortunately both countries are very poor. If Nepal doesn't even have enough money to help its own people, how can it give aid to Bangladesh ?
- Kim Seng : It can't, but I read that when Mozambique suffered from floods, it received aid from rich countries.
- Mr Neak : Yes. Friendly relations between all the countries in the world, both rich and poor, must be established, because actually we all depend on each other.
- Kim Seng : But some countries think of each other as enemies. Then, when governments want to be friendly, their people think that it's some kind of defeat.
- Mr Neak : Yes, but by the time the need for national and international cooperation has been fully realized, our attitudes and feelings will also have changed.

- 1 Why did Mr Neak ... ? Because the floods that destroy their farms come from Nepal.
- 2 Why did Rathana ... ? Because they come from Nepal.
- 3 Why can't Nepal ... ? Because it is too poor.
- 4 What and where ... ? It is a country in southern Africa.
- 5 What ... Mozambique ? It is also quite a poor country.
- 6 Do rich countries ... ? Neither. All countries, both rich and poor, depend on each other.
- 7 Why ... some governments ... ? Because some countries just don't like other countries. They regard them as enemies.
- 8 Why must ... ? Because all countries depend on each other, so they must help each other [and not fight with each other].
Also, if we want to prevent man-made disasters, we must have international cooperation.

B 1 Use the table to make 5 correct statements. 2 Then ask and answer questions about them.

Friendly relations between countries	must be	changed.
People's attitudes and feelings		established.
The farmers in Bangladesh		solved.
The need for international cooperation		helped.
The problems in Nepal		realized.

C 1 Read the statement. 2 Match the tables to make 4 more similar statements.

- 1 By the time the trees have been planted, the farmers will have learned a lot about forestry.

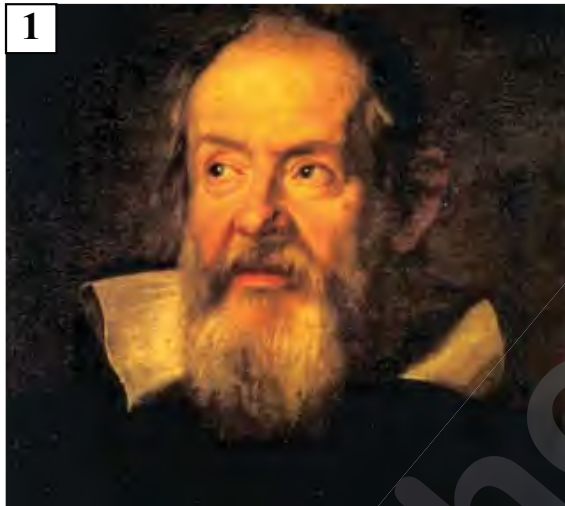
By the time the a) aid ... received, b) forests ... cut, c) problems in Nepal ... solved, d) need for international cooperation ... realized,

i) a lot of top soil ... disappeared. ii) floods ... destroyed farms in Bangladesh. iii) many people ... suffered. iv) people's attitudes ... changed.

CHAPTER SIX : JOURNEY TO THE MOON

UNIT ONE : THE MOON FROM EARTH

- A** 1 Talk about the pictures. 2 Read the story. 3 Ask and answer the questions. Write your answers in your notebook.



As we all know, the moon is the brightest object in the night sky. We can see it most clearly when it is full, meaning that it appears round to us. Some people think that it looks like the face of a man, because of the light and dark areas on it. Early people wondered about this strange object in the sky. Was it just a light or was it another planet like the earth ? Some people even considered it to be a god.

What people could learn about the moon when they could only use their eyes was limited, but nowadays, because of their research, scientists understand more about it. The first real research came in the early 17th century with the invention of the telescope by Galileo, an Italian scientist. When he focused his telescope on the moon, he discovered that its surface was covered by hilly regions as well as large flat areas, which he thought might be seas. He also explained that the moon and earth are very different in both their size (the moon is smaller than the earth)

and position in the universe. Italian society did not respond well to what he taught, however, because the information was so new.

The earth and moon move at tremendous speeds through space. They travel around the sun at approximately 107,000 kilometres per hour. At the same time, the moon moves around the earth. It takes 27.3 days to do so and the same time to turn on itself. Since it has neither air nor water, as far as we know, there can be no life on it.

As scientists had reached the limit of what they could discover about the moon from earth by the 1950s, they then started to think about sending a person to explore it.

- 1 When does the moon appear round to us ?
- 2 What did early people think the moon was ?
- 3 Why do scientists know more about the moon nowadays ?
- 4 How did Galileo discover new things about the moon ?
- 5 What did Italian society think of the things he taught ?
- 6 How does the moon move ?

B 1 Read the statements. 2 Join them using either '*because*', '*since*' or '*as*'.

- 1 The moon looks like the face of a man. There are light and dark areas on the moon.
- 2 Galileo was able to examine the moon carefully. Galileo used a telescope to examine the moon.
- 3 The moon has neither air nor water. There can be no life on the moon.
- 4 Scientists needed to send someone to the moon. Scientists had reached the limit of what they could discover about the moon.
- 5 People have been able to explore the moon. Scientists have been able to find out more about the moon.
- 6 It is very difficult and expensive to send people to the moon. Not many people have been sent to the moon.

UNIT TWO : GOING TO THE MOON

A 1 Talk about the photographs. 2 Read the questions. 3 Read more about the moon. 4 Ask and answer the questions.

- 1 When was the first man-made vehicle launched into space ?
- 2 What kind of vehicle was it ?
- 3 Where did it go ?

Before scientists could think of sending a person to the moon, they needed to find out about the environment on its surface. In particular, they were concerned that the surface was covered with dust and that it would damage a spaceship's complex equipment. So, in order to gather sufficient information about the moon's surface, scientists developed metal explorers called satellites.



The Space Age began on the fourth of October 1957. On that day, Russia launched the world's first satellite into space. It was followed in January 1958 by an American satellite. In September 1959, another Russian satellite crashed onto the moon's surface. Then, only a few weeks later, one more Russian satellite flew right round the moon, taking photographs as it went.

Through information sent back to earth by these satellites, scientists discovered that nobody could live on the moon for more than a few seconds without protection. Since there is no air and the pressure is very low, in full sunlight the temperature rises to over 100 °C. As a result, our blood would quickly boil.

In order to make a journey to the moon, therefore, astronauts need special clothes, food and medicine. In addition, in order to escape from earth's gravity, a spaceship must reach a tremendous speed very quickly. So as to make this possible, spaceships must have very powerful engines that use a lot of fuel. In fact, when it takes off, more than ninety percent of a spaceship's load is fuel.



B Ask and answer the questions.

- 1 What did scientists have to do before sending an astronaut to the moon ?
- 2 What were they particularly concerned about ?
- 3 The space race in the 1950s was between which two countries ? Which country won it ?
- 4 What is the environment on the moon's surface like ?
- 5 Why do astronauts need special clothes, food and medicine ? What is so special about them ? Where do they come from ?
- 6 Why do spaceships need so much fuel ?

C Complete the statements.

- 1 Galileo made a ... in order to ... the moon.
- 2 Even though it was expensive, Russia and America wanted to ... the moon for a ... of reasons.
- 3 Satellites were sent into ... in order that more ... about the moon could be
- 4 Satellites were ... so that scientists could get information from the moon without actually ... there themselves.
- 5 Astronauts wore special ... so as to ... themselves from the moon's

UNIT THREE : THE EARTH FROM THE MOON

A 1 Talk about the photograph. 2 Ask and answer the questions.

- 1 Would you like to visit the moon ? Why ?
- 2 If you were standing on the moon, i) what would you be able to see ? ii) how would you be feeling, do you think ?



B 1 Read the table. 2 Listen to the story and dialogue. 3 Are the statements true or false ? If false, give the correct information.

	T	F
1 Mr Douglas Armstrong's journey to the moon was successful.		
2 Conditions inside spaceships are very good.		
3 The earth looks much bigger from the moon than the moon looks from the earth.		
4 We ought to look at the earth from the moon, because the earth is made up of many different countries, languages, religions, cultures and so on.		
5 Douglas made a film while he was on the moon.		
6 The most important benefit from Douglas's journey is the research that will be done on the soil and rocks that have been collected from the moon's surface.		

C 1 Listen to the story and dialogue again. 2 Ask and answer the questions.

- 1 What did Douglas switch on, do you think ?
- 2 What isn't exactly like having a holiday ?
- 3 Why does Douglas think the earth looks strange ?
- 4 Is looking at the earth on a map the same as looking at it from the moon, do you think ? Why ?
- 5 What did Douglas do while he was on the moon ?
- 6 What does Douglas mean when he tells Susan that he saw 'one earth with one people', do you think ?

D 1 Read the clues. 2 Read what Susan wrote in a magazine. 3 Use the correct form of the clues to fill in the gaps.

carry ought load measure see use

Douglas was right. A journey to the moon is certainly no holiday. So after his journey there, he ... to be able to take some leave. An astronaut's life is a busy one, but, with luck, he will be able to get some rest.

Meanwhile, scientists will be ... out a combination of research tasks on the soil and rocks that were ... onto the spaceship. They will also use the various things that were ... on the moon's surface. Although much of this research will be ... to find out more about the moon, it will also be ... for other purposes. In particular we ... to try to discover some medical benefits from this research.

Everyone ... to have the experience of looking at the earth from the moon, because it tells us something important about the earth. From that distance, we can ... more clearly that we are actually one world and one people. According to Douglas, people ... to see his film, since they can't actually go to the moon. One day, if you switch on the television, you may be able to see it.

CHAPTER SEVEN : FUNERALS

UNIT ONE : SANN'S FUNERAL

A Ask and answer the questions.

- 1 Have you ever attended a funeral ?
- 2 How long did it last ?
- 3 What did you and the other people wear at the funeral ?

B 1 Talk about the picture. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.

Last weekend, Monica and Mike visited Sopha in her village.

Mike : Oh, I'm hot !

Sopha : You'd better sit down under the fan. Have a look at this. It's a photo of Sann's funeral.

Mike : Is that his coffin ?

Sopha : Yes. Quite a simple design.

Mike : Yes. Dr Chenda told me how Sann died, but she didn't tell me about the funeral.

Sopha : Well, I'd better tell you then. The photo was taken on the third day when the body was cremated.

Mike : Do Khmer funerals always last for three days ?

Sopha : Well, that's our custom, but it also depends on the ability of the family to pay.

Mike : What they can afford ?

Sopha : Yes, because all the relatives, friends and village people come to show their respect for the dead person. That's only appropriate, but it can be very expensive.

Mike : I can imagine. Who's this man making a speech ?

Sopha : That was Sann's boss, before he resigned.



Mike : Everyone seems to be wearing special black and white clothes.

Sopha : Yes, but if you look closely, you'll see that these people are wearing only white. They're Sann's close relatives.

Mike : Oh, yes, quite a display !

- 1 Why did Sopha invite Mike to sit down under a fan ?
- 2 Why did she feel that she ought to tell Mike about Sann's funeral ?
- 3 Why can Khmer funerals be very expensive ?
- 4 Why does Mike say, "quite a display" ?
- 5 Is Sann's funeral the same as the ones that you have attended ?

C **1 Read the statements. 2 Make an appropriate response.**
Take it in turns to tell your classmate what he or she had better do (see *Example*).

Example : Student 1 : I'm feeling very hungry.

Student 2 : Then you'd better eat something quickly.
My sister's in hospital.

- 1) I'm feeling very hungry.
- 2) My sister's in hospital.
- 3) I want to find out about the National Museum.
- 4) I'm not very good at writing.
- 5) My brother's addicted to cigarettes.
- 6) I've got an English test tomorrow.
- 7) My English friend wants to know about Khmer funerals.

D **Discussion. Talk about these questions with your classmates.**

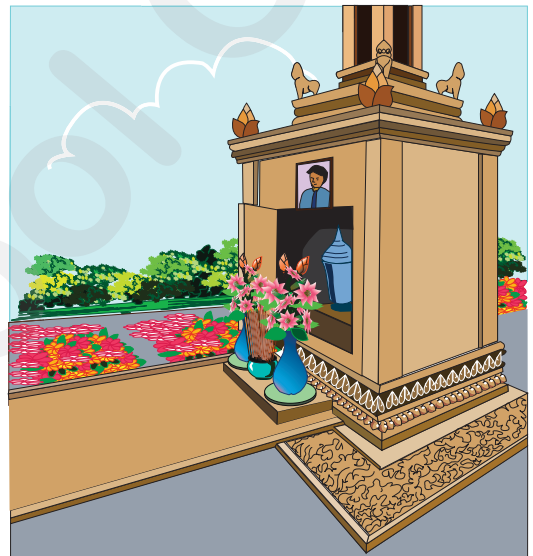
- 1 Why do we have funerals when someone dies ?
- 2 Where do Khmer funerals take place ? Why ?
- 3 Some people say that going to sleep is similar to dying. Do you agree ? Why ?
- 4 The person who is born and the person who dies. Are they the same person ?

UNIT TWO : AT A FUNERAL

A 1 Talk about the picture. 2 Read the statements. 3 Read more about funerals. 4 Match the statements with paragraphs a) - d)

- i) There is something which is not born and that does not die.
- ii) Funerals can make us think about what life means.
- iii) The body is made up of the four elements.
- iv) We can learn something from a Khmer funeral.

a) A Khmer funeral is both a regular ceremony that we may experience any day and part of our ancient culture and tradition. We ought to be able to learn something from it.



b) Someone we knew and loved is now nothing but bone and ash. How is it possible ? How can someone we knew, who was active, who we loved become just bone and ash ? But this is the body, which is actually made up of earth, fire, water and air. When it is cremated, it returns again to these four elements. Examine the ash and bones, which are displayed after the cremation. The bones now look like coal dug out of the earth. They are hot, but after the heat they may be poured gently into the cool river, or blown into the air by the wind, or thrown onto the field like seeds for planting. But are these scenes the whole story ?

c) When we attend a funeral, we may start to think about our own. We may say, “If we both come into the world with nothing and leave with nothing, what does our life mean ? Does it mean

anything ?” This is the same question that the Buddha asked many years ago. He also answered it.

d) What is born, dies. That is the story of both the body and all material things. If we think we are our body, the story ends there. But if we examine who we are and understand that we are not our body, then we may begin to recognise something else. “There is that which is not born, which does not die.”

B Ask and answer the questions. Write your answers in your notebook.

- 1 Why should we be able to learn something from Khmer funerals ?
- 2 How does our body return to the four elements ?
- 3 We come into the world and leave the world with nothing. What does ‘nothing’ mean here ?
- 4 How can we examine who we are, do you think ?
- 5 Who said, “There is that which is not born, which does not die,” do you think ?

C Write the statements in your notebook and fill in the gaps.

- 1 A Khmer funeral is both a ... and
- 2 When we attend a funeral, we may think about both ... and ourselves.
- 3 A funeral reminds us that we are both ... now and ... one day in the future.
- 4 After a funeral, we take away both the ... and the
- 5 If we want to examine ourselves, we ... examine both our ... and our mind.

**D 1 Read the questions on page 40 in Unit 1, Section D again.
2 Write your answers to one or more of the questions in your notebook. Write as much as you can on each question.**

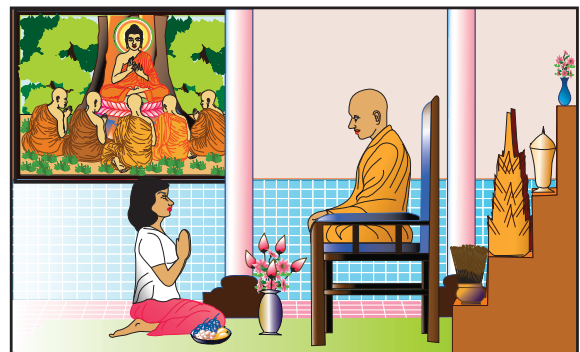
UNIT THREE : AFTER THE FUNERAL

- A** 1 Talk about the picture. 2 Read the table. 3 Read the story.
4 Are the statements true or false ? If false, give the correct information.

