

Think English

Pre-intermediate



International English for Myanmar adults



STUDENT'S BOOK

Course Map

Unit	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
1 p. 1	The present simple <i>do</i> and <i>be</i> Adverbs of frequency	Introductions Social English Family, friendship and romance	Speaking: introducing yourself and others Speaking and listening: asking questions Pronunciation: identifying syllables Writing: filling in forms	Learning a language	Unit 1 Practice
2 p. 18	<i>there is/are</i> <i>have/has got</i> Imperatives	Classroom language Instructions Describing people Transport	Speaking and listening: classroom instructions; asking and answering about transport and travel Pronunciation: word stress and schwa Writing: describing places Reading: postcards	Needs and priorities	Unit 2 Practice Units 1-2 Test*
3 p. 34	The present continuous <i>There is/are + -ing</i>	What's happening now and around now Eating and drinking Containers Likes and dislikes	Speaking: talking about present activity Listening: song: <i>Tom's Diner</i> Pronunciation: identifying syllables Writing: describing a process	Resources for language learning	Unit 3 Practice
4 p. 50	The past simple Time expressions Adverbs of degree Adverbs of manner	Famous people In the house	Speaking: life stories Reading: relatives from the city Pronunciation: verb endings Speaking and listening: restaurants Writing: adverbs	Vocabulary (1): feelings about vocabulary; knowing a word	Unit 4 Practice Units 1-4 Revision (p. 215) Units 3-4 Test*
5 p. 66	The present perfect (1) <i>yet</i> and <i>still</i> Possessives Short forms	Cause and effect Clothes Shopping	Speaking and listening: recent events; getting ready Pronunciation: short forms Reading: shopping around the world Writing: punctuation	Vocabulary (2): vocabulary learning strategies	Unit 5 Practice
6 p. 82	Countable and uncountable nouns Quantifiers The present perfect (2) Zero conditional	Quantity and measurement Areas of study Health and the body Appointments	Speaking: offering and requesting Speaking and listening: complaints, making an appointment Listening: in a library Writing: informal letters and emails	Language awareness: native and non-native speakers; formal and informal learning	Unit 6 Practice Units 5-6 Test*

Unit	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
7 p. 98	<i>will</i> <i>might</i> The first conditional <i>if</i> and <i>when</i>	Prediction and probability Global warming Places and directions	Reading and listening: global warming Speaking and listening: directions and places Pronunciation: silent letters Speaking: contradicting Writing: formal letters and emails	Communication strategies	Unit 7 Practice
8 p. 114	Comparatives Degrees of comparison Superlatives Comparing quantity <i>good at</i>	World records Free time Sports Ability	Reading and speaking: identifying missing information Listening: song: <i>A Bigger Heart</i> ; Buzkashi Pronunciation: sentence stress Writing: linking words	Listening strategies	Unit 8 Practice Units 5-8 Revision (p. 219) Units 7-8 Test*
9 p. 133	Modals <i>have/has to</i> <i>some/any + thing/where/one</i>	Permission, necessity and prohibition Advice Jobs and careers Metaphor	Speaking: enquiring about rules Listening: Sabay; song: <i>Blowing in the Wind</i> Pronunciation: <i>-er</i> and <i>-or</i> endings Writing: CVs; job applications Reading: job and training advertisements	Speaking strategies (1): feelings and situations	Unit 9 Practice
10 p. 154	The past continuous <i>when</i> , <i>while</i> and <i>during</i> Manner and state adjectives <i>-ed</i> and <i>-ing</i> adjectives	Biographies Describing people: feelings, character, appearance, age Countries	Speaking: describing people Pronunciation: countries and nationalities Reading: biography; poem: <i>The Wicked Postman</i> Writing: autobiographies	Speaking strategies (2): Communication repair	Unit 10 Practice Units 9-10 Test*
11 p. 173	<i>going to</i> The present continuous for the future <i>no one/nothing/nowhere</i>	Future plans Probability Arrangements Geography	Speaking: agreeing and disagreeing Reading: the internet Pronunciation: word endings Listening: songs: <i>For No One</i> and <i>Nowhere Man</i> Writing: developing an argument	Grammar (1): feelings about grammar; comparing grammar	Unit 11 Practice
12 p. 190	The passive The present perfect (3) <i>been</i> and <i>gone</i> Phrasal verbs	Experience The arts Social chat	Speaking and listening: job interviews Speaking: small talk Pronunciation: past participles; intonation Writing: charts and statistics; listing	Grammar (2): mistakes and strategies	Unit 12 Practice Units 9-12 Revision (p. 223) Units 11-12 Test*

*in the Teacher's Book

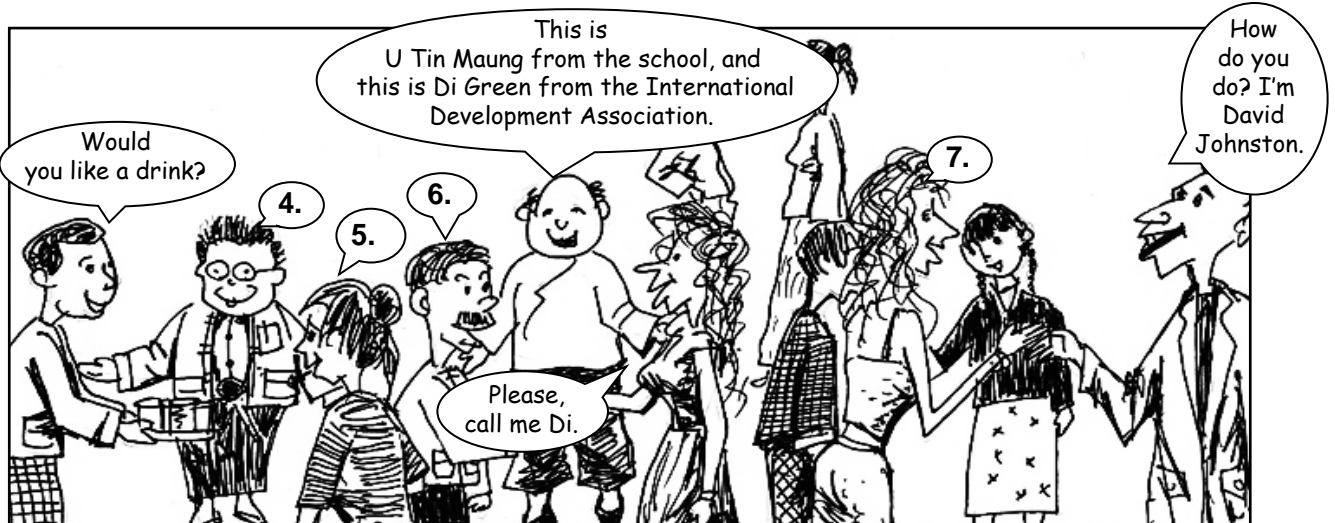
Unit One

introductions – the present simple – adverbs of frequency – *wh*-questions – friendship, romance and family – filling in forms – language learning

1. Introductions

1.1 An introduction to introductions

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



B. Number the missing sentences 1-7.

- No, thank you.
- How do you do?
- Pleased to meet you, Ms Green.
- I'm OK. Very busy!
- Hi, Htun Htun. Hi, Si Si.
- Yes, please.
- OK. Thanks.

1.1 C. Listen and check.

D. Are these conversations in formal or informal English? Write them in the table.

formal		informal	
Would you like a drink?	Yes, please.	Have some cake.	OK. Thanks.

E. Without looking back, try to order the conversation.

- a. Tin Maung.
- b. Pleased to meet you, Ms Green.
- c. D-i.
- d. Can you spell that, please?
- e. I'm Tin Maung.
- 1 – f. This is U Tin Maung from the school.
And this is Di Green from the International Development Association.
- g. T-i-n M-a-u-n-g. How do you spell your name?
- h. Ton Mun... I'm sorry, could you say that again, please?
- i. Please, call me Di. I'm sorry, what's your name?



1.2 F. Listen and check.

G. Practise the conversation with your partner. Take turns to be Tin Maung and Di.

1.2 Introducing yourself

A. Complete the conversation about yourself.

What's your name? I'm...
I'm sorry, could you say that again, please?
Can you spell that, please?

B. Ask and answer the questions in pairs.

C. How do you tell people...?

- 1. where you are from
- 2. what your job is
- 3. where you live
- 4. your phone number

D. How do you ask people for the information in C?

E. Ask and answer the questions in pairs.

1.3 Social English

In English, people usually ask *How are you?* (or something similar) when they see their family, friends or workmates. In other languages, people ask about food or activities. What do they say in your language?

A. Practise these short conversations.

- 1. How are you? Fine thanks, and you?
- 2. How are you? Not so great. I don't have a job, and my dog died.
- 3. How do you do? Very well, thank you.
- 4. How's it going? OK.
- 5. How are you? Uggghhhh...
- 6. How are you? Really great!

B. Rank the conversations from very informal to very formal.



C. Look at the picture. What can Htun Htun say? Choose the best reply.



Hi
Htun Htun. Hi
Si Si.

- Hi Jane.
- Pleased to meet you.
- How do you do?
- Hello. How are you?

1.4 Introducing other people

1.3 A. Listen to these conversations. These people are all introducing someone. What information are they providing?

- a. name and organisation.
- b. _____ and _____.
- c. _____ and _____.
- d. _____, _____ and _____.
- e. _____ and _____.

B. Work in groups of three. Practise introducing each other. Use different ways of introducing, both formal and informal. Use the examples in exercise A as a guide.

2. The Present Simple

2.1 Love and marriage

A. Why do people get married?

Brainstorm reasons people get married.

B. What do people like to do in their free time?

In groups, make lists using these verbs.

- listen to... read... play...
- watch... visit... go...

C. These women are married. Read what they say about themselves.



San San Aye

I have an important job, and I work very hard. I usually start work at 7.30am and finish at 9pm. In the evenings I sometimes watch TV, but I don't watch films. I often go to bed late, at about 1am. I don't like spending money, because I want to buy a nice large house in the city.



Myint Myint San

I sing in a band, and I also play the guitar. I usually go out at night, I don't like staying at home - it's boring! At the weekends, I often go to the hairdresser. I also love dancing. I never drink alcohol.



Ma Sein

I've got four small children, so I don't have much free time! I never go to restaurants or cinemas. At the weekends, I usually visit my parents, or go to the market and meet my friends. At night, I always listen to the news on the radio.

Here are their husbands. Who is married to whom?



Min Min usually goes to bed late, and wakes up at 11am – he doesn't like getting up! He loves listening to music. He spends a lot of money on clothes – he always wears fashionable shirts and trousers. He never cooks or cleans. He often eats in restaurants.

Michael likes playing with his children. He sometimes organises football games at the weekends. He likes gardening, but he doesn't like flowers. He grows vegetables. He loves cooking. At the weekends, he often cooks Indian food, and invites friends to dinner.

Aung Mon studies hard. He goes to university every day. He likes reading – he reads books about history. He doesn't read story books. In the evenings, he visits his friends and talks about history. He sometimes goes to teashops and buys tea for his friends.

1.4 D. Listen. Were you correct?

1.4 E. Listen to the audio again. Write some examples of the present simple in the correct boxes in the table.

	positive	negative
1st person singular	<i>I work in an office</i>	
3rd person singular	<i>He goes to teashops</i>	
1st person plural		<i>We don't want more than six kids</i>

F. What do these couples argue or disagree about?

G. Are you married or single? What is your husband or wife like? What is your ideal partner like?

If you are single, complete this chart.

If you are married, complete this chart.

My ideal partner

✓	x
---	---

My husband/wife

✓	x
---	---

H. Tell other students about your partner or ideal partner.

My wife doesn't smoke. She sometimes plays volleyball...



2.2 Listening: And after that?

- 1.5 A. Listen to these people. In what order do they do things?**
Write the numbers 1-3 next to the correct sentences. There is one extra for each question.

- | | |
|---|---|
| <p>1. What does Abdul do in the morning?
 <i>He eats breakfast.</i>
 1 <i>He takes a shower.</i>
 <i>He listens to the radio.</i>
 <i>He reads the newspaper.</i></p> | <p>3. What does Tze Ming do after school?
 <i>She eats dinner.</i>
 <i>She watches TV.</i>
 <i>She listens to music.</i>
 <i>She studies.</i></p> |
| <p>2. What does Hannah do in the morning?
 <i>She watches TV.</i>
 <i>She goes to work.</i>
 <i>She makes coffee.</i>
 <i>She exercises.</i></p> | <p>4. What does Maung Shwe do in the evening?
 <i>He eats dinner.</i>
 <i>He reads.</i>
 <i>He watches TV.</i>
 <i>He puts his children to bed.</i></p> |

B. What do you do after you get up in the morning? Write a short paragraph.

- C. Work in pairs. Partner A: read your paragraph to your partner. Read quickly!**
Partner B: make notes. Then read your notes back to Partner A. Were you correct?
 Now change roles.



First you brush your teeth, then you get dressed.

No, I get dressed first.



