

Introduction

Think English Elementary: Draft Edition

Think English Elementary: Draft Edition Units 1-6 is the first half of a 12 unit elementary English course specially designed for adult learners from Myanmar.

This draft contains six full units, including practice sections, audio recordings with transcripts, and a language reference section. We have done our best to make this book of a high quality. However, as this is a draft, it has many weaknesses and contains many mistakes. We will be changing and improving the book over the next year. Some changes and improvements to come in the full version include:

- Units 7-12
- A placement test
- Four progress tests
- Four revision sections
- Improved pictures and audio recordings

We will also continue to check the book for mistakes.

Please give us your feedback

Your feedback on this draft is valuable and we welcome it. If you have time, please answer the questions below as you use the book, and send them to us along with any other comments, issues or problems.

Student's Book

1. Are the topics interesting and relevant to the lives and interests of you and your students? If not, what do you want more or less of?
2. Do your students understand the activities and respond well to them?
3. Is there enough variation in the activities, so that the students don't become bored?
4. Is there enough reading material?
5. Are there enough writing activities?
6. Are there enough speaking activities?
7. Is there enough listening material?
8. Is there enough or too much grammar practice?
9. Is there enough or too much new vocabulary?
10. What types of activities do your students like?
11. What activities do your students dislike?

Teacher's Book

12. Is the language level of the Teacher's Book suitable?
13. Are the instructions clear?

General

14. Did you find any important mistakes in Think English Elementary?
15. What would you suggest to improve the final version of Think English Elementary?

For all feedback, or for information about any of our books, please email englishformyanmar@gmail.com. We hope you enjoy teaching Think English Elementary Draft Edition.

Contents

The ~~crossed-out~~ lines are things that will be included in the final version but are not in this draft.

| | |
|---------------------------------------|---------------|
| Course Map | II |
| Introduction | III |
| Placement Test | ?? |
| Unit 1: Names and Countries | 1 |
| Unit 2: Family and Jobs | 13 |
| Unit 3: People and Things | 25 |
| Unit 4: Times and Activities | 37 |
| Unit 5: Food and Numbers | 49 |
| Unit 6: Houses and Directions | 61 |
| Unit 7 | ?? |
| Unit 8 | ?? |
| Unit 9 | ?? |
| Unit 10 | ?? |
| Unit 11 | ?? |
| Unit 12 | ?? |
| Pairwork | 73 |
| Revision | ?? |
| Language Reference | 77 |
| Grammar and Usage | 77 |
| Irregular Verb Chart | ?? |
| Phonetic Alphabet | 82 |
| World Map | 83 |
| Audioscripts | 84 |
| Progress Tests | ?? |
| Units 1–3 Test | ?? |
| Answers | ?? |
| Units 4–6 Test | ?? |
| Answers | ?? |
| Units 7–9 Test | ?? |
| Answers | ?? |
| Units 10–12 Test | ?? |
| Answers | ?? |
| Resources | 97 |

COURSE MAP

| Unit | Structures | Topics and Functions | Skills | Learner Training | Review | Tests |
|------------------|--|---|--|------------------------------|--|---|
| 1 p.1 | Present simple <i>to be</i> Pronouns Possessive Adjectives Syllables | Introductions Greetings and goodbyes Countries and nationalities Classroom language | Writing: Spelling Pronunciation: Intonation Speaking: Meeting new people Listening: Instructions | Vocabulary cards | Unit 1 Practice 1-3 Revision <i>coming soon</i> | <p><i>Coming in 2012</i> check www.englishformyanmar.com for updates</p> |
| 2 p.13 | Present simple: - questions with <i>to be</i> - short answers Singular and plural nouns | Families and relationships Age Jobs <i>Excuse me</i> and <i>Sorry</i> | Listening: Details of families Writing: Personal letters Pronunciation: Word endings Reading: Skimming | Reading strategies | Unit 2 Practice 1-3 Revision <i>coming soon</i> | |
| 3 p.25 | Adjectives <i>a/an</i> adverbs of degree <i>schwa</i> | Advertisements Describing things and people Appearance and personality Parts of the body | Pronunciation: Vowel sounds 1 Speaking: On the telephone Listening: Listening for detail Writing: Correcting written work | Writing strategies | Unit 3 Practice 1-3 Revision <i>coming soon</i> | |
| 4 p.37 | <i>Wh-</i> questions Prepositions of time Adverbs of frequency | Times and days Routines Likes and dislikes | Speaking: Asking questions Pronunciation: Questions Reading: Comprehension Writing: Application forms | Learning points | Unit 4 Practice 4-6 Revision <i>coming soon</i> | |
| 5 p.49 | <i>There is/are</i> Countable and uncountable nouns <i>Some/any/much/many</i> | Numbers Food Containers and measurement Ordering food and drink | Reading: Identifying key information Writing: Describing a place Pronunciation: Vowel sounds 2 Speaking: Giving orders | Writing strategies | Unit 5 Practice 4-6 Revision <i>coming soon</i> | |
| 6 p.61 | Prepositions of place <i>Can/can't</i> Present continuous | Houses and furniture Permission and possibility Directions Time zones | Reading: Reading for gist Listening: Identifying the main point Pronunciation: Sentence stress Speaking: Negotiation | Using a bilingual dictionary | Unit 6 Practice 4-6 Revision <i>coming soon</i> | |

Pairwork p.73

Language Reference p.77

Audioscripts p.84

Resources p.97

Introduction

Welcome to Think English Elementary

Think English is designed for Myanmar people who want to communicate in English. It is useful for:

- people who work with English speakers
- university students who want to supplement their English studies
- high school graduates who want to improve their English
- adult education courses
- capacity development trainings
- teachers who want communicative teaching ideas for their classes
- people who travel abroad
- teachers who want locally relevant material to supplement a commercial English course

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

What's different about Think English?

Think English is written for Myanmar people. Most other commercially published courses are written for Europeans or Latin Americans who want to live or travel in the UK or North America. Teachers and learners in Myanmar, and throughout Asia, often find that the topics and functions in these materials have little in common with their lives, experiences and ambitions. **Think English** focuses on the specific needs, context and learning environment of Myanmar learners, while also including a lot of world knowledge content.

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

Curriculum for YOUR context

We have developed **Think English** with the needs of the Myanmar classroom in mind.

- We focus on the language and skills that Myanmar people need to communicate effectively in English.
- We do not assume that teachers or students are familiar with Western cultural norms. International settings are fully explained.
- **Think English** has a world knowledge, social awareness and critical thinking focus. Topics include social, environmental and development issues. There is very little about celebrities, holidays and teen lifestyles.
- We put a little more emphasis on speaking and listening than reading and writing. Middle and high schools in Myanmar tend to focus on reading and writing, so students' speaking and listening skills are often weaker and require more practice.
- We have included more structural detail about the English language than you may find in most communicative textbooks, as Myanmar students (and teachers) are often interested in this.
- We have designed learning tasks for classrooms without many resources. The only equipment that teachers need is a board, pens or chalk and an audio CD or cassette player. A few activities require text to be copied from the back of the book, but this can be done by hand if a photocopier is not available.
- **Think English** is cheap to photocopy or print as there are no colour images inside. The student's material is all in one book (not separate classroom book and workbook) to reduce expense.
- We do not expect all teachers to be fluent in English. The Teacher's Book has clear, step-by-step instructions and explanations, without too much complicated language.
- The course is longer than other elementary courses. Many Myanmar learners have few opportunities to practise English outside the classroom, so there are more opportunities to use the language within the course. For classes with less time, we provide guidance on what parts to skip.
- At the end of each unit is a short, optional **Learning Strategies** section. This encourages students to reflect on their own language learning and suggests practical ways to improve.

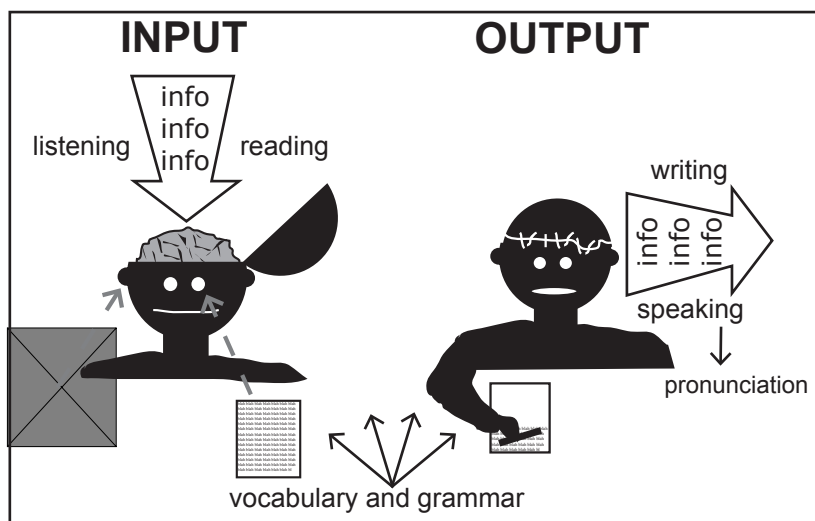
Methodology

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

We have included a lot of interaction activities, as many Myanmar learners get few opportunities for English language interaction outside class. During interaction they get both

exposure to the new words and structures (reading and hearing them), and practice using them (speaking and writing). This makes it easier for them to learn language.

