

# THINK ENGLISH

## ELEMENTARY UNITS 1-6



Teacher's Book

The Curriculum Project

**Educasia**  
Education in Context

# ABOUT

## US AND THIS BOOK

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For more information about our services and products, or to order our books, please contact us or visit our websites: [www.educasia.org](http://www.educasia.org) and [www.curriculumproject.org](http://www.curriculumproject.org)



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# Introduction

## Think English Elementary

is the first half of a 12 unit English course designed for adult learners from Myanmar. It is useful for Myanmar people who want to communicate in English including:

- People who work with English speakers
- University students who want to supplement their English studies
- Post-secondary students who want to improve their English
- Adult learners in education courses and programmes
- Teachers who want communicative teaching ideas for their classes
- Teachers who want locally relevant material to supplement a commercial English course
- People who travel abroad.

It is designed for adult and young adult students of English (around 16+). Some of the topics and functions are not appropriate for primary, middle or high school students.

## Components of Think English

Think English consists of a Student's Book, a Teacher's Book and audio recordings for the listening activities. All these components and other additional material can also be downloaded from our websites: [www.educasia.org](http://www.educasia.org) and [www.curriculumproject.org](http://www.curriculumproject.org)

### 1. Student's Book

The Student's Book 1-6 has 6 units, each with a structural, functional and skills focused syllabi.

Every unit includes a **Learning Strategies** section, where students look at ways they can improve their own language learning, and a **Practice** section covering language studied in that unit.

At the back of the book there are:

- a section of **Pair-Work** activities for Partner A and Partner B
- two **Revision** sections where students review the language covered in Units 1-3 and 4-6
- a **Language Reference** containing

information about the main language and grammar points covered in each unit, a phonetic chart and a world map

- **Audio Scripts**

### 2. Teacher's Book

The Teacher's Book 1-6 contains detailed teaching instructions and answers to exercises. At appropriate points, **Language & Culture Notes** explain specific linguistic and cultural features of English-speaking countries, and **Extra Idea** boxes suggest activities for further practice. In addition, the Teacher's Book includes:

- advice on **how to use the course** most effectively: ways to adapt it to suit your class; ideas for extra practice exercises and activities; explanations of frequently-used terms; and suggested extra materials to supplement the course
- a **Placement Test** to check whether Think English Elementary is the right level for your students
- a **Resources** section with classroom activities you can photocopy or copy by hand
- three **Progress Tests**, one for every three units, to let you know how well students can understand and use the language and skills covered in the course
- a **CD** including audio recordings in MP3 format.

### What's different about Think English?

Think English is written for Myanmar people and context. Most other commercially published courses are written for Europeans or Latin Americans who want to live or travel in the UK or North America. Teachers and learners in Myanmar, and throughout Asia, often find that the topics and functions in these materials have little in common with their lives, experiences and ambitions.

Think English focuses on the specific needs, context and learning environment of Myanmar learners, while also including a lot of world knowledge content.

Think English teaches mostly British English as this is more familiar to Myanmar students. However, we highlight potentially confusing differences between British English and other dialects such as American and Australian English. A wide variety of accents, both native and non-native, are used in the audio recordings.

## A module for your context

Think English was developed to meet Myanmar people and classrooms' needs. It focuses on the language and skills that Myanmar people need to communicate effectively in English.

Think English has a world knowledge, social awareness and critical thinking focus. Topics include social, environmental and developmental issues. International settings are fully explained for teachers or students who are not familiar with Western cultural norms.

There is a little more emphasis on speaking and listening than reading and writing. Middle and high schools in Myanmar tend to focus on reading and writing, so students' speaking and listening skills are often weaker and require more practice.

There is more structural detail about the English language than you may find in most communicative textbooks, as Myanmar students (and teachers) are often interested in this. Teachers are not expected to be fluent in English and the Teacher's Book has clear, step-by-step instructions and explanations, without too much complicated language.

Learning tasks for classrooms are designed for low-resource settings. The only equipment that teachers need is a board, pens or chalk and an audio CD or cassette player. A few activities require text to be copied from the back of the book, but this can be done by hand if a photocopier is not available.

Think English is cheap to photocopy or print as there are no colour images inside. The student's material is all in one book (not separate classroom book and workbook) to reduce expense.

The course is longer than other elementary courses. Many Myanmar learners have few opportunities to practise English outside the classroom, so there are more opportunities to use

the language within the course. For classes with less time, we provide guidance on what parts to skip.

At the end of each unit is a short, optional **Learning Strategies** section. This encourages students to reflect on their own language learning and suggests practical ways to improve.

## Methodology

Learning a language requires both input (listening and reading) and output (speaking and writing). Vocabulary and grammar are part of these. Learners need to understand vocabulary and grammar when they listen and read, and use them when they speak and write.

Think English includes a lot of interaction activities, as many Myanmar learners get few opportunities for English language interaction outside class. During interaction they get both exposure to the new words and structures (reading and hearing them), and practice using them (speaking and writing). This makes it easier for them to learn the language.

Many Myanmar teachers are familiar with a more traditional approach to teaching English that focuses on grammar, translation and memorising. This is a communicative course, focusing on the skills and language needed for real-life communication. However, communicative activities are explained step-by-step for teachers without much experience of communicative classrooms, and there are opportunities to use more traditional learning methods where appropriate.

## How do I use Think English Elementary?

### 1. Is it the right level for my students?

This is an elementary course. It starts at a high beginner level, and the final few units are at an early pre-intermediate level. If you are not sure whether students are at the right level to study this, give them the **Placement Test**.

If it is much too difficult, students should study a beginner course. If it is much too easy, students should study a pre-intermediate or higher course.

### 2. My students find this quite easy, but they are not ready to study a pre-intermediate course.

Before you start teaching a part of the book, you can give students the **Progress Test**, **Practice** section or **Review** section, to find out what they are good at and what they are not so good at. Then you can focus on the language and skills they most need to improve, and skip the rest. Teach it quickly. Skip activities that take a lot of time and sections covering language that your students already know well. Supplement the material in the book with more difficult material (see **Supplementary Resources**).

### 3. My students find this quite difficult, but they don't need an elementary course.

Teach it slowly. Explain points carefully, and give detailed feedback on common errors. As you teach, add extra exercises and activities, both in class and for homework.

Supplement the course with other materials. Use graded readers, vocabulary and grammar books, and other skills-focused material to help students understand and use the language they are looking at.

### 4. I have a mixed-level class. Some students are beginner, and some are pre-intermediate level. Most are elementary.

In the classroom, use pairwork. Pair a weak student with a strong one for some tasks, and pair stronger and weaker students together for other tasks. Give weaker students extra material providing simple practice of target structures and functions. Give stronger students extra, harder, material that builds on the target structures and functions to extend their knowledge.

### 5. I don't have a tape player / CD player / electricity / photocopier.

Most of the listening exercises are easy to make into reading exercises, using the **Audio Scripts**. You can read out the scripts yourself, or get students to read them to the rest of the class. There are only five activities that require copying text (see pages 156-160), and you can do it by hand if you don't have a copying machine.

### 6. How can I check that they are learning?

As you are teaching, ask students questions using the functions and structures they have been studying (see point 3 above).

Observe students' performance of the activities in the book. See if they are mostly getting exercises correct, and are completing tasks without difficulty. Pay particular attention to how well they complete the **Practice** exercises at the end of each unit, and the **Revision** exercises after every three units.

Use the six **Progress Tests**. These test understanding and use of the language from Units 1/2, 3/4, 5/6, 7/8, 9/10 and 11/12.

### 7. I don't have much time in class. This course is too long.

Teach it quickly, skipping sections and exercises that are time-consuming, too easy, too hard or not very useful. Use the **Progress Tests** and **Practice** and **Revision** sections to decide what to focus on. Give lots of homework. Many parts of this course, e.g. most of the writing, **Practice** and **Revision** sections, can be done outside of class.

# Extra activities and exercises

## Vocabulary and Grammar Exercises

Below are some simple, adaptable exercises for use with vocabulary and grammar items, either in class or for homework. You can use them to check students' understanding of language, provide extra practice, and review points covered previously.

There are many more in **Activities for the Language Classroom**, available from our office and at [www.educasia.org](http://www.educasia.org) and [www.curriculumproject.org](http://www.curriculumproject.org)

At the back of the book there is a **Language Reference** section, and at the end of each unit there is a page listing key vocabulary from the unit. You may like to use these to decide what language to put in the exercises.

### 1. Gap-fill

These are exercises where students write missing words in a sentence or paragraph.

1. My sister \_\_\_\_\_ in a factory.
2. I \_\_\_\_\_ bananas.
3. Ali and Ko Oo don't \_\_\_\_\_ pork.

To make it easier and more controlled, give students clues, e.g.

My sister \_\_\_\_\_ in a factory. (work)

To make it harder, have gaps where there are a lot of choices:

My sister \_\_\_\_\_ in a factory. She \_\_\_\_\_ like her job. She gets up at 5am every \_\_\_\_\_ and takes a \_\_\_\_\_ to the city. She \_\_\_\_\_ home at 9pm. She \_\_\_\_\_ always very tired.

This can focus on grammar and/or vocabulary.

### 2. Matching

These are exercises where students match questions and answers or sentence halves...

- |               |                  |
|---------------|------------------|
| 1. Cows       | don't eat meat   |
| 2. My parents | doesn't eat meat |
| 3. Ma Win     | don't eat meat   |

...or vocabulary with definitions:

- |           |                               |
|-----------|-------------------------------|
| 1. big    | liquid that makes motors work |
| 2. petrol | to cook in water              |
| 3. boil   | large                         |

### 3. Order the sentence

This exercise gives practice with sentence structure.

1. doesn't bicycle Daw Lay a have
2. Japanese speak don't I
3. chickens bedroom The sleep in my

### 4. Word snake

Prepare a list of words you want students to remember. Write them down without gaps or punctuation. Students have to find the words.  
Comfortablefryborrowpacketattendslowly

### 5. Substitution drill

Students practise using grammar structures. Write a sentence on the board using the target structure: I don't like swimming.

Students repeat. Write a word on the board (or say it), e.g. 'dogs'. Students say the new sentence: I don't like dogs

Continue providing new words, so students continue changing the sentence. You can change the target structure too:

- |           |                            |
|-----------|----------------------------|
| eat       | I don't eat dogs           |
| My mother | My mother doesn't eat dogs |

### 6. Correct the sentence

Students identify mistakes, and write correct sentences. This can focus on a grammar point...

1. My father does a teacher
2. I gets up at 6am

...or vocabulary items:

1. Gold is very cheap.
2. My niece is an intelligent boy.

### 7. Answer the question

Questions can be closed (few possible answers)...

1. Do you speak English?
2. Do tigers live in the sea?

...or open (many possible answers).

1. Do you think everyone should learn English?
2. Describe the best place for tigers to live.

## 8. Write the question

Students write the question to answers supplied.

1. \_\_\_\_\_? In Mandalay.
2. \_\_\_\_\_? Yes, she does.

## 9. Complete the sentence

Students finish a sentence.

1. I want \_\_\_\_\_.
2. My teacher doesn't go \_\_\_\_\_.

Or provide students with a list of words, and they write a sentence using them correctly.

## Extra Class Activities

Here are some additional activities you can use in class to provide students with more speaking and listening practice. They can be adapted to focus on your target language point. The module **Activities for Language Classroom** explains most of these in more detail and includes many more useful activities.

### 1. Speaking stick

Think of some questions that use the language/vocabulary you want to review, check or practise. Pass a stick (or pen) to a student at the front of the class, and ask a question. If the student answers the question correctly, give them the stick. Then that student asks the same question to the student next to them, who answers and takes the stick. While that stick is going around the class, get another stick, and ask the first student a different question. Eventually, there should be several sticks going around the class, with students asking and answering different questions.

### 2. Whispers

Think of a sentence that uses the language you want to review, check or practise.

Divide students into two teams, who stand in lines. Write the sentence on a piece of paper. The first person in each group reads the sentence silently. They whisper it to the next person in their group, who whispers it to the third person, and so on. The last person in each group writes the sentence they hear on the board. Is it the same as the one you wrote?

### 3. Race to write

Think of a list of questions that use the language you want to review, check or practise.

Divide the class into two teams. Get one member of each team to come to the board, and give

them a board pen or piece of chalk each. Ask the first question (loudly). The two team members write the answer on the board. The first one to write the correct answer gets a point for their team. Then the next two team members get a question, and so on.

## 4. Matching sentence halves

Write a list of sentences that use the language you want to review, check or practise. Cut them in half. Give each student half a sentence. They walk around the class saying their half-sentence until they find the student with the other half. They then come to you to check if they are correct. You can also use questions and answers for this activity. You can make it more difficult by getting students to memorise their sentence half or question or answer, and then give the paper back to you. Then they have to go around the class saying it from memory.

## 5. Backs to the board

Think of a list of words or phrases you want to review, check or practise. Divide the class into two teams. The teams face the board. One member of each team stands with their backs to the board (facing their teams). Write a word (or phrase) on the board, so that everyone except for the two team members can read it. The teams have to communicate the word to the member without saying the word. They can explain or define it, or they can mime or act it, but they are not allowed to say the word (or a translation). The first team member to correctly guess the word gets a point for their team.

## 6. Disappearing paragraph

Think of a paragraph of around 3-6 sentences that uses the language you want to review, check or practise. This could be from a text the students have just studied. Write the paragraph clearly on the board, so that all students can see it. Students read it out loud together. Erase about 10% of the words. Students read it out loud again, saying the missing words from memory. Erase another 10% of the words. Students read it again. Continue erasing, bit by bit, until students are reciting the entire paragraph from memory.

## 7. Pair dictation

Write two paragraphs using the language you want to review, check or practise. They could be taken from a text they have just studied. Make enough copies of each paragraph for half the class. Students work in pairs. Partner A reads the first paragraph to Partner B, who writes it. Then Partner B reads the second paragraph to Partner A, who writes it. When they have finished, they check the original paragraphs and correct any mistakes.

## 8. Quiz

Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions. Groups read their questions, and other groups try to answer. The first group to get an answer right gets a point. When all the questions have been asked, count the scores. Which group won?

# Some terms used in the Teacher's Book

Here are a few terms that are used a lot in this Teacher's Book:

**Elicit** means to get students to provide answers, opinions or ideas (instead of the teacher giving these to the students).

**Pre-teach** means to introduce new vocabulary before students read or listen to a new text. You can do this by providing background information, translation, or eliciting definitions from the students.

**Demonstrate** means to perform a new task in front of the class before getting students to do it. This way, students have a model to base their tasks on – they can see what they are supposed to do.

**Prompt questions** are used to encourage students to speak. Sometimes students are not sure of the right thing to say, and prompt questions help them.

**Brainstorm** is similar to elicit. Students think of as much as possible about a topic, or as many examples as possible of something, or a list of items. You can do this as a class, writing students' ideas on the board as they say them. Alternatively, put students into groups, and encourage groups to compete to list the most points or items.

**Drills** give students practice at saying key words or structures. In the simplest drills you speak and the students speak after you. In other drills you can write words or a sentence structure on the board each time, with the students repeating it aloud.

### Using students' first language (L1)

Sometimes you might need to use L1 to:

- give detailed instructions
- clarify and check understanding of key ideas or language
- discuss complex ideas

However, as the objective is for students to improve their language skills, English should be used in the classroom as much as possible. It is best if you try to explain something in English first, and only use L1 if the meaning is still not clear.

In group and pairwork activities, students should normally use English. For some activities, the teacher's instructions in this book tell you to make sure students use only English. For a few activities, where the ideas are more important than the language practice, we have suggested that students use L1.

# Supplementary resources

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Think English provides broad, general coverage of elementary level grammar, vocabulary, pronunciation and skills. If your students want extra practice in one of these areas, there are other resources available.

**Graded readers** are books written in simplified English. Some are original stories, and others are easy versions of famous stories. Students will enjoy reading in English, and learn faster, if they can understand most of it. At the elementary level most newspapers, magazines and books in English are much too difficult.

**Reading and Writing 1 & 2** are short guides to describing people and pictures. Encouraging students to read and write as much as possible will improve their English vocabulary and understanding, as well as their general knowledge. It is available from our offices and at [www.educasia.org](http://www.educasia.org) and [www.curriculumproject.org](http://www.curriculumproject.org)

There are available books that focus on specific **skills** such as reading, writing, speaking, pronunciation or listening. There are also books targeting **grammar** and **vocabulary**.

The **internet** has many useful English learning resources, from easy news items to pronunciation practice. See [www.educasia.org](http://www.educasia.org) and [www.curriculumproject.org](http://www.curriculumproject.org) for links to some of these sites.

**Local and international radio stations** often have English language learning programmes.

**Teachers' resource books** contain information about teaching techniques and/or activities you can use in the classroom. Some are practical in focus, while others are more theoretical.

We value your feedback. Please let us know if you have any corrections, comments or suggestions for improvements that can be made in the next edition.

Also if you have experience writing learning and teaching materials and would like to contribute to our projects, please get in touch with us.

For more information, and to download our resources free of charge, please visit our websites:

[www.educasia.org](http://www.educasia.org) in Myanmar and  
[www.curriculumproject.org](http://www.curriculumproject.org) in Thailand.

# Think English Elementary Placement Test

Use the test on the following pages to help you decide if your students are at the right level for this course. Give one copy of the test and one answer sheet to each student. Tell them to only write on the answer sheet, not on the test. (This makes it easier to mark, and allows you to re-use the test papers.) They have one hour to complete the test. If you think that the students are not used to this type of test, you might want to translate or explain the instructions.

## Marking guide

### Section 1:

Give one point for each correct answer.

Answers: 1. and, 2. We, 3. in, 4. will, 5. She's, 6. is, 7. much, 8. because

### Section 2:

Give one point for each correct answer.

Answers: 1. isn't, 2. 2, 3. Yangon, 4. her business, 5. 1705, 6. Food

### Section 3:

Give two points for each correct answer. Other answers may also be possible.

Answers: 1. What, 2. My name, 3. am from, 4. when did, 5. countries, 6. Do, 7. don't, 8. Where is

### Section 4:

Give one point for each correct answer.

Answers: 1. kind, 2. read, 3. patient, 4. bottle, 5. feet, 6. valley, 7. waiter, 8. until, 9. quite, 10. between

### Section 5:

Give two points for each correct answer.

Answers: 1. have, 2. are, 3. like, 4. walks, 5. have visited, 6. eat, 7. was, 8. are saying, 9. meeting, 10. will stay

### Section 6:

Give two points for each correct answer.

Answers: 1. I live in Yangon.  
2. They don't have food. 3. She's a happy child.  
4. I eat breakfast at 8:00 am.  
5. Arkar's friend is smart.  
6. Seng Lu has left this Friday morning.

### Section 7:

Give two points for each correct answer. Other answers may also be possible.

Answers: 1. you Rakhine 2. Is he  
3. Do you like dogs 4. How do I go  
5. Which songs do you 6. What did he do  
7. Will you go to the wedding?  
8. Should I wash my hands?

### Section 8:

Give two points for each correct answer.

Answers: 1. watch 2. next to 3. Has she lost  
4. farther 5. or 6. could run

## What do the scores mean?

Below is a rough guide for deciding if this book is suitable for your students. However, this test is not a perfect measure of ability.

- Students who get **less than 29 points** will probably find the course too difficult. They are advised to take a beginner course.
- Students who get between **30 and 80 points** should find the course about the right level.
- between **30 and 54 points** should take Think English Elementary 1 to 6
- between **55 and 89 points** should take Think English Elementary 7 to 12
- Students who get **more than 90 points** will probably find the course too easy. They are advised to take a pre-intermediate course

Note that this placement test should not be used alone and needs to be supplemented by the teacher's own judgment.

# Section 1

8 points

Fill in the blanks with the words from the boxes. Not all the words are used.

will      are      she      I      in      has      she's      we  
because      and      how      many      should      or      much      is

I want to tell you about Susie. Susie ! <sup>1</sup> \_\_\_\_\_ I are best friends. <sup>2</sup> \_\_\_\_\_ live <sup>3</sup> \_\_\_\_\_ Mandalay on the same street. Susie <sup>4</sup> \_\_\_\_\_ be 28 years old next month. <sup>5</sup> \_\_\_\_\_ kind and smart. She <sup>6</sup> \_\_\_\_\_ working as a high school teacher. She doesn't have <sup>7</sup> \_\_\_\_\_ free time. I think it is <sup>8</sup> \_\_\_\_\_ she teaches every day.

# Section 2

6 points

Read the story and underline the correct answers in the brackets.

Zun Pwint Aung is a successful business woman. She got a degree from the school of economics. She worked at an oil company and had a high salary. But, she left the job and created a social enterprise. It is called Food4Blankets. Every Friday, she brings vegetables from the farms in Pyay to Yangon. She sells the vegetables to people in her two shops there. She gets money and she uses it to buy blankets. Every Sunday, she gives the blankets to the poor people in Pyay. She has given one thousand seven hundred and five blankets in one year. She wants to open another shop for Food4Blankets in Mandalay with her brother, Kyaw Thein.

Eg. She buys blankets for the poor people on   
(Friday/ Sunday / one year).

1. Zun Pwint Aung [is / isn't] poor.
2. She has [1/2/many shops] in Pyay.
3. She sells vegetables in [Yangon / Pyay / Mandalay].

4. She pays for blankets with money from [her business / her parents / Kyaw Thein].
5. She has given [1750/ 175 /1705] blankets in 1 year.
6. She made [vegetables / Food 4 Blankets / blankets].

# Section 3

16 points

Fill in the blanks with a word or two to make correct sentences.

Maung Maung: Hi, how are you? I am Maung Muang. Welcome to my party. <sup>1</sup> \_\_\_\_\_ is your name?

Mary: Nice to meet you. <sup>2</sup> \_\_\_\_\_ is Mary. I <sup>3</sup> \_\_\_\_\_ England.

Maung Maung: Oh, <sup>4</sup> \_\_\_\_\_ you come to Myanmar?

Mary: I came to Myanmar last year. Are there many foreigners at the party?

Maung Maung: Yes, they come from different <sup>5</sup> \_\_\_\_\_. <sup>6</sup> \_\_\_\_\_ you know my friend Pierre? He is from France.

Mary: No, I <sup>7</sup> \_\_\_\_\_. I want to meet him. <sup>8</sup> \_\_\_\_\_ he?

Maung Maung: He is the person next to the TV.

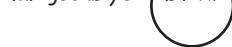
## Section 4

10 points

Circle the correct word to fill in the blanks.

Eg. \_\_\_\_\_, how are you?

- (a) goodbye (b) hi (c) ok



1. She is nice to me and helps me. She is \_\_\_\_\_.

- (a) kind (b) fine (c) happy

2. I need my glasses. I want to \_\_\_\_\_ a newspaper.

- (a) write (b) read (c) listen

3. She will wait for hours until the store opens. She is very \_\_\_\_\_.

- (a) confident (b) polite (c) patient

4. The milk is inside a \_\_\_\_\_.

- (a) bottle (b) packet (c) box

5. The mountain Popa is 4981 \_\_\_\_\_ high.

- (a) inches (b) yards (c) feet

6. There is a village in a \_\_\_\_\_ between two mountains.

- (a) valley (b) field (c) tunnel

7. A \_\_\_\_\_ serves people at tables in a restaurant.

- (a) tour guide (b) chef (c) waiter

8. I am waiting for you at the restaurant. I haven't eaten. I will not eat \_\_\_\_\_ you arrive.

- (a) when (b) until (c) after

9. It's not small. It's not too big. It is \_\_\_\_\_ big.

- (a) quite (b) very (c) many

10. The letter B is \_\_\_\_\_ A and C in the alphabet.

- (a) behind (b) between (c) in front of

## Section 5

20 points

Fill in the blanks with the correct tense of the verb in the brackets. It can be present simple, present continuous, past simple, present perfect, future simple, or gerund.

Eg: I am talking on the phone right now. (talk)

1. I \_\_\_\_\_ two brothers (have)

2. Thet San Wai & Phyo Min Thant  
\_\_\_\_\_ respectful boys. (be)

3. It is so hot. I \_\_\_\_\_ cold weather.  
(like)

4. Every morning, Mimi \_\_\_\_\_ to the market. (walk)

5. I \_\_\_\_\_ Thailand before. (visit)

6. Sometimes we \_\_\_\_\_ Japanese food (eat)

7. I didn't come to school yesterday because I  
\_\_\_\_\_ sick. (be)

8. What? I can't hear what you  
\_\_\_\_\_. (say).

9. My grandmother loves \_\_\_\_\_ new people. (meet)

10. If it rains, we \_\_\_\_\_ in the house. (stay)

## Section 6

12 points

Write the words on the line in the correct order to make sentences.

Eg. sad/I/am = I am sad

4. eat/at/I/8:00/breakfast

1. in/live/Yangon/I

5. Arkar/smart/is/friend/'s

2. don't/food/They/have

6. morning/has/Friday/left/Seng Lu/this

3. child/a/happy/She's

## Section 7

16 points

Complete the questions with the correct words. The answers to the questions are on the right.

Eg. What is your name?

May May.

1. Are \_\_\_\_\_ ?

Yes, I am Rakhine.

2. \_\_\_\_\_ a doctor?

Yes, he is a doctor.

3. \_\_\_\_\_ ?

No, I don't like dogs.

4. \_\_\_\_\_ to Hledan market?

Take bus number 45 and get off  
at Hledan bus stop.

5. \_\_\_\_\_ like?

I like the first and third songs.

6. \_\_\_\_\_ on Monday?

He played football with his friends.

7. \_\_\_\_\_ ?

No, I won't go to the wedding.

8. \_\_\_\_\_ ?

Yes, you should wash your hands.

## Section 8

12 points

Underline the correct word or phrase in the sentence.

Eg. I [am/is/was/were] a teacher at a high school now.

4. The hospital is [farthest /farther/the farthest / far] than the market.

1. Sai Li and Mei Mei [watch/watchs/watchies/ watches] the television every night.

5. We can watch a movie [and/or/because/so] go the shopping centre, but we can't do both.

2. The cinema is [on top of/between/ next to/inside] the primary school.

6. Maung Maung [can runs/can run/could run/will runs] fast when he was a little boy.

3. [Has she lost/Has she losted/She has lose/Has she lossen] your phone number?

# Answer Sheet

Section 1	Section 5
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
<hr/> ___ / 8	
9.	9.
10.	10.
___ / 20	
Section 2	Section 6
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
<hr/> ___ / 6	
___ / 12	
Section 3	Section 7
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
<hr/> ___ / 16	
___ / 16	
Section 4	Section 8
1. a. b. c.	1.
2. a. b. c.	2.
3. a. b. c.	3.
4. a. b. c.	4.
5. a. b. c.	5.
6. a. b. c.	6.
7. a. b. c.	7.
8. a. b. c.	8.
<hr/> ___ / 10	
___ / 12	

# COURSE MAP

Unit	Structure	Topics and functions	Skills	Learner training	Review and progress test
Unit 1: <b>Names and countries</b>	<ul style="list-style-type: none"> <li>Present simple affirmative: the verb to Be</li> <li>Demonstrative pronouns</li> <li>Personal pronouns</li> <li>Possessive adjectives</li> <li>Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Introductions</li> <li>Greetings and goodbye</li> <li>Countries and nationalities</li> <li>Classroom objects</li> <li>Numbers</li> <li>Classroom language</li> </ul>	<b>Listening:</b> comprehension, detect new words <b>Speaking:</b> syllables pronunciation, intonation, conversation <b>Reading:</b> comprehension <b>Writing:</b> punctuation, spelling, sentence composition	<b>Listening strategies:</b> techniques for learning and using new words	<b>Unit 1 practice Progress Test 1-2</b>
Unit 2: <b>Family and jobs</b>	<ul style="list-style-type: none"> <li>Conjugation: the present simple</li> <li>The possessive</li> <li>Forming questions</li> <li>Short answers</li> <li>Singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Families and relationships</li> <li>Personal information / details</li> <li>Writing letters</li> <li>Age, Jobs</li> <li>Polite phrases</li> </ul>	<b>Listening:</b> dictation, listening for details <b>Speaking:</b> presentation, word ending <b>Reading:</b> reading for gist <b>Writing:</b> spelling, paragraph composition	<b>Reading strategies:</b> skimming and rephrasing	<b>Unit 2 practice Progress Test 1-2-3</b>
Unit 3: <b>People and things</b>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Articles: a/an</li> <li>Adverbs of degrees</li> <li>Schwa (/ə/)</li> </ul>	<ul style="list-style-type: none"> <li>Advertisements</li> <li>Describing things and people</li> <li>Appearance and personality</li> <li>Body parts, colors</li> <li>Writing emails</li> </ul>	<b>Listening:</b> listening for details, following songs <b>Speaking:</b> telephone conversations, vowel sounds pronunciation <b>Reading:</b> comprehension <b>Writing:</b> word order, writing errors	<b>Writing strategies:</b> detecting and correcting spelling and composition mistakes	<b>Unit 3 practice Revision Test 1-2-3</b>

Unit	Structure	Topics and functions	Skills	Learner training	Review and progress test
<b>Unit 4 Times and activities</b>	<ul style="list-style-type: none"> <li>Present simple verbs</li> <li>Negative forms</li> <li>Wh- questions</li> <li>Prepositions of time</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Times and days</li> <li>Daily and weekly routines</li> <li>Likes and dislikes</li> <li>Meeting people</li> <li>Fill-in forms</li> </ul>	<b>Listening:</b> intonation and style <b>Speaking:</b> questions, stress pronunciation <b>Reading:</b> comprehension <b>Writing:</b> filling in forms	<b>Listening strategies:</b> techniques for identifying learning goals	<b>Unit 4 practice Progress Test 3-4</b>
<b>Unit 5 Food and numbers</b>	<ul style="list-style-type: none"> <li>There is/there are</li> <li>Countable and uncountable nouns</li> <li>Some/any/much/many</li> </ul>	<ul style="list-style-type: none"> <li>Large Numbers</li> <li>Food, drinks and recipes</li> <li>shopping</li> <li>Ordering food and drinks</li> <li>Amounts and measurements</li> </ul>	<b>Listening:</b> identifying information understanding indications <b>Speaking:</b> vowel pronunciation, describing scenes , giving orders <b>Reading:</b> identifying information <b>Writing:</b> descriptive essays	<b>Writing strategies:</b> detecting and correcting spelling mistakes and essay composition	<b>Unit 5 practice</b>
<b>Unit 6 Houses and direction</b>	<ul style="list-style-type: none"> <li>Prepositions of place</li> <li>Modal verbs : can/ can't</li> <li>Present continuous</li> </ul>	<ul style="list-style-type: none"> <li>Houses and furniture</li> <li>Permission and possibility</li> <li>Present/current activities</li> <li>Directions</li> <li>Time zones</li> </ul>	<b>Listening:</b> identifying main points <b>Speaking:</b> inquiry <b>Reading:</b> for gist <b>Writing:</b> songwriting	<b>Learning strategies:</b> using bilingual dictionary	<b>Unit 6 practice Progress Test 5-6 Revision Test 4-5-6</b>



Use this page for your notes.

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Use this page for your notes.

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# UNIT 1

## NAMES AND COUNTRIES

This unit

**Topics and Functions:** Greetings and goodbye | Countries and nationalities |

Numbers | Classroom language

**Structure:** The verb To Be | Pronouns | Possessive adjectives | Syllables

**Skills:** Detecting new words | Syllable pronunciation | Punctuation, spelling, sentence composition

**Learner training:** Listening strategies: techniques for learning and using new words

### 1. Meeting new people

#### 1.1 Introducing yourself



A: Look at the picture and  
listen to audio (002:A)  
What's happening?

Hi. My name's Tin Tin Nyo.  
What's your name?

Pleased to meet you  
Tin Tin Nyo. My  
name's Jessica. I'm  
from Australia. Where  
are you from?



I'm from Mandalay.

# UNIT 1

## NAMES AND COUNTRIES

### 1. Meeting new people

#### 1.1 Introducing yourself

 Play audio (002:A)

Discuss with students what is happening.

Ask **prompt questions**: *what's her name?*  
*What's happening?*

**Possible answer:**

Jessica and Tin Tin Nyo are meeting for the first time. They introduce themselves.

Ask students: Do you shake hands with people? Who do you shake hands with?

#### Language and culture notes

In Western culture you shake hands when you are introduced to someone for the first time. It is sometimes done when you say goodbye, congratulate someone or reach an agreement.

**(B)** Play audio (002). Students listen and match the people with the location.

2. Jessica - Australia
3. Khin Zaw - Sittwe
4. Apsara - Thailand
5. Paul - England
6. Paw Mu - Hpa-an
7. Lee - China
8. Madhu - India

**(C)** Students try to remember what the characters said in the audio.

Play audio (002). Students listen and check their answers. Repeat as necessary.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. (b) from                 | 5. (d) What's               |
| 2. I'm                      | 6. Pleased, my, I am, where |
| 3. (c) I am, England, where | 7. China                    |
| 4. My name's, from          |                             |

**(D)** Model this with a confident student. Repeat the conversation from D using your own names.

**(E)** In pairs, students have the conversation about themselves.

## 1.2 Learn about your classmates

---

**(A)** Pre-teach **hometown** (the town where you grew up or where your family live).

Check that students understand. Ask:  
*What's your name? How do you spell it?*  
*Where are you from?*

Drill the questions a few times.

Have a conversation with some students, then get the class to practise in pairs.

**(B)** Students walk around the room and have the conversation with four other students. They write down the other students' names and hometowns.

**B: Listen (002).**

Match the person and the place.



- |                |           |
|----------------|-----------|
| 1. Tin Tin Nyo | Australia |
| 2. Jessica     | India     |
| 3. Khin Zaw    | Mandalay  |
| 4. Apsara      | Hpa-an    |
| 5. Paul        | China     |
| 6. Paw Mu      | England   |
| 7. Lee         | Sittwe    |
| 8. Madhu       | Thailand  |

**C: Fill in the gaps.**

Listen and check.



1. (b) 'I am Khin Zaw. I am \_\_\_\_\_ Sittwe.'
2. 'Pleased to meet you, Khin Zaw. \_\_\_\_\_ Paw Mu. I am from Hpa-an.'
3. (c) '\_\_\_\_\_ Paul, I am from \_\_\_\_\_. \_\_\_\_\_ are you from?'
4. 'Hi, Paul. \_\_\_\_\_ Apsara. I am \_\_\_\_\_ Thailand.'
5. (d) 'Hi. I am Lee. \_\_\_\_\_ your name?'
6. '\_\_\_\_\_ to meet you, Lee. \_\_\_\_\_ name is Madhu. \_\_\_\_\_ from India. \_\_\_\_\_ are you from?'
7. I am from \_\_\_\_\_.

**D: Work in pairs.**

Practise this conversation. When you finish, change roles.

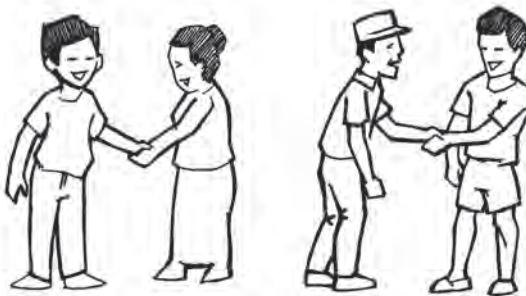
Partner A Hi. My name's \_\_\_\_\_.  
What's your name?

Partner B I'm \_\_\_\_\_.  
Pleased to meet you \_\_\_\_\_.  
Where are you from?

Partner A I'm from \_\_\_\_\_.

**E: Close your books.**

Practice the conversation with different partners.

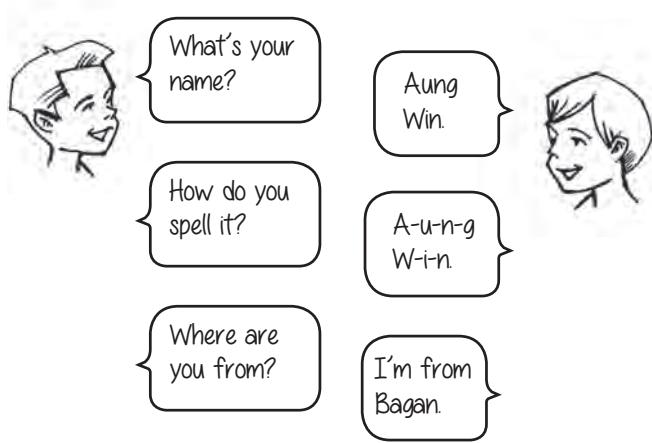


## 1.2 Learn about your classmates



**A: Who is in your class? Where are they from? Write four students' names and their hometowns.**

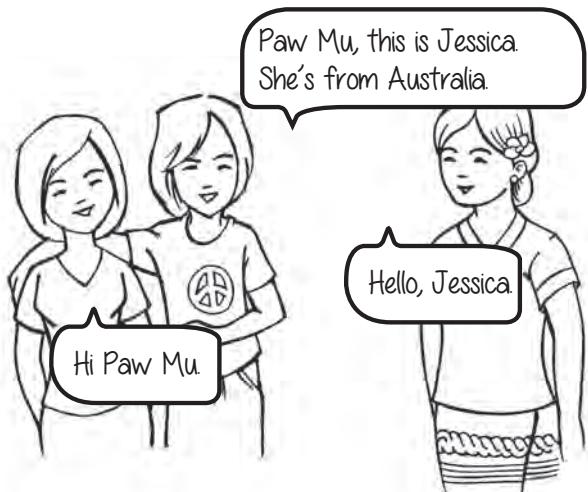
Name	Hometown

**B: Practise in pairs.**

## 1.3 Introducing other people



A: Look at the pictures.  
What's happening?



Hello, Khin Zaw. Hello, Ma Khaing. I'm Madhu, and this is Amit and Devi. We're from India.

B: Listen (003).  
Point to:

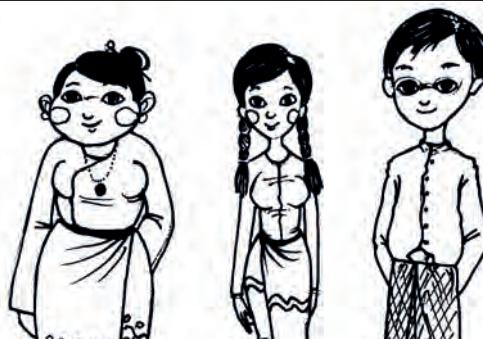
- 1. Khin Zaw
- 2. Jessica
- 3. Madhu
- 4. Paw Mu
- 5. Ma Khaing



## 1.4 Introducing your class



A: Work in groups of three.  
Introduce your partner to another group.



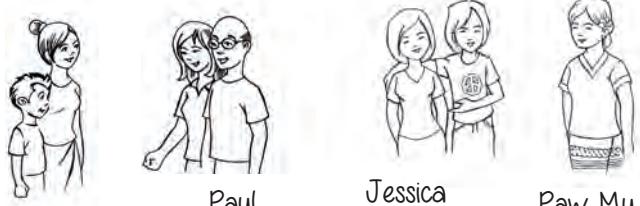
## 1.3 Introducing other people

- A** Discuss what's happening in the picture.  
Ask prompt questions: *Where are they?*  
*What are they doing? Do they know each other?*

**Possible answers:**

People from different countries are meeting each other. Some have met already. Others haven't.

- B** Play audio (003). Students listen to the audio and identify each person.



Paul

Jessica

Paw Mu



Madhu

Khin Zaw and Ma Khaing

Play audio (003) again, line by line.  
Students repeat after each line.

## 1.4 Introducing your class

- A** In groups of three, students find out each other's names and hometowns. Students introduce their partner to another group.

Groups of students walk around the room introducing each other. Each group member takes a turn to introduce the others.

## 2. The verb to be and personal pronouns

### 2.1 Personal pronouns

---

**A** Play audio (004). Students listen and fill the gaps. **Answers:**

- |        |            |
|--------|------------|
| 1. He  | 3. They    |
| 2. She | 4. I'm, we |

If the students need extra practice, play the audio again line by line. Students repeat.

**B** Students fill the gaps. **Answers:**

- |           |          |
|-----------|----------|
| 1. They   | 4. He/We |
| 2. He/She | 5. I     |
| 3. He/She | 6. You   |

**C** Students look at the pictures and write sentences using the pronouns and the information next to the pictures.

**Possible answers:**

2. This is David. He's from New Zealand.
3. This is Koji and Takako. They're from Japan.
4. She's Mimi. She's from Bago.

## 2. The verb to be and personal pronouns

### 2.1 Personal pronouns



A: Listen to audio (004).



Fill in the gaps.

1. This is Paul. \_\_\_\_\_'s from England.
2. This is Jessica. \_\_\_\_\_'s from Australia.
3. This is Khin Zaw and Ma Khaing. \_\_\_\_\_'re from Sittwe.
4. \_\_\_\_\_ Madhu, and this is Amit and Devi. \_\_\_\_\_'re from India.



B: Look at the pictures.



Fill the gaps.

1



\_\_\_\_\_ 're from America

2

\_\_\_\_\_ 's from Bagan



Where are \_\_\_\_\_ from?

6



C: Write sentences about these people.

1. Alison/Canada This is Alison. She's from Canada.
2. David/New Zealand
3. Koji and Takako/Japan
4. Mi Mi/Bago



## 2.2 The verb to be



A: Complete the table.

I	<u>am</u>	Paul Smith.
You		a student.
She		from Mandalay.
He		my father.
It		our car.
We		OK.
They		friends



C: Fill the gaps.

1. I + am = I'm
2. she + is = \_\_\_\_\_
3. he + \_\_\_\_\_ = he's
4. you + are = \_\_\_\_\_
5. \_\_\_\_\_ + are = we're
6. \_\_\_\_\_ + \_\_\_\_\_ = they're
7. \_\_\_\_\_ + is = Paul's
8. Paw Mu + is = \_\_\_\_\_



B: Are the sentences correct or wrong?

1.	You is female.
2.	They are Myanmar people.
3.	He am a teacher.
4.	We is from France.
5.	I are a student.
6.	She are nice.



D: Dictation. Listen to audio (005) and fill the gaps



I'm Madhu, \_\_\_\_\_ husband Amit.  
\_\_\_\_\_ a doctor. \_\_\_\_\_ daughter  
Devi. \_\_\_\_\_ student. \_\_\_\_\_ outside  
our apartment. \_\_\_\_\_ Mumbai.  
\_\_\_\_\_ India.

## 2.3 Word order and agreement



A: Circle the verbs and underline personal pronouns.

Eg. Mimi is from Bago. She is a student

1. Madhu and Amit are doctors. They are from India.
2. This is Devi. She is a student.
3. I am Lisa. This is Paul. He is a teacher. We are from England.
4. This is a bicycle. It is from China.



B: Order the words to make sentences. Add capital letters and full stops where necessary.

1. is / retired / my father  
My father is retired.
2. outside / Paul, Lisa / and / Wayne / are
3. from / are / China / you
4. apartment / small / is / our
5. Jessica and I / from / Australia / are
6. I / a student / am
7. on the chair / is / your key
8. is / that dog / big

## 2.2 The verb to be

**A** Students complete the table with the correct form of the verb to be.

I	am	Paul Smith.
You	are	a student.
She	is	from Mandalay.
He	is	my father.
It	is	our car.
We	are	OK.
They	are	friends

**C** Give the correct answers:

2. she + is = she's
3. he + is = he's
4. you + are = you're
5. we + are = we're
6. they + are = they're
7. Paul + is = Paul's
8. Paw Mu + is = Paw Mu's

**B** Give the correct answers:

1. Wrong (are)
2. Correct (are)
3. Wrong (is)
4. Wrong (are)
5. Wrong (am)
6. Wrong (is)

**D** Play audio (005). Students listen and fill the gaps with short forms of to be.

I'm Madhu and this is my husband Amit.  
He's a doctor. This is my daughter Devi.  
She's a student. They're outside our apartment. It's in Mumbai. We're from India.

## 2.3 Word order and agreement

**A** Elicit what a verb is.

Students circle the verbs and underline the personal pronouns in the sentences.

Write the sentences on the board so that students can check their answers.

1. Madhu and Amit are doctors. They are from India.
2. This is Devi. She is a student.
3. I am Lisa. This is Paul. He is a teacher. We are from England.
4. This is a bicycle. It is from China.

**B** Students write the sentences in the correct order. Tell them to add full stops and capital letters where necessary.

Answers:

2. Paul, Lisa and Wayne are outside.
3. You are from China.
4. Our apartment is small.
5. Jessica and I are from Australia
6. I am a student.
7. Your key is on the chair
8. That dog is big.

## 2.4 Questions and answers

---

**A** Students write the sentences in the correct order. **Answers:**

1. I am a student.
2. Are you a teacher?
3. We are from Myanmar.
4. Is he from Australia?

**B** In groups of four or five, students write a list of questions they can ask when they meet someone.

**C** Groups read out their questions one at a time. Write questions on the board or get students to write them one by one. Ask students to answer some of them.

**D** In pairs students ask and answer the questions.

## 3. Conversation

### 3.1 How are you?

---

**A** Discuss what is happening in the picture. Ask prompt questions: *Where are they?*

*What are they doing? Do they already know each other?*

**Possible answers:**

They are Tin Tin Nyo and Lee. They know each other. They have just seen each other and are greeting each other.

**C** Play audio (006). Students check their answers. **Answers:**

- Good morning Tin Tin Nyo. How are you?
- Fine thanks, Lee, how about you?
- Not too bad.

**D** In pairs, students practise the conversations using their own names.

**B** Alone or in pairs, students put the conversation in the correct order.

## 2.4 Questions and answers



**A:** Order the sentences.

1. am / a student / I  
I am a student.
2. you / are / ? / a teacher
3. from / are / we / Myanmar
4. he / from / ? / Australia / is



**B:** Group brainstorm. What questions can you ask when you meet someone?

What?  
Where?  
How?



**C:** Make a class list on the board.



**D:** In pairs, ask and answer the questions on the board.

## 3. Conversation

### 3.1 How are you?



**A:** What's happening?



**B:** Put the conversations in order.

1. Not too bad
2. Good Morning Tin Tin Nyo. How are you?
3. Fine thanks, Lee. How are you?



**C:** Listen and check (006).



**D:** Practise the conversations from **A** and **B** in pairs.

## 3.2 Starting a conversation

 **A:** Classify these phrases into greetings, questions and answers. Write the phrases in the table.

Greeting	Question	Answer

good evening

I'm well

how's it going?

hello

fine, thanks

good afternoon

good morning

not so bad

How are you?

OK

hi

 **B:** Make conversations from the table. Go around the room and practise them.

 **C:** Look at this list. When do you use these phrases?

1. See you later
2. Goodbye
3. Bye
4. Nice to see you

## 3.3 Making conversation

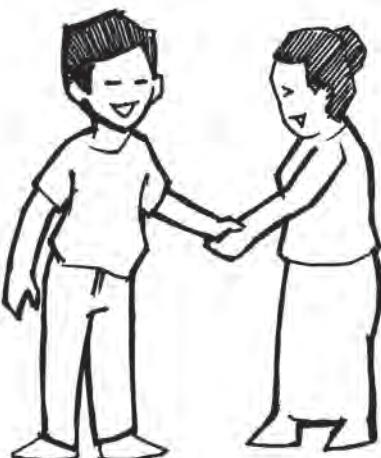
 **A:** Listen to audio (007). Which conversation is more formal?

 **B:** Listen and repeat (007).

 **C:** Work in pairs. Make a conversation.

 **D:** Perform your conversation.

- Partner A: Greeting, question  
Partner B: Answer, question  
Partner A: Answer, ending  
Partner B: Ending



## 3.2 Starting and ending conversation

**A** Pre-teach ‘greetings’ (polite words people usually say when they meet each other).

Students put the different parts of the conversation – greetings, questions and answers – into the table.

Draw the table on the board. One-by-one, students come and write a phrase on it.

Greeting	Question	Answer
Good evening	How's it going?	I'm well
Good morning	How are you?	Not so bad
Hi		Fine thanks
Hello		OK

**B** Demonstrate the activity with a confident student. Choose a greeting and question from the table, e.g. Good morning, how's it going? The student chooses a reply, e.g. OK.

Do this again with another student and a different greeting and question.

In pairs, students use the words and phrases from the table to make new conversations.

Students move around the room and practise.

**C** Elicit when and why people use these words and phrases. The words and phrases express different ways to say goodbye or end a conversation.

## 3.3 Making conversation

**A** Pre-teach ‘formal’ (high-level, official, according to strict rules). Play audio (007). Students listen and decide which conversation is more formal. Answer:

Conversation A is more formal.

**Language and culture notes**  
**Good morning/afternoon/evening, Very well, Fine thanks and Nice to see you** are quite formal.

**Hi, How's it going, OK and See you later** are quite informal.

**How are you? Not so bad and Goodbye** can be both formal and informal

**B** Play audio (007) two or three times. Students listen and repeat.

**C** In pairs, students build conversations using greetings, questions, answers and goodbyes. Demonstrate with a confident student first.

**D** Choose a few pairs to perform their conversations for the class. If you have a big class they can do this in groups.

# 4. Possessive adjectives and numbers

## 4.1 Possessive adjectives

**A** Students rephrase the sentence using possessive adjectives. **Answers:**

2. His name is/name's Khin Zaw
3. Their names are Koji and Takako
4. My name is/name's Lee

**B** Check to make sure the students know the meanings of all the words.

Students look around the class and tick the things they can see from the list.

**C** Play audio (008) a few times. Students identify the owner of each thing.  
**Answers:**

- A. chair, cup, spoon, watch
- B. desk, notebook, pen, phone
- C. bag, umbrella
- D. computer, CD
- E. bicycle, key

**D** Play audio (008). Students repeat.

## 4.2 Is this your...?

**A** Pre-teach 'excuse me'. Play audio (009) Elicit what is happening. Ask **prompt questions**: *Where are these people? Do they know each other? What is happening?*

**Possible answer:**

There is a notebook but it isn't clear whose it is. Somebody tried to find out.

**C** In groups of four, students practise the conversation. Tell them to use different things – a pen, a bag, an umbrella, etc.

**B** Play audio (009) again line-by-line. Students repeat.

# 4. Possessive adjectives and numbers

## 4.1 Possessive adjectives



A: What is another way to say...?

1. She's Alison. Her name is Alison.
2. He's Khin Zaw. \_\_\_\_\_
3. They're Koji and Takako. \_\_\_\_\_
4. I'm Lee. \_\_\_\_\_



B: Do you know these things? Tick (✓) if you can see them in your classroom.

- |             |           |
|-------------|-----------|
| 1. notebook | 8. desk   |
| 2. bicycle  | 9. watch  |
| 3. pen      | 10. CD    |
| 4. chair    | 11. cup   |
| 5. phone    | 12. key   |
| 6. umbrella | 13. spoon |
| 7. computer | 14. bag   |



C: Listen (008).

Match the people with the things.



D: Listen and repeat (008).



## 4.2 Is this your...?



A: Listen (009).

What is the problem?



Is this your  
notebook?



No, it's not my  
notebook?



B: Listen and repeat (009).



C: Practise the conversation in groups of four.

# 4.3 Numbers

 A: Pronounce the numbers you know.

8 0 5 1 7 4 3 9 2 6

 B: Drill the numbers. Read the words.

1	One	11	Eleven
2	Two	12	Twelve
3	Three	13	Thirteen
4	Four	14	Fourteen
5	Five	15	Fifteen
6	Six	16	Sixteen
7	Seven	17	Seventeen
8	Eight	18	Eighteen
9	Nine	19	Nineteen
10	Ten	20	Twenty
		30	Thirty
		40	Forty
		50	Fifty
		60	Sixty
		70	Seventy
		80	Eighty
		90	Ninety
		100	One hundred

 C: Fill the gaps.



What is \_\_\_\_\_  
phone number?



\_\_\_\_\_ phone number  
is \_\_\_\_\_ 0974123856.  
And yours?

 D: Practise in pairs.

 E: Create a phone directory.

Name	Phone number

# 5. Countries and nationalities

## 5.1 Countries

 A: Group brainstorm. Make a list of all the countries you know.



## 4.3 Numbers

---

- A** On the blackboard, write numbers one to ten in random order. Check the students' knowledge.
- B** Drill the number teaching, repeating those that your students don't know. Emphasise the difference between 'teen' and 'ty'.
- C** Students fill the gaps.
- D** Students practise in pairs.
- E** Students go around the class and fill in the phone directory. If the students do not have phone numbers, encourage them to invent one.

## 5. Countries and nationalities

### 5.1 Countries

---

- A** Have a Group Brainstorm. Put students in groups of four to six and give each group a piece of paper. Each group chooses a writer.

Groups have two minutes to list as many countries as possible. After two minutes, stop them. Each group reads a country name in turn. Write the countries on the board.

Groups count how many countries they have. The group with the most countries is the winner.  
There is more information about Group Brainstorm in **Activities for the Language Classroom**.

**B** Students look at the map of the world and write the country names in the correct places. The letters of each word are mixed up.

Remind the students that countries need capital letters. **Answers:**

- 2. England
- 3. Russia
- 4. India
- 5. New Zealand
- 6. Japan
- 7. The USA
- 8. France
- 9. South Africa
- 10. China
- 11. Australia
- 12. Korea

**C** Students look at the map of Southeast Asia and write country names in the correct places. **Answers:**

- 2. Myanmar
- 3. Laos
- 4. Thailand
- 5. Cambodia
- 6. Vietnam
- 7. Malaysia
- 8. Singapore
- 9. Indonesia
- 10. The Philippines

**Language and culture notes**

Bangladesh is not part of Southeast Asia.  
It is actually part of South Asia

**Language and culture notes**

Korea is actually two countries: North Korea and South Korea.

England, Scotland, Wales and Northern Ireland are all countries, but together they form the United Kingdom (UK) which is also a country. For example, athletes compete for the UK in the Olympic Games, but for England, Scotland, Wales and Northern Ireland in international football.

Great Britain, or Britain, is a geographical term referring to England, Scotland and Wales. For example an English, Scottish, Welsh or Northern Irish person's passport says: 'United Kingdom of Great Britain and Northern Ireland'.

Don't worry if this is confusing, some British people don't understand either!



**B:** Look at the world map. The letters in the country names are in mixed order. What are they?



1. haach

2. nedlagn

3. susira

4. diiha

5. ewn elanaz

6. npaaj

e.g. Canada

7. het USA

8. cnaefr

9. hosut arifac

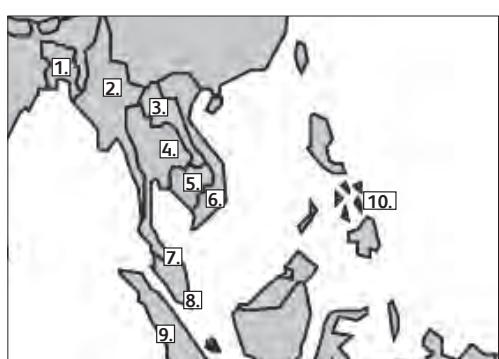
10. naihc

11. asluitara

12. rkoae



**C:** Look at the map of Southeast Asia. What are the names of the numbered countries?



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

## 5.2 Nationalities

---



**A:** Listen and answer the questions (010).



1. Where's Jessica from?
2. What nationality is she?
3. Where's Paw Mu from?
4. What nationality is she?



**C:** Listen (011). Were you correct?



**D:** Listen and repeat (011).



**B:** Complete the table.

Country	Nationality
Cambodia	Cambodian
England	
	Australian
	Indonesian
The USA	
	Lao
Korea	
	French
	Thai
Myanmar	
India	
	Bangladeshi
China	
	Russian
	South African
	Canadian
Malaysia	
	Filipino
	Singaporean

## 5.3 Pronunciation: Countries and nationalities

---



**A:** How many syllables does each word in 5.2B have? Put them in categories in the chart to the right.



**B:** Listen and check (012). Were you correct?

1 syllable	Laos, Lao
2 syllables	England
3 syllables	India
4 syllables	Cambodia
5 syllables	Singaporean



## 5.2 Nationalities

**A** Play audio (010). Students listen and answer the questions. **Answers:**

1. She's from Sydney.
2. She's Australian.
3. She's from Hpa'an.
4. She's Kayin and Myanmar.

Explain that Paw Mu is talking about her hometown and ethnic group, while Jessica is talking about her hometown and country. If Paw Mu was talking to someone who didn't know anything about Myanmar, she might say *I'm from Myanmar* or *I'm Myanmar*.

**C** Play audio (011). Students listen and check their answers.

**D** Play audio (011) two or three times. Students listen and repeat.

**B** Students complete the table. **Answers:**

English, Australia, Indonesia, American, Laos, Korean, France, Thailand, Myanmar, Indian, Bangladesh, Chinese, Russia, South Africa, Canada, Malaysian, The Philippines, Singapore

### Language and culture notes

An ethnic group is usually defined by things like shared traditions, language, culture and ancestry, but there are many definitions and it is sometimes not clear who belongs to which group.

Nationality can mean being a citizen of a country or a member of an ethnic group. Ethnicity only refers to membership of an ethnic group.