2.3 Interview

- A. What do you remember about the people in exercise 1.1? Answer these questions, but don't look at the page!**
- Does San San Aye watch videos?
 - Does Myint Myint San have six children?
 - Does Aung Mon go to university?
 - Does Michael grow flowers?
 - Do Ma Sein and Min Min like music?
 - Do San San Aye and Aung Mon argue?
- C. You are going to interview another student about her/his habits. Think of some questions beginning with *do*. Write a list of questions.**

- B. Look at the questions in A. How do you form questions in the present simple tense? Fill the gaps.**

We use the auxiliary verb _____, then the _____, then the main verb.

- D. Work in pairs. Ask another student your questions, and write down the answers.**

Do you read story books?

Yes, sometimes.

- E. Tell the class about your partner.**

Ma Ma sometimes reads story books.

2.4 *be* and *do*

A. Look at these sentences.

I'm a vegetarian.
 I don't eat meat.
 Are you hungry?
 Ma Aye isn't a student. She's a teacher.
 She isn't very tall. She's very intelligent.
 What does she do in her free time?

Complete the rule with *be* and *do*.

In the present simple we use:

- _____ with verbs.
- _____ with nouns, pronouns and adjectives.

B. Complete these sentences and questions.

1. I am
2. I'm not
3. My mother isn't
4. She doesn't
5. What do
6. What does
7. What is
8. What are
9. Are you
10. Do you

2.5 *yes/no* questions

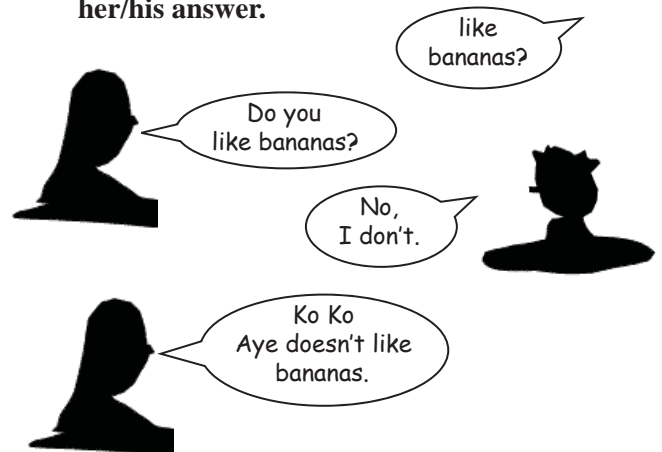
A. Answer these questions.

1. Are you tired now?
2. Do you work in an office?
3. Is your mother a teacher?
4. Are your parents Japanese?
5. Does your best friend eat pork?
6. Do you speak Chinese?

B. Ask and answer these questions in pairs.

C. Tell the class about your partner.

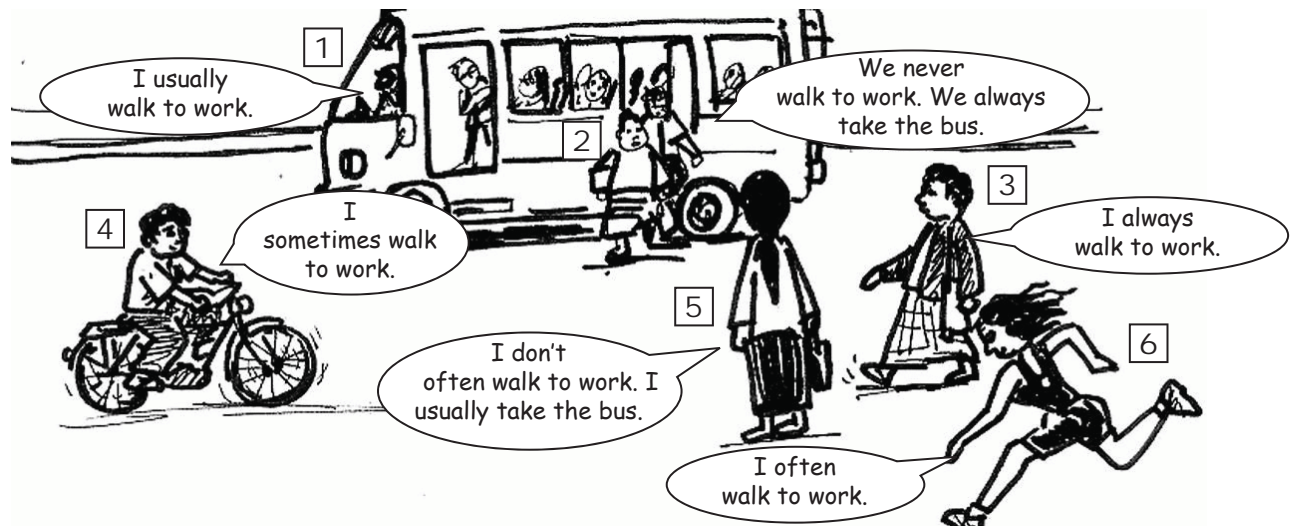
D. Your teacher will give you a phrase. Make a *yes/no* question with that phrase, and ask the person next to you. Tell the class her/his answer.



3. Adverbs of Frequency

3.1 How do you get around?

A. Who walks to work the most often? Put the people in order from least often to most often.



What about you? How often do you walk to work?

B. Answer these questions using an adverb of frequency.

How often do you travel by...?

- | | |
|------------|--------------|
| 1. bicycle | 5. motorbike |
| 2. boat | 6. bus |
| 3. car | 7. aeroplane |
| 4. horse | 8. trishaw |

3.2 On Saturdays

A. What do you do on Saturdays? Write an adverb of frequency next to the following phrases.

- | | | |
|-----------------|-----------------|------------------|
| • visit friends | • go shopping | • cook a meal |
| • work | • play football | • go to bed late |

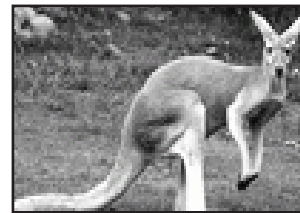
B. Discuss Saturdays with your partner. Tell her/him about the activities in A, and also anything else you do. Does your partner do the same things?

4. *wh*- Questions

4.1 General knowledge

A. Read these questions and choose the right answers.

- | | | |
|---|--|--|
| 1. What do zebras eat?
• <i>fish</i>
• <i>grass</i>
• <i>meat</i> | 4. What does a baker sell?
• <i>fruit and vegetables</i>
• <i>clothes</i>
• <i>bread and cakes</i> | 7. What do people do in a cinema?
• <i>play basketball</i>
• <i>listen to music</i>
• <i>watch movies</i> |
| 2. Where does pizza come from?
• <i>Italy</i>
• <i>India</i>
• <i>England</i> | 5. Where do polar bears live?
• <i>the North Pole</i>
• <i>the South Pole</i>
• <i>Africa</i> | 8. What is in an omelette?
• <i>sugar and milk</i>
• <i>eggs and water</i>
• <i>rice and oil</i> |
| 3. When do Australian people celebrate New Year?
• <i>January</i>
• <i>April</i>
• <i>December</i> | 6. Why do people use alarm clocks?
• <i>to cook food</i>
• <i>to wake up</i>
• <i>to clean their houses</i> | |



B. Work in pairs. Partner A: look at this page. Partner B: look at page 210.

Partner A: ask your partner these questions.

- | | |
|--|--|
| 1. What do sharks eat?
• <i>fish</i>
• <i>plants</i>
• <i>bread</i> | 3. When does snow fall?
• <i>in the cold season</i>
• <i>in the hot season</i>
• <i>in the rainy season</i> |
| 2. Where do kangaroos live?
• <i>Afghanistan</i>
• <i>Europe</i>
• <i>Australia</i> | 4. What does a carpenter make?
• <i>furniture</i>
• <i>shoes</i>
• <i>drinks</i> |

What do sharks eat: fish, plants or meat?



Answers: 1. fish 2. Australia 3. in the cold season 4. furniture

C. Work in pairs. Write two quiz questions. Can the class answer them?

4.2 Question words



A. What question words do you know? Make a list.

what, where...

B. Khaing Win lives in Australia. He goes to English classes there. Match the questions and answers.

- | | |
|--|---|
| ___ 1. Why does he need English? | a) Every day. |
| ___ 2. When does the term begin? | b) At the City College in Melbourne. |
| <u>d</u> 3. What do they do in class? | c) It's free. |
| ___ 4. What time does the class start? | d) They speak, read, write and listen to English. |
| ___ 5. Where does he study English? | e) Because he wants to study at university. |
| ___ 6. How often does he speak English? | f) 8:30. |
| ___ 7. How do students learn to speak English? | g) On February 27. |
| ___ 8. How much does the class cost? | h) His friends and classmates. |
| ___ 9. Who does he speak with? | i) They practise all the time. |

C. Complete the chart. Use your dictionaries if necessary.

If the question starts with...	the answer is...
<i>where</i>	<i>a place</i>
<i>when</i>	
<i>how</i>	
<i>who</i>	
<i>what time</i>	
<i>how much / how many</i>	
<i>what</i>	
<i>why</i>	
<i>how often</i>	

a way
a frequency
a reason
a time

a time
a thing
an amount
a person

D. Write questions using question words from exercise C.

- Does it cost five thousand kyat? Ten thousand kyat? Fifteen thousand kyat?
How much does it cost?
- Do they live in Mandalay? Hpa-an? Magwe?
- Do crocodiles eat fruit? Fish? People?
- Do you keep your rice in the kitchen? The storeroom? The bathroom?
- Do you eat breakfast at 6 o'clock? Half past seven? Twenty to nine?
- Does he read books because he enjoys it? For homework? To get information?
- Do you want 100 kyat? 1,000 kyat? 1,000,000 kyat?
- Do you use English at school? At work? At home?

4.3 Pairwork: Ban Ki-moon

- A. Work in pairs. Partner A: look at this page. Partner B: look at page 210.**
 What do you know about the United Nations? What do you know about Ban Ki-moon?
- B. Read this text. There is some missing information.**
 What questions do you need to find this information?



Ban Ki-moon

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



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

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

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

4.4 Interview

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

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

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

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

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

- D. Put it on the wall. Go around and read the other paragraphs. Can you guess which paragraph is about which classmate?**



5. Pronunciation: Present Simple Verb Forms

5.1 Syllables



1.6 A. Read the text in the bubble and circle the verbs.
Then listen to Khaing Win talking about his life in Australia.

B. How many syllables does each verb have?
Put the verbs in this chart.

one syllable	two syllables
<i>come</i>	<i>finish</i>

I come from Rakhine State, but now I live in Australia. I teach Myanmar at a university near my house. I start work at 8.30 and finish at 4.00. I usually walk to work, but sometimes I go by car. I dress well for work - I always wear a tie. On Mondays I study English at night classes. I try hard with my English - I practise every day. At the weekend, I watch videos and fix my old car.

C. Write about Khaing Win.

He comes from Rakhine State...

D. In pairs, practise saying the paragraph.
Which verbs add a syllable in the 3rd person?

1.7 E. Listen and check.

F. Play *The Disappearing Paragraph*.

G. What's the rule?

If a verb ends in a z, ch, _____, _____ or _____ sound, add another syllable.

H. How many syllables are there in these verbs?

1. searches 2. decides 3. boxes 4. enjoys 5. discovers 6. misses

5.2 Checking pronunciation

A. Look at the paragraph about Khaing Win, and write a similar paragraph about you. Write at least five sentences.

*I come from...
I start...
I go to...*

Read your paragraph to a partner.

C. Change partners. Read out the information you have about your first partner's life and habits.

Su Su
comes from Taungoo. She
starts work at 7.30.

B. Listen to your partner's paragraph and take notes.

D. Listen, and check your partner's pronunciation.

5.3 *doesn't* and *don't*

1.8 A. Listen to these sentences.

He doesn't like staying at home.
She doesn't speak Chinese.
My dog doesn't sleep at night.
They don't go out very often.
I don't play the guitar.
We don't have any children.

B. Practise saying the sentences with a partner.

6. Friendship, Romance and Family

6.1 Who's who?

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

his grandfather	his mother	his father	his aunt	his uncle	his older sister
his younger sister	his brother	his friend	his niece	his sister's husband	his cousin

Who is who? What do you think?



- 1.9 B. Listen and check. Were you right? What does he say about these people? Listen again, and complete the chart.

	information
his grandfather	
his older sister	
his best friend	

- C. Answer these questions:

- Which person is not a relative?
- What's the word for his sister's husband?

6.2 Family members

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

father-in-law great-aunt

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

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

When you answer, give more information about that person.

Do you have a nephew?

No, I don't.

Do you have a grandfather?

Yes I do. He lives in Mandalay.

6.3 Your people

A. How many relatives do you have?

Make a list.

uncles 5
 grandmothers 1

B. What other people are important in your life? Make a list.

my friends
 my neighbours

C. Tell your partner about your favourite person.

D. Tell the class about your partner's favourite person.

6.4 Khaing Win and Mi Lwin – a love story

A. The verbs in the box are all about love and marriage.

What happens first? Put them in order.

Do the other students have the same answer?

have children	get engaged
meet	get divorced
get married	fall in love
	go out together

B. Look at the story. Fill the gaps with the correct form of the words in the box. You can use some words more than once.



It's 1965. Khaing Win and Mi Lwin _____ at a teacher training in Mandalay. They _____, and _____. Six months later, at the end of the training, they _____, and tell their families.