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



Components of Think English

Think English consists of a Student's Book, a Teacher's Book and audio recordings for the listening activities. Additional material is on the CD accompanying the Teacher's Book and can also be downloaded from our website, www.englishformyanmar.com.

1. Student's Book

The Student's Book has twelve units, each with a structural, functional and skills focus. Every unit includes a **Learning Strategies** section, where students look at ways they can improve their own language learning, and a **Practice** section covering language studied in that unit. At the back of the book there are:

- a **section of pairwork** activities for Partner A and Partner B
- ~~three **Revision** sections where students review the language covered in Units 1-4, 5-8 and 9-12~~
- a **Language Reference** containing information about the main language points covered in each unit, a list of irregular verbs, and a world map
- **audioscripts**

2. Teacher's Book

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

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

At the back of the book is a CD including audio recordings in MP3 format, Adobe PDF versions of the Student's Book and Teacher's Book, and some additional resources that you may find useful.

How do I use Think English Elementary?

1. Is it the right level for my students?

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

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

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

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

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

- Teach it slowly. Explain points carefully, and give detailed feedback on common errors.
- As you teach, add extra exercises and activities, both in class and for homework. There is more information on this on pages VI and VII.
- Supplement the course with other materials. Use graded readers, vocabulary and grammar books, and other skills-focused material to help students understand and use the language they are looking at. There is more information on supplementary materials on page X.

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

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

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

- Most of the listening exercises are easy to make into reading exercises, using the **Audioscripts**.
- You can read out the scripts yourself, or get students to read them to the rest of the class.
- There are only four activities that require copying text (see pages 73-76), and you can do it by hand if you don't have a copying machine.

6. How can I check that they are learning?

- As you are teaching, ask students questions using the functions and structures they have been studying (see point 3 above).
- Observe students' performance of the activities in the book. See if they are mostly getting exercises correct, and are completing tasks without difficulty. Pay particular attention to how well they complete the **Practice** exercises at the end of each unit, and the ~~Review~~ exercises after every two units.
- Use the six ~~Progress Tests~~. These test understanding and use of the language from Units 1/2, 3/4, 5/6, ~~7/8, 9/10 and 11/12.~~

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

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

Extra activities and exercises

Vocabulary and Grammar Exercises

Below are some simple, adaptable exercises for use with vocabulary and grammar items, either in class or for homework. You can use them to check students' understanding of language, provide extra practice, and review points covered previously. There are many more in **Activities for the Language Classroom**, available at www.englishformyanmar.com.

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

1. Gap-fill

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

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

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

| |
|-------------------|
| like eat work |
|-------------------|

OR:

1. My sister _____ in a factory. (work)

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

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

This can focus on grammar and/or vocabulary.

2. Matching

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

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

...or vocabulary with definitions:

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

3. Order the sentence

This exercise gives practice with sentence structure.

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

4. Word snake

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

comfortable fry borrow packet attends slowly

5. Substitution drill

Students practise using grammar structures. Write a sentence on the board using the target structure:

I don't like swimming.

Students repeat. Write a word on the board (or say it), e.g. 'dogs'. Students say the new sentence:

I don't like dogs

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

eat

I don't eat dogs

My mother

My mother doesn't eat dogs.

6. Correct the sentence

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

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

...or vocabulary items:

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

7. Answer the question

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

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

...or open (many possible answers).

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

8. Write the question

Students write the question to answers supplied.

1. _____? In Mandalay.
2. _____? Yes, she does.

9. Complete the sentence

Students finish a sentence.

1. I want _____.
2. My teacher doesn't go _____.

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

Extra Class Activities

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

1. Speaking stick

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

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

2. Whispers

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

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

3. Race to write

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

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

4. Matching sentence halves

Write a list of sentences that use the language you want to review, check or practise. Cut them in half.

Give each student half a sentence. They walk around the class saying their half-sentence until they find the student with the other half. They then come to you to check they are correct.

You can also use questions and answers for this activity. You can make it more difficult by getting students to memorise their sentence half or question or answer, and then give the paper back to you. Then they have to go round the class saying it from memory.

5. Backs to the board

Think of a list of words or phrases you want to review, check or practise.

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

6. Disappearing paragraph

Think of a paragraph of around 3-6 sentences that uses the language you want to review, check or practise. This could be from a text the students have just studied.

Write the paragraph clearly on the board, so that all students can see it. Students read it out loud together. Erase about 10% of the words. Students read it out loud again, saying the missing words from memory. Erase another 10% of the words. Students read it again. Continue erasing, bit by bit, until students are reciting the entire paragraph from memory.

7. Pair dictation

Write two paragraphs using the language you want to review, check or practise. They could be taken from a text they have just studied. Make enough copies of *each paragraph* for half the class.

Students work in pairs. Partner A reads the first paragraph to Partner B, who writes it. Then Partner B reads the second paragraph to Partner A, who writes it. When they have finished, they check the original paragraphs and correct any mistakes.

8. Quiz

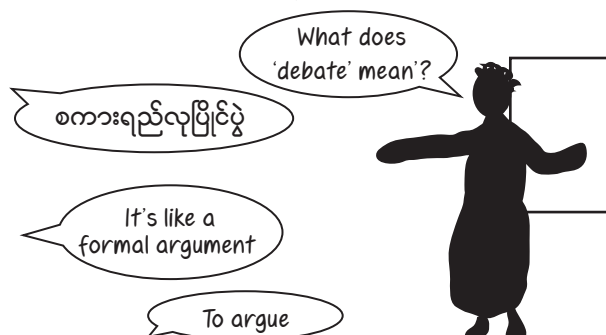
Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions.

Groups read their questions, and other groups try to answer. The first group to get an answer right gets a point. When all the questions have been asked, count the scores. Which group won?

Some terms used in the Teacher's Book

Although we have tried to reduce the amount of complicated language, there are a few terms we've used a lot in this Teacher's Book:

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



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

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

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

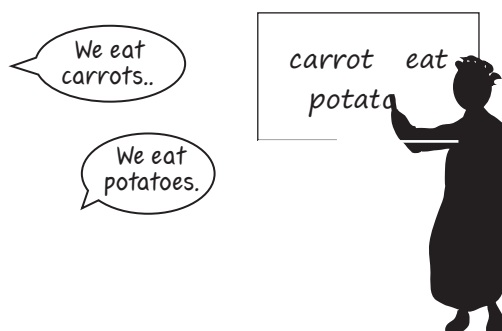


Brainstorm is similar to elicit. Students think of as much as possible about a topic, or as many examples as possible of something, or a list of items.

You can do this as a class, writing students' ideas on the board as they say them. Alternatively, put students into groups, and encourage groups to compete to list the most points or items.



Drills give students practice at saying key words or structures. The simplest drills are you speak, the students speak after you. Other drills involve writing the words on the board, students repeat, or you write part of a structure, students say complete sentences.



Using students' first language (L1)

Sometimes you might need to use L1 to:

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

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

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

Supplementary resources

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

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

Extensive Reading and Writing is a short guide to journal and book review writing. Encouraging students to read and write as much as possible will improve their English vocabulary and understanding, as well as their general knowledge. It is available at www.englishformyanmar.com, and on the CD accompanying this course.

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

The internet has many useful English learning resources, from easy news items to pronunciation practice. See www.englishformyanmar.com for links to some of these sites.

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

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

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

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

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

www.englishformyanmar.com



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Unit 1: Names and Countries

1. Meeting new people

1.1 Introducing yourself

- A**
- Discuss with students what is happening.
 - Ask **prompt questions**, e.g. *What's her name?*
What's happening?

Possible answer:

Jessica and Tin Tin Nyo are meeting for the first time.

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

Language and Culture Notes

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

- Play audio 002. Students listen and match the people with the location.

Answers:

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

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

- D**
- Play audio 002. Students listen and check their answers.

Answers:

1. from
2. I'm
3. Where
4. name's
5. What's
6. Pleased, My

- E**
- **Demonstrate** this with a confident student. Have the conversation from **E**, using your own names.
 - In pairs, students have the conversation about themselves.
- F**
- Students walk around the room and have the conversation with different partners.

1.2 Spell your class

- A**
- **Pre-teach** *home town* (the town where you grew up, or where your family live).
 - Check that students understand. Ask: *What's your name?* and *How do you spell it?*
Where are you from? and *How do you spell it?*
 - **Drill** the questions a few times.
 - Have the dialogue with some students, then get the class to practise in pairs.
 - Students walk around the room and have the conversation with four other students. They write down the other students' names and home towns.