	T	F
1 People usually feel shocked after a death.		
2 Because we are responsible for suffering, it lasts forever ¹ .		
3 Our mind is like a pond full of fish.		
4 The fish are dirty.		
5 The fish are thoughts and feelings jumping about.		
6 The surface of a pool with clean water looks like a mirror.		

After her husband's funeral, Sary felt very sad. Although Sann had been ill for some time, his death had come as a shock. Two months later, it still shocked her. Her mother told her that it was usual, but that it wouldn't continue forever¹. "Nothing's permanent," she said. Sary's mother knew, because her own husband had died many years before.

Sary missed Sann. It wasn't always easy for her to accept that he had gone. "I felt the same way," her mother said. "I used to go to the pagoda, because it's peaceful and quiet there. One day, a monk asked me why I was looking sad. When I told him, he said, "Well, it's only natural, but nothing lasts forever¹, not even your suffering." "Didn't the Lord Buddha teach about suffering ?" I asked. "Yes," he answered. "That is the first truth, but he taught four. The second is that we



¹ for ever = forever

ourselves are responsible for it.” “How ?” I asked. “Because we hold onto things,” he said. “We don’t let go. We are afraid.”

“Afraid of what ?” asked Sary. Her mother smiled. “Afraid of losing ourselves. You see, the monk explained further, “Our mind is like a deep pond, but, unfortunately, the water isn’t clean. Our thoughts and feelings jump about like fish and make it dirty. When we let go of them, however, the pool becomes clear and its surface then is like a bright mirror. On it appears everything in the whole universe, but it remains clean, because nothing actually touches it. This is the original mind. Its location is beyond suffering. That is the third truth. The fourth truth is the path that leads to that location.” That is what the monk told me.”

B Complete the statements.

- 1 Sary’s mother knew that her ... wouldn’t last for ever.
- 2 Her mother used to go to the pagoda, because she couldn’t accept that ... and felt
- 3 The first truth that the Buddha taught is that
- 4 We create suffering when we ... permanent.
- 5 The third truth is that suffering is ... and that we can

C Read the a) statements and use them to complete the b) ones.

- 1 a) She told Sary that it was usual to feel shocked after such a death, but that her feeling would not last forever. =
b) She said to Sary, “It
- 2 a) She said, “I felt the same way.” = b) She told Sary
- 3 a) A monk asked me why I was looking so sad =
b) A monk asked me, “Why ... ?
- 4 a) “Afraid of what,” Sary asked her mother.
b) Sary asked her mother what
- 5 a) The monk said to Sary’s mother, “The fourth truth is the path that leads to the place where there is no more suffering.” =
b) The monk told Sary’s mother that

CHAPTER EIGHT : AFTER THE NIGHTMARE

UNIT ONE : LEARNING FROM THE PAST

A Ask and answer the questions.

- 1 Do you ever have nightmares ? If so, what are they about ?
- 2 During the 1970's a terrible nightmare happened in Cambodia. What was it, do you think ?
- 3 Some people think the nightmare could happen again. What do you think ? What should we do if we want to stop the nightmare from happening again ?

B 1 Look at the table. 2 Listen to the dialogue between Susan and Dara. 3 Are the statements true or false ? If false, give the correct information.

		T	F
1	Between 1975 and 1979, Susan worked in the border camps.		
2	Susan doesn't like stories. She finds them hard to bear.		
3	If Susan were Dara, she would try to forget about the past.		
4	If we close our eyes, a dangerous animal will creep up on us.		
5	During the Khmer Rouge nightmare, Cambodia was turned upside down.		

C 1 Listen to the dialogue again. 2 Ask and answer the questions.

- 1 When do people go to the pagoda to pay their respects to their ancestors ?
- 2 Which ancestors does Dara particularly want to pay his respects to ?

- 3 How did Susan learn about what was happening in Cambodia during the Khmer Rouge regime ?
- 4 Why did Dara describe the years when Cambodia was under the Khmer Rouge government as a ‘nightmare’, do you think ?
- 5 Why did Susan say that if she were Dara she would try to forget the past, do you think ?
- 6 Why didn’t Dara want to forget the past ?

D 1 Read the statements. 2 Read the example. 3 Use the statements to make 4 more similar ones.

Example : 1 Susan and Dara are journalists, but if I were them, I would rather be a politician = I would rather be a politician than a journalist.

- 1 Susan and Dara are journalists, but if I were them, I would rather be a politician = ...
- 2 Dara works in an office in Phnom Penh, but If I were him, I would rather work in Champa = ...
- 3 Susan likes listening to classical music, but if I were her, I would rather listen to pop music = ...
- 4 Some people ignore the past, but if I were them, I would rather know as much as possible about it = ...
- 5 Other people think about the past all the time, but I would rather think about the present and make it better = ...

E Discussion : Ask and answer the questions.

- 1 What is the best way to find out about what happened in Cambodia under the Khmer Rouge regime, do you think ?
- 2 Dara says that under the Khmer Rouge regime, Cambodia was turned upside down. What does he mean by ‘upside down’, do you think ?
- 3 Dara says, “We must know about the past in order to learn from it.” Do you think that we can learn from the past ? Why ?

UNIT TWO : THE WAY OF PEACE

- A** 1 Talk about the picture. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.



- Rathana : I've been reading about the peace marches. What were they for ?
- Kim Seng: Weren't they for peace ?
- Mr Neak : Yes, but why were they necessary, do you think ?
- Kim Seng: To stop violence in society ?
- Mr Neak : Right. So where does the violence come from ?
- Bora : From people ? People get angry.
- Mr Neak : Then what happens ?
- Bora : When people get angry, they can't always control themselves. Then there's violence, but that's natural.
- Rathana : Yes, but that doesn't mean it's good, does it ? Doesn't Buddhism teach us to control ourselves ?
- Kim Seng: Yes, but not everyone follows Buddhism. The Khmer Rouge didn't.
- Rathana : Well, I'd rather follow Buddhism than the Khmer Rouge. Theirs was a regime of fear and violence.
- Mr Neak : That's right. Our country has been through a crisis, indeed a nightmare, but now we should be positive, because we have the opportunity to recover, to improve our society and bring back peace.

- 1 Why were the peace marches held ?
- 2 If something is natural, is it also good ? Give an example.
- 3 Why should people control themselves when they get angry ?
- 4 Why did Rathana say that she would rather follow Buddhism than the Khmer Rouge ?
- 5 Mr Neak thinks that Cambodia has an opportunity. What is that opportunity ?

B 1 Look at Tables A and B. 2 Join them using ‘*would rather*’ and ‘*than*’ to make 5 correct statements.

- | | |
|---|----------|
| <ol style="list-style-type: none"> 1) control myself when I get angry 2) enjoy conditions in Cambodia now 3) have a dream 4) investigate the past 5) respect my culture and religion | A |
|---|----------|

- | | |
|---|----------|
| <ol style="list-style-type: none"> a) a nightmare b) forget all about them c) ignore what happened d) those during the Khmer Rouge regime. e) threaten anybody or anything with violence | B |
|---|----------|

C Discussion : Ask and answer the questions.

- 1 Bora says that when people get angry, they can’t always control themselves. If they aren’t controlling themselves, what is controlling them ?
- 2 If we feel angry, but we don’t do anything, is that good ? Why ?
- 3 Bora says that feeling angry and then causing violence is ‘natural’. What do you think he means by ‘natural’ ? How does he know that it is natural ?
- 4 If we feel angry, but don’t do anything, is that natural ? Why ?
- 5 Can we have peace in society, if we don’t have peace in ourselves ? Why ?

UNIT THREE : THE PAST IN THE PRESENT

- A** 1 Talk about the picture. 2 Read the story. 3 Ask and answer the questions. Write your answers in your notebook.

“Why do people describe the Khmer Rouge years as a time of genocide ?” Rathana asked Dr Chenda. “Because they killed so many people,” Dr Chenda replied. “Even now, more than twenty years later, I still have nightmares about that hell. I hear the screams of people who



were taken away and beaten with sticks before they died, because that’s what was happening all the time. It wasn’t unusual. Sometimes I’m the person selected and waiting to be killed.”

Various people told Rathana about their experiences during the Khmer Rouge regime, but it wasn’t easy for her to imagine what it really must have been like. “I want to know about the Khmer Rouge regime, but if I were you, I wouldn’t want to talk about it,” Rathana told Dr Chenda. “I know what you mean,” said Dr Chenda. “But unless we understand the past, we won’t understand the present.” Rathana felt somewhat confused. “Does that mean that knowing about the past is the same as understanding it ?” asked Rathana. “Sometimes I feel the more I know about the Khmer Rouge regime, the more I don’t understand it. I mean, why were all those people killed ?” “Well, reasons have been given, but I know what you mean,” Dr Chenda answered. “I feel the same way sometimes. Perhaps some things really are impossible to understand, but generally I do think that the more you know, the more you can understand. And I believe that’s important, because when we’re trying to understand all those things that have happened, however terrible, we’re probably also trying to understand ourselves.”

- 1 What did Dr Chenda say was a 'hell' ? Why ?
- 2 What did Dr Chenda say wasn't unusual ?
- 3 Was Dr Chenda selected, do you think ? Why ?
- 4 What made Rathana feel somewhat confused ?
- 5 Why did Dr Chenda think that it was important to try to understand things, however terrible they were ?

B 1 Read Tables A and B. 2 Match them to make 5 correct statements.

- | | |
|--|----------|
| <ol style="list-style-type: none"> 1) Dr Chenda said that if it were not unusual for her to have nightmares, 2) Rathana said that if she were Dr Chanda, 3) Rathana said that if she were interested in knowing about life during the 1980's, 4) Rathana said that if it were possible, 5) Dr Chenda said that if she were Rathana, | A |
|--|----------|

- | | |
|--|----------|
| <p>she would/wouldn't ...</p> <ol style="list-style-type: none"> a) ... ask people who lived during those years about it. b) ... enjoy sleeping. c) ... like to visit the Tuol Sleng museum with Dr Chenda. d) ... try to understand past events as much as possible. e) ... want to talk about her memories of the Khmer Rouge regime. | B |
|--|----------|

C Discussion : 1 Ask and answer the questions. 2 Then write your answers in your notebook.

Dr Chenda believes that ...

- 1 ... unless we understand the past, we won't understand the present. Do you agree with her ? Why ?
- 2 ... when we are trying to understand things that have happened in the past, we are also trying to understand ourselves. What do you think she means by this ? Do you agree with her ? Why ?

CHAPTER NINE : FIRE

UNIT ONE : HOW FIRE BEGAN

A Ask and answer the questions.

- 1 What are the advantages and disadvantages of fire ?
- 2 Where did fire first come from, do you think ?

B 1 Talk about the picture. 2 Read the story. 3 Choose the correct answer.

At one time people did not know how to make fire. We can imagine how the first person discovered it, probably by accident. People, perhaps children, playing with two dry sticks, rubbed them together until, suddenly, a spark was produced. Such an achievement must have surprised them. What was it ? Where did it come from ?



How long did it take to discover what this spark was ? It moved. It had energy. The spark became a flame and grew. The flame became fire and spread. It was like the sun. They discovered that when something is mixed with fire, it must be changed. Was it magic ? It seemed to contain life. Could it be life itself ?

Fire must be controlled, or how can it be used ? How long did it take to control it effectively ? Until this could be done, it couldn't be used to frighten wild animals away, keep people warm, cook food or make bricks. Someone must have discovered that water was the opposite of fire and could be used to put it out. Eventually fire became helpful, but even now it still remains dangerous, because nobody can control it completely all the time.

- 1 Fire was probably first discovered
(a) by scientists (b) on purpose (c) by chance (d) with a stick
- 2 We ... how fire was discovered.
(a) know (b) may imagine (c) can see (d) read about
- 3 When people first saw fire, they must have thought it was
(a) magic (b) a spark (c) the sun (d) an achievement
- 4 People knew that fire contained energy, because it
(a) was discovered (b) surprised them (c) must be changed
(d) moved and grew
- 5 People couldn't begin to use fire until they learned how to
(a) cook food with it (b) use something, like water, to control
it (c) keep warm with it (d) mix it with something
- 6 Fire is ... element.
(a) a helpful (b) a dangerous (c) a helpful, but dangerous
(d) neither a helpful, nor a dangerous

C 1 Read the story again. 2 Ask and answer the questions.

- 1 Why were people surprised when they first saw fire ?
- 2 Why didn't people know what it was ?
- 3 Why did they think it was or might be magic ?
- 4 Why did they think it contained or was life ?
- 5 In what way is water the opposite of fire ?

D 1 Read the example. 2 Read the statements. 3 Use them
with '*in order to*' to make more statements like the example.

Example : 1 Two dry sticks must be rubbed together in order to
produce fire.

- 1 Until two dry sticks were rubbed together, fire couldn't be
produced =
- 2 Until people were able to control fire effectively, it couldn't be
used =
- 3 Until people could produce and control fire, it couldn't cook
food =
- 4 Unless water is poured over a fire, it can't be put out =

UNIT TWO : A FIRE IN BATTAMBANG

A 1 Talk about the picture. 2 Ask and answer the questions.

- 1 Have you ever experienced a fire ? When and where did it happen ?
- 2 If there was a fire, what would you do to try to put it out ?



B 1 Read the table. 2 Listen to the morning news on the radio. 3 Are the statements true or false ? If false, give the correct information.

	T	F
1 The fire happened during the night.		
2 It was impossible for the fire engines and their crews to reach the fire.		
3 It rained continuously during the night, which was helpful.		
4 The police knew who started the fire.		
5 The senior police officer in charge of the operation blamed the people who lived in the houses for being careless.		

C 1 Listen to the news again. 2 Ask and answer the questions.

- 1 When did the fire start and finish ?
- 2 How was the fire harmful ?
- 3 Why was it difficult for the fire engines and their crews to reach the location of the fire ?
- 4 What did people blame the senior officer and his crews for ?
- 5 Protection is better than cure. What does this mean ?

D 1 Read the clues. 2 Read the statements. 3 Use the clues in the correct form to complete the statements.

continue destroy know reach stop

- 1 The fire engines didn't arrive until the fire ... many houses.
- 2 The crew members couldn't pump up water and spray it on the fire until their fire engines ... the location.
- 3 The fire ... until early morning.
- 4 The senior officer in charge didn't speak to reporters until he was sure that the fire
- 5 Nobody ... who started the fire until now.

E 1 Read the story. 2 It is in the wrong order. Write it in the correct order.

“As soon as the fire was reported to us, we went there quickly. Is that correct ?” After the fire, a number of newspaper reporters asked the senior officer in charge of the operation some questions about it. When we got there, however, we found that our way was blocked. “Certainly not,” the officer replied. “Some people are saying that your fire engines weren't punctual. The road was so narrow that we could hardly reach the fire without causing a collision. They didn't arrive at the fire on time. That is why we were delayed.”

UNIT THREE : A FIRE AT HOME

- A** 1 Talk about the picture. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.



- Kim Lan : Oh, Dr Chenda, my son's been badly burnt.
Sok Chenda : Let me see. Oh dear, it's nasty. The burn must be dressed immediately. [**Goes into house and returns with medicine. Starts to dress the burn.¹**] How did it happen ?
- Kim Lan : I was cutting vegetables when I heard a scream. I rushed into the kitchen and there was my son. He'd knocked hot water over himself. He's only just stopped screaming.
- Sok Chenda : How old is he ?
- Kim Lan : Five. I know children of his age must be looked after carefully, but his cousin was in the bathroom when it happened.
- Sok Chenda : Is his cousin an adult ?
- Kim Lan : No, she's only ten. It's just a temporary arrangement, you see. Usually an older relative looks after him, but she had to go to a wedding.
- Sok Chenda : Unfortunately it happens all the time. We simply can't trust in luck. Here you are. I've

¹ These are 'stage instructions'. When the dialogue is acted out, they should not be read out, but they can be mimed.

dressed the burn, but your son must be brought into hospital tomorrow morning. Can you manage that ?

Kim Lan : Oh, yes, thank you very much. I'm sorry to make you work at home on a Sunday, Dr Chenda, but I felt it was an emergency.