Unfortunately, her father doesn't agree, and sends Khaing Win away. In 1970, he _____ a Chinese woman. They _____ and _____. In 1971, Mi Lwin _____ to her neighbour. He drinks and beats her. She leaves him in 1975, and they _____.



In 1992, Khaing Win's wife dies, and he moves to Australia. One day, he is walking down the street, and he _____ Mi Lwin! They _____ again, and in 2004, they _____.

C. Re-tell the story without looking at it.

7. Writing: Filling in a Form

7.1 Personal information

A. When do you fill in forms? What types of form are there?

B. Match the vocabulary in the first column (1-12) with the items in the second column (a-l).

- | | |
|----------------------|----------------------|
| 1. Title | a. Teacher |
| 2. First name | b. Australian |
| 3. Last name | c. Ms. |
| 4. Date of birth | d. English |
| 5. Place of birth | e. Single |
| 6. Nationality | f. David |
| 7. Address | g. 018033099 |
| 8. Postcode | h. Mandalay |
| 9. Marital status | i. Johnson |
| 10. Occupation | j. October 9, 1965 |
| 11. Telephone number | k. 221 Martin Street |
| 12. Native language | l. 8950 SE |

C. What other information do you sometimes put on forms?

7.2 Complete the form

A. Follow these instructions:

1. Write your full name in capital letters.
2. Write your signature.
3. Circle your title. *Mr / Ms / Mrs / Miss / Dr / Other*
4. Write the names of
 - a. your town or city
 - b. your country
5. Circle the marital status that applies to you.
single / married / divorced / separated / widowed
6. Write the names of the languages you speak.

B. Look at the application form below. What is it for?

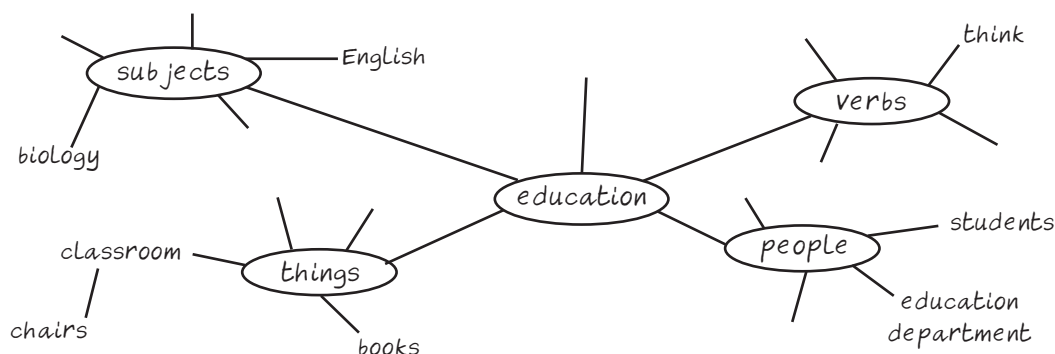
C. Complete the following form with your personal information.

Healthy Living Sports Club		
<u>Membership Application</u>		
<i>Please write in capital letters.</i>		
Title:		Address:
First Name:		City:
Family Name:		Postcode:
Nationality:		Telephone Number:
Occupation:		Signature:
Date of Birth:		Date:

8. Thinking about Learning: Language Learning

8.1 Your opinion of education

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



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

Teacher, leave them kids alone	___
All in all it's just another brick in the wall	___
We don't need no thought control	___
We don't need no education	1
All in all you're just another brick in the wall	___
No dark sarcasm in the classroom	___
Hey! Teacher! Leave them kids alone	___



C. Do you like the song?

What do you think 'another brick in the wall' means in this song?

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

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

8.2 Think about your language learning

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

speaking
vocabulary
thinking

B. Are you good at these things?

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

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

8.3 How can you improve?

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

B. In groups, choose one or two of the items from 8.2 B above. Make a list of ways to improve your English in that area.

9. Practice

9.1 Exercises

A. Write the verb

Fill the gaps with verbs from the box. Write the verbs in the correct form.

work listen go (x2) study speak
have (x2) play (x2) live (x2) fly
visit (x2) drive watch

I have a sister and a brother. My brother _____ three children. They _____ in the city. They sometimes _____ me. My brother _____ a truck.

My sister _____ for an NGO. She never _____ me – she _____ very far away. She often _____ to Bangkok, and _____ to meetings. She _____ five languages.

I'm a student. I always _____ for three hours every evening, and then I sometimes _____ videos, or _____ to the radio. At the weekends, I usually _____ volleyball and football with my friends. We sometimes _____ to the next village, and _____ against their school.

B. Positive and negative

Mi Mi is completely different from her parents. For example:

She reads magazines, but she doesn't read newspapers. They read newspapers, but they don't read magazines.

Complete these sentences about Mi Mi and her parents.

1. She listens to rock music, but she doesn't listen to news programmes.
They...
2. They go to the theatre, but they don't go to parties.
She...
3. They are hungry, but they aren't thirsty.
4. They smoke, but they don't speak English.
5. She plays volleyball, but she doesn't play chess.
6. They are teachers, but they don't work in a school.
7. They don't like the city, but they are happy.
8. She uses a computer, but she doesn't use a typewriter.

C. Adverbs of frequency

Complete these sentences with adverbs of frequency so that they are true for you.

1. I _____ smoke cigarettes.
2. I _____ study English in the evenings.
3. I _____ get up before 6am.
4. I _____ eat Indian food.
5. I _____ play sports at the weekend.
6. I _____ ride a motorbike.

D. wh- questions

Read the following information about a student named Somchai. Choose the correct *wh-* question word to make questions.

Somchai is a Thai student in New York. He speaks three languages – Thai, Malay, and English. He wants to be a teacher. His English is quite good, but sometimes people don't understand him. Somchai feels afraid when he speaks English, because he sometimes makes mistakes. He doesn't often speak English. He feels angry because he says Americans only speak English. Americans don't understand the problems people have learning a new language.

1. (Somchai / come from) Where does Somchai come from?
2. (Somchai / feel when he speaks English) _____
3. (Somchai / feel this way) _____
4. (Somchai / want to be) _____
5. (Somchai / speak English) _____
6. (Somchai / feel angry) _____

E. What's the question?

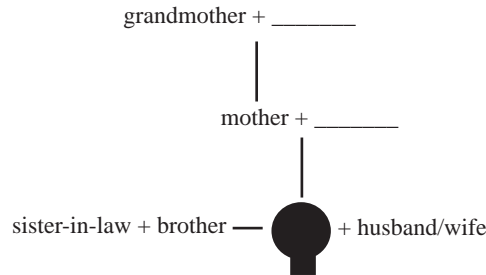
Here are some answers. Write the questions. There are many possible questions.

1. When do you get up?
At 5.30.
2. What
Myanmar, Chinese, Kachin and English.
3. _____
Because I want to talk to people in English.
4. _____
My parents and my brother.
5. _____
In a small house near the river.
6. _____
I do my homework, and sometimes I visit my friends.
7. _____
I usually walk.

F. Family

Make a family tree. Put these family members on it.

mother	son	father
daughter	grandmother	aunt
grandfather	uncle	granddaughter
father-in-law	grandson	mother-in-law
brother	brother-in-law	sister
sister-in-law	cousin	son-in-law
niece	nephew	daughter-in-law



G. Introductions

You are talking to Mei Tze. What do you say?

Write the conversation.

1. Hello. How are you?

Fine,
thanks.

2.

Mei
Tze.

3.

M - e - i T - z - e.

4.

China.
And you?

5.

I'm a
doctor.

6.

No,
thanks. I'm not
hungry.

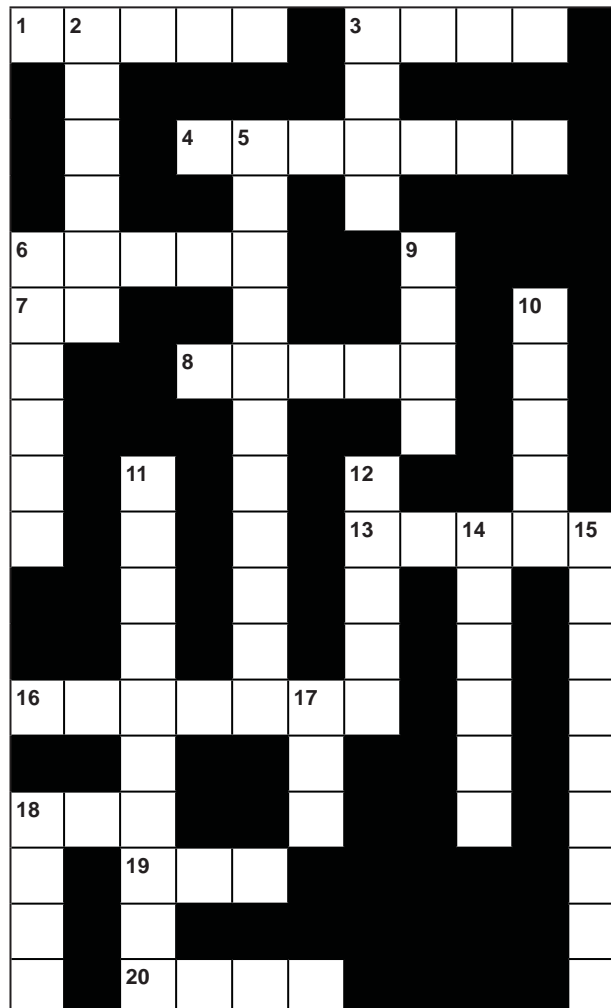
7.

Nice
to meet you too.
Goodbye!

H. Crossword

Across

- I don't ___ with you. You're wrong.
- Where do you come ___?
- I usually meet my ___ at the weekend.
- She ___ dinner at 7pm.
- Would you like tea ___ coffee?
- My father listens to the news on the ___.
- I ___ drink tea. I drink 20 cups every day.
- ___ to meet you!
- He has an important ___ - he's a doctor at the city hospital.
- She studies English ___ Japanese.
- Min Min doesn't ___ getting up early.



Down

- A musical instrument with strings.
- What do you do in your ___ time?
- He never goes to ___ to eat.
- Do you live with your ___?
- What time do you ___ dinner?
- My sister's daughter.
- We usually play ___ after school.
- ___ you like some cake?
- Do you ___ by bus?
- Someone who lives near you.
- I don't ___ meat. I'm a vegetarian.
- The month after May.

9.2 Vocabulary review

A. Do you know these words? Go through the list and tick (✓) the ones you know.

Write a translation or explanation for the words you don't know.

agree (v)	engaged (<i>adj</i>)	improve (v)	part (n)
alarm clock (n)	enter (v)	independent (<i>adj</i>)	personal (<i>adj</i>)
alcohol (n)	especially (<i>adv</i>)	information (n)	polite (<i>adj</i>)
application (n)	extra (<i>adj</i>)	[father]-in-law (n)	reason (n)
band (n)	fashionable (<i>adj</i>)	interview (v, n)	relatives (n)
beat (v)	fill in (v)	introduce (v)	relax (v)
boring (<i>adj</i>)	final (<i>adj</i>)	keep (v)	romance (n)
carpenter (n)	fix (v)	leave [sb] alone (v)	security (n)
celebrate (v)	formal (<i>adj</i>)	list (v, n)	separated (<i>adj</i>)
chart (n)	free time (n)	main (<i>adj</i>)	shower (n)
check (v)	friendship (n)	marital status	signature (n)
complete (v)	furniture (n)	member (n)	similar (<i>adj</i>)
control (n, v)	global warming (n)	nation (n)	skill (n)
conversation (n)	go out (v)	nationality (n)	storeroom (n)
couple (n)	guess (v)	naughty (<i>adj</i>)	title (n)
decide (v)	guy (n)	necessary (<i>adj</i>)	training (n)
delicious (<i>adj</i>)	habit (n)	neighbour (n)	vegetarian (n, <i>adj</i>)
divorce (n)	headquarters (n)	occupation (n)	widowed (<i>adj</i>)
earn (v)	idea (n)	office (n)	
effective (<i>adj</i>)	ideal (<i>adj</i>)	organise (v)	

B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.

1. Something you can do well.
2. To become better, or make something better.
3. You use this to wake you up.
4. Your wife's sister.
5. To ask someone questions to get information about their life, ideas or opinions.
6. A group of people who play music.
7. This person belongs to a club or organisation.
8. This is in whisky, beer and wine.
9. Most important.
10. This can mean to leave a building, or to be boyfriend and girlfriend.
11. To stop being married.
12. This person lives near you.

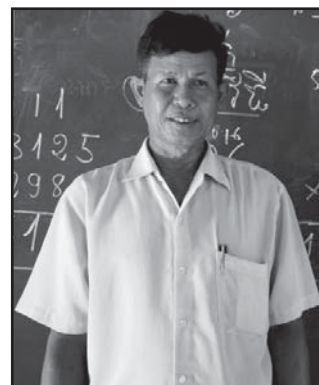
C. Choose three words from the wordlist – not words from B. Write definitions of them, and give them to another student to guess.

Unit Two

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

1. Classroom Language

1.1 Instructions



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

read 1 listen _____ speak _____ write _____

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

1	2	3	4
<i>collect them and give them to me</i>		<i>listen carefully</i>	

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

Read... *the text, the story on page 33,*

Listen to... *the teacher, your partner,*

Write...