1.3 Introducing other people

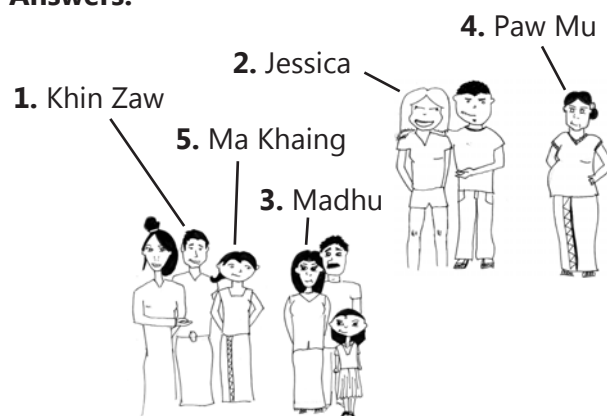
- A** • Discuss what's happening in the pictures. Ask **prompt questions**: *Where are they? What are they doing? Do they know each other?*

Possible answers:

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

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

Answers:



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

Language and Culture Notes

When you introduce someone, you can give other information, such as their job or someone you both know, e.g.

This is Daw Tin. She works for MyanMart.

This is Mahmoud. He's Kerry's husband.

1.4 Introduce your class

- A** • In pairs, students find out their partner's name and home town.
- Students introduce their partner to another pair.
 - Pairs of students walk around the room introducing each other.
- B** • In groups of three, students find out each other's names and home towns.
- Students introduce their partners to another group.
 - Groups of students walk around the room introducing each other. Each group member takes a turn to introduce the others.

1.5 Questions and answers

- A** • In groups of four or five, students to write a list of questions they can ask someone when they meet them.
- Students can use questions from this unit and questions they know from other places.
- B** • Groups read out their questions one at a time. Write them on the board (or get students, one by one, to write a question on the board).
- Choose students to ask and answer some of the questions.
- C** • In pairs, students ask and answer the questions.

2 Conversation

2.1 How are you?

- A** • Discuss what is happening in the picture. Ask **prompt questions** – *Where are they? What are they doing? Do they already know each other?*

Possible answers:

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

- B** • Alone or in pairs, students put the conversation in the correct order.
- C** • Play audio 004. Students check their answers.

Answers:

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

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

2.2 Starting a conversation

- A** • **Pre-teach** *greeting* (a few polite words people usually say when they meet each other).
- Students put the different parts of the conversation – *greetings, questions* and *answers* – into the table.
 - Draw the table on the board. One by one, students come and write a phrase in it.

Answers:

| Greetings | Questions | Answers |
|-----------------------|------------------------|--------------------|
| <i>Good evening</i> | <i>How's it going?</i> | <i>I'm well</i> |
| <i>Good morning</i> | <i>How are you?</i> | <i>Not so bad</i> |
| <i>Hi</i> | | <i>OK</i> |
| <i>Good afternoon</i> | | <i>Fine thanks</i> |
| <i>Hello</i> | | |

- B** • **Demonstrate** the activity with a confident student. Choose a greeting and question from the table, e.g. *Good morning, How's it going?* The student chooses a reply, e.g. *OK*.
- Do this again with another student and a different greeting and question.
 - In pairs, students use the words and phrases from the table to make new conversations.
 - Students move around the room practising conversations with new partners.

2.3 Ending a conversation

- A** • **Elicit** when and why people use these words and phrases.

Answers:

You use them when you leave.

- B** • **Pre-teach** *formal* (high-level, official, according to strict rules). Play audio 005. Students listen and decide which conversation is more formal.

Answers:

Conversation A is more formal.

Language and Culture Notes

Good morning/afternoon/evening, very well, fine thanks and **Nice to see you** are quite formal.

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

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

- C** • Play audio 005 two or three times. Students listen and repeat.
- D** • In pairs, students build conversations using *greetings, questions, answers*, and *goodbyes*.
- Demonstrate** with a confident student first.
- E** • Choose a few pairs to perform their conversations for the class. If you have a big class, they can do this in groups.

3 Pronouns and possessive adjectives

3.1 Pronouns

- A** • If students don't know already, explain that 's means *is* in these sentences: *he's = he is*, etc. You may like to study section 4.2 before you begin 3.1.
- Play audio 006. Students listen and fill the gaps.

Answers:

- He
- She
- They
- I

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

- B** • Students fill the gaps.

Answers:

- They
- He/She
- I
- She
- We
- you

- C** • Students look at the pictures and write sentences using the pronouns and the information under the pictures.

Possible answers:

- He's David. He's from New Zealand.
- They're Koji and Takako. They're from Japan.
- She's Mi Mi. She's from Bago.

3.2 Possessive adjectives

- A** • Students rephrase the sentences using possessive adjectives.

Answers:

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

- B** • Check that students know the meanings of all the words.
- Students look around the class and tick the things they can see from the list.

- C** • Explain the no-face person (**a**) means *I/my*, **b** is *his*, **c** is *her*, the pair of no-face people (**d**) means *we/our*, and **e** is *their*.
- Play audio 007 a few times. Students identify the owner of each thing.

Answers:

- a** – chair, cup, spoon, watch
b – desk, notebook, pen, phone
c – bag, umbrella
d – computer, CD
e – bicycle, key

- D** • Play audio 007. Students repeat.

3.3 Is this your...?

- A** • **Pre-teach** *excuse me*.

Language and Culture Notes

Excuse me is a polite way of opening a conversation, especially with a stranger:

Excuse me, what's the time?

Excuse me, where is Bogyoke Market?

You also use it when you want someone to move aside so you can pass, or when you interrupt someone.

- Play audio 008. **Elicit** what is happening. Ask **prompt questions** – *Where are these people? Do they know each other? What is happening?*

Possible answer:

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

- B** • Play audio 008 again line by line. Students repeat.
- C** • In groups of four, students practise the conversation. Tell them to use different things – a pen, a bag, an umbrella, etc.

- D** • Put students in a circle if possible. (You can also do this with students sitting in their normal places.)
- Pass a thing to a student, and ask if it is his/hers. S/he replies no, and asks the next student in the circle, who also says it isn't his/hers and passes it on.
 - Keep giving things to the circle until there are a lot of things being passed.

4 The verb *to be*

4.1 True and false

- A** • **Pre-teach** *true* and *false*.

- Students read the sentences. Explain anything they don't understand.
- Students decide if the sentences are true or false for them.

- B** • Students complete the table with the correct form of the verb *to be*.

Answers:

are, is, is, is, are, are

- C** • Students complete the sentences so that they are true for them.
- In pairs, students check each other's sentences.
- D** • Do **Two Truths One Lie**. Students think of three sentences – two true and one false. They tell them to a partner. The partner guesses the lie.
- There is more information about **Two Truths One Lie** in **Activities for the Language Classroom**.

4.2 Short forms

- A** • **Elicit** what is happening. Ask **prompt questions** – *Who is the man? What is he holding in his hand?*

Possible answer:

Paul is showing a picture of his family and their house, and talking about them.

- **Pre-teach** *outside, retired* and *now*. Tell students to read the text. Clarify anything they don't understand.

- B** • Write the text on the board and circle the contractions:

My name's Paul, and this is my wife Lisa. She's a teacher. This is my son Wayne. He's a student. They're outside our house. It's in Hull. We're from England. I'm retired now.

- **Elicit** who the pronouns refer to:

she – Lisa, he – Wayne, they – Lisa and Wayne, it – the house, we – Paul, Lisa and Wayne, I – Paul

- Students fill the gaps.

Answers:

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

- C** • Play audio 009. Students listen and fill the gaps with short forms of *to be*.

Answers:

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

4.3 Word order and agreement

- A** • **Elicit** what a verb is.
- Students circle the verbs in the sentences.
 - Write the sentences on the board so that students can check their answers (see B below for answers).

- B** • Students underline the subjects of each sentence.

Answers:

1. Madhu and Amit are doctors. Devi is their daughter. She's a student. They're from India.
2. Khin Zaw s from Sittwe. He's a student.
3. I'm Paul. My wife's name is Lisa. We're from England.
4. You're from Myanmar.

- C** • Students write the correct form of the verb *to be* in the table.

Answers:

am, is, is, is, are, are, are

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

Answers:

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

- E** • Do a **Substitution Drill**.

- Write the sentence *I am fine*. on the board. Students say *I am fine*.
- Change the subject from *I* to *she*. Students say *She is fine*. Next, change *fine* to *from Canada*. Students say *She is from Canada*.
- Keep changing parts of the sentence. Make sure the verb agrees with the subject: *He is*, not *He am*, etc.
- When students get used to this, get them to suggest changes. Point to a part of the sentence, then point to a student. The student changes it using his or her own idea.
- There is more information about substitution drills in **Activities for the Language Classroom**.

5 Countries and nationalities

5.1 Countries

- A**
- Have a **Group Brainstorm Competition**. Put students in groups of 4-6 and give each group a piece of paper. Each group chooses one writer.
 - Groups have 2 minutes to list as many countries as possible.
 - After 2 minutes stop them. Each group reads a country name in turn. Write the countries on the board
 - Groups count how many countries they have. The group with the most is the winner
 - There is more information about group brainstorm competitions in **Activities for the Language Classroom**.