Race usually only refers to common physical characteristics of a group of people, such as skin colour, hair type and nose shape, which results from having shared ancestors.

## 5.3 Pronunciation: Countries and nationalities

**A** Pre-teach syllable. In pairs, students look at the words from 5.2B and decide how many syllables each word has. They write them in the chart. **Answers:**

1 syllable: Laos, Lao, France, French, Thai

2 syllables: England, English, Thailand, Myanmar, Myanmarese, China, Chinese, Russia, Russian

3 syllables: Korea, Korean, India, Indian, Bangladesh, Canada, Malaysia, Malaysian, Singapore

4 syllables: Australia, Australian, Cambodia, Cambodian, Indonesia, Indonesian, The USA, American, Bangladeshi, South Africa, South African, the Philippines, Filipino

5 syllables: Singaporean

**B** Play audio (012). Students listen and check their answers. Play audio (012) two or three times. Students listen and repeat.

 **C** Students answer the questions. Answers:

2. They're Indian
3. She's Thai
4. She's Myanmar

The answers to 5 and 6 depend on the students' and teacher's nationality. Myanmar or the student/teacher's ethnic group (e.g. Kayan, Shan, Pa-O, Burman, Rakhine) are possible answers.

 **D** In pairs, students answer the questions from C.

 **E** Do a Mill Drill. Give each student a card from Resources.

Elicit the questions: *What's your name?* *How do you spell it?* *Where are you from?* *What's your nationality?*

Demonstrate the activity first. Students find a partner. Pairs take turns answering questions using the information on their cards.

There is more information about Mill Drill in **Activities for the Language Classroom**.

## 6. Phrasebook: Classroom language

### 6.1 Instructions

---

 **A** Pre-teach instructions. Individually or in pairs, students match the instructions with the pictures. Answers:

1. g    2. a    3. h    4. d    5. e    6. c
7. b    8. f



**C: Look back through Unit 1 and answer the questions.**

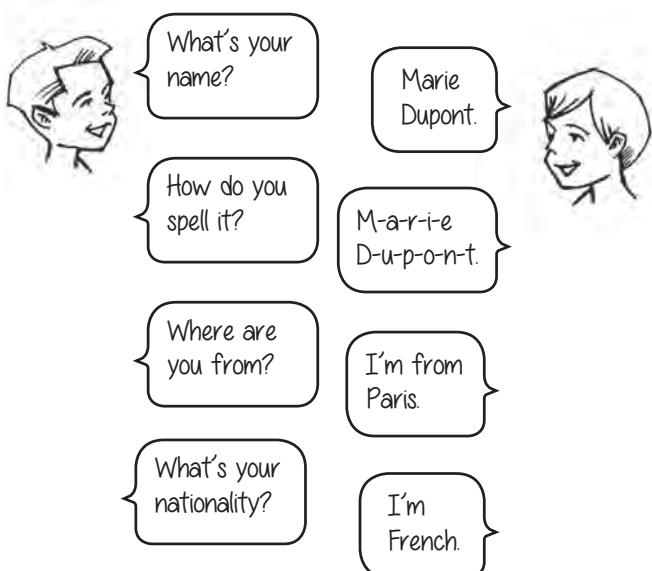
1. What nationality is David? He's English.
2. What nationality are Madhu and Amit?
3. What nationality is Apsara?
4. What nationality is Tin Tin Nyo?
5. What nationality are you?
6. What nationality is your teacher?



**D: Ask and answer the questions in pairs.**



**E: Do a Mill Drill activity. Go around the room. Ask questions and answer from the cards.**

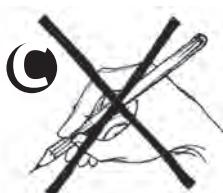


## 6. Phrasebook: Classroom language

### 6.1 Instructions



**A: Match the picture with the instruction.**



(A)



(E)

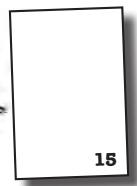
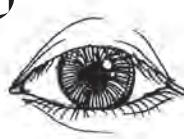


1. Look at page 15.
2. Listen and repeat.
3. Look at the board.
4. Work in pairs.
5. Work in groups of four.
6. Don't write.
7. Stop talking.
8. Answer the questions.

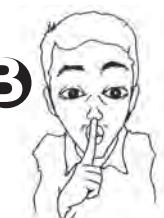
(F) ? ? ?



(G)



(B)



(H)



Today's class is...

(D)





**B:** Listen and repeat (013).



**C:** Listen and do.



**D:** In pairs, take turns giving and obeying instructions.

## 6.2 I don't understand

---

**A:** Listen to the audio (014). Who are the speakers?

**B:** Listen and repeat (014).



Page 21?



Exercise 3?



**C:** Practise the dialogue in pairs.



**D:** Work in pairs. Write your own conversation. Use different instructions, e.g.

1. Please work in pairs and answer questions 5 to 10.
2. Sorry, I don't understand.
3. Work in pairs.
4. Which page?
5. No, pairs. Two people. Answer the questions.
6. Which questions?
7. 5 to 10.



**E:** Practise your conversation. Present it to the class.

## 7. Learning strategies: Vocabulary

### 7.1 Learning words

---

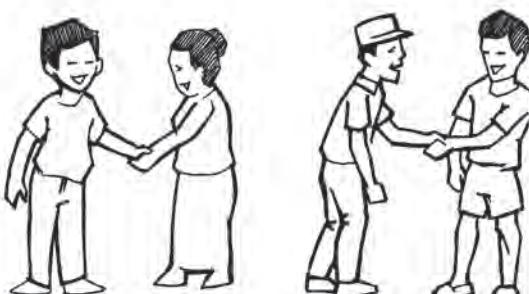


**A:** How do you learn new words?

Discuss in groups.



**B:** In your group, choose one way that you like to learn new words. Present your idea to the class.



**B** Play audio (013) line-by-line. Students repeat.

**C** Give students the instructions one-by-one in mixed order. Students follow the instructions (or mime following instructions).

**D** In pairs, students take turns giving and obeying instructions.

**Extra idea**

Do **Thingy Says** from **Activities for the Language Classroom**, using classroom instructions.

## 6.2 I don't understand

**A** Play audio (014). Students decide who the speakers are. **Answer:**

A teacher and a student.

**B** Play audio (014). Students listen and repeat. Play the audio again line-by-line. Check to make sure students us the correct intonation: their voices should rise at the end of each question. Explain that in this dialogue, the student wants to know if he has heard the correct number, so is repeating the information as a question.

**C** In pairs, students practise the dialogue.

**Language and culture notes**

Questions do not have to have question-style word order. Any sentence can be a question if you use rising intonation, e.g. *I can eat this cake?*

The speaker thinks they can eat the cake but they want to make sure.

**D** In pairs, students write their own dialogue. They can also read the audio script. They should change the page numbers and exercise numbers.

**E** Pairs practise their dialogues, then present them to the class.

## 7. Learning strategies: Vocabulary

### 7.1 Learning words

**A** In groups of four or five, students discuss what techniques they use – or want to use – to learn new vocabulary.

**B** Groups choose one way to learn vocabulary that they think is useful. They make a short presentation about this to the rest of the class.

## 7.2 Make vocabulary cards

---

**A** Students look at the vocabulary list and find 10 words that are new for them or that they don't fully understand. If they already know most of the words from Unit 1, they can look in the vocabulary lists of later units.

**B** Look at the pictures with the students and briefly discuss each technique:

- a) Drawing a picture of the new word
- b) Translating the new word
- c) Writing a sentence using the new word
- d) Writing a definition of the word.

Students tick techniques they have used

- e) Listing related words that have similar or opposite meanings (synonyms and antonyms).

**C** Give each student some blank card if possible, or paper if you don't have card. Students cut it into small cards. On one side they write their English word. On the other they write/draw one or more of the techniques in 7.2B.

**D** Students make 10 vocabulary cards.

## 7.3 Use vocabulary cards

---

**A** As a class, discuss how, where and when you might use the cards. Point out:

Students can take them anywhere and use them when they have some free minutes – waiting for a bus, riding on a bus or in a taxi, waiting for an appointment, etc.

They can look at the English word and try to remember the definition, translation, picture, example or related words.

They can look at the definition, translation, picture or related words, and try to remember the word.

**B** Pre-teach free time. Suggest that students take their vocabulary cards with them and use them whenever they have the opportunity. Encourage students to add more vocabulary cards as they discover more useful words, and to replace cards that they know well.

## 7.2 Make vocabulary cards



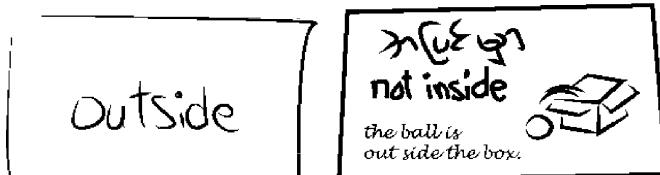
**A:** Look at the vocabulary list on page 12. Find 10 words in the list that you don't know well.



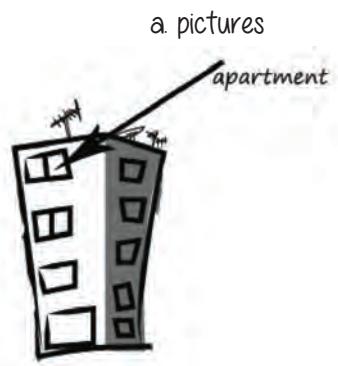
**B:** How can you remember these words? Look at each box to the right and tick the methods you use.



**C:** Take a small piece of card. On one side, write the new word. On the other side, write or draw something to help you remember. Look at the examples below:

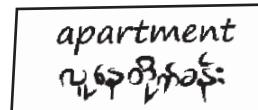


Repeat this activity with 10 new words.



a. pictures

b. translation



c. example sentences

I live in an apartment.

d. definition

(noun) a part of a building. people live in it.

e. related words

flat, home, ground floor

## 7.3 Use vocabulary cards



**A:** How can you use vocabulary cards?

Discuss.



**B:** Put your vocabulary cards in your pocket or bag. Take them out when you have free time.



# UNIT 1

## Practice makes perfect...

### A: Order the words to make sentences.

1. name / What / your / 's / ?  
What's your name?
2. name / My / Zaw Min / is
3. student / am / a / I
4. Zaw Min / meet / Pleased / you / to
5. I / Danny / 'm / is / my / and / Bryan / this / brother
6. from / England / We / 're

### B: Match the question with the answer.

Question	Answer
1. What's your name?	A. No, I'm Bangladeshi.
2. Are you Indian?	B. He's Korean.
3. What nationality is Rain?	C. Reza.
4. Is that my bag?	D. Sittwe.
5. Where's Khin Zaw from?	E. No, it's his bag.

### C: Match the phrase with the reply.

Question	Answer
1. Hello.	A. Fine, thanks
2. Nice to meet you.	B. Bye.
3. How are you?	C. And you.
4. Goodbye.	D. Hi!
5. Nice to see you!	E. It's good to see you, too.

### D: Replace the underlined words with pronouns.

<u>Daw Yee Yee Khaing</u> is from Myanmar.	She's from Myanmar OR She is from Myanmar
<u>U Than Tun</u> is a doctor.	
<u>Ko Reh</u> and <u>Kaw Meh</u> are from Kayah State.	
<u>Paul</u> is English.	
<u>My brother</u> and <u>I</u> are students.	
<u>Madhu</u> , <u>Amit</u> and <u>Devi</u> are Indian.	
<u>The dog</u> is outside.	
<u>My sister</u> is in America.	
<u>My friends</u> are Japanese.	
<u>Your pen</u> is in my bag.	
<u>My father</u> is retired.	
<u>My bicycle</u> is from China.	

### E (part 1): Circle the correct word.

Joe:

- E.g. Hi! My name 'm / s /'re Joe and
2. this am / is / are my wife, Susan,
3. and our three children. My son Kevin 'm / s /'re a teacher and
4. my daughters Natalie and Debbie am / is / are students.
5. We 'm / s /'re American. And you?

**A** Answers:

2. My name is Zaw Min.
3. I am a student.
4. Pleased to meet you, Zaw Min.
5. I'm Danny and this is my brother, Bryan.
- I'm Bryan and this is my brother, Danny.
6. We're from England.

**B** Answers:

1. c
2. a
3. b
4. e
5. d

**C** Answers:

- 1.d
2. c
3. a
4. b
5. e

**D** Answers:

2. He is a doctor./He's a doctor.
3. They are from Kayah State./  
They're from Kayah State.
4. He is English./He's English.
5. We are students./We're students.
6. They are Indian./They're Indian.
7. It is outside./It's outside.
8. She is in America./She's in America.
9. They are Japanese./  
They're Japanese.
10. It is in my bag./It's in my bag.
11. He is retired./He's retired.
12. It is from China./It's from China.

**E** Answers:

See page 16.

**E** Answers (parts 1 and 2):

2. is 3. 's 4. are 5. 're 6. 'm 7. is  
8. 're 9. 'm 10. 's

**F** Answers:

2. is OR 's  
3. am OR 'm  
4. are  
5. am OR 'm  
6. are  
7. am OR 'm

**G** Possible answers:

2. What's your name?  
What is your name?  
3. How do you spell that?  
4. Where are you from?  
5. What's your friend's name?  
What is your friend's name?

**H** Answers:

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

**I** Answers:

Depends on the language.

**J** Answers across:

1. South African  
5. Singaporean  
7. Vietnamese  
9. Indian  
11. American  
12. Lao  
13. Russian  
15. Chinese  
16. Canadian

Answers Down:

2. Indonesian  
3. Bangladeshi  
4. Malaysian  
6. Japanese  
10. Cambodian

## E (part 2): Circle the correct word.

Soe Reh

6. Nice to meet you. I'm / 's / 're
7. Soe Reh and this am / is / are my friend, Yan Naing. We
8. 'm / 's / 're from Yangon. I
9. 'm / 's / 're a doctor and
10. Yan Naing 'm / 's / 're retired.

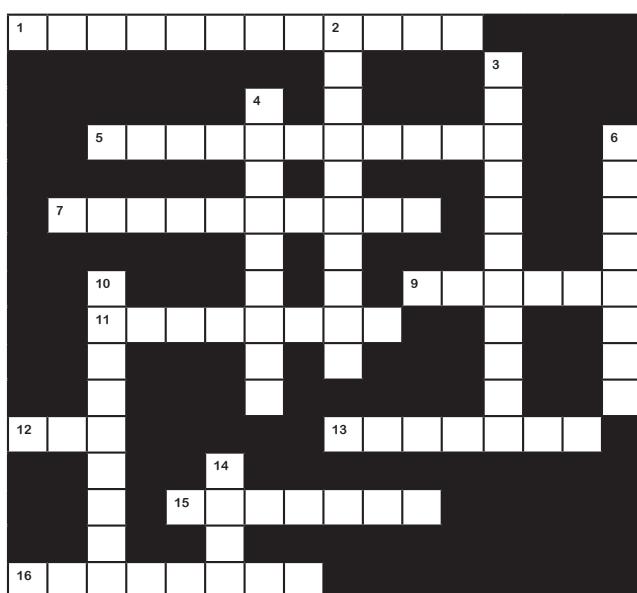
## F: Add the correct form of to be..

1. A: Hi, I'm Andy.
2. A: What \_\_\_\_\_ your name?
3. MM: I \_\_\_\_\_ Maung Maung.
4. MM: Where \_\_\_\_\_ you from?
5. A: I \_\_\_\_\_ from England.
6. A: Where \_\_\_\_\_ you from?
7. MM: I \_\_\_\_\_ from Mandalay.

A: Nice to meet you, Maung Maung.

## G: Write the questions.

1. A. How are you ?  
B. B: I'm well.
2. A. \_\_\_\_\_?  
B. Jane.
3. A. \_\_\_\_\_?  
B. J - A - N - E.
4. A. \_\_\_\_\_?  
B. I'm from Australia.
5. A. \_\_\_\_\_ your friend's \_\_\_\_\_?  
B. Margo.



## H: Pronunciation: How many syllables?

1.	Russian	2	1.	English	
2	Bangladeshi		2	Malaysian	
3.	France		3.	Thai	
4.	Cambodia		4.	New Zealand	
5.	Canadian		5.	Korean	

## I: Translate these into your language.

Work in groups of three.	Stop reading.
Don't look at your book.	Look at page 56.
Answer the questions.	Work in pairs.

## J: Nationalities crossword.

Clues across

1. A person from South Africa
5. A person from Singapore
7. A person from Vietnam
9. A person from India
11. A person from the USA
12. A person from Laos
13. A person from Russia
15. A person from China
16. A person from Canada

Clues down

2. A person from Indonesia
3. A person from Bangladesh
4. A person from Malaysia
6. A person from Japan
10. A person from Cambodia
14. A person from Thailand

**L:** Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

activity (n)		instructions (n)	
and you?		introduce (v)	
answer (n, v)		key (n)	
apartment (n)		learn (v)	
ask (v)		letter (n)	
bag (n)		list (n)	
bicycle (n)		listen (v)	
blue (adj)		look at (v)	
board (n)		map (n)	
card (n)		match (v)	
CD (n)		meet (v)	
chair (n)		name (n)	
check (v)		nationality (n)	
circle (n, v)		new (adj)	
complete (v)		nice to see you	
computer (n)		not so bad	
conversation (n)		notebook (n)	
correct (n, v)		OK	
country (n)		order (v)	
cup (n)		outside (n)	
desk (n)		page (n)	
discuss (v)		pair (n)	
doctor (n)		partner (n)	
exercise (n)		pen (n)	
excuse me		phone (n)	
fine thanks		pleased to meet you	
formal (adj)		pocket (n)	
free time		retired (adj)	
friend (n)		see you later	
good afternoon		sentence (n)	
good evening		small (adj)	
good morning		sorry (adj)	
goodbye		speak (v)	
greeting (n)		spell (v)	
group (n)		spoon (n)	
hometown (n)		stop (v)	

how about you?	student (n)
how are you?	syllable (n)
house (n)	talk (v)
how's it going?	teacher (n)
hungry (adj)	text (n)
thing (n)	watch (n)
tired (adj)	well (adj)
umbrella (n)	what's happening?
underline (v)	word (n)
understand (v)	work (v)
vocabulary (n)	write (v)

**M:** Circle the different word. How is it different?

1. phone / key / small / umbrella  
The others are nouns
2. desk / chair / teacher / CD
3. country / student / doctor / teacher
4. listen / activity / look / repeat
5. Good morning / Fine, thanks / Good afternoon / Hello
6. Nice to see you / Not so bad / Fine, thanks / I'm well
7. washing machine / hometown / country / nationality
8. tired / small / hungry / stop
9. answer / board / pen / book
10. desk / cup / name / spoon

**N:** Match the sentence parts.

1. Listen → write.
2. Look → the text.
3. Write → the questions.
4. Stop → at page 7.
5. Answer → and repeat.
6. Work → talking.
7. Don't → at the board.
8. Look → your name.
9. Read → in groups of three.

**L** **Answers:**

Depends on the students.

**M** **Answers:**

2. (teacher) The others are things/objects.
3. (country) The others are people.
4. (activity) The others are verbs.
5. (Fine, thanks). The others are greetings.
6. (Nice to see you) The others are answers.
- 7 (washing machine) The others are the places where you come from/live.

**N** **Answers:**

2. Look at the board/at page 7.
3. Write your name.
4. Stop talking.
5. Answer the questions.
6. Work in groups of three.
7. Don't write.
8. Look at page 7/at the board
9. Read the text.

# UNIT 2

## FAMILY AND JOBS

### 1. Family life

#### 1.1 Families

- A** In groups of three to four, students brainstorm relatives for two minutes. Make a list on the class board. **Answers:**
- 1. Father/dad
  - 2. Mother/mum
  - 3. Aunt
  - 4. Uncle
  - 5. Brother
  - 6. Sister
  - 7. Wife
  - 8. Son
  - 9. Cousin
  - 10. Husband
  - 11. Parents
  - 12. Grandparents
  - 13. Grandmother/ma
  - 14. Grandfather/dad
  - 15. Grandson

**B** In the same groups, students look at the pictures and decide who each person is – Paul’s son, Khin Zaw’s brother, etc. Answers will vary. Write ideas on the board.

**C** Pre-teach ‘neighbours’ (people who live near you but are not related to you) and ‘mum’ (informal word for mother; in American English it is ‘mom’). Play audio (015). Which ideas were correct?

#### Answers:

The top picture has Khin Zaw and his family – his brothers, sisters parents and aunt.

The bottom picture has Paul, his wife and son, his parents and his friends.

# UNIT 2

## FAMILY AND JOBS

This unit

**Structures:** Present simple questions and answers | The possessive ('s) | Singular and plural nouns

**Topics and Functions:** Families and relationships | Personal information | Age and jobs | Polite phrases

**Skills:** Listening for details | Reading for gist | Spelling and paragraph composition

**Reading strategies:** Skimming and rephrasing

### 1. Family life

#### 1.1 Families



**A:** What words do you know for relatives?

Grandmother

Brother

Father



**B:** Look at the pictures of Khin Zaw's family and Paul's family. Who are these people.



**C:** Listen to audio (015). Were you correct?





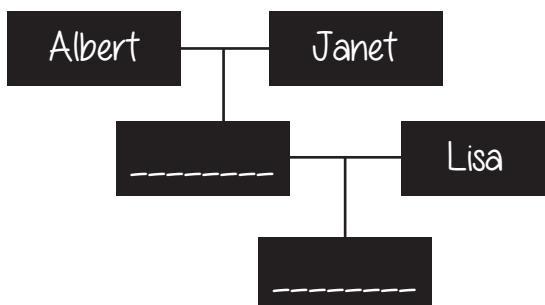
### D: Complete the sentences for the families.

1. Khaing Khaing is Khin Zaw's sister.
2. Zaw Zaw Aung is Khin Zaw's \_\_\_\_\_.
3. Htay Htay is Khin Zaw's \_\_\_\_\_.
4. Thandar Win is Khin Zaw's \_\_\_\_\_.
5. Thandar Win is Htay Htay's \_\_\_\_\_.
6. Aye Ko and Zarni Aung are Khin Zaw's \_\_\_\_\_.
7. Si Si Poe is Khin Zaw's \_\_\_\_\_.
8. Lisa is Paul's \_\_\_\_\_.
9. Wayne is Paul's \_\_\_\_\_.
10. Albert is Paul's \_\_\_\_\_.
11. Janet is Paul's \_\_\_\_\_.
12. Albert and Janet are Paul's \_\_\_\_\_.
13. Nelson and Diego are Paul's \_\_\_\_\_.

14. Albert and Janet are Wayne's \_\_\_\_\_.
15. Janet is Wayne's \_\_\_\_\_.
16. Albert is Wayne's \_\_\_\_\_.
17. Wayne is Janet and Albert's \_\_\_\_\_.



### E: Complete the family tree



### F: Draw a family tree for Khin Zaw's family

## 1.2 The possessive 's



**A:** Look at this sentence. What does the first 's mean? What about the second 's?

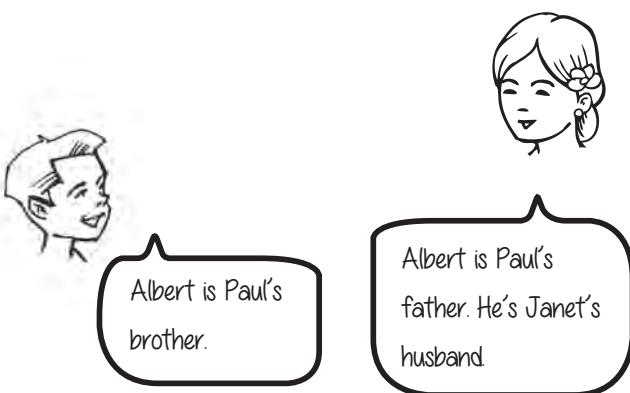
My uncle's my father's brother.



**C:** Work in pairs. Point to people in the pictures on page 18 and talk about their relationships. Can you hear your partner using 's correctly?



**B:** How do you pronounce 's?



## 1.3 Your family



**A:** Answer the questions.

1. Do you have any brothers? How many?
2. Do you have any sisters? How many?
3. Do you have any aunts? How many?
4. Do you have any children? How many?



**B:** Draw your family tree.



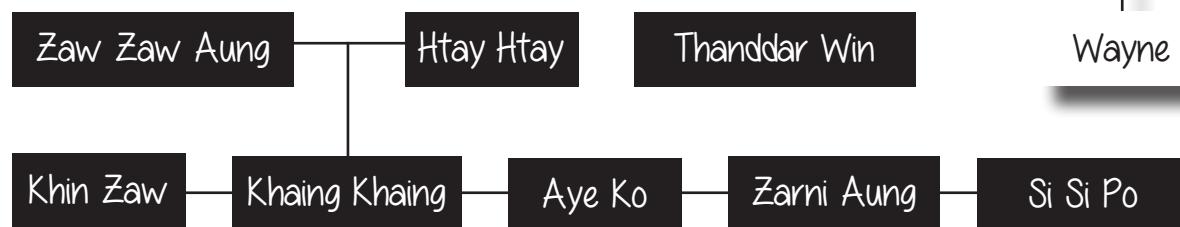
**C:** Work in pairs. Ask and answer questions about your family tree.

**D** Play audio (015). Students complete the sentences. Play audio (015) again. Students check their answers.

- |           |           |
|-----------|-----------|
| 2. Father | 4. Aunt   |
| 3. Mother | 5. Sister |

**E** Check students understand ‘family tree’. “A family tree is a diagram of the relationships in a family.” Students complete Paul’s family tree. **Answers (right):**

**F** Students draw Khin Zaw’s family tree.  
**Possible answer:**



- |                |                     |
|----------------|---------------------|
| 6. Brothers    | 13. Friends         |
| 7. Baby sister | 14. Grandparents    |
| 8. Wife        | 15. Granmother/ma/  |
| 9. Son         | Granny              |
| 10. Father     | 16. Grandfather/pa/ |
| 11. Mother     | Grandad             |
| 12. Parents    | 17. Grandson        |

## 1.2 The possessive ’s

**A** Students look at the sentences and decide what the first and second ‘s mean. **Answers:**

The first one means is. The second one shows possession, i.e. it shows that ‘brother’ belongs to ‘my father’.

**C** Students work in pairs. Partner A points at a person from one of the pictures. Partner B says as much as possible about that person’s relative. Make sure students are pronouncing the possessive ‘s and drill a few times if necessary.

**B** Students decide how ‘s is pronounced. You can replay part of audio (015) so they can listen. **Answers:**

In sentence A it is pronounced /z/. That is the most common pronunciation. However, sometimes it is pronounced /s/, e.g. the map’s under the cat’s tail. If students aren’t sure, they should use /z/.

## 1.3 Your family

**A** Pre-teach ‘how many’. Students answer the questions about their own families. Ask students a few questions about their families.

**B** Students draw their own family tree.

**C** In pairs, students ask and answer questions about their family trees. Ask a few students questions about their partner’s family.

# 1.4 Other people

**A** As a class, make a list of other nouns that we use for people. Write them on the board.

**B** Pre-teach ‘dancer’. Play audio (016). Students listen and decide which photo they are talking about. **Answer:**

Ben is picture A.

**C** Students show a photo or draw a picture of someone they know. In pairs, students ask and answer questions to identify the person.

## 2. Asking about people

### 2.1 Age and numbers

**A** Play audio (017). Students listen and write the numbers. **Answers:**

17 25 70 39 12 40 14 82 80 16 18  
66 10 18 90 21 60 30 13 58 15

Drill students with -ty and -teen numbers:  
**fourteen, forty, eighteen, eighty etc.**

**B** Students work in pairs sitting back to back so they can't see each other's writing. Partner A writes a list of 10 numbers between 11 and 99. They should include some -ty and -teen numbers. Partner A reads their numbers to partner B. Partner B writes them and then reads them back to partner A. Partners check they are correct and swap roles.

**C** In pairs, students look at the pictures from people's social networking profiles and guess their ages. Write a few students' guesses on the board. Tell students the correct ages. Who was right? **Answers:**

1. Preeya (45)
2. Rob (63)
3. Arnold (34)
4. Jiyoung (30)
5. Ida (75)
6. Roberta (19)
7. Watson (2)

**D** Elicit the question to ask someone's age: *How old are you? How old is s/he? How old is your daughter?* Write on the board and drill if necessary. Make sure students use the correct stress: **How OLD are you?** In pairs students ask and answer about the people in the pictures, each other and other people they know. After a few minutes, students change partners. Do this a few times.

## 1.4 Other people



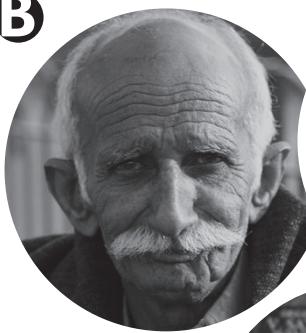
**A:** What other people do you know?  
Make a list.

Friend

Boss

Girlfriend

**B**



**A**



**C**



**B:** Listen to audio (016). Which photo  
are they talking about?



**C:** Show a photo (or draw a picture) of  
someone you know. Ask and answer  
questions in pairs.

## 2. Asking about people

### 2.1 Age and numbers



**A:** Number practice. Listen to audio  
(017) and write the numbers.



**C:** Look at these profile pictures. How  
old are the people? Guess the ages.



1. Preeya



2. Rob



3. Arnold



4. Jiyoung



5. Ida



6. Roberta



7. Watson



**B:** Do the Pair Dictation activity.



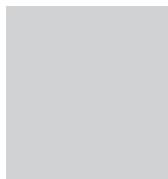
**D:** Work in pairs. Ask and answer  
questions about these people, your  
family and your class.

## 2.2 Personal information

 A: What words do you know to ask and answer about personal information?

 B: Look at this form. What is it? How do you use it?

### ID CARD



Name Jack Millot

Age 45 Gender Male

From France Job Administrator

Marital status Married

Phone 07881624725

Email address jmillot1970@mail.com

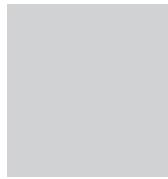
Address Flat 9, Building 5, Street 21, Paris, France

 C: Fill the gaps and answer the questions about personal information.

1. What is your \_\_\_\_\_?
2. \_\_\_\_\_ is your gender?
3. \_\_\_\_\_ are \_\_\_\_\_ from?
4. What is your \_\_\_\_\_?
5. \_\_\_\_\_ \_\_\_\_\_ married?
6. \_\_\_\_\_ your contact details?

 D: Work in pairs. Ask questions to complete the form about your partner

### ID CARD



Name \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_

From \_\_\_\_\_ Job \_\_\_\_\_

Marital status \_\_\_\_\_

Phone \_\_\_\_\_

Email address \_\_\_\_\_

Address \_\_\_\_\_

## 2.3 Positive and negative forms

 A: Listen to Jessica and Khin Zaw in audio (018). Do they know each other well?

 B: Listen again (018). Complete the answers.

1. Is Khin Zaw from Japan?  
\_\_\_\_\_ he's not.
2. Is Jessica Australian?  
\_\_\_\_\_ she is.
3. Are Khin Zaw and Khaing Khaing married?  
\_\_\_\_\_ they're not.
4. Is Sittwe in Rakhine State?  
\_\_\_\_\_ it is.

 C: Complete the chart.

	Yes,	No,
I	am.	'm not.
you		
we	_____	're not.
they		
she		
he	is.	_____
it		

## 2.2 Personal information

**A** Students answer the questions. Teach more words relating to personal information as necessary.

**B** Discuss the form. Ask prompt questions.

*What is it? How do people use it?*

Possible answers:

The form is an ID (identification) card or a personal information record

**C** Students complete and answer the questions. **Answers:**

1. name
2. what
3. where; you
4. Job
5. Are you
6. What are

### Language and culture notes

Other words to describe relationship status include **in a relationship** (has a boy/girlfriend), **engaged** (planning to marry), **partner** (a long-term relationship where a couple lives just as if they were married), **widowed** (husband/wife is dead), **separated** (living apart from husband/wife but not divorced) and **divorced** (marriage is legally ended).

*What is your marital status* is very formal. The usual way to ask is to say *Are you married?*

**D** Pre-teach ‘gender’ (male and female), contact details (address, email address, phone number) marital status (single, married, divorced)

## 2.3 Positive and negative forms

**A** Play audio (018). Discuss how well Jessica and Khin Zaw know each other. **Answer:**

They have met before but they don’t know each other well.

**B** Play audio (018). Students complete the answers with yes or no. **Answers:**

1. No
2. Yes
3. No
4. Yes

**C** Students complete the chart. **Answers:** are and isn’t

	Yes,	No,
I	am.	'm not.
you		
we	__are__	're not.
they		
she		
he	is.	_isn't__
it		

**D** Do a substitution drill. Write the sentence *I am a teacher* on the board. Students say it. Cross out *teacher*. Next change the subject from I to he. Students say: '*He's not a teacher.*' Keep changing parts of the sentence. Make sure the verb agrees with the subject. When students get used to this, get them to suggest changes. Point to a part of the sentence and then point to a student. The student changes it using their own idea. There is more information about substitution drills in **Activities for the Language classroom**.

**E** Students write answers to the questions. **Answers (note these are just examples. Answers will vary depending on the student):**

1. Yes, I am.
2. No, I'm not.
3. No, I'm not
4. Yes, I am.
5. Yes, she is.
6. Yes, it is.
7. No, it isn't.
8. No, he isn't.
9. No, she isn't.
10. No, they're not.

## 2.4 Pen Pals

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**A** Explain penpal or penfriend: Penpal or penfriend relationships are usually used to practice a foreign language, make friends and learn about other cultures, lifestyles and countries.

**F** Do a group quiz. In groups of four to five, students write five yes/no general knowledge questions. They need to know the answers to these questions. In turns, groups read out a question. Other groups write the answer. Groups should discuss what is the right answer and agree as a group on one answer. After everyone has asked and answered their questions, groups tell the answers. Each correct answer gets a point for the group. The group with the most points wins.

**B** Pre-teach: 'Twins', 'because', 'farmer', 'nurse', 'ill'.

**D: Substitution Drill. Say answers.****F: Do a Group Quiz****E: Answer these questions.**

1. Are you from Myanmar?
2. Are you Shan?
3. Are you married?
4. Are you 30 years old?
5. Is your teacher tall?
6. Is Hpa-an in Kayin State?
7. Is Bangkok in Cambodia?
8. Is Barack Obama Canadian?
9. Is Queen Elizabeth young?
10. Are chickens dangerous?

## 2.4 Pen Pals

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**A: Read the email.**

To: Aye Chan Thu <ayechanthu@mail.com  
Subject: Hello from London

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Dear Aye Chan Thu,

My name is Tom and I am 37 years old. I am English and I live in London. I live with my wife Emily, our son John and daughter Lizzy. They are both seven years old because they are twins.

I am a teacher. I love my job because I spend a lot of time with students. My wife is a nurse and she helps ill people in the hospital.

How about you? I look forward to your answers.

Best wishes,

Tom



**B: You are Aye Chan Thu. Write back to Tom.**

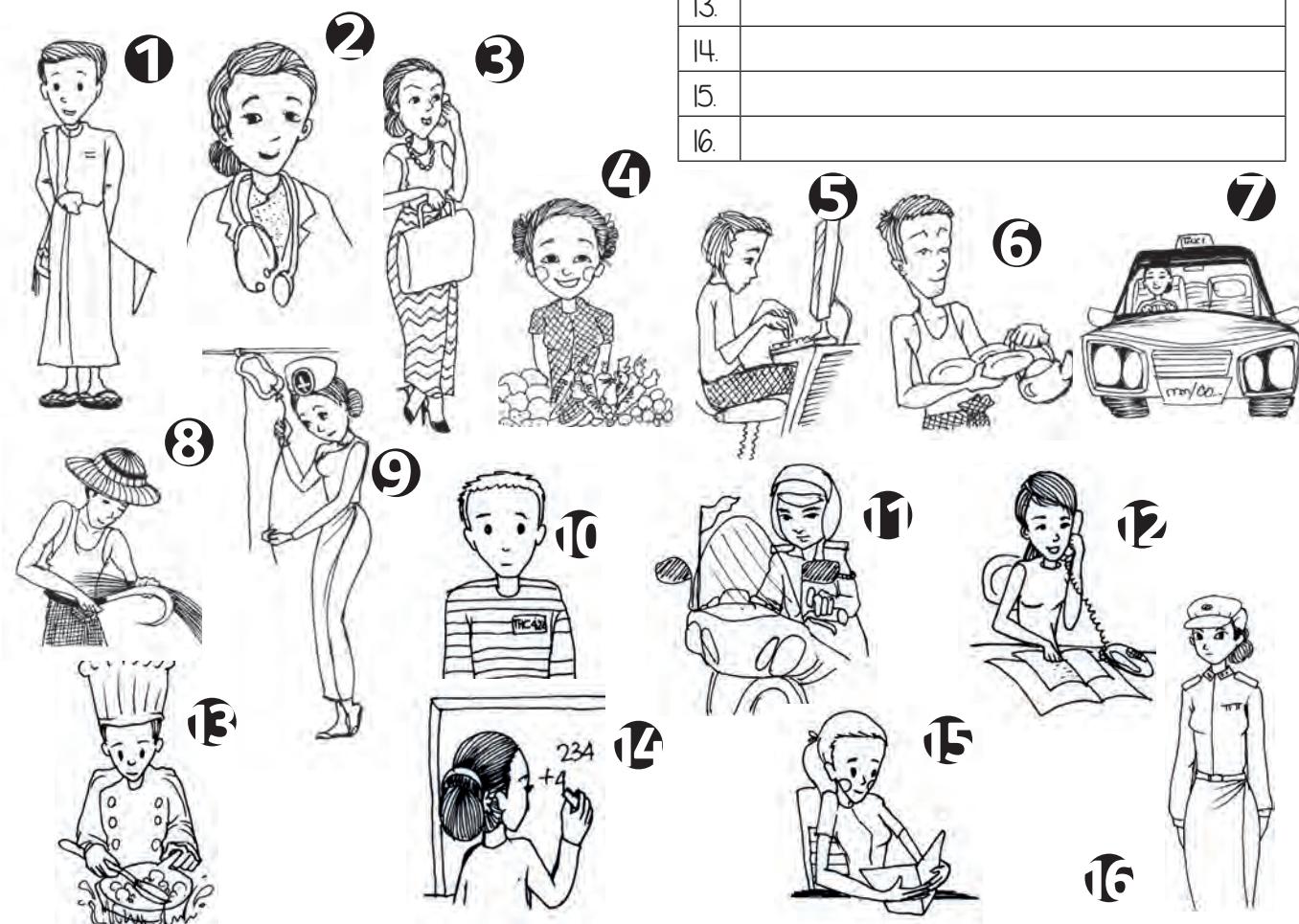
# 3. Jobs

## 3.1 Are you a dancer?

🔍 A: Do you remember the people from Unit 1 and Unit 2? Answer the questions.

1. Is Tom a dancer?  
No, he isn't. He's a teacher
2. Is Emily a teacher?
3. Are Madhu and Amit farmers?
4. Is Devi a doctor?
5. Is Ben a dancer?
6. Are you a student?

🔍 B: What other jobs do you know?



🔍 C: What do these people do?

1.	He's a tour guide.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

### 3. Jobs

#### 3.1 Are you a dancer?

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**A** Individually or in pairs, students answer the questions about the people in the book. **Answers:**

2. No, she isn't.
3. No, he isn't. He's a student.
4. No they're not. They're doctors.
5. No, she's not. She's a student.
6. Yes, he is.

**B** Brainstorm a list of jobs for about one minute. Write them on the board.

**C** Individually or in pairs, students look at the pictures and decide what the job is. They can use the list on the board and/or dictionaries. There are a lot of possible answers. **Answers:**

2. She's a doctor
3. She's a businessperson/businesswoman
4. She's a shopkeeper/market seller
5. He's a computer programmer/IT technician/secretary
6. He's a waiter
7. She's a taxi driver
8. He's a farmer
9. She's a nurse
10. He's a thief
11. He's a police officer/policeman
12. She's a manager/office worker/secretary
13. He's a cook/chef
14. She's a teacher
15. She's a student
16. She's a soldier

## 3.2 What do you do?

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**A** Write the three jobs on the board as headings. Students say what each job does. Write their ideas on the board.

**B** Play audio (019). Students listen and see if they included this information in their previous answers. **Possible answers:**

Nurses work in a hospital/clinic. Nurses wear a uniform.

Shopkeepers sell things. Shopkeepers work in a market or shop.

Teachers work in a school. They teach (a subject, e.g. English).

**C** Students match the sentence halves.

**Answers:**

2. farmers grow rice.
3. Businesspeople make money.
4. Taxi drivers drive taxis.
5. Doctors work in hospitals.
6. Cooks work in restaurants.
7. Police officers wear uniforms.
8. Parents look after children.

**D** Individually or in pairs, students write answers to the questions. If they don't have enough vocabulary, encourage them to ask each other for useful words or use a dictionary. If they ask you for a word, write it on the board. **Possible answers:**

1. Tour guides work with tourists. They show tourists famous places. They speak English (or other languages).
2. Students read books. They go to school/university/classes. They write. They ask and answer questions.
3. Soldiers have guns. They wear uniforms. They go to war. They keep peace.

## 3.2 What do you do?



**A: What do teachers do? What do nurses do? What do shopkeepers do?**  
Group brainstorm.

Nurses

Teachers

Shopkeepers



**D: Answer the questions.**

1. What do tour guides do?
2. What do students do?
3. What do soldiers do?
4. What do you do?



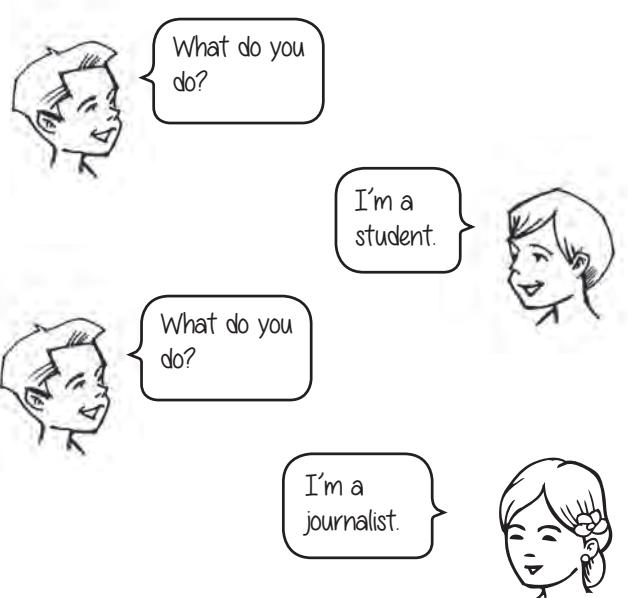
**B: Listen to audio (019). Are your answers correct?**



**C: Match the sentence halves.**

1. Journalists
2. Farmers
3. Businesspeople
4. Taxi Drivers
5. Doctors
6. Cooks
7. Police officers
8. Parents

- work in restaurants  
work in hospitals  
grow rice  
write news  
wear uniforms  
look after children  
drive taxis  
make money



## 3.3 Rob's job



A: This is Rob from 2.1. What do we know about him?



C: Listen to audio (020). Are the sentences true or false? If false, write a true one.

1. Rob's from Australia.  
False. He's from New Zealand.
2. He's a teacher trainer.
3. He works in factories.
4. He works in England and America.
5. He teaches teachers.
6. He has four grandchildren.



B: Rob is a teacher trainer. What do teacher trainers do?

## 4. The present simple

### 4.1 Verbs



A: What verbs can you see in exercise 3.2C?



C: Complete these sentences. How many true sentences can you make?

1. I live...  
I live in a house  
I live in Yangon  
I live in Myanmar  
I live with my cats
2. I work...
3. I read...
4. I listen to...
5. I wear...

1	2	3
People	go	meat
	have	in houses
	wear	babies
Cats	read	clothes
	live	newspapers
	eat	to work



D: Group brainstorm. In groups, write sentences starting with:

English language learners...

## 3.3 Rob's job

**A** Look at the picture of Rob. Elicit information about him. **Possible answers:**

He's 63.

**B** Elicit what a teacher trainer does.  
**Possible answers:**

Teacher trainers train teachers. They teach teachers how to teach.

**C** Pre-teach 'world', 'idea', 'technique' and 'spend time with'. Play audio (020). Students listen and decide if the sentences are true or false. If false, they write the correct information. **Answers:**

2. True
3. False. He works in schools
4. False. He works in Myanmar, Thailand, New Zealand and Australia.
5. True
6. False. He has three grandchildren.

## 4. The present simple

### 4.1 Verbs

**A** Students identify the verbs from exercise 3.2C. Write them on the board. **Answers:**

Work, grow, wear, write, look after, drive, make

**B** Students make as many true sentences as possible. **Answers:**

People – go to work, have babies, have clothes, have newspapers, wear clothes, read newspapers, live in houses, eat meat.  
Cats – have babies (kittens), live in houses, eat meat.

**C** Students write as many true sentences as they can think of in five minutes. They read them out one-by-one.

**D** In groups of four to five, students have a group brainstorm for sentences beginning with *English language learners*. After three minutes groups stop and write their sentences on the board.

## 4.2 Verb endings

**A** Discuss the pictures. Ask prompt questions. Elicit Khin Zaw and Khaing Khaing's jobs.

**B** Play audio (021) Students listen and check. **Answers:**

He's a tour guide. She's a nurse.

**C** Listen and write the verbs in the gaps. **Answers:**

1. Work
2. Show
3. Go
4. Lives
5. Works
6. Looks after

**D** Students write the pronouns in the chart. **Answers:**

You, they, he, it

**E** Students read the audio script. Using the audio script as a model, they rewrite the information from Khaing Khaing's point of view – so that she is talking about herself and her brother.

**F** Play audio (022). Students listen and check. They don't have to have the information in exactly the same order, but they must have the right subject-verb agreement.

They can check their own answers using the audio script. **Answers:**

I live in Sittwe. I'm a nurse. I work in a hospital. I look after ill people. My brother's a tour guide and he works in Yangon. He show tourists famous places. They go to Shwedagon Pagoda, Sule Pagoda and Kandawgyi.

**G** Play audio (022). Students listen and repeat.

## 4.3 Spelling

**A** Pre-teach 'foreigner', 'NGO', 'international school', '(work) hard'. Students write the verbs in the correct form in the text.

### Language and culture notes

NGO is short for Non-Governmental Organisation. NGOs are organisations that are independent from government. This includes large international organisations like Oxfam and Save the Children. These are sometimes called International Non-Government Organisations or INGOs. Small, local organisations like a village women's committee are sometimes called CBOs – Community-Based Organisations.

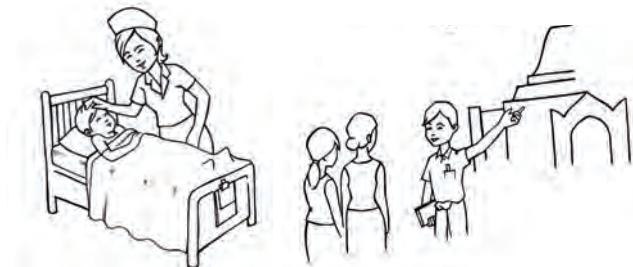
**Answers:**

2. Teaches
3. Teaches
4. Live
5. Work/have
6. Studies
7. Goes
8. Study/studies
9. Goes
10. Works
11. Lives
12. Makes

## 4.2 Verb endings



**A:** Here are some pictures of Khin Zaw and Khaing Khaing at work. What are their jobs?



**B:** Listen to audio (021). Were you correct?



**C:** Listen again to audio (021). Complete these sentences.

1. I \_\_\_\_\_ in Yangon.
2. I \_\_\_\_\_ tourists famous places.
3. We \_\_\_\_\_ to Shwedagon Pagoda, Sule Pagoda and Kandawgyi Lake.
4. My sister \_\_\_\_\_ in Sittwe.
5. She \_\_\_\_\_ in a hospital.
6. She \_\_\_\_\_ after sick people.



**D:** Complete the chart.

subject	verb	
I	work	in an office.
-----	live	in Thailand
we	speak	English.
-----		
she	works	
-----	lives	
-----	speaks	



**E:** Look at audio script (021) at the back of the book. Re-write the audio script so that Khaing Khaing is speaking.



**F:** Listen to audio (022) and check.



**G:** Listen to audio (022) and repeat.

## 4.3 Spelling



**A:** Write the verbs in the correct form.

1. Paw Mu has (have) two jobs. She \_\_\_\_\_
2. \_\_\_\_\_ (teach) children at an international school and she \_\_\_\_\_ (teach) Myanmar to foreigners at night.
3. Madhu and Amit are from India, but they \_\_\_\_\_ (live) in Yangon. They \_\_\_\_\_
5. \_\_\_\_\_ (work) for an NGO. They \_\_\_\_\_ (have) one daughter, Devi.

6. She's 10 years old. She \_\_\_\_\_ (study) at the international school. Paw Mu is her teacher. She \_\_\_\_\_ (go) to school at 8am.
8. Jessica \_\_\_\_\_ (study)
9. Myanmar. She \_\_\_\_\_ (go) to Paw Mu's house every day at 6pm.
10. Paw Mu \_\_\_\_\_ (work) very hard.
11. She \_\_\_\_\_ (live) with her 4 children, her parents and her grandmother.
12. She \_\_\_\_\_ (make) money for all her family.



## B: What are the spelling rules?

1. Most verbs: add s  
I work - it works I live - he lives
2. Verbs ending in s, ch, sh or x: add \_\_\_\_\_  
I teach - she teaches
3. Most verbs ending in y: add \_\_\_\_\_  
I study - she studies
4. A few verbs are irregular.  
I have - it has I go - he goes

## 4.4 pronunciation

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**A:** In pairs, say the text from 4.3A.  
Check each other's pronunciation of the verb endings.



**B:** Listen to audio (023). Check and repeat.

## 5. How many?

### 5.1 Singular and plural

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**A:** Answer these questions.

1. How many children do you have?
2. How many brothers and sisters do you have?
3. How many languages do you speak?
4. How many boxes do you see?
5. How many men are in the class?
6. How many women are in the class?
7. How many babies are in the class?
8. How many countries are in ASEAN?



**C:** Write the singular forms of the nouns.

1. Children  
child
2. brothers and sisters
3. languages
4. boxes
5. men
6. women
7. babies
8. countries



**B:** Circle the nouns in exercise A.



**D:** What are the rules for spelling plural nouns?



- B** Read the spelling rules and clarify anything students don't understand.  
Students complete the rules. Answers:  
2. es                  3. ies (and remove y)

## 4.4 pronunciation

- A** In pairs, students practise reading out the text from 4.3. They check each other's pronunciation of the verb endings.

- B** Play audio (023). Students listen and check their pronunciation. Play audio (023) again. Students repeat.

## 5. How many?

### 5.1 Singular and plural

- A** Pre-teach 'none'. Individually or in pairs, students answer the questions.

**Answers (Answers will vary depending on student/class):**

8. 10

- B** Students identify the nouns in the questions. They should not include pronouns. **Answers:**

1. Children
2. Brothers, sisters
3. Languages
4. Boxes
5. Men, class
6. Women, class
7. Babies, class
8. Countries, ASEAN  
(ASEAN is a proper noun)

- C** Students write the singular form of the nouns. **Answers:**

1. Child
2. Brother and sister
3. Language
4. Box
5. Man
6. Woman
7. Baby
8. Country

- D** Elicit the spelling rules for plural nouns. **Answers:**

Most nouns: add s (1 brother – 4 brothers)  
Nouns ending in s, ch, sh or x: add es (1 box – 4 boxes)  
Most nouns ending in y: add ies and remove the y (1 country – four countries)  
A few nouns are irregular (1 child – 4 children, 1 man – 4 men)

**E** Pre-teach religion, animal, city, actor.

Students answer the questions.

Encourage them to use dictionaries.

Answers:

2. Countries

3. Actors

4. Languages

5. Animal

6. Religions

7. City

8. Jobs

9. Vegetables

**F** Write six of the categories on the board: languages, animals, religions, cities, vegetables and countries. Encourage students to come up to the board and write a new item under a category. Drill the pronunciation of items.

## 5.2 Demonstrative pronouns

---

**A** Students answer the questions. Answers:

- |                  |                    |
|------------------|--------------------|
| 1. This is a dog | 2. These are dogs  |
| 3. That's a tree | 4. Those are trees |

Elicit usage rules: ‘this’ is for one near thing, ‘these’ is for plural near things, ‘that’ is for one far thing, ‘those’ are for plural far things.

Point to or pick up things and ask students what is/are this/that/these/those. Students answer.

**B** Students ask about things in the room. Answer them. In pairs students ask and answer about things they can see around them.

## 5.3 Pronunciation

---

**A** Play audio (024). Students identify which words they hear. Answers:

1. Language
2. Tree
3. Teachers
4. Sister
5. Umbrellas
6. Babies
7. Box
8. Journalists
9. Nurses
10. Offices

**B** Play audio (025). Students listen and repeat.



**E: What do you know? Fill the gaps with a singular or plural noun.**

1. May Sweet is a singer.
2. Haiti, Peru and Bhutan are \_\_\_\_\_.
3. Kyaw Hein and Angelina Jolie are \_\_\_\_\_.
4. Hindi, Kaya and Spanish are \_\_\_\_\_.
5. A whale is an \_\_\_\_\_.
6. Islam, Christianity and Buddhism are \_\_\_\_\_.
7. Paris is a \_\_\_\_\_.
8. Accountant and taxi driver are \_\_\_\_\_.
9. Potatoes are \_\_\_\_\_.

Religion

Language

Actor

Vegetable

Country

Job

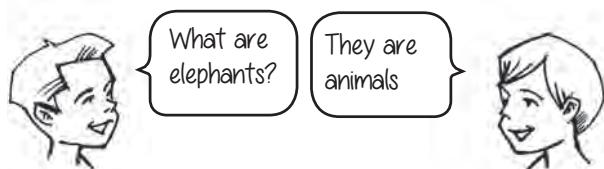
Singer

City

Animal



**F: In pairs, ask and answer questions.**



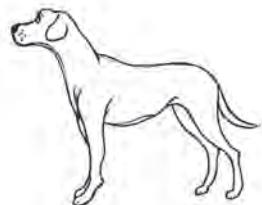
## 5.2 Demonstrative pronouns



**A: Answer the questions.**



What is this?



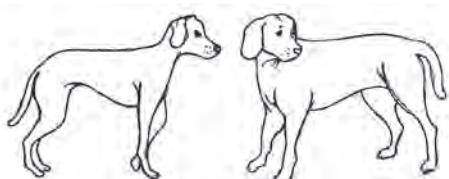
**B: In pairs, ask and answer about things in the classroom.**



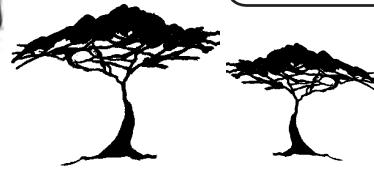
What is that?



What are these?



What are those?



## 5.3 Pronunciation



**A: Listen to audio (024). Circle the words you hear.**

- |             |           |
|-------------|-----------|
| 1. language | languages |
| 2. tree     | trees     |
| 3. teacher  | teachers  |
| 4. sister   | sisters   |
| 5. umbrella | umbrellas |

- |               |             |
|---------------|-------------|
| 6. baby       | babies      |
| 7. box        | boxes       |
| 8. journalist | journalists |
| 9. nurse      | nurses      |
| 10. office    | offices     |



**B: Listen to audio (025) and repeat**

 C: How do you say this?

That's my sister's dog. It eats rabbits

 D: There are four words in that sentence that end in s. Explain why they end in s.

## 5.4 More numbers

 A: How do you say these numbers?

600

190

713

666

1,000

2,941

9999

2,080

3,002

8,573

 D: Pair Dictation. Write 10 numbers between 1 and 9,999. Read them to your partner. They write. Then write the numbers your partner says.

 E: What do you have...?

1. about 100 of
2. about 1,000 of
3. about 9,000 of

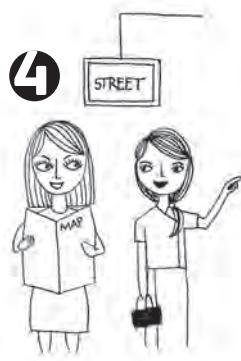
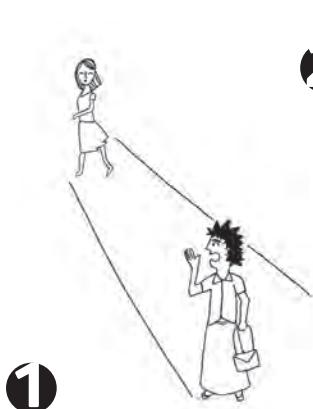
 B: Listen and check (026).

 C: Listen and repeat (026).

## 6. Phrasebook: Polite phrases

### 6.1 Excuse me

 A: Look at these pictures. What is happening?