Discuss...

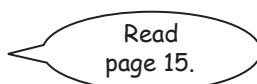
Repeat...

Answer...

Work... *in pairs,*

Practice...

- D. Work in pairs. Partner A: give some instructions from C. Partner B: follow partner A's instructions.



1.2 Classroom questions

- A. These requests contain mistakes. Correct them.

- How do say ငိုရဲခဲး in English?
- How to pronounce R-H-Y-M-E?
- Can you repeat that again, please?
- Sorry, I'm not understand.
- How do you 'exactly' spell?
- Please that on the board.
- What means 'recently'?
- How do you call this in English?
- What 'conversation' in Myanmar?
- Can I borrow pen?

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

- What does... mean?
- Can you spell...?
- How do you say... in English?
- What's... in Myanmar?
- How do you pronounce...?

- C. What do you say in these situations?

- You don't know the meaning of a word.
- You didn't hear the teacher's instructions.
- You don't understand something.

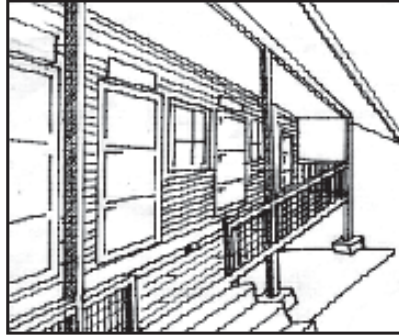
2. What is Where?

2.1 Behind the door

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

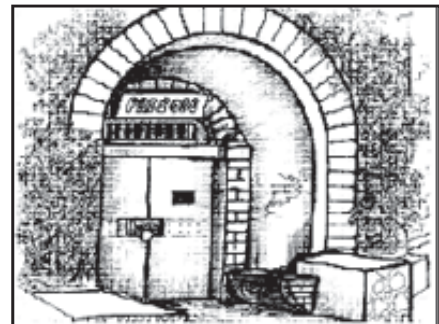
B. Read the sentences. Which room do they describe?
Can any sentences describe both rooms?

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



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

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



E. Which room are these things in?

police officer	bucket	computer	telephone	drinks
toilet	cell	photocopier	prisoners	cigarettes
	money	sweets	chair	lock
				calculator

What else might be in the rooms?

Write a few sentences about each room.

Show your sentences to another student. Did you imagine the same things?

2.2 What's in your classroom?

- A. Make a list of all the things in your classroom.**

a blackboard
 _____ *students*

- B. What other things do you want in your classroom?**

12 computers

- 2.2 C. Listen to Kyi Kyi talking about her classroom. What's in her classroom? What's not in her classroom?**

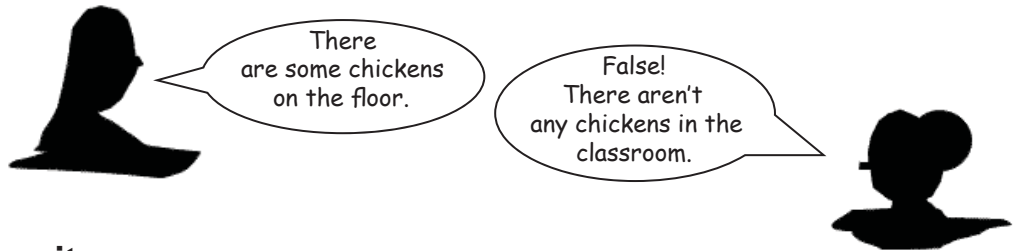
✓	✗
<i>a blackboard</i>	<i>computers</i>

- D. These sentences are false. Write true statements about Kyi Kyi's classroom.**

1. There aren't any desks in her classroom.
There are 14 desks in her classroom.
2. There isn't a blackboard.
3. There's a whiteboard.
4. There are some computers.
5. There aren't any cassettes.
6. There aren't any maps.
7. There's a teacher in the classroom.

- E. Write six true sentences and six false sentences about your classroom.**

- F. Work in pairs. Partner A: read your sentences aloud. Partner B: listen to the sentences. If you hear a false sentence, correct it. Then change roles: Partner B reads and Partner A listens.**



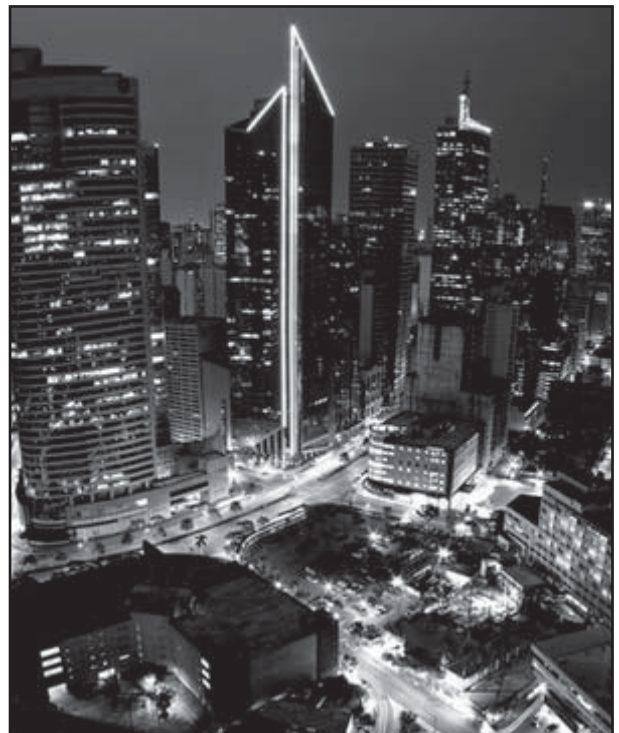
2.3 Going to the city

- A. Kyaw Kyaw is moving to a big city to live with his uncle. He doesn't know the city at all. He wants to write a letter, asking his uncle about the city. What questions can he ask? Make a list.**

Are there any animals?
Is there a cinema?

- B. Read Kyaw Kyaw's letter.**

Dear Uncle,
I have some questions about the city. Are there any animals? I want to bring my dog. Are there any dogs in the city? Also, I like watching movies. Is there a cinema? What about sports - is there a football pitch? Is there a swimming pool?
How do people travel? Are there any bicycles? Are there any buses? Is there a train?
Love from your nephew Kyaw Kyaw.



- C. Look at this table. It shows what there is in the city.
Use this information to complete Uncle's reply.

animals	✓
dogs	✓
cinema	✓
football pitch	x
swimming pool	✓
bicycles	x
buses	✓
train	x

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

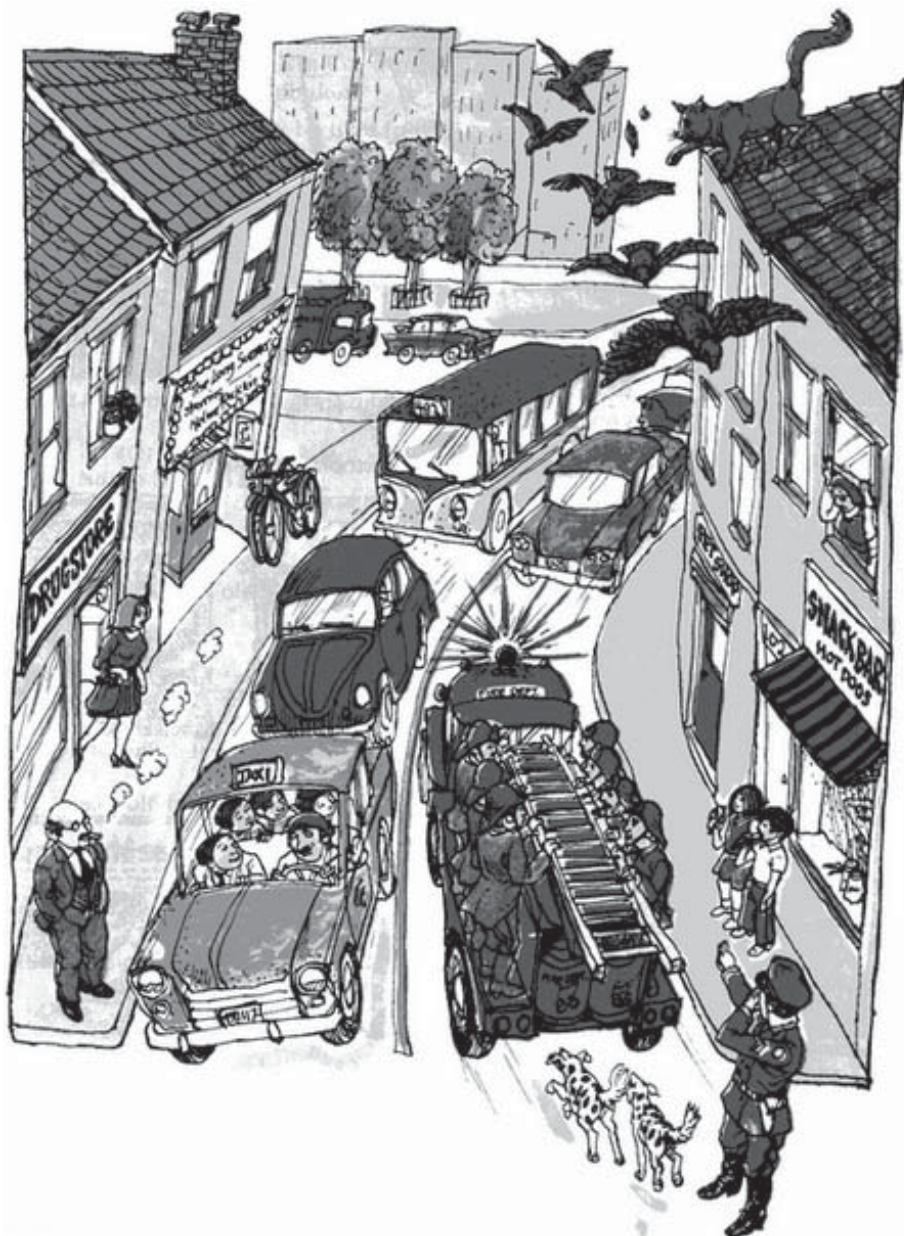
Love,
Uncle

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

There's a big lake in Mi Mi's home town. There isn't a high school.

2.4 In the city

- A. Look at this picture for three minutes.
Try to remember as much as you can.
- B. Now turn to page 210 and answer the questions.



3. have got

3.1 Complaining students

A. Do you know these words? complain dormitory mosquito rat support

B. These students have just arrived at their new school. They aren't happy. Fill the gaps with *has/have/hasn't/haven't got*, and *there is/are/isn't/aren't*. Use contractions if possible, e.g. *He's got* (not *He has got*).



2.3 C. Listen and check.

2.4 D. Now listen to their teacher.
Which student has got wrong information?

E. Answer the questions.

1. Why isn't there a computer teacher?
2. Why aren't there any computers?
3. Why have they got a lot of rats?

Who do you support: the teachers or the students?

3.2 What have you got?

A. Read the dialogue.

Aye Aye - Have you got a pen?
Ben - No sorry, I haven't.
Aye Aye - Have you got a pencil?
Ben - Yes, I have. Here.
Aye Aye - What else have you got in your bag?
Ben - I've got a banana, my house keys, a flash drive and some sunglasses.
 Oh no, I haven't got my notebook!

B. Use the dialogue to answer the questions.

1. Has Ben got a pen?
2. Has Ben got a pencil?
3. Has Ben got his house keys?
4. What has Ben got in his bag?
5. What is Ben's problem?

C. What have you got in your bag?
Have you got...?

- a notebook
- a flash drive
- sunglasses
- a pen
- a dictionary

Make lists.

I've got... I haven't got...

D. Work in pairs. Has your partner got the same things? Ask and answer.

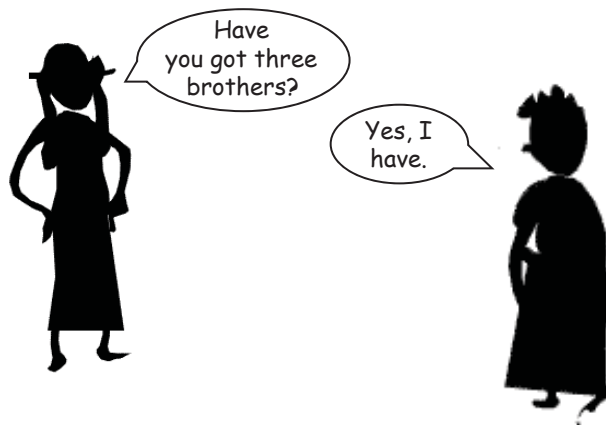
E. Tell the class about your partner.

3.3 Find someone who...

Go around the room and ask questions.

Find someone who's got:

- three brothers
- a watch
- red shoes
- parents from different ethnic groups
- an English story book
- two cats
- a hat



3.4 Describe the people

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

1. Kofi Annan hasn't got a beard.
Kofi Annan's got a beard.
2. He's got black hair.
3. He's got a small nose.
4. Nane Annan's got black hair.
5. She's got a moustache.
6. She hasn't got a necklace.
7. Kofi and Nane Annan have got hats on.
8. They've got big ears.