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

Answers:

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

Language and Culture Notes

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

England, Scotland, Wales and **Northern Ireland** are all countries. However, together they form the **United Kingdom (UK)**, which is also a country. **Great Britain** (or **Britain**) is a geographical, not political, term referring to an island that contains most of England, Scotland and Wales. However, some people use it to mean a country that includes those three countries. Don't worry if this is confusing – most British people don't understand it either.

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

Answers:

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

Language and Culture Notes

Bangladesh is not really part of Southeast Asia – it is part of South Asia.

5.2 Nationalities

- A** • Play audio 010. Students listen and answer the questions.

Answers:

1. She's from Australia.
 2. She's Australian.
 3. She's from Bhamo.
 4. She's Kachin.
- Explain that Zau Phan here is talking about his home town and ethnic group, while Jessica is talking about her home town and country. If Zau Phan was talking to someone who didn't know anything about Myanmar, he might say *I'm from Myanmar* or *I'm Myanmar*.

Language and Culture Notes

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

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

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

- B** • Students complete the table.

Answers:

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

- C** • Play audio 011. Students listen and check their answers.
- D** • Play audio 011 two or three times. Students listen and repeat.

5.3 Pronunciation: Countries and nationalities

- A** • Pre-teach *syllable*.

- In pairs, students look at the words from **5.2 B**, decide how many syllables each word has, and write them in the chart.

Answers:

- 1 Syllable:** Laos, Lao, France, French, Thai
- 2 Syllables:** England, English, Thailand, Myanmar, Myanmar, China, Chinese, Russia, Russian
- 3 Syllables:** Korea, Korean, India, Indian, Bangladesh, Canada, Malaysia, Malaysian, Singapore
- 4 Syllables:** Australia, Australian, Cambodia, Cambodian, Indonesia, Indonesian, the USA, American, Bangladeshi, South Africa, South African, the Philippines, Filipino
- 5 Syllables:** Singaporean

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

- C** • Students answer the questions.

Answers:

2. They're Indian.
 3. She's Thai.
 4. She's Myanmar
- The answers to **5** and **6** depend on the student's and teacher's nationality. *Myanmar* or the student's/teacher's ethnic group (e.g. *Kayah, Shan, Pa-O, Burman, Rakhine*) are fine.

- D** • In pairs, students ask and answer the questions from **C**.

- E** • Do a **Mill Drill**. Give each student a card from **Resources**.
- **Elicit** the questions: *What's your name? How do you spell it? Where are you from? What's your nationality?*
 - **Demonstrate** the activity first.
 - Students find a partner. Pairs take turns answering questions using information on their cards.
 - There is more information about mill drills in **Activities for the Language Classroom**.

6. Phrasebook: Classroom language

6.1 Instructions

A • Pre-teach *instructions*.

- Individually or in pairs, students match the instructions with the pictures.
- Clarify any instructions they don't understand.

Answers:

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

B • Play audio 013 line by line. Students repeat.

C • Give students the instructions one by one in mixed order.

- Students follow the instructions (or mime following the instructions)

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

Extra Idea

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

6.2 I don't understand

A • Play audio 014. Students decide who the speakers are.

Answer:

A teacher and a student.

B • Play audio 014. Students listen and repeat. Play the audio again line by line.

- Check students use the correct intonation: their voices should rise at the end of a question.
- Explain that in this dialogue, the student wants to know if he heard the correct number, so is repeating the information as a question.

Language and Culture Notes

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

I can eat this cake? →

The speaker thinks she can eat the cake, but wants to make sure.

C • In pairs, students practise the dialogue.

D • In pairs, students write their own dialogue, using audio 6.2 as a model. They can also read the audioscript. They should change the page numbers and exercise numbers.

E • Pairs practise their dialogues then perform them to the class. In a large class, get them to perform to groups.

7 Learning strategies: Vocabulary

7.1 Learning words

- A** • In groups of 4 or 5, students discuss what techniques they use – or want to use – to learn new vocabulary.
- B** • Groups choose one way to learn vocabulary that they think is useful.
 - They make a short presentation about this to the rest of the class.

7.2 Make vocabulary cards

- A** • Students look at the vocabulary list and find 5-10 words that are new for them, or which they don't fully understand.
 - If they already know most of the words from Unit 1, they can look in the vocabulary lists of later units.
- B** • Look at the pictures with the students and briefly discuss each technique:
 - a. drawing a picture of the new word
 - b. translating the new word
 - c. writing a sentence using the new word
 - d. listing related words that have similar or opposite meanings (synonyms and antonyms)
 - e. writing a definition of the word.
 - Students tick the techniques they have used.
- C** • Give each student some blank cardboard if possible, or paper if you don't have cardboard.
 - Students cut it into small cards. On one side, they write the English word. On the other side they write/draw one or more of the techniques in 7.2 B.
- D** • Students make 10–20 vocabulary cards.

7.3 Use vocabulary cards

- A** • As a class, discuss how, where and when you might use vocabulary cards. Point out:
 - Students can take them anywhere and use them when they have some free minutes – waiting for a bus, on a bus or taxi, waiting for an appointment, etc.
 - They can look at the English word and try to remember the definition, translation, picture, example or related words.
 - Or they can look at the definition, translation, picture, example or related words, and try to remember the word.
- B** • **Pre-teach** *free time*.
 - Suggest that students take their vocabulary cards with them, and use them whenever they have the opportunity.
 - Encourage students to add more vocabulary cards as they discover more useful words, and to replace cards that they already know well.

Unit 1 Practice

A Answers:

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

B Answers:

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

C Answers:

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

D Answers:

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

E Answers:

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

F Answers:

2. 's
3. 'm
4. are
5. 'm
6. are
7. 'm

G Possible answers:

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

H Answers:

2. her
3. her
4. their
5. his

I Answers:

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

J Answers: Depends on the language.

K Nationalities crossword

Clues across

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

Clues down

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

L Answers:

2. teacher (*others are things*)
3. exercise (*others are verbs*)
4. country (*others are people*)
5. Fine, thanks (*others are greetings*)
6. Nice to see you (*others are replies to 'How are you?'*)
7. nationality (*others are places*)
8. stop (*others are adjectives*)
9. answer (*others you can touch*)
10. name (*others you can touch*)

M Answers:

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

Unit 2: Family and Jobs

1. Family life

1.1 Families

- A** • In groups of 3-4, students **brainstorm** relatives for two minutes.
- Make a class list on the board.
- B** • In the same groups, students look at the pictures and decide who each person is *Khin Zaw's brother, Paul's son*, etc.
- Write these ideas on the board.
- C** • **Pre-teach** *neighbours* (people who live near you, but are not related to you) and *mum* (informal word for *mother*; in American English it is *mom*).
- Play audio 015. Which ideas were correct?

Answers:

The left picture has Khin Zaw, Khaing Khaing and their family – their brothers, sister, parents and aunt.

The right picture has Paul, his wife and son, his parents and their neighbours.

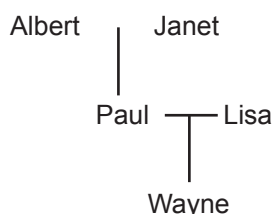
- D** • Play audio 015. Students complete the sentences.
- Play audio 015 again. Students check their answers.

Answers:

- | | |
|-----------------|--------------------------|
| 2. father / dad | 10. father / dad |
| 3. mother / mum | 11. mother / mum |
| 4. aunt | 12. parents |
| 5. sister | 13. friends / neighbours |
| 6. brothers | 14. grandparents |
| 7. sister | 15. grandmother / ~ma |
| 8. wife | 16. grandfather / ~dad |
| 9. son | 17. grandson |

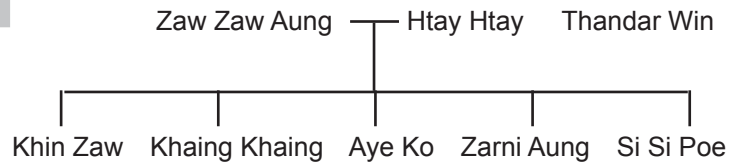
- E** • Check students understand family tree'. A *family tree* is a diagram of the relationships in a family.
- Students complete Paul's family tree.

Answer:



- F** • Students draw Khin Zaw's family tree.

Possible answer:



1.2 The possessive 's

- A** • Students look at the sentence and decide what the first and second 's mean.

Answers:

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

- B** • Students decide how 's is pronounced. If you want, you can replay part of audio 015 so they can listen to 's being said.

Answers:

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

- C** • Students work in pairs. Partner A points at a person from one of the pictures.
- Student B says as much as possible about that person's relatives.
 - Make sure students are pronouncing the possessive 's.
 - **Drill** together a few times if necessary.