**C** Individually and as a class, students say the sentences. Make sure they pronounce the final s.

**D** Students explain the meaning or purpose of each final s in the sentence. Answers:

That's – short for is  
Sister's – possessive 's  
Eats – third person verb form  
Rabbits – plural noun

## 5.4 More numbers

---

**A** In pairs or small groups, students decide how to say the numbers.

**B** Play audio (026). Students listen and check.

**C** Play audio (026) a few times. Students listen and repeat.

**D** Pre-teach **about** (not exactly this amount). Students work in pairs. Each student writes 10 numbers without showing their partner. They take turns reading the numbers and their partner writes. When they have finished they show the written numbers and check their answers.

**E** Students try to think of things that they have around 100, 1,000 and 9,000 of. Write their ideas on the board.

## 6. Phrasebook: Polite phrases

### 6.1 Excuse me

---

**A** Look at the pictures and discuss what is happening in them. Ask **prompt questions**: *Who are these people? Where are they? What are they doing?* Answers:

Khin Zaw and Jessica. They are in a market. Jessica drops her bag. Khin Zaw brings it back to her.

**B** Play audio (027) two or three times. Students listen, and match the audio with the pictures.

**Answers:**

- |      |      |
|------|------|
| 1. c | 3. d |
| 2. b | 4. a |

#### Language and culture notes

**Excuse me** is used when:

- We want to pass someone and need them to move out of the way
- We want to stop someone to ask them something (e.g. directions, the time)
- We want to get someone's attention (e.g. to ask a waiter for the bill, to tell someone they've dropped something)
- We want to interrupt someone. Saying **You!** to get someone's attention is not polite.

**C** Play audio (027) again. Discuss when you use **excuse me**.

**D** In pairs or small groups, students practise *role plays* using **excuse me**. First they think of a situation where **excuse me** is appropriate. Then they act it out. Encourage them to use a lot of physical action. Get some groups to perform their role play to the class.

There is more information about role plays in **Activities for the Language Classroom**.

## 6.2 Sorry

**A** Elicit from students when we use **sorry**.

**C** In pairs or small groups, students practise *role plays* using **sorry**. First they think of a situation where you use **sorry**, then they act it out. Encourage them to use a lot of physical action. Get some groups to perform their role play to the class.

**B** Look at the pictures. Play audio (028). Replay audio (028) part a. Why does Jessica say sorry? Elicit answers. **Answers:**

She has broken the shopkeepers' eggs.  
She says sorry and pays for them.

Replay audio (028) part b. Why does Jessica say sorry? **Answers:**

She is late to meet Paw Mu. She apologises to her.

## 7. Learning strategies: Reading

### 7.1 English around you

**A** Brainstorm what students read in their own language. Make a class list on the board.

**B** Brainstorm things that people see written in English in their country.



**B:** Listen to audio (027). Match the pictures with the conversation.



**C:** Listen to audio (027) again. When do we use excuse me?



**D:** Work in pairs or groups of three. Do a role play with excuse me.

## 6.2 Sorry

---



**A:** When do we use sorry?



**B:** Listen to audio (028) When does Jessica use sorry?



**C:** Work in pairs or groups of three. Do a role play with sorry.



## 7. Learning strategies: Reading

### 7.1 English around you

---



**A:** What do you read in your own language? Make a list.

Books, newspapers, magazines...



**B:** In your country, what things are written in English? Make a list.

Hotel names...

## 7.2 Skimming a newspaper



**A:** What is in a newspaper? Make a list.

Pictures, articles, advertisements...



**B:** Look at the newspaper article on the right. What is it about? How do you know?



25 August 2014

### Floods in Bangladesh leave half a million people homeless



**C:** In groups, read the newspaper article. Summarise it in your own language.



**D:** Compare your summary with another group. Do they have the same information?

**RAGING** floods have covered low-lying, densely populated areas of northern Bangladesh.

The flooding has left half a million people homeless, washing away roads and crops.

Rivers continue to flow above the dangerous level because of heavy rain upstream in India.

The government of Bangladesh said it is sending relief supplies including food and medicine to flood-hit areas.

## 7.3 Graded readers



**A:** Do you know about graded readers? Do you have any graded readers? Why are graded readers useful?



**B:** Discuss how you can get graded readers.

## 7.2 Skimming a newspaper

---

**A** If possible, bring a newspaper to class, in English if you can, or in your students' first language. Show students the newspaper and brainstorm things you can find in a newspaper. Write the list on the board. Include page numbers, photos, headlines, news stories/articles, captions, as well as other things students say.

**B** The aim of the activity is getting students to work out topics using context clues. Students should not try to understand the whole article.

Students look at the article and answer the questions. Some students might guess the topic of the article from the picture. Others might recognise some of the words. **Possible answers:**

It is about flooding in Bangladesh in 2014. We know because of the picture and we recognise some of the words (Bangladesh, flood, rain).

**C** In groups, students discuss the article. How much information from the article can they understand? Each group writes a summary in their own language. Explain that they don't have to know everything – they can say what they think the article is about. Don't let them use dictionaries.

**D** Groups compare information they have with another group. Get groups to read their summary to the class. How much of the same information is there?

## 7.3 Graded readers

---

**A** Discuss graded readers. Do students know what they are? Can students get them? Why are they useful? **Answers:**

Graded readers are books written in easy English. Reading English at the right level improves reading fluency, as well as vocabulary, grammar and general knowledge. You can get many types – non-fiction, action, romance, classical literature, etc. Some come with audio so you can listen to someone reading the text as well.

**B** Discuss with students how they can get access to graded readers. Is there a library near you? Does it have graded readers? In large cities you can buy cheap ones in some bookshops.

**A** Answers:

2. 'm/am
3. go
4. study
5. lives
6. have
7. 's/is
8. has
9. 's/is
10. 's/is
11. drives
12. looks after
13. 's/is
14. works
15. 's/is
16. 's/is
17. have
18. look after

**B** Answers:

1. Mike
2. Bruce
3. Darren
4. Tracey
5. Tasha

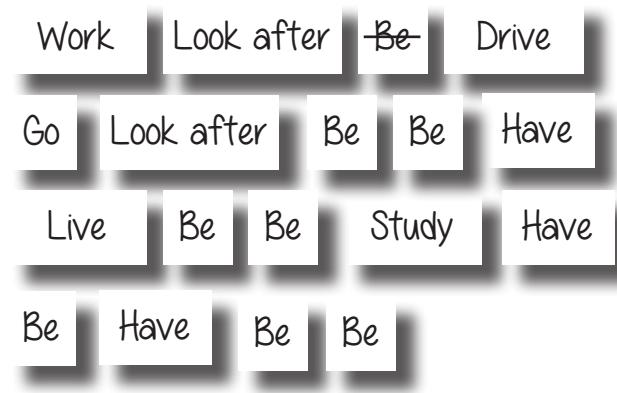
**C** Answers:

2. Grandmother
3. Sister
4. Daughter
5. Granddaughter/grandchild
6. Nephew
7. Aunt
8. Husband
9. Ex-wife

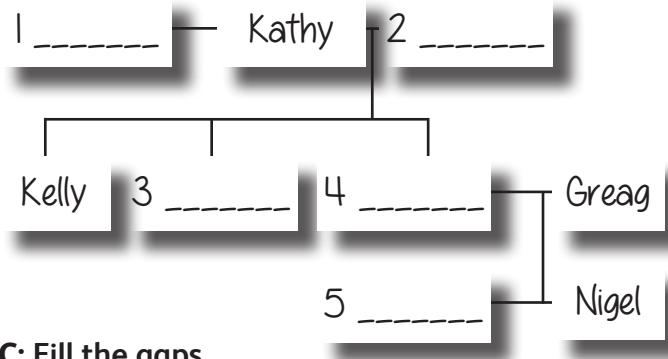
# UNIT 2

## Practice makes perfect

A: Fill the gaps with the correct form of the present simple.



B: Complete Kelly's family tree.



C: Fill the gaps.

1. My name is
2. Kelly, and I am a student.
3. I go to school.
4. I speak Chinese and Japanese.
5. My family live in London.
6. I have a brother and a sister.
7. My sister Tracey is divorced.
8. She has two children - her daughter
9. Tasha is 3, and
10. her son Nigel is 5.
11. Tracey drives a taxi and
12. her ex-husband, Greg, looks after the children.
13. My brother Darren is single.
14. He works in an office.
15. My Mum's name is Kathy and
16. my Dad's name is Bruce.
17. My parents and my Uncle Mike run a shop.
18. Sometimes they look after Tracey's children at the shop.

1. Bruce is Darren's father.
2. Kathy is Nigel's mother.
3. Kelly is Darren's sister.
4. Tasha is Greg's wife.
5. Tasha is Kathy's daughter.
6. Nigel is Darren's son.
7. Kelly is Tasha's mother.
8. Bruce is Kathy's husband.
9. Tracy is Greg's wife.

**D: Complete the answers.**

1. Are you from England? Yes, I am.
2. Is Kelly tall? Yes, \_\_\_\_\_.
3. Are your parents French? No, \_\_\_\_\_.
4. Are we students? Yes, \_\_\_\_\_.
5. Are Tom and Win Htwe businesspeople?  
Yes, \_\_\_\_\_.
6. Am I your friend? Yes, \_\_\_\_\_.
7. Is Darren married? No, he \_\_\_\_\_.
8. Is the cat in the tree? No, \_\_\_\_\_.
9. Is Yangon in Myanmar? Yes, \_\_\_\_\_.
10. Am I late? No, \_\_\_\_\_.

**E: Fill the gaps.**

1. Thet Aung \_\_\_\_\_ with his brothers, his sister, \_\_\_\_\_ father and his grandmother in Pathein. He \_\_\_\_\_ in a market and \_\_\_\_\_ English at a language school at night.
2. He works very \_\_\_\_\_.
3. Claire and Chris \_\_\_\_\_ farmers from Australia.
4. They sell their fruit and vegetables in the market. They have \_\_\_\_\_ children, Jonah and Hugo.
5. Jonah goes to \_\_\_\_\_, and Hugo stays at home - he's a baby.
6. Aye Aye Lwin is \_\_\_\_\_ cook.
7. She works in a \_\_\_\_\_. She cooks food.
8. She \_\_\_\_\_ in the restaurant.
9. Her mother and children live \_\_\_\_\_ Bago, but the restaurant is in Yangon.
10. On Sundays she \_\_\_\_\_ home to Bago.

**F: Answer the questions.**

1. Is Thet Aung married?
2. Is his house in Kachin state?
3. Is his family big?
4. Are Claire and Chris farmers?
5. Is Hugo a student?
6. Is Aye Aye Lwin a lawyer?
7. Are her children in Yangon?

**G How many syllables?**

- |               |   |                  |
|---------------|---|------------------|
| 1. language   | 2 | 9. nieces        |
| 2. languages  |   | 10. niece        |
| 3. bicycle    |   | 11. hospitals    |
| 4. bicycles   |   | 12. uncles       |
| 5. office     |   | 13. journalist   |
| 6. watches    |   | 14. journalists  |
| 7. tourist    |   | 15. grandmother  |
| 8. restaurant |   | 16. grandparents |

**H. Write the number.**

1. Two thousand, seven hundred and twenty-four.  
2,724
2. One thousand, six hundred and two.
3. Five thousand, one hundred and eighty.
4. Nine thousand and thirty-three.

**I. Match and make true sentences.**

- |                     |  |
|---------------------|--|
| 1. doctors          | work in hospitals<br>wear uniforms<br>work in schools<br>work with food<br>grow things<br>look after people<br>work with money |
| 2. nurses           |  |
| 3. cooks            |  |
| 4. waiters          |  |
| 5. teachers         |  |
| 6. businesspeople   |  |
| 7. students         |  |
| 8. parents          |  |
| 9. soldiers         |  |
| 10. farmers         |  |
| 11. shopkeepers     |  |
| 12. police officers |  |

**D** Answers:

2. Yes, she is.
3. No, they're not.
4. Yes, we are.
5. Yes, they are.
6. Yes, you are.
7. No, he isn't.
8. No, it isn't.
9. Yes, it is.
10. No, you're not.

**G** Answers:

2. 3
3. 3
4. 3
5. 2
6. 2
7. 2
8. 3 (some people use only 2)
9. 2
10. 1
11. 3

**E** Possible Answers (anything that makes sense is okay):

1. lives
2. his
3. works
4. studies
5. hard
6. are
7. two/2
8. school
9. a
10. hotel
11. works
12. in
13. goes

**H** Answers:

2. 1,602
3. 5,180
4. 9,033

**F** Answers:

1. No, he's not.
2. No, it's not.
3. Yes, it is.
4. Yes, they are.
5. No, he's not.
6. No, she's not.
7. No, they're not.

**I** Possible answers:

2. Nurses work in hospitals. Nurses wear uniforms. Nurses look after people.
3. Cooks work with food.
4. Waiters work with food.
5. Teachers work in schools.
6. Businesspeople work with money.
7. Students wear uniforms.
8. Parents look after people.
9. Soldiers wear uniforms.
10. Farmers grow things.
11. Shopkeepers work with money.
12. Police officers wear uniforms.

**K** Answers:

1. Listen and repeat.
2. Look at page 7/Look at the board.
3. Write your name/Write the questions.
4. Stop talking.
5. Answer the questions.
6. Work in groups of three.
7. Don't write.
8. Read the text/Read the questions.

**L** Answers depend on the language.

**M** Answers depend on the students.

### K. Match the sentence parts.

1. Listen write.
2. Look → the text.
3. Write the questions.
4. Stop at page 7.
5. Answer and repeat.
6. Work talking.
7. Don't at the board.
8. Look your name.
9. Read in groups of three.

### L. Translate these into your own language.

1. Sorry.
2. Excuse me.
3. I'm late.
4. He's divorced.
5. How old are you?
6. Read page 264.
7. Stop talking and look at the board.
8. Work in groups of five.

**M:** Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

actor (n)	famous (adj)	
age (n)	farmer (n)	
animal (n)	foreigner (n)	
article (n)	fruit (n)	
baby (n)	graded reader (n)	
boss (n)	grandchildren/ daughter/son (n)	
box (n)	grandparents/ father/mother (n)	
boy/girlfriend (n)	grow (v)	
businessperson (n)	guess (v)	
city (n)	hard (adv)	
class (n)	hospital (n)	
cook (n, v)	husband (n)	
count (v)	idea (n)	
cousin (n)	information (n)	
dancer (n)	international (adj)	
dangerous (adj)	IT (n)	
different (adj)	job (n)	
divorced (adj)	journalist (n)	
draw (v)	language (n)	
drive (v)	late (adj)	
email address (n)	lawyer (n)	
ex- (prefix)	lonely (adj)	

look after (v)	sick (adj)	
look forward to (v)	single (adj)	
married (adj)	soldier (n)	
meat (n)	spend time (v)	
money (n)	study (v)	
nephew (n)	summarise (v)	
news (n)	tall (adj)	
newspaper (n)	taxi driver (n)	
niece (n)	teach (v)	
nurse (n)	tour guide (n)	
office (n)	tourist (n)	
people (n)	trainer (n)	
photo/photograph (n)	tree (n)	
place (n)	uniform (n)	
plastic bag (n)	vegetable (n)	
police officer (n)	waiter (n)	
profile picture (n)	wear (v)	
rat (n)	wife (n)	
relationship (n)	year (n)	
religion (n)	young (adj)	
restaurant (n)		
rice (n)		
secretary (n)		
sentence (n)		
shop assistant (n)		
shopkeeper (n)		

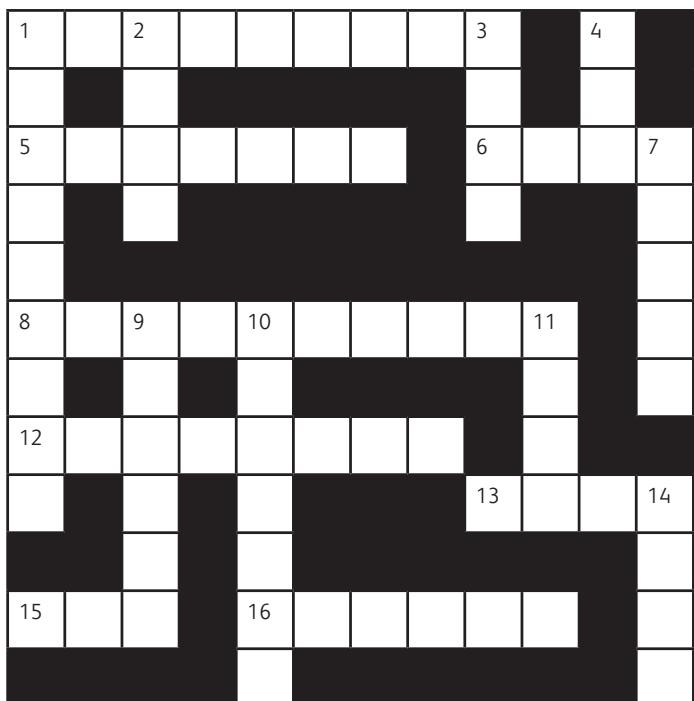
## N. Crossword.

Clues across:

1. Chickens are not \_\_\_\_\_.
5. She makes cars in a \_\_\_\_\_.
6. Yangon is a \_\_\_\_\_.
8. The cook works in a \_\_\_\_\_.
12. 19.
13. Soldiers \_\_\_\_\_ uniforms.
15. 1.
16. He is \_\_\_\_\_. He has no friends.

Clues down:

1. My brother and I are \_\_\_\_\_. He is tall, and I am short.
2. \_\_\_\_\_ to meet you.
3. Nurses look after \_\_\_\_\_ people.
7. She is 2. She is \_\_\_\_\_.
9. She's not married, she's \_\_\_\_\_.
10. Read the newspaper \_\_\_\_\_.



# Answers:

## **Across:**

1. Dangerous
5. Factory
6. City
8. Restaurant
12. Nineteen
13. Wear
15. One
16. Lonely

## **Down:**

1. Different
2. Nice
3. Sick
4. Rat
7. Young
9. Single
10. Article
11. Tree
14. Rice

# UNIT 3

## PEOPLE AND THINGS

### 1. Describing things

#### 1.1 Advertisements

**A** Discuss advertisements. Ask prompt questions: *Where do you see advertisements? Are advertisements useful? Which advertisements do you like/dislike?*

**B** Students quickly read the texts and match them with the pictures.

**C** Pre-teach save your documents, need, buy, other people, can't afford. Play audio 029. Students check their answers:

1. b
2. c
3. a

Elicit what the advertisements are selling: instant noodles, a flash drive, an expensive car. Play audio 029 again.

# UNIT 3

## PEOPLE AND THINGS

### 1. Describing things

This unit

**Topics and Functions:** Advertisements | Describing things and people

| Appearance and personality | Body parts

**Structure:** Articles: a/an | Adjectives | Adverbs of degrees | Schwa (/ə/)

**Learner training:** Writing strategies: Detecting and correcting spelling and composition mistakes

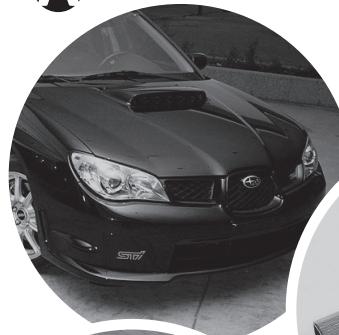
**Skills:** Telephone conversations | Vowel sounds pronunciation | Correcting written errors

#### 1.1 Advertisements



**A:** Where do you see advertisements?

**A**



**B:** Read these advertisements and match the text to the pictures.

**B**

1. It's new! It's very small! Save your documents, pictures, songs and videos!
2. Good, easy, cheap! Everyone likes these delicious...
3. Are you an important person? It's fast, sexy and black. It's expensive and so are you!



**C:** Listen to audio (029). Were you correct?

**C**

## 1.2 What is it like?

---



**A: What is an adjective?**



**B: Underline the adjectives in 1.1B.**



**C: What are they like? Write adjectives for:**

1. Zappo flash drive
2. Yum Yum noodles
3. Luxuria car



**D: Complete the sentences with words from the adverts.**

1. The Luxuria car isn't cheap, it's \_\_\_\_\_.
2. It's not slow, it's \_\_\_\_\_.
3. The Zappo flash drive isn't old, it's \_\_\_\_\_.
4. It's not big, it's \_\_\_\_\_.
5. Yum Yum noodles aren't horrible, they're \_\_\_\_\_.
6. They're not expensive, they're \_\_\_\_\_.

## 1.3 Synonyms

---



**A: Which words in 1.1 are synonyms of:**

1. Little = \_\_\_\_\_
2. Excellent = \_\_\_\_\_
3. Quick = \_\_\_\_\_



**B: Use the adjectives in 1.1, 1.2 and audio (029) to complete these sentences.**

1. This chicken curry is \_\_\_\_\_.
2. This is an \_\_\_\_\_ exam. I know all the answers.
3. I can't afford a computer. They are very \_\_\_\_\_.
4. The cooking pot is \_\_\_\_\_. I need a \_\_\_\_\_ pot.
5. My motorbike is \_\_\_\_\_. I want a \_\_\_\_\_ motorbike.



**C: What adjectives can you use to describe these things. Make a list:**

- |            |                 |
|------------|-----------------|
| 1. A car   | 3. A fish curry |
| 2. An exam | 4. A flower     |



**A: What colours do you know?**



**B: Match the words to the descriptions.**

Charcoal	Snow	Grass	Pig
Blood	Elephant	Sun	Sky

1. It's green. It's outside under your feet. People walk on it.
2. It's big, yellow and hot. Animals and plants need it.
3. It's a big, grey animal. It lives in the jungle in Asia and Africa.
4. It's red. It's in your body. People and other animals have it.

## 1.2 What is it like?

---

**A** Elicit a definition of adjective. **Answer:**

Adjectives describe things.

**C** Elicit or explain the question: *What are they like?* This question asks you to describe something – like is a preposition. It is very different from: *What do they like?* in which like is a verb. In pairs or small groups, students write adjectives to describe the three things. They can use the adjectives in the advertisements, and any other ones they know. **Answers:**

1. New, small...
2. Good, easy, cheap, delicious...
3. Important, fast, sexy, black, expensive...

**B** Students identify the adjectives in 1.1 B. **Answers:**

new, small, good, easy, cheap, delicious, fast, sexy, black, expensive

**D** Check to make sure students understand ‘advert’ (the same as advertisement). Students find adjectives from the adverts in 1.1 to fill the gaps. **Answers:**

1. Expensive
2. Fast
3. New
4. Small
5. Delicious
6. Cheap

## 1.3 Synonyms

---

**A** Pre-teach synonym (a word with the same or a similar meaning). Students find words in the audio that are synonyms. **Answers:**

1. Small      2. Good      3. Fast

**C** In pairs, students list adjectives you could use to describe the things. Make class lists on the board for each one.

**B** Students fill the gaps with words from audio (019) and 1.1. **Possible answers:**

1. delicious/good/horrible/cheap/expensive/old
2. easy
3. expensive
4. important, good
5. old/bad, new/good/fast

## 1.4 Colours

---

**A** Brainstorm colours as a class and write them on the board. Ensure that they include *black, white, blue, yellow, red, green, orange, purple, grey, brown and pink*.

**B** Elicit or explain the meanings of the words in the boxes. Using dictionaries if necessary, students match the words in the boxes with the descriptions. **Answers:**

- |          |             |             |
|----------|-------------|-------------|
| 1. Grass | 2. Sun      | 3. Elephant |
| 4. Blood | 5. Charcoal | 6. Snow     |
| 7. Sky   | 8. Pig      |             |

 Students make true sentences by filling the gaps with a colour. **Possible answers:**

4. white (or brown)
5. white/red/yellow/pink/green/orange/purple
6. green

 Students write short description of something, using at least one colour. Make sure they don't use the name of the thing in the description. Students find a partner, tell each other their descriptions, and try to identify their partner's thing. They find another partner, and do the same again. Do this a few times.

## 2. Articles

### 2.1 a/an + noun

 In pairs, students go through Unit 3, Parts 1 and 2 and list examples of a and an. **Answers:**

- a car
- a pig
- a house
- a letter
- a teacher
- a student
- an easy exam
- an email
- an important person
- an adjective

 Students try to decide why we say a university even though university begins with a vowel. **Answer:**

The first sound is 'yoo' (written /ju/ in the phonetic script), which is a consonant sound. Spelling does not always match pronunciation.

Elicit similar examples, e.g. union, user.

 Elicit or explain vowel (a, e, i, o, u) and consonant (all the other letters). Sounds and spelling don't always match – written vowels do not always make vowel sounds, and written consonants do not always make consonant sounds. Students look at the vowel section of the **Phonetic Chart** in the **Language Reference**. This shows all the main sounds in English. Students complete the grammar rule. **Answers:**

1. an
2. a

5. It's black. It's made from trees. People cook with it.
6. It's white and cold and comes from the sky. You see it on mountains.
7. It's usually blue. It's over your head. Birds fly in it.
8. This animal is pink and black. It lives on farms and in gardens. Some people eat it.



**D:** Write a short description of something. Don't say the thing. Read your description to a partner. Can they guess what it is?



It's a big, black and white animal. It eats grass. It gives milk.

It's a cow.



### C: Fill the gaps with a colour.

1. I have a \_\_\_\_\_ bag.
2. I live in a \_\_\_\_\_ house.
3. My pen is \_\_\_\_\_.
4. Rice is usually \_\_\_\_\_.
5. Flowers are many colours: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
6. In Myanmar, schoolchildren wear \_\_\_\_\_ longyis.
7. My teacher's shirt is \_\_\_\_\_.

## 2. Articles

### 2.1 a/an + noun



**A:** Look through Unit 3. List examples of *a* and *an*.

A	An
A list	An old friend



**B:** Complete the rules:

1. If a word starts with a vowel sound, use \_\_\_\_\_.
2. If a word starts with a consonant sound, use \_\_\_\_\_.



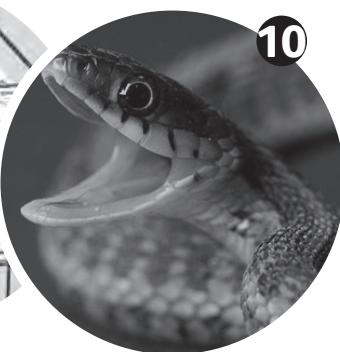
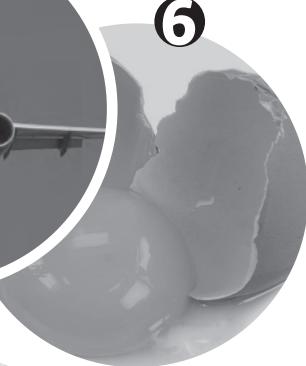
**C:** Why do we use *a university*, not *an university*. Can you think of any more words like this?



**D:** What are the things? Write sentences.



1. It's a computer.



## 2.2 a/an + adjective + noun



**A:** Match these adjectives and nouns.

1. Beautiful
2. Small
3. Old
4. American

- cat  
apartment  
tourist  
business



**B:** Write *a* or *an* in the gaps

1. I live in \_\_\_\_\_ beautiful apartment.
2. \_\_\_\_\_ old, black cat called Charles.
3. We have \_\_\_\_\_ small business.
4. He's \_\_\_\_\_ clever, friendly young man.
5. We have \_\_\_\_\_ American tourist.



**C:** Listen to audio (030). Were you right?

**D** Students write sentences identifying the things. **Answers:**

2. It's a desk.
3. It's an umbrella.
4. It's an exam.
5. It's an aeroplane.
6. It's an egg.
7. It's a bicycle.
8. It's a chicken/chick.
9. It's an newspaper.
10. It's a snake.

## 2.2 a/an + adjective + noun

---

**A** Students match the nouns and adjectives. Actually, all of these combinations are possible, but here are the most likely. **Possible answers:**

1. Beautiful apartment
2. Small business
3. Old cat
4. American tourist

**B** Students fill the gaps with *a* or *an*.  
**Answers:**

1. a
2. an
3. a
4. a
5. an

**C** Play audio 030. Students listen and check.

**D** Elicit the rule for an article *an* before adjective + noun. **Answer:**

If the word following the article (noun or adjective) has a vowel sound, use *an*. If the word following the article has a consonant sound, use *a*.

### Language and culture notes

There is a rule for an article before an adjective plus a noun.

If the word following the article (noun or adjective) has a vowel sound, use *an*. If the word following the article has a consonant sound, use *a*.

## 2.3 Word order

---

**A** Write the structure My noun is adjective on the board. Students look in their bags. Each student takes an object, says a sentence about it, and gives it to you.

**B** Write the structure That's my adjective noun on the board. Hold the things up one-by-one and ask: *Whose is this?* Students identify the owner using the structure.

**C** Students complete the grammar rules. They write the adjectives in the columns.  
Answers:

1. noun      2. to be

**D** Students order the sentences. Answers:

1. I have a new bicycle.
2. My bicycle is new.

**E** Students fill the gaps with adjectives from the boxes. Answers:

1. Easy
2. Chinese
3. Old
4. Happy
5. Green

**F** In groups of three or four students make true sentences putting adjectives in the gaps. They can use the words from this section or any other they know. Then students share their sentences with another group. Are they the same or different?

## 2.4 Listen and draw

---

**A** Demonstrate. Draw the 2 x 3 grid on the board and number the squares. Play the first sentence of audio (031), and draw a large tree in square one. Play audio (031) line by line. Students draw what they hear. Give them enough time to understand and draw (or write) each thing. If they don't understand, they should talk to other students.

**B** Students work in pairs. Partner A looks at page 110 and Partner B at page 112. They take turns to describe a picture from a square, while their partner draws it. When they have finished, compare pictures.

## 2.3 Word order



- A:** What do you have in your bag? Take one thing from your bag. Describe it.  
Give your thing to your teacher.



- C:** Complete the grammar rules with *to be and noun*.

1. Adjective + \_\_\_\_\_.
2. \_\_\_\_\_ + adjective.



- D: Put the words in the correct order.**

1. a/bicycle/I/new/have/
2. bicycle/new/My/is



- E: Put the words in the correct order.**

Green

Happy

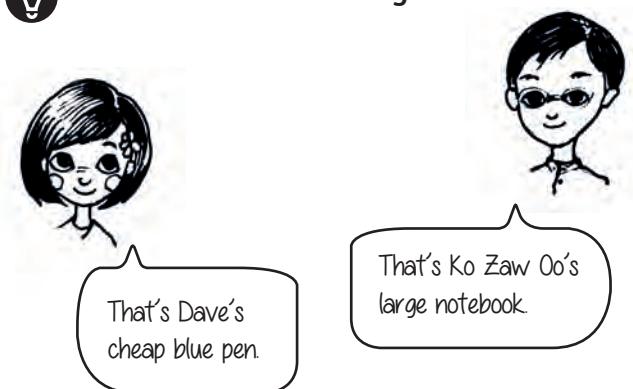
Easy

Chinese

Old



- B: Whose are the things?**



1. This exercise is \_\_\_\_\_.

2. I like \_\_\_\_\_ food.

3. My grandparents are \_\_\_\_\_. They are 92.

4. I'm \_\_\_\_\_ today.

5. That's the teacher's bag. My bag is the \_\_\_\_\_ bag.



- F: How many true sentences can you make?**

1. I live in a \_\_\_\_\_ house.

2. My English teacher is \_\_\_\_\_.

3. I have a \_\_\_\_\_ family.

4. English class is \_\_\_\_\_.

## 2.4 Listen and draw



- A: Listen to audio (031). Draw what you hear**



- B: Work in pairs. Partner A looks at page 110. Partner B looks at page 112. Tell your partner what to draw.**

1	2	3
4	5	6



**C:** Design a listen and draw activity.  
Draw pictures in a 2x2 grid. Tell your partner what to draw for each section.



## 3. Describing people

### 3.1 Is she a good teacher?



**A:** What adjectives can you use to describe a teacher?



**B:** Listen to audio (032). What does the man want? Why does he talk to Jessica?



**C:** Listen to audio (032) again. Jessica describes her Myanmar language teacher, Paw Mu. Which photo is Paw Mu?



**D:** Which adjectives does Jessica use to describe Paw Mu? Listen and check.



**A**



**B**



**C**

**C** This activity takes a long time, so skip it if you don't have much time. Students draw a 2 x 2 grid, and number it 1-4. They draw four simple pictures in each square. In pairs, they take turns describing a picture while their partner draws it. They compare them with the originals.

## 3. Describing people

### 3.1 Is she a good teacher?

**A** Brainstorm words you might use to describe a teacher. Write students' ideas on the board.

**B** Play audio (032). Students listen. Discuss the questions. **Answers:**

The man wants to find a good Myanmar language teacher. He talks to Jessica because she studies Myanmar language. He wants to know about her teacher.

**C** Play audio (032). Students identify which photo is Paw Mu. **Answer: c**

**D** Students list the adjectives Jessica uses to describe Paw Mu. They should write as many as they can from memory before listening to the audio again. Play audio (032). Students listen and check. **Answers:**

short, thin, excellent, nice, clever, friendly, busy

**E** Using the information from the audio, and other things they might remember about Paw Mu, students decide if these adjectives can describe her. They write the adjectives in columns. **Answers:**

**She is** – clever, thin, friendly, short, busy, nice, kind (similar meaning to nice)

**She's not** – tall, fat, stupid, horrible, lazy, rich (in 2.4.3 it says she works hard to make money for all her relatives)

**Don't know** – happy, lonely, young, and old depend on opinion. A 16 year old might consider 35 old. A 45 year old might think 35 is young.

## 3.2 What are they like?

**A** Students classify the adjectives from 3.1E into appearance, personality or neither. **Answers:**

**Appearance:** tall, thin, fat, short, young

**Personality:** friendly, kind, lazy

**Neither:** happy, clever, stupid, lonely, busy, horrible

**B** Students add any other adjectives they know to describe people. Make class lists on the board. **Possible answers:**

Good – clever, friendly, nice, kind, happy, caring, patient, loving, helpful

Bad – stupid, horrible, lonely, lazy, mean, unkind, selfish, rude

Neither – thin, fat, short, tall, old, young, busy, rich, serious, tired, ugly, beautiful

**C** Pre-teach antonym (a word with an opposite meaning, e.g. old is an antonym of young). Students look for opposite and similar adjectives in the list. **Possible answers:**

**Antonyms** – clever-stupid, happy-sad, beautiful-ugly, nice/kind-horrible, thin-fat, short-tall, old-young

**Synonyms** – beautiful-handsome-lovely, ugly-horrible, nice-kind-lovely

**D** Students think of a friend, and describe them to a partner.

**E** Students describe their partner's friend to the class. In a large class, get students to describe their partner's friend in groups.

## 3.3 Describe them

**A** Students look at the pictures and write sentences about the people in them.

**B** Play audio (033). Students listen and check. Did they get all these sentences? **Answers:**

- He's fat. He's short.
- He's not thin. He's young.
- He's not tall. He's not clever.
- He's not poor. He's rich.
- He's not happy. He's stupid. He's sad.

- He's not old.
- She's not short. She's clever. She's thin.
- She's happy. She's old. She's tall.
- She's not fat. She's not stupid.
- She's not rich. She's poor. She's not sad.
- She's not young.

What other sentences did they write?

**C** Play audio (033). Students listen and repeat.



### E: Which adjectives describe Paw Mu?

Look at the list and complete the table.

She is	She is not	Don't know
Thin	Tall	Happy

Tall	Thin	Happy	Fat
Young	Clever	Lazy	Thin
Friendly	Stupid	Short	Lonely
Kind	Busy	Horrible	

## 3.2 What are they like?



### A: Look at the adjectives in 3.1E.

Classify them into appearance, personality or neither.

Appearance	Personality	Neither



### C: Make a list of synonyms and antonyms.



### D: Describe a friend to a partner.

He's tall and kind. He's very handsome. His name is Zaw Lin Htwe.

Aye Aye's friend Zaw Lin Htwe is tall, kind and very handsome.



### B: Add any other people adjectives that you know.

He's fat. He's not thin.



She's poor.  
She's not rich.



### A: Write sentences about these people. How many can you write in three minutes?



### B: Listen to audio (033) and check.



### C: Listen to audio (033) and repeat.

## 3.4 Your body



**A:** Do you know your body? shake your:

1. Arms
2. Hair
3. Eyes
4. Legs
5. Stomach
6. Feet
7. Hands
8. Neck



**C:** Play Thingy says. Stand up and listen to audio (034). If you do or say the wrong thing, sit down. The winner is the last person standing.

Thingy says 'touch your head'.



**B:** Now do these things:

1. Point to your ears.
2. Look at your back.
3. Shake hands with your neighbour.
4. Stand on one leg.
5. Touch your mouth.
6. Hold your nose.



## 3.5 How do they look?



**A:** Who are these people? What do you know about them?



**B:** What words would you use to describe them?

Beautiful	Handsome	Black
White	Pink	Ugly
Myanmar	Tall	Short
Fat	Old	Young
English		

## 3.4 Your body

---

**A** Mime how to shake. Call out the instructions: *Shake your arms, shake your hair*, etc. one by one. Students obey, and watch other students to see what they do.

**B** Mime how to point to, touch and hold something. Call out the instructions: *Point to your ears, look at your back*, etc. one by one. Students obey, and watch other students to see what they do.

**C** Play *Thingy Says*. Play audio (034) line by line. Students stand and listen to the instructions. If the instruction starts with *Thingy Says*, they do the action. If the instruction doesn't start with *Thingy Says*, they ignore it. Students who obey an instruction without hearing *Thingy Says*, or who do the wrong action, sit down.

The last student(s) standing is the winner.

## 3.5 How do they look?

---

**A** Discuss the people in the pictures. Do students know who they are? What do they know about them? **Answers:**

Barack Obama is the US President (in 2015). Kyaw Hein is a Myanmar actor. Angelina Jolie is an American actor.

**B** Students choose adjectives to describe Barack Obama, Kyaw Hein and Angelina Jolie. **Possible answers:**

Barack Obama – handsome, black, American, thin  
Kyaw Hein – Myanmar, fat, handsome  
Angelina Jolie – tall, thin, American, beautiful, young

**C** As a class, brainstorm other adjectives you can use to describe the three people. Write ideas on the board.

**D** Pre-teach long (hair) dark (skin, hair) and light (skin). Students decide whether the sentences are true or false. If false, they write true sentences. **Possible answers:**

1. False. He has short hair.
2. True
3. True
4. False. He's about 50 years old.
5. True
6. False. He's not very young.
7. True
8. False. He has dark skin.
9. True
10. True
11. True
12. False. She's not Asian.

## 3.6 Very and quite

**A** Write the sentences on the board. Draw a short man and a very short man, and woman with a bag of money and another woman with a smaller bag of money on the board. Elicit which sentence goes with which picture. (The very short man is shorter, and the quite rich woman is not as rich.) Ask students the difference. **Answers:**

Very short - shorter than short  
Quite rich - less rich than very rich.

**B** Students match the person and the age.  
**Answers:**

1. Rosy
2. Ma Ma Hlaing
3. Tin Tin
4. Myat Cho
5. Abdul
6. U Zeya

**C** Students write short descriptions of other people – a famous person, or a person from the class. They find a partner, and describe their person to their partner, who tries to guess who it is. They change partners, and repeat.

## 4. Describe your life

### 4.1 An email home

**A** Students think about Tom from the previous unit. What can they remember about him? **Possible answers:**

He comes from England. His wife's name is Emily. His son is Wayne and his daughter is Lizzy

**B** Students predict what Tom is doing now. Ask **prompt questions:** *Where is he?* Students should know he is in Myanmar, because he met other people in Myanmar in the previous unit. *What does he do now?* Write students' ideas on the board.



**C:** What other adjectives can you use for them? Make lists.

Barack Obama	Nay Noe	Angelina Jolie



**D:** Are these sentences true or false? If false, make it into a true sentence.



1. Barack Obama has long hair.
2. He's black.
3. He has a big nose.
4. He is very old - about 80 years old.
5. He's quite handsome.
6. Nay Toe is very young.
7. He's fat.
8. He has light skin.
9. He has dark hair.
10. Angelina Jolie has long hair.
11. She's quite young – about 40.
12. She's Asian.

## 3.6 Very and quite

---



**A:** What are the differences between these pairs of sentences?

- |                |                   |
|----------------|-------------------|
| 1. He's short. | He's very short.  |
| 2. She's rich. | She's quite rich. |



**B:** Who is who? Myat Cho is quite old. U Zeya is very old. Rosy is very young. Ma Ma Hlaing is young. Abdul is old. Tin Tin is quite young.

1. \_\_\_\_\_ is 1 year old.
2. \_\_\_\_\_ is 15 years old.
3. \_\_\_\_\_ is 25 years old.
4. \_\_\_\_\_ is 65 years old.
5. \_\_\_\_\_ is 85 years old.
6. \_\_\_\_\_ is 100 years old.



**C:** Write a description of a person in your class or a famous person. Find a partner and describe your person. Can they guess who it is?



## 4. Describe your life

### 4.1 An email home

---



**A:** Do you remember Tom from Unit 2? What do you remember about him?



**B:** Look at the email on the next page. Where is he now? What does he do now?

To: Emily <emily@mail.com  
Subject: Hi from Yangon

Dear Emily, Lizzie and John,

How are you? I teach at Bright Star Free School. I teach English to teenagers aged 13-18 years. My job's interesting. It's difficult but fun. The students are lovely – friendly and clever. Their families are poor so they can't afford school fees.

The head teacher, my boss, is Daw Tin Tin Nyo. She's tall and very fat. She's serious but kind. Her family's rich and important. They have a big house and three cars. She funds the school.

Love from Tom



**C:** His wife and children live in England.  
He emails them every week.



**D:** Read the email again and answer  
the questions:

1. Are the students at Bright Star rich?
2. Is Paul's job easy?
3. What's Daw Tin Tin Nyo's job?
4. What are her family like?
5. Are they rich?
6. How many houses does she have?

## 4.2 A letter



**A:** Look at the letter to the right. What does Khin Zaw describe? Circle the topics from the boxes below.

Girlfriend   Hometown   Job   House  
Parents   Study   Friends   Boss   City



**B:** Add correct adjectives to the letter.



**C:** Do the Disappearing Paragraph with Khin Zaw's letter to Joey.

Dear Joey,

I live in Yangon now. Yangon is \_\_\_\_\_, but \_\_\_\_\_. I have a job at Golden Myanmar Tours as a tour guide.

My boss is a \_\_\_\_\_ woman called Apsara. She's \_\_\_\_\_ and very \_\_\_\_\_. I like Yangon. I have some \_\_\_\_\_ friends here.

I hope you will come and visit me one day.

Your friend,

Khin Zaw

**C** Pre-teach ‘free’ (doesn’t cost money), ‘fees’, ‘head teacher’, ‘scary’ (frightening), and ‘fund’ (to give money to support a project, event or activity). Students read the email.

**D** Students answer the questions.  
Answers:

1. No, they’re poor.
2. No, it’s difficult.
3. She’s the head teacher.
4. They’re rich and important.
5. Yes, they are.
6. She has one a big house.

## 4.2 A letter

---

**A** Students look at the letter, and identify which topics Khin Zaw talks about from the list of boxes. Answers:

job, city, friends, boss

**B** Pre-teach or explain *I hope you will come and visit me one day*. Students add appropriate adjectives to the letter. There are many correct answers. Possible answers:

I live in Yangon now. Yangon is big, but fun. I have a job at Golden Myanmar Tours as a tour guide. My boss is a Thai woman called Apsara. She’s short and very bossy. I like Yangon. I have some good friends here.

If you have enough time and space, write the text on the board. Get a few students to write adjectives in the gaps until the text is complete. Elicit alternatives for the ones they write.

**C** Do Disappearing Paragraph with the text on the board. Students read out the text. Erase 15% of the words. Students read the whole text out, including the missing words, from memory. Erase another 15% – students read it out. Keep doing this until the text is completely erased, and students are saying it from memory.

There is more information about **Disappearing Paragraph** in **Activities for the Language Classroom**.

## 4.3 What is your life like?

---

**A** Students make a list of important topics in their lives now. Encourage them to discuss this with a partner, or ask you for new vocabulary.

**B** They choose three topics from this list, and write notes about these topics. Encourage them to discuss this with a partner, use dictionaries or ask you for new vocabulary.

**C** Students write a letter to an old friend (real or fake) describing their life now. They use the three topics and their notes about them. Collect the students' letters. When you mark them, check for

1. Interesting topics
2. Easy to understand
3. Correct use of adjectives

## 5. Focus on pronunciation: Vowels 1

### 5.1 a/an

---

**A** In pairs, students say the sentences and phrases, paying attention to the pronunciation of *a* and *an*.

**B** Play audio (030). Students listen for the pronunciation of *a* and *an*. Play audio (030). Students listen and repeat.

## 4.3 What is your life like?



**A:** Think about your life. What's happening? Make a list of topics to talk about. Discuss your list with a partner.



**B:** Choose three topics and write notes about them, e.g.

Job	Difficult
	Speak English
House	Small
	Live with brothers
Brothers	Clever
	Kind
	Taxi driver



**C:** Write a short letter to an old friend.

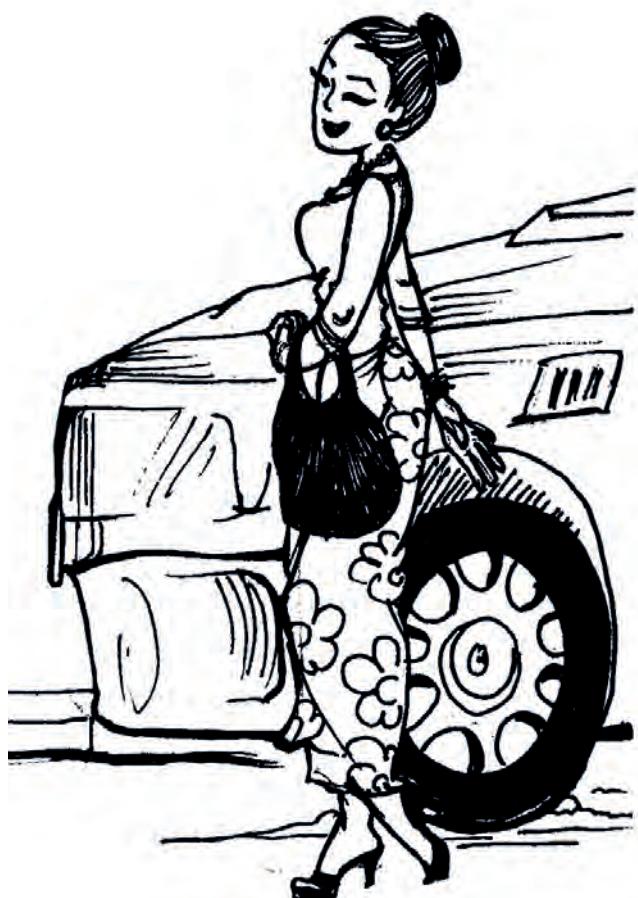
## 5. Focus on pronunciation: Vowels 1

### 5.1 a/an



**A:** Say the following. How do you pronounce *a* and *an*?

- I'm a businesswoman.
- I live in a beautiful apartment.
- I have an old black cat called Charles.
- We have a small business.
- It's a tour company.
- We work in a new office.
- We employ a tour guide.
- He's a clever, friendly young man.
- We have an American tourist in the office.



**B:** Listen to audio (030) and check. Repeat.

## 5.2 /ə/

 **A:** The /ə/ sound is very important in English. You hear it in *a* and *an*.

/ə/

I'm a businesswoman.

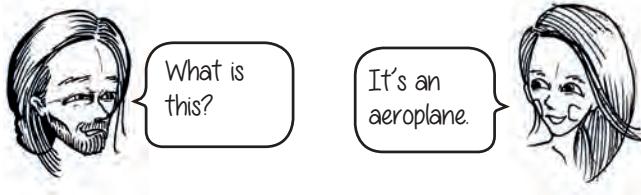
Where else can you hear it in this sentence?

 **B:** Listen to audio (030) again and circle the /ə/ sounds in each sentence in 5.1A.

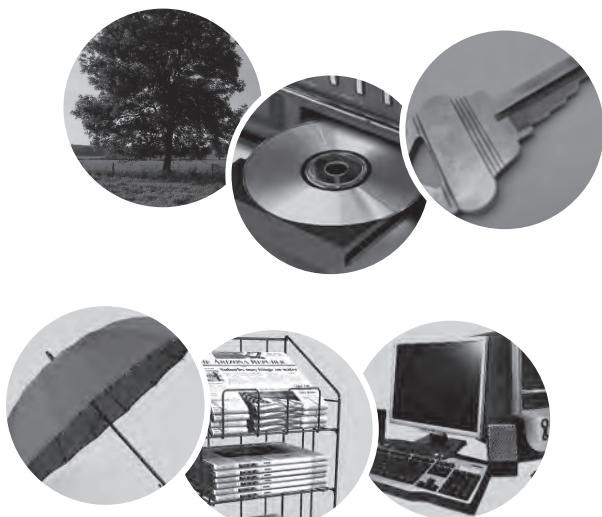
 **C:** What are these things. Listen to audio (035), repeat and point.



 **D:** Point, ask and answer questions in pairs.



 **E:** Point, ask and answer questions about the people in Unit 2, 3.1.

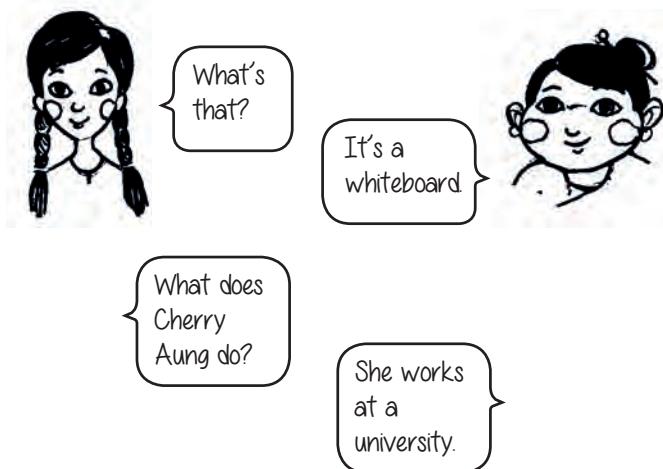


## 5.3 /ə/ in words

 **A:** Where are the /ə/ sounds in these words?

- |              |               |
|--------------|---------------|
| 1. Banana    | 6. Aeroplane  |
| 2. Newspaper | 7. Student    |
| 3. Umbrella  | 8. Farmer     |
| 4. Computer  | 9. Journalist |
| 5. Apartment | 10. Soldier   |

 **C:** Ask and answer questions about things and people in the class.



 **B:** Listen to audio (036). Check and repeat.

## 5.2 /ə/

**A** Point out that *a* and *an* use the weak vowel sound /ə/ (called schwa). Students identify where else they can hear the /ə/ sound in the sentence. **Answer:**

I'm a businesswoman.

**Note:** some people also use schwa in ~ness~, but most people use /ɪ/, like in bit. They can sound very similar when spoken quickly.

**B** Play audio (030). Students identify the /ə/ sounds in the sentences in 5.1.A. This is difficult, so don't worry if they are incorrect. **Answers:**

I live in a beautiful apartment  
and an old black cat called Charlie.  
We have a small business.  
It's a tour company.  
We work in a new office.  
We employ a tour guide,  
he's a clever, friendly young man.  
We have an American tourist in the  
office.

**C** Play audio (035). Students listen, repeat and point to the things. Repeat this two or three times.

### Language and culture notes

/ə/(schwa) is the most common vowel sound in English. It is used for many unstressed syllables. It is used for words spelt in many different ways, not just with a, e, i, o and u.

**D** In pairs, students ask and answer questions about the pictures in the book and objects in the class.

**E** Write on the board: *What does she do?* Elicit where the /ə/sound is in the sentence (does). Students change partners. In new pairs, they ask and answer questions about the people in unit 2, 3.1, *What does he do? He's a (cook)*. Check they are pronouncing the /ə/ sounds in *a* and *an*.

## 5.3 /ə/ in words

**A** In pairs, students say the words, and identify /ə/ sounds.

**B** Play audio (036). Students listen, check and repeat. **Answers:**

1. banana 2. newspaper
3. umbrella 4. computer 5. apartment
6. aeroplane 7. student 8. farmer
9. journalist 10. soldier

**C** In pairs, students ask and answer questions about things and people in the class. After they have asked and answered two questions, they change partners and ask and answer different questions.

## 5.4 Some other vowels

**A** Students say the words, focusing on the pronunciation of the underlined vowel.

**B** Play audio (037). Students listen, check and repeat.

**C** Students match the underlined vowels with the sound symbols. **Answers:**

1. /a:/
2. /i:/
3. /e/
4. /u:/
5. /a:/
6. /e/
7. /i:/
8. /ɪ/
9. /u:/
10. /e/
11. /i:/
12. /a:/

**Language and culture notes**  
The International Phonetic Alphabet (IPA), also called the phonetic alphabet, phonetic script and phonemic script, contains phonetic symbols that represent all of the main sounds of English.

It is not necessary for students to learn the whole alphabet, but it is useful for them to learn the symbols for important sounds that they often get confused. They can look them up in the **Phonetic Chart** in the **Language Reference**.

**D** Students look at the sentences in 5.1 again, and identify any /a:/, /u:/, /e/, /ɪ/ or /i/ sounds. **Answers:**

/a:/ – apartment, Charlie,  
/u:/ – beautiful, new  
/e/ – clever, friendly, American  
/ɪ/ – Charlie, we (x2), company, he,  
friendly  
/i/ – businesswoman, business, it's, in,  
American, tourist, office

## 5.5 Song: Little Boxes

**A** Read through the phrases. Pre-teach ‘executive’, ‘pretty’, ‘raise a family’, and ‘hillside’.

Explain that ‘ticky tacky’ is not a real phrase. It is a fake phrase meaning something like stuff. ‘Martini’ is an alcholic drink. Elicit explanations, or explain anything students don’t understand. Students give ideas as to the main topic of the song. Write their ideas on the board.

## 5.4 Some other vowels



A: What are these sounds?

- |                     |      |
|---------------------|------|
| 1. Banana           | /a:/ |
| 2. <u>Newspaper</u> | /u:/ |
| 3. Bed              | /e/  |
| 4. Tree             | /i:/ |
| 5. Fish             | /ɪ/  |



B: Listen to audio (037). Check and repeat.



C: What are these sounds?

/a:/ /u:/ /e/ /i:/ /ɪ/

- |              |            |
|--------------|------------|
| 1. Farmer    | 7. Speak   |
| 2. Key       | 8. Listen  |
| 3. Head      | 9. Student |
| 4. Computer  | 10. Desk   |
| 5. Apartment | 11. Teeth  |
| 6. Tell      | 12. Arm    |



D: Look at the sentences in 5.1. How many vowel sounds can you identify?

/a:/	/u:/	/e/	/i:/	/ɪ/
				live

## 5.5 Song: Little Boxes



A: These are phrases in a song. The song is called **Little Boxes**. What do you think about it?

Little boxes all the same

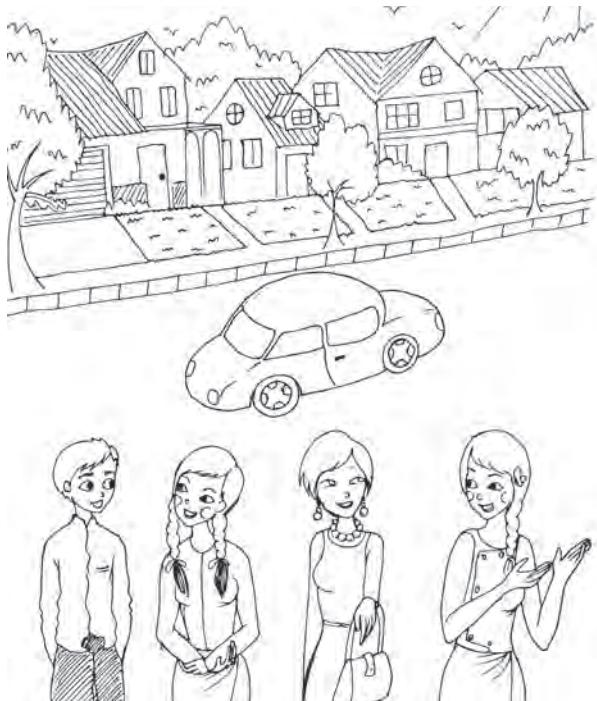
And marry and raise a family

There's doctors and  
there's lawyers and there's  
business executives

On the hillside

They all have pretty  
children and the children  
go to school

There's a green one, and a pink one,  
and a blue one and a yellow one





## B: Listen and put the lines in order:

There's a green one and a pink one  
 And they all look just the same  
 Little boxes made of ticky tacky  
 Little boxes on the hillside  
 And a blue one and a yellow one  
 And they're all made out of ticky tacky  
 Little boxes, little boxes, little boxes all the same  
 And they all get put in boxes, little boxes all the same  
 And they all look just the same  
 And there's doctors and there's lawyers and  
 there's business executives  
 And they're all made out of ticky tacky  
 And the people in the houses all go to university

And they all have pretty children and the children  
 all go to school  
 And they all get put in boxes, and they all come  
 out the same  
 And the children go to summer camp, and then to  
 the university  
 And they all play on the golf course and drink  
 their martini dry  
 And the boys go into business and marry and raise  
 a family  
 And they're all made out of ticky tacky and they  
 all look just the same  
 And they all get put in boxes just the same  
 And a blue one and a yellow one  
 There's a green one and a pink one



## C: List the adjectives in this song.



## D: Find one example of each sound in the first verse.

/ə/ /u:/ /i:/ /ɪ/



## E: A lot of musicians perform this song. Listen to audio (039). Which do you like best?



## F: What is this song about?

# 6. Phrasebook: Telephones 1

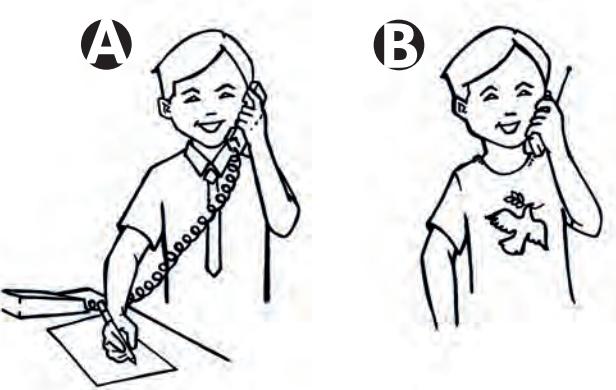
## 6.1 Answering the phone



### A: Do you answer the phone in English? What do you say?



### B: Khin Zaw has two phones – a work phone and a personal phone. Listen and match the conversation with the picture.



**B** Play audio (038). Students listen and put the lines in order. They are mixed by verse – 1-7 are all the first verse, 8-12 are the second verse, 13-16 are the third, and 17-21 are the fourth. Play audio (038) two or three times. The answers can be checked in the audio script.