3.5 Pairwork: The office

Work in pairs. Partner A: look at this page. Partner B: look at page 211.

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

- How many... are there?
- Where's the...?
- Have you got a... in your picture?
- Is the... next to/on/under the...?



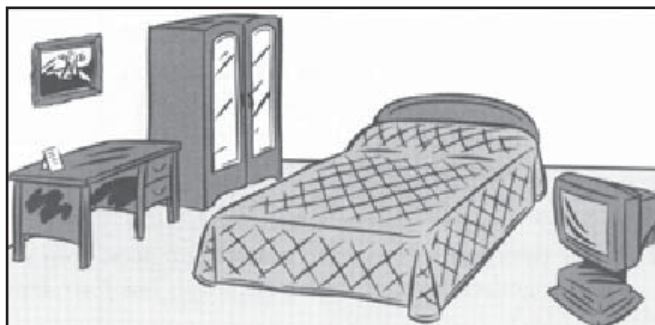
4. More About *there*

4.1 In the bedroom

A. Look at this picture of a bedroom. Read the description.

Circle the mistake in the description.

In this room, there's a big bed with a blanket on it. There's no mosquito net. Next to the bed, there's a computer. There's a cupboard with two mirrors, and a desk. There's a radio on the desk. There's a picture on the wall above the desk. There are no windows, and there's no lamp in the room.



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

Single countable noun	There is no teacher in the class.	There isn't a teacher in the class.
Plural noun	There are no students in the class.	There aren't any students in the class.
Uncountable noun	There is no water in the cup.	There isn't any water in the cup.

They have the same meaning.

B. Look at your classroom. What things are in it?

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

chairs *There are some chairs.*
elephants *There are no elephants.*

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

4.2 The town of Wonderville

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

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



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

Today _____⁽¹⁾ 10,000 people in our beautiful town. We are all happy. _____⁽²⁾ problems here. _____⁽³⁾ good jobs for all our people. _____⁽⁴⁾ good schools for all our children. _____⁽⁵⁾ nice houses for all our families. _____⁽⁶⁾ police here. We don't need them, because _____⁽⁷⁾ crime. _____⁽⁸⁾ guns. Our streets are clean. _____⁽⁹⁾ rubbish, and no pollution. _____⁽¹⁰⁾ many parks, theatres and cinemas in our town. _____⁽¹¹⁾ entertainment for everyone. And _____⁽¹²⁾ free public transport - buses and trains that go wherever you need to go.

_____⁽¹³⁾ many reasons why Wonderville is a great town! _____⁽¹⁴⁾ a good life for you here in Wonderville! Come and live in wonderful Wonderville!

2.5 B. Listen and check.

5. Transport and Travel

5.1 Vocabulary

A. What types of transport do you know?
What prepositions do you use with them?

by bicycle by elephant

Which ones have you used?

B. Look at the types of transport in your list.
Rank them:

- From fastest to slowest
- From most expensive to cheapest.
- From most comfortable to least comfortable

5.2 How to get there

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

takes	gets to	leaves
costs	arrives	pay



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

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

'I go by train, because I like
to look at the countryside. I

catch the 8.00 train, which _____ Mawlamyine at 1.00. The
train is faster and more comfortable than the bus, and cheaper
than the plane. Except that I have to pay foreigner prices! For me,
it _____ \$25, but people from Myanmar only _____ 8,000
kyat.'



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



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

	advantages	disadvantages
plane	<i>fast</i>	
train		
bus		



5.3 Trains, buses and planes

A. Someone is describing the train journey from Yangon to Mandalay.

Match the first and second halves of the sentences, and write them as a paragraph.

- | | |
|----------------------------------|---|
| I usually go | <i>the night train.</i> |
| It costs | <i>at about eight o'clock in the morning.</i> |
| I always catch | <i>about fourteen hours.</i> |
| It leaves Yangon Railway Station | <i>by train.</i> |
| It arrives in Mandalay | <i>at 6.00pm.</i> |
| The whole journey takes | <i>12,000 kyat.</i> |

I usually go by train. It costs...

B. Now write about the bus journey and plane journey from Yangon to Mandalay. Use the information in the box, and your own information if you like.

Bus

From the bus station. 10,000 kyat.
Morning. Eleven hours. Leaves 5.15am.
Arrives 4.15pm.

Plane

From Mingaladon airport. 50,000 Kyat.
Afternoon. One hour. Leaves 3.30pm.
Arrives 4.30pm.

5.4 How do I get there?

A. You want to go somewhere but you don't know how to get there. What questions can you ask?

B. Put the words in the correct order to make questions.

- | | |
|-----------------------------------|---------------------------------------|
| 1. is / the / where / office? | 5. leave / time / does / what / it ? |
| 2. get / do / how / I / there ? | 6. time / what / it / arrive / does ? |
| 3. what / the / is / best / way ? | 7. take / it / how / does / long ? |
| 4. it / often / does / go / how ? | 8. does / much / how / cost / it ? |

2.6 C. Listen to the questions, and repeat.

D. Here are some answers. Match them with the questions from B.

- | | |
|------------------------|--------------------------|
| 1. Every hour. | 5. By boat, or on foot. |
| 2. 5,000 kyat. | 6. By boat is easier. |
| 3. In Lek Tho village. | 7. About two hours. |
| 4. At 1pm. | 8. At 11 in the morning. |

E. In pairs, practise asking and answering the questions. Use different answers if you like.

Where is the office?

On 75th Street, near the hospital.

F. Neil wants to visit his friend Htoo Aung, who lives in Lek Tho. He phones and asks how to get there. Read the text, then look at Htoo Aung's answers. What are Neil's questions?

1. Q: How do I get to your house ?
A: By motorbike, car or linecar.
2. Q: What ?
A: By linecar.
3. Q: _____
A: 1,000 kyat.
4. Q: _____
A: About ten minutes.
5. Q: _____
A: At 6.00 in the morning.
6. Q: _____
A: On the main road.
7. Q: _____
A: You can walk.



You can get to Lek Tho by motorbike or car, but the best way to get there is by linecar. It costs 1,000 kyat, and it takes about ten minutes. The linecars leave every fifteen minutes, starting at 6.00 in the morning. The linecar stops on the main road. You can walk to my house from there.



5.5 A trip to Namhkam



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

B. Read the text. Guess the missing information.

Namhkam is a pretty town in the mountains _____ from Mandalay, in Myanmar. The best way to get there is _____. It takes _____ to get there, and costs _____. You can't get there by train because _____. You can also _____. That costs about _____.

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

5.6 Adjectives to describe transport

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

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

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

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

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

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

comfortable
uncomfortable
cheap
expensive
fast
slow
safe
dangerous
unpopular
crowded
reliable
unreliable

B. What journeys do you often make? What type of transport do you use? Complete two more rows of this chart. Leave the other two blank.

from	to	transport	takes	cost	adjectives
<i>the pagoda</i>	<i>the river</i>	<i>on foot</i>	<i>2 hours</i>	<i>free</i>	<i>slow, cheap</i>

C. Work in pairs. Have conversations about your journeys, and complete the whole table, e.g.



Where do you go?
 How do you get from the pagoda to the river?
 How long does it take?
 How much does it cost?
 What's it like?

*From the pagoda to the river.
 On foot.
 2 hours.
 It's free.
 It's slow but it's cheap.*



6. Pronunciation: Syllables, stress and schwa

6.1 Syllables and stress

A. Look at these words. How many syllables have they got? Put them into the correct columns.

advantage
 separated
 culture

interview
 cupboard
 negative

corner
 nationality
 mountain

2 syllables	3 syllables	4 syllables
	<i>advantage</i>	

2.8 B. Listen and check.

Most English words have one syllable that is stronger than the others. This is called the *stress*.

Stressed syllables are usually louder, longer and clearer than unstressed (weak) ones. For example, we say 'TEA-chuh' (not 'TEA-CHER' or 'tea-CHER'). Stress is a very important part of pronunciation in English. If you don't get it right, people may not understand you.

2.8 C. Listen again to the words and repeat them. Where is the stress? Underline the stressed syllable in each word, e.g. advantage

6.2 /ə/ Schwa

Do you know this sound: /ə/? It is called *schwa*. It is pronounced *uh*, like the *a* in *ago*, and the *er* in *teacher*. There is one schwa in each of the words in 6.1.

2.8 A. Listen again, and circle the schwas, e.g. (ə)dvantage

B. Practise saying the words with a partner.

C. Think: how are stress and schwa related?

7. Writing: Describing a Place

7.1 Conjunctions

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

buildings...

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

- | | |
|---|---|
| 1. Shanghai is a beautiful city, | a. or go swimming in the sea. |
| 2. It is one of the world's biggest cities, | b. but it can be quite oily. |
| 3. The streets of the old town are very narrow, | c. but they are often very crowded. |
| 4. There are many interesting places to visit, | d. and it also one of the busiest ports. |
| 5. In the afternoon you can visit the park, | e. so you need a phrasebook. |
| 6. In the evenings you can see acrobats, | f. so there are no cars or buses. |
| 7. The food there is very good, | g. or you can watch a Chinese opera. |
| 8. The people in Shanghai eat a lot of pork, | h. so there are expensive clothing shops. |
| 9. Shanghai is an Asian fashion centre, | i. and also lots of seafood. |
| 10. Most Chinese don't speak English, | j. but it is quite polluted. |

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

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

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

Tasmania is a beautiful place. It is close to the mountains ^{1.} _____ to the sea. The weather is not too cold, ^{2.} _____ it often rains. It can sometimes rain for days, ^{3.} _____ people often complain about the weather there. The summer has very little rain, ^{4.} _____ that is the best time to go. In the summer there are sports events ^{5.} _____ concerts.

You can get to Tasmania by plane, ^{6.} _____ the best way to get there is by boat. The boats are very large ^{7.} _____ you can bring your car on them. It takes about eight hours ^{8.} _____ it is very cheap. It is faster to go by plane, ^{9.} _____ it is more interesting by boat.

7.2 In a place

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

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

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


Write about the interesting

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

Dear Mike,

Greetings from Singapore! This is such a busy place! The city is an island. It's not very big but a lot of people live here. There are a lot of shops in Singapore. Most of them are really expensive, but there are some cheap places too. I live in a small apartment near Peninsula Plaza. You can buy cheap Myanmar food there so I go there every day. I'm sitting there now eating some mohinga. Last Sunday I went to the Jurong Bird park and saw a lot of beautiful birds. Next Sunday I'm going to the zoo with my friends from work. Take care, and I'll see you next month.

Love, Maung Bo



Michael Hunt
486A Apple Road
Westtown 7510
Northopia

8. Thinking about Learning: Needs and Priorities

8.1 Analyse your needs

A. Why are you learning English? Read this information.

Needs Analysis	
Step 1	Decide on your <i>main purpose</i> for learning English, e.g. <i>for work</i> .
Step 2	Make a list of <i>specific situations</i> where you need to use English, e.g. <i>speaking on the telephone, answering questions, giving information, writing business letters...</i>
Step 3	Decide which <i>skills</i> you need for each situation, e.g. <i>more vocabulary, better listening skills...</i>

B. Min Zaw is studying English. He works for an HIV prevention organisation.

Complete the chart about Min Zaw.



I need to read medical reports and magazines in English. I need to know lots of medical words for diseases and medicines. Most medicine labels and instructions are in English. I also need to talk to international NGOs and foreign doctors who visit our clinic.

main purpose	specific situations	skills/knowledge
work	read medical reports and magazines	medical vocabulary reading

C. Now do the same for you.

main purpose	specific situations	skills/knowledge

8.2 Priorities

A. Think back to Unit 1, exercise 8.2. What do you think are your weak points? Are any of these important skills or knowledge that you need from 8.1 B?

weak + important = **high priority**

For example, if you need to read a lot to study medicine, but your reading is weak, then improving your reading is a *high priority*. If you also need medical vocabulary, but you feel you already know a lot of this, it is *low priority*.

What are your English learning priorities?

B. What can you do to improve your priority areas? Make a list of the things you can do.

After you have made your list, read the text on page 211.

9. Practice

9.1 Exercises

A. Classroom English

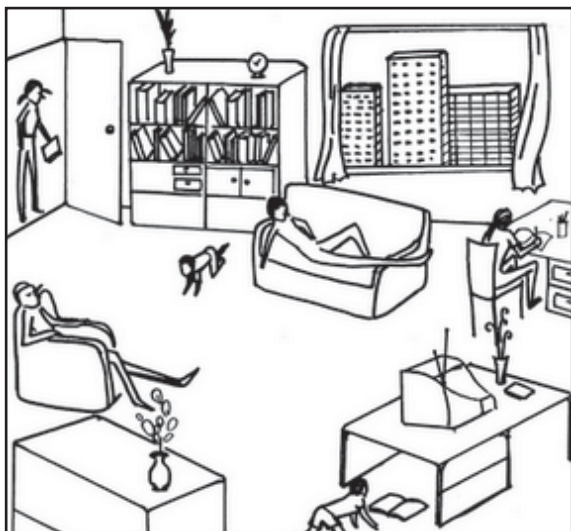
Put these instructions and requests in order.