1.3 Your family

- A** • Students answer the questions about their own families.
- Ask a few students a question about their families.
- B** • Students draw their own family tree.
- C** • In pairs, students ask and answer questions about their family trees.
- Ask a few students a question about their partner's family.

1.4 Introducing other people

- A** • As a class, make a list of other nouns that we use for people. Write them on the board.
- B** • **Pre-teach** *dancer*.
- Play audio 016. Students listen, and decide which photo they are talking about.

Answers:

Ben is picture **a**.

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

2 Asking about people

2.1 Age

- A** • Play audio 017. Students listen and write the numbers.

Answers:

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

- **Drill** students with *-ty* and *-teen* numbers: *fourteen forty eighty eighteen* etc.
 - One by one, write numbers on the board ending in *-ty* and *-teen*.
2. Students say the numbers as you write them. Make sure they use correct stress.
- B** • Students work in pairs, sitting back to back so they can't see each other's writing.
- Partner A writes a list of ten numbers between 11 and 99. They should include some *-ty* numbers and some *-teen* numbers.
 - Partner A reads their numbers to Partner B. Partner B writes them.
 - Partner B reads the numbers back to Partner A. Partners check that they are correct.
 - Swap roles - B dictates numbers, A writes.

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

Answers:

1. Chris - 55
2. Easter - 29
3. Ernie - 42
4. Ananda - 13
5. William - 4, Rob - 72, Jack - 6
6. Jiyoung - 30
7. Cho Cho - 17

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

Language and Culture Notes

Most Anglos you meet in Asia don't mind if you ask their age (although they might not give a true answer).

However, a few Anglos don't like telling people their age. Some guidelines:

- Don't ask strangers their age.
- Don't ask in formal situations.
- If the person is friendly, they probably don't mind if you ask.

2.2 Marital status

- A** • **Elicit** words to describe marital status, and write them on the board. Include *married*, *single*, *divorced*.

Language and Culture Notes

Other words to describe relationship status include **in a relationship** (has a boy/girlfriend), **engaged** (planning to marry), **widowed** (husband/wife is dead), **separated** (living apart from husband/wife, but not divorced).

What's your marital status? is very formal. The usual way to ask about this is *Are you married?*

- Ask a few students *Are you married?* Students answer *Yes, I am* or *No, I'm (divorced)*.

- B** • Discuss the website. Ask **prompt questions** *Who is this? What does she want? What people use this website?*

Answer:

This is a dating website. People use it to meet other people who they might want to start a relationship with.

- C** • **Pre-teach** *shopkeeper* and *ex-wife* (former wife – they are not married now).
- Students read Tam's letter to Debbie. Ask **comprehension questions**, e.g.
 - *Is he married?* (*no, he's divorced*)
 - *Where does his son live?* (*Germany*) etc.
- Elicit** the meaning of the phrases *I look forward to meeting you* (a formal way to say *I want to meet you*) and *Yours sincerely* (a formal way to end a letter).
- D** • Students write a letter from Debbie to Tam, using the information from the website.
- **Elicit** information about Debbie, and write it on the board.
 - *46 years old* - *no children*
 - *works in an office* - *lives in Scarborough*
 - Write the start of a reply on the board:
Dear Tam, Nice to hear from you.
 - In class or for homework, students continue a letter from Debbie to Tam.
 - When you mark the letter, don't worry about minor spelling and grammar mistakes.

2.3 Short answers

- A** • Play audio 018. Discuss how well Jessica and Khin Zaw know each other.

Answer:

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

- B** • Play audio 018. Students complete the answers with *yes* or *no*.

Answers: 1. no 2. yes 3. no 4. yes

- C** • Students complete the chart.

Answers: are isn't

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

- E** • Students write answers to the questions.

Answers:

6. Yes, it is
7. No, it isn't
8. No, he isn't
9. No, she isn't
10. No, they're not

- F** • Do a **Group Quiz Competition**. In groups of 4-5, students write 5 *yes/no* general knowledge questions. They need to know the answers to these questions.
- In turns, groups read out a question. Other groups write the answer. Groups should discuss what is the right answer and agree as a group on one answer.
 - After everyone has asked and answered their questions, groups tell the answers. Each correct answer gets a point for the group.
 - The group with the most points wins.

3 Jobs

3.1 Are you a dancer?

- A** • Individually or in pairs, students answer the questions about the people from the book.

Answers:

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

- B** • **Brainstorm** a list of jobs for about 1 minute. Write them on the board.

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

Answers:

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

3.2 What do you do?

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

B • Play audio 019. Students listen, and see if they included this information.

Possible answers:

nurses - work in a hospital (or a clinic), wear a uniform

shopkeepers - sell things, work in a market (or a shop)

teachers - work in a school, teach (a subject, e.g. English)

C • Students match the sentence halves.

Answers:

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

D • Individually or in pairs, students write answers to the questions.

- If they don't have enough vocabulary, encourage them to ask each other for useful words or use a dictionary.
- If they ask you for a word, write it on the board.

Possible answers:

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

3.3 Rob's job

A • Look at the picture of Rob. **Elicit** what information about him.

Possible answer:

He's 72. The boys in the previous photo are his grandsons. In this photo he is in a school.

B • **Elicit** what a teacher trainer does.

Possible answer:

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

C • **Pre-teach** *world, idea, technique, spend time with*. Play audio 020. Students listen and decide if the sentences are true or false.

- If false, they write the correct information.

Answers:

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

4 The present simple

4.1 Verbs

A • Students identify the verbs from exercise 3.2 C. Write them on the board.

Answers:

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

B • Students make as many true sentences as possible.

Answers:

People - go to work, have babies, have clothes, have newspapers, wear clothes, read newspapers, live in houses, eat meat.

Cats - have babies (kittens), live in houses, eat meat.

C • Students write as many true sentences as they can think of in five minutes.

- Students read them out one by one in turn.

D • In groups of 4-5, students have a **Group Brainstorm Competition** for sentences beginning with *English language learners*.

- After 3 minutes groups stop writing, and write their sentences on the board.
- The group with the most true sentences is the winner.

4.2 Verb endings

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

- B** • Play audio 021. Students listen and check.

Answers:

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

- C** • Listen and write the verbs in the gaps.

Answers:

2. live
3. show
4. go
5. take
6. lives
7. works
8. looks after

- D** • Students write the pronouns in the chart.

Answers:

you, they, he, it

- E** • Students read the audioscript.
• Using the audioscript as a model, they rewrite the information from Khaing Khaing's point of view – so that she is talking about herself and her brother.
- F** • Play audio 022. Students listen and check. They don't have to have the information in exactly the same order, but they must have the right subject-verb agreement.
• They can check their own answers using the audioscript.

Answers:

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

- G** • Play audio 022 a few more times. Students listen and repeat.

4.3 Spelling

- A** • **Pre-teach** *foreigner, NGO, international school, (work) hard..*

Language and Culture Notes

NGO is short for **non-governmental organisation**. NGOs are organisations that are independent from governments. This includes large international organisations like UNICEF and Save the Children (sometimes called **INGOs** – International Non-governmental Organisations, and small local organisations like a village women's committee. (sometimes called **CBOs** – Community-based Organisations).

- Students write the verbs in the correct form in the text.

Answers:

2. teaches
3. teaches
4. live
5. work
6. have
7. studies
8. goes
9. study
10. go
11. works
12. lives
13. makes

- B** • Read the spelling rules, and clarify anything students don't understand.
• Students complete the rules.

Answers:

2. es
3. ies (and remove the y)

4.4 Pronunciation

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

- B** • Play audio 023. Students listen, and check their pronunciation.
• Play audio 023. Students repeat.

5 How many?

5.1 Singular and plural

A • Pre-teach *none*.

- Individually or in pairs, students answer the questions.

Answers:

8. 10

B • Students identify the nouns in the questions. They should not include the pronouns.

Answers:

2. brothers, sisters
3. languages
4. boxes
5. men, class
6. women, class
7. babies, class
8. countries, ASEAN (ASEAN is a proper noun)

C • Students write the singular form of the nouns.

Answers:

1. child
2. brother and sister
3. language
4. box
5. man
6. woman
7. baby
8. country

D • Elicit the spelling rules for plural nouns.

Answers:

- Most nouns: add s (1 brother—4 brothers)
- Nouns ending in s, ch, sh or x: add es (1 box—23 boxes)
- Most nouns ending in y: add ies (and remove the y) 1 country—6 countries,
- A few nouns are irregular (1 child—2 children, 1 man—3 men)

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

- Students answer the questions. Encourage them to use their dictionaries.

Answers:

2. countries
3. actors
4. languages
5. animal
6. religions
7. city
8. jobs
9. vegetables

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

- **Demonstrate** with a student. Ask *What are (Thai and Shan)?* The students answers *They're languages*.
- Students go around the room asking and answering. They choose two objects from a category and ask *What are...?*
- Go around the room checking that students are sounding the final s.

5.2 *this/that/these/those*

A • Students answer the questions.