**C** Students list the adjectives in the song.

**Answers:**

little, same, green, pink, blue, yellow, dry, pretty

**D** Students read the first verse and the circle parts that use those sounds.  
If necessary, play the audio again so they can check. **Answers:**

/ə/ a, the, of

/a:/ all

/u:/ blue

/i:/ green, ticky, tacky

/ɪ/ pink, little, ticky, hillside

**E** Play audio (039). This has versions of the song by Linkin Park and Death Cab for Cutie. Students decide which of the three versions they prefer.

**F** Look at students' original ideas of the topic of the song as listed on the board. Discuss this again. Have their ideas changed? **Answer:**

The song is about how many people live the same kind of life, doing the same sorts of things that everyone else does. Nobody wants to do anything different.

## 6. Phrasebook: Telephones 1

### 6.1 Answering the phone

**A** Elicit how students answer the phone in English, if they do. Write their responses on the board.

**B** Play audio (040). Students listen and match the conversation with the picture.  
**Answers:**

1. a (work phone)
2. b (personal phone)

 **C** Play audio (040) again. Students listen and identify how Khin Zaw answers the phone. **Answers:**

Conversation a – Hello, Golden Myanmar Tours. Khin Zaw speaking.

Conversation b – Hi. Khin Zaw speaking.

 **D** Students decide which conversation is with a friend, and which is with a boss. **Answers:**

Conversation a – boss

Conversation b – friend

## 6.2 Asking for someone

 **A** Elicit how students ask for someone on the phone in English. Write their responses on the board.

 **B** Students read and order the conversations.

 **C** Play audio (042). Students listen and check. **Answers:**

1. Hi, Madhu Reddy.  
Hi Mum, is Dad there?  
Hi darling. Yes, he's here. Anil!  
Thanks.
2. Good morning, Health Rescue International.  
Good morning. Is Amit Reddy there?  
This is Paw Mu from YSIS.  
I'm sorry, he's not here at the moment.  
Ok, thanks. I'll call back later.
3. Hello. Bright Star Free School.  
Hello. Is Daw Tin Tin Nyo there, please?  
Tin Tin Nyo speaking.  
Hello Sayama. This is Jessica Lomax.

 **E** Play audio (041) two or three times. Students listen and decide if each person is using a personal or work phone. **Answers:**  
1. work  
2. personal  
3. personal  
4. work  
5. personal  
6. work

 **F** Point out that there are many ways to answer a phone, but that it is helpful to give your name when answering a personal phone, or your business or organisation when answering a work phone. Students decide which ways they like to answer a personal and work phone.

 **D** Students fill the gaps to describe each situation. **Answers:**  
2. Paw Mu, Amit Reddy  
3. Tin Tin Nyo, Jessica.

 **E** Individually or in pairs, students write phone conversations for the situations. They can use the ones from 6.2 B as models, or use their own ideas. **Possible answers:**

1. Hello, Ko Ko speaking.  
Hi, is Ma Ma there?  
Yes, she's here.  
Thanks.
- 2 Hello, MyanMart.  
Good afternoon. Is Barry Ho there? This is Seng Ja from Interfish.  
I'm sorry, he's not here at the moment.  
Ok, thanks. I'll call back later.
2. Good morning, UNDP.  
Hello, is Sarah Camp there?  
This is Sarah Camp.  
Hello, I'm Saw Htoo from Save the Children.

 **F** Students practise their conversations in pairs. Get each pair to perform a conversation to the class.



**C:** How does Khin Zaw answer the phone?



**D:** In which conversation is he talking to his boss? In which conversation is he talking to his friend?



**E:** Listen to audio (041). Are these people using a work or personal phone?

1.  
2.  
3.

4.  
5.  
6.



**F:** How do you answer the phone at work or school? How do you answer a personal phone?

## 6.2 Asking for someone

---



**A:** How do you ask for someone on the phone?



**B:** Put these conversations in order.

1. - Mum, is Dad there?  
- Thanks.  
- Hi darling. Yes, he's here. Amit!  
- Hi, Madhu Reddy.
2. - I'm sorry, she's not here at the moment.  
- Ok, thanks. I'll call back later.  
- Good morning, Health Rescue International.  
- Good morning. Is Amit Reddy there? This is Paw Mu from YSIS.
3. - Hello. Is Daw Tin Tin Nyo there, please?  
- Hello Sayama. This is Jessica Lomax.  
- Tin Tin Nyo speaking.  
- Hello. Bright Star Free School.



**C:** Listen to audio (042), check and repeat.



**D:** Fill the gaps to describe the situation

1. Madhu Reddy wants to speak to her father. Her mother answers the phone.
2. \_\_\_\_\_ wants to speak to \_\_\_\_\_. He is not there.
3. \_\_\_\_\_ answers the phone. \_\_\_\_\_ wants to speak to her.



**E:** Work in pairs. Write conversations for these situations.

1. You want to speak to your friend. Your friend's brother answers the phone.
2. You work for Interfish. Phone MyanMart. You want to speak to Barry Ho. He is not there at the moment.
3. Phone the UNDP. You want to speak to Sarah Camp. She answers the phone.



**F:** Practise your conversations. Perform one for the class.

# 7. Learning strategies: Writing

## 7.1 Mistakes



**A:** Look at this essay. Add a suitable title.

1. My brother works for a small NGO
2. - Help for Poor Children. HPC has two
3. offices, in Bago and Yangon. My brother
4. works in Bago. He a secretary. He
5. answer the phone and writes letters
6. and emails. The job is quite difficult.
7. My brother study English language.
8. He goes to English class every day. He
9. needs English for his job. He English on
10. the telephone and write English in
11. emails and letters.



**B:** How many mistakes are there? Circle the mistakes.

Spelling Verb endings Missing words



**C:** Correct the mistakes.



**D:** Do you make the same mistakes when you are writing? Make a class list of writing mistakes.

Word order Spelling

## 7.2 Check your writing



**A:** Write a short essay (50-70 words) about your job or studies.



**B:** Read your essay. Carefully check for each type of mistake. Give it to a partner or teacher to check again.

# 7. Learning strategies: Writing

## 7.1 Mistakes

---

**A** Students read the essay and think of an appropriate title. **Possible answer:**

My brother's job

**B** Students look for spelling mistakes in the essay. **Answers:**

Workds (line 1), Childrin (line 2), dificult (line 6), telefone (line 10)

Then they go through it again and look for mistakes with verb endings. **Answers:**

answer (line 5), study (line 7), write (line 11)

Then they go through it again and look for missing words. **Answers:**

He a secretary (line 4), He English (line 9)

**C** Correct the mistakes in the email.

**Answers:**

Line 1 - works

Line 2 - Children

Line 4 - He is a secretary

Line 5 - answers

Line 6 - difficult

Line 7 - studies

Line 9 - He speaks English

Line 10 - telephone

Line 11 - writes

**D** Brainstorm a class list of types of mistake on the board. **Possible answers:**

wrong word, punctuation, extra word, wrong tense, word order, subject-verb agreement (verb endings is one part of this)

## 7.2 Check your writing

---

**A** For homework or in class, students write short essays about their jobs or study.

**B** They check their writing and correct any mistakes. They should focus on spelling, wrong verb endings, and missing words. Students swap essays with a partner. Students go through their partner's essay three times. First for spelling, then wrong verb endings, then missing words. They give the essays back to their partner.

**A** **Answers:**

1. beautiful or tall
2. expensive
3. clever
4. difficult
5. old, happy
6. nice

# UNIT 3

## Practice makes perfect

A Use the adjectives to describe the people and things.

Rich      Expensive      Tall      Old      Nice  
Beautiful      Clever      Happy      Difficult



3. Ko Oo is \_\_\_\_\_

4. Ko Oo's exam is \_\_\_\_\_



1. Winnie is rich and \_\_\_\_\_

2. Winnie's car is \_\_\_\_\_



5. Soe Reh is \_\_\_\_\_ and \_\_\_\_\_

6. Soe Reh's hat is \_\_\_\_\_

**B** Fill the gaps to describe the people.  
There are many possible answers.



1. The girl is quite \_\_\_\_\_ - about ten years old.
2. She has \_\_\_\_\_ hair. She's very \_\_\_\_\_.
3. The man has \_\_\_\_\_ hair and a \_\_\_\_\_ nose. He's quite \_\_\_\_\_.

**C** Read the text and answer the questions:

1. What does Thiha Lwin do?
2. Where is their house?
3. Where do John and Mandeep live?

Thiha Lwin and May Thandar Htun live in Mandalay. They are businesspeople. They have three shops. The shops sell cars and motorbikes. Thiha Lwin and May Thandar Htun are quite rich. He is short and fat, and she is tall and thin. They have a beautiful large house near the river. They live with their two children Min Min and Cho Cho Aung. Min Min is quiet and clever. He studies computers, English, Chinese and French. Cho Cho Aung is lazy and very bossy. The children go to an international high school.

Mandeep's a tall, handsome man from Amritsar, India. He's a journalist. His job's quite difficult, but very interesting. He lives with his boyfriend, John. John's American. He's a lovely, kind man. He's a teacher. He teaches very young children. His students are two, three and four years old. His job's fun. Mandeep and John live in a small apartment in Bangkok.

**D** Choose the correct sentence.

1. Thiha Lwin and May Thandar Htun **are** / **aren't** poor.
2. They have **three** / **four** shops and a house.
3. Their house is **big** / **small**.
4. They have **two** / **three** children.
5. **Min Min** / **Cho Cho Aung** is lazy.
6. Min Min and Cho Cho Aung are about **6** / **16** years old.
7. Mandeep is **ugly** / **handsome**.
8. His **job** / **apartment** is difficult.
9. His boyfriend, **John**, is **Indian** / **American**.
10. John is **nice** / **horrible**.
11. He looks **after** / **teaches** young children.
12. Mandeep and John live / work in Bangkok.

**E** Put the words in the correct order.

1. girlfriend / a / I / beautiful / have  
I have a beautiful girlfriend
2. motorbike / is / fast / my / very
3. we / important / have / an / meeting
4. are / delicious / noodles / these
5. is / new / my / computer / excellent.
6. lovely / children / are / your / and / friendly
7. our / big / is / grey / dog / and
8. has / my / an / interesting / friend / job
9. my / is / short / and / mother / clever / kind.
10. a / small / ears / brother / and / my / has / nose / big

**(B) Possible answers:**

1. young
2. long, fat
3. short, big
4. thin

**(C) Answers:**

1. He's a businessperson / businessman.
2. In Mandalay, near the river.
3. In Bangkok.

**(D) Answers:**

2. three
3. big
4. two
5. Cho Cho Aung
6. 16
7. handsome
8. job
9. American
10. nice
11. teaches
12. live

**(E) Answers:**

2. My motorbike is very fast.
3. We have an important meeting.
4. These noodles are delicious.
5. My new computer is excellent.
6. Your children are lovely and friendly.
7. Our dog is big and grey.
8. My friend has an interesting job.
9. My mother is short, clever and kind.
10. My brother has small ears and a big nose. / My brother has big ears and a small nose.

**F** Possible answers:

2. a
3. a
4. a
5. a
6. an
7. a
8. an
9. a
10. an
11. a
12. a
13. a

**G** Possible answers:

2. very good / very delicious / very nice
3. very expensive
4. quite interesting

**H** Answers:

1. /a:/
2. /i/
3. /i:/
4. /u:/
5. /ə/
6. /e/
7. /i:/
8. /e/
9. /e/
10. /i:/
11. /i/
12. /ə/
13. /i:/
14. /u:/

**I** Answers:

Depends on the language.

**J** Answers:

Spelling – shool, delishious, qite  
 Verb endings – I teaches at, She have an apartment here  
 Missing words – I work Malaysia, I with young children, my students about 6 years old, Malaysia is interesting country

**K** Answer:

Hi Tin Tin,

I'm Sandra, Andy's sister. I work in Malaysia. I teach at an international school. I work quite hard, but the work is fun. I work with young children – my students are about 6 years old.

Malaysia is an interesting country. The food is delicious. I live with my Malaysian friend, Laila. She has an apartment here. It's small, but quite nice.

Sandra

**F** Read this text. Write *a* or *an* in the gaps.

I have a<sup>1</sup> big family. I have 3 brothers and 3 sisters. My brothers are Zack, Mike and Robin. My sisters are Jane, Sandra and Trisha. Zack's 16 years old. He studies English at the<sup>2</sup> school in New York. He's a<sup>3</sup> clever student. Mike's 26 years old. He's a<sup>4</sup> cook. He makes delicious food! Robin is 32 years old. He's a<sup>5</sup> rich businessman. He has an<sup>6</sup> expensive apartment and a<sup>7</sup> fast car. Jane is 30 years old. She has an<sup>8</sup> interesting job. She's a<sup>9</sup> journalist. She works all around the world. Sandra teaches at an<sup>10</sup> international school in Malaysia. She's a<sup>11</sup> good teacher. She's 24 years old. Trisha's a<sup>12</sup> soldier. She works in Afghanistan. She has a<sup>13</sup> dangerous job. She's 33 years old.

**G** Complete the sentences. Add *very* or *quite*.

1. Zack is quite clever. His marks are good, but not excellent.
2. Mike makes very nice food. His restaurant is famous.
3. Robin's apartment is quite expensive. It costs 2,000,000 dollars.
4. Jane's job is very difficult but she wants to be a lawyer.

**H** Pronunciation: What are these sounds? /ə/ /a:/ /u:/ /e/ /i:/ or /ɪ/?

1. Fast
2. Delicious
3. Me
4. Stupid
5. Colour
6. Clever
7. Green
8. Leg
9. Excellent
10. Happy
11. Difficult
12. Afford
13. Repeat
14. Noodles

**I** Translate these conversations into your own language.

1. Hi, Nandar speaking.  
Hi, is Uncle there?  
Yes, he's here.  
Thanks.
2. Good morning, MyanMart.  
Good morning. Is U Soe Htut there? This is Nguyen Li from GCMB.  
I'm sorry, he's not here at the moment.  
OK, thanks. I'll call back later.
3. Hello, Central Hospital.  
Hello, is Dr Win there, please?  
Dr Win speaking.  
Hello. This is Mary Lim.

**J** Identify the mistakes in the text. Look for spelling, verb endings and missing words.

Hi Tin Tin,

I'm Sandra, Andy's sister. I work Malaysia. I teaches at an international shool. I work quite hard, but the work is fun. I with young children - my students about 6 years old.

Malaysia is interesting country. The food is delishious. I live with my Malaysian friend, Laila. She have an apartment here. It's small, but qite nice.

Sandra

**K** Rewrite the text correctly.

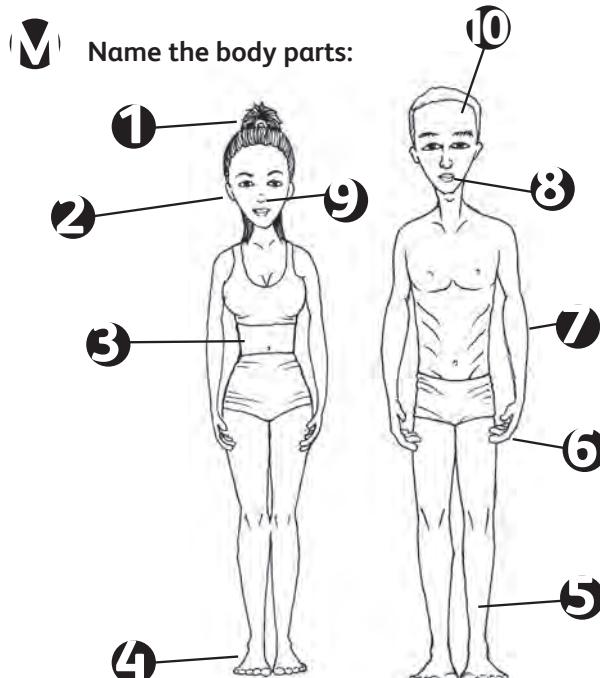
**L** Tick the words and phrases you know.  
In your notebook, write definitions,  
examples and/or translations for the  
words and phrases you find difficult.

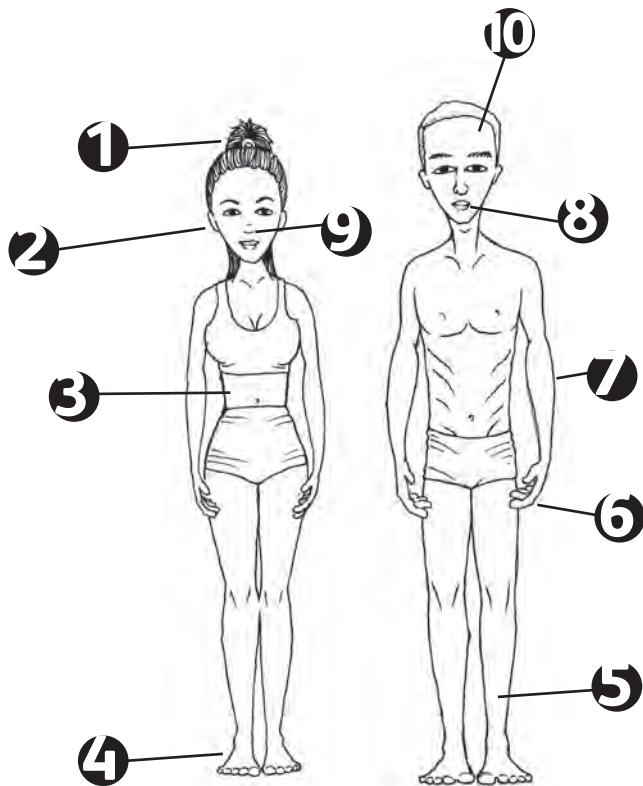
a lot of (adj)	employ (v)
advertisement (n)	everyone (prn)
afford (v)	exam (n)
arm (n)	excellent (adj)
back (n)	expensive (adj)
beautiful (adj)	eye (n)
black (adj)	fat (adj)
blood (n)	fee (n)
brown (adj)	flash drive (n)
business (n)	flower (n)
busy (adj)	foot (n)
buy (v)	free (adj)
call back (v)	friendly (adj)
charcoal (n)	fun (n, adj)
cheap (adj)	garden (n)
clever (adj)	grass (n)
cold (adj)	green (adj)
colour (n)	grey (adj)
company (n)	hair (n)
dark (adj)	hand (n)
delicious (adj)	handsome (adj)
difficult (adj)	happy (adj)
document (n)	head (n)
downtown (n)	head teacher (n)
dry (adj)	hold (v)
ear (n)	horrible (adj)
easy (adj)	important (adj)

**N** What are these words?

1. Not young
  2. Red + yellow
  3. Good to eat
  4. Very pretty
  5. All people
6. Plants, vegetables and flowers grow here
  7. You put this in a computer
  8. You sing this
  9. Not the same
  10. Small

interesting (adj)	pretty (adj)
jungle (n)	purple (adj)
kind (adj)	quick (adj)
know (v)	quite (adv)
large (adj)	red (adj)
later (adj)	relatives (n)
lazy (adj)	rich (adj)
leg (n)	same (adj)
light (adj)	scary (adj)
little (adj)	sexy (adj)
long (adj)	shirt (n)
lovely (adj)	short (adj)
motorbike (n)	show (v)
mountain (n)	sit (v)
mouth (n)	skin (n)
neck (n)	sky (n)
noodles (n)	slow (adj)
nose (n)	small (adj)
old (adj)	so are you
opposite (prep)	song (n)
orange (adj)	stand up (v)
pay for (v)	stomach (n)
personal (adj)	stupid (adj)
pink (adj)	thin (adj)
plant (n)	touch (v)
poor (adj)	ugly (adj)
president (n)	university (n)





**A**nswers:

1. Hair
2. Ear
3. Stomach
4. Foot
5. Leg
6. Hand
7. Arm (not hand)
8. Mouth
9. Nose
10. Head (or forehead for only that part)

**N**Answers:

1. Not young (old)
2. Red + yellow (orange)
3. Good to eat (delicious)
4. Very pretty (beautiful)
5. All people (everyone)
6. Plants, vegetables and flowers grow here (garden)
7. You put this in a computer (flash drive/ pen drive)
8. You sing this (song)
9. Not the same (different)
10. Small (little)

# UNIT 4

## TIMES AND ACTIVITIES

### 1. Days and times

#### 1.1 Saturday

**A** Students make short lists of things they usually do on Saturdays. In pairs, they compare and discuss these lists. Answers will depend on students. Possible answers:

1. Wake up/get up
2. Go to the market
3. Cook breakfast/lunch/dinner/snacks
4. Watch television
5. Go to work
6. Finish work
7. Travel (by bus)
8. (Go to) sleep

# UNIT 4

## TIMES AND ACTIVITIES

This unit

**Topics and Functions:** Times and days | Routines | Likes and dislikes | Meeting people

**Structures:** Wh-questions | Prepositions of time | Adverbs of frequency

**Skills:** Intonation and style | Stress pronunciation | Filling in forms

**Learner training:** Listening strategies: techniques for identifying learning goals

### 1. Days and times

#### 1.1 Saturday



**A: What do you do on Saturdays? Make a list and compare it with a partner.**



1



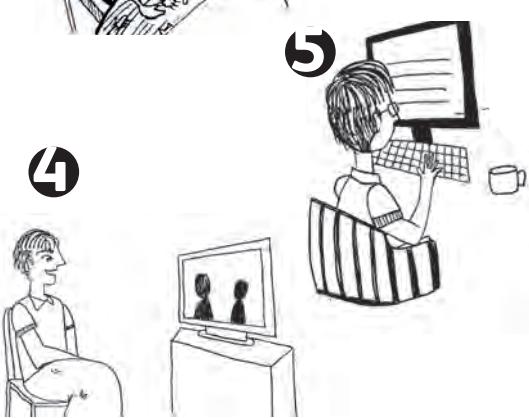
2



3



4



5



6



7



**B:** Read Khin Zaw and Jessica's conversation and match the times with the pictures of Jessica's schedule on the previous page.

- |          |   |
|----------|---|
| Khin Zaw | Hi! I'm bored - I'm at work. Do you work on Saturdays?  |
| Jessica  | Hi Khin Zaw. I'm at home. No, I don't work on Saturdays.  |
| Khin Zaw | What do you do on Saturdays?  |
| Jessica  | Usually I get up at 10am. Then I go to the market at 11 and buy food. I cook and eat lunch at about 12.30. At 2pm my friend Lee comes to my house and we study Myanmar. I go by bus to Myanmar class at 6 o'clock. At night I usually go to a restaurant with friends. At 11pm I go to bed. What do you do? |
| Khin Zaw | I start work at 8.45 and drink coffee. I finish at 5. At 7 o'clock, we have dinner. At 8 o'clock I watch TV, then at 10.30 I go to bed.   |



**C:** Fill the gaps using information from the chart.

1. Jessica gets up at 10am.
2. She \_\_\_\_\_ at 11am.
3. She \_\_\_\_\_ at 12.30.
4. She \_\_\_\_\_ at 6pm.
5. Khin Zaw \_\_\_\_\_ at 8.45am.
6. He \_\_\_\_\_ at 5 pm.
7. He \_\_\_\_\_ at 7 pm.
8. He \_\_\_\_\_ at 8 pm.
9. He \_\_\_\_\_ at 10.30 pm.



**D:** Answer the questions.

1. What time do you get up?
2. What time do you have breakfast?
3. What time do you go to English class?
4. What time do you have dinner?
5. What time do you go to bed?



**E:** In pairs, ask and answer the questions. Tell the class about your partner.



**G:** In pairs, ask and answer questions about your day.



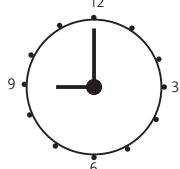
**F:** What other things do you do in a day? Make a class list.

Read the newspaper.

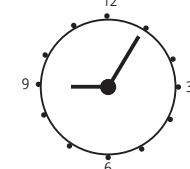


**A:** Look at the clock faces and match each with the correct time.

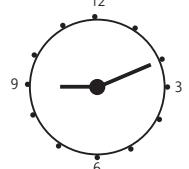
**A**



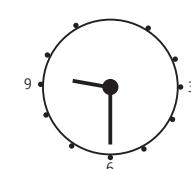
**B**



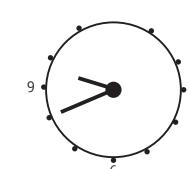
**C**



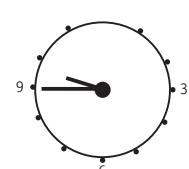
**D**



**E**



**F**



Eg. Quarter to ten

2. Half past nine

3. Twenty to ten

4. Ten past nine

5. Five past nine

6. Nine o'clock

Quarter to ten

**B** Pre-teach ‘bored’, ‘usually’ and ‘buy’. Discuss ‘chatting’. Ask prompt questions: *Do you chat online? What do you chat about?* If your students don’t have internet access, explain chatting.

**Language and culture notes**

Online chat is a service on the internet where you can type conversations with friends who are also on the internet at the same time.

Students read the text and write the times with the activities. **Answers:**

1. 10am
2. 11am
3. 12.30pm
4. 8pm
5. 8.45am
6. 5pm
7. 6pm
8. 11pm

**Language and culture notes**

We use am for times in the morning (after midnight, before midday) and pm for times in the afternoon and evening (midday till midnight). For 12 o’clock during the day, some people say 12 pm, and for 12 at night 12 am. However, most people say midnight and noon or midday.

**C** Students fill the gaps. **Answers:**

2. goes to the market
3. cooks (and eats lunch)
4. (usually) go to class
5. starts work
6. finishes work
7. has dinner
8. watches TV
9. goes to bed

**D** Students answer the questions.

Point out that we use *at* to talk about times, (e.g. at 5.30) and *on* with days. (eg on Monday, on Friday at 6.45).

**E** In pairs, students ask and answer the questions. Students say one or two sentences about their partner to the class. If your class is big, they can do this in groups.

**F** Brainstorm a class list of activities most people do every day. Write these on the board.

**G** Ask different students when they do the things on the list, e.g. *What time do you (listen to the news on the radio)?* Get students to ask you about the things on the list. Students ask and answer questions in pairs.

## 1.2 What time is it?

**A** Students match the clocks with the written time.

**Answers:**

2. d
3. e
4. c
5. b
6. a

**(B)** Student write the times. Possible answers:

2. twenty past two
3. twenty-five past two
4. twenty-five to four
5. ten to five
6. five to five
7. five past five
8. half past six
9. twenty to eight
10. eight o'clock
11. ten past ten
12. quarter to one

Students practise saying the times.

**(C)** Play audio (043). Students listen and check their answers. Play audio (043) two or three more times. Students listen and repeat.

**(D)** Copy the Time Bingo cards from Resources so there is one for each student. Explain the game to students: You read out times. When they hear a time that is on their card, they cross it off. When all their times are crossed off, they call out Bingo! Read the times, one by one, from the Resources page. When a student calls out Bingo!, get them to read their times back to you. Check that they are correct. Students swap cards. Repeat the activity, but say the times in a different order.

## 1.3 Telling the time

**(A)** Students look at the two times, and decide whether they are the same or different times. Answers:

1. same
2. same
3. same
4. different
5. different

### Language and culture notes

Saying the hour and then the minutes (e.g. five forty, three oh five) is also correct, and is simpler to learn. However, the system taught in 1.2 is much more common, so students should try to learn it.

**(B)** Students write the other way to tell the time. Answers:

2. It's six fifteen
3. It's one twenty-five
4. It's ten twenty
5. It's one thirty-five
6. It's five oh five

**(C)** Play audio (044). Students listen, check and repeat.

## 1.4 Lee's day

**(A)** What do students remember about Lee? What things do they think he does each day? Brainstorm a class list on the board.

**(B)** Play audio (045) once. Students listen. Which things from the list does he talk about?

**(C)** In pairs, students write down everything they can remember about Lee's day. Play audio (045) again. Pairs listen and add more information to their writing. Pairs combine to make groups of four. Each group chooses a writer and writes a group text about Lee's day. Groups swap writing, and check each other's. Play audio (045) again. Groups check.



**B:** Write the times. Use the times in Exercise A to help you.

- |                             |           |
|-----------------------------|-----------|
| 1. 01:15 - Quarter past one | 7. 05:05  |
| 2. 02:20                    | 8. 06:30  |
| 3. 02:25                    | 9. 07:40  |
| 4. 03:35                    | 10. 08:00 |
| 5. 04:50                    | 11. 10:10 |
| 6. 04:55                    | 12. 12:45 |



**C:** Listen (043), check and repeat.



**D:** Play Time Bingo. Follow your teacher's instructions.

## 1.3 Telling the time

---



**A:** Are these times the same or different?

- |                       |                  |
|-----------------------|------------------|
| 1. Ten past two       | Two ten          |
| 2. Quarter past three | Three fifteen    |
| 3. Twenty past five   | Five twenty      |
| 4. Twenty to five     | Five twenty      |
| 5. Five to eight      | Eight fifty-five |
| 6. Five past nine     | Nine oh five     |



**B:** Write the times.

- |          |                           |                  |
|----------|---------------------------|------------------|
| 1. 03:50 | It's ten to four.         | It's three fifty |
| 2. 06:15 | It's quarter past six     |                  |
| 3. 01:25 | It's twenty-five past one |                  |
| 4. 10:20 | It's twenty past ten      |                  |
| 5. 01:35 | It's twenty-five to two   |                  |
| 6. 05:05 | It's five past five       |                  |



**C:** Listen (044) and check.

## 1.4 Lee's day

---



**A:** This is Jessica's classmate, Lee.

What can you remember about him?

What do you think he does each day?



**B:** Listen (045) to Lee talking about his day. Were you right?



**C:** In pairs, discuss and write down everything you can remember about his day.



# 1.5 Parts of the day



**A:** When does Lee do these things?  
Listen and complete the table.

Morning	Afternoon	Evening	Night
Get up			



**B:** In groups list things people usually do in a day and when they do them.

Morning	Afternoon	Evening	Night
Get up			

# 1.6 What day is it?



**A:** Put the days of the week in the correct order.

1. \_\_\_\_\_ Monday \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



**B:** Answer these questions.

1. What day is it today?
2. What day was it yesterday?
3. What day will it be tomorrow?
4. What day comes after Saturday?
5. What day comes before Wednesday?
6. What days do you go to English class?

# 1.7 Your week



**A:** Fill in this timetable with your regular activities.  
Include everything that you do in a week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am-9am							
9am-12noon							
12noon-3pm							
3pm-6pm							
6pm-9pm							
9pm-midnight							

## 1.5 Parts of the day

**A** Check that students understand ‘morning’, ‘afternoon’, ‘evening’ and ‘night’. Play audio (045). In groups, students classify Lee’s activities.

Answers:

- **Morning** – wake up, listen to radio, have breakfast, have a shower, get dressed, check emails, work
- **Afternoon** – walk to market, buy food, go home, make lunch, eat lunch, study Myanmar language
- **Evening** – go to Myanmar class, go to restaurant, have dinner and beer
- **Night** – go home, have a shower, read, go to bed

Discuss when these times happen.

**Language and culture notes**  
Morning is between midnight and midday.  
Afternoon is midday until about 5 pm.  
Evening is from about 6 pm until about 9 or 10 pm. Night is normally from about 9-10 pm until about 3 am.

**B** In groups, list things people usually do in the morning, afternoon, evening and night.

## 1.6 What day is it?

**A** In groups, students order the days of the week. Answers:

2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

**B** Students answer the questions.  
Answers:

- 1-3. (answers will vary)
4. Sunday
5. Tuesday
6. (answers will vary)

## 1.7 Your week

**A** Pre-teach ‘timetable’. Draw the timetable on the board, and write some things you do regularly each week on it. Use the left column for times (e.g. 8-10am). Students use the timetable in their book and fill in some things that they do regularly. Go around the room helping them and giving them any vocabulary they need.

**B** In pairs, students ask and answer questions about their weekly routines.

**C** Get some students to tell the class about their partners. If you have a large class, they can do this in groups.

## 2. Questions and answers

### 2.1 Sunday evening at the teashop

**A** Introduce the scene: Khin Zaw is at a teashop. Jessica, Lee and Paw Mu, who have just finished their Myanmar class, walk in. **Pre-teach** ‘every’, ‘only’, ‘near’, ‘really’ (very), and ‘spicy food’. Students read the conversation and fill the gaps with the words and phrases from the boxes. Play audio (046) two or three times. Students listen and check.

**Answers:**

1. every evening
2. on Thursdays
3. every day

**B** Students read the conversation and choose the correct verb form.  
Play audio (047) two or three times.  
Students listen and check. **Answers:**

1. do
2. do
3. Does
4. does
5. Do
6. don’t
7. doesn’t

**C** Students complete the grammar rules.  
**Answers:**

1. do
2. does



**B:** Work in pairs. Ask and answer questions about what you do in a week.



**C:** Tell the class some interesting things about your partner's week.



What do you do on Mondays?



At 8.30 I go to college.

## 2. Questions and answers

### 2.1 Sunday evening at the teashop



**A:** Khin Zaw is at a teashop. Jessica, Lee and Paw Mu walk in. Listen and fill the gaps with the phrases in the boxes.

On Thursdays

Every day

Every evening

Khin Zaw: Hi, Jessica! Hi, Lee. Hello Sayama. Do you come here \_\_\_\_\_<sup>1</sup>?

Jessica: Hey Khin Zaw. No, I don't. I only come here \_\_\_\_\_<sup>2</sup>.

Lee: I do. I live near here.

Paw Mu: I don't.

Jessica: I usually eat in Hledan, near my house.

Khin Zaw: Does Hledan have good teashops?

Jessica: Yes, it does. I go to the Golden Roti \_\_\_\_\_.<sup>3</sup> It's cheap and really delicious.

Khin Zaw: Do you like the food here?

Lee: Yes, I do. I love it, but Sayama Paw Mu doesn't.

Paw Mu: I hate it. I don't like spicy food.



**B:** Circle the correct verb for each sentence. Listen and check your answers.

Khin Zaw: Jessica, do / does<sup>1</sup> you go to Myanmar class every week?

Jessica: Yes, I do / does<sup>2</sup>

Lee: Do / does<sup>3</sup> Sayama Paw Mu teach every day?

Jessica: Yes, she do / does<sup>4</sup>. Do / does<sup>5</sup> you work every day?

Khin Zaw: No, I don't / doesn't<sup>6</sup>. My office don't / doesn't<sup>7</sup> open on Sundays.



**C:** Complete the grammar rules for questions with **do** and **does**.

1. In yes/no questions, we use \_\_\_\_\_ with I, you, we and they
2. We use \_\_\_\_\_ with it, he and she.



## 2.2 About you

---



### A: Match these questions and answers.

1. Does Khin Zaw have any brother and sisters?  
a. No, she doesn't.
2. Does Jessica live in Hledan?  
b. Yes, she does.
3. Do Jessica and Lee study every day?  
c. Yes, it does.
4. Does Tin Tin Nyo eat pork?  
d. Yes, he has two brothers and two sisters.
5. Does Hledan have good teashops?  
e. Yes, they do.



### B: Answer the questions about yourself.

1. Do you have any brothers and sisters?
2. Do you live in Hledan?
3. Do you teach every day?
4. Do you eat pork?
5. Does your town have good teashops?



### C: Write five more yes/no questions.



### D: Interview your partner. Ask the ten questions from B and C.



### D: Tell another student about your partner.

## 2.3 Negative forms

---



### A: Put the sentences in the correct order.

1. don't / I / tea / drink
2. We / don't / any children / have
3. have / a mother / They / don't
4. work / on / Saturdays / She / doesn't
5. He / come / from / doesn't / Zimbabwe



### C: Fill the gaps with the correct negative form.

1. Jessica \_\_\_\_\_ have red hair.
2. Devi \_\_\_\_\_ have any brothers or sisters.
3. I \_\_\_\_\_ eat mohingha.
4. Madhu and Amit \_\_\_\_\_ work on Sundays.
5. They \_\_\_\_\_ start work at 9am.



### B: Complete the grammar rules for *do* and *does*.

1. In negative sentences with I, you, we and they, we use \_\_\_\_\_.
2. In negative sentences with he, she and it, we use \_\_\_\_\_.

## 2.2 About you

---

**A** Students match the questions and answers. **Answers:**

1. d
2. b
3. e
4. a
5. c

**B** Students answer the questions about themselves. Explain that they can either answer: *Yes, I do / No, I don't, or give more information: No, I live in Bago / Yes, I live near the university.* Ask a few students the questions.

**C** Students write five more questions to ask another student. Encourage them to write questions they are interested in.

**D** In pairs, students ask and answer the ten questions from B and C, and write down their partners' answers.

**E** Students change partners, and tell their new partner about their first partner. You might want to demonstrate this first - ask a student some questions (from B, and some new questions), and tell the class about her/him.

## 2.3 Negative forms

---

**A** Students write the sentences in the correct order. **Answers:**

1. I don't drink tea.
2. We don't have any children.
3. They don't have a mother.
4. She doesn't work on Saturdays.
5. He doesn't come from Zimbabwe.

**B** Students complete the grammar rules.  
**Answers:**

1. don't
2. doesn't

**C** Students fill the gaps with the negative form. **Answers:**

1. doesn't
2. doesn't
3. don't
4. don't
5. don't

## 2.4 Meet Matty

**A** Look at the things in the boxes. Explain anything students don't understand.

Hip-hop is a type of spoken music.

Students predict – do they think Matty likes these things? Write the chart on the board, and write students' predictions in it. Play audio (048) a few times. Students listen and complete their own charts.

**Answers:**

**Likes:** British movies, dance music, swimming, spicy food

**Dislikes:** American action movies, hip-hop, rock music, sport, football

**B** Students read the example questions and try to work out the grammar rule.

**Answers:**

1. do
2. be

Elicit more examples of questions with verbs, adjectives and nouns

**C** Students think of questions that match Matty's answers. **Possible answers:**

2. Are you Australian?
3. Do you live in Mandalay?
4. Are you a doctor?
5. Do you teach children?

## 2.5 What do you like?

**A** Students answer the questions, giving extra information where they can, e.g.

*Yes, I like cats. I have two cats at my house.*

**B** Students make lists of things they like and don't like.

**C** In groups of four to six, students do a likes and dislikes poster for their group. Put the posters on the wall. Students go around looking at other groups' posters.

### Extra Idea

Do a **Find Someone Who** activity with likes and dislikes. Make a list of 10 items people might either like or dislike, e.g. spicy food, alcohol, pop music. Students go around the room asking *Do you like...?* When they find someone who says yes, they write that person's name next to the item. When they have found someone for each item, they sit down.

## 2.4 Meet Matty



A: Listen to Matty talk about what he likes and doesn't like. Put them in the correct columns.

British movies	American action movies	
Hip-hop	Rock music	Dance music
Spicy food	Swimming	Football
Sport		



Likes	Doesn't like



B: Look at these questions then complete the grammar rules with *be* and *do*.



1. Does she like football?
2. Are you a teacher?
3. Do you live in Myanmar?
4. Is the curry delicious?



C: Write the questions for Matty's answers.

1. Are you married? No, I'm single.
2. \_\_\_\_\_ No, I'm English.
3. \_\_\_\_\_ No, I live in Yangon.
4. \_\_\_\_\_ No, I'm not. I'm a teacher.
5. \_\_\_\_\_ No, I don't. I teach adults.

With present simple questions we use:

\_\_\_\_\_ with verbs.

\_\_\_\_\_ with nouns and adjectives.

## 2.5 What do you like?



A: Answer these questions about yourself.

1. Do you like football?
2. Do you like hip-hop music?
3. Do you like Korean TV shows?
4. Do you like Mondays?
5. Do you like cats?



B: What other things do you like? What don't you like? Make a list.



C: Work in groups. Make a group poster of your likes and dislikes.

### 3. Wh- questions

#### 3.1 We're from Mumbai

- A: Listen (049). Madhu and Amit talk to Tin Tin Nyo. Who gives each answer?  
Listen and write the correct name next to each answer.

1. We're from Mumbai. Madhu
2. Over 10 million.
3. Three. Hindi, English and now some Myanmar
4. We live in Myanmar.
5. We go in the school holidays.
6. We stay with my parents.
7. The beautiful old buildings.



- C: Fill the gaps with wh- question words.

B: Complete the questions.

1. \_\_\_\_\_ are you from?
2. \_\_\_\_\_ people live in Mumbai?
3. \_\_\_\_\_ languages do you speak?
4. \_\_\_\_\_ do you visit India?
5. \_\_\_\_\_ do you stay with there?
6. \_\_\_\_\_ do you like about Mumbai?

1. We use \_\_\_\_\_ to ask about places.
2. We use \_\_\_\_\_ to ask about times and dates.
3. We use \_\_\_\_\_ to ask about things.
4. We use \_\_\_\_\_ to ask about numbers.
5. We use \_\_\_\_\_ to ask about people.

#### 3.2 Barack Obama

- A: Look at the pictures of Barack Obama. Complete the chart about things you know, and things you want to know.

Things I know about Barack Obama	Things I want to know about Barack Obama

- B: Work in pairs. Partner A, look at page 110. Partner B, look at page 112. Order the questions, and ask the other group. Use the information to fill the gaps.

- C: Look at your chart from A. Do you know more about Barack Obama?



### 3. Wh- questions

#### 3.1 We're from Mumbai

**A** Discuss Madhu and Amit. What do students remember about them?

Play audio (049). Students listen, and identify who (Madhu or Amit) said each statement. **Answers:**

2. Amit
3. Amit
4. Amit
5. Madhu
6. Amit
7. Madhu

**B** Pre-teach ‘stay’ (with). Students write the correct question words in the questions. Play audio (049) again. Students listen and check their answers. **Answers:**

1. Where
2. How many
3. How many
4. When
5. Who
6. What

**C** Students fill the gaps with wh- question words. **Answers:**

1. Where
2. When
3. What
4. How many
5. Who

#### 3.2 Barack Obama

**A** Students look at the pictures.

Individually or in groups, they complete the chart. In the left column they write the things they know about Barack Obama. In the right column, they write the things they don't know about him, but are interested in finding out.

**C** Students look back at their charts from A. Did they get any of the information they wanted?

**B** Students work in pairs to make a list of questions to find out more about Barack Obama. **Possible answers:**

- Where does he come from?  
How many children do they have?  
When does he get up?  
What does he eat for lunch?  
Who does he eat dinner with?  
What does his wife do?  
Where do they live?  
When does he start work?  
Who does he talk to?  
What does he do after dinner?

As a class, share the questions and find out if anyone knows the answers.

### 3.3 Learn about each other

**A** Copy and cut the questions from **Swap Questions in Resources** so there is one for each student. Students find a partner to ask and answer their questions. Encourage them to give extra information. Partners swap their question papers and find another person to ask and answer with. Keep doing this for 5 or more minutes.

**B** Students look at the present simple: questions and answers section of the **Language Reference**. Explain that they are about to do a game where they have to guess who they are. Give some examples of questions they could ask, e.g. Am I famous? Where do I live? Brainstorm a list of useful questions and write them on the board.

**C** Students think of a person and write their name on a piece of paper. It can be a famous person or someone everyone in the class knows. Students stick their paper with the name on it on the back of another student. They make sure the other student can't read the name. When students all have names stuck to their backs, they go around and find a partner. The partner reads their back. Students ask a question to find out who they are. Partners answer the question. After one question, they change partners and ask another question. Keep going until most students guess their names.

## 4. Frequency

### 4.1 Mosquitoes

**A** Elicit the pronunciation of mosquito (it is *mos-kee-toe*, not *mus-kwee-to*. It is an exception to the *qu* spelling rule). Ask students what diseases mosquitoes cause. Elicit malaria, dengue fever and any others they know.

**B** Pre-teach ‘bite’, ‘cause’, ‘rest’. Students read the text and write ‘never’, ‘sometimes’, ‘always’ and ‘usually’ on the line. **Answers:**

**C** Students put the adverbs of frequency into the sentences. If they want more information on placing adverbs of frequency, encourage them to look at the **Language Reference**. **Answers:**  
2. Mosquitoes always live near water.  
3. They usually live for one or two weeks.  
4. They sometimes live for four weeks.  
5. Female mosquitoes usually lay 200-300 eggs.  
6. Mosquitoes never cause HIV.

**D** Using the examples in the text, students write *in* and *at* in the sentences. **Answers:**  
2. in    3. in    4. at    5. in    6. at    7. in  
8. in

NEVER  
0%

SOMETIMES

USUALLY

ALWAYS  
100%

### 3.3 Learn about each other



A: Do Swap Questions.



C: Do Who am I?



B: What questions can you ask to find out who you are? make a list.

## 4. Frequency

### 4.1 Mosquitoes



A: What diseases do mosquitoes cause?



B: Read the text and write the underlined words in the correct place on the line (scale) at the bottom of the page.

#### Four dangerous mosquitoes

The Anopheles mosquito is black, brown and white. They live in all Asian countries, in Africa and in America. They bite at night. They sometimes cause malaria.

Yellow fever mosquitoes are black and white. They always bite in the evening and in the morning. They cause yellow fever and dengue fever.

The Asian tiger mosquito is also black and white. They bite in the day or in the evening. At night they rest. They usually live in gardens or forests. The Asian tiger mosquito causes dengue fever.

Culex fatigans mosquitoes are brown or black. They never bite in the afternoon; only at night. They cause elephantitis.



C: Complete the sentences using the adverbs of frequency.

1. Male mosquitoes never bite humans or animals. (never)
2. Mosquitoes live near water. (always)
3. They live for one or two weeks. (usually)
4. They live for four weeks. (sometimes)
5. Female mosquitoes lay 200 - 300 eggs. (usually)
6. Mosquitoes cause HIV. (never)



D: Complete the sentences using *in* and *at*.

1. Yellow fever mosquitoes bite in the evening.
2. They rest in the afternoon.
3. They bite in the morning.
4. Asian tiger mosquitoes rest at night.
5. Anopheles mosquitoes bite in the day.
6. Asian tiger mosquitoes bite at night.
7. They live in gardens and forests.
8. Anopheles mosquitoes live in Myanmar.

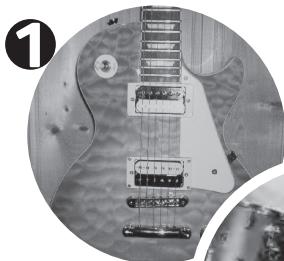
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## 4.2 The Mosquitoes

 **A:** What is a band? Do you know any famous bands? What is your favourite band?

 **B:** Unscramble the names of the instruments using the letters below.



1. tcirclee urtiga    2. smurd    3. assb trigua



 **C:** This is Raúl. Read and answer the questions.

I'm Raúl and I'm a singer. Our band is called The Mosquitoes. We're from Cornwall in England. We play Spanish music. Pedro and Chico play electric guitar. Torre plays the drums and José plays bass guitar. I get up at half past one every afternoon. I sing songs and I cook lunch. Sometimes José cooks.

Pedro and Chico never cook or clean. We practice every afternoon at three o'clock. We finish our practice at five o'clock. We always go out and drink beer at night. We usually get home at three o'clock in the morning. We play on Saturday nights in bars. I sometimes sing in a restaurant on Sundays.

1. Where are The Mosquitoes from?
2. What does José do?
3. What kind of music do they play?
4. Does Chico play the drums?
5. When does Raúl get up?
6. Does Pedro cook?
7. When do The Mosquitoes practice?
8. When do they play?
9. When do they usually get home?
10. Does Raúl sing on Sundays?

## 4.2 The Mosquitoes

---

**A** Students discuss bands in groups. What is each group member's favourite band? Each group answers the question: *What is a band?* Write groups' definitions on the board. **Possible answer:**

A group of musicians who perform together.

**B** Students unscramble the instrument names. **Answers:**

1. electric guitar
2. drums
3. bass guitar

**C** Students read the text and answer the questions. **Answers:**

1. Cornwall (in England)
2. He plays bass guitar
3. Spanish music
4. No, Torre plays the drums
5. Half past one
6. No, he never cooks
7. Every afternoon at 3 o'clock
8. On Saturdays, at night
9. 3am
10. Yes, he sometimes sings in a restaurant

## 4.3 Your life

**A** Students add words to the gaps to make true sentences. They compare sentences in pairs. Get a few students to tell the class something about their partner's routines.

**B** Students add adverbs of frequency to the gaps so that they are true sentences. They compare sentences in pairs. Get a few students to tell the class something about their partner's routines.

**C** Students write paragraphs about their routines. Encourage them to use adverbs of frequency and to be interesting. Collect their writing and mark it if you can. Don't correct all the language – focus on adverbs of frequency and word order.

**D** In pairs, students tell each other their routines. They should do this from memory and not read from their paragraphs. Partners listen carefully and try to remember as much as they can.

**E** Pairs join with another pair to form a group. Each group member explains their partner's routine to the group. When someone's routine is being explained, they listen and correct any wrong information, as shown in the example in the student's book.

## 5. Filling in forms 1

### 5.1 Application forms

**A** In pairs, students look at the application form and answer the questions. Answers:

1. To join a course.
2. Capital letters
3. The email address, because a few email addresses are case sensitive, i.e. if the address is aung.aung@example.com it won't arrive if you send it to Aung.Aung@example.com. (This is rare, however.)
4. Work this out from the date
5. Job
6. No
7. A woman

#### Language and culture notes

*Male and female* are used to describe people (men, women, girls, boys) and also animals, plants and anything else with a gender.

## 4.3 Your life



**A:** Fill the gaps and make the statements true for your life.

1. I sometimes sleep in the afternoon.
2. I always \_\_\_\_\_ in the evening.
3. I usually \_\_\_\_\_ on Sundays.
4. I sometimes \_\_\_\_\_ at the weekend.
5. I never \_\_\_\_\_ in the morning.



**B:** Fill the gaps with *never, sometimes, usually* or *always*.

1. I never cook in the morning.
2. I \_\_\_\_\_ get up at 10am.
3. I \_\_\_\_\_ read books in bed.
4. I \_\_\_\_\_ have an English class on Tuesday afternoons.
5. I \_\_\_\_\_ chase cats in the street.



**C:** Write a paragraph about your daily routine.



**D:** Find a partner. Tell your partner about your routine.



**E:** Join with another pair to form a group. Tell the group about your partner's routine.



Lwin Maung  
Maung  
usually gets  
up at 8.30.



No I don't  
- I usually  
get up at  
about 7. I  
sometimes  
get up late.

## 5. Filling in forms 1

### 5.1 Application forms

COURSE APPLICATION FORM		
Fill in the form in BLOCK CAPITALS		
Name:	NANG KHAM BWAR	
Address:	MYAE PHYU VILLAGE, TAUNG-GYI, SOUTHERN SHAN STATE, MYANMAR	
Date of birth:	27/05/1993	
Marital status:	SINGLE	Gender: <b>M/F</b>
Occupation:	SHOP ASSISTANT	
Email:	bwarr.rose@gmail.com	
Phone:	081-543285	



**A:** Look at the application form. Answer the questions.



1. What is this application for?
2. What are block capitals?
3. What information is not in block capitals? Why?
4. How old is this person now?
5. What word is like 'occupation'?
6. Is this person married?
7. Is this person a man or a woman?



**B:** Look at the information to the right. Use it to complete the blank application form.

### COURSE APPLICATION FORM

Name: <sup>1</sup>		
Address: <sup>2</sup>		
Date of birth: <sup>3</sup>		
Marital status: <sup>4</sup>		Gender: <sup>5</sup> M/F
Occupation: <sup>6</sup>		
Email: <sup>7</sup>		
Phone: <sup>8</sup>		

Number 22, 27-72 Street,  
Chan Mya, Thar Si, Mandalay

02-66013

Male

Married

02/01/1974

peace.nyein17@gmail.com

Student

An Kar Nyein Chan



**C:** What is this person's educational background? What are their hobbies?

Educational background:	SECONDARY EDUCATION COMPLETION CERTIFICATE FIRST AID AT WORK CERTIFICATE
Hobbies:	CYCLING COOKING WATCHING FILMS



**D:** Find a partner. Ask questions about their education and hobbies and fill in the form with their information. Then they fill in the form with your information. Swap forms and check.

Educational background:	
Hobbies:	

## 5.2 Pronunciation of wh- questions



**A:** Match the wh- word with the word that sounds the same.

- |          |               |
|----------|---------------|
| 1. What  | a. blue /u:/  |
| 2. When  | b. brown /au/ |
| 3. Where | c. get /e/    |
| 4. Who   | d. hot /e/    |
| 5. How   | e. chair /ea/ |



**D:** Listen again (050). Underline the sentence stress in each question.



- |                                |                               |
|--------------------------------|-------------------------------|
| 1. What's your name?           | 6. What do you do?            |
| 2. Where do you live?          | 7. What's your occupation?    |
| 3. What's your address?        | 8. What's your email address? |
| 4. What's your date of birth?  | 9. What's your phone number?  |
| 5. What's your marital status? |                               |



**B:** Listen to the questions (050). What do you notice about the verb and pronoun after the wh- word?



**C:** Listen and repeat (050).



**E:** Do a Roleplay. Work in pairs: A is the receptionist at a language centre. B is a new student.

**B** Students fill the application form with the information on the right. **Answers:**

1. Name: AN KA NYEIN CHAN
2. Address: NO. 22, 27-72 STREET, CHAN MYA THAR SI, MANDALAY
3. Date of birth: 02/01/74
4. Marital Status: MARRIED
5. Gender: MALE
6. Occupation: STUDENT
7. Email: peace.nyein17@gmail.com
8. Phone: 02-66013

**C** Discuss the questions as a class.

**D** In pairs, students think of questions to ask to get information about someone's educational background and hobbies. There are many possible correct questions. Write them on the board. **Possible answers:**  
Name: What's your name?  
Address: What's your address? / Where do you live?  
Date of birth: What's your date of birth?  
Marital Status: Are you married? / What's your marital status?  
Occupation: What's your job/occupation? / What do you do?  
Gender: What's your gender? / Are you male or female?  
Email: What's your email address?  
Phone: What's your phone number?  
Education: What did/do you study?  
Hobbies: What do you do in your free time? / What do you do for fun?

## 5.2 Pronunciation of wh- questions

**A** Students match the words that have the same vowel sound (shown in IPA on the right). **Answers:**

1. d
2. c
3. e
4. a
5. b

**B** Play audio (050) two or three times. Elicit students' observations about the verb and pronoun after the question word. **Answer:**

The pronoun and verb are unstressed, and spoken quickly.

**C** Play audio (050) line by line two or three times. Students repeat.

**D** Play audio 050 two or three times. Students listen and underline the stressed part of the sentence. **Answers:**  
2. Where do you live?  
3. What's your address?  
4. What's your date of birth?  
5. What's your marital status?  
6. What do you do?  
7. What's your occupation?  
8. What's your email address?  
9. What's your phone number?

**E** In pairs, students practise a Roleplay. One student is the receptionist at a language school and the other is applying for a course. The receptionist interviews the student and fills in the form with the student's answers. Encourage students to add other parts to the conversation too – try to make it more interesting. Students swap roles. Get a few pairs to perform their roleplay to the class.

# 6. Phrasebook: People you know

## 6.1 Meeting an old friend

**A** Elicit suggestions about what to say if you unexpectedly meet an old friend – someone you haven't seen for a long time. Write students' suggestions on the board.

**B** Pre-teach 'remember'. Discuss the pictures – what's happening? In pairs, students read the statements and look at the pictures. They decide which statement goes in which box.