1. your books 98 open at your page
Open your books at page 98.
2. questions the pairs ask answer and in
3. the listen cassette to
4. in answers your write the books
5. of question the four groups discuss in
6. mean disadvantage does what ?
7. do business how you spell ?
8. Myanmar in do how say you that ?
9. again you please that say can ?
10. R-H-Y-M-E you how pronounce do ?

B. What's in the room?

Here is a living room.

Complete these sentences about it.



1. There's a television on the small table.
2. There's
3. There are
4. There are
5. There isn't
6. There aren't any
7. There's no
8. There are no

C. Is there a...?

Answer these questions about the living room.

1. Is there a bookshelf in the room?
Yes, there is.
2. Is there any fruit on the table?
3. Are there any beds in the room?
4. Are there any pictures on the wall?
5. Are there any buildings outside?
6. Are there any animals in the room?
7. How many people are there in the room?

D. there is / have got

Kiki is a very difficult tourist. She's visiting your area, and she wants to know what she can do there.

Write the questions.

e.g. airport / got

Has Lek Tho got an airport?

hospital / there

Is there a hospital?

1. swimming pool / got
2. museum / there
3. teashops / got
4. restaurants / there
5. mountains / there
6. hotel / got
7. disco / got
8. shops / there

Now write the answers to her questions.

e.g. *Has Lek Tho got an airport?*

No, it hasn't.

Is there a hospital?

Yes, there is. It's on the main street.



E. Transport vocabulary

Classify these types of transport into: human-powered, animal-powered and motor-powered. Some can go in more than one column.

foot	elephant	horse	motorbike
car	truck	bicycle	aeroplane
camel	taxi	buffalo	cart
train	bus	trishaw	boat

human	animal	motor
foot		

F. Translate

Translate this dialogue into your own language.

Stacey - How do I get to the city?

Aung Ko - I usually go by bus.

Stacey - How much does it cost?

Aung Ko - 400 kyat.

Stacey - What time does it leave?

Aung Ko - Every morning at 9am.

Stacey - How long does it take?

Aung Ko - 4 hours.

Stacey - Where does it leave from?

Aung Ko - You can catch it on the main road.

G. Complete the conversation

You want to visit your friend. What do you say?

Write the conversation.

1. *Where do you live?*

Near
the hospital.

2.

By bus.

3.

Every
30 minutes.

4.

About an
hour.

5.

200
kyat.

H. Pronunciation

In the following words, underline the stress, circle the schwa and write the number of syllables.

1. mo(or) 2

2. syllable

3. answer

4. complain

5. buffalo

6. neighbourhood

I. Word search

What are these words? Find them in the box.

- Sorry, I don't understand. Can you repeat that please?
- The teacher uses a marker to write on the ____.
- Can I ____ your pen? I'll give it back to you later.
- I don't have a ____ net in my room.
- The opposite of 'safe'.
- The train is more ____ because the seats are soft.
- It costs 0 kyat. It's ____.
- How do you ____ A-N-S-W-E-R?
- The linear is not very _____. It never arrives on time.
- I use a ____ when I don't know how to spell a word.
- What does 'recently' ____?
- A ____ is a machine you use for maths.
- The train ____ Yangon at 7:30 and ____ at 10:30.
- I don't like to take the bus. It's always really ____ so there are never any seats.
- It ____ one hour to get from my house to school.

f	r	e	e	a	r	t	i	p	h	i	e	e
a	e	c	p	u	n	s	a	q	u	b	d	j
p	p	a	y	b	t	n	m	k	g	r	i	c
r	e	l	i	a	b	l	e	t	e	g	c	o
o	a	c	e	j	d	c	a	e	f	s	t	m
n	t	u	m	a	t	e	n	e	i	i	i	f
o	s	l	k	r	v	d	u	e	u	s	o	o
u	u	a	t	r	o	e	h	q	h	w	n	r
n	w	t	y	i	e	z	s	w	o	o	a	t
c	s	o	s	v	t	o	k	r	l	k	r	a
e	r	r	i	e	m	s	r	c	o	l	y	b
o	v	o	r	s	o	o	l	o	d	e	r	l
e	v	q	w	h	b	y	p	a	n	n	m	e
w	a	x	l	d	a	n	g	e	r	o	u	s
c	w	h	i	t	e	b	o	a	r	d	k	s
f	f	a	y	e	l	d	b	a	u	q	u	c

9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.

accident (<i>n</i>)	crowded (<i>adj</i>)	narrow (<i>adj</i>)	request (<i>n, v</i>)
accommodation (<i>n</i>)	discuss (<i>v</i>)	needs analysis (<i>n</i>)	result (<i>n</i>)
advantage (<i>n</i>)	dormitory (<i>n</i>)	of course (<i>adv</i>)	rubbish (<i>n</i>)
analyse (<i>v</i>)	entertainment (<i>n</i>)	on foot (<i>adv</i>)	seafood (<i>n</i>)
apartment (<i>n</i>)	flash drive (<i>n</i>)	on time (<i>adv</i>)	share (<i>v, n</i>)
at the moment (<i>adv</i>)	football pitch (<i>n</i>)	phrasebook (<i>n</i>)	situation (<i>n</i>)
beard (<i>n</i>)	greetings (<i>n</i>)	plan (<i>n, v</i>)	specific (<i>adj</i>)
borrow (<i>v</i>)	home town (<i>n</i>)	point (<i>n</i>)	speech (<i>n</i>)
building (<i>n</i>)	human (<i>n, adj</i>)	pollution (<i>n</i>)	sunglasses (<i>n</i>)
bus station (<i>n</i>)	identify (<i>v</i>)	popular (<i>adj</i>)	support (<i>v, n</i>)
carefully (<i>adv</i>)	imagine (<i>v</i>)	possible (<i>adj</i>)	swimming pool (<i>n</i>)
choice (<i>n</i>)	instructions (<i>n</i>)	poster (<i>n</i>)	theatre (<i>n</i>)
clear (<i>adj</i>)	journey (<i>n</i>)	prevention (<i>n</i>)	transport (<i>n, v</i>)
clinic (<i>n</i>)	lamp (<i>n</i>)	priority (<i>n</i>)	trip (<i>n</i>)
comfortable (<i>adj</i>)	linecar (<i>n</i>)	public (<i>adj, n</i>)	type (<i>n</i>)
complain (<i>v</i>)	lock (<i>n, v</i>)	recently (<i>adv</i>)	whole (<i>adj</i>)
countryside (<i>n</i>)	medical (<i>adj</i>)	reliable (<i>adj</i>)	wonderful (<i>adj</i>)
crime (<i>n</i>)	mosquito net (<i>n</i>)	report (<i>v, n</i>)	

B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.

1. By walking.
2. The place you come from.
3. A place you can go when you are sick.
4. Places you can stay.
5. Not late.
6. A large piece of paper with information and/or pictures, usually on a wall.
7. For the use of all people.
8. Now.
9. To talk about something.
10. Full of people.
11. You put this on your door so others can't go in.
12. A short journey.

C. Choose three words from the wordlist – not words from B. Write them down with the letters in the wrong order, e.g. crime = *recim*. Show them to a partner. and say the translation. Can your partner identify the word?

Unit Three

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

1. What's Happening Now?

1.1 Imagining

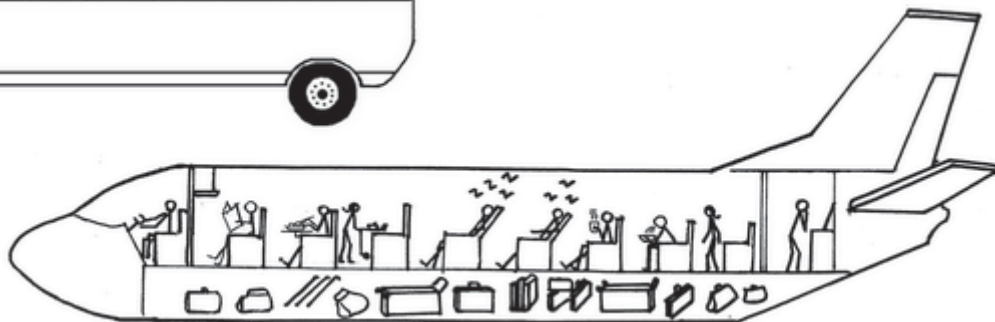
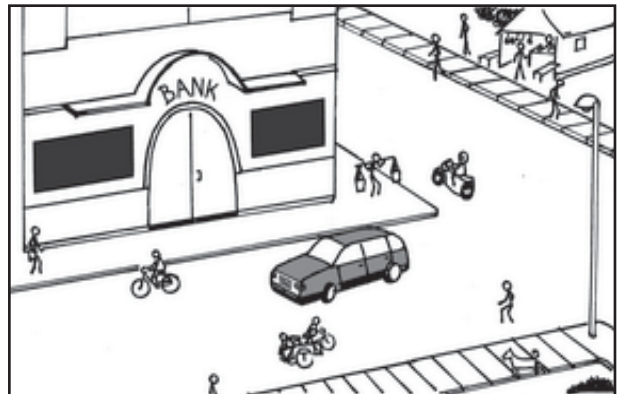
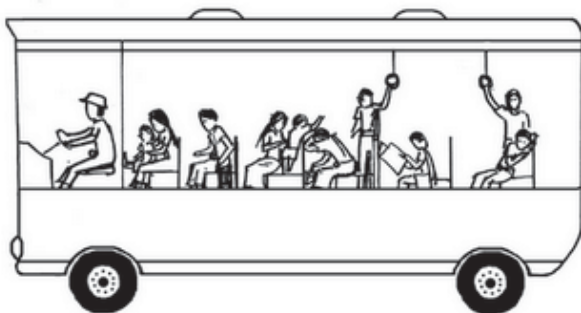
- A. Kyaw Kyaw is sitting in a linecar on his way to the city. He's writing his journal in the linecar. Read the journal. Is he enjoying himself?**



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

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

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



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

Where are you going?

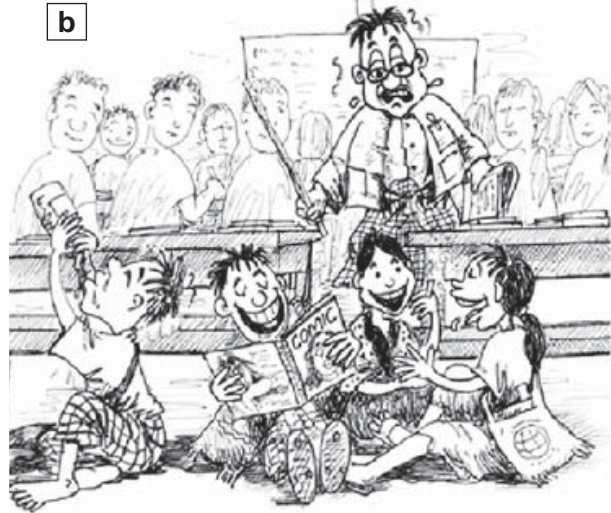
Are you eating?
What are you eating?

How are you feeling?

1.2 Bad behaviour

- A. In each picture (a-c), some people are doing something wrong. Say what they are doing (or not doing). Here are some useful verbs.

eat talk smoke phone cry drink listen read study throw



- 3.1 B. Listen to Ma Win in Picture c. She is complaining about the woman on the telephone. Answer these questions.

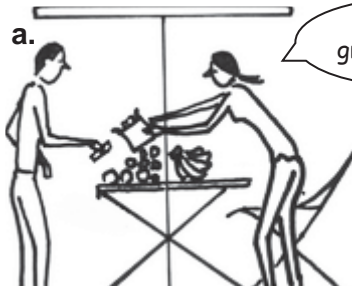
1. Who is Ma Win listening to?
2. What is she talking about?
3. What is the woman in front doing?
4. What are the other people doing?
5. Are they happy?



- C. Play *Keep Talking* with Picture c. The first person says a sentence about the picture. The next person says a different sentence about the picture. Continue until nobody can think of any new sentences.
- D. Imagine you are one of the people in Picture b. What are you doing? What are you thinking about? Write about what is happening around you.

1.3 Present simple or continuous?

A. Look at these pictures. What do the people do? What are they doing now?
Write a few sentences about each person.



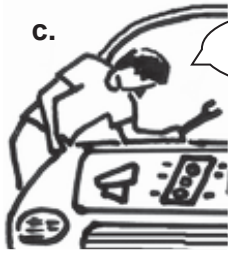
a. I'm a greengrocer.

She sells fruit and vegetables. At the moment, she's working. She's helping a customer. She's selling fruit and vegetables.



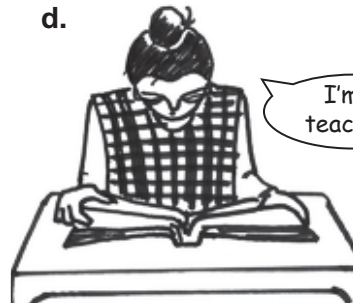
b.

I'm a journalist.



c.

I'm a mechanic.



d.

I'm a teacher.



e. I'm a thief.

B. Work in pairs. Ask your partner about these activities. Ask about their usual habits, and about what they're doing now.

1. eat meat
2. smoke cigarettes
3. breathe
4. learn English

5. fight with your classmates
6. argue with your teacher
7. wear a longyi
8. sleep in the classroom
9. feel sick

Do you eat meat?