Answers:

1. It's a rat.
2. They're rats.
3. It's a tree.
4. They're trees.

- **Elicit** usage rules: *this* is for one near thing, *these* for plural near things, *that* for one far thing, *those* for plural far things.
- Point to or pick up things, and ask students *What is/are this/that/these/those?* Students answer.

B • Students ask you about things in the room. Answer them.

- In pairs, students ask answer about things they can see around them.

5.3 Pronunciation

A • Play audio 024. Students identify which word they hear.

Answers:

1. language
2. tree
3. teachers
4. sister
5. umbrellas
6. babies
7. box
8. journalist
9. nurses
10. offices

B • Play audio 025. Students listen and repeat.

C • Individually and as a class, students say the sentence.

- Make sure they pronounce the final s. For all of them except journalists, the final sound is /z/, not /s/.

D • Students explain the meaning or purpose of each final s in the sentence.

Answers:

that's - short form of *is*

sister's - possessive 's

eats - third person verb form

rats - plural noun

5.4 More numbers

- A** • In pairs or small groups, students decide how to say the numbers.
- B** • Play audio 026. Students listen and check.
- C** • Play audio 026 a few times. Students listen and repeat.
- D** • **Pre-teach** *about* (not exactly this amount).
 - Students work in pairs. Each student writes 10 numbers without showing their partner.
 - Then they take turns reading the numbers, and the partner writes.
 - When they have finished, they show the written numbers and check their answers.
- E** • Students try to think of things that they have around 100, 1000 and 9000 of.
 - Write their ideas on the board.

6 Phrasebook: Polite phrases

6.1 *excuse me*

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

Answers:

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

- B** • Play audio 028 two or three times. Students listen, and match the audio with the pictures.

Answers:

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

- C** • Play audio 028 again. Discuss when you use *excuse me*.

Language and Culture Notes

Excuse me is a very common English phrase. We use it:

- when we want to get past someone and need them to move out of the way
- when we want to stop someone to ask them something (e.g. directions, the time, to use their lighter)
- when we want to get someone's attention (e.g. to ask a waiter for the bill in a restaurant, to tell someone they have dropped something).
- when we want to interrupt someone

Excuse me is polite in all these situations. **Sir/Madam** and **pardon** are old-fashioned and very formal. Saying **You!** to get someone's attention is not polite.

- D** • In pairs or small groups, students practise **Roleplays** using *excuse me*.
 - First, they think of a situation where it is appropriate to use *excuse me*.
 - Then they act it out. Encourage them to use a lot of physical action.
 - Get some groups to perform their roleplay to the class.
 - There is more information about **Roleplays** in **Activities for the Language Classroom**.

6.2 Sorry

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

Language and Culture Notes

Sorry is used to apologise. We use it when we make problems for someone or make them feel bad, e.g.

- we are late to meet someone
- we make someone upset or angry
- we accidentally break something
- we accidentally bump into someone

Sometimes *sorry* and *excuse me* are appropriate for the same situation

- B** • Look at the pictures. Play audio 028.
• Play audio 028 part **a**. Why does Jessica say *sorry*? **Elicit** from students.

Answers:

She has broken the shopkeeper's eggs. She says *sorry*, and pays for them.

- Play audio 029 part **b** again. Why does Jessica say *sorry*? **Elicit** from students.

Answers:

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

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

7 Learning strategies: Reading

7.1 English around you

- A** • **Brainstorm** what students read in their own language. Make a class list on the board.
B • Play audio 028 two or three times. Students listen, and match the audio with the pictures.

7.2 Skimming a newspaper

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

- B** • *The aim of this activity is getting students to figure out topics from context clues. Students should not try to understand the whole article.*
• Students look at this article and answer the questions. Some students might guess the topic of the article from the picture. Others might recognise some of the words.

Possible answers:

It's about the earthquake in Japan in 2011. We know because of the picture, and we recognised some of the words (Japan, earthquake).

- C** • In groups, students discuss the article. How much information from the article can they understand?
• Each group writes a summary in their own language. Explain that they don't have to know everything – they can say what they think the article is about.
• Don't let them use dictionaries.
D • Groups compare the information they have with another group.
• Get groups to read their summaries to the class. How much of the information is there?

7.3 Graded readers

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

Answers:

Graded readers are books written in easy English. Reading English that is not too difficult improves reading fluency, and also vocabulary, grammar, and general knowledge. You can get all types – non-fiction, action, romance, classical literature, etc. Some come with audio CDs so you can listen to someone reading the text as well.

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

Unit 2 Practice

A Answers:

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

B Answers:

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

C Answers:

2. grandmother
3. sister
4. daughter
5. niece
6. nephew
7. aunt
8. husband
9. ex-wife

D Answers:

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

E Possible answers (anything that makes sense is OK).

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

F Answers:

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

G Answers:

2. two bicycles
3. three cats
4. eleven boxes
5. one umbrella
6. four babies
7. six trees
8. thirty

H Answers:

2. 3
3. 3
4. 3
5. 2
6. 2
7. 2
8. 3 (some people use only 2)
9. 2
10. 1
11. 3
12. 2
13. 3
14. 3
15. 3
16. 3

I Answers:

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

J Possible answers:

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

K Answers:

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

L Answers: Depends on the language.

N Answers:

Across:

1. dangerous
6. factory
6. city
8. restaurant
12. nineteen
13. wear
15. one
16. lonely

Down:

1. different
2. nice
3. sick
4. rat
7. young
9. single
10. article
11. tree
14. rice

Unit 3: People and Things

1. Describing things

1.1 Advertisements

- A** • Discuss advertisements. Ask **prompt questions**: *Where do you see advertisements? Are advertisements useful? Which advertisements do you like/dislike?*
- B** • Students quickly read the texts and match them with the pictures.
- C** • **Pre-teach** *save your documents, need, buy, other people, can't afford*.
- Play audio 029. Students check their answers.
2. a 3. c
- **Elicit** what the advertisements are selling: *instant noodles, a flash drive, an expensive car*.
 - Play audio 029 again.

Language and Culture Notes

Sexy usually describes a person you are attracted to, but in advertisements it is used to make you think a thing is attractive. Be careful with the word *sexy* – the meaning is very different from *beautiful, handsome, attractive* or *cute*.

1.2 What's it like?

- A** • **Elicit** a definition of adjective.

Possible answer:

Adjectives describe things.

- B** • Students identify the adjectives in 1.1 B.

Answers:

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

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

Answers:

1. new, small...
2. good, easy, cheap, delicious...
3. important, fast, sexy, black, expensive...

- D** • Check students understand *advert* (the same as *advertisement*).
- Students find adjectives from the adverts in 1.1 to fill the gaps.

Answers:

1. expensive
2. fast
3. new
4. small
5. delicious
6. cheap

Language and Culture Notes

Yum Yum, Zappo and *Luxuria* are **brand names**, which are *proper nouns*. Like Coca-Cola, Microsoft, Toyota and Sony, they are names of products and companies, not words for things.

Note: Zappo and Luxuria are fake brand names (not real).

1.3 Synonyms

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

Answers:

1. small
2. good
3. fast

- B** • Students fill the gaps with words from the audio and 1.2.

Possible answers:

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

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

1.4 Colours

- A** • **Brainstorm** colours as a class and write them on the board.
- Make sure they include *black, white, blue, yellow, red, green, orange, purple, grey, brown* and *pink*.
- B** • **Elicit** or explain the meanings of the words in the box.
- Using dictionaries if necessary, students match the words in the box with the descriptions.

Answers:

1. grass
2. sun
3. elephant
4. blood
5. charcoal
6. snow
7. sky
8. pig

- C** • Students make true sentences by filling the gaps with a colour.

Possible answers:

4. white (or brown)
 5. white/red/yellow/pink/green/orange/purple
 6. green
- D** • Students write short description of something, using at least one colour.
- Make sure they don't use the name of the thing in the description.
 - Students find a partner, tell each other their descriptions, and try to identify their partner's thing.
 - They find another partner, and do the same again. Do this a few times.

2 Describing people

2.1 Is she a good teacher?

- A** • **Brainstorm** words you might use to describe a teacher. Write students' ideas on the board.

- B** • Play audio 030. Students listen. Discuss the questions.

Answers:

The man wants to find a good Myanmar language teacher. He talks to Jessica because she studies Myanmar language. He wants to know about her teacher.

- C** • Play audio 030. Students identify which photo is Paw Mu.

Answer: a

- D** • Students list the adjectives Jessica uses to describe Paw Mu. They should write as many as they can from memory before listening to the audio again.

- Play audio 030. Students listen and check.

Answers:

short, thin, excellent, nice, clever, friendly, busy

- E** • Using the information from the audio, and other things they might remember about Paw Mu, students decide if these adjectives can describe her.
- They write the adjectives in columns.

Answers:

She is - clever, thin, friendly, short, busy, nice, kind (similar meaning to nice)

She's not - tall, fat, stupid, horrible, lazy, rich (in **2.4.3** it says she works hard to make money for all her relatives)

don't know - happy, lonely

young and *old* depend on opinion. A 16 year old student might consider 35 old. A 45 year old might think 35 is young.