**C** Play audio (051). Students listen and check. **Answers:**

- a. Hello Sayama Paw Mu. Do you remember me?
- b. Er... Hello.
- a. I'm your old student.
- b. I remember your face , but I can't remember your name. Are you Bobby Thornwood?
- a. No. I'm Mark Waters. You don't remember me!
- b. Oh. I'm sorry.

**D** Students think of words and phrases to fill the gaps, to re-tell the story. There are many possible correct answers. **Possible answers:**

1. meets
2. Do you remember me?
3. young/small
4. Are you Bobby Thornwood?
5. Mark Waters
6. stupid/unhappy

**E** Discuss the story. Ask **prompt questions:** *Have students ever experienced anything like this? How do they think Paw Mu feels?* Discuss how Mark could do better next time he is in a situation like this. **Answer:**

Introduce himself at the beginning: 'Hello, I'm Mark Waters', and maybe give more information, e.g. 'You were my teacher in 2002'.

## 6.2 Polite phone calls

**A** Discuss reasons for making telephone calls. Why do students ring people?

**B** Play audio (052) two or three times. Students listen. Students decide if the conversations are polite or impolite. **Possible answers:**

**Conversation A** is not polite – the student makes the teacher uncomfortable by not telling who they are. They don't have a good reason to ring, and they don't check if the teacher is free to talk. **Conversation B** is polite – the student introduces herself, asks if the teacher is free to talk, and has a reason to call.

# 6. Phrasebook: People you know

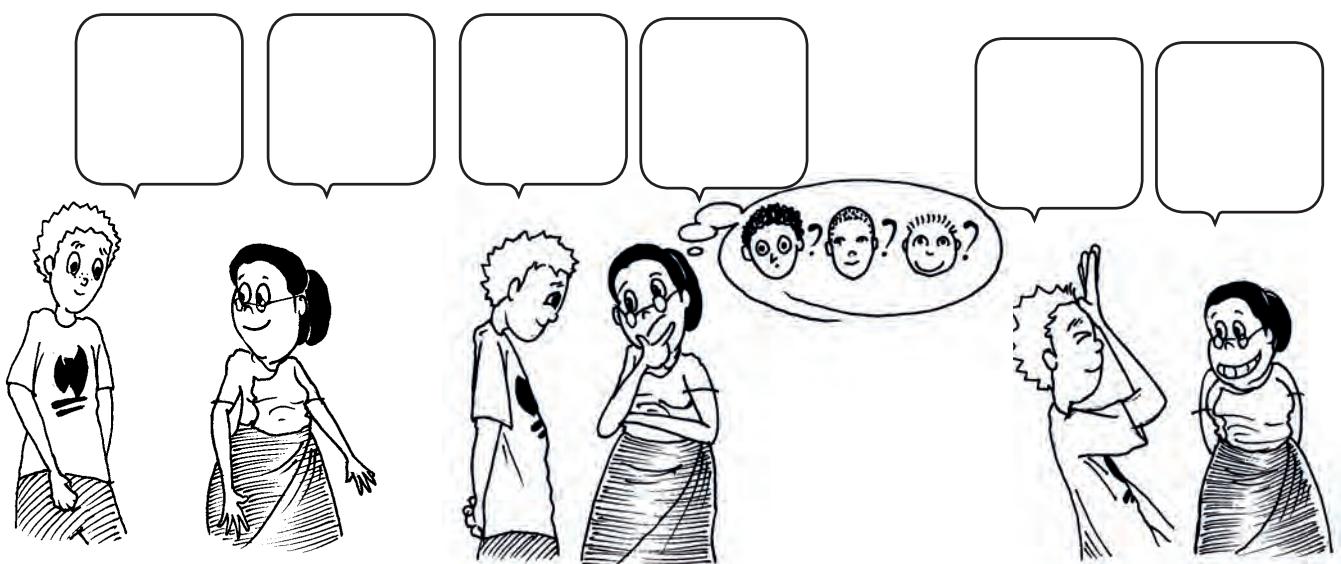
## 6.1 Meeting an old friend



A: What do you say when you meet an old friend?



B: Write the text in the speech bubbles from the boxes below.



C: Listen and check (051).



D: Fill the gaps to tell the story.

Paw Mu \_\_\_\_\_<sup>1</sup> a young man on the street. He says "\_\_\_\_\_". She thinks, but can't remember him. Is he one of the \_\_\_\_\_<sup>3</sup> boys from the international school, now grown up? She asks "\_\_\_\_\_".<sup>4</sup> She is wrong - his name is \_\_\_\_\_. Paw Mu feels \_\_\_\_\_.<sup>6</sup>

No. I'm Mark Waters. You don't remember me!

I'm your old student

Oh, I'm sorry

Hello, Sayama Paw Mu.  
Do you remember me?

Er... Hello

I remember your face, but I don't remember your name. Are you Bobby Thornwood?



E: What could Mark do differently?



A: Why do you phone people?



B: Listen to the conversations in audio (052). Are they polite or impolite?



**C:** What could Kyaw Day do differently?



**D:** Look at the list. Write *do* or *don't* next to each item.

1. Ask 'Do you know my name?'
2. Say hello or hi.

3. Introduce yourself: "It's Brang Aung" or "This is Brang Aung."
4. Ask "Are you busy?"
5. Have a reason to call someone.
6. Say 'bye' or 'see you' at the end of the call.

## 7. Learning strategies: What do you learn?

### 7.1 Main learning points



**A:** Look back at 1.1A in Unit 4: What do you do on Saturdays? Make a list and compare it with a partner. Why do you do this exercise? Tick all reasons.



**B:** Look back at 1.1.B in Unit 4: Read Khin Zaw and Jessica's chat and match the places with the pictures. Why do you do this exercise? Tick all the reasons.

1. to prepare you for the topic
2. to make the topic interesting
3. to learn new grammar
4. to practice writing skills
5. to find out what language you know about the topic

6. to talk about your experience
7. to understand new language
8. to practise new grammar
9. to know about Jessica's day
10. to use new language



**C:** What are the main learning points of:

1. In Unit 4, 1.1.C
2. In Unit 4, 1.1.D, E and F



**D:** What are the main learning points of:

1. In Unit 4, 4.2.B
2. In Unit 4, 2.4.C

Choose from 1-10 in the boxes above.



**E:** What are the main learning points of this section: In Unit 4, 7.1?

### 7.2 Today's lesson



**A:** Write down everything you learned in today's lesson

- the reason to do brainstorms



**B:** Work in pairs. List, in order, everything you did in today's lesson.



**D:** Put your charts on the wall and look at other groups' charts.



**C:** Join another pair to make a group of four. Use a chart like this.

What we did	Why we did it
I. Brainstorm	to think about a new topic

**C** Discuss Conversation A. How could Kyaw Day make it better? **Possible answers:**

Say hello; Introduce himself at the beginning: ‘Hello - I’m Kyaw Day’; Don’t ask Matty to try and guess his name; Ask if Matty is busy; When Matty says he is busy, say goodbye and get off the phone.

**D** Students read the actions, and write *do* next to polite actions and *don’t* next to impolite actions. **Answers:**

1. don’t - it makes the person feel that they have to get the right answer, and that they are being rude if they don’t get it correct.
2. do
3. do
4. do - you can then know if the person is free to talk to you, especially if you need to talk for more than a minute.
5. do - calling people to say hello is only OK with very close friends (unless they have told you they like getting calls for no reason).
6. do

## 7. Learning strategies: What do you learn?

### 7.1 Main learning points

**A** Students look at exercise 1.1.A at the beginning of this chapter. As a class, decide what reasons people would do this exercise. Point out that:

- it is at the beginning of new unit, where students are about to start a new topic. **Answers:**

1, 2, 5 and 6. This pre-reading exercise focuses students on the topic, and lets them share any language they already know about it.

**B** In pairs, students decide for which of the reasons they did Unit 4, 1.1.B. **Answers:**

(7) New language is presented in a context, so students can more easily understand it.

**C** Pre-teach ‘main learning goal’ (the most important reason for doing an exercise). In pairs or small groups, students decide which of points 1-10 (from A and B) are the main learning goals. **Answers:**

(10.) Students use the new language to fill the gaps, changing it into the third person form.

(6). Students use the new language to think and talk about themselves.

**D** In pairs or small groups, students write main learning goals (not from A and B). **Possible answers:**

1. To learn language you need to understand the reading.
2. To practise using the new language.

**E** Students identify the main learning goals of this section.

### 7.2 Today’s lesson

**A** Students list everything they learned in today’s lesson.

**B** In pairs, students list everything they did in today’s lesson. **Pre-teach ‘in order’.**

**C** Students make groups of four. They make a chart about what they did and why they did it (the main learning point).

**D** Put the charts on the wall. Students walk around comparing charts.

## **A** Answers:

2. Nang Seng speaks Myanmar. She doesn't have a car. She eats meat. She wakes up early.

3. Ou and Lili don't speak Myanmar. They don't have a car. They eat meat. They wake up early.

## **B** Answers:

2. 8.55

3. 1.15

4. 4.35

5. 9.45

7. twenty past one

8. twenty to six

9. half past eleven

10. five past three

## **C** Answers:

2. half past nine / 9.30

3. quarter to one / 12.45

4. quarter past three / 3.15

5. ten past ten / 10.10

6. twenty to three / 2.40

## **D** Answers:

2. always

3. sometimes

4. usually, sometimes

5. usually

6. never

7. sometimes, sometimes, 2.30am

# UNIT 4

# Practice makes perfect

## A Look at the table and write about these people.

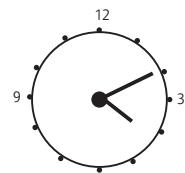
	Jean	Nang Seng	Ou and Lili
Speak Myanmar	Yes	Yes	No
Have a car	Yes	No	No
Eat meat	No	Yes	Yes
Wake up early	No	Yes	Yes

- 1 Jean speaks Myanmar. He has a car. He doesn't eat meat. He doesn't wake up early.
  - 2 Nang Seng...
  - 3 Ou and Lili...

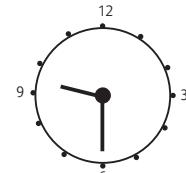
## **B** Write the times

- |     |                     |                 |
|-----|---------------------|-----------------|
| 1.  | three twenty        | 03.20           |
| 2.  | five to nine        |                 |
| 3.  | quarter past one    |                 |
| 4.  | twenty five to five |                 |
| 5.  | quarter to ten      |                 |
| 6.  | 06.35               | six thirty five |
| 7.  | 01.20               |                 |
| 8.  | 05.40               |                 |
| 9.  | 11.30               |                 |
| 10. | 03.05               |                 |

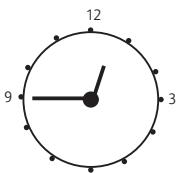
## Write the correct times.



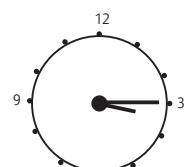
! Ten past four/4.10



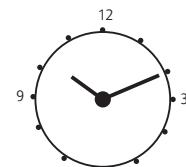
2



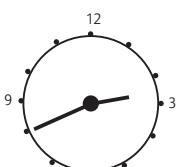
3.



6



5



6

**D** This is Yao Ming's week. Fill the gaps to make true sentences.

	Mon	Tues	Wed	Thurs	Fri
Wake up	7am	7am	7am	7am	7am
Start work	9am	8.30am	8am	9am	11am
Eat lunch	12pm	12pm	12pm	12pm	1.15pm
Study	6.30pm	4pm	6.30pm	6.30pm	no
Go to bed	10pm	11pm	10pm	11pm	2.30am

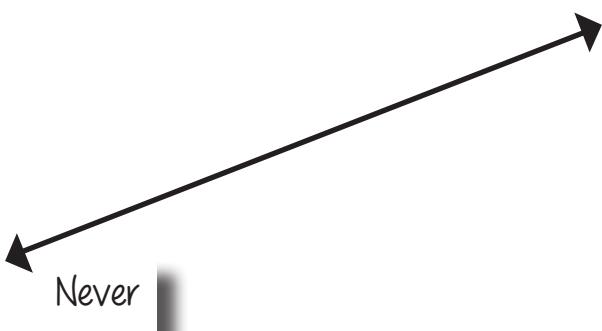
1. Yao Ming never gets up at 8am
  2. He    gets up at 7am
  3. He    starts work at 8.30am
  4. He    eats lunch at 12pm but    he eats lunch at 1.15pm
  5. He    studies English at 6.30pm
  6. He    studies English on Fridays
  7. He    goes to bed at 10pm, and    goes to bed at 11pm. On Fridays he goes to bed at

**E** Using the chart from D, write the parts of the day.

1. Yao Ming gets up in the morning
2. He starts work in the \_\_\_\_\_
3. He eats lunch in the \_\_\_\_\_
4. He usually studies English in the \_\_\_\_\_, but on Tuesdays he studies English in the \_\_\_\_\_
5. He usually goes to bed at \_\_\_\_\_, but on Friday he goes out and goes to bed in the \_\_\_\_\_

**F** Complete the diagram with the words.

Never    Always    Sometimes    Usually



**G** Read about Siriporn's week and answer the questions.

1. What time does Siriporn wake up on Monday?
2. What time does she go to bed on Monday?
3. What does she do on Wednesday afternoons?
4. What does she do on Friday evenings?
5. What time does she catch the bus to go to her parents' house at the weekend?
6. What does she do on Saturday nights?
7. What days does she go to university?
8. What days does she study at home?
9. What days does she meet her boyfriend?
10. What time does she go home on Sunday?

**H** Here is an interview with Siriporn. Choose the correct verb and answer the questions.

1. Do/Does you go to university every day?  
No, I don't. I go to university on Monday, Wednesday and Thursday.
2. Do/Does you wake up early every day?
3. Do/Does your friends meet you after class?
4. Do/Does your boyfriend phone you on Monday?
5. Do/Does you live with your parents?
6. Do/Does your mum cook lunch on Saturday?
7. Do/Does you check your emails every day?

I'm Thai and I'm 19 years old. I'm a university student. I go to university on Monday, Wednesday and Thursday every week. On these days, I usually wake up at 7am. At 7.30am, I have breakfast and watch TV. I go to university at 9 am - my first class is at 9.30am.

At 12.30, I have my lunch. I go to class again at 1.30pm for 3 hours. After the afternoon class, I meet with my friends and go shopping. I go home at 6pm and I cook dinner. After dinner, my boyfriend phones me. At about 8 pm, I study for about one hour and then I go to bed and read.

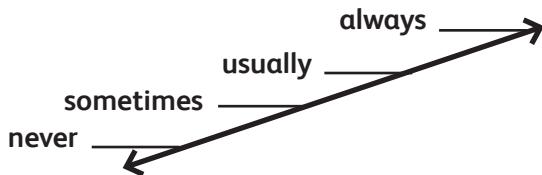
On Tuesdays and Fridays, I usually wake up late. At about 10.30am, I have breakfast and read the newspaper. I have a shower and then check my email. I have lunch at about 1 pm. After lunch, I study for about 4 hours. At 6pm, I usually go to a restaurant and have dinner with my boyfriend. At about 10pm, I go home, have a shower, check my email and watch TV.

On Saturdays and Sundays, I usually go to visit my mother and father. I catch a bus on Saturday at about 9am, and get there at 11. My dad cooks lunch and we eat at around 12.30pm. On Saturday evenings, we usually eat dinner and listen to the radio. We sometimes visit our friends and relatives. I usually call my boyfriend and then go to bed at about 11 pm. I catch a bus back home at 6pm on Sunday.

## E Answers:

2. morning
3. afternoon (could be 'at' noon/midday)
4. evening, afternoon
5. night, morning

## F Answers:



## G

1. 7 am
2. 9 pm
3. She goes to class, then meets her friends and goes shopping.
4. She has dinner with her boyfriend.
5. 9.00 am
6. She usually eats dinner, listens to the radio and calls her boyfriend. She sometimes visits friends and relatives
7. Monday, Wednesday and Thursday.
8. Tuesday and Friday.
9. Tuesday and Friday.
10. 6 pm.

## H

### Answers:

2. Do  
No, on Tuesdays and Fridays I wake up late.
3. Do  
Yes, they meet me on Tuesdays and Fridays.
4. Does.  
Yes, he does.
5. Do  
No, I don't. I visit them every weekend.
6. Does  
No, she doesn't. My dad cooks lunch on Saturdays.
7. Do  
No, I don't. I check emails on Tuesdays and Fridays.

## **I** Answers:

Name:	Siriporn	Age:	19
Occupation:	Student		
Nationality:	Thai		
Marital Status:	single	Gender:	m/f

## **J** Possible answers:

2. What's your phone number?
3. Are you married?
4. What do you do?  
What's your job?  
What's your occupation?
5. What do you like?  
What music do you like?
6. What time do you (usually) wake up?
7. What do you do on Monday?  
What day do you go to the market?
8. Do you like bananas?
9. Do you speak French?

## **K** Answer:

Depends on the language.

## I Complete the form for Siriporn.

Name:		Age:	
Occupation:			
Nationality:			
Marital Status:		Gender:	

## K Translate the phrases into your own language.

1. I remember your face, but I can't remember your name.
2. I'm your old student.
3. Are you busy?
4. Do you get up early?
5. I don't like cats.

## L Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

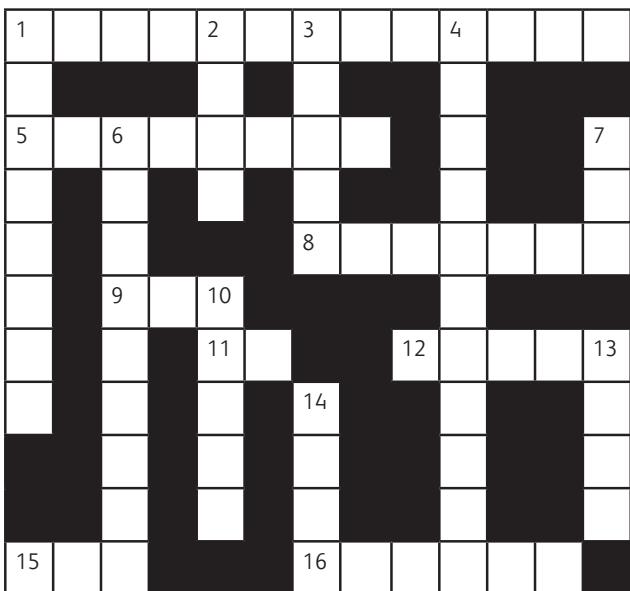
about (adv)	day (n)
adult (n)	dinner (n)
always (adj)	dislike (v)
application (n)	DJ (n)
band (n)	drink (v)
bar (n)	eat (v)
bed (n)	everything (pron)
beer (n)	favourite (adj)
bite (v)	fill in (v)
bored (adj)	find out (v)
boring (adj)	finish (v)
breakfast (n)	food (n)
buy (v)	football (n)
cause (v)	get up (v)
check email (v)	go to bed (v)
clean (v)	grow up (v)
clock (n)	half (n)
cook (v)	hate (v)
daily (adv)	help (v)
dance (n, v)	hip-hop (n)
date (n)	HIV (n)
date of birth (n)	holiday (n)

## J Write the questions.

1. What's your address? 5 Acre Street  
020 9876 5432
2. No, I'm not married
3. I'm a lawyer
4. I like rock music
5. I usually wake up at 8am
6. I go to the market on Monday
7. Yes, I like bananas
8. No, I don't speak French

holiday (n)	rule (n)
home (n)	sex (male/female) (n)
interview (n, v)	shower (n)
leader (n)	singer (n)
like (v)	sometimes (adv)
live (v)	spicy (adj)
lunch (n)	sport (n)
marital status (n)	start (v)
market (n)	stay (v)
mosquito (n)	swap (v)
movie (n)	swimming (n)
near (adj)	teashop (n)
never (adv)	textbook (n)
night (n)	think (v)
now (adv)	time (n)
occupation (n)	today (n)
open (v, adj)	tomorrow (n)
phrase (n)	TV (n)
play (v)	use (v)
pork (n)	wake up (v)
prepare (v)	walk (v)
quarter (n)	want (v)
radio (n)	watch (v)
reason (n)	water (n)
receptionist (n)	week (n)
rest (v)	world (n)
rock music (n)	wrong (adj)
routine (n)	yesterday (n)

## Crossword.



### Clues across:

1. Single, married, divorced
5. I like \_\_\_\_\_ in the water.
8. Today is a \_\_\_\_\_ so I'm not at work
9. She doesn't \_\_\_\_\_ pork.
11. \_\_\_\_\_ Saturdays I visit my parents.
12. He listens to the news on the \_\_\_\_\_.
15. Not young.
16. Food in the evening.

### Clues down:

1. This causes malaria and dengue fever.
2. What's the \_\_\_\_\_? 3pm.
3. Food you eat at about 12pm.
4. Please fill in the \_\_\_\_\_.
6. The journalists \_\_\_\_\_ the world leader.
7. Wednesday, Friday, Sunday
10. \_\_\_\_\_ is Monday. Tomorrow is Tuesday.
13. The shops \_\_\_\_\_ at 8am.
14. She plays the guitar in a \_\_\_\_\_.

 **Answers:**

**Across:**

1. marital status
5. swimming
8. holiday
9. eat
11. on
12. radio
15. old
16. dinner

**Down:**

1. mosquito
2. time
3. lunch
4. application
6. interview
7. day
10. today
13. open
14. band

# UNIT 5

## FOOD AND NUMBERS

### Around the world

#### 1.1 The world in numbers

**(A)** Students answer the questions.

In pairs, students ask and answer the questions. Ask a few students the questions. With 3 and 4, write students' answers on the board and try to get the class to agree.

**(B)** Students match the words and the numbers without reading the text on the right. **Answers:**

1. b    2. c    3. d    4. a

**(C)** Individually or in pairs, students write the numbers. **Answers:**

2. 200,050  
3. 35,000  
4. 1,200,500  
5. 3,004,780,000

#### Extra Idea

Do a **Race to the Board** activity with large numbers. Put the class into 2, 3 or 4 teams. Teams stand at the back of the room. The first member of each team has a board marker or chalk. Call out a number. Team members run to the board and write the number. The first team to get a correct number gets a point for their team.

# UNIT 5

## FOOD AND NUMBERS

This unit

**Structure:** There is/there are | Countable and uncountable nouns | Some/any/much/many

**Topics and Functions:** Large numbers | Food, drinks and recipes | Shopping |

Ordering food and drinks | Amounts and measurements

**Skills:** Identifying information | Describing scenes | Giving orders | Descriptive essays

**Learner training:** Writing strategies: detecting and correcting spelling mistakes and essay composition

### Around the world

#### 1.1 The world in numbers



**A:** How many people are there in your family? How many people are there in your class? How many people are there in your country? How many people are there in the world?



**B:** Match the words with the numbers.

- |                         |                  |
|-------------------------|------------------|
| 1. One thousand         | a. 1,000,000,000 |
| 2. One hundred thousand | b. 1,000         |
| 3. One million          | c. 100,000       |
| 4. One billion          | d. 1,000,000     |



**C:** Write these amounts in numbers.

1. Two million, three hundred and fifty thousand, two hundred - 2,350,200
2. Two hundred thousand and fifty.
3. Thirty five thousand
4. One million, two hundred thousand, five hundred
5. Three billion, four million, seven hundred and eighty thousand



**D: Match the numbers with the sentences below.**

1,000,000,000	2,400,000,000	6
7,000,000,000	317,000,000	193
925,000,000	100,000	
1,300,000,000		

1. 7,000,000,000 people in the world
2. Muslims in the world
3. Buddhists in the world
4. people in China
5. people in the USA
6. member states of the UN
7. number of UN peacekeepers
8. major religions in the world
9. people who have no religion



**E: Complete the sentences using *there is* and *there are*.**

1. \_\_\_\_\_ 1.3 billion people in China.
2. \_\_\_\_\_ over 190 million people in Brazil.
3. \_\_\_\_\_ four main religions in the world.
4. \_\_\_\_\_ about 2 billion Christians around the world.
5. \_\_\_\_\_ UN peacekeepers in 16 countries.
6. \_\_\_\_\_ 193 member states in the United Nations
7. \_\_\_\_\_ a UN organisation called the Group of 77.



**F: Choose the best words to complete the grammar rule:**

1. We use *there is/are* with singular nouns.
2. We use *there is/are* with plural nouns.



**G: Write the questions in the correct order.**

1. there / many / in / Asia / how / are / people ?
2. Africa / there / how / are / people / many / in ?
3. people / Europe / are / many / how / in / there ?



**H: Match the questions in G with these answers.**

742 million      4 billion      1 billion

### Around the world in numbers

#### Population

The world's population is over 7 billion people. Half the world's population live in only six countries. There are over 1.3 billion people in China and over 1.2 billion in India. In the USA there are 317 million and there are 253 million people in Indonesia. Brazil has over 202 million people and in Pakistan there are 185 million people.

#### Religion

There are six major religions in the world: Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism. About 30% (3 billion people) are Christian. There are about 2.4 billion Muslims, 1 billion Buddhists and about 1 billion Hindus. About 925 million people don't have a religion.

#### The United Nations

The United Nations (UN) is a large international organisation. There are 193 member states in the UN. In the UN, there are many organisations. The General Assembly meets every year and talks about important issues in the world. There are people from all member countries in the General Assembly. The UN works for world peace and there are 100,000 UN peacekeepers. They work in 16 countries around the world. There is an organisation of developing countries in the UN. It is called the Group of 77.

**D** Students look at the figures and the sentences, and match numbers with sentences. Get students' ideas and write them on the board. Students read the text, and check their answers. **Answers:**

2. 2,400,000,000
3. 1,000,000,000
4. 1,300,000,000
5. 317,000,000
6. 193
7. 100,000
- 8 6
9. 925,000,000

Explain and discuss anything students don't understand.

**E** Students complete the sentences using there is/are. **Answers:**

1. There are
2. There are
3. There are
4. There are
5. There are
6. There are
7. There is

**F** Students choose the correct words.  
**Answers:**

1. is
2. are

**G** Students write the questions in the correct order. They can look at 1.1 if they need help. **Answers:**

1. How many people are there in Asia?
2. How many people are there in Africa?
3. How many people are there in Europe?

**H** Students match the questions in G with the answers below. **Answers:**

1. 4 billion
2. 1 billion
3. 742 million

## 1.2 The world in pictures

---

**A** Have a Group Brainstorm Competition.

Students work in groups of four-six.

Groups have two minutes to write as many sentences as possible about the classroom, starting with *There is* and *There are*. Write *There is* and *There are* columns on the board. Groups take turns to read out a sentence. Write them on the board.

**B** Students look at the photos of classrooms and guess which country they are from. The answers are not clear so encourage students to make their best guess. **Answers:**

1. d
2. b
3. a
4. c
5. f
6. e

**C** Students think of descriptions of the classrooms. Students work in pairs. Partner A describes one of the classrooms. Partner B identifies it. They swap roles.

**D** Discuss the classrooms. Which one is most similar to yours? What is different in that one?

## 1.3 Things around you

---

**A** Students read the sentences and decide whether they are true or false.

Explain that we use *any* in negative plural sentences (and questions).

**B** Students write three more negative statements about the classroom. Get a few students to come and write their sentences on the board.

**C** Do a Substitution Drill. Write the sentence *There's a dog in the room* on the board. Students say it.

Change *a dog* to *2 dogs*. Students say *There are 2 dogs in the room*. Next, write *not*. Students say *There aren't any dogs in the room*. Keep changing parts of the sentence – from single to plural nouns, positive and negative sentences. When students are confident with this, get them to suggest changes. Point to a part of the sentence, then point to a student. The student changes it using his or her own idea. Encourage students to look at the **Language Reference** for more information about *there is/are*.

## 1.2 The world in pictures



**A:** Group brainstorm. What things are there in the classroom? How many? Make a list.



**C:** Work in pairs. Describe one of the pictures below in three sentences. Can your partner identify it?



**D:** Are these classrooms the same as yours or different?



**B:** Look at these pictures of classrooms from around the world. Match the country with the classroom.

1. USA
2. India
3. Kenya
4. Myanmar
5. Singapore
6. Bangladesh



**A**



**B**



**C**



**D**



**E**



**F**

## 1.3 Things around you



**A:** Look around you. Are these statements true or false?

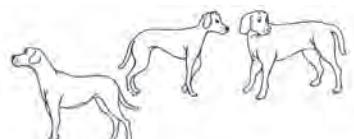
1. In this classroom there isn't a board.
2. There aren't any chairs.
3. There isn't a teacher.
4. There aren't any dogs.



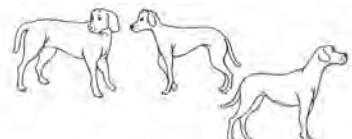
**C:** Do a Substitution Drill.

There are two dogs in the room.

There's a dog in the room.



There aren't any dogs in the room.



**B:** Write three true negative statements about your classroom.

## 2. Hometowns

### 2.1 Paul's hometown



**A:** Answer the questions about your town.

1. Are there any cinemas in your town?
2. Is there a hospital?
3. How many markets are there?
4. How many schools are there?
5. Is there a university?



**B:** Paul's hometown is Hull, in England. Look at the photographs. What do you think Paul says about his hometown?



**C:** Read Paul's description of Hull.

I live in Hull in England. Hull is a big city. About 260,000 people live in Hull. There are over 100 schools in the city and there is a university. At the university, there are about 20,000 students. My son Wayne is a student at the university. He studies computer science. There is also a medical school.

There are three hospitals and four cinemas in the city. There are also four markets. There are many famous people from Hull. For example, Dean Windass is a football player from Hull, Paul Heaton is a musician from Hull, and Norman Cook is a very famous DJ. My son likes Norman Cook's music.

I like Hull. There are good restaurants and shops. At night it is beautiful. Hull has four big parks. I walk in the park with my dog every evening. I like the football team here, too. They're called Hull City FC. I watch them play every weekend. Do you know them?

## 2. Hometowns

### 2.1 Paul's hometown

---

- A** Ask a student question 1. If they answer correctly, ask question 2, then 3, etc. If they give a wrong answer, ask another student question 1. Keep asking students until you get a correct answer. Check that students understand the question structures. Encourage them to look at the **Language Reference**. Students ask and answer the questions in pairs.
- B** Establish the situation – students will read about Paul's home town. Students look at the pictures and predict what will be in the text. Make a class list of predictions on the board.
- C** Pre-teach 'over' (more than), 'cinema', 'DJ' (a person who plays CDs or records on the radio or in clubs), 'for example' and 'music'. Students read the text. Elicit the meanings of computer science, medical school (a university for doctors), football player and football team.

**D** Students read the sentences and decide whether they are true or false.

If they are false, students write correct sentences. Possible answers:

1. False. There is one university.
2. False. He studies at the university.
3. True.
4. False. He's a football player.
5. False. He likes them and watches them play every weekend.

**E** Students answer the questions. Possible answers:

1. about 20,000
2. new doctors
3. Not sure - his son does.
4. Yes, there are good restaurants.
5. He walks with his dog in the park.
6. He watches Hull FC.

## 2.2 Your hometown

**A** In groups, students list the topics Paul writes about. They should not write sentences from the text, just the topics. Make a class list on the board. Possible answers:

1. where Hull is
2. education
3. places
4. famous people
5. his habits
6. why he likes Hull

**B** Students write essays about their hometowns. They can use Paul's essay as a model. Students look back at 3.7. They check their essays for mistakes with spelling, verb form (including mistakes with *there is/are*) and missing words.

**C** They write a second draft of their essay. If you mark them, focus on use of *there is/are* and interesting writing. If the essay is interesting but a little incorrect, give high marks. If the essay is very boring but correct, give lower marks.

## 3. Preparing for a party

### 3.1 Food

**A** Pre-teach 'favourite', 'vegetable', 'fruit', 'meat' and 'drink' (noun and verb). In groups of 4-6, students tell each other their favourite food, vegetable, fruit and drink. Ask a few students *What is your favourite food/drink/vegetable/fruit?*

**B** Individually or in pairs or groups, students name as many of the foods as they can.



**D:** Are these statements true or false?  
If they're false, correct them.

1. There are over 100 universities in Hull.
2. Wayne studies at the medical school.
3. There are three hospitals and four cinemas in the city.
4. Dean Windass is a DJ from Hull.
5. Paul doesn't like Hull FC.



**E:** Answer the questions.

1. How many people study at the university in Hull?
2. Who studies at the medical school?
3. Does Paul like Norman Cook?
4. Are there any restaurants in Hull?
5. What does Paul do in the evenings?
6. What does Paul do at the weekend?

## 2.2 Your hometown



**A:** What information does Paul give about his home town? Read the text again and list the main points.



**B:** What information do you know about your hometown? Write a short essay (120-150 words) about your hometown.



**C:** Look at Learning Strategies in Unit 3 and check your work for mistakes.

## 3. Preparing for a party

### 3.1 Food



**A:** What is your favourite food?  
Favourite vegetable? Favourite fruit?  
Favourite drink?



**B:** Look at the pictures of foods. Do you know their names? Write the food you know.





**C:** Classify the foods into vegetables, fruit, meat, drink and other.



**D:** Listen to audio (053), check and repeat.



**E:** Add other items to the lists.

## 3.2 Shopping for a party



**A:** Amit and Madhu are having a party. What do people do before they have parties?



**B:** Listen to the conversation (054). Tick the words you hear in the boxes below.



**C:** What main dishes can the guests at Madhu and Amit's party eat? What can they drink?

Fruit salad

Tea leaf salad

Tomatoes

Beer

Apples

Fish

Oranges

Bread

Pineapple

Chicken curry

Papaya

Mangoes

Bananas

Onions

Noodles

Pork

Carrots

Potatoes

Chillies

Orange juice

Water

Rice



**D:** Are these things countable or uncountable?

- |            |            |               |            |                  |
|------------|------------|---------------|------------|------------------|
| 1. oranges | 3. bananas | 5. onions     | 7. noodles | 9. beer          |
| 2. apples  | 4. chicken | 6. vegetables | 8. rice    | 10. orange juice |

## 3.3 Countable and uncountable



**A:** Listen again to audio (054) and fill the gaps.

1. Get \_\_\_\_\_ pineapples, \_\_\_\_\_ mangoes and \_\_\_\_\_ papaya.
2. We have \_\_\_\_\_ chicken.
3. There are \_\_\_\_\_ onions in the cupboard.
4. Get \_\_\_\_\_ beer and \_\_\_\_\_ orange juice.



**C:** Write *a*, *an* or *some* in the gaps.

- |                  |                     |
|------------------|---------------------|
| 1. _____ rice    | 9. _____ beef       |
| 2. _____ chicken | 10. _____ chillies  |
| 3. _____ apple   | 11. _____ pineapple |
| 4. _____ water   | 12. _____ cheese    |
| 5. _____ noodles | 13. _____ cabbage   |
| 6. _____ bread   | 14. _____ potato    |
| 7. _____ milk    | 15. _____ papayas   |
| 8. _____ onion   | 16. _____ tomato    |



**B:** Complete the grammar rule:

We use \_\_\_\_\_ or \_\_\_\_\_ with single countable nouns, and \_\_\_\_\_ with plural and uncountable nouns.



**C** Draw a table on the board with columns for vegetables, fruit, meat, drink and other. Get students, one by one, to come to the board and write the items from B in the table. Students write any names they missed in B.

**Extra Idea**

Do a **Point and Say** pair activity. Partner A points to a food item and asks *What's this / What are these?* and Partner B says what it is – *It's a/an / They're XXX*

**D** Play audio (053). Students listen and check their answers. **Answers:**  
vegetables – onion, chillis, carrots  
fruit – apple, durian, pineapple, papaya, tomatoes, oranges, bananas  
meat – chicken, beef, fish, pork  
drink – beer, water  
other – rice, eggs

Play audio 053 again. Students listen and repeat.

**E** Elicit more vegetables, fruit, meat, drink and other things to add to the lists.

## 3.2 Shopping for a party

**A** Establish the situation – Madhu and Amit are preparing for a party. Ask students what they might do before the party, e.g. cook food, clean the house, buy drinks, etc. Make a class list on the board.

**B** Pre-teach ‘salad’. Play audio (054). Students listen, and tick the items they hear in the boxes below. **Answers:**  
tea leaf salad, oranges, apples, pineapples, mangoes, papaya, bananas, onions, potatoes, carrots, chillies, noodles, rice

**C** Play audio (054) two or three times. Students identify what food and drink party guests can eat (not all of the ingredients, just the main dishes)  
**Answers:**  
Food: Tea leaf salad, fruit salad, chicken curry, noodles Drink: Beer, orange juice

**D** Students decide if the things are countable or uncountable. **Answers:**  
1. countable  
2. countable  
3. countable  
4. depends on th situation  
5. countable  
6. depends on th situation  
7. countable  
8. uncountable  
9. uncountable  
10. uncountable

**Language and culture notes**  
Questions do not have to have question-style word order. Any sentence can be a question if you use rising intonation, e.g. *I can eat this cake?* The speaker thinks they can eat the cake but they want to make sure.

## 3.3 Countable and uncountable

**A** Play audio (054). Students listen and write the missing words. **Answers:**

1. some, some, a      2. some
3. some                  4. some, some

**B** Students complete the grammar rule.

**Answers:**

a, an, some

**C** Many can be both countable and uncountable – it depends on the context. **Answers:**

- |         |          |          |
|---------|----------|----------|
| 1. some | 7. some  | 13. some |
| 2. some | 8. an    | 14. a    |
| 3. an   | 9. some  | 15. some |
| 4. some | 10. some | 16. a    |
| 5. some | 11. a    |          |
| 6. some | 12. some |          |

## 3.4 Some and any

**A** Play audio (054). Students listen and write the missing words. **Answers:**

1. some
2. any
3. any
4. some, some
5. any

**B** Students read the rule and fill the gaps.

**Answers:**

1. some
2. some
3. any
4. any
5. any
6. some

**C** In class or for homework, students make lists of food they have and don't have in their houses.

**D** Using their own lists for ideas, students ask and answer questions about each others' food supplies. Elicit the question needed: *Do you have any ...?* and the answers: *Yes, I have some/a/an...*

## 4. Amounts

### 4.1 Shopping in the market

**A** Discuss shopping. Where do students do their shopping? What measures do they use?

**B** Students match the words, percentages and fractions. **Answers:**

Quarter = 25% = 1/4

Half = 50% = 1/2

Three quarters = 75% = 3/4

## 3.4 Some and any



**A:** Listen again (054) and fill the gaps.

1. We have \_\_\_\_\_ tea leaf salad.
2. We don't have \_\_\_\_\_ fruit salad.
3. Do we have \_\_\_\_\_ vegetables?
4. Get \_\_\_\_\_ carrots and \_\_\_\_\_ chillis.
5. Do we have \_\_\_\_\_ beer?



**C:** What food do you have in your house? What don't you have? Write a list of foods in your house.



**D:** In pairs, ask and answer questions about the food on your list.



**B:** Look at the grammar rules and complete the sentences for plural and uncountable nouns.

1. We use some in positive sentences.
2. We use any in negative sentences and questions.
1. Madhu and Amit have \_\_\_\_\_ bananas.
2. They have \_\_\_\_\_ oranges and apples.
3. Do we have \_\_\_\_\_ vegetables?
4. No, we don't have \_\_\_\_\_ vegetables.
5. Is there \_\_\_\_\_ water?
6. Yes, there's \_\_\_\_\_ water.

## 4. Amounts

### 4.1 Shopping in the market



**A:** Where do you usually go shopping? Markets? Supermarkets? Do you buy things in kilograms, pounds and ounces or viss?



**B:** Match the words with the percentages and the fractions.

Quarter

75%

1/4

Half

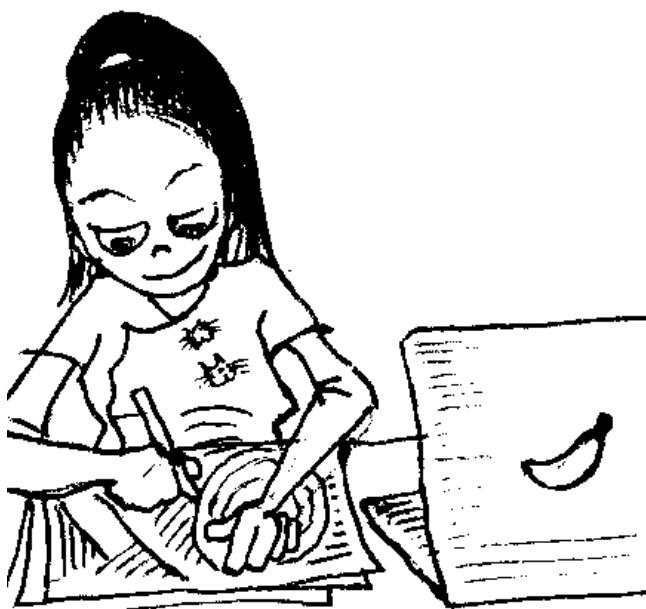
25%

3/4

Three quarters

50%

1/2



**C:** Amit is in the market. Listen to his conversation and fill the gaps with the quantities.

1. \_\_\_\_\_ pineapples
2. \_\_\_\_\_ kilograms of mangoes
3. \_\_\_\_\_ papaya
4. \_\_\_\_\_ kilogram of carrots
5. \_\_\_\_\_ small bag of chillis
6. \_\_\_\_\_ packet of noodles
7. \_\_\_\_\_ bottles of beer
8. \_\_\_\_\_ bottles of orange juice

## 4.2 Pancakes

**A:** What is a recipe? What are ingredients?

**B:** Do you know what pancakes are? Do you like them? What are the ingredients for pancakes?



**C:** Decide whether the ingredients above are countable or uncountable.

**D:** We use measures or containers to make uncountable nouns countable. Kilograms are measures. What other measures do you know?

**E:** How do you cook them? Put the pictures in order.

**F:** Listen to audio (056) and check.



**C** Play audio (055) two or three times.

Students listen and fill the gaps.

**Answers:**

1. two pineapples
2. two kilograms of mangoes
3. one papaya
4. one kilogram of carrots

5. a small bag of chillis

6. one packet of noodles

7. ten bottles of beer

8. two bottles of orange juice.

## 4.2 Pancakes

**A** Elicit or explain recipe and ingredients.

**B** Ask students if they know what pancakes are. Ask prompt questions: *Do you like pancakes? What do you think the ingredients are?* If your students don't know anything about pancakes, explain that they are round flat cakes (but not usually sweet) that people fry. Different kinds are popular in many countries and cultures. Individually or in pairs or groups, students look at the pictures and identify the ingredients. They unscramble the ingredients. **Answers:**

- |          |           |
|----------|-----------|
| 1. flour | 2. sugar  |
| 3. eggs  | 4. butter |
| 5. milk  | 6. salt   |

**D** Explain that uncountable nouns become countable when we put them into a container or a measure, e.g. some rice becomes 2 kilos of rice or 3 cups of rice. Brainstorm class lists of measurements and containers, e.g. pound, viss, litre, cup, spoon, box, packet etc. Write these lists on the board.

**F** Students look at the pictures and put them in order. **Answers:**

- 2, 3, 6, 4, 1, 5

**G** Pre-teach 'mix' (noun and verb), 'fry', 'frying pan', 'add', 'turn', 'side'. Play audio (056). Students listen and check their answers.

**C** Students decide whether the ingredients are countable or uncountable and add them to their lists from Unit 5, 3.3.D.

**Answers:**

1. uncountable
2. uncountable
3. countable
4. uncountable
5. uncountable
6. uncountable

## 4.3 At the party

**A** Students look at the pictures and classify the things into countable and uncountable. Answers:  
countable – people  
uncountable – beans, noodles, beer

**B** Students complete the sentences using items in the pictures. Possible answers:

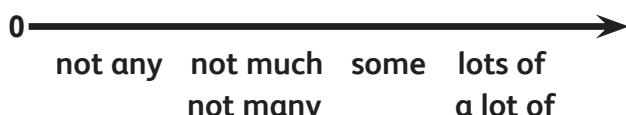
1. Beer
  2. People
  3. Eggs
  4. Cheese

**Clarify that *lots of* and *a lot of* have the same meaning, and you can use either. *Lots of* is a little more informal.**

 Students complete the grammar rule.  
Answer:

is

**D** Students write the words and phrases on the arrow. Answers:



## 4.3 At the party



**A:** Look at the pictures. Are the things countable or uncountable?



**B:** Match the statements with the pictures and fill the gaps.

1. There is some \_\_\_\_\_.  
2. There are lots of \_\_\_\_\_.  
3. There aren't many \_\_\_\_\_.  
4. There is some \_\_\_\_\_ on the toast



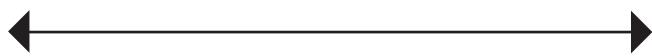
**C:** Complete the grammar rule.

We use there is/are with uncountable nouns.



**D:** Look at the words. Write them on the arrow.

Lots of	A lot of	Some
Not any	Not much	Not many



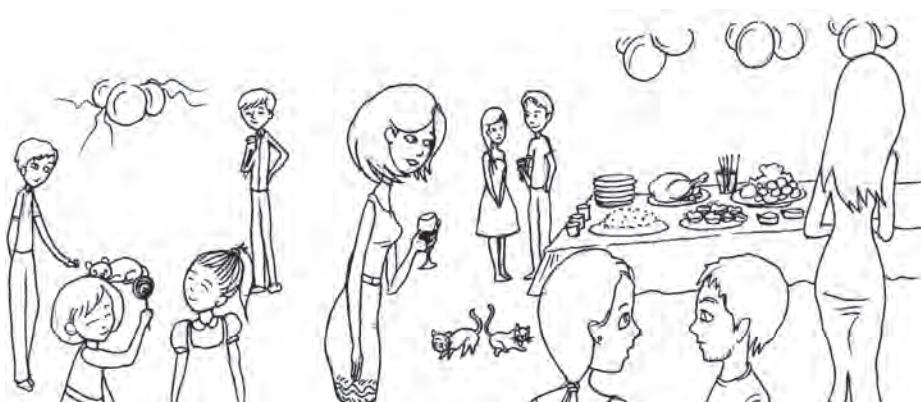
Not any



**E:** Look at the picture of the party and fill the gaps.



1. There are some children.
2. There are \_\_\_\_\_ adults.
3. There is \_\_\_\_\_ rice.
4. There is \_\_\_\_\_ cake.
5. There are \_\_\_\_\_ plates.
6. There are \_\_\_\_\_ glasses.
7. There are \_\_\_\_\_ cats.
8. There are \_\_\_\_\_ dogs.



## 4.4 How many people?



**A:** Read the conversation between Amit and Paul and fill the gaps.



**B:** Listen (057) and check.

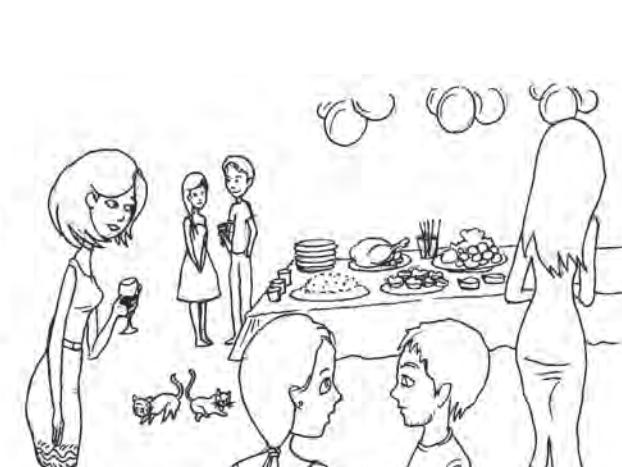


**C:** Complete the sentences so they are true for you.

1. I \_\_\_\_\_ cousins in Myanmar.
2. I \_\_\_\_\_ friends in the USA.
3. I \_\_\_\_\_ money in my pocket.
4. I \_\_\_\_\_ English books at home.
5. I \_\_\_\_\_ beer at home.



**F:** Write some sentences that are true about things in this classroom.



- Paul      Do you have a big family?  
 Amit      Yes. Very big. I have two brothers and two sisters. Madhu has three brothers and we have \_\_\_\_\_<sup>1</sup> cousins. What about you?  
 Paul      I've only got a small family. I \_\_\_\_\_<sup>2</sup> relatives.  
 Amit      How many brothers and sisters do you have?  
 Paul      I \_\_\_\_\_<sup>3</sup> brothers or sisters. My wife has a brother. He lives in America now.  
 Amit      Oh. We have \_\_\_\_\_<sup>4</sup> friends in the USA. Where do they live?  
 Paul      Washington DC.  
 Amit      My friends live in New York.  
 Paul      I like the USA but plane tickets are expensive.  
 Amit      Yes. We want to go but we \_\_\_\_\_<sup>5</sup> time.  
 Paul      My wife wants to go but we \_\_\_\_\_<sup>6</sup> money.  
 Amit      We \_\_\_\_\_<sup>7</sup> money. My wife has parties every week and spends it all.



**D:** Do Swap Questions.

**E** Students look at the picture of the party, and fill the gaps with quantifiers from D. Different answers are possible for most of these and depend on students' opinion. **Possible answers:**

2. a lot of
3. some
4. n't any
5. some
6. n't many
7. some
8. n't any

**F** Students write 5-10 sentences about their classroom, using *there is/are (not)* and *any/much/many/some/lots of/a lot of*. They compare sentences in pairs.

## 4.4 How many people?

**A** Establish the situation. Amit and Paul are talking at the party. Students think of the most appropriate phrases to fill the gaps.

**B** Play audio (057) two or three times. Students listen and check. **Answers:**

1. lots of
2. don't have any
3. don't have any
4. some
5. don't have much
6. don't have much
7. don't have any

**C** Students complete the sentences so that they are true for them. They compare their sentences with a partner.

**D** Students do **Swap Questions**. Copy and give each student a card from **Resources**. They find a partner, and ask them a question about it, e.g. *Do you have much money? Do you have many relatives?* Students answer their partners' question. They swap cards, go and find another partner and ask and answer the questions.

# 5 Focus on pronunciation: Vowels 2

## 5.1 Some more vowels

**A** This section is very difficult. Don't worry if your students struggle.

Students say the words and try to identify the /ɜ:/ sound in the underlined parts.

**B** Play audio (058). Students listen, check and repeat.

**C** In pairs or small groups, students classify the words according to the vowel sounds. If they have difficulty, make a chart on the board as in E.

**D** Play audio (059). Students listen, check and repeat. **Answers:**

/a:/ – farm, tomato, glass, half  
/ʌ/ – money, study, much, onion, cousin, one, young  
/æ/ – cat, adult, cabbage, salad  
/ɜ:/ – shirt, word, turn

**E** Students add words to their chart.  
Draw the chart on the board. If possible, get students to write their words on it, or ask them for words while you write.

**F** In pairs, students say the sentences. They check each other's pronunciation of vowels.

**G** Play audio (060). Students listen, check if it matches what they said, and repeat.

## 5.2 More and more vowels

**A** Students identify the vowel sounds in the words.

**B** Play audio (061). Students listen, check and repeat.

# 5 Focus on pronunciation: Vowels 2

## 5.1 Some more vowels



**A:** How do you pronounce this sound?  
*/ɜ:/*

bird work world purse learn



**E:** Can you add any other words to the groups?

/a:/	/ʌ /	/æ /	/ɜ:/
March			



**B:** Listen (058), check and repeat.



**C:** Put these words into groups.

Farm	Money	Cat	Shirt	Study
Tomato	Much	Word	Onion	
Cousin	Adult	Glass	Half	One
Cabbage	Turn	Salad	Young	



**D:** Listen (059), check and repeat.



**F:** Say these sentences.

1. My father and mother go to work early.
2. My brother studies world languages.
3. Add the onions and cabbage to the curry.



**G:** Listen to audio (060), check and repeat.

## 5.2 More and more vowels



**A:** What are these sounds?

1. ten /e/
2. apple /æ/
3. plate /ei/
4. not /ə/
5. short /ɔ:/

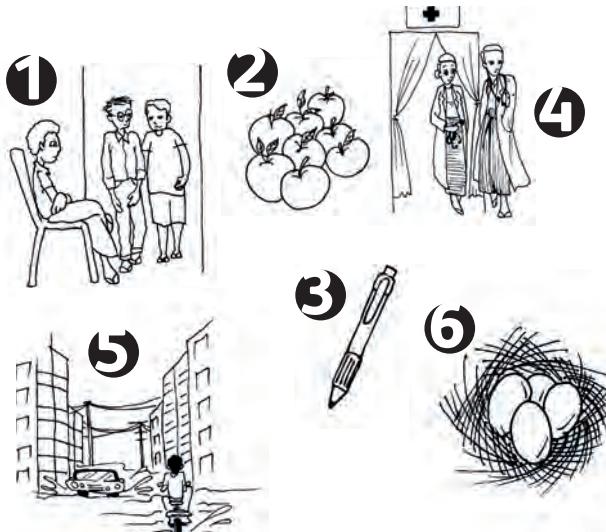


**B:** Listen to audio (061), check and repeat.

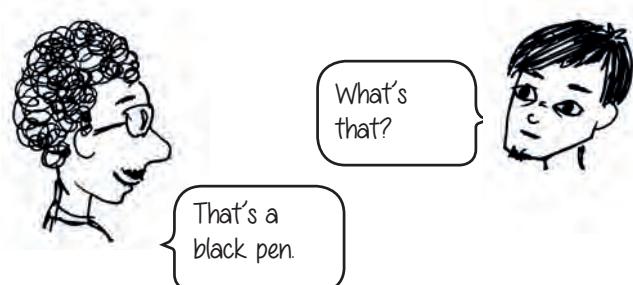


**C:** Use the words in the boxes to describe the pictures.

Lots of      Two tall      Eight      Four  
White      Very short



**D:** In pairs, ask and answer questions about the things.



## 6. Phrasebook: Ordering food and drink

### 6.1 In a restaurant



**A:** Are there any restaurants near your house? What food do they sell?



**B:** Lee is in a small restaurant in Singapore. Fill the gaps with the sentences in the boxes below.

Please may I see the menu?

Here is your change.

May I have the bill?

I'd like pork curry and rice.

Waiter

Can I help you?

Lee

\_\_\_\_\_ 1

Waiter

Here you are.

Lee

\_\_\_\_\_ 2

Waiter

Anything else?

Lee

A glass of water, please.

Lee

\_\_\_\_\_ 3

Waiter

That's \$6.50 altogether.

Lee

Ok. Thank you.

Waiter

\_\_\_\_\_ 4

**C** Students match the adjectives with the things to describe the pictures. Possible answers:

1. two very short men
2. eight apples
3. a black pen
4. two tall doctors
5. lots of water
6. four eggs

**D** In pairs, students ask and answer about the things. They check each other's pronunciation of the vowels.

## 6. Phrasebook: Ordering food and drink

### 6.1 In a restaurant

**A** Discuss nearby restaurants. What sort of food do they sell? Are they cheap or expensive?

#### Language and culture notes

Restaurants are places where people go to eat food. They can be cheap or expensive. Street stalls are a type of restaurant without permanent buildings. Bars sell mostly drink, but some sell food as well. Teashops and cafes are types of restaurants that mostly sell tea or coffee but sometimes food as well.

**B** Students read the conversation and choose the correct sentence for each gap.  
Answers:

1. Please may I see the menu?
2. I'd like a pork curry and rice.
3. May I have the bill?
4. Here is your change.

**C** Play audio (062). Students listen and fill the gaps with the correct prices. **Answers:**

1. \$5.50
2. \$7
3. \$4.50
4. \$3.50
5. \$2.50
6. \$1.50

**D** Play audio (062). Students listen and repeat.

## 6.2 A mistake

**A** Look at the pictures and discuss coffee. Elicit that the coffee in the centre is coffee mix – a mixture of coffee, sugar, and other things. On the left are coffee beans, which come from coffee plants. They are ground and used to make real coffee. Ask which of the two students like. Do they prefer real coffee or coffee mix?

### Language and culture notes

Real coffee comes from cooked and ground coffee beans. Instant coffee is dried, and made to mix easily with water. Coffee mix (also called 3-in-1) is instant coffee, sugar and creamer in a packet.

**B** Play audio (063). Students listen and decide what kind of coffee Paul likes.  
**Answer:**

Real coffee.

**E** In pairs, students make new conversations. They use the same conversations as in 5.6.1.B, but order and use different items from the menu. Get some pairs to perform conversations to the class.

**C** Play audio (063) again. Students listen and answer the questions. **Answers:**

1. Probably in a tea shop or cafe.
2. He likes real coffee with no sugar, but the waiter brings coffee mix.
3. The waiter brings him coffee with no sugar. Paul likes it.

**D** Tell students to cover the page. In pairs, they try to retell the story from memory. They don't have to use the same words but the main events should be included. If necessary, play the audio again. Get a couple of students to tell the story to the class.

**E** In pairs, students make new conversations. If necessary, they can use the audio script of (063) to help them. Get some pairs to perform conversations to the class.

 **C:** Listen to the conversations (062) and complete the prices on the menu.

### GREEN CURRY

A spicy curry with coconut milk	
Vegetable .....	\$ 5.00
Chicken .....	\$ 5.50
Pork .....	1.
Fish .....	2.