Sok Chenda : That's all right. Doctors often have to sacrifice their free time. It's part of their job.

- 1 What was nasty ?
- 2 Why did Kim Lan rush into the kitchen ?
- 3 Why was Kim Lan's son being looked after by someone who wasn't an adult ?
- 4 "We can't trust in luck." What does that mean ? Do you agree with Dr Chenda ? Why ?
- 5 Why do doctors often have to sacrifice their free time, do you think ?

B 1 Look at the clues. 2 Look at *Example 1*. 3 Use the clues to write simple statements like the example. 4 Use your statements to ask and answer questions (see *Example 2*).

busy roads	dangerous animals	deep water	
hot water	the kitchen	medicine	sharp knives

Example 1 : 1) Young children must be looked after carefully.

Example 2 :

Student 1 : What must young children be kept away from ?

Student 2 : Busy roads.

Student 1 : Why ?

Student 2 : Because they're dangerous. They have a lot of traffic. If young children go into a busy road, they may get run over and injured or even killed. What else must young children be protected from ?

5 Can you think of any other dangerous things that young children should be kept away from ?

CHAPTER TEN : WRITING OFFICIAL LETTERS

UNIT ONE : AS IF BY MAGIC

- A** 1 Talk about the picture. 2 Read the statements. 3 Listen to the story. 4 Fill in the gaps (with one or more words).
5 Listen to the story again and check your answers.



- 1 Peter hasn't been to his uncle's favourite ... , Corsica, although he has been to
- 2 A large ... had put an ... in the newspaper, which Peter was reading.
- 3 As if by magic, ... was one of the ten
- 4 Applicants had to write about ... they would prefer to visit, what ... they would like to write about and the ... why they should be chosen.
- 5 If Peter is successful, he will be given a ... and paid \$100 for any articles he writes for the 'Adventure Holidays'
- 6 Peter didn't feel sure about his ... to write ... to the director

- B** 1 Listen to the story again. 2 Ask and answer the questions.

- 1 What does Peter need in order to be able to fly directly to Corsica ?

- 2 Who found the advertisement in the newspaper ‘interesting’ and why ?
- 3 a) How many applicants will receive an invitation for an interview and b) how many will eventually be successful ?
- 4 If Peter is successful, what will he have to do while he is on holiday ?
- 5 Why did Peter visit his local library ?
- 6 Why did Peter feel nervous about writing to the company director ?

C 1 Read the example. 2 Read Tables 1 and 2. 3 Match them to make 5 more correct statements with ‘as if’ similar to the example.

Example : Peter, who had written roughly six articles for his university magazine, discussed which aspects of Corsica he should write about with his uncle and aunt as if he were a professional writer.

- | | |
|--|----------|
| <ol style="list-style-type: none"> 1) Peter wouldn’t be able to write to the director ... 2) Peter has heard about Corsica so many times that he feels ... 3) When Peter read about the free return air ticket, he felt ... 4) When Peter saw that Corsica was one of the ten holiday destinations, he felt ... 5) When Peter thought about the letter he had to write, he felt ... | 1 |
|--|----------|

- | | |
|--|----------|
| <ol style="list-style-type: none"> a) he has already been there many times. b) he was already flying in the air towards Corsica. c) he were back at school about to take an examination. d) he were writing to his sister, Lucy. e) it must be his destiny to go there. | 2 |
|--|----------|

UNIT TWO : PETER WRITES HIS LETTER

A 1 Read the story. 2 Choose the correct statement.

When Peter arrived at Ted and Mary's house, Mary opened the door. She explained that Ted had gone to an emergency meeting, but would be back later. "But don't worry," Mary said. "I'll help you with your letter. Come on in and we'll talk about it."

"I'm wondering what aspects of Corsica I should write about," Peter said. "I was wondering the same thing after you phoned and look what I've got you." Mary said as she showed Peter some copies of 'Adventure Holiday' magazine. "Oh, that's marvelous," said Peter. "Have you read any of the articles yet?" "Yes, I have," Mary replied. "And I'd say they're written for people who want to know about a country, get beneath the surface and experience something different." "That's good," said Peter. "I mean it's not as if I'm really interested in group tours and just sunbathing on beaches. When I pick grapes in France, I meet really interesting people, who teach me a lot about their way of life and even about their particular region of France. That's what I enjoy." "Well, you should mention that in your letter," said Mary. "Now here's some paper. I want you to write a draft copy, but write it as if it were the real thing."

Peter wrote his address and the date at the top on the right, but then wondered if he should also write the name and address of the director. Eventually, Peter decided that it would be better to be too formal than not formal enough in an official letter like this. So under his address, on the left hand side, he wrote the director's name and address. He then wondered whether he should write 'Dear Ms Hardy' or 'Dear Director'. The latter seemed more formal, so he decided to write that.

After first writing some notes, he started the main part of his letter. Half an hour later, when he had finished it, he read it

through. He changed bits here and added bits there until he was fully satisfied. He then wrote ‘Yours sincerely’ and his signature at the bottom.

- 1 Mary told Peter not to worry, because
(a) Ted would be back later (b) Ted was at a meeting (c) she would help him (d) he could go into her house
- 2 Mary got copies of ‘Adventure Holiday’ magazine for
(a) Peter (b) herself (c) people who want to experience something different (d) aspects of Corsica
- 3 Peter likes to get beneath the surface of a country by
(a) sunbathing on beaches (b) picking grapes (c) reading articles about it (d) meeting its people
- 4 Peter wrote a letter that was
(a) the real thing (b) just a draft (c) official, but not very formal (d) formal, but not formal enough
- 5 Mary wanted Peter to write his letter as if it were the real thing, because she wanted him to
(a) spend half an hour on it (b) change bits here and there (c) take it seriously (d) write his signature at the bottom

B 1 Read the story. 2 Use the clues to fill in the gaps.

after as if as soon as before until when while

Mary gave Peter some paper and then returned to her work. ... she had gone, Peter started his draft letter. Mary wanted Peter to write it ... it were his final copy and then show it to her. So, ... writing the main part of the letter, he wrote his address, the date, the director’s name and her address. ... doing that, he decided to make a few notes, because that would help him to organise his ideas ... he was writing. Half an hour later, ... he had written the letter, he read through it carefully ... he were a teacher marking an examination and kept on changing things ... at last he was satisfied. He then went to Mary’s office, where she was working, and showed his letter to her.

UNIT THREE : PETER WINS A PRIZE

- A** 1 Talk about the pictures. 2. Read the story. 3 Ask and answer the questions. Write your answers in your notebook.



Mary read through Peter's draft and had to admit that it was excellent. "You might like to show it to Ted when he returns from his meeting," she said, "But I think it's fine. The only thing I'd suggest it changing this part," she told him, pointing to the first paragraph. "I don't think it's necessary to mention Ted. Just say you've always wanted to visit Corsica. That's enough."

Peter followed Mary's suggestion and made the change, but didn't wait for Ted as it was late and he might be tired. Instead, he walked home, wrote a final copy of the letter with a few further improvements, walked to the nearest post box and put it in.

Frog Travels received hundreds of letters from all over the country, but only the best were selected for Ms Fiona Hardy to read. One of them was from a Peter Smith. She thought his ideas were excellent and very well expressed. Consequently, he was invited for an interview at which he impressed Fiona with his intelligence and positive attitude. She also felt that he would be able to make friends in Corsica and find out interesting things about the island. As a consequence, Peter was selected as one of the best ten applicants and awarded a return air ticket to Corsica.

- 1 Mary read Peter's letter. Why was it called a 'draft'?
- 2 Was Peter told to show the draft to Ted ? How do you know ?
- 3 Why didn't Peter wait for Ted ?
- 4 One of the letters read by Ms Fiona Hardy was from a Peter Smith. Why 'a' Peter Smith ?
- 5 Why was Peter selected for a prize ?

B 1 Read Peter's notes. 2 Use them to write his letter.

Before writing his letter, Peter wrote these notes :

- a) have wanted to go to Corsica for a long time
- b) interested in other countries — the people, way of life, culture, society, etc
- c) can speak French
- d) plus have experience of grape picking in France
- e) will read about Corsica but not the same as personal experience
- f) like adventure
- g) enjoy writing

Begin Peter's letter like this :

43 Queen Anne Street,
Oxbridge.

Date :

To : Ms Fiona Hardy, The Director,
Frog Travels,
257 Sydney Street,
London W1.

Dear Director,

I would like to reply to the advertisement your company put in
'The Times' newspaper this morning

CHAPTER ELEVEN : LIVING ABROAD

UNIT ONE : A VISITOR FROM NEW ZEALAND

- A** 1 Ask and answer the questions. 2 Talk about the picture.
3 Read the story and dialogue.

- 1 Do you have any relatives or friends who live abroad ? If so, where do they live ? Have they ever visited you ?
- 2 Would you like to live abroad ? Why ?

Last weekend, Dr Sok Chenda and her elder sister, Mora, who lives in Wellington, New Zealand, visited Monica in Phnom Penh.



Monica : What's New Zealand like, Mora ?

Mora : Oh, it's very nice and Wellington's a very attractive city, because, although it's very developed, it's not too big and the people there are very friendly.

Monica : How did you come to live abroad ?

Mora : During the Khmer Rouge regime, I managed to escape to the Thai border. As I was a refugee there, I was given the opportunity to go to live in New Zealand.

Monica : So, you've lived there for quite a long time.

Mora : Oh, yes, ever since 1976.

Monica : And do you visit Cambodia quite often ?

Mora : No, this is my first time. Since I've been busy, first of all studying, then working and bringing up my family, I haven't been able to visit before this.

Chenda : Mora's also been busy helping me to study medicine and now she's helping me collect funds for our hospital.

Monica : How wonderful ! How long will you stay here, Mora ?

Mora : Just a month, because I have to return to my family and job in Wellington. When I retire, I hope I'll be able to visit Cambodia more regularly.

B 1 Ask and answer the questions. 2 Act the dialogue out.

- 1 What is Wellington ? Where is it ? Why did Mora like it ?
- 2 How did Mora become a refugee ? Why isn't she one now ?
- 3 Why hadn't Mora visited Cambodia before ?
- 4 How do we know that although Mora hadn't visited Cambodia before, she hadn't forgotten about her sister in Cambodia ?
- 5 Why must Mora wait until she retires before visiting Cambodia more regularly ?

C 1 Read Tables A and B. 2 Match them to make 5 correct statements. 3 Then use your statements to ask and answer questions (see *Example*).

- | | |
|---|----------|
| 1) As Mora has a husband, two daughters and a son in Wellington, | A |
| 2) As Mora leads a busy life in Wellington, | |
| 3) Because Mora studied hard and did well when she was a student, | |
| 4) Because Wellington is a small, attractive and friendly place, | |
| 5) Since Mora has lived in New Zealand for many years, | |

- | | |
|--|----------|
| a) it is now her country. | B |
| b) Mora likes it. | |
| c) she isn't able to visit Cambodia very often. | |
| d) she thinks of it as her home. | |
| e) she was able to get a good job in Wellington. | |

Example : Student 1 : Why does Mora think of Wellington as her home ?

Student 2 : Because she has a husband, two daughters and a son [living] there. Why isn't Mora ... ?

UNIT TWO : LIFE IN WELLINGTON

A

**1 Talk about the map. 2 Ask and answer the questions.
3 Read the story. 4 Check your answers.**

- 1 Mora flew to New Zealand from Bangkok. The flight took about twelve hours. How do you think she felt when she first arrived in New Zealand ?
- 2 When Mora first arrived in New Zealand she was eighteen years old. What do you think she did for her first two or three years ?

For her first three years, Mora attended a secondary school and learned about life in New Zealand. As it was so different from her previous life and nothing was familiar, Mora found it strange at first. Gradually, however, her English improved and she got used to a new society, culture, food and climate.



By the time Mora went to university in Wellington, she felt as though she had lived there all her life. Her studies were a pleasure and she never suffered from a lack of friends. Although Wellington was a capital city and had tall, modern buildings, it was neither crowded nor industrial, but, like Phnom Penh, was built on the edge of water, which provided a sense of space. Mora also loved the hills that enclosed the city as though they were protecting it and that were covered in tall trees.

Mora regularly visited a pagoda with her Cambodian friends and for her first two or three years continued to study Khmer. At the same time, she kept in touch with her relatives in Cambodia, especially her younger sister, Chenda. She missed Chenda very much, but when she read her letters, she felt as though they were still together and that she was talking to her. In one of her letters, Chenda told Mora that she wanted to become a doctor, but couldn't afford the college fees. That was when Mora found a part-time job at the weekends and during the holidays and started sending money to her sister so that she could study medicine.

B 1 Read the story again. 2 Ask and answer the questions.

- 1 Why did Mora find New Zealand strange at first ?
- 2 When Mora went to university, had she lived in Wellington all her life ? How long had she lived there for ?
- 3 There were three reasons why Mora felt at home in Wellington by the time she was a university student. What were they ?
- 4 How did Mora keep in touch with Cambodian culture ?
- 5 Why did she start working while she was a university student ?

C 1 Read Tables A and B. 2 Use them to make 5 correct statements.

- | | |
|---|----------|
| <ol style="list-style-type: none">1) The hills enclose Wellington2) When Mora looks at the hills around Wellington,3) When Mora is at the pagoda,4) When Mora is with her classmates at university,5) When Mora writes to Chenda, | A |
|---|----------|

- | | |
|--|----------|
| <ol style="list-style-type: none">a) she feels as though she is talking to her.b) she feels as though she is back in Cambodia.c) as though they want to protect it.d) she feels as though she is in the countryside.e) she feels as though she has been studying there all her life. | B |
|--|----------|

UNIT THREE : LETTER FROM NEW ZEALAND

- A** 1 Talk about the picture. 2 Read Mora's letter. 3 Ask and answer the questions.

Dear Chenda,
Thank you very much for your letter, which I received a few weeks ago. I would have answered before, but I was very busy during the school holidays while the children were at home. Now, however, they're back at school and Richard and I are back at work.



I met the Minister for International Development last week and spoke to her about Champa Hospital. She was so friendly and helpful that I felt as if I had known her all my life ! Of course, she knows that Cambodia is a developing country since the New Zealand government is interested in helping Cambodia to develop and may soon also be interested in investing in the economy. I'm sending you a copy of the letter that I received from her office this morning. You should receive the money they have promised for the hospital by the end of next month (May). Isn't that wonderful ?

During our recent holiday, we stayed in Wellington. It was sunny, but very windy most of the time, though the weather at this time of the year varies a lot. Some days it rained and was so cold it felt as though it was the middle of winter. Richard worked hard decorating the kitchen and now it not only looks better, but is much easier to work in. Of course, I couldn't use it during that time, as it was in a terrible mess, so for roughly a week we all ate take-away food. Fortunately nobody minded, because we have

very good Thai, Indian, Chinese and even Cambodian restaurants here.

All for now, Chenda. I hope your work's going well and that you're keeping well. Write when you can and let me know how you are and when you receive the money for the hospital.

All my love

Mora

- 1 Who is Richard, do you think ?
- 2 Why did Mora want to speak to the New Zealand Minister for International Development ?
- 3 What did Mora think was 'wonderful' ?
- 4 What is the weather in Wellington like in April ?
- 5 What did Richard do during the holidays ?

B **Dr Sok Chenda received a letter from the New Zealand Minister for International Development. 1 Read what the Minister wrote. 2 Write Dr Sok Chenda's reply.**

We are very pleased to give \$50,000 to help with the improvements that you are carrying out at Champa Hospital. Please let us know roughly how you will spend this money and when the work will be completed. When the improvements are completed, we would like to send a journalist to take some photos and write an article about your hospital so that people in New Zealand can know about it. We hope that this will be alright with you and the people you work with.

You can begin your letter like this :

Dear Minister,

First of all I would like to thank you and the government of New Zealand very much for ...

CHAPTER TWELVE : CAMBODIAN HISTORY

UNIT ONE : HOW HISTORY IS BORN

A 1 Talk about the picture. 2 Ask and answer the questions.