2.2 What are they like?

- A** • Students classify the adjectives from 2.1 E into *good*, *bad* and *neither* (not good or bad).
- Some of this is opinion (some students might think *rich*, *thin* or *fat* is good, others might think bad or neither).
- B** • Students add any other adjectives they know to describe people.
- Make class lists on the board.

Possible answers:

good - clever, friendly, nice, kind, happy

bad - stupid, horrible, lonely, lazy

neither - thin, fat, short, tall, old, young, busy, rich

- C** • **Pre-teach** *antonym* (a word with an opposite meaning, e.g. *old* is an antonym of *young*).
- Students look for opposite and similar adjectives in the list.

Possible answers:

antonyms - clever-stupid, happy-sad, beautiful-ugly, nice/kind-horrible, thin-fat, short-tall, old-young

synonyms - beautiful-handsome-lovely, ugly-horrible, nice-kind-lovely

- D** • Students think of a friend, and describe them to a partner.
- E** • Students describe their partner's friend to the class.
- In a large class, get students to describe their partner's friend in groups.

2.3 Describe them

- A** • Students look at the pictures and write sentences about the people in them.
- B** • Play audio 031. Students listen and check. Did they get all these sentences?

Answers:

- He's fat. - He's short.
- He's not thin. - He's young.
- He's not tall. - He's not clever.
- He's not poor. - He's short. - He's rich.
- He's not happy. - He's stupid. - He's sad.
- He's not old.
- She's not short. - She's clever. - She's thin.
- She's happy. - She's old. - She's tall.
- She's not fat. - She's not stupid.
- She's not rich. - She's poor. - She's not sad.
- She's not young.

What other sentences did they write?

- C** • Play audio 031. Students listen and repeat.

2.4 Word order

- A** • Write the structure *My (noun) is (adjective)* on the board.
- Students look in their bags. Each student takes an object, says a sentence about it, and gives it to you.
- B** • Write the structure *That's my (adjective) (noun)* on the board.
- Hold the things up one by one, and ask *Whose is this?* Students identify the owner using the structure.
- C** • Students complete the grammar rules.
- They write the adjectives in columns.
- D** • Students order the sentences.

Answers:

1. I have a new bicycle.
2. My bicycle is new.

- E** • Students fill the gaps with adjectives from the box.

Answers:

1. easy 2. Chinese 3. old
4. happy 5. green

- F** • In groups of 3-4, students make true sentences putting adjectives in the gaps. They can use the words from this section and any others they know.
- Then students share their sentences with another group. Are they the same or different?

2.5 An email home

- A** • Students think about Paul from the previous two units. What can they remember about him?

Possible answers:

He's retired. He comes from England. His wife, Lisa, is a teacher, and his son, Wayne, is a student.

- B** • Students **predict** what Paul is doing now. Ask **prompt questions**: *Where is he?* (students should know he is in Myanmar, because he met other people in Myanmar in previous units). *What does he do now?*

- Write students' ideas on the board.

- C** • **Pre-teach** *free* (doesn't cost money), *fees*, *head teacher*, *scary* (frightening), *fund* (to give money to support a project, event or activity).
- Students read the email.

- D** • Students answer the questions.

Answers:

1. No, they're poor.
2. No, it's difficult.
3. She's the head teacher.
4. They're rich and important.
5. Yes, they are.
6. One - a big house.

2.6 A letter

- A** • Students look at the list, and identify which topics Khin Zaw talks about in the letter.

Answers:

job, city, friends, boss

- B** • **Pre-teach** or explain *I hope you will come and visit me one day*.

- Students add appropriate adjectives to the letter. There are many correct answers.

Possible answers:

I live in Yangon now . Yangon is big, but fun.
I have a good job at Golden Myanmar tours as a tour guide.

My boss is a Thai woman called Apsara.

She's short and very bossy. I like Yangon. I have some good friends here.

- If you have enough time and space: Write the text on the board. Get a few students write an adjective in a gap until the text is complete.

Elicit alternatives for the ones they write.

- C** • Do **Disappearing Paragraph** with the text on the board. Students read out the text.
- Erase 15% of the words. Students read the whole text out, including the missing words.
 - Erase another 15% – students read it out. Keep doing this until the text is completely erased, and students are saying it from memory.
 - There is more information about Disappearing Paragraph in **Activities for the Language Classroom**.

2.7 What's your life like?

- A** • Students make list of important topics in their lives now.
- Encourage them discuss this with a partner, or ask you for new vocabulary.
- B** • They choose three topics from this list, and write notes about these topics.
- Encourage them discuss this with a partner, use dictionaries or ask you for new vocabulary.
- C** • Students write a letter to an old friend (real or fake) describing your life now. They use the three topics and their notes about them.
- Collect the students' letters. When you mark them, check for
 - interesting topics
 - easy to understand
 - correct use of adjectives.

3 Articles

3.1 a/an + noun

- A** • In pairs, students go through 3.1 and 3.2 and list examples of *a* and *an*.

Answers:

- a** - a computer, a new motorbike, a big, grey animal, a colour, a small grey animal, a teacher, a partner, a letter, a big house, a Thai woman, a short letter
an - an important person, an adjective, an easy exam, an email

- B** • **Elicit** or explain *vowel* (a, e, i, o, u) and *consonant* (all the other letters).
 • Explain that sounds and spelling do not always match, so written vowels do not always make vowel sounds, and written consonants do not always make consonant sounds.
 • Tell students to look at the vowel section of the *Phonetic Chart* in the **Language Reference**. This shows all the main sounds in English. They don't have to understand it all now.
 • Students complete the grammar rule.

Answers:

2. an 2. a

- C** • Students try to decide why we say *a university* even though *university* begins with a vowel.

Answer:

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

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

- D** • Students write sentences identifying the things.

Answers:

- | | |
|---------------------------|----------------------|
| 2. It's a bicycle. | 7. It's an umbrella |
| 3. It's an egg | 8. It's a newspaper |
| 4. It's a desk | 9. It's an aeroplane |
| 5. It's an exam | 10. It's a snake |
| 6. It's a chicken / chick | |

3.2 a/an + adjective + noun

- A** • Students match the nouns and adjectives. Actually, all of these combinations are possible, but here are the most likely.

Possible answers:

- | | |
|------------------------|---------------------|
| 1. beautiful apartment | 3. old cat |
| 2. small business | 4. American tourist |

- B** • Play audio 032. Students listen and check.

- C** • Students fill the gaps with *a* or *an*.

- Play audio 032. Students listen and check.

- D** • **Elicit** the rule for articles before adjective + noun.

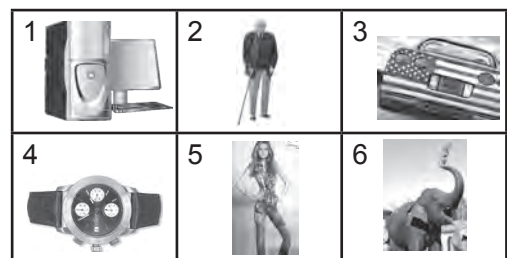
Answer:

If the word following the article (noun or adjective) has a vowel sound, use *an*. If the word following the article has a consonant sound, use *a*.

3.3 Listen and Draw

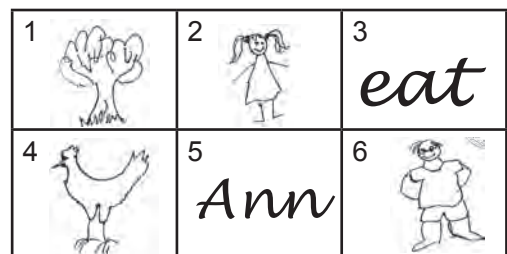
- A** • **Demonstrate.** Draw the 2 x 3 grid on the board and number the squares.
 • Play the first sentence of audio 033, and draw a large tree in square one.
 • Play audio 033 line by line. Students draw what they hear. Give them enough time to understand and draw (or write) each thing.
 • If they don't understand, they should talk to other students.

Answers should look a bit like:



- B** • Students work in pairs. Partner A looks at page 73 and Partner B at page 75.
 • They take turns to describe a picture from a square, while their partner draws it.
 • When they have finished, compare pictures.

Answers should look a bit like:



- C** • *This activity takes a long time, so skip it if you don't have much time.*
 • Students draw a 2 x 2 grid, and number it 1-4. They draw four simple pictures in each square.
 • In pairs, they take turns describing a picture while their partner draws it.
 • They compare them with the originals.

4 Bodies

4.1 Your body

A • Mime *shake*.

- Call out the instructions *Shake your arms, etc.* one by one. Students obey, and watch other students to see what they do.

B • Mime *point to, touch and hold*.

- Call out the instructions *Point to your ears, etc.* one by one. Students obey, and watch other students to see what they do.