Sometimes, at dinner.

Are you eating meat now?

No, I'm not.

C. What other things do you do? Are you doing them now?
Think of some more conversations. Perform them to the class.

1.4 What's happening in your life?

A. What's life like for these people at the moment? What do you think they're doing (and not doing)? Here are some ideas – use your own ideas, too.

study	drink	read	sleep	take medicine	play football	dance
throw water	have fun	go out	work hard	visit friends		

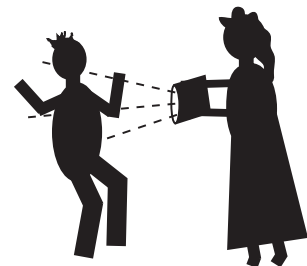


I've got three big examinations this week.

I'm studying every day.
I'm not going out a lot.



Mi Mi's ill in bed. She's got malaria.



It's the water festival!

B. What's happening in your life? What are you doing? What are you not doing? Tell the class.

1.5 Listening: We're busy

- 3.2** **A. You will hear two people saying what they are doing at the moment.**
Listen and tick the correct boxes.

Is s/he...	Woman	Man
very busy?		
studying for an exam?		
getting ready for visitors?		
reading a novel?		
moving mats?		
looking after a sick relative?		
looking for a new house?		
looking for a job?		

B. Answer the questions.

- Why is the woman moving furniture around?
- Why is the woman looking for a new house?
- How many people are coming to stay in her house?
- What is the man reading?
- When are his exams?
- What does he want to read?

C. Some answers are on the right. The questions on the left are mixed up.
Put the words in the correct order.

- woman's is at staying who house the ?
- need house why a she does large ?
- man why the is hard-working?
- exams are when his ?

A large family.

Because a lot of people will come to stay.

He has exams soon.

In three months.

2. Song: Tom's Diner

2.1 In a diner

A diner is a type of cheap restaurant in America. In this song, a woman is sitting in a diner. She is singing about the things happening around her.

A. Here is a picture of Suzanne Vega, the singer.
She is sitting in the diner. Discuss:

- What is in the picture?
- What is she doing?
- What is she thinking about?

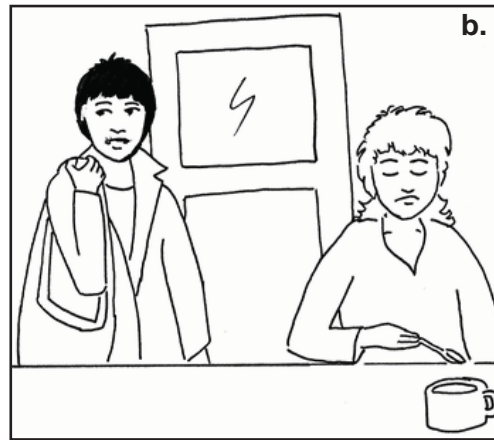


B. Match these words with the definitions.

- reflection
- shake
- pour
- argue
- pretend
- horoscope
- funnies
- cathedral
- hitch
- straighten
- stockings
- counter
- notice

- to make people think wrong things about you
- to disagree or quarrel with someone
- funny cartoons in newspapers
- to quickly move something from side to side
- what you see when you look in a mirror
- to lift something
- you pay at this table in a shop
- to put water, or other liquid, in something
- to make something neat, tidy or straight
- to see and know about something
- warm clothes women wear over their legs
- a large church
- a type of fortune-telling, often printed in newspapers and magazines

3.3 C. Listen to the song. Which picture is correct – a or b?



D. Circle the differences between 1a and 1b, and between 2a and 2b.

Make sentences comparing the pictures. Then compare your answers with another student.

In Picture b, the woman is carrying a bag. In Picture a, she's carrying an umbrella.

E. Fill the gaps using information from the song.

1. The weather is bad. It _____.
2. The woman _____ the newspaper.
3. The woman outside the diner _____ at her reflection.
4. The waiter _____ the coffee.
5. The waiter _____ to the woman at the door.
6. The woman at the door _____ her umbrella.
7. The waiter and his friend _____ to say 'hello'.
8. The woman _____ to the cathedral bells.

F. Imagine you are sitting in a diner, restaurant or teashop. This can be a real place that you know well, or it can be an imaginary place. Write a song, or the first verse of a song. Use Tom's Diner as model. Think about these things:

- What are you eating and drinking?
- What are other people around you doing?
- What are you thinking about?
- What are you listening to?

Start your song with *I am sitting in the...*

I am sitting in the teashop on the corner near the pagoda...

3. There's Something Happening

3.1 There's a boy reading a comic



A. Look at the picture.

There's a boy. He's reading a comic.

There's a boy **reading** a comic.

There are some girls. They're talking.

There are some girls **talking**.

Write sentences about the other people in the picture.

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

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

3.2 Buildings you know

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

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

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

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

3.3 Pairwork: Listen and draw

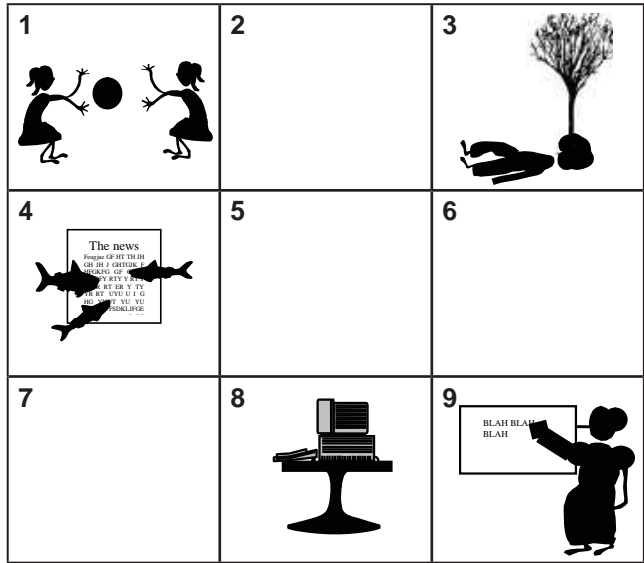
Partner A: look at this picture.

Partner B: look at the picture on page 212.

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

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

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



4. Eating and Drinking

4.1 What do you eat?

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



yellow beans

fishpaste

pork

fish

salt

eggs

cooking oil

cabbage

carrots

bananas

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

I often eat...

I don't often eat...

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

natural

manufactured

D. Have a group brainstorm competition about food. In groups, list as many types of food as you can.

E. What questions can you ask about food? Make a list of questions.

What's your favourite food?

F. Ask and answer your food questions in pairs.

G. Tell the class about your partner's food habits and opinions.

Ko Gyi likes pineapples, but he doesn't often eat them.



4.2 Pizza and pasta

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



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

cheese	tomatoes	eggs	noodles	garlic	oil	peppers	spices
	eggplant	meat	mushrooms	flour	onions	carrots	

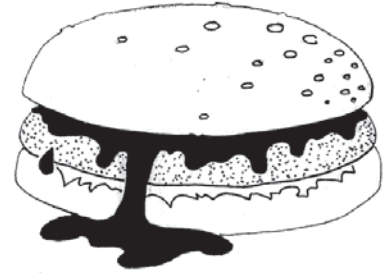
a. b. c. d. e. f. g. h. i. j. k. l. m. n.

C. Listen to the audio. A man is describing how to make pizza and pasta. Which ingredients are for pizza? Which ingredients are for pasta?

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

4.3 Recipes

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



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

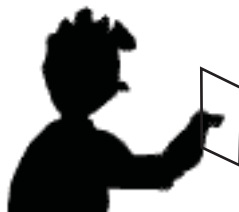
- Cut the bread rolls in half, and toast them a little.
- Add some tomato, lettuce and onion. It's ready to eat!
- Make them into small, flat cakes. Cook these in a little oil.
- Mix them together with an egg, some flour and a little oil.
- Chop the meat, onions and garlic.
- Put the meat cakes in between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

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

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

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

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



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

5. More Food

5.1 Food and containers

A. Brainstorm a list of containers. How many can you think of?

bottle

B. What food and drink can you get in these containers?

Match the possible pairs.

A bottle of...

A can of...

A packet of...

A bag of...

A jar of...

A carton of...

<i>biscuits</i>	<i>oil</i>	<i>flour</i>
<i>rice</i>	<i>milk</i>	<i>coffee</i>
<i>tomatoes</i>	<i>honey</i>	
<i>cigarettes</i>	<i>tea</i>	
<i>sweets</i>	<i>fishpaste</i>	
<i>salt</i>	<i>fish</i>	



5.2 Food and health

A. Think of a shop you know, and make a list of food and drink you can buy there.

What containers do they come in? Include these on the list.

bottles of lemonade

B. Are these foods and drinks *good for you* (healthy) or *bad for you* (unhealthy)?

Put them into three categories: healthy, not very healthy and unhealthy.

healthy (eat a lot of this)	not very healthy (eat some of this, but not a lot)	unhealthy (don't eat much of this)

C. How often do you eat or drink these foods? Write four sentences, or short paragraphs.

1. (every day)
2. (quite often)
3. (not very often)
4. (never)

D. Are you a healthy eater? Give yourself a mark out of 10: /10

5.3 Roleplay: In the shop

A. Work in groups of three or four. One person is the shopkeeper. The others are customers. Shopkeepers write lists of ten things they have in their shop, with prices. Customers write lists of three things they want to buy. Don't show each other your lists!

B. The customers try to buy their things from the shop. If the shopkeeper has got it on their lists, they can sell it to the customer. If the shopkeeper hasn't got it on their list, the customers can't buy it at that shop, and have to go to a different shop. Try to buy all the things on your list.

6. Likes and Dislikes

6.1 What does Mel like?

- A. This is Mel. She's going to talk about her likes and dislikes. What do you think she likes? Tick the things you think Mel likes.

walking	travelling
coconut juice	spending time with her mum
dogs	selfish people
durian	pollution
washing dishes	



- 3.6 B. Listen and check.

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

walking	<i>I like walking</i>	dogs
travelling		selfish people
coconut juice		durian
spending time with her mum		pollution
washing dishes		

- D. Rank them from *love* to *hate*.



6.2 What do you like?

- A. Match the faces to the phrases.



don't mind	hate	like
don't like	love	

- B. Make true sentences about yourself.

Use these words and phrases:

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

6.3 Elizabeth's problem

Elizabeth lives in Yangon. She has a problem. She wants your opinion.

- A. Read about Elizabeth's problem.



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

- B. Work in groups. What is Elizabeth's problem? What can she do? Give her some suggestions.

6.4 Questionnaire: What type of person are you?

- A. Do you know these adjectives?** ambitious fun relaxed
Do you think you are ambitious, fun or relaxed? You can be more than one!
- B. Answer this questionnaire about yourself. Use a dictionary if necessary.**
For each answer, give yourself points:

1 point = *I hate it*, 2 points = *I don't like it*, 3 points = *I don't mind it*, 4 points = *I like it*, 5 points = *I love it*

Do you like...

1. studying?
2. making money?
3. going to meetings?
4. listening to the news?
5. exercise?

Total score _____

Do you like...

1. going to parties?
2. gossip?
3. sports?
4. visiting friends?
5. jokes?

Total score _____

Do you like...

1. sleeping?
2. eating sweets?
3. watching movies?
4. listening to music?
5. hammocks?

Total score _____

- C. Add up your scores. The left column is *ambitious*. The middle column is *fun*. The right column is *relaxed*. Which is your highest score?**
- D. Compare your scores with a partner. What is his or her highest score?**
Tell someone else about your partner.

7. Writing: Describing a Process

7.1 Giving instructions

When you explain the step-by-step order of how to make or do something, you are giving instructions. One way of giving instructions is to use the **imperative** form of the verb: 'Sit!' 'Go!' etc.

- A. When do we give instructions? Think of some examples.**

- B. Match the following problems (1-5) with the solutions (a-e).**

- | | |
|---|----------------------------------|
| 1. It's really hot in this room | a. Put on a sweater. |
| 2. I'm hungry. | b. Take some medicine. |
| 3. I have a terrible headache. | c. Turn on the fan. |
| 4. I feel cold. | d. Look it up in the dictionary. |
| 5. I don't know the meaning of this word. | e. Eat something |

What tense are the verbs in a-e?

- C. Here is some advice on how to stay healthy. Write it again as instructions, using imperatives.**

How to stay healthy

It's good to eat lots of fruit and vegetables, and it's also very important to get some exercise. Another good idea is to drink lots of water every day. I also recommend sleeping 8 hours every night. And another thing: I think it's very important to try to relax as much as possible.

1. *Eat lots of fruit and vegetables.*

- D. Write three more instructions on how to stay healthy.**

7.2 Signal words

- A. When we write instructions we use 'signal words' such as *first, next, thirdly, then and finally*. Fill the gaps with the correct signal words.**

If you want to paint a room there are many things you need to do. ^{1.} ____, choose the colour of paint you would like. ^{2.} ____, buy the paint. ^{3.} ____, move the furniture in the room. ^{4.} ____, tape the windows. ^{5.} ____, begin to paint the room.

- B. Put the following steps in the correct order.**

How to do well in a job interview

- ___ You can get information about the company through the internet and friends.
 ___ Third, be on time!
 ___ First, find out about the company.
 ___ Finally, thank the interviewer for her/his time.
 ___ Second, dress formally for the interview.
 ___ Fourth, be polite during the interview.