- 1 When did the history of Cambodia begin, do you think ?
- 2 How can we find out about our history ?
- 3 Would you like to know more about the history of Cambodia ? Why ?

B 1 Read the table. 2 Listen to 'How History Is Born'. 3 Are the statements true or false ? If false give the correct information.

		T	F
1	Khmer writing developed from Chinese.		
2	The story of Kaundinya is about how the state of Cambodia was born.		
3	Kaundinya was a Buddhist priest.		
4	Some of the earliest writing about Cambodia is in Sanskrit and Chinese.		
5	The history of Cambodia has already been written.		

C 1 Listen to 'How History Is Born' again. 2 Ask and answer the questions.

- 1 How do we know that Hinduism and Buddhism had arrived in what is now Cambodia by the fifth century ?
- 2 i) Who is the main character in the story about how Cambodia was born ? ii) Where did he come from ?
- 3 The story about how Cambodia was born tells us about how it was influenced from the west and that it was irrigated by early residents. How ?
- 4 Chinese writers wrote about Cambodia. Although what they wrote contains some truth, it isn't history. Why not ?
- 5 How can we find out about our history ?

D Fill in the gaps in the statements with either 'for' or 'since'.

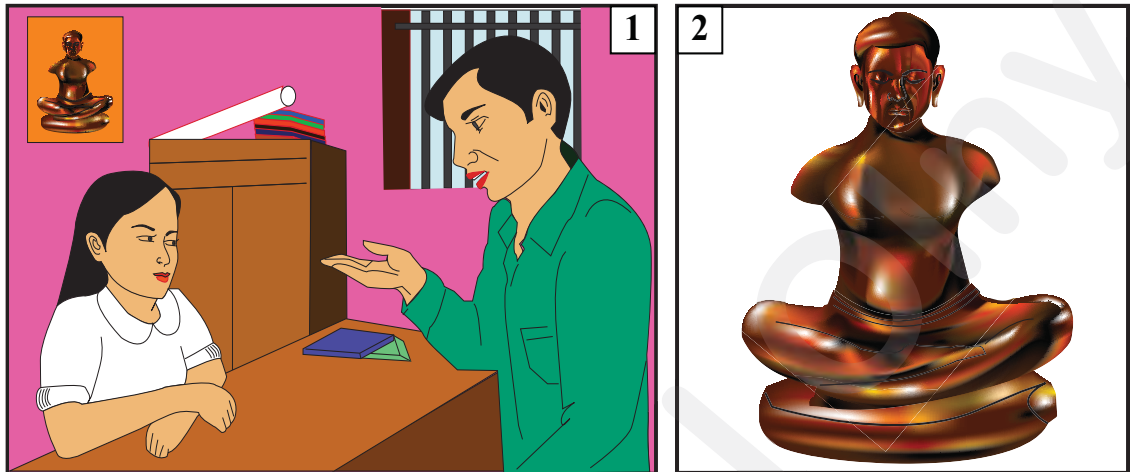
- 1 People have occupied what is now Cambodia ... thousands of years.
- 2 The early permanent residents of Kambuja have irrigated their land ... the time of Kaundinya.
- 3 Cambodian farmers have been irrigating their fields ... about one thousand five hundred years.
- 4 Buddhists and Hindus lived together ... many years before Buddhism became the state religion.
- 5 We have been able to find out more about Cambodian history ... Angkor was reclaimed from the jungle.

E Read more about Cambodian history and fill in the gaps.

Although people read stories written by early Chinese writers so as to learn about our history, they often conflict with each other. In order to ... more about our past, therefore, some people dig the ground. Others, however, are ... for something precious. The latter ... what looks at first like an ordinary stone, but is an example of fine art from an ancient temple and then ... it. Because Khmer art has an international reputation, people will ... a lot of money for it. But this is the way that our history is lost.

UNIT TWO : ANGKOR

- A** 1 Talk about the pictures. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.



- Sophy : When did Angkor begin, Dad ?
Mr Neak : We can say it began in 802. That was the year when Jayavarman the Second became a god-king, or, to use the Sanskrit word, a 'devaraja', in a Hindu ceremony. After moving around the country, he eventually chose the Angkor region for his capital city.
- Sophy : Why did he choose that region ?
Mr Neak : Because of its central location near the Great Lake and so as to take advantage of the water resources there to cultivate rice.
- Sophy : So access to water was really important ?
Mr Neak : Yes and its control through complex irrigation systems became essential to the economy of Angkor as it became more and more powerful.
- Sophy : If it became so powerful, why did it collapse ?
Mr Neak : After Jayavarman the Seventh, the irrigation systems, which they depended on, gradually began to fail. Also Angkor was threatened by enemies. As early as 1177, for example, Angkor was attacked by the Chams, though they were defeated and, under Jayavarman the Seventh, it became more powerful

than ever. After that, however, Angkor slowly grew weaker until its final collapse in 1431, when it was attacked and defeated by the Siamese. Consequently, in about 1440, Angkor was abandoned and, in order to find a safer place, the king withdrew from the region and moved south to what is now Phnom Penh.

- 1 Who was Jayavarman the Second ?
- 2 i) What was Angkor's greatest resource ? ii) How was it used ?
- 3 What were the two main causes for the eventual collapse of Angkor ?
- 4 i) Name two of Angkor's enemies. ii) Which of them was the most dangerous, do you think ? Why ?

B Use the clues and the table to ask and answer questions about the history of Angkor.

Who was the king in ...? Who built ...? When did ... dedicate ... / live/die ? When was ... king ? When was ... dedicated ?

King	Information/Buildings etc
Jayavarman II (802-?)	First devaraja
Indravarman (877-889)	The Bakong
Yasovarman I (889-910)	Phnom Bakheng
Rajendravarman II (944-968)	Mebon & Pre Rup
Jayavarman V (968-1001)	Banteay Srei
Suryavarman I (?-1050)	Irrigation developed
Utyadityavarman (1050-1068)	Baphuon
Suryavarman II	Angkor Wat (July 1131) ¹
Jayavarman VII (1181-?)	Ta Prohm (1186), Preah Khan (1191), Neak Porn, the walls + gates of Angkor Thom, the Bayon, etc

¹ The dates after buildings are when they were dedicated.

UNIT THREE : CAMBODIAN INDEPENDENCE

- A** 1 Talk about the picture. 2 Read about the history of Cambodia. 3 Ask and answer the questions. 4 Write your answers in your notebook.

After Angkor, Cambodia remained an important and powerful state up until the eighteenth century. From the thirteenth century on, however, it had to defend itself against two nations that gradually grew more and more powerful, Thailand in the west and Vietnam in the east. By the nineteenth century, these two powers competed with each other to control Cambodia. To make matters worse, problems within the Cambodian royal family caused a number of civil conflicts with opposite sides going to Thailand and Vietnam for protection.



During the eighteenth century, Cambodia became involved with another nation, France. When King Norodom asked the French for protection in 1863, it was not because he preferred submission to France rather than to Thailand or Vietnam, but because he regarded France as a less dangerous alternative, being so far away. At the same time, he hoped France could be used as a screen to protect his country from those that threatened it.

Thus for ninety years the Cambodian people suffered under French protection. In order to free their country, many famous Cambodian heroes fought for independence. Eventually, on November 9th, 1953, King Norodom's great-grandson, King

Norodom Sihanouk, achieved independence with peace. Since then Cambodia has been an independent nation.

- 1 Which two countries grew more and more powerful as Cambodia declined ?
- 2 How did these two countries get involved with Cambodia ?
- 3 What happened in 1863 ?
- 4 If King Norodom didn't want to submit to France, why did he ask for protection ?
- 5 What did he hope France could do for Cambodia ?
- 6 If the Cambodian people didn't want either the Siamese, or the Vietnamese or the French to control them, what did they want ?

B Write about your life in Cambodia now.

Imagine that it is the future and you are sixty years old and have grandchildren. One of your grandchildren is studying Cambodian history and wants to know what Cambodia was like when you were a student. These are some of the questions that she asks you about your life in those days :

- 1) What was it like living in those days ?
- 2) Was it easy or difficult ?
- 3) What did you enjoy most ?
- 4) What were the problems ?
- 5) What changes did you experience ?

Write as much as you can about how you answered her questions and what you told her.

Begin like this :

Now I am sixty years old, but I can remember clearly what my life was like when I was a student at ... **[name of school]** in ... **[name of village/town/district/etc]** between ... **[year]** and ... **[year]**. In those days my life was

CHAPTER THIRTEEN : LIVING IN LONDON

UNIT ONE : ANDREW ARRIVES IN LONDON

- A** 1 Ask and answer the questions. 2 Read the story. 3 Choose the correct statements.

1 What is the largest town or city that you know ? 2 What are the advantages and disadvantages of living in a large city, do you think ? 3 London is one of the largest cities in the world. Do you think that you would like to live there ? Why ?

I first came to London to study art and I came with expectations. I can still remember how exciting it was to leave my home in a village just outside Oxbridge and come to the big city. That is what we called it, 'The Big City'. 'Big' not only because of its huge size, as it spreads out from its centre to the north, south, east and west as far as the eye can see, but because of the enormous variety of restaurants, shops, parks, cinemas, theatres, museums, things to do, and, of course, people : people of every colour and religion, from every country, even the most unlikely ones. It may sound ridiculous to you, but to me it was as if London was the capital of the whole world, not just of England.

As you probably know, London is made up of districts or areas and each one is different. I wanted to live in the area where I studied. Not only because I didn't want to waste time and money travelling to college every day, but because it was very attractive with its lovely, colourful gardens in front of beautiful, large houses. The man at the college, however, who was responsible for finding us rooms, explained that as far as he knew even a small room would be expensive in that area. So he found me a nice room that was not too expensive in another area further out and with the money I saved on the rent, I bought a bicycle. As I cycled into college every morning, I thought about the money I was saving and of the advantages of regular exercise.

I soon grew fond of my West Indian landlady and thought of her as my aunt. Aunt May said her family had lived in London for as long as she could remember. “We lived here before the Romans,” she said. As that was about two thousand years ago, I knew, of course, that it was only a joke. As I learned later from her son, Nelson, she had in fact arrived in London from the island of Montserrat in the winter of 1960. But she definitely thought of London as her home and I suppose that’s what she meant.

- 1 When Andrew went to live in London, he felt
(a) nervous (b) unlikely (c) excited (d) ridiculous
- 2 Andrew called London ‘The Big City’, because
(a) he came from a village (b) it spread out as far as his eye could see (c) it was huge (d) he had unlikely expectations
- 3 Andrew didn’t live near his college, because
(a) it wasn’t an attractive area (b) he liked cycling (c) he wanted a large room (d) he didn’t want to pay a high rent
- 4 Andrew liked cycling to college every morning, because
(a) he saved money on his rent (b) the area where he lived was further out (c) he could save money and get regular exercise (d) the area where he lived wasn’t so expensive
- 5 May probably regarded London as her home, because she
(a) liked living there (b) was Andrew’s landlady (c) lived there before the Romans (d) had a son called Nelson

B 1 Look at the clues. 2 Use them to fill in the gaps.

as far as	as long as	as soon as	so long as
-----------	------------	------------	------------

London is one of the largest cities in the world. It’s been large for ... I can remember, but I’m only thirty, so that isn’t long. ... I know, it was under the Romans that London first grew large. Before they came, it was just a small place, but ... the Romans were living there, it stayed a big city. ... they left and went back home to Italy, however, London returned to being quite small and didn’t become a great city again for about a thousand years.

UNIT TWO : IN LONDON WITH NELSON

- A** 1 Talk about the photo. 2 Read the table. 3 Listen to the story. 3 Are the statements true or false ? If false, give the correct information.



	T	F
1 It is very cold in London during the winter.		
2 Aunt May's son, Nelson, lived in an antique shop.		
3 Nelson's room was full of antique furniture, pictures, statues, books and other objects.		
4 Andrew and Nelson travelled on the top of red London buses and trams.		
5 Nelson was an architect.		

- B** 1 Listen to the story again. 2 Ask and answer the questions.

- 1 Where had stories of England's snowy weather sounded exciting ?
- 2 Why didn't Aunt May think that snow was romantic ?

- 3 Why didn't Andrew know that Nelson was Aunt May's son, when they first met ?
- 4 What did Nelson show Andrew in his room ?
- 5 What kind of tracks did Nelson say could still be seen in London ?
- 6 Why didn't Nelson like all the changes that were taking place in London ?

C Match Tables A & B to make 5 correct statements.

- 1) As far as Andrew knew,
- 2) As far as Aunt May was concerned,
- 3) As far as Nelson was concerned,
- 4) As long as Andrew lived in her house,
- 5) So long as Aunt May lived in England,

- a) a building without imagination, was rubbish.
- b) Aunt May was able to use him to take messages to Nelson.
- c) Nelson's father no longer lived in England.
- d) she felt the cold in winter.
- e) there was nothing romantic about snow.

D 1 Read the clues. 2 Use them to fill in the gaps.

knife life phone prison security

Nelson didn't pay any rent. His landlord, Mr Charles Pink, felt that having Nelson above the shop was good for ... and Nelson certainly took his duties as guard seriously. To get in and out of the shop after it had closed in the evening was like getting in and out of And beside his bed, Nelson kept a ... that Mr Pink had given him. "It's called a 'kris' and comes from Malaysia," Mr Pink had explained. "The Malays think these knives have a ... of their own. I thought you'd like it." He did like it, but Aunt May thought a ... would be more useful. For Nelson, however, the kris was sufficient. And it wouldn't disturb him.

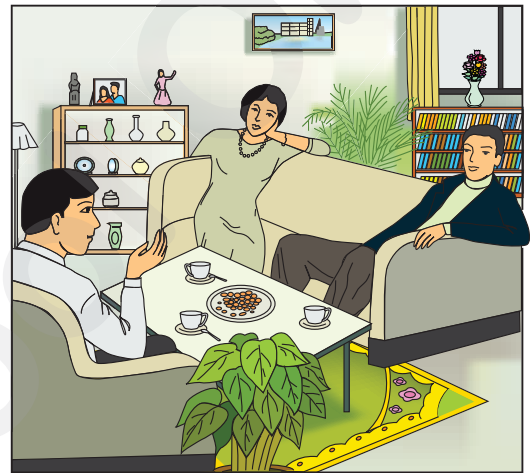
UNIT THREE : THE OLD AND THE NEW

A 1 Discussion : Ask and answer the questions. 2 Talk about the picture. 3 Read the dialogue.

1 a) When you look around your village, town or city, what is old and what is new ? b) Do you feel that the old and the new are related ? If so, how ? 2 Generally, in your environment, what is more important to you, the past or the future ?

Aunt May: Look at this, Nelson. Isn't it beautiful ?

Nelson : Oh, yes. It's a great contribution to contemporary architecture. It both fits in with its environment and adds to it.



Andrew : I suppose that's what you're trying to do in the competition ?

Aunt May: What competition, Nelson ? I thought you weren't competitive.

Nelson : I'm not, but the design of a theatre on the Thames has interesting possibilities and rather appeals to me .

Aunt May: Is it going to be like the Sydney Opera House ?¹

Nelson : Well, I want it to reflect and be reflected in the water in the same way, but can the location be compared ?

Andrew : Both Sydney Harbour and the Thames are famous locations. The main difference is their history.

Aunt May: I agree with you there, Andrew. Sometimes I feel London's got too much history, too many historical buildings. Even some of the shops are old.

Andrew : Like Mr Pink's antique shop.

¹ See *English For Cambodia* Book Three page 93 for a picture of the Sydney Opera House.

Aunt May: Yes, even the things inside are old there.

Nelson : Well, my theatre's going to take London into the future, mum, like those ships that once sailed down the Thames to explore and open up new worlds. I'm aiming to make the future part of London's history.

B 1 Ask and answer the questions. 2 Act the dialogue out.