### RICE & NOODLES

Thai-style fried rice and noodles

Fried rice with vegetables.....	\$ .00
Fried rice with chicken/pork.....	3.
Fried noodles with vegetables.....	\$ 3.00
Fried noodles with chicken/pork....	4.

### DRINKS

Hot and cold drinks

Beer .....	5.
Fruit juice.....	\$ .50
Tea .....	6.
Coffee.....	\$ 1.50

 **D:** Listen (062) and repeat.

 **E:** Practise the conversation from B in pairs. Use different food and drink from the menu.

## 6.2 A mistake

 **A:** Do you drink coffee? What kind of coffee do you like?

 **B:** Listen to the conversation (063). What kind of coffee does Paul like?

 **C:** Answer the questions.

1. Where does this conversation happen?
2. What's the problem?
3. What happens in the end?

 **D:** Cover the page and try to retell the story from memory.

 **E:** In pairs, write a conversation. Use a different mistake. Here are some ideas.

1. Real tea/tea mix
2. Pork curry/chicken curry
3. Fried rice/fried noodles



# 7. Learning strategies: Writing 2

## 7.1 More mistakes



## A: Look at this essay. Add a suitable title.

1. I from come a city -
  2. Wellington, in New Zealand. It's the capital city of New Zealand. There are 397,000 of people in Wellington.
  3. New Zealand is to a very beautiful country. There are a lots of beaches and mountains. There are a lot of birds.
  4. People come to New Zealand to look at birds. There aren't much other animals.
  5. There aren't any snakes or crocodiles, and there aren't many mosquitoes.
  6. We don't not have any malaria in New Zealand. New Zealand is a safe and friend country.
  7. It is quite difficult to go to New Zealand. There any aren't other countries nearby, so aeroplane tickets are very expensive.



### **B: Find the mistakes.**

### Word order      Extra words      Wrong words



**D:** Write the correct symbol next to each mistake.



**C:** In Unit 3, you focused on mistakes in spelling, verb endings and missing words. Match the mistake types from Units 3 and 4 with the symbol.



**E:** Swap essays with a partner. Look at the symbols and correct their mistakes.

ww V ^ SP \ ↗

## 7.2 Check your writing



**A:** Write a short essay (50-70 words) about your favourite town or city.



**C:** Get your essay back and fix the mistakes. Give it to your teacher to mark.



**B:** Give your essay to another student. Look at their essay, and write symbols for mistakes in word order, extra words and wrong words.

# 7. Learning strategies: Writing 2

## 7.1 More mistakes

- A** Students read the essay and think of an appropriate title.
- B** Students look through the essay and look for mistakes in word order. **Answers:**  
from come (line 1)  
There any aren't other countries nearby (line 16)
- Then they go through it again and look for mistakes with extra words. **Answers:**  
300,000 of people (line 4)  
New Zealand is to a very beautiful country (line 5)  
We don't not have any malaria (line 12)
- Then they go through it again and look for mistakes with wrong words. **Answers:**  
There are a lots of beaches (line 6)  
There aren't much other animals (line 9)  
New Zealand is a safe and friend country (line 14).
- C** Students match the six mistake types covered so far with the symbols.  
**Answers:**  
spelling - Sp verb endings - V  
missing words - ^ word order - ↗  
extra word - \ wrong word - WW
- D** Students go through the text putting the correct symbols next to the mistakes.  
**Answers:**  
I from come a small city (line 1) 300,000  
of people (line 4)  
is to a very beautiful country (line 5)  
a lots of (line 6)  
WW  
There aren't much other animals (line 9)  
WW  
We don't not have any malaria (line 12)  
safe and friend country (line 14)  
WW  
There any aren't other countries (line 16)  
↗
- E** Students swap essays, look at the symbols and correct their mistakes.

## 7.2 Check your writing

- A** In class or for homework, students write a short essay about their favourite place. They swap essays with a partner.
- B** Students go through the essay three times. First they check and fix word order mistakes, then extra words, then wrong words.
- C** Students take their essays back, and correct the mistakes. If there is time, students rewrite their essays without the mistakes. If you mark it, only mark for these three types of mistake – not for all mistakes.

# UNIT 5

## Practice makes perfect

### A Answers:

2. nineteen million, two hundred and ninety-eight thousand and seventeen
3. twenty-two million, seven hundred and ninety-seven thousand, six hundred and nine
4. eleven million, nine hundred and forty-eight thousand, seven hundred and ninety-one
5. two hundred and nine thousand and seventy-eight
6. one million, nine hundred and thirty thousand, seven hundred and eighty
7. thirty-six million, five hundred and sixty-one thousand, two hundred and eighty-six
8. one million, one hundred and eighty-seven thousand, eight hundred and thirty-one

### B Possible answers:

There are two restaurants on Butter Island. There isn't a cinema. There are three shops and (there's a ) a market. There's a school. There isn't a park. There are three beaches. There's one mountain.

### C Answers:

1. Are there any restaurants?
2. Is there a beach?
3. How many cinemas are there?
4. Are there any mountains?
5. Is there a market?
6. How many shops are there?

### D Answers:

2. some
3. a/some
4. an
5. some
6. a/some
7. some
8. some
9. some
10. some
11. a
12. an
13. some

# UNIT 5

## Practice makes perfect

**A** Complete the sentences using the table showing the worth of food made in different countries each year:

	Thailand	China	USA
Rice	\$6,059,404	\$36,561,286	\$1,930,780
Chicken	\$1,187,831	\$11,948,791	\$18,989,434
Eggs	\$422,939	\$19,289,017	\$4,012,061
Milk	\$209,078	\$9,534,923	\$22,797,609

1. Thailand makes six million, fifty nine thousand, four hundred and four dollars worth of rice.
2. China makes \_\_\_\_\_ dollars worth of eggs.
3. The U.S.A. makes \_\_\_\_\_ dollars worth of milk.
4. China makes \_\_\_\_\_ dollars worth of chicken.
5. Thailand makes \_\_\_\_\_ dollars worth of milk.
6. The U.S.A. makes \_\_\_\_\_ dollars worth of rice.
7. China makes \_\_\_\_\_ dollars worth of rice.
8. Thailand makes \_\_\_\_\_ dollars worth of chicken.

**B** Butter Island is a very small island near the U.S.A. Look at the information and write a paragraph about Butter Island.

There are two restaurants on Butter Island. There isn't a cinema.

Restaurants	2	Shops	3
Markets	1	Cinemas	0
Schools	1	Parks	0
Beaches	3	Mountains	1

**C** Write the questions.

1. any / are / there / restaurants?
2. is / there / beach / a ?
3. many / cinemas / are / how / there ?
4. are / mountains / any / there ?
5. a / market / there / is ?
6. shops / many / there / are / how

**D** What are the ingredients? Write a, an or some.

Mohinga

1. Some noodles
2. \_\_\_\_\_ beans
3. \_\_\_\_\_ fish
4. \_\_\_\_\_ egg
5. \_\_\_\_\_ garlic

Mango and sticky rice

6. \_\_\_\_\_ mango
7. \_\_\_\_\_ sugar
8. \_\_\_\_\_ milk
9. \_\_\_\_\_ rice

Egg curry

10. \_\_\_\_\_ eggs
11. \_\_\_\_\_ tomato
12. \_\_\_\_\_ onion
13. \_\_\_\_\_ curry powder

## E Choose the correct word.

Shopkeeper: Hi, can I help you?

Maria: 2 <sup>1</sup>bottles (bottle/bag/kilogram) of beer, 1  
2 \_\_\_\_\_ (bag/packet/bottle) of  
orange juice, <sup>3</sup> \_\_\_\_\_ (a/an/some)  
onion, and 2 <sup>4</sup> \_\_\_\_\_ (bag/packets/  
kilogram of noodles, please.

Shopkeeper: Hi, can I help you?

Aye Aye: I <sup>5</sup> \_\_\_\_\_ (bottle/packet/kilogram)  
of apples, <sup>6</sup> \_\_\_\_\_ (a/an/some)  
pineapple, and a <sup>7</sup> \_\_\_\_\_ (bag/  
packet/bottle) of chillies, please.

Shopkeeper: Hi, can I help you?

David: I <sup>8</sup> \_\_\_\_\_ (kilogram/packet/bottle)  
of potatoes, <sup>9</sup> \_\_\_\_\_ (a/an/some)  
mangoes, and a <sup>10</sup> \_\_\_\_\_ (packet/  
bag/bottle) of rice, please.

## F Fill the gaps.

My name is Andy. I work <sup>1</sup> an IT company.  
I'm from Hong Kong. Hong Kong <sup>2</sup> a small city  
but there <sup>3</sup> a lot of people. People make a lot  
<sup>4</sup> money but it is expensive to live <sup>5</sup> Hong  
Kong. Not many people live in houses, but lots of people  
live in <sup>6</sup>. For an apartment with 2 rooms, it is  
<sup>7</sup> \$3,000 U.S. every month.

7,055,071 <sup>8</sup> live in Hong Kong. <sup>9</sup> are  
many shops, cinemas and restaurants. I <sup>10</sup>  
like shopping, but I go to the cinema in the evenings  
and I usually eat in <sup>11</sup> at night. People like rice  
and noodles. Food <sup>12</sup> also expensive because it  
comes <sup>13</sup> China and other countries. Fruit and  
vegetables <sup>14</sup> from Thailand and the Philippines,  
and meat comes from Australia. There are lots of  
parks, beaches, mountains and about 200 islands.

About 60% of people here don't <sup>15</sup> a religion  
and 40% have <sup>16</sup> religion. I don't have a religion.  
There are about 15 million Buddhists and 600,000  
Christians. There are <sup>17</sup> many Muslim or Hindu  
people. Hong Kong is a very international city. A lot  
of people <sup>18</sup> Chinese. There are also <sup>19</sup>  
English, Filipino, American, Australian and Indian people.

## G Are these sentences true or false? If false, correct them.

1. There aren't many people in Hong Kong.  
False. There are a lot of people in Hong Kong.
2. About 7 million people live in Hong Kong.
3. It is cheap to live in Hong Kong.
4. People don't like noodles.
5. There are lots of shops, cinemas and restaurants.
6. There are around 200 islands in Hong Kong.
7. Lots of people live in houses.
8. People don't make much money.
9. About 40% of people don't have a religion.
10. There are one and a half million Buddhists in Hong Kong.

## H Answer the questions.

1. What does Andy do?
2. How much is an apartment with 2 rooms?
3. In the evenings, where does Andy eat?
4. Why is food expensive?
5. In Hong Kong, where do fruit and vegetables come from?
6. How many Christians live in Hong Kong?
7. How many Muslims live in Hong Kong?
8. What nationalities live in Hong Kong?

## I Put the conversations in order.

1.
  - a. I'd like fried rice with vegetables, please.
  - b. Here you are.
  - c. Can I help you?
  - d. A glass of orange juice, please.
  - e. What would you like?
  - f. Yes, please. Can I see the menu?
  - g. Anything else?
2.
  - a. That's \$4.00.
  - b. Here's your change. Thank you.
  - c. Can I have the bill, please?
  - d. OK, thank you.

**E** Answers:

2. bottle
3. an
4. packets
5. kilogram
6. a / some
7. bag / packet
- 8 kilogram
9. some
10. bag

**F** Possible answers:

1. for / in
2. is
3. are
4. of
5. in
6. apartments/flats
7. about
8. people
9. There
10. don't
11. restaurants, cafes, bars, teashops
12. is
13. from
14. come / are
15. have
16. a
17. not
18. are
19. some / a lot of / lots of
20. Tuesday and Friday.
21. 6 pm.

**G** Answers:

2. True
3. False. It is expensive to live in Hong Kong / It isn't cheap to live in Hong Kong.
4. False. People like noodles.
5. True
6. True
7. False. Not many people live in houses.
8. False. People make a lot of money.
9. False. About 60% of people don't have a religion.
10. True.

**H** Answers:

1. He works for an IT company.
2. About 3000 dollars every month.
3. In restaurants.
4. Because it comes from China and other countries.
5. Thailand and The Philippines.
6. About 600,000
7. Not many.
8. Chinese, English, Filipino, American, Australian and Indian people. (and others)

**I** Answers:

1.
  - c. Can I help you?
  - f. Yes, please. Can I see the menu?
  - e. What would you like?
  - a. I'd like fried rice with vegetables, please.
  - g. Anything else?
  - d. A glass of orange juice, please.
  - b. Here you are.

2.
  - c. Can I have the bill, please?
  - a. That's \$4.00.
  - d. OK, thank you.
  - b. Here's your change. Thank you.

## **J** Answers:

Depends on the language.

## **L** Answers:

1. Kilogram (others are numbers)
2. Potato (others are animals)
3. Purse (others are containers for food)
4. Cinema (others are outside)
5. Onion (others are fruit)
6. Menu (others are in houses, not only restaurants)
7. Peace (others are groups of people)
8. Beef (others are seasoning you add to food)

## **M** Answers:

c	e	c	o	n	u	t	a	q	k	p	t
o	t	o	s	a	a	b	p	l	c	e	c
r	d	f	c	f	e	o	i	r	a	o	h
a	e	f	e	s	i	m	n	l	b	n	i
n	z	e	e	l	p	u	e	e	b	m	c
g	b	e	l	o	e	a	a	g	a	a	k
e	h	i	t	x	f	w	p	t	g	n	e
c	h	a	f	s	o	v	p	q	e	g	n
c	t	f	a	l	u	b	l	o	y	o	y
o	g	l	h	e	o	g	e	m	r	a	l
a	a	p	p	l	e	u	q	e	i	k	k
d	u	r	i	a	n	i	r	r	r	j	u

**K** Tick the words and phrases you know.  
In your notebook, write definitions,  
examples and/or translations for the  
words and phrases you find difficult.

add (v)	juice (n)
anything else?	kilogram (n)
apple (n)	main (adj)
beach (n)	mango (n)
beef (n)	member (n)
bill (n)	menu (n)
billion (n)	milk (n)
bird (n)	million (n)
bottle (n)	onion (n)
butter (n)	orange (n)
cabbage (n)	organisation (n)
can I help you?	packet (n)
carrot (n)	papaya (n)
change (n)	park (n)
cheese (n)	party (n)
chilli (n)	peace (n)
cinema (n)	pineapple (n)
coconut (n)	plate (n)
coffee (n)	population (n)
crocodile (n)	potato (n)
describe (v)	purse (n)
developing country (n)	real (adj)
durian (n)	salad (n)
early (adj)	salt (n)
extra (adj)	sugar (n)
flour (n)	tea leaf salad (n)
fried (adj)	team (n)
frypan (n)	thousand (n)
glass (n)	ticket (n)
identify (v)	tomato (n)
issue (n)	turn (v)

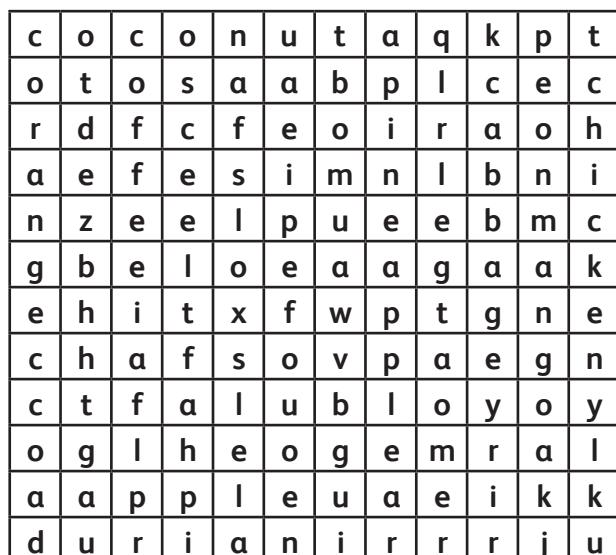
**J** Translate these phrases into your own language.

1. There isn't any bread.
2. Is there any water?
3. I have some onions in the cupboard.
4. I don't have any brothers or sisters.
5. Please can I have some coffee with no sugar?
6. Can I have the bill, please?
7. Here's your change.
8. Can I help you?

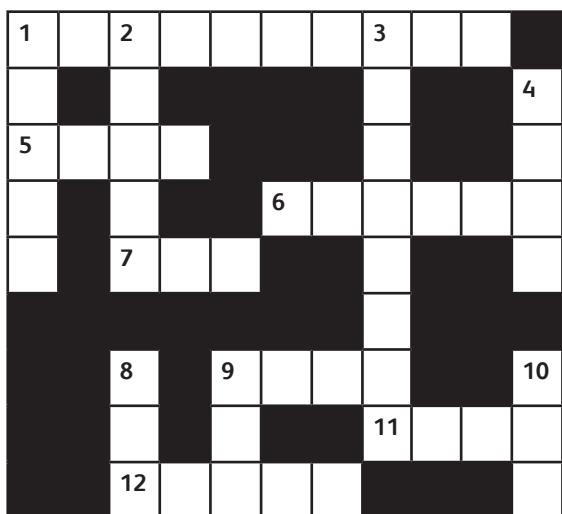
**L** Which word is different?

1. thousand / billion / kilogram / million
2. crocodile / bird / potato / mosquito
3. bottle / purse / packet / bag
4. cinema / park / mountain / beach
5. mango / onion / papaya / orange
6. frying pan / plate / glass / menu
7. peace / organisation / population / team
8. salt / sugar / chilli / beef

**M** What food and drink can you find?



## N Crossword



Clues across:

1. People in a country
5. I like \_\_\_\_\_ coffee, not coffee mix.
6. Place to watch movies.
7. Chickens made this.
9. Cow meat.
11. 365 days.
12. People eating and drinking together.

Clues down:

1. Place to put money
2. Not war
3. \_\_\_\_\_ the correct answer.
4. I play in a football \_\_\_\_\_.
8. Drink tea from a \_\_\_\_\_.
9. Place to drink beer.
10. Where \_\_\_\_\_ you going?

## **Answers:**

Across:

1. Population
5. Real
6. Cinema
7. Egg
9. Beef
11. Year
12. Party

Down:

1. Purse
2. Peace
3. Identify
4. Team
8. Cup
9. Bar
10. Are

# UNIT 6

## Houses and directions

### 1. Where does it go?

#### 1.1 Furniture

**A** Pre-teach ‘living room’, ‘kitchen’, ‘bedroom’ and ‘bathroom’. Do a group brainstorm. In groups of four to six, students make lists of furniture you can find in a living room, kitchen, bedroom and bathroom. Many things can be in more than one room.

Make class lists on the board. Make sure these are included: desk, table, stove, sink, toilet, sofa, chairs, television, fridge, bed, bookshelf, drawers, cupboard, lamp, mirror, mat.

**B** Establish the situation – Jessica is moving to a new apartment. Khin Zaw and his friend are helping her move her furniture. Play audio (064). Students identify which room the furniture goes in. **Answer:**

Living room

**C** Play audio (064). Students listen again and tick the names of the furniture they hear that were listed in A. **Answers:**

sofa, table, desk, bookshelf

# UNIT 6

## Houses and directions

This unit

**Topics and Functions:** Houses and furniture | Permission and possibility | Directions | Time zones

**Structures:** Prepositions of place | Modal verbs: can/can't | Present continuous

**Skills:** Identifying main points | Inquiry, negotiation

**Learner training:** Learning strategies: Using bilingual dictionaries

### 1. Where does it go?

#### 1.1 Furniture



**A:** Group brainstorm. What furniture is in the house?

Living room	Kitchen	Bedroom	Bathroom
Chair			



**B:** Listen (064). Jessica has a new apartment. Khin Zaw and his friend are helping her move her things. Which room does this furniture go in?



**C:** Listen (064) and tick the furniture you hear.

# 1.2 Prepositions of place

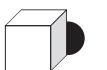


**A:** Write the prepositions in the sentences.

1. The ball is next to the box.



2. The ball is under the box.



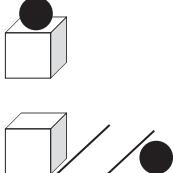
3. The ball is on the box.



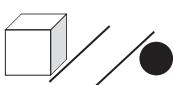
4. The ball is in front of the box.



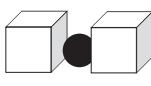
5. The ball is between the boxes.



6. The ball is near the box.



7. The ball is between the boxes.



8. The ball is in the box.



**C:** Substitution drill.

Say the sentences.

**There's a pen  
on the table.**

There's a pen  
on the table.



**Under**

There's a pen  
under the table.

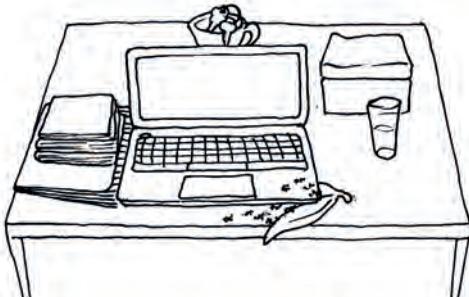


**Banana**

There's a banana  
under the table.



**D:** Look at this desk and read the sentences. What other sentences can you write about the picture?



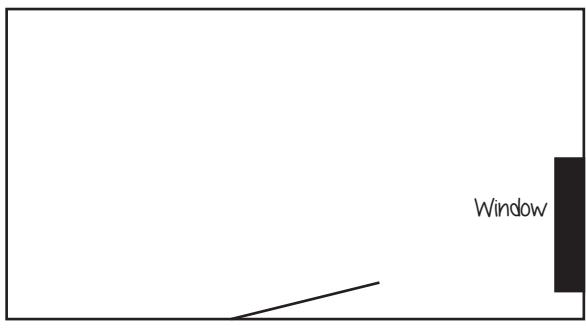
1. There's a cup behind the computer.
2. There's some water next to the box.
3. There's a report under the books.
4. There are some keys in the cup.
5. There's a banana under the computer.
6. There are some ants on the computer.



**E:** In pairs, ask and answer questions about the picture.



**F:** Listen again (064), and draw a diagram of Jessica's living room.



# 1.2 Prepositions of place

**A** Demonstrate the structures. Hold up two objects, e.g. a pen and a book, next to each other. Say the pen is ‘next to’ the book. Do the same with ‘in front of’, ‘under’, ‘on’, ‘in’, ‘opposite’, ‘behind’ and ‘between’. Students look at the pictures and fill the gaps. **Answers:**

2. behind
3. in front of
4. in
5. on
6. opposite
7. between
8. under

**B** In pairs, students practise holding up objects and talking about where they are.

**C** Do a Substitution Drill. Write the sentence *There's a pen on the table* on the board. Students say it.

Write *under*. Students say *There's a pen under the table*. Next, write *banana*. Students say *There's a banana under the table*.

Keep changing parts of the sentence. When students get used to this, get them to suggest changes. Point to a part of the sentence and then point to a student. The student changes it using his or her own idea.

Encourage students to look at the **Language Reference** for more information about prepositions of place.

**D** Students look at the pictures and decide whether the sentences are true or false. If false they write the true sentences.

**Answers:**

1. True
2. False. There's some water in front of the box.
3. True
4. True
5. True
6. True

Students write other sentences about the picture, eg: The computer is between the water and the books.

**E** Elicit some question types students can ask about the picture and write examples on the board, eg:

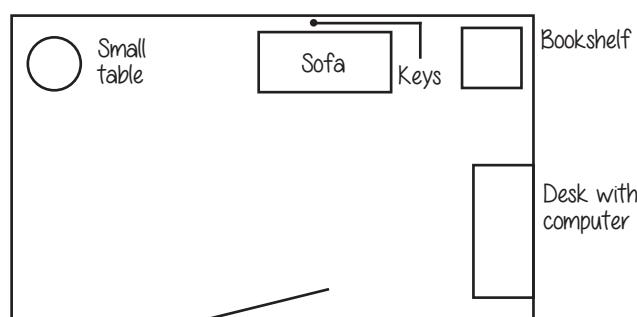
Where is the (glass of water)?

Is there a (banana) on the desk?

Are there any (bananas) (under the report)?

Is the (report) on the (computer)?

**F** Explain the diagram on the left is a plan of Jessica's living room. The line is the door and the box is the window. Play audio (064). Students listen and draw the furniture in the correct place.



# 1.3 Is there a clinic near here?

---

**A** Establish the situation: Jessica doesn't know her new neighbourhood, and wants to find out where she can do things. Students look at the map. In pairs, they identify where Jessica can do these things. **Possible answers:**

1. the coffee shop
2. the clothes shop or department store
3. the clinic
4. Myanmart

**B** Students answer the questions. **Possible answers:**

1. Yes, there is.
2. No, it isn't.
3. On the corner of May Street and Insein Road.
4. Yes, there is.
5. Hledan Primary School

**C** Students work in pairs. Partner A looks at page 111 and Partner B looks at page 113. Students ask and answer questions to find out where the places are. Students compare maps. Are they correct?

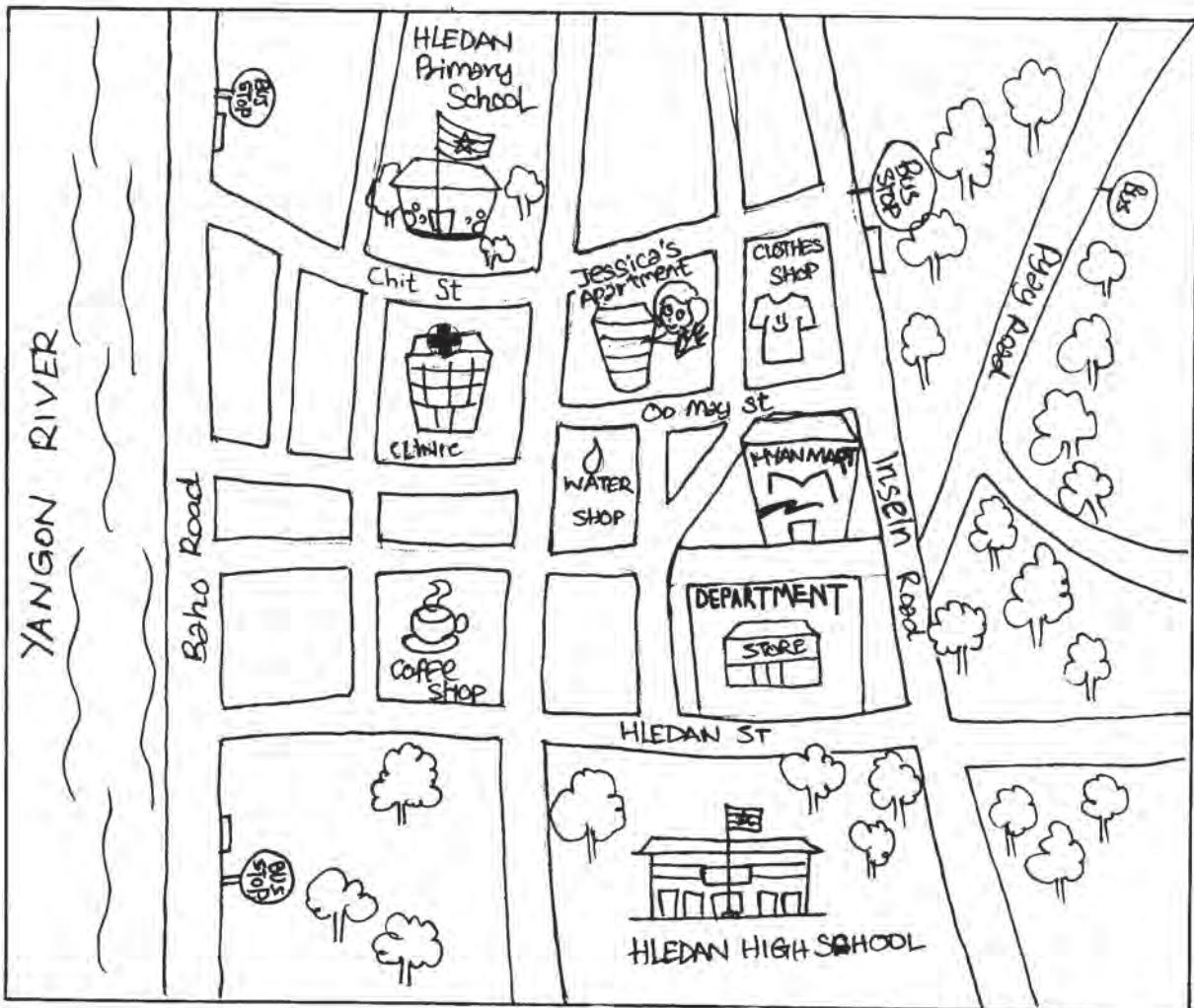
**D** Students write a short paragraph (about 70 words) describing their neighbourhood or town. When you mark these, focus on correct use of prepositions of place (and accuracy of description, if you know their neighbourhood or town).

# 1.3 Is there a clinic near here?



**A:** This is Jessica's new neighbourhood.  
Look at the map. Where can Jessica go if...?

1. ...she wants to meet a friend, drink tea and talk for a few hours.
2. ...she wants to buy a shirt.
3. ...she's sick.
4. ...she wants to buy food.



**B:** Answer the questions.

1. Is there a high school?
2. Is Jessica's apartment next to the river?
3. Where's the clothes shop?
4. Are there any MyanMart stores near Jessica's apartment?
5. What's on Chit Street?



**C:** Partner A, look at page 111. Partner B, look at page 113. Ask and answer questions to complete your map.



**D:** Write a description of your town or neighbourhood.

## 2. Can and can't

### 2.1 Renting an apartment

 A: When you rent a new apartment or house, what things do you do? Make a list.

 B: Lee wants to move to a new apartment. He has lots of questions to ask the house owner. Fill the gaps with correct verbs.

1. Can foreigners \_\_\_\_\_ here?  
Yes, they can.
2. How much does it \_\_\_\_\_ to rent?  
250,000 Kyat a month.
3. Can I \_\_\_\_\_ by the month?  
No, you can't. Please pay six month's rent.
4. Can I \_\_\_\_\_ to immigration and register?  
No, you can't. but I can register you at the office.
5. Can I \_\_\_\_\_ in today?  
No, sorry. You can't move in today. You're not registered
6. Where can I \_\_\_\_\_ drinking water?  
There's a shop in the street.

 C: Listen (065) and check.

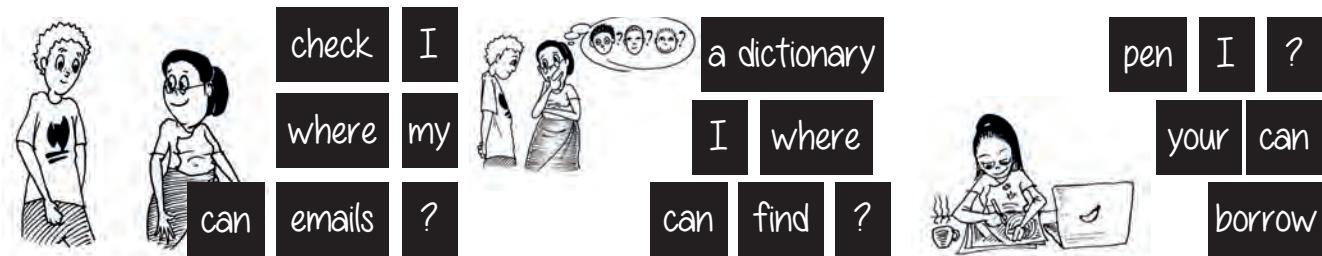
 D: Complete the grammar rules for *can*, using the words in the boxes.

rest of sentence	can	subject
verb	wh-word	can't

1. positive statements: subject + can + verb + rest of sentence  
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
2. negative statements:  
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
3. yes/no questions:  
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
4. wh-questions  
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

### 2.2 Permission and possibility

 A: Look at the pictures. What does each person want? Order the questions.



check	I	a dictionary	pen	I	?
where	my	I	where	your	can
can	emails	can	find	borrow	



the doctor	when	your toilet	in here	?
see	we	use	can	smoke
can	?	my son	?	can

## 2. Can and can't

### 2.1 Renting an apartment

**A** Discuss the process of renting an apartment. Make a class list of things you need to do. Different areas will have different processes, e.g.

- Find an apartment
- Meet the house owner or broker
- Register with the authorities
- Move your furniture
- Pay six months / one year rent
- Pay broker fee
- etc.

**B** Establish the situation. Lee has found a new apartment and wants to move into it. He's asking the house owner about the process. Pre-teach 'register' and 'immigration' (in some places foreigners have to register at an immigration office). Students write appropriate verbs in the gaps. If students have difficulty, write the verbs on the board in mixed order: go, buy, live, pay, move, cost

**C** Play audio (065). Students listen to the conversation and check their answers.

**Answers:**

1. live
2. cost
3. pay
4. go
5. move
6. buy

**D** Students look at the questions and answers in B and use them to write the correct grammar rules. **Answers:**

2. subject + can't + verb + rest of sentence
3. can + subject + verb + rest of sentence
4. wh- word + can + subject + rest of sentence

### 2.2 Permission and possibility

**A** Students look at the pictures and order the words to form questions. **Answers:**

1. Where can I check my emails?
2. Where can I find a dictionary?
3. Can I borrow your pen?
4. When can we see the doctor?
5. Can my son use your toilet?
6. Can I smoke in here?

#### Language and culture notes

*Can* is a modal verb, so it doesn't change form according to person (*he can*, not *he cans*), and is followed by the main verb in the base form (*he can dance*, not *he can to dance*).

**B** Elicit the short answer forms of yes/no questions with *can*. Write them on the board:

Yes, I can / No I can't

Yes, you can / No, you can't

Yes, she can / No, he can't

Yes, we can / No, we can't

Yes, they can / No, they can't

Students look at the *can* section of the **Language Reference**. In pairs or groups, students write the answers to the questions. Encourage students to be creative with their answers. Possible answers:

1. You can use my computer / At the internet cafe next to the teashop.

2. At the bookshop / Over there, on the shelf.

3. Yes you can / No you can't / No sorry, I don't have a pen.

4. In ten minutes / At 4pm / Sorry, the doctor is not here today.

5. Yes, of course / Sorry, it's broken.

6. No, you can't sorry / Yes, you can.

**C** Students do Swap Questions. Copy and cut the questions from Resources so there is one for each student. Students find a partner, and ask and answer their questions. Encourage them to give extra information. Partners swap their question papers, and find another person to ask and answer with.

## 2.3 Pronunciation: Can and can't

**A** Play audio (065). Students listen, and identify how *can* and *can't* are pronounced.

**C** Play audio (066). Students listen and identify each situation. Answers:

1. A man wants to read a sign.
2. A woman wants to borrow a pen.
3. A man wants to meet his friend.
4. A woman wants to buy batteries.

**D** Play audio (066). Students tick the sentence they hear. Answers:

1. I can't read that sign.
2. Can I use your pen?
3. I can't met you tomorrow.
4. You can buy batteries here.

**B** Play audio (065). Students listen for the pronunciation of *can* and *can't* in the listed sentences. Answers:

1. /kən/
2. /kæn/
3. /kən/
4. /ka:nt/
5. /ka:nt/
6. /kən/

*Can* is usually pronounced /kən/ and is unstressed, unless you want to emphasise it, as in *Yes, I can*. Then it is pronounced /kæn/. (*Can't* is almost always stressed: /ka:nt/). Drill students.

**E** Play audio (066). Students listen and repeat.

## 3. Talking about now

### 3.1 What job are they doing?

**A** Students make a class list of jobs in NGOs. Possible answers:

office assistant  
programme officer

programme manager  
director  
field officer  
researcher  
etc



**B:** Write appropriate answers for the questions on the previous page.



**C:** Do Swap Questions

## 2.3 Pronunciation: Can and can't



**A:** Listen again to Lee's conversation with the house owner (065). How do you pronounce *can*? How do you pronounce *can't*?



**B:** Listen again (065). What is the vowel sound in *can/can't*? Put the sentences in the correct column.

1. Can foreigners live here?
2. Yes they can.
3. Can I pay every month?
4. No, you can't.
5. You can't move in today.
6. Where can I buy drinking water?

/ae/	/a:/	/ə/	



**C:** Listen (066). Identify the situations.



**D:** Listen (066) and tick the sentences you hear.

1. I can read that sign.  
I can't read that sign.
2. Can I use your pen?  
Can't I use your pen?
3. I can meet you tomorrow.  
I can't meet you tomorrow.
4. You can buy batteries here.  
You can't buy batteries here.



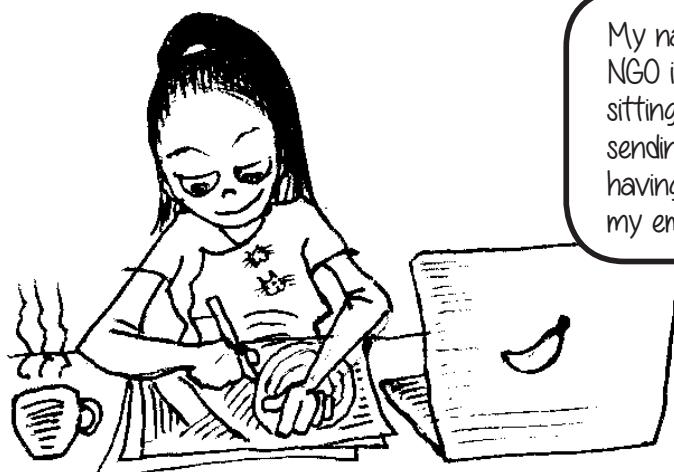
**E:** Listen (066) and repeat.

## 3. Talking about now

### 3.1 What job are they doing?



**A:** What jobs are there in NGOs? Make a class list.



My name's Kay Thi. I'm a Programme Officer at an NGO in Yangon. It's 9am and I'm in the office. I'm sitting at my desk and drinking coffee. I'm tired. I'm sending an email to the Director. He's in Bangladesh. He's having a meeting with some donors. They're waiting for my email and the internet isn't working.



**B:** Read and listen (067) to the text from 3.1A and decide if the statements are true or false. Correct the false statements.

1. Kay Thi works in a school.
2. She's the director.
3. She's eating mohingha.
4. She's tired.
5. She's talking on the phone to the director.
6. The director is in Bangkok.
7. He's having a meeting with some donors.
8. Kay Thi's phone isn't working.



1. She's a taxi driver. She's driving a taxi.



3. He's a farmer. \_\_\_\_\_



5. She's a shopkeeper. \_\_\_\_\_



**C:** Look at the pictures of people. What are they doing? Fill the gaps with the words in the boxes.

sell/vegetables	harvest/rice
-----------------	--------------

help/patient	teach/her students
--------------	--------------------

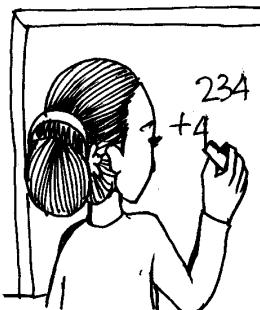
cook	drive/taxi
------	------------



2. She's a nurse. \_\_\_\_\_



4. He's a chef. \_\_\_\_\_



6. She's a teacher. \_\_\_\_\_

**B** Pre-teach ‘director’, ‘donor’, ‘programme officer’ (a job title that means you probably do mid-level administration).

Play audio (067). Students read and listen to the text from 3.1A and decide if the statements are true or false. Students correct the false statements. **Answers:**

1. False. She works for an NGO.
2. False. She’s the Programme Officer.
3. False. She’s drinking coffee.
4. True.
5. False. She’s sending an email to the Director.
6. False. The Director’s in Bangladesh.
7. True.
8. False. The internet isn’t working.

**C** Pre-teach any words in the box that you think your students won’t know. Students look at the pictures and make sentences using the words in the box.

**Possible answers:**

2. She’s helping a patient.
3. He’s harvesting rice.
4. He’s cooking.
5. She’s selling vegetables.
6. She’s teaching her students.

## 3.2 What's Paw Mu doing?

---

**A** Students look at the picture and write sentences. Possible answers:

1. She's cooking/making breakfast.
2. She's walking to the bus stop / going to work.
3. She's marking/correcting homework.
4. She's teaching.
5. She's looking after her baby / putting her children to bed / picking up her baby.

**B** Play audio (068). Students listen and complete the table. Answers:

	Caller	Subject	What Paw Mu's doing
A	Jessica	tomorrow's class	standing on the bus
B	Saya Carl	a test (on Wednesday)	writing the test
C	Hans	learning Myanmar	teaching a student

## 3.3 Positive and negative forms

---

**A** Students read the sentences and match them with the answers. Answers:

1. b
2. c
3. f
4. d
5. e
6. a

**B** Students make the positive sentences from A into negative sentences. Answers:

2. I'm not writing with a pen.
3. You're not smoking a cigarette.
4. The students aren't talking.
5. We aren't working in pairs.
6. My friend isn't dancing.

## 3.2 What's Paw Mu doing?



**A:** Sayama Paw Mu is busy. She teaches at an international school in the day, has Myanmar language students in the evening and has two small children. What's she doing in these pictures?

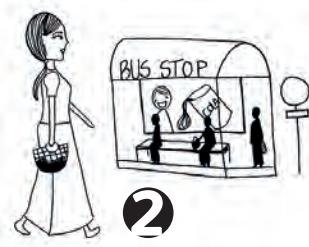
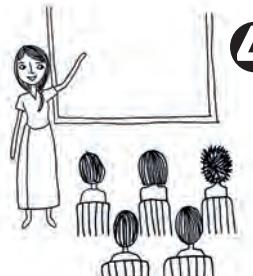
**1**



**3**



**4**



**2**



**B:** Paw Mu is talking to people on the phone. Listen (068) and complete the table.

	Caller	Subject	What Paw Mu is doing
A			
B			
C			

## 3.3 Positive and negative forms



**A:** Read these sentences. Match them with the short negative statements



**B:** Make the sentences in Exercise A negative.

1. Sayama is singing.
  2. I'm writing with a pen.
  3. You're smoking a cigarette.
  4. The students are talking.
  5. We are working in pairs.
  6. John's dancing.
- a. No, he isn't.
  - b. No, she isn't.
  - c. No, I'm not.
  - d. No, they aren't.
  - e. No, we aren't.
  - f. No, you aren't.

1. Sayama isn't singing

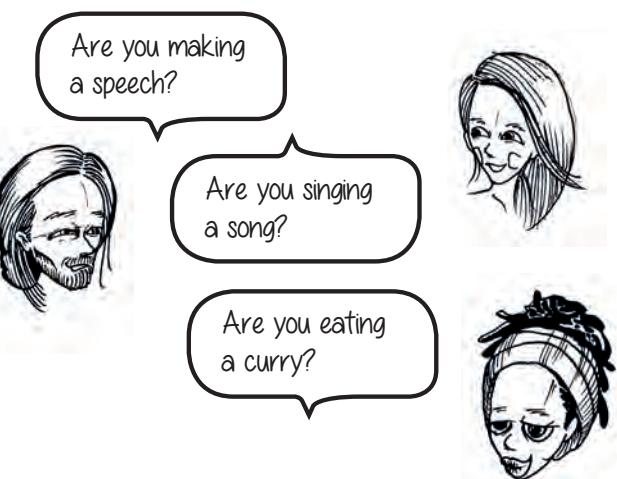


### C: Complete the grammar rules for the present continuous tense.

- i. Positive:
  - a. I + am + verb-ing;
  - b. you/we/they + \_\_\_\_\_ + verb-ing
  - c. he/she/it + \_\_\_\_\_ + verb-ing
  
- ii. Negative
  - a. I + \_\_\_\_\_ + verb-ing
  - b. you/we/they + \_\_\_\_\_ + verb-ing
  - c. he/she/it + \_\_\_\_\_ + verb-ing
  
- iii. Questions
  - a. \_\_\_\_\_ + I + verb-ing
  - b. \_\_\_\_\_ + you/we/they + verb-ing
  - c. \_\_\_\_\_ + he/she/it + verb-ing



### D: Play Guess the Mime.



## 4. Time zones

### 4.1 Midnight in London



A: It is midnight in London. Listen (069) to Martin talk about what he is doing.



It's 12 o'clock on Sunday night. I'm working in a hospital in London. There are lots of people here tonight. They're waiting for the doctors and the nurses. I'm listening to a patient and writing notes about his problem. He has a broken foot. He's talking to me and showing me his foot. I'm thinking about his injury and about how I can treat him.

**C** Students complete the grammar rules for the present continuous tense. For more information on the present continuous tense, encourage them to look at the Language Reference. **Answers:**

- I.      b.      are / 're
- c.      is / 's
- II.     a.      am not / 'm not
- b.      aren't
- c.      isn't
- III.    a.      am
- b.      are
- c.      is

**D** Students play Guess the Mime. Write actions on small pieces of paper, e.g. *Eat breakfast, Read a newspaper, Write an essay, Cook chillies, Drive a taxi, Look for your keys, Teach a class, Drink some water, Talk to your friend, Throw a ball*, etc. Give one to each student.

Students mime the activity on the paper silently. Ask the class: *What is s/he doing?* Other students guess what they are doing. If you have a large class, get students to do this in groups of six to ten.

## 4. Time zones

### 4.1 Midnight in London

**A** Pre-teach ‘patient’, ‘problem’, ‘broken’, ‘injury’ and ‘treat’. Play audio (069).  
Students read and listen to the audio.

## 4.2 Where in the world?

---

**A** Pre-teach ‘artist’, ‘website’, ‘building’, ‘customer’, ‘complain’, ‘far’, ‘line’, ‘push’, ‘pick up’ and ‘throw’. Students read the texts and match them with the pictures. Elicit the meanings of ‘graffiti’ (spraying paint on buildings and other outdoor places), ‘single parent’ (a parent bringing up children on his own) and ‘playgroup’ (a group for children to play with other children). **Answers:**

1. d
2. b
3. c
4. a

## 4.2 Where in the world?



**A:** It is midnight in London. Martin is working in a hospital. But other people are also busy. Read the texts and match them with the pictures.



**C** It's 3 am on a cold Monday morning. Tatyana is going to work. She works far from home and is taking a bus. She doesn't want to be late for work. The bus is late, and the line is long. The bus comes and people are pushing each other to get on. Tatyana can't get on.

**A** It's 6 pm on Sunday. Saner is a graffiti artist. He's painting the wall of an old building. There are lots of old buildings in the city to paint. Saner works with other artists. Usually they work at night but now they are taking photographs for their website.



**D** It's midday on Monday and Azmi is picking up his son, Eshan, from playgroup. Azmi is a single parent. He works in the mornings while Eshan is at playgroup, and in the afternoons he looks after Eshan. Here's Eshan. He's running to meet his Dad. He's picking him up and throwing him into the air.

**B** It's 7 o'clock on Sunday evening. Phoebe is a student. She's working in a restaurant downtown. She hates her job and she's tired. She's taking orders and serving food and drinks to the customers. One of the customers is complaining about his coffee.



**C:** Look at these pictures. Where are they? Who are the people? What are they doing and where are they going? Write a paragraph about the person in each picture.



## 5. Listening

### 5.1 Song: Sailing

**A:** The title of this song is Sailing. Look at the pictures. What do you think it's about?

**B:** Listen to the song (070). Use the words in the boxes to fill the gaps.

try	sail	fly	near	can
die	pass	home		

**A****C****B**

1. I am \_\_\_\_\_<sup>1</sup> I am \_\_\_\_\_<sup>2</sup>

\_\_\_\_\_<sup>3</sup> again across the sea

I am \_\_\_\_\_<sup>4</sup> stormy waters

To be \_\_\_\_\_<sup>5</sup> you, to be free

2. I am \_\_\_\_\_<sup>6</sup> I am \_\_\_\_\_<sup>7</sup>

Like a bird across the sky

I am \_\_\_\_\_<sup>8</sup> \_\_\_\_\_<sup>9</sup> high clouds

To be with you, to be free.

3. Can you hear me, can you hear me

Through the dark nigh far away

I am \_\_\_\_\_<sup>10</sup> forever \_\_\_\_\_<sup>11</sup>

To be with you who \_\_\_\_\_<sup>12</sup> say



**D:** What is this song about? Choose the correct answer.

1. a holiday on a boat

2. being a bird

3. loving someone far away

4. being in the dark



**C:** Listen again (070). Match the verses with the pictures.

**C** Individually or in pairs or groups, students write a paragraph about each picture.

Brainstorm as a class first. You could ask questions like these:

- Who is he/she?
- Where is he/she from?
- What does he/she do?
- Where is the person?
- What time is it?
- What is the person doing?
- Where is the person going?

Collect the paragraphs and give them to different students or groups. Students correct each others's work. Tell them to focus on correct use of the present continuous – they shouldn't worry about other mistakes. Collect the paragraphs and check the students' writing and marking.

## 5. Listening

### 5.1 Song: Sailing

**A** Predict from the title and pictures. What do students think the song will be about? Write their ideas on the board.

**C** Students match the verses with the pictures. Answers:

1. a
2. c
3. b

**B** Pre-teach 'try', 'sail', 'fly', 'near', 'die', 'pass', 'across', 'stormy', 'through', 'high', 'cloud', 'dark' and 'forever'. Students change the words in the boxes into their correct form and fill the gaps. Play audio (070) a few times. Students check. Answers:

1. sailing
2. sailing
3. home
4. sailing
5. near
6. flying
7. flying
8. flying
9. passing
10. dying
11. crying
12. can

**D** Students choose the main point of the song. Answer:

## 5.2 Songwriting

**A** Students decide which line (of verse one) answers which question. **Answers:**

2. to be near you, to be free
3. home again, across the sea

**C** In groups, students write their own verses to the same pattern. They should use the questions from A to help them. Groups perform their verses to the class.

**B** Students look at these words, and make them into a verse. You may need to give them the first line as example. **Answers:**

I am walking, I am walking  
To my friend's house, near the shop  
I am walking, forever talking  
To be near you, to drink tea.

## 6. Phrasebook: Shopping

### 6.1 In a department store

**A** Discuss 'department stores'. Do students shop in them? Are there any where the students live? Do they like them?

#### Language and culture notes

Department stores are in big cities. They sell all types of things. Some are expensive, selling mostly things from overseas. Others have cheap local goods too. The advantage of department stores is that you can get a variety of things in one place. The disadvantage is that they take business away from small shops and markets.

**D** Play audio (071). Students listen and repeat. In pairs, students write conversations using the prompts. They use the conversation in (071) as a model but they can change it as much as they like.  
**Possible answers:**

Student A: Can I help you?  
Student B: Hello. Do you have any plates?  
Student A: We have these plates. They're very nice. They're from China.  
Student B: How much are they?  
Student A: 20,000 K.  
Student B: 20,000? Do you have a cheaper one?  
Student A: Sorry, we don't.  
Student B: I'll think about it. What times are you open?  
Student A: 9.30 am to 7pm, Monday to Friday.

**B** Play audio (071). Students listen, and answer the question. **Answer:**

No.

**C** Play audio (071). Students listen, and answer the questions. **Answers:**

1. They are made in the USA.
2. It is expensive.
3. 8pm.

**E** Students practise their conversation. Get some pairs to perform their conversations to the class.

## 5.2 Songwriting



**A:** Look at Verse 1. Each line answers a question. Which line answers which question?

1. What are you doing?  
I am sailing, I am sailing
2. Why are you doing that?
3. Where are you going?



**B:** Here are some other answers. Make them into another verse.

my friend's house, near the shop

walking, forever talking

be near you, drink tea walking



**C:** Write another verse to this song.

## 6. Phrasebook: Shopping

### 6.1 In a department store



**A:** What things can you buy in department stores? Do you shop in them? Do you like them?



**B:** Apsara is in a department store. Listen (071). Does she buy the blanket?



**C:** Listen and answer the questions.

1. Where are the blankets from?
2. Why doesn't Apsara buy the blanket?
3. What time does the shop close?



**D:** Listen and repeat. Work in pairs. You are in a department store. Use these phrases to write conversations.

1. plates / China / 20,000 Kyat / 9.30am-7pm Monday-Friday
2. computer desks / Thailand / 100,000 Kyat / 8am-10pm every day



**E:** Roleplay. Practise your conversations. Partner A is a customer. Partner B is a shop assistant.



**A:** What things can you buy at markets? What is the difference between a department store and a market?



**C:** Put the conversation in order.

1. These are nice. 7,000 Kyat... How much for three?
2. We have these blankets.
3. These are 5,500 Kyat, and these are 7,000 Kyat.
4. How much are they?
5. OK, I'll take them.
6. 21,000 Kyat. You can have them for 20.
7. 18,000. That's a good price.
8. Hello. Do you have any blankets?
9. Hello.
10. 20,000? That's quite expensive. How about 15,000?



**B:** Apsara is now at a market. Listen (072). Does she buy the blankets?



**D:** Listen (072) and repeat.



**E:** Write conversations about the pictures.

## 7. Learning strategies: Bilingual dictionaries

### 7.1 What is a bilingual dictionary



**A:** What information is in a bilingual dictionary? What can you use a bilingual dictionary for?



**B:** What part of the dictionary can you use in these situations?

1. You are reading a magazine and you see the word inflation. You want to know the meaning of the word.
2. You are talking to an English-speaking friend. You need to leave because you have a ခေါင်းကိုကိုခြင်း။ You want to explain this.
3. You are writing a postcard to a friend in Australia. You want to describe some of the foods you like but don't know what they are called in English.

4. You are listening to the radio and you hear the word climate. You think you know this word but you are not sure and you want to check it.



## 6.2 At the market

**A** Students discuss markets. What things can you get in markets? How are markets different from department stores?

There is not one correct answer. In general, department stores have more imported items, whereas markets have more local things. In markets you can usually bargain, but in department stores prices are fixed.

**B** Play audio (072). Students listen, and answer the question. **Answer:** Yes.

**C** Students order the conversation.

**Answers:** 9, 8, 2, 4, 3, 1, 6, 10, 7, 5

**D** Play audio (072). Students listen, check and repeat.

**E** Individually or in pairs, students look at the pictures and decide on a story. They write a conversation between a shopkeeper and a customer. Encourage them to be creative. **Possible answer:**

Shopkeeper: Can I help you?

Customer: Hello. Do you have any chairs?

Shopkeeper: We have these chairs. Do you want a big chair or a small chair?

Customer: A small chair – how much are they?

Shopkeeper: Twelve dollars each.

Customer: Twelve dollars? That's quite expensive. How about ten dollars?

Shopkeeper: OK.

If you like, get students to practise and perform the conversations to the class.

## 7. Learning strategies: Bilingual dictionaries

### 7.1 What is a bilingual dictionary

**A** This section will be easier if you have bilingual (English-Myanmar and Myanmar-English) dictionaries available. If the students' first language is not Myanmar, you can do it with other languages too. Again, it is easier if you have bilingual dictionaries for those languages available for students to look at. Students discuss bilingual (two language) dictionaries. What information can you get from them? What do you use them for? **Answers:**

You can find the Myanmar translation of an English word and the English translation of a Myanmar word. Some have other information such as parts of speech, pronunciation and usage.

**B** Students decide in what part of the dictionary – English to Myanmar or Myanmar to English – you could find this information. **Answers:**

English to Myanmar

Myanmar to English

Myanmar to English

English to Myanmar

# UNIT 6

## Practice makes perfect

### A Answers:

2. False. There is a chair in the living room.
3. False. There isn't a table in the bedroom / There are some drawers in the bedroom / There's a table in the kitchen.
4. True
5. False. There are some bananas on the kitchen table.
6. False. There's one bed in the bedroom.
7. True
8. False. There's a guitar behind the bed.

### C Answers:

1. You can't smoke here.
2. You can't swim here.
3. You can pay here.
4. You can't eat or drink here.
5. You can register here.

### B Answers:

2. A bed and some drawers
3. In the living room.
4. Yes, there are.
5. A toilet, a mat, a shower and a sink.
6. He is sitting in the kitchen / He is smoking a cigarette.
7. In the living room.
8. No (she's reading a book).
9. 7. (There's one in the shower.)

# UNIT 6

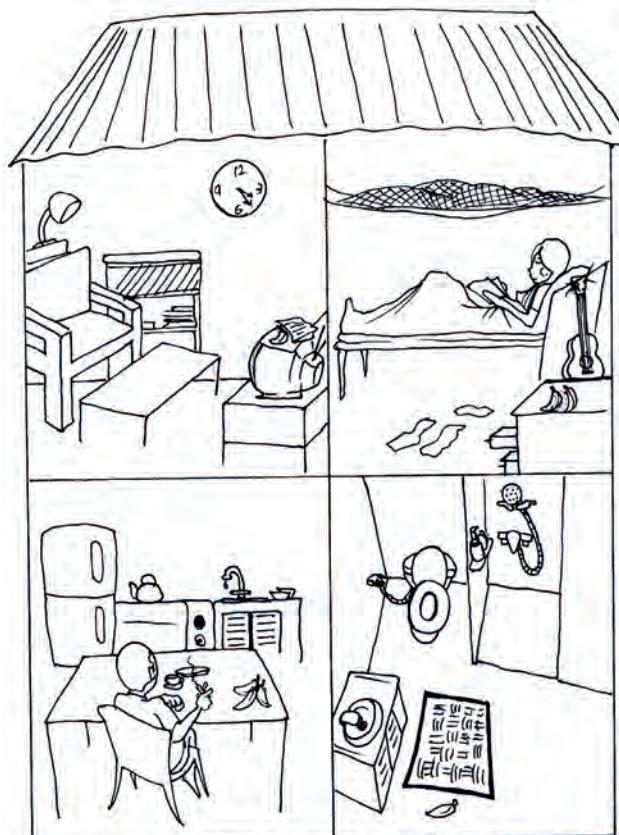
## Practice makes perfect

**A** Look at the picture. Are these statements true or false? If false, write a true sentence.

1. There is a newspaper in front of the TV.  
False. There is a newspaper on top of the TV.
2. There are no chairs in the living room.
3. There is a table in the bedroom.
4. There is a man in the kitchen.
5. There are some apples on the kitchen table.
6. There are two beds in the bedroom.
7. There is a lamp in the living room.
8. There's a guitar under the bed.