- C. Now write your own description of a process. Make sure you use imperatives and transition words such as: *first, second, next, then and finally*.**

8. Thinking about Learning: Resources

8.1 Resources for language learning

- 3.7 A. Listen to Kyi Kyi describing the resources she can use at school and outside school. Tick the resources she can use.**

	<i>Kyi Kyi</i>		<i>you</i>	
	<i>school</i>	<i>outside</i>	<i>school</i>	<i>outside</i>
English language radio programmes				
English language TV programmes				
English language movies				
DVD player				
Video camera				
Computer				
Internet				
English music cassettes or CDs				
Cassette player				
Story books				
Grammar books				
Newspapers				
Magazines				
English-English dictionary				
Bilingual dictionary				
People to speak English with				

- B. What about you? What resources do you have to learn English? Complete the chart.**

- C. How many hours each week do you spend doing these things?**

- Attending English class.
- Studying other subjects in English.
- Listening to English (outside class).
- Talking in English.
- Reading English.
- Writing English.
- Doing English exercises.

Total _____

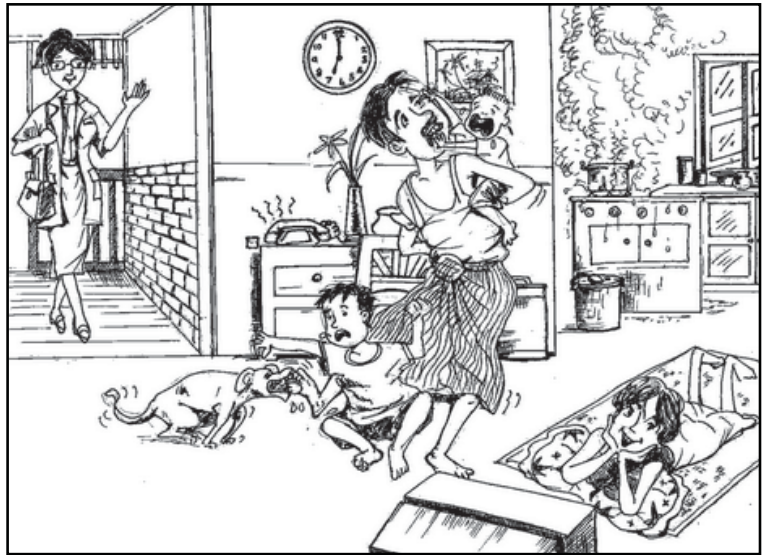
Is this more or less time than you thought?

9. Practice

9.1 Exercises

A. The present continuous

Robert and Su Htet are doctors. They have a baby, Chit Po, and two older children, a son called Min Ko and a daughter called Lily. Before, Su Htet stayed at home to look after the children. Now that Chit Po is older, she has decided to go back to work. Robert is staying home to look after the children. Today is his first day as a house-husband.



It's 7.00pm and Su Htet is walking through the door now...

Su Htet: Hello, dear. Is everything alright?

Robert: Aaargh! Everything is going wrong here. The food is burning on the stove. Lily is watching television. It's very loud, and it's giving me a headache! Min Ko and the dog are fighting. Min Ko is crying and the dog is barking. Chit Po is kicking me! The phone's ringing. I'm going crazy! HELP!

B. Present simple or continuous?

Write sentences in the present simple or present continuous, positive or negative. Use these verbs.

behave	sleep	help	fight
wash	watch	kick	cook
			make

Lily usually helps her parents. But she _____ now. She _____ television.

Min Ko is a quiet child. He usually sleeps in the afternoon. However, he _____ now. He _____ with the dog.

Chit Po doesn't usually _____ his father. He's a polite baby. But not at the moment! All the children usually _____ at home. But now they are being very naughty!

Su Htet usually _____ dinner. She enjoys cooking, and she's a good cook. But she's not cooking tonight.

Robert _____. He doesn't usually cook. He _____ the dishes after dinner.

Make true sentences about the picture. Use positive or negative forms of the present continuous.

1. Su Htet / look after the children today.
2. She / work.
3. Robert / look after the children.
4. He / stay at home. He / go to work.
5. Lily / help her father.
6. She / lie on the floor.
7. Robert / answer the telephone.
8. Robert / smile.
9. Su Htet / arrive home now.
10. She / smile.

C. Write the questions

Here are some answers. Write the questions.

1. Who is looking after the children today?
Robert.
2. _____?
He's kicking Robert.
3. _____?
They're fighting.
4. _____?
She's a nurse.
5. _____?
No, she's working today. Robert's looking after the children.
6. _____?
It's 7.00.
7. _____?
Three children: Chit Po, Min Ko and Lily.

D. Crossword: Verb + -ing

Complete the crossword. All the answers end in *-ing*.

Verbs you need
do drive get go have lie make read ride
run smoke stay take talk wait

Across

2. 'Where are you _____?' 'To the cinema.'

4. They're _____ with their relatives.

7. I'm _____ a poster for history homework.

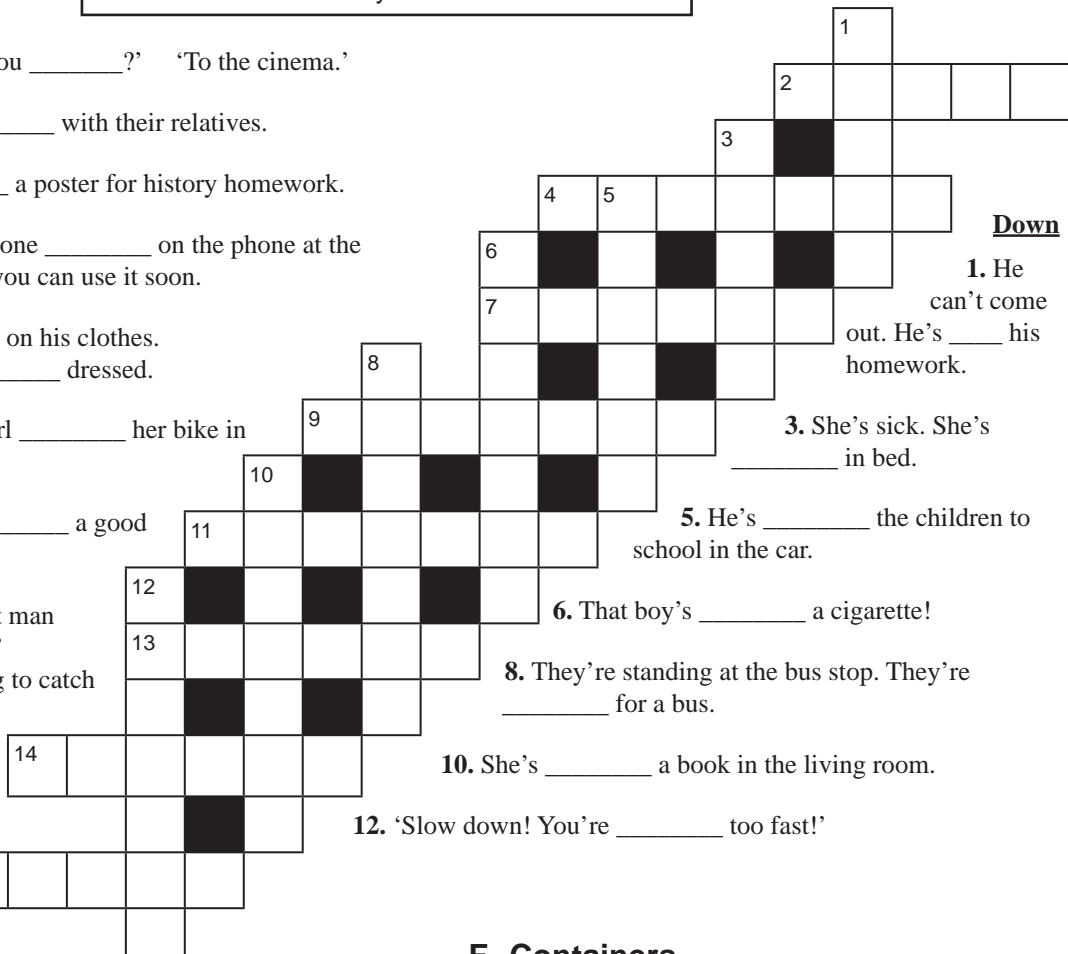
9. There's someone _____ on the phone at the moment – you can use it soon.

11. He's putting on his clothes.
= He's _____ dressed.

13. There's a girl _____ her bike in the park.

14. Are you _____ a good time?

15. 'Why is that man _____?'
'He's trying to catch the bus.'



Down

1. He can't come out. He's _____ his homework.

3. She's sick. She's _____ in bed.

5. He's _____ the children to school in the car.

6. That boy's _____ a cigarette!

8. They're standing at the bus stop. They're _____ for a bus.

10. She's _____ a book in the living room.

12. 'Slow down! You're _____ too fast!'

E. Food search

There are 20 food words in the puzzle. How many can you find? They are up, down and across.



f	i	s	h	p	a	s	t	e	p	p	a
b	e	a	n	o	i	n	o	g	o	a	t
q	u	r	p	r	i	c	e	a	t	p	o
c	h	i	c	k	e	n	g	b	a	a	r
a	r	l	s	d	a	e	r	b	t	y	r
k	e	l	o	s	t	h	f	a	o	a	a
e	p	i	g	a	r	l	i	c	d	e	c
j	p	h	i	l	s	e	l	d	o	o	n
t	e	c	m	t	o	m	a	t	o	c	b
k	p	n	l	m	o	o	r	h	s	u	m

F. Containers

Answer these questions.

1. What do you keep in bottles?
2. Where do you put rice?
3. Where do you put lemon juice?
4. What do you keep in cans?
5. What do you keep in bags?
6. Where do you put drinking water?

G. Likes and dislikes

Make sentences about Lu Lu Aung's likes and dislikes.



1. dogs
She hates dogs.



2. living in the city



3. her job



4. cleaning her house



5. papayas

9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know.

Write a translation for each word. List the words you don't know.

advice (<i>n</i>)	eggplant (<i>n</i>)	manufactured (<i>adj</i>)	recipe (<i>n</i>)
ambitious (<i>adj</i>)	excited (<i>adj</i>)	meat (<i>n</i>)	recommend (<i>v</i>)
attend (<i>v</i>)	explain (<i>v</i>)	meeting (<i>n</i>)	resources (<i>n</i>)
behaviour (<i>n</i>)	feel (<i>v</i>)	mind (<i>v, n</i>)	sauce (<i>n</i>)
bilingual (<i>adj</i>)	flat (<i>adj</i>)	mushroom (<i>n</i>)	score (<i>n, v</i>)
biscuit (<i>n</i>)	floor (<i>n</i>)	natural (<i>adj</i>)	selfish (<i>adj</i>)
bottle (<i>n</i>)	flour (<i>n</i>)	noodles (<i>n</i>)	shout (<i>v</i>)
breathe (<i>v</i>)	fun (<i>n</i>)	notice (<i>v, n</i>)	similar (<i>adj</i>)
cabbage (<i>n</i>)	garlic (<i>n</i>)	novel (<i>n</i>)	solution (<i>n</i>)
carton (<i>n</i>)	gossip (<i>n, v</i>)	nowadays (<i>adv</i>)	spices (<i>n</i>)
cheese (<i>n</i>)	herbs (<i>n</i>)	oil (<i>n</i>)	sweater (<i>n</i>)
cheroot (<i>n</i>)	hold (<i>v</i>)	onion (<i>n</i>)	terrible (<i>adj</i>)
chop (<i>v</i>)	hope (<i>v</i>)	opinion (<i>n</i>)	tidy (<i>v, adj</i>)
comic (<i>n</i>)	ingredients (<i>n</i>)	packet (<i>n</i>)	tin (<i>n</i>)
compare (<i>v</i>)	issues (<i>n</i>)	peppers (<i>n</i>)	toast (<i>n, v</i>)
container (<i>n</i>)	jar (<i>n</i>)	pick up (<i>v</i>)	tomato (<i>n</i>)
continue (<i>v</i>)	joke (<i>n, v</i>)	pour (<i>v</i>)	useful (<i>adj</i>)
customer (<i>n</i>)	lecture (<i>n</i>)	pretend (<i>v</i>)	usual (<i>adj</i>)
definition (<i>n</i>)	lettuce (<i>n</i>)	questionnaire (<i>n</i>)	
dishes (<i>n</i>)	liquid (<i>n</i>)	real (<i>adj</i>)	

B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.

1. To take up something in your hand, or to collect.
2. You mix these with meat or vegetables to make them taste good.
3. When you are in a building, you stand on this.
4. To speak very loudly.
5. This can help you understand the meaning of a word.
6. Every problem needs this.
7. To say that something is good; to suggest.
8. Able to speak two languages.
9. Name five containers.
10. Made by people or machines.
11. To talk about other people's private lives.
12. After you cook or eat food, you have to wash these.

C. Do a *Write Yourself In* activity. Work in pairs. Partner A names a word from the wordlist. Partner B writes a sentence using the word *I* and the word provided.

tidy

I tidied my desk before I left work today.