- 1 What is 'beautiful', 'a great contribution to contemporary architecture' and 'both fits in with and adds to its environment' ?
- 2 What does Andrew 'suppose' that Nelson is trying to do ?
- 3 How do Nelson and Andrew think that a new theatre on the Thames might relate to the Sydney Opera House in Australia ?
- 4 a) What locations is Andrew talking about when he says that their history is different ? b) What does he mean ?
- 5 How does London represent the past ?
- 6 a) What were the 'new worlds' that were opened up by ships that once sailed down the Thames ? b) Why were they called 'new' ? c) Which one is talked about in the dialogue ?

C 1 Look at the clues. 2 Use them to fill in the gaps. 3 If you can, look at a map, find out where the countries and cities are and ask and answer questions about them.

Andrew	Amsterdam	Canada	London
Nelson	New Zealand	Washington	Wellington
	Sydney Opera House	Thames Theatre	

- 1 Both ... and ... are examples of 'new worlds' discovered by the 'old world' of Europe.
- 2 Both ... and ... are European capitals with very long histories.
- 3 Both ... and ... help Mr Pink in his antique shop from time to time.
- 4 Both the ... and Nelson's ... are exciting examples of contemporary architecture.
- 5 Both ... and ... are capitals of countries in the 'new world'.

CHAPTER FOURTEEN : HUMAN RIGHTS

UNIT ONE : FREEDOM AND RESPONSIBILITY

- A** 1 Talk about the symbol. 2 Read about human rights.
3 Ask and answer the questions. Write your answers in your notebook.

If everyone was given the freedom to do as they liked, society would definitely suffer. This is because individuals make up and live as part of society. If we want freedom to do as we like, therefore, we must also accept responsibility for our actions. Freedom and responsibility go together : We can't have the one without the other.



The current need to develop human rights is an important aspect of the relationship between freedom and responsibility in society. If human rights are intended to express the needs of the individual for rights and freedom, then society also requires rights and responsibilities from the individuals within it. Human rights consist, therefore, of the rights of society as well as the rights of the individual.

What exactly are these human rights ? In Cambodia, the supreme, formal statement on them is expressed in Chapter III of the constitution : 'Everyone is equal before the law, enjoying the same rights and freedom and having the same responsibility whatever their race, colour, sex, language, religion, political belief, place of birth, social position or wealth'. Here, both individual and social rights are brought together in the right to be 'equal'. If this right were based on social position or wealth, we wouldn't believe in it. The constitution, however, doesn't pretend that we are equal in this way. Rather, it says that we should be equal before the law. Thus human rights focus on the fact that it

is as humans that we are equal. We can say, therefore, that only those societies that respect individuals equally, as well as provide them with equal opportunities, fully recognise this basic human right.

As the constitution explains, unless individual rights are both supported and controlled by a fair legal process, equal human rights can never be achieved. For example, we may have the right to own a weapon, but, because it could be a danger to other individuals in society, we should not be able to buy one without first getting permission. This permission should not only support our individual legal right to own a weapon, but also make it clear what the social responsibilities that go with that right are.

- 1 How does the individual fit into society ?
- 2 If individuals want freedom, why must they also accept responsibilities ?
- 3 How were human rights made part of the Cambodian constitution ?
- 4 How does the right to be equal bring together individual and social rights ?
- 5 If individuals aren't equal in social position or wealth, in what ways should they be equal ?
- 6 Give an example of how the law can support both individual and social rights.

B **1 Discuss the statements. 2 Write your ideas on one of them. Give some examples to support your ideas.**

- 1 If human rights were enjoyed by everyone, then our society would be better.
- 2 If an individual accepted his or her rights, but did not recognise any responsibilities, then that individual would take away the rights of another.

UNIT TWO : A SAD BUT FAMILIAR STORY

A 1 Read the story. 2 Choose the correct statement.

Last month, Sopha introduced her neighbour to her sister, Dr Chenda. It was an emergency. Her neighbour, Sinourn, was feeling very sick. Sopha told Dr Chenda that Sinourn was in pain, because she had been badly beaten by her husband. “When he gets home from work, he argues with her,” Sopha explained. “He asks her for money to buy rice wine and if she refuses, he hits her. If he’d beaten her any more, I don’t know what would have happened, but, fortunately, he was arrested just in time and put in the local jail.”

For Dr Chenda this was a sad but familiar story. She knew lots of husbands and fathers who, although they sometimes helped with the housework and looked after the children, still claimed that a mother’s place was in the home and that a wife’s duty was to obey her husband. It was because of such ideas that women like Sinourn were kept like prisoners in their own homes. In fact Sinourn had only managed to escape from her ‘prison’ when her husband had been taken away by the police.

If Dr Chenda hadn’t known about and become interested in human rights and, more particularly, women’s rights, perhaps she too would have shared these traditional ideas. Instead, however, she supported human rights and had become actively involved in the rights of people who had a weak position in society : the poor, children, minority groups and, of course, women. Especially those who, like Sinourn, were victims of violence. And, as a doctor, she sometimes found herself in a good position to help some of them.

After about a week, the police invited Sinourn to go to the police station to make a formal complaint against her husband. Sinourn, however, who was still feeling dizzy and weak, didn’t know

whether she wanted to or not. As well as herself, she had her children to think of. If her husband was kept in jail, what would happen to them ? They needed the money that he earned, even if he did quarrel and spend too much money on rice wine.

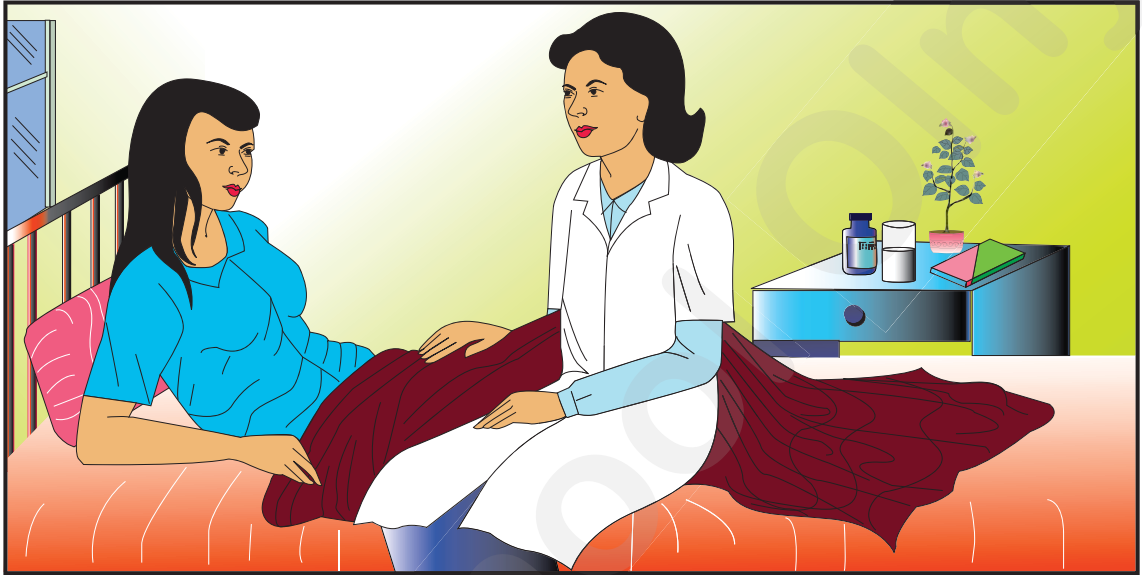
- 1 If ... hadn't been beaten by her husband, Dr Chenda wouldn't have met her.
(a) her neighbour (b) her sister (c) her neighbour's sister
(d) her sister's neighbour
- 2 Sinourn's husband stopped beating her because
(a) she was in pain (b) it was an emergency (c) he was arrested (d) Sopha introduced her to Dr Chenda
- 3 Dr Chenda thought that
(a) women had a weak position in society (b) a mother's place was in the home (c) a wife's duty was to obey her husband
(d) husbands and fathers shouldn't help with housework or look after the children
- 4 As a doctor, Dr Chenda was in a good position to
(a) share traditional ideas (b) help with the housework
(c) help victims of violence (d) find herself
- 5 Sinourn didn't know whether she wanted to make a formal complaint, because
(a) the police had invited her to go to the police station.
(b) she had her children to think of (c) her husband was in jail
(d) her husband wanted to drink more rice wine

B Match statements 1 to 4 with statements a to d.

- 1) Even if Sopha had spoken to Sinourn's husband ...
 - 2) If Dr Chenda had become a politician ...
 - 3) If Sinourn had run away ...
 - 4) If Sinourn's husband had beaten her any more ...
- a) ... he wouldn't have listened to her.
 - b) ... her children would have left home too.
 - c) ... she would have fought for women's rights.
 - d) ... she would have run away.

UNIT THREE : GIVING RIGHTS AND TAKING RESPONSIBILITIES

- A** 1 Talk about the picture. 2 Look at the table. 3 Listen to the conversation. 4 Are the statements true or false ? If false, give the correct information.



	T	F
1 Sinourn is worried about her children.		
2 Sinourn's daughter is going to school.		
3 Dr Chenda doesn't know that Sinourn has been asked to make a formal complaint.		
4 If Sinourn made a formal complaint, that would be justice.		
5 Sinourn wants her husband to remain in jail.		
6 Sinourn thinks her husband is a criminal.		

- B** 1 Listen to the conversation again. 2 Ask and answer the questions.

- 1 How many children has Sinourn got ?
- 2 Why isn't her daughter going to school at the moment ?
- 3 What does Sinourn need from her husband for herself and her children ?
- 4 How can Dr Chenda and her sister help Sinourn ?

- 5 Sinourn thinks that her husband has already learned his lesson. a) What is the lesson that he has learned ? b) How has he learned it ?
- 6 Do you think that Sinourn is a responsible person ? Why ?

C 1 Read the story. 2 Look at the clues. 3 Use them in the correct form to fill in the gaps.

feel have make realize respect stay talk use

While Sinourn was recovering from her injuries, she worried about her and her children's future. It was her good fortune, therefore, that she found a good friend as Dr Chenda and her sister, Sopha. They both ... that Sinourn needed the independence that only money could give, so Sopha arranged for her to get a job. Both Dr Chenda and Sopha knew that if Sinourn had been able to earn money before, her husband would have ... it to buy rice wine. Now, however, they felt that if she had a job, her husband would ... her, because he had learned his lesson in jail. Sinourn also ... that if she had Dr Chenda's support and a job, her husband would behave responsibly.

If Sinourn had ... a formal complaint, she could have kept her husband in jail. That would have been justice, but she didn't, because she knew that if her husband had ... there for a long time, he wouldn't have been able to earn any money. Neither would he have ... the opportunity to improve his behaviour. After his case had been settled, Sinourn's husband had ... to Dr Chenda about his time in the jail. At first he had been angry, but after some time he had realized his mistake. And when Sinourn didn't make a formal complaint, he decided to change his behaviour and become a good husband and father.

D What did Dr Chenda and Sinourn's husband say to each other, do you think ? 1 Write a dialogue between Dr Chenda and Sinourn's husband. 2 Act it out with your partner.

CHAPTER FIFTEEN : THE MONARCHY

UNIT ONE : KING NORODOM

- A** 1 Talk about the photo. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.

Mary : I've been reading about King Norodom. I was surprised to read that in 1863 he described himself as the Thai king's servant.

Monica : Well, until that time, he was under the control of King Mongkut. It was only with French support that he managed to get himself crowned.

Mary : And then the French built the Royal Palace for him.

Monica : Well, until then, he'd been living in a simple wooden-building and the French wanted to create an effective symbol of a strong monarchy.

Mary : People must have been very impressed then with the new palace, built of stone and with a throne room, dance hall, offices, public and private sections for the king, his family and bodyguards.

Monica : Yes, but actually Norodom was still in a weak position and needed the French to protect him from his enemies, including his own brothers, Siwatha and Sisowath, but, of course, what started as protection, ended as control.

Mary : The French certainly wanted greater control in order to change the power relations within Cambodian society.



Monica : Which, of course, is why they met with so much opposition during the 1880s. Until then, they wanted to change things quickly, but were then forced to slow down.

Mary : Yes, but not stop.

- 1 Norodom needed the cooperation of which two countries in order to get himself crowned ?
- 2 How did the French help King Norodom ?
- 3 Why were people so impressed with the Royal Palace ?
- 4 What is the difference between 'protection' and 'control' ?
- 5 Why was there opposition to the French during the 1880s ?

- B** 1 Match tables A and B to make 5 correct statements.
2 Use your statements to ask and answer questions with 'When?' (see Example).

- 1) Although Norodom died in 1904, Sisowath wasn't crowned ... **A**
- 2) Mary didn't know that King Norodom had been under the control of King Mongkut, the king of Thailand, ...
- 3) King Norodom lived in a small, simple building in Phnom Penh made of wood and bamboo ...
- 4) Norodom was king for forty years, from 1864 ...
- 5) The French hoped that they would be able to change Cambodian society quickly ...

- until ... **B**
- a) ... 1904, when he died.
- b) ... 1906.
- c) ... she read a history book about him.
- d) ... the Royal Palace was built, between 1865 and 1870.
- e) ... they met opposition in the 1880s.

Example :

Student 1 : When was Sisowath crowned ?

Student 2 : In 1906. When did Mary find out that ... ?

UNIT TWO : THE MONARCHY UNDER THE FRENCH

A 1 Read the questions. 2 Talk about the photo. 3 Read about the monarchy. 4 Ask and answer the questions.

- 1 Why did the French choose Sisowath to be king after King Norodom ?
- 2 How did the French use the monarchy ?

After 1886, the French gradually increased their control over the Cambodian administration and by the end of the century Norodom had lost most of his power. Neither he nor the French, however, ever had much control over the countryside. It must have been an additional advantage to the French, therefore, that Sisowath was popular there, although that wasn't the main reason they chose him as king on the death of his half-brother, Norodom.



When Sisowath was crowned in 1906, two years after Norodom's death, he was sixty-six years old. Unlike Norodom, he hadn't put any obstacles in the way of the French, and it was for this cooperation, of course, that he was chosen as king. This, in fact started a trend, for the French continued to choose kings whose main function was to be a screen behind which they could control the administration. If the French had controlled it openly, they wouldn't have succeeded so easily. Consequently, it was to their advantage that while the kings seemed powerful, they were actually in control.

If the French hadn't chosen Sisowath, Prince Yukanthor, Norodom's favourite son, would probably have become king. Yukanthor, however, made himself unpopular with the French when he challenged them about their lack of justice. Although most of what he said was true, he was not allowed to return to Cambodia from France and eventually died in Bangkok in 1934.

B Choose the correct statement.

- 1 Between 1886 and the end of the century, the French ...
(a) lost most of their power (b) never had much control over the countryside (c) increased their control of the countryside (d) lost their control of the countryside
- 2 The main reason why the French chose Sisowath as king was because ...
(a) he was Norodom's half-brother (b) he put obstacles in their way (c) he was popular in the countryside (d) of his cooperation
- 3 The French wanted the king to appear powerful so that they could ...
(a) hide behind him (b) control the administration (c) choose them (d) seem to be in control
- 4 Although the French controlled the administration, most Cambodians thought ...
(a) they had started a trend (b) they wouldn't succeed easily (c) they were a screen (d) the king controlled it
- 5 Norodom didn't choose Yukanthor to be king, because ...
(a) he was his son (b) he was unpopular with the French (c) the French chose the king (d) what he said was true

C 1 Read the statements. 2 Fill in the gaps.

- 1 If the French hadn't ... their control over the Cambodian administration, Norodom wouldn't have ... his power.
- 2 The French wouldn't have ... Sisowath to be king, if he had ... obstacles in their way.
- 3 If the French hadn't ... the monarchy as a screen to hide behind, they wouldn't have ... so easily.
- 4 Norodom would have ... his son, Prince Yukanthor, to be king, if the French hadn't ... Sisowath.
- 5 If Yukanthor had ... king after Norodom, he would have ... obstacles in the way of the French.

UNIT THREE : GREAT MOMENTS

- A** 1 Talk about the photo. 2 Read about great moments.
3 Ask and answer the questions. Write your answers in your notebook.