**B** Answer the questions

1. Where is the bathroom? Next to the kitchen.
2. What furniture is in the bedroom?
3. Where is the TV?
4. Are there any books in the house?
5. What is in the bathroom?
6. What is the man doing?
7. Where is the clock?
8. Is the woman playing the guitar?
9. How many bananas are in the house?



**C** What do these signs mean?



**D** Write the job.

1. I am selling fruit. I'm a shopkeeper.
2. Min Zaw and Su Su are cooking food. They are \_\_\_\_\_.
3. Kookai is going to school. She is a \_\_\_\_\_.
4. Ahmed is working in a hospital. He's a \_\_\_\_\_.
5. My aunt and uncle are not working. They're \_\_\_\_\_.
6. Tong is growing rice. He is a \_\_\_\_\_.
7. Liu is teaching teachers. He is a \_\_\_\_\_.
8. Ma Hla Than is wearing a uniform. She is a \_\_\_\_\_.

**E** Read the conversation. Answer the questions.

Wendy: Hi Thida, how are you today?

Thida: I'm OK, I'm studying for my exam but I'm bored!

Wendy: Oh. When is your exam?

Thida: On Tuesday. It's scary! I can't remember anything.

Wendy: Can I help?

Thida: Can I borrow your dictionary?

Wendy: Of course.

Thida: Thanks! So what are you doing?

Wendy: I'm moving into my new apartment today.

Thida: Where's your new apartment?

Wendy: It's near Dagon. Can I borrow some money? I can't afford the rent this month.

Thida: How much do you need?

Wendy: \$450.

Thida: That's a lot of money - I don't have a lot of money. Sorry.

1. What is Thida doing?
2. When is her exam?
3. Can she remember anything?
4. Can Wendy help Thida?
5. What does Thida borrow?
6. Where is Wendy moving to?
7. How much money does she want to borrow?
8. Can she borrow money from Thida?

**F** Write the correct verb form.

1. John is looking at a beautiful bird at the beach. (look)
2. I'm sorry, but I can't hear you. My sisters \_\_\_\_\_ (play music).
3. Usually I \_\_\_\_\_ in a small company, but now I \_\_\_\_\_ a book about business. (work, write)
4. Jim and Julie usually \_\_\_\_\_ at the teashop but today they \_\_\_\_\_ at a restaurant. (meet, meet)
5. I \_\_\_\_\_ today because I'm sick. (not work)
6. \_\_\_\_\_ today? No I \_\_\_\_\_ any money. (go, not have)

**G** Read the text and complete the table.

Mie Tze is an English teacher at a university in Kunming. She is driving to work. She lives about 1 hour from the university and she is late. She is driving fast! She teaches from 9.30am to 12.30pm. She is thinking about her class and her students. In the afternoons, she has a meeting and then she usually goes to her office to do some work.

Rex lives in Sydney. He is riding his bicycle. He is going to the department store. He is stopping next to a bus stop. He has a phone call. He is an artist. He always works at home. His apartment is opposite the beach. He swims every morning. In the evenings, he goes to the cinema.

	What are they doing now?	What do they usually do?
Mie Tze		
Rex		

**H** Match the questions and replies.

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1. Do you have any red bags?     | a. Thailand.                        |
| 2. How much is this sofa?        | b. At 10pm.                         |
| 3. Do you have any cheaper ones? | c. I'm looking for a computer desk. |
| 4. What time do you close?       | d. Sorry, we only have black bags.  |
| 5. Can I help you?               | e. I'm sorry, there aren't any left |
| 6. Where are these tables from?  | f. It's \$120.                      |

**D Possible answers:**

2. cooks
3. student
4. nurse / doctor
5. retired
6. farmer
7. teacher trainer
8. soldier / student / nurse / doctor...

**G Answers:**

	What are they doing now?	What do they usually do?
Mie Tze	<ul style="list-style-type: none"> <li>- driving to work</li> <li>- driving fast</li> <li>- thinking about her class and students</li> </ul>	<ul style="list-style-type: none"> <li>- lives 1 hour from the university</li> <li>- teaches from 9.30 am to 12.30pm</li> <li>- has a meeting in the afternoon, then goes to her office to work</li> </ul>
Rex	<ul style="list-style-type: none"> <li>- riding his bicycle</li> <li>- going to the department store</li> <li>- stopping next to a bus stop</li> </ul>	<ul style="list-style-type: none"> <li>- works at home</li> <li>- swims every morning</li> <li>- in the evenings he goes to the cinema</li> </ul>

**E Answers:**

1. She's studying for an exam.
2. On Tuesday.
3. No, she can't.
4. Yes, she can.
5. Wendy's dictionary.
6. A new apartment near Dagon.
7. \$450.
8. No, she can't – Thida doesn't have a lot of money.

**H Answers:**

1. d
2. f
3. e
4. b
5. c
6. a

**F Answers:**

2. are playing music
3. work, am writing
4. meet, are meeting
5. 'm not working
6. Are you going, don't have

**I** Possible answers:

Depends on the language.

**K** Answers:

1. clinic, department store, high school, immigration office, primary school, shop, store
2. bookshelf, cupboard, drawers, fridge, lamp, mat, mirror, sink, sofa, stove, toilet, window

**I** Translate these phrases into your own language.

1. Can I use your computer?
2. You're not registered.
3. There's an ant on the table.
4. The cat is under the chair.
5. Is there a market near here?
6. I'm eating mohingha.
7. These blankets are made in Cambodia.
8. What time do you open?

**J** Tick the words and phrases you know.  
In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

**K** Which words from the list are:  
1. Places in a town or neighbourhood?  
2. Things you find in a house

ant (n)	living room (n)
artist (n)	mat (n)
bathroom (n)	medicine (n)
battery (n)	mirror (n)
bedroom (n)	move (v)
behind (prep)	neighbourhood (n)
between (prep)	next to (prep)
blanket (n)	notes (n)
bookshelf (n)	on (prep)
borrow (v)	opposite (prep)
broken (adj)	paint (v)
bus stop (n)	pass (v)
clinic (n)	patient (n)
close (v)	pick up (v)
clothes (n)	postcard (n)
cloud (n)	primary school (n)
complain (v)	problem (n)
cupboard (n)	push (v)
department store (n)	register (v)
dictionary (n)	rent (n, v)
die (v)	report (n)
director (n)	river (n)
donor (n)	sail (v)
door (n)	sell (v)
drawers (n)	shop (n)
far (adj)	sign (n)
feed (v)	sink (n)
fly (v)	smoke (v)
fridge (n)	sofa (n)
give (v)	store (n)
harvest (n, v)	stove (n)
high (adj)	straight (adj)
high school (n)	throw (v)
hear (v)	toilet (n)
immigration (n)	translation (n)
in front of (prep)	treat (v)
injury (n)	try (v)
internet (n)	under (prep)
kitchen (n)	use (v)
lamp (n)	wait (v)
left (adj)	website (n)
line (n)	window (n)

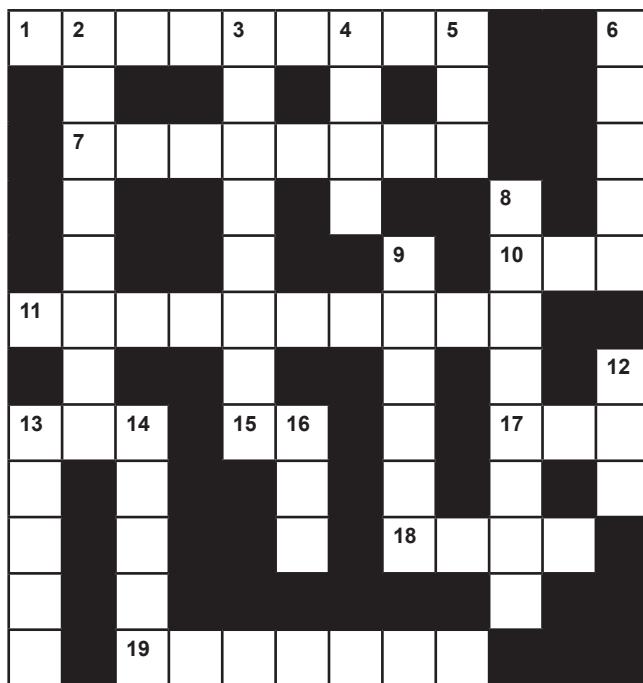
# L Crossword

Clues across:

1. A person not from your country
7. I'm writing a \_\_\_\_\_ to my aunt.
10. That's \_\_\_\_\_ house. We live there.
11. There's a sofa and a table in our \_\_\_\_\_.
13. I \_\_\_\_\_ up at 6am.
15. The bookshelf is next \_\_\_\_\_ the TV.
17. He is standing on one \_\_\_\_\_.
18. Please \_\_\_\_\_.
19. The IT manager is making a \_\_\_\_\_.

Clues down:

2. Her house is \_\_\_\_\_ Myanmart.  
(on the other side of)
3. www.
4. not far
5. The colour of blood.
6. I sleep \_\_\_\_\_ my blanket at night.
8. People sometimes \_\_\_\_\_ about food in restaurants.
9. Can I please \_\_\_\_\_ your bicycle?
12. Would you like a fried \_\_\_\_\_ on top of your rice?
13. Cows eat this.
14. In football you can't \_\_\_\_\_ the ball.
16. I.



## Answers:

### Across:

1. foreigner
7. postcard
10. our
11. living room
13. get
15. to
17. leg
18. wait
19. website

### Down:

2. opposite
3. internet
4. near
5. red
6. under
8. complain
9. borrow
12. egg
13. grass
14. throw
16. one



Use this page for your notes.

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Use this page for your notes.

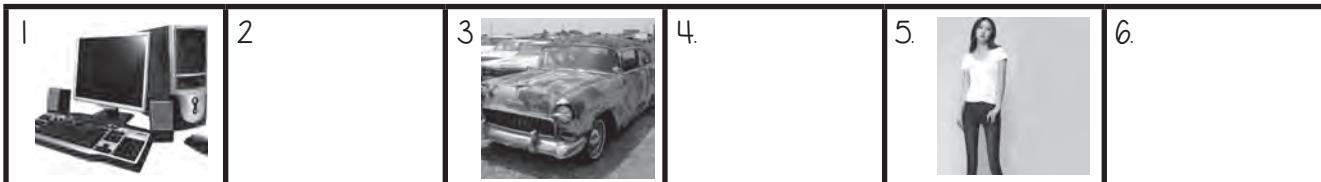
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# IN PAIRS

## Pairwork: Partner A

### UNIT 3

#### 2.4 Listen and draw: Partner A



### UNIT 4

#### 3.2 Barack Obama: Group A

1 Read the text. What information do you need to fill the gaps?

Barack Obama is the President of the USA. He comes from \_\_\_\_ 1. in the USA. His wife's name is Michelle. She's a lawyer. They have \_\_\_\_ 3. children. They live in the White House in Washington DC. Every day, he gets up at \_\_\_\_ 5. and eats breakfast with his family. He starts work at 9 am. He checks his emails and reads letters. He has lunch at around midday. He eats \_\_\_\_ 7. In the afternoon he has meetings and talks to world leaders. In the evening he helps his daughters do their homework and eats dinner with \_\_\_\_ 9. After dinner, he works. He goes to bed very late.

- 2
- 1. does / from / he / where / come ?
  - 3. children / they / have / how / do / many ?
  - 5. up / get / does / he / when ?
  - 7. what / eat / lunch / for / he / does ?
  - 9. dinner / who / with / he / does / eat ?

3 Ask the questions to Group B. Use their answers to fill the gaps.

# UNIT 5

## 4.2 Pancakes: Partner A

- 1 Read the recipe. What information do you need to fill the gaps? Make questions using *how much/how many*. Ask your partner the questions and fill the gaps.

### Pancakes – ingredients

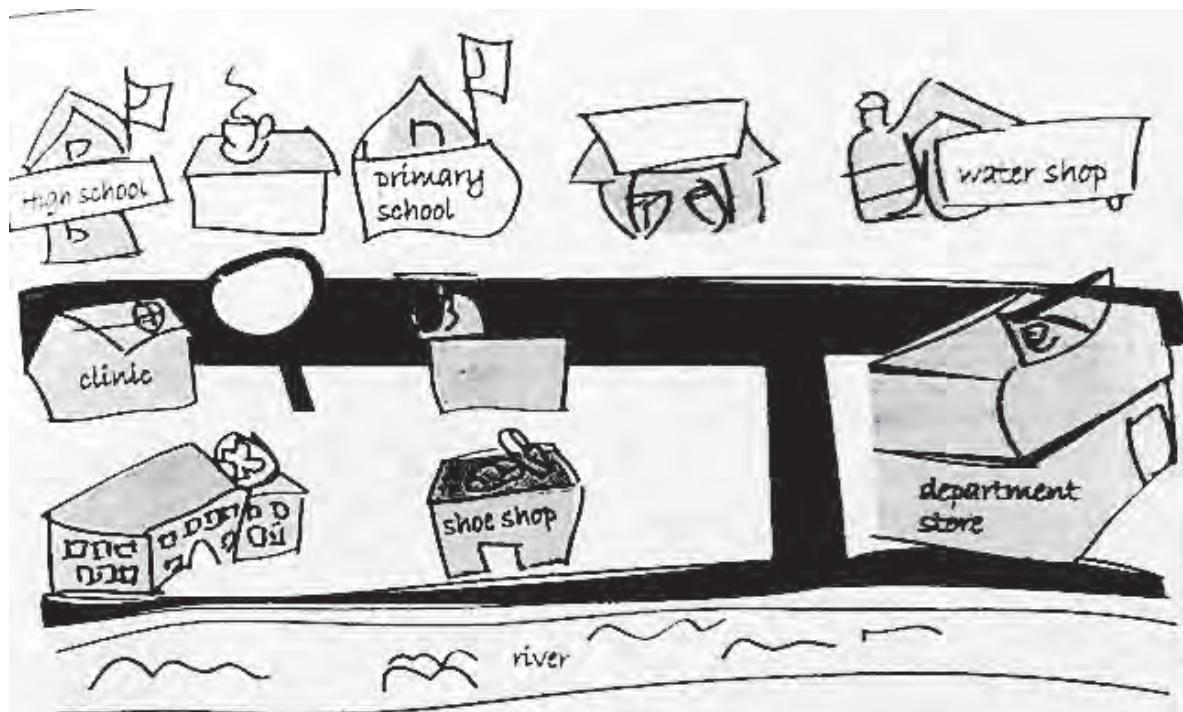
\_\_\_\_\_ (1) cups of flour  
\_\_\_\_\_ (3) a spoon of salt  
3 spoons of sugar  
2 cups of milk

\_\_\_\_\_ (5) eggs  
3 spoons of butter  
\_\_\_\_\_ (7) cups of water  
half a spoon of lemon juice

# UNIT 6

## 1.3 Information gap map: Partner A

- 1 Work in pairs. You want to find the high school, the primary school, the water shop, the clinic, the shoe shop and the department store. Find out where they are. Ask your partner questions about his/her map.

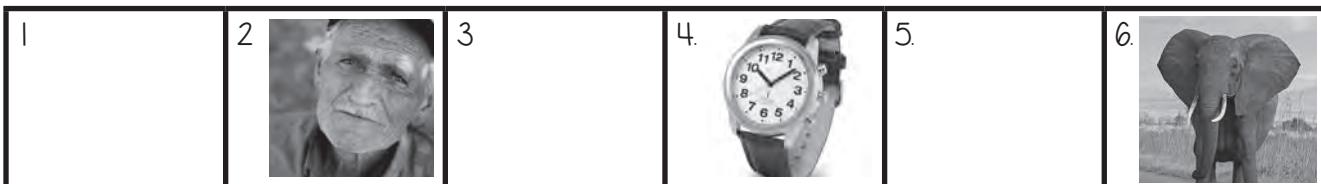


# IN PAIRS

## Pairwork: Partner B

### UNIT 3

#### 2.4 Listen and draw: Partner B



### UNIT 4

#### 3.2 Barack Obama: Group B

1 Read the text. What information do you need to fill the gaps?

Barack Obama is the President of the USA. He comes from Hawaii in the USA. His wife's name is Michelle. She's a \_\_\_\_\_. 2. They have two children. They live in \_\_\_\_\_ 4. in Washington DC. Every day, he gets up at 6.30am and eats breakfast with his family. He starts work at \_\_\_\_\_. 6. He checks his emails and reads letters. He has lunch at around midday. He eats hamburgers. In the afternoon he has meetings and talks to \_\_\_\_\_. 8. In the evening he helps his daughters do their homework and eats dinner with his family. After dinner, he \_\_\_\_\_. 10. He goes to bed very late.

2. does / wife / his / what / do ?  
4. they / where / do / live ?  
6. start / does / he / work / when ?  
8. to / talk / who / he / does ?  
10. dinner / after / does / what / do / he ?

3 Ask the questions to Group A. Use their answers to fill the gaps.

# UNIT 5

## 4.2 Pancakes: Partner B

- 1 Read the recipe. What information do you need to fill the gaps? Make questions using *how much/how many*. Ask your partner the questions and fill the gaps.

### Pancakes – ingredients

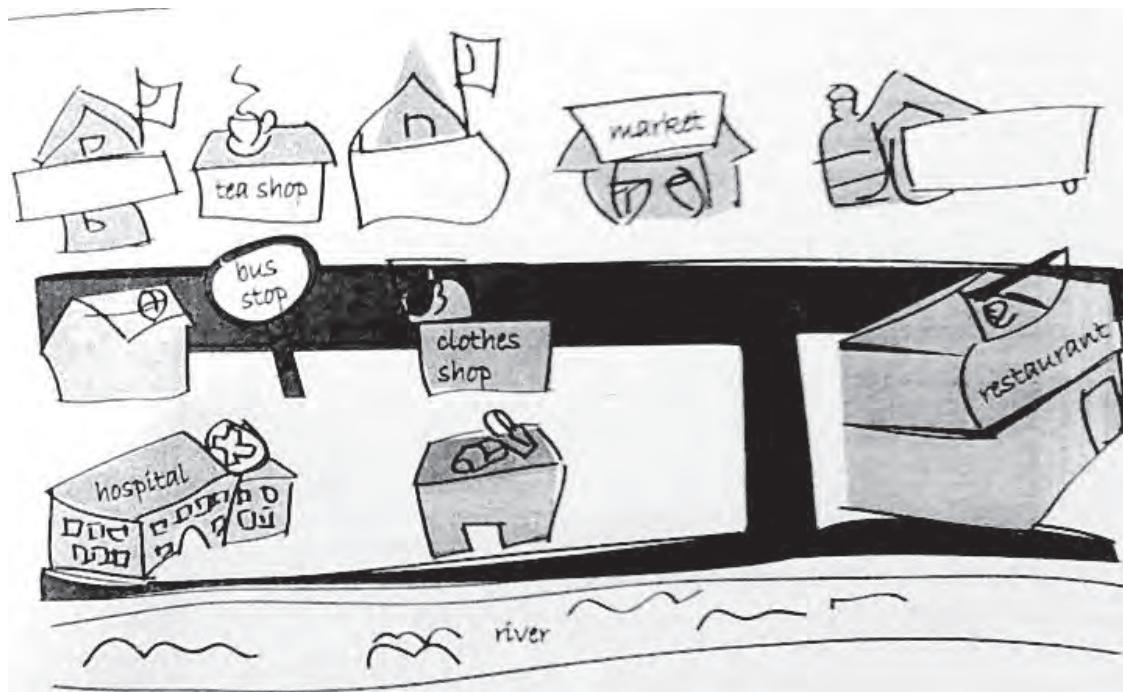
2 cups of flour  
half a spoon of salt  
\_\_\_\_\_ (2) spoons of sugar  
\_\_\_\_\_ (4) of milk

2 eggs  
\_\_\_\_\_ (6) of butter  
3 cups of water  
\_\_\_\_\_ (8) of lemon juice

# UNIT 6

## 1.3 Information gap map: Partner B

- 1 Work in pairs. You want to find the tea shop, the market, the restaurant, the clothes shop, the bus stop and the hospital. Find out where they are. Ask your partner questions about his/her map.



# REVISION

## Revision for units 1, 2 & 3

### A: Introducing People

Introduce two people you know (person A & person B) and answer questions about them.

#### Person A

Where is he/she from?  
What is his/her nationality?  
What is his/her relationship to you?  
What is his/her occupation?

Hi, I want you to meet \_\_\_\_\_  
(name).

#### Person B

Where is he/she from?  
What is his/her nationality?  
What is his/her relationship to you?  
What is his/her occupation?

This is \_\_\_\_\_ (name).

### B: Describing Things

Put in 3 adjectives for the nouns.

1. The rice is \_\_\_\_\_ white, soft, and tasty.
2. The sky is \_\_\_\_\_
3. My bag is \_\_\_\_\_
4. My parents' house is \_\_\_\_\_
5. The elephant is \_\_\_\_\_
6. The flowers are \_\_\_\_\_
7. The water is \_\_\_\_\_

## C: What do they look like?

---

Describe the appearance of the women in the pictures.



## D. Short Answers

---

Read the text and give short answers to the questions below.

Amit and Rahul are brothers. They are from a village. Now, Rahul lives in the city. He is in the city to study. Amit is in the village with their parents. He helps them on the family farm. Rahul calls his family every week and tells them about life in the city. There are tall buildings and many places to eat and play. There are also people from all over the country. Rahul asks Amit to come and see him in the city. Amit doesn't want to go. He is happy in the village. Because he misses Rahul, he finally visits him in the city.

1. Does Amit enjoy life in the country? Yes, he does.
2. Is Amit happy to go to the city?
3. Do Amit and Rahul live together?
4. Do Amit and his parents call Rahul when he is in the city?
5. Does Rahul work in the city?
6. Are people from all over the country in the city?
7. Are their parents farmers?



## E: Spelling Mistakes

---

Correct any spelling mistakes in the text. Some words are spelled wrong because of grammar.

My sister is a very clever child. She can write and do well in her exams. Her friends don't try very hard in all their classs. They're interested in other thing. She study every night. They don't study because they watches moves. In the end, when exam day comes, her hard work help her to do well in her exams. I's proud of my sister and her success in school.

## F: Nationalities

Write down the nationalities of the people on the map.



Yadu	Indian
Nipa	
Siriporn	
Aisah	
Halim	
Maria	
Ngan	

## G: Matching Occupations

Match the occupation with what the person does with a line.

Bus driver	serves you food at restaurants
Chef	takes care of a store
Police officer	cooks you food
Nurse	checks your blood pressure
Waiter	protects you from bad people
Tour guide	shows your neighborhood to foreigners
Shopkeeper	drives a bus

# H: Singular vs. Plural Nouns

---

Fill in the blanks with the nouns in the boxes in singular or plural form.

Box    Tiger    Nationality    Potato    Dancer    Knife    Man

1. There are some \_\_\_\_\_ men \_\_\_\_\_ looking for you.
2. The zoo has some \_\_\_\_\_ from India.
3. I want to see my sister in a show. She is an amazing \_\_\_\_\_.
4. We need more \_\_\_\_\_ for the kitchen.
5. My uncle's farm grows \_\_\_\_\_.
6. People at my work are different \_\_\_\_\_.
7. Put all your photos in a \_\_\_\_\_.

# I: Word Jumble

---

Rewrite the words in the right order.

E.g a/I/student/am I am a student.

1. is /this/an/song/old \_\_\_\_\_
2. I/cleaning/am/house/messy/my \_\_\_\_\_
3. restaurant/you/ good /a/know/do (?) \_\_\_\_\_
4. is/a/she/person/friendly. \_\_\_\_\_
5. like/I/grey/don't/shirts/these. \_\_\_\_\_
6. I/exam/important/an/have. \_\_\_\_\_

# J: Vowels and Their Sounds

---

Put the words under the right vowel sounds

Far    Newspaper    Meat    Bed    Teeth    Sea    Fish  
Delicious    Rest    Miss    Red    Do

/a:/	/u:/	/e/	/i:/	/ɪ/

# K: First Words on the Phone

---

Write the phone conversations for the different situations.

1. You want to speak to your boss, Shwe Li, but her secretary answers the phone first. Shwe Li come to the phone.
2. You work for Red Cross and you are calling UNICEF. You call Adam Jones, but he is currently not there.
3. You call World Vision and someone answers the phone. You want to speak to U Kyaw Thein. The person answering the phone is him.

Secretary: You: Shwe Li: You:	
UNICEF staff: You: UNICEF staff: You:	
U Kyaw Thein: You: U Kyaw Thein: You:	

# L: Check Your Knowledge

---

Think about all the things you learned in Units 1-3. Complete this checklist. Give a score of 1-5. How much can you do each one? 1 = very badly 5 = very well. Which ones have the lowest score? What can you do to improve?

I can...	1	2	3	4	5
Introduce myself and friends					
Start and end a conversation					
Identify countries and their nationalities					
Talk about people's possessions					
Follow classroom instruction					
Explain the relation between family members					
Ask about people's occupations					
Use polite phrases					
Skim through a newspaper					
Describe people					
Ask for someone on the phone					
Spell singular and plural nouns					

# REVISION

## Revision for units 4, 5 & 6

### A: Wh- Questions

Fill in the blanks with a wh- word.

1	Q	What are you reading?	A	Myanmar Times
2	Q	_____ is the nearest bus stop?	A	It is on the next street.
3	Q	_____ are you eating for dinner?	A	Pork and tea leaf salad.
4	Q	_____ are they showing the movie?	A	2:15 pm
5	Q	_____ are you going home?	A	I need to rest.
6	Q	_____ is the bottle of milk?	A	It is on the table.

### B: Time in Numbers

Write the time in numbers.

1	six thirty	6:30
2	twenty past two	
3	quarter to five	
4	half past one	

5	three ten	
6	quarter past seven	
7	five forty three	
8	ten to four	

### C: Apply

Fill in your information on the application form.

COURSE APPLICATION FORM		
Name:		
Address:		
Date of birth:		
Marital status:		Gender: M/F
Occupation:		
Email:		
Phone:		

# D: Vowels and Their Sounds

---

Put the words under the right vowel sounds

Now	Learn	Care	Chair	Black	Late	Out	That	Make
Hot	Eight	Long	Girl	Bird	Rat	Where	Brown	

/aʊ/	/ea/	/ə/
/ɜ:/	/æ/	/eɪ/

# E: Numbers

---

Write these amounts into numbers.

1	one hundred forty five thousand	145,300
2	thirty four million five hundred	
3	fifteen thousand and six	
4	eight billion seventy million five hundred and thirty thousand	
5	four hundred thirty million six hundred thousand	
6	thirty eight thousand	
7	one million two hundred forty three thousand	

# F: Na Na's Schedule

---

Read the sentences about Na Na and fill in her schedule with the time and activities.

~~She wakes up at 8:30 am on Sundays, Mondays, and Wednesdays.~~

She always goes to university at 10:00 am.

She sometimes sleeps at 7:30 pm.

She usually visits her parents at 3:30 pm.

She sometimes reads books at 3:30 pm.

She sometimes takes a shower at 8:30 am

She never visits her parents on Sundays.

She goes to the cinema at 7:30 pm on Wednesdays, Thursdays, and Sundays.

	Sunday	Monday	day	Wednesday	day	day	day
8.30 am	Wake up	Wake up		Wake up			
:							
:							
:							

## G: Food names

Write the names of the food in the pictures. Write the nouns in singular form. Circle if the food is a countable or uncountable noun.

1	Name	Carrots	C
2	Name		U/C
3	Name		U/C
4	Name		U/C
5	Name		U/C
6	Name		U/C

7	Name		U/C
8	Name		U/C
9	Name		U/C
10	Name		U/C
11	Name		U/C



## H: Before the Nouns

Fill in the blanks with *a/an/some/any*

1. The company is giving    some    jobs to people.
2. I have    important places to go today.
3. We bought    orange and    onions.
4. There is    test tomorrow.
5. We are reading from    newspaper.

6. Do you have    green tea?
7. Please give me    rice.
8. There isn't    homework today.
9. Our teacher has    good news.

# I: Items in Saw Mu's Baggage

Look at the list of items in Saw Mu's baggage. Write the amount of each item with *any*, *a lot of*, *not many*, *not much*, or *some*. Change the noun into plural form if needed.

Shirt	10
Notebook	0
Tissue box	5
Blanket	9

Water bottle	10
Pants	1
Rice packet	2

Eg. chair There are a lot of chairs.

1. Shirt \_\_\_\_\_
2. Notebook \_\_\_\_\_
3. Tissue box \_\_\_\_\_

4. Blanket \_\_\_\_\_
5. Water bottle \_\_\_\_\_
6. Pants \_\_\_\_\_
7. Rice packet \_\_\_\_\_

# J: On the Table

Write where an object is in the picture. Use *there is* and the words in the brackets.



Eg. chair There is a cup behind a keyboard.

1. [keyboard in front of]

2. [pen on top of]

3. [yellow folder between]

4. [colouring pencil inside]

5. [calendar next to]

6. [notebook under]

## K: Sentence Forms

Write *can* and verb-ing sentences with the word in the brackets and different forms. Use *I* as the subject noun.

	"Can" sentences
Positive	[music/can/play] <u>I can play music</u>
Negative	[come/can/not/Saturdays] <u>-----</u>
Wh-question	[clean/when/can/the house] <u>-----</u>
Yes/no question	[the dictionary/use/can] <u>-----</u>

	Verb-ing Sentences
Positive	[play/music] <u>-----</u>
Negative	[on Saturdays/come/not] <u>-----</u>
Wh-question	[clean/when/the house] <u>-----</u>
Yes/no question	[the dictionary/use] <u>-----</u>

## L: Check Your Knowledge

Think about all the things you learned in Units 4-6. Complete this checklist. Give a score of 1-5. How much can you do each one? 1 = very badly 5 = very well. Which ones have the lowest score? What can you do to improve?

I can...	1	2	3	4	5
Talk about my daily schedule					
Tell the time					
Answer questions in short form					
Say how often something happens					
Deal with large numbers					
Shop for groceries					
Order food and drink					
Describe where things are in my home or neighbourhood					
Make requests or offers					
Ask for permission					
Bargain at the market					
Understand the difference between present and present continuous verbs					

# REVISION

## Test answers for units 1-3

### A: Introducing People

---

Student's answers

Eg. Hi, I want you to meet Kumar. He is from India. His nationality is Indian. He is my co-worker. He is a web designer.

### B: Describing Things

---

Student's answers

- Eg. The sky is big, blue, and cool.
- My bag is brown, heavy, and smooth.
- My parents' house is wooden, spacious, and warm.
- The elephant is grey, large, and strong.
- The flowers are colorful, fragrant, and nice.
- The water is cold, clear, and wet.

### C: What do they look like?

---

Person A

She's a young and beautiful woman. She has long blonde hair and sunglasses.

Person C

She is beautiful and has dark skin. She has black hair and is wearing earrings

Person B

She's a young and happy woman. She has brown hair and is wearing a t-shirt.

### D: Short Answers

---

2. No, he isn't.
3. No, they don't.
4. No, they don't.
5. No, he doesn't
6. Yes, they are.
7. Yes, they are.

## E: Spelling Mistakes

---

My sister is a very clever child. She can write and does well in her exams [exams]. Her friends don't try very hard in all their classs [classes]. They're interested in other thing [things]. She study [studies] every night. They don't study because they watches [watch] moves [movies]. In the end, when exam day comes [comes], her hard work help [helps] her to pass her exams [exams]. I's [I'm] proud of my sister and her success in school.

## F: Nationalities

---

Yadu	Indian
Nipa	Bangladeshi
Siriporn	Thai
Aisah	Malaysian
Halim	Indonesian
Maria	Filipino
Ngan	Vietnamese

## G: Matching Occupations

---

Chef – cooks you food  
Policeman – protects you from bad people  
Nurse – checks your blood pressure  
Waiter – serves you at restaurants

Tour guide – shows your neighbourhood to foreigners  
Shopkeeper – takes care of a store

## H: Singular Vs. Plural Nouns

---

- |           |                  |
|-----------|------------------|
| 2. tigers | 5. potatoes      |
| 3. dancer | 6. nationalities |
| 4. knives | 7. box           |

## I: Word Jumble

---

1. This is an old song.
2. I am cleaning my messy house.
3. Do you know a good restaurant?
4. She is a friendly person.
5. I don't like these grey shirts.
6. I have an important exam.

## J: Vowels and Their Sounds

---

/a:/	/u:/	/e/	/i:/	/ɪ/
Far Banana	Choose Do Newspaper	Rest Red Bed	Teeth Meat Sea	Miss Delicious Fish

## K: First Words on the Phone

---

### Students' answers

You: Secretary: You: Shwe Li	Hello, is Shwe Li there? Yes, she is here. Wait a moment. Thanks. Hi, this is Shwe Li.
UNICEF staff: You: UNICEF staff: You:	Hello, this is UNICEF. Good morning, is Adam Jones there, please? I'm sorry. He is not here at the moment. Ok thanks, I will call back later.
U Kyaw Thein: You: U Kyaw Thein: You:	Hello, this is World Vision. Hello, is U Kyaw Thein there? This is U Kyaw Thein speaking. Hi U Kyaw Thein. This is _____ student name _____

## L: Check Your Knowledge

---

### Students' answers

# REVISION

## Test answers for units 4-6

### A: Wh- Questions

- 
- |          |         |          |
|----------|---------|----------|
| 2. Where | 4. When | 6. Where |
| 3. What  | 5. Why  |          |

### B: Time in numbers

- 
- |         |         |          |         |
|---------|---------|----------|---------|
| 2. 2:20 | 4. 1:30 | 6. 7:15  | 8. 3:50 |
| 3. 4:45 | 5. 3:10 | 7. 5: 43 |         |

### C: Apply

---

Students' answers, e.g.

COURSE APPLICATION FORM			
Name:	Van lian		
Address:	45 pandsodan St, Yangon, Myanmar		
Date of birth:	7 May 1985		
Marital status:	Married	Gender:	M/F
Occupation:	Computing teacher		
Email:	lian85@mail.com		
Phone:	093420123		

### D: Vowels and Their Sounds

---

/aʊ/	/eə/	/ə/
now out	care chair where	hot long
/ɜ:/	/æ/	/eɪ/
learn girl bird	black that rat	late eight make

## E: Numbers

---

2. 34,000,500  
3. 15,006

4. 8,070,530,000  
5. 430,600,000

6. 38,000  
7. 1,243,000

## F: Na Na's Schedule

---

There may be different versions that are also correct.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30am	Wake up	Wake up	Take a shower	Wake up	Take a shower	Take a shower	Take a shower
10:00am	Go to University						
3.30pm	Read books	Visit Parents	Read books				
7.30pm	Go to Cinema	Sleep	Sleep	Go to Cinema	Go to Cinema	Sleep	Sleep

## G: Food Names

---

2. Rice...U  
3. Fish...U/C (depends)  
4. Water...U  
5. Beef...U  
6. Egg...C  
7. Milk...U  
8. Papaya...C  
9. Chillie/Chillies...C  
10. Banana...C  
11. Mango...C

## H: Before the Nouns

---

2. some  
3. an...some  
4. a  
5. a  
6. any  
7. some  
8. any  
9. some

## I: Items in Saw Mu's Baggage

---

1. There are many shirts.
2. There are not any notebooks.
3. There are some tissue boxes.
4. There are many blankets.
5. There are a lot of water bottles.
6. There are not many pants.
7. There are not many rice packets.

## J: On the Table

---

1. There is a keyboard in front of a cup.
2. There is a pen on top of a notebook.
3. There is a yellow folder between a pink and blue folder.
4. There is a colouring pencil inside a cup.
5. There is a calendar next to a blue folder.
6. There is a notebook under a pen.

## K: Sentence Forms

---

	"Can" sentences
Positive	[music/can/play] I can play music
Negative	[come/can/not/Saturdays] I can't come on Saturdays.
Wh-question	[clean/when/can/the house] When can I clean the house?
Yes/no question	[the dictionary/use/can] Can I use the dictionary?

	Verb-ing Sentences
Positive	[play/music] I'm playing music.
Negative	[on Saturdays/come/not] I'm not coming on Saturdays.
Wh-question	[clean/when/the house] When am I cleaning the house?
Yes/no question	[the dictionary/use] Am I using the dictionary?

## L: Check Your Knowledge

---

Students' answers

# REFERENCE

## Language reference 1-6

### UNIT 1

#### Pronouns and possessive adjectives

*I, you, she, he, we, they, and it* are pronouns. We use them to replace nouns.

*My, your, our, their, his, her and its* are possessive adjectives. We use them before nouns.

pronoun	possessive adjective
I	This is my pen.
you	Those are your bags.
she	This is her bicycle.

he	That is his drink.
we	These are our children.
they	That is their house.
it	This is its food.

We use 's to make nouns possessive.

- This is Na Na's shirt. This shirt is Na Na's.

#### The present simple: *to be* (1)

We use the present simple for:

1. Repeated events.
  - I am hungry in the morning.
  - She's busy on the weekends.

2. Things that are true for a long time.

- They are doctors.
- He is young.

Statements					
positive		negative			
I	'm	I	'm not		
He		He			
She	's	She	isn't		
It		It			
We		We			
You	're	You	aren't		
They		They			

note: 'm = am, 's = is, 're = are, n't = not

# Imperatives

1. We use imperatives to give orders and instructions. We form them with the base form of the verb.

- Answer these questions.
- Do your homework.

2. Negative imperatives use *don't*.

- *Don't* come back. • *Don't* talk.

## UNIT 2

### The present simple: *to be* (2)

#### Questions and answers

To make yes/no questions with *to be*, we put the verb before the subject.

1. Yes/no questions and short answers:

statement: He is from Singapore.



question: Is he from Singapore?

answer: • Yes, he is. NOT: Yes, he's.  
• No, he isn't.

statement: You are a student.



question: Are you a student?

answer: • Yes, I am. NOT: Yes, I'm.  
• No, I'm not. NOT: No, I am't.

2. Wh- questions

- Where is he from?  
NOT: Where he is from?
- Who are his parents?  
NOT: Who his parents are?

## The present simple

#### Positive statements

subject	verb	
I/You/We/They	live work	in Sittwe.
She/He/It	lives	

#### Negative statements

subject	auxiliary	base	
I			
You	don't		
We	(do not)	live	
They			here.
He			
She	doesn't	work	
It	(does not)		

#### Spelling: Third person singular positive verb forms:

For most verbs we add -s.	read cost	reads costs
When the verb ends in -ch, -sh, -s, -x or -z we add -es.*	watch mix	watches mixes
When the verb ends in a consonant + -y remove the -y and add -ies.	study fly	studies flies
When the verb ends in a vowel + -y, add -s.	buy stay	buys stays

\* Also: do—does, go—goes

NOTE: After *do/don't/doesn't*, we always use the base form of the verb.

- She doesn't live here  
NOT: She doesn't lives here.

# **be or do?**

In present simple questions and negative statements we use:

## **1. Do with verbs.**

- Do you like fish? NOT: Are you like fish?
- It doesn't live here. NOT: It isn't live here.

**2. Be with nouns, pronouns, adjectives, adverbs, prepositions, etc.**

- Are you Ko Ko? NOT: Do you Ko Ko?
- They aren't hot. NOT: They don't hot.
- Is she at home? NOT: Does she at home?

# **Single and plural nouns**

## **1. To make most nouns plural, add -s.**

- one key                    • two keys
- one bicycle              • two bicycles

**3. If a noun ends in a consonant + y, remove the y and add -ies.**

- one city                  • two cities
- one baby                • two babies

## **2. Add -es to nouns ending in -sh, -ch, -ss and -x**

- one class                • two classes
- one box                  • two boxes

## **4. Some nouns are irregular.**

- one child                • two children
- one man                  • two men
- one mosquito            • two mosquitoes
- one knife                • two knives

# **this, that, these and those**

We use *this* and *that* with single nouns and *these* and *those* with plural nouns.

- This is my daughter.
- These are my daughters.
- That dog is fat.
- Those dogs are fat.

# **UNIT 3**

# **Adjectives**

Adjectives modify (change or describe) nouns.

They can:

## **1. Follow the verb to be.**

- The bus is slow.
- My brother is tall.

## **2. Go before the noun.**

- The slow bus costs 500 kyat
- The tall man is David.

# **a and an**

**A and an** are used before a single noun – **a/an + noun**

## **1. Use *a* before a consonant sound.**

- It's *a* dog, not *a* cat.
- I have *a* motorbike.

## **2. Use *an* before a vowel sound.**

- That's *an* apple, not *an* orange.
- They live in *an* apartment.

## *a/an + adjective + noun*

1. Use *a* before a consonant sound.
- That's *a* big rat.
- He has *a* red umbrella.
2. Use *an* before a vowel sound.

- This is *an* American car.

- We have *an* old house.

NOTE: Use *a* before a vowel with a consonant sound and *an* before a consonant with a vowel sound.

- It's *a* university NOT: It's *an* university
- Meet in *an* hour. NOT: Meet in *a* hour.

# UNIT 4

## The present simple

### Questions and answers

#### 1. Yes/no questions

auxiliary	subject	base	
Do	I/you/we/they	live	here?
Does	she/he/it		

#### 2. wh- questions

These have the same word order as yes/no questions. The question word goes at the beginning.

	auxiliary	subject	base
What			
When	do	I/you/we/ they	eat?
Why			
Where			
Who	does	she/he/it	know?
How much			

#### 3. Short answers

Yes,	I/you/we/they	do	live here.
	she/he/it	does	
No,	I/you/we/they	don't	
	she/he/it	doesn't	

- Where do you live?

NOT: Where you do live?

- When does she go to work?

NOT: When she does go to work?

## Adverbs of frequency

We usually put the adverb of frequency:

1. After the verb *to be*.
- I'm *always* late for work.

#### 3. After an auxiliary verb.

- Snakes don't *usually* bite people.

#### 2. Before other verbs.

- We *sometimes* play football at the weekend.

*Usually* and *sometimes* can also go at the start or the end of a clause.

- *Usually* Tom gets up at 6 o'clock.
- Aung Aung gets angry *sometimes*.
- *Usually* I don't have breakfast.

# UNIT 5

## *there is/are*

### Positive statements

singular	There	is	a cat.
uncountable			some oil.
plural		are	some dogs.

### Negative statements

singular	There	isn't	a cat.
uncountable			any oil.
plural		aren't	any dogs.

### Questions and answers

In questions, we put the verb before the subject.

#### 1. Yes/no questions and short answers

statement: There is a cinema.



question: Is there a cinema?

- answer:
- Yes, there is. NOT: Yes, there's.
  - No, there isn't.
  - No, there's not.

statement: There are some computers.



question: Are there any computers?

- answer:
- Yes, there are.
  - No, there aren't.

#### 2. Wh- questions

- How many people *are there* in the village?

## Countable and uncountable nouns

1. Some nouns are countable. We can count them.

- three apples
- seven bags
- a thousand dollars

They have a singular and plural form.

- I want an apple.
- I want four apples.

2. Some nouns are uncountable. We cannot count them.

- three waters
- seven oils
- a thousand petrels

They have only one form.

- I want some water.
- NOT: I want four waters.

## *Some and any*

1. We use *a/an* in all kinds of sentences.

- I need a box.
- He doesn't work in an office.
- Is there a bus stop here?

3. We use *any* in negative statements and most questions.

- There isn't *any* milk.
- Is there *any* pork in the fridge?

2. We use *some* in positive statements.

- I'll get *some* sugar.
- I want *some* friends.

4. We use *some* in requests and offers.

- Would you like *some* coffee?
- Can I borrow *some* money?

# Much and many

1. We use *much* with uncountable nouns in questions and negative statements.
- How *much* orange juice do we have?
  - There isn't *much* furniture in the house.

2. We use *many* with countable nouns in questions and negative statements.
- How *many* people are here?
  - There aren't *many* books.

## UNIT 6

### Prepositions of place

Prepositions of place describe a thing's relationship to another thing.

- The pen is *on* the table
- There's a boy *under* the house

### Can and can't

We use *can* to:

1. Talk about ability.
  - I *can* play the guitar quite well.
  - Phyu Phyu *can't* run very fast.
2. Ask for and give (or refuse) permission.
  - *Can* I please use the toilet?
  - You *can't* smoke in here.
3. Make requests and offers.
  - *Can* you open the window, please?
  - *Can* I help you?

*Can* is a modal auxiliary verb.

#### Statements

subject	modal	base
I		
He		
She		
It		
We		
You		
They		
	can	fly.
	can't	dance.
		come.

1. We always use the base form of the verb after *can*. There is no -s in the third person singular.

- She *can* wait. NOT: She *can* waits.

2. We form the negative with *not*. There is no *does/doesn't*.
- I *can't* speak Kachin.  
NOT: I *don't can* speak Kachin.

#### Questions and answers

To make questions with modals, we put the modal before the subject.

1. Yes/no questions  
statement: They *can* go.



- question: *Can* they go?  
answer: • Yes, they *can*.  
• No, they *can't*.

2. Wh- questions  
• Where *can* we go?  
• How many languages *can* you speak?

# The present continuous

We use the present continuous to talk about:

## 1. Things happening at the time of speaking.

- I'm *brushing* my teeth.

## 2. Things happening around now.

- She's *working* a lot these days.

### Statements

We make the present continuous with the auxiliary verb *to be* and the present participle (*verb-ing*).

### Spelling

#### 1. For verbs that end in -e, we remove the -e and add -ing.

- write—writing
- use—using

#### 2. For verbs with a short vowel and only one consonant, we double the consonant and add -ing.

- run—running
- stop—stopping

### Questions and answers

To make questions, we put the verb *to be* in front of the subject.

positive			negative		
I	'm		I	'm not	
You			You		
We	're	sitting, thinking, singing.	We	aren't	sitting, thinking, singing.
They			They		
She			She		
He	's		He	isn't	
It			It		

## 1. Yes/no questions and short answers

statement: He is wearing a red shirt.



question: Is he wearing a red shirt?

answer:

- Yes, he is. NOT: Yes, he's.
- No, he isn't.

## 2. Wh- questions

- Who is she speaking to?
- Where are you going?

# Present simple or continuous?

#### 1. We use the present simple for repeated events (e.g. habits) and things that are true for a long time.

- I watch TV every night.
- Rabbits eat grass.

We often use these expressions with the present simple:

never, sometimes, usually, always,  
every day/week/month, on Saturdays

#### 2. We use the present continuous for things happening at the moment of speaking.

- Be quiet! I'm watching TV.
- Look! The water's boiling.

We often use these expressions with the present continuous:

at the moment, now, right now, today,  
this morning/week/month/year

# Phonetic chart

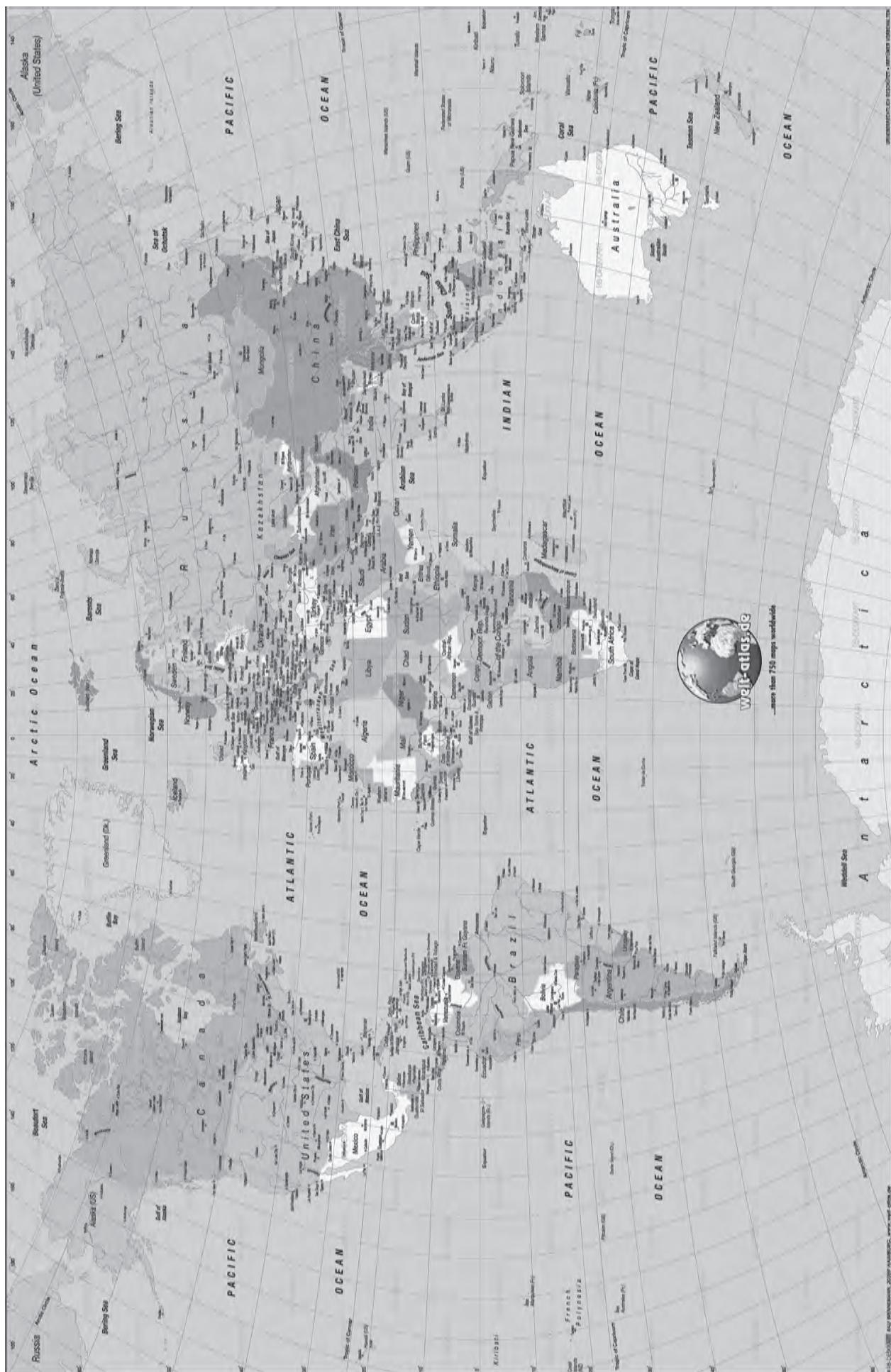
## Vowel sounds

/ʌ/	<u>cup</u> , <u>money</u>	/ʊ/	<u>good</u> , <u>put</u>
/ɑ:/	<u>car</u> , <u>father</u>	/u:/	<u>blue</u> , <u>two</u>
/æ/	<u>rat</u> , <u>black</u>	/aɪ/	<u>eye</u> , <u>five</u>
/e/	<u>bed</u> , <u>head</u>	/aʊ/	<u>now</u> , <u>out</u>
/ə/	<u>banana</u> , <u>mother</u>	/eɪ/	<u>eight</u> , <u>late</u>
/ɜ:/	<u>girl</u> , <u>learn</u>	/əʊ/	<u>home</u> , <u>open</u>
/ɪ/	<u>sit</u> , <u>big</u>	/ɔɪ/	<u>boy</u> , <u>noise</u>
/i:/	<u>see</u> , <u>meat</u>	/eə/	<u>where</u> , <u>chair</u>
/ɒ/	<u>hot</u> , <u>long</u>	/ɪə/	<u>ear</u> , <u>here</u>
/ɔ:/	<u>four</u> , <u>tall</u>	/ʊə/	<u>tourist</u> , <u>cure</u>

## Consonant sounds

/b/	<u>bad</u> , <u>cabbage</u>	/p/	<u>pen</u> , <u>map</u>
/d/	<u>dog</u> , <u>bed</u>	/r/	<u>red</u> , <u>sorry</u>
/f/	<u>five</u> , <u>half</u>	/s/	<u>see</u> , <u>class</u>
/g/	<u>get</u> , <u>bag</u>	/ʃ/	<u>she</u> , <u>fish</u>
/h/	<u>hello</u> , <u>how</u>	/t/	<u>tea</u> , <u>meet</u>
/j/	<u>yes</u> , <u>yellow</u>	/tʃ/	<u>check</u> , <u>watch</u>
/k/	<u>cat</u> , <u>black</u>	/θ/	<u>think</u> , <u>both</u>
/l/	<u>leg</u> , <u>little</u>	/ð/	<u>this</u> , <u>mother</u>
/m/	<u>man</u> , <u>tomato</u>	/v/	<u>vase</u> , <u>five</u>
/n/	<u>no</u> , <u>ten</u>	/w/	<u>window</u> , <u>what</u>
/ŋ/	<u>singer</u> , <u>thing</u>	/z/	<u>busy</u> , <u>lazy</u>

NOTE: These are based on British pronunciation



# LISTEN!

## Audio Scripts

### Unit 1

#### 002 1.1.1 – Introducing yourself

(A) TTN: Hi. My name's Tin Tin Nyo.  
What's your name?

Jess: Pleased to meet you, Tin Tin Nyo.  
My name's Jessica. I'm from  
Australia. Where are you from?

TTN: I'm from Mandalay.

(C) Paul: I'm Paul. I'm from England.  
Where are you from?

Apsara: Hi, Paul. My name's Apsara.  
I'm from Thailand.

(B) Khin Zaw: I'm Khin Zaw. I'm from  
Sittwe.

Paw Mu: Pleased to meet you, Khin  
Zaw. I'm Paw Mu. I'm from  
Hpa-an.

(D) Lee: Hi. I'm Lee. What's your  
name?

Madhu: Pleased to meet you, Lee.  
My name's Madhu. I'm  
from India.  
Where are you from?  
I'm from China.

#### 003 1.1.3 – Introducing other people

(A) TTN: This is Paul. He's from  
England.

Paul: Hi.

Man: Hello.

Woman: Hi, Paul.

(C) Man: This is Khin Zaw and Ma  
Khaing. They're from Sittwe.

Khin Zaw: Hi.

Khaing: Hi.

Woman: Hello, Khin Zaw. Hello, Ma  
Khaing. I'm Madhu, and

this is Amit and Devi. We're  
from India.

(B) Woman: Paw Mu, this is Jessica.  
She's from Australia.

Jessica: Hi, Paw Mu.

Paw Mu: Hello, Jessica.

Man: Hi.

Woman: Hello.

## 004 1.2.1 – Pronouns

---

1. This is Paul. He's from England.
2. This is Jessica. She's from Australia.
3. This is Khin Zaw and Ma Khaing. They're from Sittwe.
4. I'm Madhu, and this is Amit and Devi. We're from India.

## 005 1.2.2 – Short forms

---

Madhu: I'm Madhu, and this is my husband Amit. He's a doctor. This is my daughter

Devi. She's a student. They're outside our apartment. It's in Mumbai. We're from India.

## 006 1.3.1 – How are you?

---

Lee: Good morning, Tin Tin Nyo. How are you?

TTN: Fine thanks, Lee. How about you?

Lee: Not too bad.

## 007 1.3.3 – Ending a conversation

---

**A**  
M: Good afternoon. How are you?  
W: Very well, thanks. How about you?  
M: Fine, thanks.  
W: Nice to see you. Goodbye.  
M: Goodbye.

**B**  
W: Hi, how's it going?  
M: I'm OK. And you?  
W: Not so bad.  
M: See you later.  
W: Bye.

## 008 1.4.1 – Possessive adjectives

---

It's my chair.  
This is her bag.  
That's their bicycle.  
This is my cup, and that's my spoon.  
This is our computer and our CD.  
That's their key.

That's his desk. See, it's his notebook and his pen.  
That's my watch. It's not your watch.  
Is that your phone? No, it's his phone.  
That's her umbrella, on the table

## 009 1.4.2 – Is this your...?

---

Man 1: Excuse me, is this your notebook?  
Woman 1: No, it's not my notebook. Maybe it's her notebook. Excuse me, is this your notebook?

Woman 2: No, it's not my notebook. Maybe it's his notebook. Excuse me, is this your notebook?  
Man 2: Yes, that's my notebook. Thank you!

## 010 1.5.2 (A) – Nationalities

---

Paw Mu: Where are you from, Jessica?

Jessica: I'm from Sydney.

Paw Mu: Oh, you're Australian.

Jessica: Yes, I'm Australian. How about you,

Paw Mu?

Paw Mu: I'm from Hpa-an. I'm Kayin.

Jessica: Oh, right.

## 011 1.5.2 (B, C) – Nationalities

---

Cambodia

England

Australia

Indonesia

The USA

Laos

Korea

France

Thailand

Myanmar

Cambodian

English

Australian

Indonesian

American

Lao

Korean

French

Thai

Myanmar

India

Bangladesh

China

Russia

South Africa

Canada

Malaysia

The Philippines

Singapore

Indian

Bangladeshi

Chinese

Russian

South African

Canadian

Malaysian

Filipino

Singaporean

## 012 1.5.3 – Countries and nationalities

---

1 Syllable: Laos, Lao, France, French, Thai

2 Syllables: England, English, Thailand, Myanmar, Myanmar, China, Chinese, Russia, Russian

3 Syllables: Korea, Korean, India, Indian, Bangladesh, Canada, Malaysia, Malaysian,

Singapore

4 Syllables: Australia, Australian, Cambodia, Cambodian, Indonesia, Indonesian, the USA, American, Bangladeshi, South Africa, South African, Canadian, the Philippines, Filipino

5 Syllables: Singaporean

## 013 1.6.1 – Instructions

---

1. Look at page 15.

2. Listen and repeat.

3. Look at the board.

4. Work in pairs.

5. Work in groups of five.

6. Don't write.

7. Stop talking.

8. Answer the questions.

## 014 1.6.2 – I don't understand

---

Teacher: OK class. Read the text on page 29 and answer the questions in exercise 3.

Student: Sorry, I don't understand.

Teacher: Read the text on page 29.

Student: Page 21?

Teacher: No, page 29. And answer the questions in exercise 3.

Student: Exercise 3?

Teacher: Yes. Exercise 3.

# Unit 2

## 015 2.1.1 – Families

Khin Zaw: Hi Paul. How are you?

Paul: I'm well. And you?

Khin Zaw: OK.

Paul: Is that your family?

Khin Zaw: Yes, that's my father, U Zaw Zaw Aung, and my mother, Daw Htay Htay.

Paul: Who is this woman?

Khin Zaw: My aunt, Daw Thandar Win. She's my Mum's sister. She lives with us.

Paul: And these are your brothers and sisters?

Khin Zaw: You know my sister Khaing Khaing. My brothers are Aye Ko and Zarni Aung. Aye Ko's 14 and Zarni Aung is 12.

Paul: And the little girl?

Khin Zaw: She's my baby sister Si Si Poe. She's four. Do you have a family photo?

Paul: Yes, here's my family in the back garden.

My wife Lisa and my son Wayne.

Khin Zaw: Who are the others?

Paul: My parents – my mother Janet and my father, Albert. They are 85 years old, now.

Khin Zaw: And the two young men? They're not your brothers?

Paul: No, they're our friends Nelson and Diego. They live next door.

## 016 2.1.4 – Other people

Woman 1: Hi Tracey.

Woman 2: Hi Debbie. Nice photo – who is he?

Woman 1: This is my friend Ben. He's 32. He's a dancer.

Woman 2: Is he your boyfriend?

Woman 1: No, he's not my boyfriend. He's my friend.

Woman 2: Oooh...

Woman 1: He's not my boyfriend. He's my FRIEND.

Woman 2: Is he single?

## 017 2.2.1 – Age

17, 25, 70, 39, 12, 40, 14, 82, 80, 16, 18, 66, 10, 18, 90, 21, 60, 30, 13, 58, 15

## 018 2.2.3 – Short answers

Jessica: Hi. Are you Thein Naing?

Khin Zaw: No, I'm not. My name's Khin Zaw.

Jessica: Oh, sorry Khin Zaw. My name's

Jessica. Are you from Japan?

Khin Zaw: No, I'm not. I'm Myanmar. Are you...Australian?

Jessica: Yes, I am. I'm from Sydney. What about you?

Khin Zaw: I'm from Sittwe.

Jessica: Sittwe? Is that near Mandalay?

Khin Zaw: No, it's not. It's in Rakhine State.

Khaing: Hi.

Khin Zaw: Jessica, this is Khaing Khaing.

Jessica: Hi. Are you guys married?

Khin Zaw: No, we're not. She's my sister. Are you married?

Jessica: No, I'm not.

## 019 2.3.2 – What do you do?

---

Interviewer: What do you do?

Man 1: I'm a nurse. I work in a hospital. I wear a uniform.

Interviewer: And what about you?

Woman: I sell fruit and vegetables. I work in

the market. I'm a shopkeeper.

Interviewer: And are you a teacher?

Man 2: Yes, I am. I work in a language school. I teach English and Chinese.

## 020 2.3.3 – Rob's job

---

My name's Rob. I'm from New Zealand and I'm a teacher trainer. I work in schools. I work all around the world – in New Zealand, Australia, Thailand and Myanmar. I teach

teachers – I show them different ideas and techniques. When I'm not at work, I spend time with my three grandchildren.

## 021 2.4.2 (B, C) – Verb endings

---

Khin Zaw: I'm a tour guide and I work in Yangon. I show tourists famous places. We go to Shwedagon Pagoda, Sule Pagoda and

Kandawgyi. My sister lives in Sittwe. She's a nurse. She works in a hospital. She looks after sick people.

## 022 2.4.2 (F, G) – Verb endings

---

Khaing: I live in Sittwe. I'm a nurse. I work in a hospital. I look after sick people. My brother's a tour guide and he works in Yangon.

He shows tourists famous places. They go to Shwedagon Pagoda, Sule Pagoda and Kandawgyi.

## 023 2.4.4 – Pronunciation (verb endings)

---

Paw Mu has two jobs. She teaches children at an international school and she teaches Myanmar to foreigners at night.

Madhu and Amit are from India, but they live in Yangon. They work for an NGO. They have one daughter, Devi. She's 10. She studies at the international school. Paw Mu is her

teacher. She goes to school at 8am.

Jessica studies Myanmar. She goes to Paw Mu's house every day at 6pm.

Paw Mu works very hard. She lives with her 4 children, her parents and her grandmother. She makes money for all her family.

## 024 2.5.3A – Pronunciation

---

1. language

4. sister

7. box

10. offices

2. tree

5. umbrellas

8. journalists

3. teachers

6. babies

9. nurses

## 025 2.5.3 (B) – Pronunciation

---

1. language	languages	6. baby	babies
2. tree	trees	7. box	boxes
3. teacher	teachers	8. journalist	journalists
4. sister	sisters	9. nurse	nurses
5. umbrella	umbrellas	10. office	offices

## 026 2.5.4 – More numbers

---

600 190 713 666 1000 2941 9999 2080 3002 8573

## 027 2.6.1 – Excuse me

---

**(A)** Jessica: Excuse me, is this Theinbyu Lan?  
Man: [replies in Myanmar]  
Jessica: Excuse me, is this Theinbyu Lan?  
Woman: No, Theinbyu Lan is over there.  
Jessica: Thank you.

**(B)** Jessica: Excuse me... excuse me... excuse  
me... oh – sorry... excuse me

**(C)** Khin Zaw: Excuse me! Excuse me... Jessica!  
Jessica: Hi, Khin Zaw... Oh, my bag! Thank  
you!  
Khin Zaw: That's OK.

**(D)** Khin Zaw: Nice to meet you again.  
Jessica: Yes, you too. Mmm. Oh, it's 4  
o'clock. I'm late.  
Khin Zaw: OK – well...  
Jessica: Bye, Khin Zaw, and thanks again.  
Khin Zaw: Bye...  
Jessica: Excuse me, Khin Zaw...  
Khin Zaw: Yes?  
Jessica: Do you have an email address?

**(A)** Man: {[speaks Myanmar]}  
Jessica: Oh No. I'm sorry. Sorry!

**(B)** Jessica: Hi Paw Mu. Sorry I'm late.  
Paw Mu: That's OK.

## 028 2.6.2 – Sorry

---

# Unit 3

## 029 3.1.1 – Advertisements

It's new! It's very, very small! Put it in your computer and save your documents, pictures, songs and videos! You need a Zappo flash drive. Buy one now!

Good, easy, cheap food for all the family. Everyone likes these delicious meals. Yum Yum noodles – now only 300 kyat at... Myanmart.

Are you an important person? Drive this. It's fast, sexy and black. It's expensive, but so are you... The 2011 Luxuria car. Other people can't afford it.

## 030 3.2.2 – a/n + adj + noun (Apsara)

I'm Apsara. I'm a businesswoman. I'm Thai, but I live in Yangon. I live in a beautiful apartment on Anawratha Road with my girlfriend Nok and an old black cat called Charlie.

We have a small business – it's a tour company. We take tourists around Myanmar. We work in a

new office downtown. We employ a tour guide – Khin Zaw. He's a clever, friendly, young man, but he's lazy. Today, we have an American tourist in the office who wants to go to Bagan. KHIN ZAW! Come here.

## 031 3.2.4 – Listen and draw

In 1, draw a large tree.

In 2, draw a young girl.

In 3, write an easy word.

In 4, draw an ugly chicken.

In 5, write an English name.

In 6, draw a short, fat man.

## 032 3.3.1 – Is she a good teacher?

Man: Excuse me, Jessica. Are you a student here?

Jessica: Oh hello. Yes, I study Myanmar language.

Man: Who is your teacher?

Jessica: Her name's Paw Mu. She also works at the international school.

Man: Paw Mu... Is she tall, fat and quite young?

Jessica: No. She's short and thin. She's about 35 years old.

Man: Oh right. Is she a good teacher?

Jessica: Yes, she's excellent. She's really nice – clever and friendly.

Man: I need a Myanmar language teacher. Can you give me her telephone number?

Jessica: Sure. 547-840. However, she's very busy. She has a lot of work right now.

Man: OK, well, I'll ring and see if she wants another student.

## 033 3.3.3 – Describe them

---

He's fat.	He's not poor.	She's not short.	She's not fat.
He's short.	He's rich.	She's clever.	She's not stupid.
He's not thin.	He's not happy.	She's thin.	She's not rich.
He's young.	He's stupid.	She's happy.	She's poor.
He's not tall.	He's sad.	She's old.	She's not sad.
He's not clever.	He's not old.	She's tall.	She's not young.

## 034 3.3.4 – Your body

---

Thingy says point to your feet	Thingy says look at your stomach
Thingy says shake your hands	Thingy says point to your legs
Thingy says touch your hair	Thingy says look at your hands
Thingy says stand on one leg	Thingy says shake your arms
Shake your stomach	Point to your back
Thingy says point to your eyes	Thingy says touch your ears
Thingy says hold your stomach	Thingy says shake your mouth
Touch your eyes	Point to your ears
Thingy says hold your head	Things says touch your neck
Thingy says touch your back	Shake your neck
Hold your hands	Thingy says shake your hair
Thingy says shake your head	Thingy says hold your arms
Look at your feet	Thingy says shake your legs
Touch your mouth	Sit down

## 035 3.5.2 – /ə/ (schwa sound)

---

It's a fish.	It's a rat.
It's a CD.	It's a computer.
It's a newspaper.	It's a key.
It's a tree.	It's an umbrella.
It's an aeroplane.	

## 036 3.5.3 – /ə/ (in words)

---

banana	computer	student	soldier
newspaper	apartment	farmer	
umbrella	aeroplane	journalist	

## 037 3.5.4 – Some other vowels

---

1. banana
2. newspaper
3. bed
4. tree
5. fish

## 038 3.5.5 (B) – Song: Little Boxes

---

Little boxes on the hillside  
Little boxes made of ticky tacky  
Little boxes, little boxes, little boxes all the same  
There's a green one and a pink one  
And a blue one and a yellow one  
And they're all made out of ticky tacky  
And they all look just the same  
And the people in the houses all go to the university  
And they all get put in boxes, little boxes all the same  
And there's doctors and there's lawyers and business executives  
And they're all made out of ticky tacky and they all look just the same

And they all play on the golf course and drink their martini dry  
And they all have pretty children and the children go to school  
And the children go to summer camp and then to the university  
And they all get put in boxes, and they all come out the same  
And the boys go into business and marry and raise a family  
And they all get put in boxes, little boxes all the same  
There's a green one, and a pink one  
And a blue one and a yellow one  
And they're all made out of ticky tacky  
And they all look just the same

## 039 3.5.5 – Song (E): Little Boxes

---

Little boxes on the hillside  
Little boxes made of ticky tacky  
Little boxes, little boxes, little boxes all the same  
There's a green one and a pink one  
And a blue one and a yellow one  
And they're all made out of ticky tacky  
And they all look just the same

And the people in the houses all went to the university  
And they all get put in boxes, little boxes all the same  
And there's doctors and there's lawyers and business executives  
And they're all made out of ticky tacky and they all look just the same

## 040 3.6.1 (B) – Answering a phone

---

**A** Khin Zaw: Hello, Golden Myanmar Tours.  
Khin Zaw speaking. Hello, Apsara. No, she's not here at the moment.

**B** Khin Zaw: Hi, Khin Zaw speaking. Oh, hi Jessica. How are you?

## 041 3.6.1 (E) – Answering a phone

---

**1** Paul: Bright Star Free School. Paul Robinson speaking.

**4** Paw Mu: Good afternoon, Yangon School for International Studies. Paw Mu speaking.

**2** Madhu: Hi, Madhu Reddy.

**5** TTN: Hello, this is Tin Tin Nyo.

**3** Jessica: Hey, this is Jessica.

**6** Amit: Good morning, Health Rescue International.

## 042 3.6.2 – Asking for someone

1 Madhu: Hi, Madhu Reddy.  
Devi: Hi Mum, is Dad there?

3 TTN: Hello. Bright Star Free School.  
Jessica: Is Daw Tin Tin Nyo there, please?  
TTN: Tin Tin Nyo speaking.  
Jessica: Hello Sayama. This is Jessica Lomax.

2 Person: Good morning, Health Rescue International.  
Paw Mu: Good morning. Is Amit Reddy there? This is Paw Mu from YSIS.  
Person: I'm sorry, he's not here at the moment.  
Paw Mu: OK, thanks. I'll call back later.

## Unit 4

### 043 4.1.2 – Telling the time

- |                          |                     |
|--------------------------|---------------------|
| 1. Quarter past one.     | 7. Five past five.  |
| 2. Twenty past two.      | 8. Half past six.   |
| 3. Twenty-five past two. | 9. Twenty to eight. |
| 4. Twenty-five to four.  | 10. Eight o'clock.  |
| 5. Ten to five.          | 11. Ten past ten.   |
| 6. Five to five.         | 12. Quarter to one. |

### 044 4.1.3 – Telling the time

- |                          |                          |
|--------------------------|--------------------------|
| 1. It's three fifty.     | 4. It's ten twenty.      |
| 2. It's six fifteen.     | 5. It's one thirty-five. |
| 3. It's one twenty-five. |                          |

### 045 4.1.4 – Lee's day

I wake up at about seven o'clock every day and listen to the radio. After breakfast I have a shower and get dressed. Then I check my emails and work until about noon. After that I walk to the market and buy food for the day, and go make lunch at home. After lunch I study Myanmar language – read

my textbook and listen to the CD. In the evenings – well I have my Myanmar class at six. After class, at about eight, I go to a restaurant and have dinner and a beer. I go home about ten, have a shower, read my book and then go to bed at about eleven o'clock.

## 046 4.2.1 (A) – Sunday evening at the teashop

Khin Zaw: Hi, Jessica! Hi, Lee. Hello Sayama.  
Do you come here every evening?  
Jessica: Hey Khin Zaw. No, I don't. I only come here on Thursdays.  
Lee: I do. I live near here.  
Paw Mu: I don't.  
Jessica: I usually eat in Hledan, near my house.

Khin Zaw: Does Hledan have good teashops?  
Jessica: Yes, it does. I go to the Golden Roti everyday. It's cheap and really delicious.  
Khin Zaw: Do you like the food here?  
Lee: Yes, I do. I love it, but Sayama Paw Mu doesn't.  
Paw Mu: I hate it. I don't like spicy food.

## 047 4.2.1 (B) – Sunday evening at the teashop

Khin Zaw: Jessica, do you go to Myanmar class every week?  
Jessica: Yes, I do.  
Lee: Does Sayama Paw Mu teach every day?

Jessica: Yes, she does. Do you work every day?  
Khin Zaw: No, I don't. My office doesn't open on Sundays.

## 048 4.2.4 – Meet Matty

OK, about my likes and dislikes. Well, movies first. I'm British, so I like British movies. I don't like American action movies, er, movies with guns and fighting. They're boring. Music. I don't like hip-hop and I don't like rock music. I love dance music, er, music DJs play.

I don't like sport much. Football! I hate football. Swimming is OK. I like swimming. Oh yes, and food. I love spicy food. Thai food is my favourite.

## 049 4.3.1 – We're from Mumbai

Madhu: We're from Mumbai.  
TTN: Is Mumbai a big city?  
Amit: Yes, it is. It's very big  
TTN: How many people live there?  
Amit: A lot. Over 10 million. People speak a lot of different languages.  
TTN: How many languages do you speak?  
Amit: Three. Hindi, English and now some Myanmar.  
TTN: Do you live in India now?  
Amit: No, we live in Myanmar.  
TTN: Do you go back to India?  
Amit: Yes, we do. We go every year.  
TTN: When do you go to India?

Madhu: We go in the school holidays. Our daughter goes to school here in Yangon, so we don't like to take her away from school.  
TTN: Who do you stay with there?  
Amit: We stay with my parents. They have a large house by the sea.  
TTN: What do you like about Mumbai?  
Madhu: The beautiful old buildings.  
Amit: Yes. I love the Haji Ali Mosque.  
Madhu: And the Railway Station.  
Amit: And it's nice to be home – I like living in Myanmar, but it is good to go home sometimes too.

## 050 4.5.2 – Wh- questions

---

1. What's your name?
2. Where do you live?
3. What's your address?
4. What's your date of birth?
5. What's your marital status?
6. What do you do?
7. What's your occupation?
8. What's your email address?
9. What's your phone number?

## 051 4.6.1 – Meeting an old friend

---

Student: Hello Sayama Paw Mu. Do you remember me?

Paw Mu: Er... Hello.

Student: I'm your old student.

Paw Mu: I remember your face , but I don't

remember your name. Are you... Bobby Thornwood?

Student: No. I'm Mark Waters. You don't remember me!

Paw Mu: Oh. I'm sorry.

## 052 4.6.2 – Polite phone calls

---

**A** Teacher: Hello.

Student: Teacher, where are you now?

Teacher: Hello?

Student: Ha ha. Do you remember me?

Teacher: Hi. No, sorry. Who is this?

Student: I am your student. Do you know my name?

Teacher: What's your name? I'm busy.

Who are you?

Student: I'm Kyaw Day.

Teacher: Oh. Hi Kyaw Day. How are you?

Student: Yes, teacher. Where are you now?

Teacher: What do you want?

Student: I want to speak English with you.

Teacher: I'm at work. Please call back later. Bye.

**B** Teacher: Hello.

Thida: Hi, Matty, it's Thida.

Teacher: Hey Thida. How are you?

Thida: Fine, thanks. You?

Teacher: OK.

Thida: Are you busy at the moment?

Teacher: It's OK.

Thida: When's my class today?

Teacher: Wait. It's at, er, half past four.

Thida: OK, great. Thanks very much.

Teacher: OK. see you at four thirty.

Thida: Thanks. Bye.

Teacher: See you.

# Unit 5

## 053 5.3.1 – Food

Rice. Chicken. Apple. Noodles. Pork. Beer.  
Onion. Fish. Chilli. Pineapple. Water. Beef.

Potato. Papaya. Tomato. Carrot. Banana.

## 054 5.3.2 – Shopping for a party

Madhu: I love parties. Do we have all the food?

Amit: I don't know – we have some tea leaf salad. We don't have any fruit salad.

Madhu: What fruit do we have for the fruit salad?

Amit: We have lots of oranges and apples, and a pineapple.

Madhu: OK. Get some pineapples, some mangoes and a papaya. Do we have any bananas?

Amit: Yes.

Madhu: How many?

Amit: About 10.

Madhu: OK. We have some chicken, but do we have any vegetables for the chicken curry?

Amit: Not a lot. There are some onions in the cupboard, and some potatoes.

Madhu: OK, get some carrots, and get some chillis. We need some noodles, too. We have a lot of rice, but I want to fry some noodles too. Do we have any beer?

Amit: Not much.

Madhu: OK, get some beer – oh and some orange juice. Some people don't like beer.

## 055 5.4.1 – Shopping in the market

Seller: What would you like?

Amit: Some pineapples and mangoes, please.

Seller: How many pineapples?

Amit: Two, please

Seller: How many mangoes?

Amit: Two kilograms, please.

Seller: Anything else?

Amit: Yes. Papaya.

Seller: How many?

Anil: One papaya

Seller: Anything else?

Amit: Yes. I want some vegetables too. One kilograms of carrots. Oh, and some chilli.

Seller: How much do you want?

Amit: Not much. A small bag, please.

Seller: Anything else?

Amit: Some noodles, please.

Seller: How many?

Amit: One packet.

Seller: Anything else?

Amit: 10 bottles of beer and two bottles of orange juice.

## 056 5.4.2 – Pancakes

First you mix the eggs with the milk and the water. Then add the flour, and the salt. Mix it all together. This is pancake mix.

Put some butter in the frying pan, and put it

on the cooker. Put some pancake mix in the frying pan. Cook it for four or five minutes on one side. Then turn it over and cook the other side.

## 057 5.4.4 – How many people?

---

Paul: Do you have a big family?

Amit: Yes. Very big. I have two brothers and two sisters. Madhu has three brothers and we have lots of cousins. What about you?

Paul: I've only got a small family. I don't have many relatives.

Amit: How many brothers and sisters do you have?

Paul: I don't have any brothers or sisters. My wife has a brother. He lives in America now.

Amit: Oh. We have some friends in the USA. Where do they live?

Paul: Washington DC.

Amit: My friends live in New York.

Paul: I like the USA but plane tickets are expensive.

Amit: Yes. We want to go but we don't have much time.

Paul: My wife wants to go but we don't have much money.

Amit: We don't have any money. My wife has parties every week and spends it all.

## 058 5.5.1 (B) – Some more vowels

---

bird

work

world

purse

learn

## 059 5.5.1 (D) – Some more vowels

---

/a:/ farm, tomato, glass, half

/ʌ/ money, study, much, onion, cousin, one, young

/æ/ cat, adult, cabbage, salad

/ɔ:/ shirt, word, turn

## 060 5.5.1 (G) – Some more vowels

---

My father and mother go to work early.

My brother studies world languages.

Add the onions and cabbage to the curry

## 061 5.5.2 – More and more vowels

---

ten /e/

apple /æ/

plate /eɪ/

not /ɒ/

short /ɔ:/

## 062 5.6.1 – In a restaurant

- 1 A: Excuse me, can I have the bill, please?  
B: Yes. It's \$12.50 altogether?  
A: \$12.50?  
B: Yes. The pork curry is \$5.50 and the fish curry is \$7.
- 2 A: Excuse me, how much is fried rice with chicken?  
B: It's \$4.50.  
A: And how much is the fried noodles with chicken?  
B: That's \$3.50.  
A: OK, thanks. I'd like the fried noodles, please.
- 3 A: Hi. What drinks do you have?  
B: We have beer, fruit juices, tea and coffee.  
A: OK. I'll have two beers and two teas, please. How much is that?  
B: \$13 altogether. That's \$2.50 each for the beers and \$1.50 each for the teas.  
A: OK, great. Thank you.

## 063 5.6.2 – A mistake

- 1 Waiter: Can I help you?  
Paul: I'd like a cup of coffee, please.
- 2 Paul: Oh, this has sugar in it. I don't like sugar. Please can I have some coffee with no sugar?  
Waiter: I'm sorry. Do you want real coffee?  
Paul: Yes, please. I don't like coffee mix.

- 3 Waiter: Is this OK?  
Paul: Delicious. Thanks a lot.

## Unit 6

## 064 6.1.1 – Where does it go?

- Jessica: The sofa goes opposite the door. Can you put the small table next to the sofa?  
KZ: What about the desk?  
Jessica: Under the window. I can sit at my desk and look at the street. My computer goes on the desk.  
KZ: And this bookshelf?  
Jessica: Put it between the desk and the sofa.

- Thanks for helping me.  
KZ: That's OK.  
Jessica: Would you like a cup of tea?  
KZ: Yes. Thanks.  
Jessica: OK. Where can I buy tea?  
KZ: There's a shop next to this apartment.  
Jessica: Right. Oh – where are my keys?  
KZ: They're behind the sofa.

## 065 6.2.1 – Renting an apartment

Lee: This is a nice apartment. Can foreigners live here?

HO: Yes, they can.

Lee: Great. How much does it cost to rent?

HO: 250,000 Kyat a month.

Lee: Can I pay by the month?

HO: No, you can't. Please pay six month's rent.

Lee: Can I go to immigration and register?

HO: No, you can't, but I can register you at the office.

Lee: Can I move in today?

HO: No. I'm sorry. You can't move in today. You're not registered.

Lee: Oh, there's no drinking water here.

Where can I buy drinking water?

HO: There's a shop in the street.

## 066 6.2.3 – Pronunciation: can and can't

1 Man: I can't read that sign. What does it say?

Woman: [in Myanmar]... Don't go here.

Man: OK thanks.

2 Woman: Can I use your pen?

Man: Yes, sure. Here it is.

3 Man 1: Are you free tomorrow?  
Man 2: I can't meet you tomorrow. I'm busy all day, sorry.

4 Woman: I need some batteries.  
Man: You can buy batteries here.

## 067 6.3.2 – What are they doing?

My name's Kay Thi. I'm the Programme Officer at an NGO in Yangon. It's 9 am and I'm in the office. I'm sitting at my desk and drinking coffee. I'm tired. I'm sending an

email to the Director. He's in Bangladesh. He's having a meeting with some donors. They're waiting for my email and the internet isn't working.

## 068 6.3.1 – What are they doing?

A Paw Mu: Hello

Jessica: Hi, Sayama, it's Jessica.

Paw Mu: Hi.

Jessica: Sayama, I'm calling you about class tomorrow. It is OK to talk?

Paw Mu: Please can you call later, I'm on the bus. I'm standing up and it's difficult to talk.

Jessica: OK, sorry Sayama. See you

B Paw Mu: Hi Saya Carl. How are you?

Saya Carl: Good, thanks. You?

Paw Mu: OK. I'm writing the test for my students on Wednesday.

Saya Carl: Oh, I want to talk to you about

the test. We're having a meeting about it now. Lots of students are sick so we want to have it next Monday.

Paw Mu: Hello.

Man: Hi, is this Sayama Paw Mu?

Paw Mu: Yes.

Man: Hi. My name's Hans. I want to learn Myanmar. Can I meet you sometime?

Paw Mu: Yes. Is today OK? I'm at home now, teaching a student. I finish at 8pm, is 8.30 OK for you?

Man: Yes, thanks very much

Paw Mu: Sorry, what is your name?

Man: Hans. That's H-A-N-S.

## 069 6.4.2 – Where in the world?

---

It's 12 o'clock on Sunday night. I'm working in a hospital in London. There are lots of people here tonight. They're waiting for the doctors and the nurses. I'm listening to a

patient and writing notes about his problem. He has a broken foot. He's talking to me and showing me his foot. I'm thinking about his injury and about how I can treat him.

## 070 6.5.1 – Sailing

---

I am sailing, I am sailing  
Home again across the sea  
I am sailing, stormy waters  
To be near you, to be free  
I am flying, I am flying  
Like a bird across the sky

I am flying, passing high clouds  
To be near you, to be free  
Can you hear me, can you hear me  
Through the dark night, far away?  
I am dying, forever trying  
To be with you, who can say

## 071 6.6.1 – In a department store

---

Assistant 1: Can I help you?

Apsara: Hello. Do you have any blankets?

Assistant 2: We have these blankets. They're made in the USA.

Apsara: This is nice. How much is this blanket?

Assistant 2: It's 35,000 Kyat.

Apsara: 35,000 Kyat? Do you have a cheaper one?

Assistant 2: I'm sorry, there aren't any left.

We only have these blankets.

Apsara: Hmm. I'll think about it. What time do you close?

Assistant 2: We're open 10am-8pm, seven days a week.

Apsara: Thank you.

## 072 6.6.2 – In the market

---

Assistant: Hello.

Apsara: Hello. Do you have any blankets?

Assistant: We have these blankets.

Apsara: Umm... How much are they?

Assistant: These are 5,500 Kyat, and these are 7,000 kyat.

Apsara: These are nice. 7,000 Kyat - How much for three?

Assistant: 21,000 Kyat. You can have them for 20.

Apsara: 20,000? That's quite expensive. How about 15,000?

Assistant: 18,000. That's a good price.

Apsara: OK, I'll take them.

# HELP ME

## Resources for students

### Unit 1: 5.3 E: Mill Drill

Copy and cut out enough for one card for each student.

Name: Keiko Honda Hometown: Osaka Nationality: Japanese	+ Name: Sadia Hasan Hometown: Dhaka Nationality: Bangladeshi
Name: Buppha Khamleuhan Hometown: Vientiane Nationality: Lao	+ Name: Jacques Dulac Hometown: Lyon Nationality: French
Name: Brett Moran Hometown: Ottawa Nationality: Canadian	+ Name: Susan Pottage Hometown: York Nationality: English
Name: Peter Chin Hometown: Singapore Nationality: Singaporean	+ Name: Jay Kumar Hometown: Bangalore Nationality: Indian
Name: Olga Soldatova Hometown: Moscow Nationality: Russian	+ Name: Amin Nur Fikry Hometown: Penang Nationality: Malaysian
Name: Fikile Nkuna Hometown: Cape Town Nationality: South Africa	+ Name: Myron De La Cruz Hometown: Manila Nationality: Filipino
Name: Maria Corelli Hometown: New York Nationality: USA	+ Name: So Chenda Hometown: Kampot Nationality: Cambodian
Name: Gary Ellis Hometown: Perth Nationality: Australian	+ Name: Tae Yeon Kim Hometown: Seoul Nationality: South Korean
Name: Kasama Pumsiri Hometown: Chiang Mai Nationality: Thai	+ Name: Pham An Thuy Hometown: Hanoi Nationality: Vietnamese

## Unit 4: 1.2 D: Time Bingo cards

Each card is 9 squares. Copy and cut out one for each student.

Read out the words in random order and cross them off as you read.

five to seven  
twenty-five past one  
ten past seven  
five past nine  
half past three  
quarter to eight  
twenty-five to one

quarter to ten  
quarter past eight  
twelve o'clock  
three o'clock  
ten o'clock  
quarter past three  
half past eleven

twenty to four  
quarter to nine  
quarter past twelve  
ten to three  
twenty past six  
ten past twelve  
twenty-five past eight

five past eleven  
five past two  
half past six  
twenty-five past six  
twenty to eleven  
five to ten  
twenty past four.

<b>6.30</b>	<b>12.35</b>	<b>10.00</b>	<b>1.25</b>	<b>2.50</b>	<b>8.45</b>
<b>9.05</b>	<b>3.15</b>	<b>8.45</b>	<b>10.00</b>	<b>8.25</b>	<b>9.55</b>
<b>4.20</b>	<b>6.20</b>	<b>3.40</b>	<b>3.30</b>	<b>7.45</b>	<b>6.30</b>
<b>7.10</b>	<b>9.05</b>	<b>2.50</b>	<b>3.15</b>	<b>6.55</b>	<b>3.40</b>
<b>9.55</b>	<b>6.30</b>	<b>12.00</b>	<b>7.10</b>	<b>7.45</b>	<b>12.35</b>
<b>8.45</b>	<b>8.25</b>	<b>1.25</b>	<b>6.20</b>	<b>12.00</b>	<b>8.25</b>
<b>10.00</b>	<b>12.35</b>	<b>3.30</b>	<b>1.25</b>	<b>6.20</b>	<b>9.55</b>
<b>6.55</b>	<b>4.20</b>	<b>2.50</b>	<b>4.20</b>	<b>6.55</b>	<b>3.15</b>
<b>7.45</b>	<b>7.10</b>	<b>3.40</b>	<b>3.30</b>	<b>9.05</b>	<b>12.00</b>

## Unit 4: 3.3A: Swap Questions

---

Copy and cut out enough for one question for each student.

**What does your mother do?**

**What do you do on Friday nights?**

**What do you do at the weekend?**

**What music do you like?**

**What movies do you like?**

**Where do you come from?**

**Where do you live?**

**Where do you go at Thingyan?**

**Where does your family live?**

**Who do you live with?**

**Who do you talk to every day?**

**Who do you eat dinner with on Sundays?**

**When do you get up?**

**When do you have breakfast?**

**When do you have dinner?**

**When do you go to bed?**

## **Unit 5: 4.4 D: Swap Questions**

---

Copy and cut out enough for one question for each student.

**How many hours do you study every week?**

**How many brothers and sisters do you have?**

**How many students are there in this class?**

**How many cousins do you have?**

**How many English books do you read every month?**

**How many movies do you watch every week?**

**How many people live in your hometown?**

**How many people live at your house?**

**How many days are there in a week?**

**How many months are there in a year?**

**How much is a bowl of mohingha?**

**How much is a small bottle of water?**

**Do you have much money?**

**Do you have much free time at the weekend?**

**Are there many books in your bag?**

**Are there many parks in your hometown?**

## Unit 6: 2.2 C: Swap Questions.

Copy and cut out enough for one question for each student.

**I / wear / my shoes / in here**

**I / read / your Think English book**

**I / borrow / 500 MMK**

**where / I / buy / DVDs**

**what / I / wear / at the party tomorrow**

**who / I / talk to / about my headaches**

**where / I / eat / Shan food**

**where / I / buy / cheap English textbooks**

**where / I / learn / Chinese**

**where / I / buy / bus tickets to Dawei**

**I / use / my telephone / in class**

**I / have / your email address**

**where / I / buy / a sandwich and a coffee**

**where / I / sell / my old computer**



Use this page for your notes.

.....

# PROGRESS?

## Tests for Units 1 and 2

Section	Number of Questions	Number of Points per questions	Number of Points per Section
Section 1	5	1	5
Section 2	10	3	30
Section 3	9	1	9
Section 4	12	1	12
Section 5	7	1	7
Section 6	10	2	20
Section 7	10	1	10
Total	63	-	93

60% and above = Pass

Pass: 56-93

Fail: Less than 56

### Section 1

Fill in the spaces with he/she/they/we/I/it/you + 's/'re/'m.

E.g. Khin Zaw is new to Yangon. \_\_\_He's\_\_\_ from Pathein.

- 1 Where is my pen? \_\_\_\_\_ not here.  
2 Naw Naw is very smart. \_\_\_\_\_ the best student in class.

- 3 My mother and I are artists. \_\_\_\_\_ good at painting.  
4 I don't talk to people. \_\_\_\_\_ a quiet person.  
5 The class starts now. Maung Htwe and Mie Mie are not here. \_\_\_\_\_ very late.

## Section 2

Answer the questions about you. Some are short yes/no answers. Some are long answers.

Eg. Is your phone inside your bag? Yes, it is.

6. Do you have any brothers?

1. How are you?

7. How many siblings do you have?

2. Where are you from?

8. Do you like football?

3. What is your nationality?

9. Does your best friend play piano?

4. What is your name?

10. Are your parents in Yangon?

5. What is your marital status?

## Section 3

Fill in the blanks with a word from the boxes. Write the words in plural or singular form. Not all of the words are used.

Office

Information

Room

Bicycle

Space

1. I work in an \_\_\_\_\_ at my company.

2. We ride our \_\_\_\_\_ to school every day.

3. This book has \_\_\_\_\_ about science.

City

Newspaper

University

Shirt

Country

4. I need clothes. Can you give me that \_\_\_\_\_?

5. After students finish high school, they study in \_\_\_\_\_.

6. Yangon is the largest \_\_\_\_\_ in Myanmar.

Business

Family

Umbrella

Foreigner

Car

7. I want a \_\_\_\_\_ because I like to drive.

8. The shopkeeper has two successful \_\_\_\_\_.

9. I invited many \_\_\_\_\_ to see the children in a school show.

## Section 4

Read the passage and write the relationships of the people in the passage.

Thao Nguyen is a twenty-five year old engineer. He works at a construction company. He is from Vietnam, but he lives in Myanmar now. He lives in an apartment alone in Mandalay. He doesn't have a wife. He is new to the city and doesn't have many friends. His uncle, Dai, and his French wife, Jacqueline, live in Yangon. Thao is lonely sometimes. So, he travels to Yangon to visit them and their children. Dai and Jacqueline have a girl and a boy named Emily and Johnny. Jacqueline cooks French food at a famous restaurant in Yangon. So, Thao enjoys the food at their home. Jacqueline is forty. She travels to many countries, but she is happy in Myanmar with her family.

1. Jacqueline is Thao's \_\_\_\_\_.  
2. Thao is Johnny's \_\_\_\_\_.

3. Thao is Dai's \_\_\_\_\_.  
4. Emily is Jacqueline's \_\_\_\_\_.

Using the passage above, write the missing information on the ID cards for Thao Nguyen and Jacqueline Nguyen.

### IDENTITY CARD

Name:	THAO NGUYEN
Address:	5.
Age:	6.
Marital status:	7.
Occupation:	8.

### IDENTITY CARD

Name:	JACQUELINE NGUYEN
Nationality:	9.
Marital status:	10.
Number of children	11.
Occupation:	12.

## Section 5

Look at the pictures. Write the possessive adjectives (e.g. his) or possessive nouns (eg. Thida's) in the blanks. Use the names to express possession.

e.g. 1. His black shorts

2. \_\_\_\_\_ pencil

3. \_\_\_\_\_ dog

4. \_\_\_\_\_ chain

5. \_\_\_\_\_ sunglasses

6. \_\_\_\_\_ socks

7. \_\_\_\_\_ student

8. \_\_\_\_\_ chalk

Thida



Katherine



Olga

## Section 6

Fill in the blanks with the right form of the verbs in brackets.

Eg. He cries [cry] every time he sees a sad movie.

1. What \_\_\_\_\_ [do] your brother like to eat?
2. My dog \_\_\_\_\_ [like] to play with my shoe.
3. Win Win and I \_\_\_\_\_ [visit] Bagan every year.
4. \_\_\_\_\_ [be] I a fast talker?
5. You \_\_\_\_\_ [do] not know the right answer.

6. He \_\_\_\_\_ [be] worried about his exam.

7. \_\_\_\_\_ [do] your parents want you to study in Yangon?

8. Su Hlaing \_\_\_\_\_ [watch] TV every night at 6 pm.

9. We \_\_\_\_\_ [feel] bad for being late to class.

10. \_\_\_\_\_ [be] she happy about the new teacher?

## Section 7

Match the definition or synonym, or fill in the spaces by circling the correct word.

Eg. You ride in this thing and it flies.

- (a) Train (b) Ship (c) Plane

1. A \_\_\_\_\_ explains if you are married or not.  
(a) Marital status (b) Age (c) Nationality
2. A \_\_\_\_\_ writes news.  
(a) Journalist (b) Lawyer (c) Tour Guide
3. A \_\_\_\_\_ is from the Philippines.  
(a) Phillipese (b) Lao (c) Filipino
4. Your brother or sister's daughter.  
(a) Cousin (b) Niece (c) Aunt
5. Your connection to a person by family or marriage.  
(a) Relationship (b) Husband (c) Language

6. You find \_\_\_\_\_ about words in the dictionary.

(a) Information (b) Question (c) News

7. Many old people are \_\_\_\_\_ and don't work.  
(a) Occupation (b) Lazy (c) Retired

8. "Hello sir," is a \_\_\_\_\_.  
(a) Question (b) Greeting (c) Conversation

9. Watch and care for someone.

(a) Spend time (b) Look forward to (c) Look after

10. Do it again = \_\_\_\_\_ it  
(a) Repeat (b) Read (c) Remember

# PROGRESS?

## Tests for Units 3 and 4

Section	Number of Questions	Number of Points per questions	Number of Points per Section
Section 1	8	1	8
Section 2	8	2	16
Section 3	6	1	6
Section 4	10	1	10
Section 5	8	2	16
Section 6	8	3	24
Section 7	15	1	15
Total	63	-	95

60% and above = Pass

Pass: 57-95 points

Fail: Less than 57 points

### Section 1

Fill in the blanks of the letter with articles *a* or *an*.

Dear Su Su Hlaing,

I hope you are well. I'm Ei San, <sup>1</sup> \_\_\_ assistant at Think Creative Children's Center. The center teaches art to children who are 5-10 years old. It is in <sup>2</sup> \_\_\_ orange building on Mahabandoola Road. I am writing this letter because I have <sup>3</sup> \_\_\_ job offer for you. We need <sup>4</sup> \_\_\_ painting teacher. We want to employ <sup>5</sup> \_\_\_ creative person to teach painting to our students. We offer you <sup>6</sup> \_\_\_ good salary and <sup>7</sup> \_\_\_ box of art tools. It is <sup>8</sup> \_\_\_ exciting job. Please write back to me if you are interested.

Sincerely,

Ei San

## Section 2

Write the words in the correct order to make a sentence.

Eg. a/I/student/am = I am a student.

1. small/friends/my/have/businesses

2. chair/comfortable/is/this/very

3. interesting/it/day/is/an

4. is/this/expensive/phone/an

5. flowers/pink/has/garden/my

6. ugly/an/I/have/dog

7. older/is/my/beautiful/sister

8. are/and/school/clever/our/friendly/teachers

## Section 3

Write the words in the correct order to make a sentence.



Jackie Chan	Malala Yousafzai	Queen Elizabeth of England
He has a large nose.		

1. He/She has a large nose.
2. He/she has short, black hair.
3. He/she wears a big, purple hat.
4. He/she has brown skin.
5. He/she is quite young. She is about 20 years old.
6. He/she has grey, curly hair.
7. He/she wears red traditional clothes.

## Section 4

Look at Wai Lin's schedule. Fill the blank with *never*, *usually*, *sometimes*, or *always* to make true sentences.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Wake up	7am	7am	7am	8 am	8 am	7am	7am
Exercise in the park	8 am	8 am	7:30 am	No	8 am	8 am	
Go to work	8:30 am	8:30 am	8:30 am	8:30 am	8:30 am	8:30 am	8:30 am
Cook dinner	5 pm	5 pm	5 pm	6pm	No	6pm	6pm
Take a bath	10 pm	8pm	9pm	8pm	10 pm	9pm	8pm

1. Wai Lin never wakes up at 6 am.
2. He \_\_\_\_\_ cooks dinner on Thursdays.
3. He \_\_\_\_\_ takes a bath at 9 pm.
4. He \_\_\_\_\_ wakes up at 7 am, but he \_\_\_\_\_ wakes up at 8 am.
5. He \_\_\_\_\_ exercises in the park on Wednesdays.
6. He \_\_\_\_\_ exercises in the park at 8:30 am.
7. He \_\_\_\_\_ goes to work at 8:30 am.
8. He \_\_\_\_\_ cooks dinner at 5 pm and he \_\_\_\_\_
9. \_\_\_\_\_ cooks dinner at 6 pm.
10. He \_\_\_\_\_ takes a bath at 8 pm on Saturday.
11. On Tuesday, he \_\_\_\_\_ exercises in the park at 8:30 am.

## Section 5

---

Read the passage and answer the questions about time, days, and hours. All times should be written in numbers. Eg. 10:00 am

My name is Wunna. I am 23 years old. I work in a school library on Mondays, Wednesdays, and Fridays. On those days, I wake up at 6:00 am and cook breakfast at a quarter to seven. I work at the library at 9:00 am. After 8 hours and 30 minutes, I meet my friends at a restaurant and eat dinner. Then, I go back home and sleep at ten fifteen.

On Tuesdays and Thursday, I work at a print shop. On those days, I wake up at half past eight. I leave the house and arrive to the print shop at 12:30 am. I leave the print shop at half past four. I go home to cook dinner at my house on Tuesdays, but on Thursdays I eat outside.

On Saturdays, I travel to another town and visit my friend. She works at an orphanage. I arrive at ten to nine in the morning. I spend time with the children at the orphanage. We read books and play games. On Saturday evenings, I sleep at the orphanage.

On Sunday evenings I return home. I arrive at my house at twenty five past nine.

1. What time does he arrive home on Sunday?	9:25 pm
2. What days does Wunna sleep at his home?	
3. What time does he leave work from the school library?	
4. What time does he arrive at his friend's orphanage?	
5. What days does he wake up at 6:00 am?	
6. What time does he cook breakfast before leaving to library?	
7. What time does he leave the print shop?	
8. What days does he cook dinner in his home?	
9. What time does he sleep on Wednesdays?	

## Section 6

---

Write the questions to the following answers.

1. \_\_\_\_\_ ?  
My name is Aung Latt.
2. \_\_\_\_\_ ?  
I live in Pyin U Lwin.
3. \_\_\_\_\_ of birth?  
I was born on August 23rd.
4. \_\_\_\_\_ ?  
I speak English and Mon.
5. \_\_\_\_\_ ?  
I am a police officer.
6. \_\_\_\_\_ ?  
093245080.
7. \_\_\_\_\_ ?  
Aunglatt@gmail.com
8. \_\_\_\_\_ ?  
I live with my wife and son.

# Section 7

---

Fill the blanks with the correct word from the boxes. Not all of the words are used.

Opposite

Discuss

Application

Next to

Interview

1. You write your name and address on an \_\_\_\_\_

2. You ask a person questions in an \_\_\_\_\_.

3. You are on the other side of a person. = You are \_\_\_\_\_ a person.

Quite

Document

Important

Excellent

Advertisement

4. It's not good. It's VERY good. It's \_\_\_\_\_

5. It's not bad. It's not VERY good. It's \_\_\_\_\_ good.

6. You can save a \_\_\_\_\_ on the computer.

Clock

Radio

Reason

Date

Routine

7. You use a \_\_\_\_\_ to see the present time.

8. January 1st is the \_\_\_\_\_ of New Year's Day.

9. I wake up every day at 6 am and cook breakfast at 7 am. This is my morning \_\_\_\_\_.

Cheap

Employ

Expensive

Company

Occupation

10. I want to give you a job. = I want to \_\_\_\_\_ you.

11. A \_\_\_\_\_ is a big business with many workers.

12. 50,000 kyats for a taxi is too \_\_\_\_\_.

Quick

Boring

Difficult

Long

Clever

13. You are smart. = You are \_\_\_\_\_.

14. The car is fast. = The car is \_\_\_\_\_.

15. It is hard to read. = It is \_\_\_\_\_ to read.

# PROGRESS?

## Tests for Units 5 and 6

Section	Number of Questions	Number of Points per questions	Number of Points per Section
Section 1	6	2	12
Section 2	6	1	6
Section 3	6	2	12
Section 4	6	2	18
Section 5	16	1	16
Section 6	9	2	18
Section 7	14	1	14
Total	63	-	96

60% Passing Rate

Pass: 58-96 points

Fail: Less than 58 points

### Section 1

Read the following passage and answer if the facts below are true or false. If false, write the sentence again to make it true.

Aviation or the flying of airplanes is a very successful business. It makes \$606,000,000,000 in a year. The aviation business has almost 1,400 airlines like Air Asia and Bagan Airlines. The business employs 58,100,000 people all over the world. A pilot's salary can be \$100,000 a year for his job. Airplanes from everywhere carry around 3,100,000,000 people. But, airplanes make CO2 gas and cause air pollution. Less than 50% of the CO2 gas in the world comes from airplanes. There are around 36,000,000,000 tons of CO2 gas in the air.

1. There are around 14 thousand airlines in the world.  
True
2. The aviation business makes about 6.06 billion dollars in a year.
3. Airplanes make less than 18 million tons of CO2 gas.
4. The aviation business can pay one hundred thousand dollars to a pilot in a year.
5. There are about 581 million people who fly by airplane.
6. Airplanes make less than one half of the CO2 gas in the world.
7. The aviation business has 581 million workers.

## Section 2

Circle the correct word to be used in the sentences.

Eg. She bought some/a/an carrots for soup.

1. I need to buy some/a/an chicken for dinner tonight.
2. Please wash some/a/an rice and put it in the rice cooker.
3. I don't have some/any water to drink.
4. Can you get me any/a/an apple at the market?

5. Cut some/a/an potato into two and fry it in oil.
6. I can't find any/a/an beef in the fridge.
7. Open the bag/packet/bottle of tea leaf salad.
8. I want 2 kilograms/packets/bottles of tomatoes please.
9. He drinks almost 3 kilograms/packets/bottles of milk!
10. He put some/a/an chillies into the soup.

## Section 3

Write where something in the picture is. Use **there is** and the words in the brackets in the sentences.

Opposite

In front of

Next to

Between

Behind

Under

On



E.g. [vanity/bed]

There is a vanity opposite a bed.

1. [chair/bed]

2. [curtain/light fixture]

3. [vanity/computer]

4. [pillow/bed]

5. [chair/vanity and closet]

6. [bed/light fixture]

## Section 4

Write out the sentences using *can* and match them with the correct responses.

1. How much can we drink for free?

(how much/we/pay)

2. \_\_\_\_\_ my dog

here? (I/bring)

3. \_\_\_\_\_ you?

(when/I/call)

4. \_\_\_\_\_ new mobile

phones?

(where/we/buy)

5. \_\_\_\_\_ to school tomorrow. (we/not/go)

6. \_\_\_\_\_ you now.

(the manager/see)

7. \_\_\_\_\_ with us?

(he/come)

No, you cannot.

Win Win Mobile Shop

Really, where did you hear that?

Yes, he can.

Thank you.

Two bottles

3pm

## Section 5

Put the phrases in the right order by matching the numbers with the letters. The first is a conversation between a waiter and Min Min at a restaurant.

1. Waiter:	C
2. Min Min:	A. No thanks. Just the noodles please.
3. Waiter:	B. Ok, would you like anything else?
4. Min Min:	<del>C. Can I help you with anything?</del>
5. Waiter:	D. Here you are. It is 3,500 Kyat.
6. Min Min:	E. Here is the menu.
7. (After eating) Min Min:	F. Thank you, here's your change.
8. Waiter:	G. I'd like Singaporean fried noodles.
9. (After Min Min finishes paying) Waiter:	H. Excuse me, can I have the bill please?
	I. Can I see the menu?

The second is a conversation between Sonja and a shop assistant at a clothing store.

10. Sonja:	A. Ok, how much for both the red and black dresses?
11. Shop assistant:	B. Ok, I'll take them.
12. Sonja:	C. Hi, how much is the black dress?
13. Shop assistant:	D. That is 5,400 Kyat.
14. Sonja:	E. How about 10,000 Kyat?
15. Shop assistant:	F. 13,000 Kyat for both. It's a good deal.
16. Sonja:	G. Here's your change. Thank you and come back next time.
17. Shop assistant (after receiving money):	H. 12,000 Kyat. That's the final price.

## Section 6

Write the correct verb forms in the blanks.

1. You are very quiet. What are you thinking [you/think] right now?
2. My science textbook says the earth go around the sun.
3. Today, Anna not/watch a movie with us.
4. I wash the car, so I can use it tonight.
5. you/sing well? No, I am a bad singer. But, I

6. take singing lessons.
7. On Sundays, I clean my whole house.
8. Ann Su be usually a friendly girl, but these days she not/talk to anyone.
10. We learn about Myanmar history right now in class.

## Section 7

Fill in the blanks with the words in the boxes to match the Burmese meaning.

Menu	Donor	Patient	Organisation	Packet	Population
Million	Sail	Clinic	Injury	Developing country	Describe
Translation	Behind				

1. _____ : (n) လူပိုးစေ
2. _____ : (n) သန်း
3. _____ : (v) မဖော်ပြထည်
4. _____ : (n) အခွဲအစည်း
5. _____ : (n) ဓားသောက်ဖွယ်စာရင်း
6. _____ : (v) ရှာက်လွှာ
7. _____ : (n) စတွေ့ဘို့ကတ်ထူးဘူးဖာအထုပ်
8. _____ : (n) ဆေးခန်း

9. _____ : (prep) နောက်တာ
10. _____ : (n) လူဒီန်းသူ့ ခိုယ်တာ
11. _____ : (n) လူနာ၊ ဆရာဝန်တစ်ဦးထံတွင်ကုန်ကျေလာမြာ
12. _____ : (n) ဘာသာပြန်လိုက်း
13. _____ : (n) (ကိုယ်၌ ဖြစ် သော) ဒက်ရာ၊ ဒက်ချက်၊ အနာတရဖြစ်မှု
14. _____ : (n) ဖွံ့ဖြိုးဆေးနိုင်း

# PROGRESS?

## Answers for Units 1-6

### Test for Units 1-2

#### Section 1

1. It's
2. He's
3. We're
4. I'm
5. They're

#### Section 2

Students answers.

Eg.

1. I am doing fine.
2. I am from Mogok.
3. I am Myanmar.
4. My name is Htet Htet.
5. I am single.
6. No, I don't.
7. I have 3 siblings.
8. Yes, I do.
9. Yes, he does.
10. No, they aren't.

#### Section 3

1. office
2. bicycles
3. information
4. shirt
5. universities/university
6. city
7. car
8. businesses
9. families

#### Section 4

1. Aunt
2. Cousin
3. Nephew
4. Daughter
5. Mandalay
6. 25
7. Single
8. Engineer
9. French
10. Married
11. 2
12. Chef/Cook

#### Section 5

1. Katherine's pencil
2. Their dog
3. Its chain
4. Her sunglasses
5. His socks
6. Olga's student
7. Thida's chalk
- 8.

#### Section 6

1. does
2. likes
3. visit
4. Am
5. do
6. is
7. Do

8. watches

9. feel
10. Is

#### Section 7

1. Marital Status (a)
2. Journalist (a)
3. Filipino (c)
4. Niece (b)
5. Relationship (a)
6. Information (a)
7. Retired (c)
8. Greeting (b)
9. Look after (c)
10. Repeat (a)

# Test for Units 3-4

## Section 1

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

## Section 2

1. My friends have small businesses.
2. This chair is very comfortable.
3. It is an interesting day.
4. This is an expensive phone.
5. My garden has pink flowers.

6. I have an ugly dog.

7. My older sister is beautiful.

8. Our school teachers are friendly and clever.  
(OR) Our school teachers are clever and friendly.

## Section 3

Jackie Chan	Malala Yousaf	Queen Elizabeth of England
He has a large nose. He has short, black hair.	She has brown skin She wears red traditional clothes. She is quite young. She is about 20 years old.	She wears a big, purple hat. She has grey, curly hair.

## Section 4

2. never
3. sometimes
4. usually
5. sometimes
6. never
7. always
8. sometimes
9. sometimes
10. always
11. never

## Fridays.

6. 6:45 am
7. 4:30 pm
8. Tuesdays
9. 10:15 pm

## Section 7

1. application
2. interview
3. opposite
4. excellent
5. quite
6. document
7. clock
8. date
9. routine
10. employ
11. company
12. expensive
13. clever
14. quick
15. difficult

## Section 5

2. Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, and Sundays.
3. 5:30 pm
4. 8:50 am
5. Mondays, Wednesdays, and

## Section 6

1. What is your name?
2. Where do you live?
3. What is your date...?
4. What languages do you speak?
5. What do you do? (OR)  
What is your occupation?
6. What is your phone number?
7. What is your email address?
8. Who do you live with?

# Test for Units 5-6

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## Section 1

2. False. The aviation business makes about 606 billion dollars in a year.
3. False. Airplanes make less than 18 billion tons of CO<sub>2</sub> gas.
4. True
5. False. There are about 3.1 billion people who fly by airplane.
6. True
7. False. The aviation business has 58.1 million workers.

## Section 2

1. some
2. some
3. any
4. an
5. a
6. any
7. packet
8. kilograms
9. bottles
10. some

## Section 3

1. There is a chair in front of a bed/next to a bed
  2. There is a curtain behind a light fixture.
  3. There is a vanity next to a computer.
  4. There is a pillow on a bed.
  5. There is a chair between a vanity and closet.
  6. There is a bed under a light fixture.
15. h  
16. b  
17. g

## Section 4

2. Can I bring....no, you cannot
3. When can I call...3 pm.
4. Where can we buy...Win Win Mobile Shop
5. We can't go...Really, where did you hear that?
6. The manager can see...thank you.
7. Can he come... yes, he can.

## Section 5

2. i
3. e
4. g
5. b
6. a
7. h
8. d.
9. f
10. c
11. d
12. a
13. f
14. e

## Section 6

2. goes
3. is not watching
4. am washing
5. do you sing
6. am taking
7. clean
8. is
9. is not talking
10. are learning

## Section 7

1. population
2. million
3. describe
4. organization
5. menu
6. sail
7. packet
8. clinic
9. behind
10. donor
11. patient
12. translation
13. Injury
14. Developing Country

# THINK ENGLISH ELEMENTARY

## Unit 1-6 Teacher's Book

The Think English series is for adult and post-secondary students. They follow standard structural syllabus, with functional, purpose-designed, skills and learning awareness syllabi. The series focuses on the specific needs, context and learning environment of Myanmar learners, while also including a lot of world knowledge content.

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