One year after Sisowath was crowned, Battambang and Siem Reap provinces were returned to Cambodia in April 1907. These two provinces, together with the temples of Angkor, had belonged to Thailand since 1794, so this was a very great moment in the history of Cambodia.

Under Sisowath (1904-1927) and Monivong (1927-1941), Cambodia seemed peaceful, but actually France was no charity and paid for their administration and development projects from taxes imposed on the population. Although people weren't happy with this situation, actual signs of this were rare. In fact, if thousands of farmers from all over the country hadn't asked Sisowath to reduce taxes in 1916 or Bardez, a senior French officer, hadn't been killed while collecting taxes in 1925, we wouldn't have known the extent of the people's suffering.

Again, if these taxes, collected mostly from poor farmers by force, had been used to help them, they probably wouldn't have minded so much. But most of them were used to the king happy in his palace and develop towns like Phnom Penh and Battambang, which were connected by rail between 1923 and 1932. Only a minimum amount was used to develop education, health or bring much needed improvements to poor rural areas.

Another great moment, however, came to Cambodia in 1953 and we may imagine how happy and hopeful the general population were at the prospect of independence from France brought about by His Majesty King Norodom Sihanouk.



- 1 What are the great moments written about here ?
- 2 For how long had Battambang and Siem Reap provinces belonged to Thailand ?
- 3 a) What would France have done, if it had been a charity ?
b) What did it in fact do ?
- 4 a) What signs were there that people, especially poor farmers, weren't happy ? b) Why weren't they happy ?

B 1 Read about the French in Cambodia. 2 Fill in the gaps.

In Cambodia, France was not a charity. If it ... , it would have paid for its administration and projects itself. Nevertheless, the French thought the people ... happy, because they were developing the country. And, no doubt, some people were. But if the farmers had been happy, they ... to Phnom Penh to complain about their taxes. The taxes were high, but even then, if they ... to develop education, health and the rural areas, the farmers wouldn't ... so much. In fact, in the long term, they would have received some benefit.

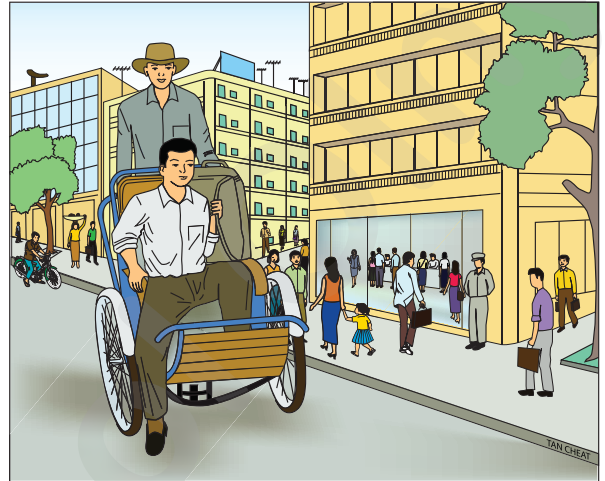
C Use the information in the table, and any other information that you know, to write about the history of Cambodia between 1863 and 1953

Date	Event
1864	Norodom crowned king of Cambodia
1865-70	Royal Palace built in Phnom Penh
1880s	Opposition to changes French wanted to make
1904	Norodom died
1906	Sisowath crowned king of Cambodia
1907	Battambang & Siem Reap returned to Cambodia
1916	Farmers asked Sisowath to reduce taxes
1923-32	Railway between Phnom Penh & Battambang built
1925	Bardez killed in the village of Krang Leav
1927	Sisowath died and Monivong became king
1941	Monivong died and Sihanouk became king
1953	Cambodia became an independent nation

CHAPTER SIXTEEN : LIVING IN CAMBODIA

UNIT ONE : DESTINATION CAMBODIA

- A** 1 Talk about the picture. 2 Read the table. 3 Listen to Dan, an English teacher, talk about how he first came to Cambodia. 4 Are the statements in the table true or false ? If false, give the correct information.



		T	F
1	Dan's university sent him to Cambodia.		
2	Dan had always wanted to visit Cambodia.		
3	The guest house owner spoke English well.		
4	Phnom Penh had lots of factories in 1994.		
5	Phnom Penh wasn't badly polluted at that time.		
6	Dan became an English teacher in Phnom Penh.		

- B** 1 Listen to Dan again. 2 Ask and answer the questions.

- 1 What did Dan plan to do after finishing university ?
- 2 How did Dan decide to travel to Cambodia ?
- 3 How was the traffic in Phnom Penh, when Dan first arrived ?
- 4 a) Which language do most people in Phnom Penh use as their second language now ? b) What did they use in the 1960s ?
- 5 Did Dan prefer Bangkok or Phnom Penh ? Why ?

C Match the statements in Tables A & B to make new statements using ‘as if/as though’ (see Example).

- | | |
|--|----------|
| 1) Bangkok seemed busy and crowded.
2) Dan feels completely at home in Cambodia.
3) Many Cambodians like to speak English.
4) Phnom Penh was charming and pretty.
5) The guest house manager spoke English fluently. | A |
|--|----------|

- | | |
|--|----------|
| a) It was a very special, romantic place.
b) It was already a modern, developed city.
c) He had been born here.
d) He had spent years in an English-speaking country.
e) It is their own language. | B |
|--|----------|

Example : Bangkok seemed busy and crowded, as if it were already a modern, developed city.

D 1 Read the story. 2 Use the clues to fill in the gaps.

climate flat foreign furniture home qualification

Dan decided that he wanted to stay in Phnom Penh for some time. The money he had brought from home was nearly finished, so he needed to find a job. Before leaving his ... country, Dan had taken a course in teaching English as a ... language. Now, he could put his ... to use. He started teaching at one of the private schools in Phnom Penh. After he received his first pay, he rented a ... and bought some Dan enjoyed teaching English and he enjoyed getting to know Phnom Penh. He liked the ... , food and, most of all, the people. Once Dan started learning to speak Khmer, he soon forgot about his plans to travel further. After a few months, Dan felt as if he had been in Cambodia all his life.

UNIT TWO : DAN'S LIFE IN CAMBODIA

- A** 1 Talk about the picture. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.



Susan Jones is writing an article about foreigners working in Phnom Penh and she has asked to interview Dan about his life in Cambodia.

Susan : What did you find to be the biggest difference from England when you started living in Cambodia, Dan ?

Dan : The weather. It's so hot here, all year round.

Susan : So the heat was a problem for you ?

Dan : No, I love it ! If I were still in England, I'd be cold all the time. Cambodian weather is perfect for me.

Susan : How about the food ? Do you like the food here ?

Dan : Yes, I do, though I miss English food sometimes. If I were better at cooking, I'd make some traditional English food for my Cambodian friends.

Susan : Do you have any problems teaching English here ?

Dan : Oh, no. Of course, there are internal problems at the school where I teach sometimes, but generally I love it.

Susan : Tell me, how do you spend your free time ? What do you do at weekends and in the evenings ?

Dan : Well, I came to Cambodia because I enjoy travel, so now I make the most of every opportunity to travel around Cambodia. My friend, Piseth, and I have motorbikes and at weekends we like to explore the countryside far from the main roads and towns. Of course, if I were a car owner, I'd take more of my friends with me. I feel it's very important that Cambodians get to see how beautiful and interesting their own country is.

Susan : And the evenings ?

Dan : I usually stay at home and study Khmer.

Susan : So, if you were to stay here for a long time, what would you miss most about England ?

Dan : England ! I miss my family and friends there very much, so I sometimes go back to see them, but I don't want to live there again. Cambodia's my home now !

- 1 If Dan were to return to England, how would he like the weather ?
- 2 If Dan were a better cook, what would he do ?
- 3 Why did Dan first come to Cambodia ?
- 4 Why would Dan like to take more friends with him to the countryside, if he were a car owner ?
- 5 Why does Dan go back to England sometimes ?
- 6 Where does Dan plan to live in the future ?

B 1 Make a list of the things that Dan likes in Cambodia and of the things he misses from England. 2 Compare your lists with your partner. 3 Discuss the things in Cambodia you might miss, if you were to go to live in another country.

C Which word is different ? Explain why.

- | | | | | |
|---|----------|-----------|--------------|------------|
| 1 | palace | museum | flat | house |
| 2 | king | president | prince | princess |
| 3 | crown | throne | palace | bodyguard |
| 4 | dialogue | article | conversation | discussion |
| 5 | romantic | expensive | charming | pretty |

UNIT THREE : A TRIP TO THE NORTH

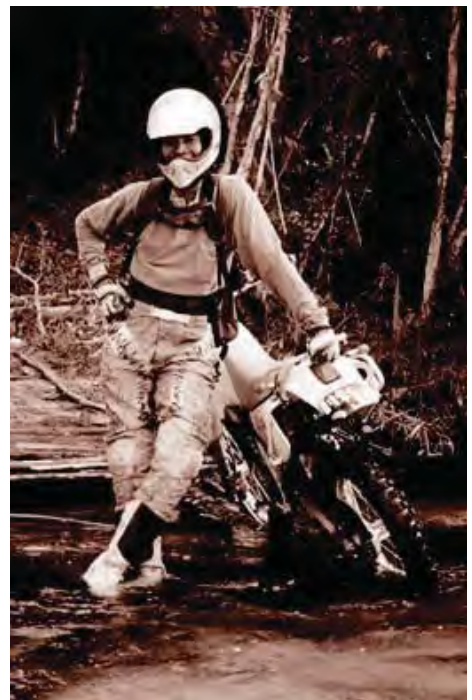
A 1 Talk about the photos. 2 Read the story. 3 Ask and answer the questions. Write your answers in your notebook.

Last New Year, Dan's school had a ten-day holiday. Dan had heard about the temple at Preah Vihear on Cambodia's northern border. He knew that many tourists visited it from Thailand, because, although the temple was inside Cambodia, it was difficult to reach from the Cambodian side. When Dan suggested making a journey there by motorbike, his friend, Piseth, became very excited, as if he wanted to leave then and there.

The two friends set off three days later, before sunrise, and by eight o'clock they were having breakfast in Kampong Thom. After Kampong Thom, they left the main Siem Reap road and turned north towards Tbeng Meanchey, the provincial capital of Preah Vihear. Along the road they saw peasant farmers working their land, and occasionally a tractor ploughing a field. They spent the night in Tbeng Meanchey, then continued next morning north towards the Dangrek mountains.

The road was very difficult, as if it usually carried little traffic. There was deep sand and in places it was almost impossible to see which track was the right route. If they got lost, they would have to spend days looking for the road again. They rode through the many narrow streams, but had to put their bikes onto small boats to cross large rivers.

By sunset, Dan and Piseth had reached the base of the mountains. Looking up, they could see the



temple, hundreds of metres above, on the edge of a cliff. They spent the night with some soldiers in their camp at the bottom.

The next day, it was a long, hard, three-hour climb up the side of the mountain on a narrow track through the jungle to reach the temple. When they reached it, the two friends were glad they had made the effort to



complete their difficult journey. Arriving at the ancient temple, they walked to within a footstep of the cliff edge. With a rainbow in the distance, a wonderful view of northern Cambodia lay before them, as if they were looking down on a huge map of the country.

- 1 Where is Preah Vihear temple ?
- 2 Why do tourists usually visit the Preah Vihear temple from the Thailand side ?
- 3 Where did Dan and Piseth spend their first night ?
- 4 Why was the road from Tbeng Meanchey to the foot of the Dangrek mountains difficult ?
- 5 How did Dan and Piseth cross the rivers and streams ?
- 6 Why were the two friends glad they made their difficult journey, do you think ?

B Write a story about a journey inside Cambodia. It can be about a real trip or one you imagine. Write about :

- who made the journey
- where they travelled to and from
- what transport they use (bicycle, boat, car, etc.)
- how long the journey took
- what difficulties they met along the way
- what they enjoyed on their journey

CHAPTER SEVENTEEN : EDUCATION IN CAMBODIA

UNIT ONE : THE PURPOSE OF EDUCATION

- A** 1 Ask and answer the questions. 2 Read about education.
3 Choose the correct statement.

- 1 What is the purpose of education ?
- 2 How can education prepare you for your future ?

Education is very important in every country, because without it a country cannot develop. This is because countries are made up of people, and education aims to help them develop as capable individuals and responsible members of society.

Every country is different, however, so every country, including our own, has the task of working out an educational system that is suitable for its own purposes. Various approaches can be taken, but here we will approach this task in two ways. Firstly, our pupils need sufficient knowledge about themselves and their environment to satisfy their needs and wishes. Secondly, they need to develop those skills that are necessary for their development. These include such practical tasks as reading, writing, knowing how to obtain and use knowledge, solving problems of various degrees of complexity and working or playing with other people in a spirit of friendly cooperation. Unless our pupils have learned how to carry out these tasks, they won't have developed those skills that are necessary for their own and their country's development in the future.

When pupils become teenagers and students, their interests and needs change and develop. They need to develop all their faculties further by learning to think for themselves, share their ideas with other people, express themselves clearly, and accept

ideas that are different from their own. In short, they must develop their capacity as individuals, while at the same time recognising their obligations to society.

- 1 A country can't ... properly without educated people.
(a) make up (b) develop itself (c) approach others
(d) work out
- 2 Cambodia's education system must be different from any other country's, because
(a) its purposes aren't suitable (b) various approaches can be taken (c) every country is different (d) it is very important
- 3 Our pupils need to be given sufficient ... about the world they live in.
(a) information (b) faculties (c) needs (d) wishes
- 4 Our pupils also need to know how to ... things.
(a) copy (b) listen to (c) avoid (d) do
- 5 Pupils and then students need to develop themselves both as ... and socially.
(a) teenagers (b) Cambodians (c) individuals (d) obligations

B Match Tables A and B to make 5 correct statements.

In the future, ...

A

- 1) ... our pupils won't have developed the skills that they need,
- 2) ... our society won't have responsible citizens,
- 3) ... our students won't have the capacity for clear thinking,
- 4) ... teachers won't have provided pupils with suitable knowledge,
- 5) ... we won't have developed a suitable education system,

unless ...

B

- a) ... the needs and wishes of our pupils and students have been properly understood.
- b) ... they have been properly trained.
- c) ... they have regular opportunities to discuss their ideas.
- d) ... they have learned how to carry out practical tasks.
- e) ... we know how to work with and respect other individuals.

UNIT TWO : CURRICULUM DEVELOPMENT

- A** 1 Talk about the photo. 2 Read the statements. 3 Listen to the information. 4 Fill in the gaps.



The Minister of Education, Youth & Sport, H. E. Tol Lah, presents the new 'English For Cambodia' textbooks at a ceremony at Siem Reap School, Kandal Province, in 1997.

- 1 In ... the Ministry of Education, Youth and Sport had to establish a new education system.
- 2 In 1986 the education system was expanded to ... years.
- 3 The current twelve-year education system was introduced in
- 4 The school year falls short of what the Ministry would like, because of such events as ... , examinations and natural disasters.
- 5 If the ... isn't long enough, teachers won't be able to teach everything in the curriculum.
- 6 If pupils or students fail their examination, they must ... their previous school year.

B 1 Listen to the information again. 2 Ask and answer the questions.

- 1 Why did the Ministry of Education Youth and Sport have to establish a completely new education system ?
- 2 What were developed and introduced after 1986 ?
- 3 How many weeks are there in the current school year ?
- 4 What causes the school year to be shorter than the Ministry would like, but cannot always be predicated ?
- 5 What percent of pupils have recently i) failed their first end-of-year examination ? ii) left school after their first year ?¹

C 1 Look at the clues. 2 Use them in the correct form to fill in the gaps. The first one is done for you.

be	continue	last	pass	remain	teach
----	----------	------	------	--------	-------

Example : 1 In the future, the Ministry won't have continued to improve their education system, unless they have kept their will to do so.

In the future, ...

- 1 ... the Ministry ... to improve their education system, unless they have kept up their will to do so.
- 2 ... teachers ... all the curriculum by the end of the school year, unless they have had enough time to do so.
- 3 ... first year pupils ... their end-of-year examination, unless they have been taught the whole curriculum properly.
- 4 ... pupils ... at school, unless they have enjoyed their lessons during the school year.
- 5 ... the new curriculum ... successful, unless teachers have been well trained and have been given sufficient time with their classes.
- 6 ... the school year ... long enough, unless teachers have had enough time to teach the curriculum properly.

¹ This was written in October, 2000.

UNIT THREE : EDUCATION IN THE COMMUNITY

A 1 Talk about the picture. 2 Ask and answer the questions about yourselves/your community. 3 Read the dialogue.

- 1 How is education supported in your community ?
- 2 Where does education happen for you and the other people in your community ?

Mike : Is education supported by the community in Cambodia, Rathana ?

Rathana : Oh, yes. In fact we have a long tradition of building schools and pagodas.

Mike : Pagodas ?

Rathana : Yes. You know

pagodas were important centres of education in the past and even nowadays they still continue to help a lot of young boys, who come from poor families, to get an education.

Mike : But what about girls ? It's as if they don't matter.

Rathana : Whereas actually girls need more help.

Mike : How about you, Rathana ? How are you getting on ?

Rathana : Well, at the end of this semester I'll be taking my final examination. If I pass it, I hope to train as a nurse at the faculty of medicine in Phnom Penh.

Mike : Did you know that Dr Sok Chenda's been invited to join the faculty there ?

Rathana : Has she ? That's sudden ! What will we do here without her ? It's not as though she's not needed here.

Mike : Don't worry, she'll stay.

Rathana : Doesn't she want to become a professor then ?



Mike : She knows the people here need her more.

Rathana : Yes, she knows them very well and they listen to her.

Mike : Exactly. This shows that education doesn't only happen in schools.

Rathana : You're right. Dr Sok Chenda helps to educate everyone in our community.

B 1 Ask and answer the questions. 2 Act the dialogue out.

- 1 How did communities in Cambodia support education in the past ?
- 2 Why does Rathana feel that girls need more help than boys ?
- 3 What must Rathana do in order to study to be a nurse at the faculty of medicine ?
- 4 Why doesn't Dr Sok Chenda want to go to the faculty of medicine in Phnom Penh ?
- 5 Why does Mike say that education doesn't only happen in schools ?

C 1 Match Tables A and B with your partner (see *Example*).
2 'Girls need a good education as much as boys.' Discuss.

A	B
1 But what about education for girls?	a And nowadays girls can and do attend them.
2 Even nowadays, boys from poor families can stay in pagodas.	b For Mike, it was as if they didn't matter.
3 In the past, mostly boys were given education.	c That was because most of the education was provided by pagodas.
4 It is not as though girls don't need an education.	d They need an education just as much as boys.
5 There are still many schools in the pagodas.	e This, of course, helps them to get an education.

Example : Student 1 : But what about education for girls ?

Student 2 : For Mike, Even nowadays

CHAPTER EIGHTEEN : POVERTY

UNIT ONE : CONCERNING POVERTY

- A** 1 Talk about the photo. 2 Read about poverty. 3 Choose the correct statement.

A few days ago the British Government asked Susan Jones to write an article on poverty for one of their educational magazines. They wanted her to describe poverty and explain what causes it and how people can escape from it. They asked Susan because she was a good journalist. She had, moreover, been writing about social issues in various parts of the world for over twenty years.

Susan herself was neither rich nor poor. She had, however, seen people who had been living in poverty all their lives and she had been shocked by what she had seen. So when she was asked to write about poverty, she felt she had something to say and welcomed the opportunity to share her experience. She also felt that the article would help her to sort out the complex thoughts and mixed feelings that she had about poverty.

Susan first saw poverty in West Bengal during the 1970s. She remembered returning home from India after her first trip and telling her husband, George, about the scenes of poverty she had retained in her memory ever since her time in Calcutta. The people she had met there had no money and no hope of ever having an income. They didn't have enough to eat and lived in conditions that were really horrible, but they themselves did



not appear to be miserable. Although they had nothing, they had welcomed Susan with gentle smiles and had seemed happy to share their experience with her. Susan wanted to help these brave people, but didn't know where to begin. They needed food, medicines and a clean environment, but more than these things, she felt that they needed to be able to help themselves and not have to depend on people like herself. She came to the conclusion that education might be the key to their problems.

- 1 Susan was asked to write about poverty, because she was a good journalist, who had been
(a) travelling for over twenty years (b) writing articles for magazines (c) writing about social issues for more than twenty years (d) living in poverty all her life
- 2 Susan could describe poverty easily, because she ...
(a) was neither rich nor poor (b) had seen it (c) had been shocked by it (d) had been asked to write about it
- 3 It wasn't so easy for Susan to explain how poverty is ...
(a) caused (b) lived (c) shared (d) seen
- 4 Susan had first experienced poverty ...
(a) when she returned home from India (b) in her own life (c) during her time in Calcutta (d) after her first trip to India
- 5 The people Susan had met in Calcutta did not seem miserable, because they ...
(a) didn't have enough to eat (b) lived in horrible conditions (c) had nothing (d) were kind to her

B 1 Read the example. 2 Use the clues to write similar statements.

Example : Susan had been talking to the people through Raju.

- 1 They [**try**] to do something about poverty for many years.
- 2 Susan [**write**] about social issues for a long time.
- 3 George [**teach**] in a secondary school since he married Susan.
- 4 The people in Calcutta [**live**] in poverty all their lives.
- 5 Raju [**study**] English since he was at secondary school.

UNIT TWO : A QUESTION OF SOCIAL JUSTICE

- A** 1 Talk about the photos. 2 Look at the table. 3 Listen to the story. 4 Are the statements true or false ? If false, give the correct information.



	T	F
1 George taught at a secondary school in Calcutta.		
2 There aren't any poor people in England.		
3 Some poor children in Calcutta have to choose between work or starvation.		
4 Some old people in England die of the cold every year.		
5 Some people have more than they need, whereas others live in poverty. Charlie Chaplin felt this was a question of social justice. ¹		

- B** 1 Listen to the story again. 2 Ask and answer the questions.

- 1 Why was it difficult for some of George's students to study at home ?
- 2 Why couldn't George's students be compared with the children that Susan had met in Calcutta ?

¹ In Cambodia, Charlie Chaplin is known as 'Zaklo'.

- 3 Where does Raju come from, do you think ?
- 4 Why do some old people in England die of the cold ?
- 5 Why did Raju refer to Charlie Chaplin ?

C 1 Match Tables A and B to make correct statements. 2 Use your statements to ask and answer questions using 'Why ?' (see *Example*).

<p>Since ...</p> <ol style="list-style-type: none"> 1) ... Charlie Chaplin cared about social issues, 2) ... Janet's parents thought that education was a waste of time, 3) ... Raju and Susan liked films, 4) ... some of George's students came from poor families, 5) ... the old lady couldn't afford to pay her electricity bill, 	A
---	----------

<ol style="list-style-type: none"> a) ... he tried to help them. b) ... he made films about them. c) ... it was difficult for her to study at home. d) ... she died of the cold last winter. e) ... they went to the cinema together. 	B
--	----------

Example : Student 1: Why did Charlie Chaplin make films about social issues ?
 Student 2: Because he cared about them. Why ... ?

D 1 Listen to the poem. 2 Read it out. 3 Discuss it.

~~~~~ Poverty ~~~~~

Poverty in a poor place, Poverty in a rich place  
 Poverty in a village, Poverty in a city  
 Poverty shared, Poverty alone  
 Young Poverty, Old Poverty  
 Which is worse ?

## UNIT THREE : RAJU

- A** 1 Talk about the photo. 2 Read the story. 3 Ask and answer the questions. Write your answers in your notebook.

Susan first met Raju when she went to her favourite bookshop in Calcutta, where he worked as an assistant. When Susan asked him for a book the first time, he had found it quickly. The book, which she had asked for, wasn't a



particularly popular one, so she was surprised that he knew exactly where it was.

After some time, Susan got to know Raju better. They talked about many things, including the books that Susan bought and her work as a journalist. Raju explained to Susan that he couldn't go to school, because his family had lost all their money. When he was young, the family business had been quite profitable, but then things became difficult. He wasn't sure why, because he didn't know much about his family's finances, but eventually they got into debt and he was forced to leave school and find a job.

Susan wanted Raju to help her with her work. She needed someone who could translate for her and Raju's English was excellent. Raju was happy to help and the shopkeeper, who was a kind, friendly man, told Susan that she could borrow Raju any time she wanted while she was in Calcutta. With Raju's help Susan was able to meet the people who she was interested in, but who couldn't speak English. Before, Susan had travelled around on her own and had felt slightly nervous, but now, with Raju, she felt perfectly safe. When Raju had met the people who Susan

was interviewing , however, he had felt shocked. Before he had felt sorry for himself, but now, when he compared himself with them, he realized how lucky he was. Since he hadn't known about these people, he had never thought about them. Now, however, he felt that he should find a way of helping them in the same way that Susan had helped him. That was how Raju started his project, which is now helping many of the people who are suffering from poverty in Calcutta.

- 1 How do we know that Raju was clever at his job ?
- 2 How did Susan and Raju get to know each other better ?
- 3 Why did Raju have to leave his school ?
- 4 How could Raju help Susan ?
- 5 First Raju felt sorry for himself, then he felt that he was lucky. what made him change his mind ?
- 6 a) What kind of project does Raju have now ? b) How did it start ?

**B** Join the statements together to make one statement. The first one is done for you.

*Example :* 1 The book that Susan wanted to read wasn't a popular one.

- 1 The book wasn't a popular one. Susan wanted to read it.
- 2 Raju liked to talk about the books. Susan had bought them.
- 3 The shopkeeper was a nice, friendly man. Raju worked for him.
- 4 Raju helped Susan to interview the people. Susan was interested in them.
- 5 The people didn't know English. Susan wanted to speak to them.
- 6 The project is very successful. Raju started it about twenty years ago.

**C** Write about what you think Raju and his project wanted to do and then did for the poor people of Calcutta.

# CHAPTER NINETEEN : OUR NATIONAL MUSEUM

## UNIT ONE : FROM THE EARLY YEARS

**A** 1 Talk about the photo. 2 Read the questions. 3 Read about the National Museum. 4 Ask and answer the questions.

- 1 What is a museum ?
- 2 Why is the museum in Phnom Penh called ‘national’ ?
- 3 Why is the National Museum important for Cambodia ?



Many of Cambodia's most famous works of art are contained in its National Museum. Many visitors, of course, would rather see these famous statues and sculptures in the places where they originally came from than in a museum, but as well as probably being safer there, the museum building is very beautiful. It was designed by George Groslier, with help from the School of Fine Arts, in an attractive traditional style. From a distance it looks like a temple, only, like the School of Fine Arts, it is red. As you walk up the steps to the huge main doors, however, you will



notice that the building now combines traditional with modern elements to make it more suitable for its purpose.

The museum first opened in 1918 as part of the School of Fine Arts, but a year later was named the ‘Museum of Cambodia’ (Musée du Cambodge) by royal command of King Sisowath. At that time, the museum contained over one thousand items, including three hundred books on Khmer art and architecture. In 1966, the museum was taken over from the French by a Cambodian administration. By that time, the number of items grown considerably and needed more space, which was provided three years later by Vann Molyvann, the famous Cambodian architect. Only a decade later, however, between 1975 and ‘79, the museum was closed and both the building and many of its items were seriously damaged. In April, 1979, the museum was opened again, but had to wait until 1994 before its broken roof was repaired and the whole museum made beautiful once again.

**B** 1 Read about the National Museum again. 2 Ask and answer the questions.

- 1 Where would many people rather see the statues and sculptures that are contained in the National Museum ?
- 2 What does the National Museum look like ?
- 3 What happened between 1918 and ‘69, when more space was created for works of art and people working in the museum ?
- 4 Why was it necessary to spend a lot of money on the museum between 1994 and ‘95 ?

**C** 1 Use the table to make statements beginning with ‘*Many people would rather ...*’ 2 Then ask ‘*How about you ?*’

|            |                    |      |                      |
|------------|--------------------|------|----------------------|
| go to      | the Royal Palace   |      | about works of art.  |
| look at    | modern things      |      | at ancient statues.  |
| read about | money on hospitals | than | in museums.          |
| see        | sport              |      | on museums.          |
| spend      | statues in temples |      | the National Museum. |

## UNIT TWO : AT THE MUSEUM

- A** 1 Talk about the photo. 2 Read the dialogue. 3 Ask and answer the questions. 4 Act the dialogue out.

Last Sunday, Sophy and Rathana visited the National Museum. This morning, they told their friend, Kim Seng, about it.

Sophy : Hello, Kim Seng. Rathana and I enjoyed our trip to the National Museum, but if you'd come with us, would we have enjoyed it more, I wonder ?

Kim Seng : Of course, you would have. I really wanted to go, as you know, although I did visit the museum two years ago.

Rathana : What did you like most there, Kim Seng ?

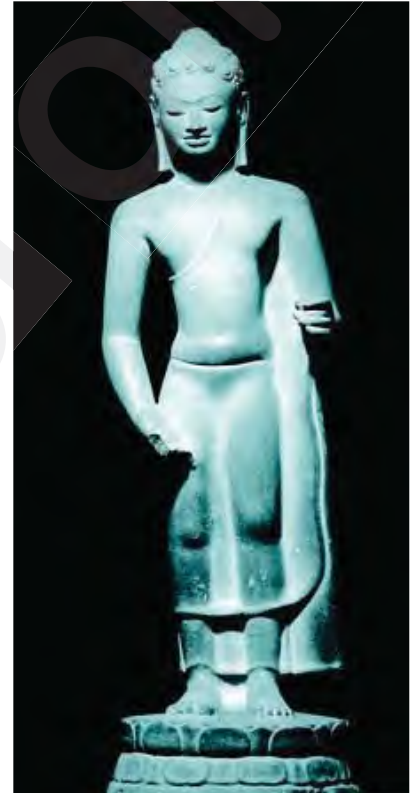
Kim Seng : I remember a very beautiful statue of a standing Buddha. It was very old, about fourteen hundred years. If I'd told you about it, would you have taken a photo of it for me ?

Rathana : People aren't allowed to take photos in the museum.

Sophy : Why not ?

Rathana : The things there are very valuable, so the government has to be very careful. That's why we're not allowed to touch anything there either.

Kim Seng : I've just remembered. I've already got a photo of the statue, but it's in a book. My Aunt Mora, who lives in New Zealand, gave it to my mother, although I think it was published in Australia. It's called 'The Age of Angkor' and I'll show it to you tomorrow.



- 1 How might Sophy and Rathana have enjoyed their trip to the National Museum more ?
- 2 Why would Kim Seng have liked Rathana to have taken a photo in the museum ?
- 3 How does the National Museum try to protect the valuable works of art that it contains ?
- 4 Why did Kim Seng want to show Sophy and Rathana a picture from 'The Age Of Angkor' ?
- 5 Look at the photo. Why did Kim Seng like this statue so much, do you think ?

**B** Match Tables A and B to ask questions, use Table C to answer, then ask 'Why' and answer again (see *Example*).

|                                                                                                                                                                                                                                                                                    |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| If ...<br>1 Kim Seng had gone with Sophy and Rathana to the National Museum,<br>3 Rathana had known about Kim Seng's favourite statue,<br>3 you had gone to the National Museum recently,<br>4 you had seen the National Museum in 1979,<br>5 you had visited Phnom Penh recently, | <b>A</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

|                                                                                                                                                                                                                                                        |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| would ...<br>a it have looked as beautiful as it looks now ?<br>b she have taken a photo of it for him ?<br>c they have enjoyed their trip more ?<br>d you have gone to the National Museum ?<br>e you have wanted to touch any of the statues there ? | <b>B</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

|      |            |           |          |
|------|------------|-----------|----------|
| Yes, | I          | would.    | <b>C</b> |
| No,  | it<br>they | wouldn't. |          |

*Example :* Student 1 : If Kim Seng ... , would ... ?  
 Student 2 : Yes, ... .  
 Student 1 : Why ?  
 Student 2 : Because ... . If Rathana ... ?



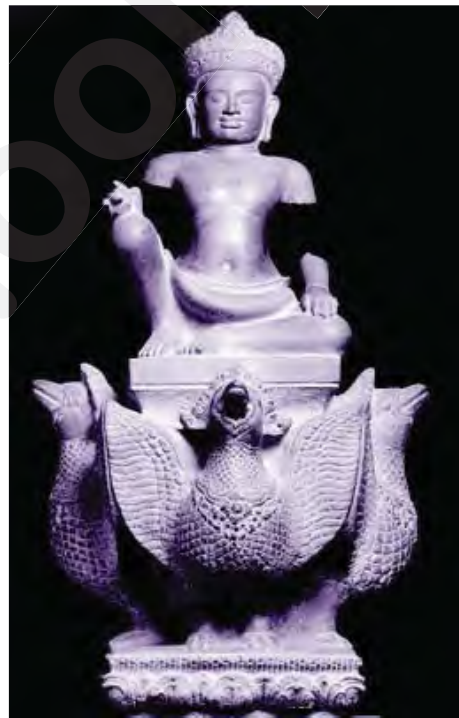
### UNIT THREE : EXAMPLES OF KHMER ART

- A** 1 Talk about the photos. 2 Read about the sculpture from Banteay Srei and the statue of Varuna. 3 Ask and answer the questions. Write your answers in your notebook.

If you had gone with Sophy and Rathana to the National Museum, which would you have liked more, the standing Buddha that Kim Seng liked, or the sculpture at the top of this page ? Of course, it is a difficult question to answer. Perhaps, if you had known that the sculpture was Hindu, you would have answered, “As long as I am a Buddhist, I will prefer the statue of the Buddha.” While some people prefer the Hindu sculpture, because it has more action, others prefer the Buddha statue, because it is more peaceful. Most people, however, feel that both sculptures are beautiful examples of Khmer art.

The Hindu sculpture is not as old as the standing Buddha. It originally decorated a door of the tenth century Shiva temple at Banteay Srei. Like many of the ancient Khmer sculptures in the museum, it tells a story. If you look back into Cambodia's past as far as you can, you will realize the importance of the two famous Hindu stories of the Mahabharata and the Ramayana. The Mahabharata, in which the five Pandava brothers fight against their cousins, the Kauravas, is even more popular than the Ramayana. In this sculpture, one of the Pandava brothers, Bhima, is jumping in the air in order to attack one of the Kaurava brothers, Dhritarashtra. Bhima, however, is being helped by two gods, Krishna and Balarama, who stand on Dhritarashtra's left.

Although Sophy and Rathana really liked the Hindu sculpture from Banteay Srei, as far as they were concerned, they found the statue of the Hindu god Varuna even more attractive and interesting. Actually it was made at about the same time as the sculpture from Banteay Srei, but originally it came from the western side of a temple in Siem Reap.



“The reason why we particularly like that statue,” they explained to Kim Seng. “Is because we like the birds.” The birds reminded the girls of the geese they fed every day around their houses in the village. These particular birds, however, represent knowledge and are called ‘hansa’, although in Khmer they are called ‘hang’. If the girls had seen other statues of Varuna, they would probably have seen some of him sitting on a naga, where the naga represents water and Varuna the rain.

- 1 In the first paragraph, a question is asked.  
a) What is it about ? b) Why is it difficult to answer ?
- 2 How old is the Hindu sculpture from Banteay Srei ?
- 3 How do we know that the sculpture is Hindu ?
- 4 What action can you see in the sculpture ?
- 5 Why did Sophy and Rathana particularly like the statue of Varuna ?
- 6 If the girls had seen other statues of Varuna, what would they probably have also seen under him ?

**B** 1 Use the clues to fill in the gaps. 2 Ask and answer your questions. After each answer ask a question with ‘Why ?’ and then answer it. The first one is done for you.

*Example :*

Student 1 : If Kim Seng had visited the National Museum, would he have been able to see the sculpture from Banteay Srei ?

Student 2 : Yes, he would.

Student 1 : Why ?

Student 2 : Because the sculpture [from Banteay Srei] is in the National Museum. If you ... ?

- 1 If Kim Seng ... [**visit**] the National Museum, ... [**be able**] to see the sculpture from Banteay Srei ?
- 2 If you ... [**go**] to the museum, ... [**like**] the Buddha statue more than the Hindu sculpture or the statue of Varuna ?
- 3 If you ... [**know**] that the sculpture was from Banteay Srei, ... [**prefer**] to have seen it at the Shiva temple there rather than in the museum ?
- 4 If Sophy ... [**know**] a lot about Cambodia’s history, ... [**probably know**] about the Mahabharata and Ramayana ?
- 5 If Rathana ... [**know**] the Mahabharata story, ... [**realize**] that the action that she had seen on the sculpture from Banteay Srei came from there ?
- 6 If the Kaurava brothers ... [**help**] by the gods, ... [**defeat**] the Pandava brothers, do you think ?

- 7 If Sophy and Rathana ... [**go**] to see the Varuna statue on the west side of a temple in Siem Reap, ... [**discover**] it ?
- 8 If Sophy and Rathana ... [**see**] a goose in their village, ... [**represent**] knowledge ?
- 9 If you ... [**see**] the statue of Varuna in the museum, ... [**know**] what the birds represent ?

**C Match Tables A and B to make 5 correct statements.**

As ...

**A**

- 1 far as Rathana and Sophy were concerned,
- 2 far as we can go back into Cambodian history,
- 3 long as Kim Seng was a Buddhist,
- 4 long as people enjoy looking at examples of Khmer art,
- 5 long as people know about Hinduism and Buddhism,

a he felt that he must prefer the statue of the standing Buddha.

**B**

- b the Mahabharata and Ramayana have always been popular.
- c the Varuna statue was as beautiful as the standing Buddha.
- d they will be able to understand as well as enjoy Khmer works of art.
- e they will want to know more about them.

**D Write about any examples of Khmer art that you have enjoyed looking at, either in real life or in a book (including this one).<sup>1</sup> Explain why you think Khmer art is important and what you like about the examples of Khmer art that you have chosen.**

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<sup>1</sup> There are photos of two other examples of Khmer art in the National Museum in Chapter 2, Unit 3. The photo on the cover of this textbook (also in Chapter 2, Unit 1) is of a twelfth century Khmer Buddha in the Musée Guimet, Paris, France.

# CHAPTER TWENTY : AIDS EDUCATION

## UNIT ONE : INTRODUCTION

- A** 1 Read about Dr Chenda's AIDS education lesson.  
2 Ask and answer the questions.

Mr Kim Neak felt that if young people had been taught about AIDS in the past, it would not have spread so easily. That is why he asked Dr Sok Chenda to give a series of lessons on the topic. She told his students that first she would give them some basic information. Then she would answer any questions they might like to ask. As an introduction to her first lesson, Dr Chenda prepared fact sheets which gave definitions of key words :

### What is HIV ?

**A**

- **HIV = Human Immuno-deficiency Virus**
- 1 **IMMUNO-DEFICIENCY** = Our body's defence against diseases [the immune system] becomes weak.
  - 2 **VIRUS** = What makes you sick, but you can't see it, because it is so small.

### What is AIDS ?

**B**

- **AIDS = Acquired Immune Deficiency Syndrome**
- 3 **ACQUIRED** = received/got.
  - 4 **IMMUNE DEFICIENCY** = lack of protection against disease.
  - 5 **SYNDROME** = a collection of signs/illnesses [that come after HIV has destroyed part or all of the immune system].

### How is HIV spread ?

**C**

**HIV** is spread through :

- 1) unsafe sexual activity (sex without a condom).
- 2) receiving injections from dirty needles.
- 3) receiving blood that has HIV.
- 4) mothers who are HIV positive to their babies.

**Note** : people who are **HIV positive** have HIV in their blood.  
People who are **HIV negative** don't have it in their blood.



Dr Chenda gave these fact sheets to the students, split them into groups and asked them to discuss the sheets. Then she and Mr Neak went round seeing how the students were getting on.

The students found the fact sheets very interesting. They explained what HIV/AIDS actually were and how the one developed from the other. When they had finished reading them, Dr Chenda asked if they had any questions. After a short while, Rathana asked Dr Chenda the first question.

- 1 Why did Mr Neak ask Dr Chenda to give a series of lessons ?
- 2 a) What are HIV and AIDS short for ? b) Which word is almost the same in both ? c) What does it mean ?
- 3 a) Why can't you see the human immuno-deficiency virus ? b) Why is it dangerous ? c) Why is it easier for people to become ill, if they have AIDS ?
- 4 Is HIV spread only through sexual activity ?

**B** 1 Match Tables A and B to write 5 correct statements in your notebook. 2 Then check your statements (see *Example*).

If ...

**A**

- 1 AIDS had been taken more seriously in the past,
- 2 more people in the country had known how HIV was spread,
- 3 Mr Neak's students hadn't been interested in HIV /AIDS,
- 4 people had realized that mosquitoes can't spread HIV,
- 5 women had been given more respect in our society,

a they wouldn't have blamed them for it.

**B**

- b they would have persuaded men to behave responsibly.
- c education about it would have been introduced earlier.
- d they would have changed their behaviour by now.
- e they wouldn't have listened so carefully to Dr Chenda.

*Example* : Student 1 : If ... would have been introduced earlier.  
Student 2 : Why ?  
Student 1 : Because people would have realized ... .

## UNIT TWO : CLASS DISCUSSION

- A** 1 Talk about the picture. 2 Read Dr Chenda's fact sheets in Unit 1 again. 3 If you had been in Mr Neak's class, what questions would you have asked Dr Chenda ? Write some of your questions in your notebook. 4 Now listen to the discussion that Mr Neak's students had and see if any of your questions were asked.



- B** 1 Look at the table. 2 Listen to the discussion again. 3 Are the statements true or false ? If false, give the correct information.

|                                                                                         | T | F |
|-----------------------------------------------------------------------------------------|---|---|
| 1 Living with and sharing food with people who are HIV positive is dangerous.           |   |   |
| 2 It isn't dangerous to put your arms around people who are HIV positive.               |   |   |
| 3 The only way to find out if we are HIV positive or negative is to have a blood test.  |   |   |
| 4 We can tell if someone is HIV positive or negative by looking at them.                |   |   |
| 5 We don't know where HIV originally came from.                                         |   |   |
| 6 People's body fluids (blood and male/female sexual fluids) are the source of HIV now. |   |   |

**C 1 Match Tables A with B and C to make questions and answers. 2 Then ask and answer them with your partner.**

|                                                                                                      |          |
|------------------------------------------------------------------------------------------------------|----------|
| If ...                                                                                               | <b>A</b> |
| 1 our blood had been tested at a clinic, like the Pasteur Institute in Phnom Penh,                   |          |
| 2 condoms had been used more in the past,                                                            |          |
| 3 our food had been shared with people with HIV or AIDS,                                             |          |
| 4 the causes of HIV / AIDS had been better understood and the example of the Buddha better followed, |          |
| 5 the source of HIV in the blood and sexual fluids had been known about in the past,                 |          |

|                                                                             |          |
|-----------------------------------------------------------------------------|----------|
| would ...                                                                   | <b>B</b> |
| a less people have AIDS today ?                                             |          |
| b more people have used condoms in order to have safer sex ?                |          |
| c more people have tried to help HIV/AIDS patients rather than judge them ? |          |
| d we be able to know if we were HIV positive or not ?                       |          |
| e we get HIV ?                                                              |          |

**D 1 Read about how Dr Chenda designed her**

|      |      |          |          |
|------|------|----------|----------|
| Yes, | they | would.   | <b>C</b> |
| No,  | we   | wouldn't |          |

**AIDS education programme. 2 Then fill in the gaps.**

Dr Chenda first learned about HIV/AIDS from professional magazines and medical literature. So by the time she attended a three-month course on ... in Thailand, she already knew something about it. As a doctor, Dr Chenda was, of course, concerned with the ... aspects of HIV/AIDS, but she also realized that these were linked to social attitudes. When she saw that the effects of harmful social attitudes could be as dangerous as ... itself, she decided that these ... must somehow be changed. She felt sure, however, that this could only be done through an ... AIDS education programme. By the time she returned to Cambodia, Dr Chenda had developed one.

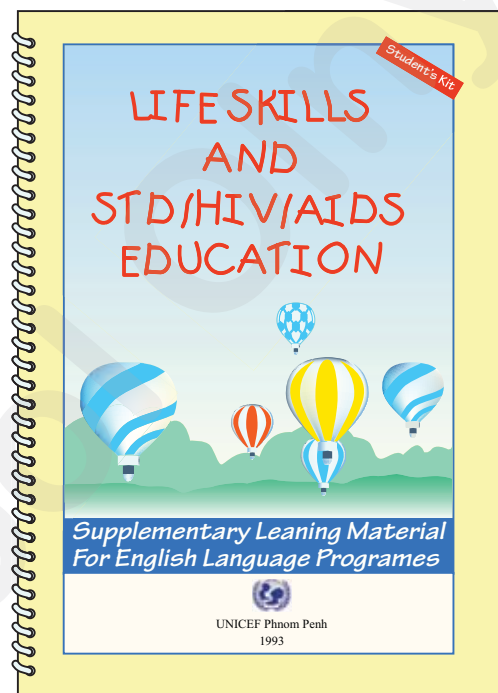
## UNIT THREE : CONCLUSION

**A** 1 Talk about the picture. 2 Read the conclusion. 3 Ask and answer the questions. Write your answers in your notebook.

The next day, after all of Mr Kim Neak's students' questions had been answered, Dr Sok Chenda gave them a copy of a book on HIV/AIDS so that they could read more about the topic. The book had been produced for Cambodia by a United Nations organisation.<sup>1</sup>

In conclusion, Dr Chenda explained that if people in Cambodia had received more HIV/AIDS education in the past, not so many people would have suffered from HIV/AIDS. “ It is very important to realize that people with HIV can remain healthy and active for a long time, in fact for many years, if they take good care of themselves,” she continued. “That means that they must eat well, not get too tired and take regular exercise. It is also very important to keep busy and visit a doctor regularly for check-ups. Perhaps the most important thing, however, is that family, relatives and friends should continue to take good care of them.”

“As you know, I'm a doctor and treat people who are ill all the time. I often think that the most important thing that patients need is love. The Buddha often spoke as if he were a doctor, because



<sup>1</sup> Try to get a copy of 'Life Skills And STD/HIV/AIDS Education', Supplementary Learning Materials for English Language Programmes. It has been produced for use in Cambodia by UNICEF.

he knew that most people suffer, if not from one thing, then from another. If the Buddha had known about HIV/AIDS, he would, of course, have helped us to deal with it. Like the Buddha, we should try to understand and help all those who are suffering, including those who are HIV positive or who have AIDS.”

- 1 Why did Dr Chenda give Mr Neak’s students a copy of a book produced by a United Nations organisation ?
- 2 How can people who are HIV positive remain healthy and active for many years ?
- 3 What did Dr Chenda think was the most important medicine ?
- 4 Why did Dr Chenda try to follow the example of the Buddha ?
- 5 How should we treat people with HIV/AIDS ?

**B** 1 Use the clues to fill in the gaps in statements 1 to 5.  
2 Then match your statements with those in the table.

- 1 Dr Chenda ... [**visit**] by her HIV patients regularly.
- 2 HIV/AIDS ... [**know**] about by the Buddha.
- 3 The book ... [**produce**] for Cambodia.
- 4 The HIV patients ... [**give**] good food and a lot of exercise.
- 5 The students’ questions ... [**answer**] properly.

If ...

- a he had known about it, he would have helped us to deal with it.
- b it hadn’t been, the students wouldn’t have been able to get more information about HIV/AIDS.
- c they hadn’t been, they wouldn’t have remained healthy and active for so many years.
- d they hadn’t been, the students wouldn’t have understood about HIV/AIDS any better.
- e she hadn’t been, she wouldn’t have been able to help them.

**C** What are the three most important things you have learned about HIV/AIDS ? Write them down and after each one explain why you feel it is so important.