- #### C • Play *Thingy Says*. Play audio 033 line by line.
- Students stand and listen to the instructions. If the instruction starts with *Thingy Says*, they do the action.
 - If the instruction doesn't start with *Thingy Says*, they ignore it.
 - Students who obey an instruction without *Thingy Says*, or who do the wrong action, sit down.
 - The last student(s) standing is the winner.

4.2 Describing appearance

- #### A • Discuss the people in the pictures. Do students know who they are? What do they know about them?

Answers:

Barack Obama is the US President (in 2011). Kyaw Hein is a Myanmar actor. Angelina Jolie is an American actor.

- #### B • Students choose adjectives to describe Barack Obama, Kyaw Hein and Angelina Jolie.

Possible answers:

Barack Obama - handsome, black, American, thin

Kyaw Hein - Myanmar, fat, handsome

Angelina Jolie - tall, thin, American, beautiful, young

Language and Culture Notes

Skin colour is difficult to describe. African-American people often describe themselves as **black**, and European-Americans as **white**. However we don't usually describe people as **brown**, **yellow** or **pink** – that's not polite.

It is usually better to use **dark-skinned** or **light-skinned**.

- #### C • Brainstorm
- class lists of other adjectives you can use to describe the two people.

D • Pre-teach *long (hair) dark (skin, hair) and light (skin)*.

- Students decide whether the sentences are true or false.
- If false, they write true sentences.

Possible answers:

1. False. He has short hair.
2. True
3. True
4. False. He's about 45 years old.
5. True
6. False. He's not very young.
7. True
8. False. He has dark skin.
9. True
10. True
11. False. Her dress is white.
12. True
13. False. She's not Asian.

4.3 very and quite

- #### A • Write the sentences on the board. Draw a short man and a very short man, and woman with a bag of money and another woman with a smaller bag of money on the board.
- **Elicit** which sentence goes with which picture. (The very short man is shorter, and the quite rich woman is not as rich.)
 - Ask students the difference.

Answers:

very short - shorter than *short*

quite rich - less rich than *rich*.

- #### B • Students match the person and the age.

Answers:

1. Rosy 2. Ma Ma Hlaing 3. Tin Tin
4. Myat Cho 5. Abdul 6. U Zeya

- #### C • Students write short descriptions of other people – a famous person, or a person from the class.

- They find a partner, and describe their person to their partner, who tries to guess who it is.
- They change partners, and repeat.

5 Pronunciation: Vowels 1

5.1 a/an

- A** • In pairs, students say the sentences and phrases, paying attention to the pronunciation of *a* and *an*.
- B** • Play audio 032. Students listen for the pronunciation of *a* and *an*.
- Play audio 032. Students listen and repeat.

5.2 /ə/

- A** • Play audio 032. Point out that *a* and *an* use the weak vowel sound /ə/ (called *schwa*).

Language and Culture Notes

/ə/ (*schwa*) is the most common vowel sound in English. It is used for many unstressed syllables. It is used for words spelt in many different ways, not just with *a*, *e*, *i*, *o* and *u*.

- Students identify where else they can hear the /ə/ sound in the sentence,

Answer:

I'm a businesswoman.

Note: some people also use schwa in ~ness~, but most people use /ɪ/, like in *bit*. They can sound very similar when spoken quickly.

- B** • Play audio 032. Students identify the /ə/ sounds in the sentences in 5.1.A. This is difficult, so don't worry if they are incorrect.

Answers:

2. I live in a beautiful apartment.
3. and an old black cat called Charlie.
4. we have a small business.
5. it's a tour company.
6. we work in a new office.
7. we employ a tour guide,
8. he's a clever, friendly young man.
9. we have an American tourist in the office.

- C** • Play audio 035. Students listen, repeat and point to the things.
- Repeat this two or three times.

- D** • In pairs, students ask and answer about things in the book and in the class.

- E** • Write on the board *What does she do?* Elicit where the /ə/ sound is in the sentence (*does*).
- Students change partners. In new pairs, they ask and answer about the people in unit 2, 3.1 using *What does he do? He's a (cook)*.
 - Check they are pronouncing the /ə/ sounds in *a* and *an*.

5.3 /ə/ in words

- A** • In pairs, students say the words, and identify /ə/ sounds.
- B** • Play audio 036. Students listen, check and repeat.

Answers:

1. banana
2. newspaper
3. umbrella
4. computer
5. apartment
6. aeroplane
7. student
8. farmer
9. journalist
10. soldier

- C** • In pairs, students ask and answer about things and people in the class.
- After they have asked and answered two questions, they change partners and ask and answer different questions.

5.4 Some other vowels

- A** • Students say the words, focusing on the pronunciation of the underlined vowel.

Language and Culture Notes

The International Phonetic Alphabet (IPA), also called the **phonetic alphabet**, **phonetic script** and **phonemic script**, contains **phonetic symbols** that represent all of the main sounds of English.

It is not necessary for students to learn the whole alphabet, but it is useful for them to learn the symbols for important sounds that they often get confused. They can look them up in the **Phonetic Chart** in the **Language Reference**.

- B** • Play audio 037. Students listen, check and repeat.
- C** • Students match the underlined vowels with the sound symbols.

Answers:

- | | | |
|---------|---------|----------|
| 1. /a:/ | 5. /a:/ | 9. /u:/ |
| 2. /i:/ | 6. /e/ | 10. /e/ |
| 3. /e/ | 7. /i:/ | 11. /i:/ |
| 4. /u:/ | 8. /ɪ/ | 12. /a:/ |

- D** • Students look at the sentences in 5.1 again, and identify any /a:/, /u:/, /e/, /i:/ or /ɪ/ sounds.

Answers:

/a:/ - aparartment, Charlie,

/u:/ - beutiful, new

/e/ - cleever, friendly, American

/i:/ - Chirlie, we (x2), company, he, friendly

/ɪ/ - businisswoman, businissi, it's, in, Americian, tourist, office

5.5 Song: *Little Boxes*

- A** • Read through the phrases. **Pre-teach** *executive, pretty, raise a family, hillside*.
- Explain that *ticky tacky* is not a real word. It is a fake word meaning something like *stuff*. *Martini* is an alcoholic drink.
 - **Elicit** explanations, or explain anything students don't understand.
 - Students give ideas as to the main topic of the song. Write their ideas on the board.

- B** • Play audio 038. Students listen and put the lines in order. They are mixed by verse – 1-7 are all the first verse, 8-12 are the second verse, 13-16 are the third, and 17-21 are the fourth.
- Play audio 038 two or three times.
 - The answers can be checked in the audioscript.

- C** • Students list the adjectives in the song.

Answers:

little same green pink blue yellow
dry pretty

- D** • Students read the first verse and the circle parts that use those sounds.
- If necessary, play the audio again so they can check.

Answers:

/ə/ a, the, of

/a:/ all

/u:/ blue

/i:/ green, ticky, tacky

/I/ pink, little, ticky, hillside

- E** • Play audio 039. This has versions by *Linkin Park* and *Death Cab for Cutie*. Students decide which of the three versions they prefer.

- F** • Look on the board at students' ideas of the topic of the song. Discuss this again. Have their ideas changed?

Answer:

The song is about how many people live the same kind of life, doing the same sorts of things that everyone else does. Nobody wants to do anything different.

6 Phrasebook: Telephones 1

6.1 Answering the phone

- A** • **Elicit** how students answer the phone in English, if they do. Write these on the board.
- B** • Play audio 040. Students listen and match the conversation with the picture.

Answers: 1. a 2. b

- C** • Play audio 040 again. Students listen and identify how Khin Zaw answers the phone.

Answers:

Conversation a - Hello, Golden Myanmar Tours. Khin Zaw speaking.

Conversation b - Hi. Khin Zaw speaking.

- D** • Students decide which conversation is with a friend, and which is with a boss.

Answers:

Conversation a - boss

Conversation b - friend

- E** • Play audio 041 two or three times. Students listen and decide if this is a personal or work call.

Answers:

a. work

b. personal

c. personal

d. work

e. personal

f. work

- F** • Point out there are many ways to answer a phone, but it is easiest for the person ringing if you give your name, and if it is a work phone, the business or organisation.
- Students decide which ways they like to answer a personal and work phone.

6.2 Asking for someone

A • Elicit how students ask for someone on the phone in English. Write these on the board.

B • Students read and order the conversations.

C • Play audio 042. Students listen and check.

Answers:

1. Hi, Madhu Reddy.
Hi Mum, is Dad there?
Hi darling. Yes, he's here. Anil!
Thanks.
2. Good morning, Health Rescue International.
Good morning. Is Amit Reddy there? This is Paw Mu from YSIS.
I'm sorry, he's not here at the moment.
Ok, thanks. I'll call back later.
3. Hello. Bright Star Free School.
Hello. Is Daw Tin Tin Nyo there, please?
Tin Tin Nyo speaking.
Hello Sayama. This is Jessica Lomax.

D • Students fill the gaps to describe each situation.

Answers:

2. Paw Mu, Anil
2. Tin Tin Nyo, Jessica.

E • Individually or in pairs, students write phone conversations for the situations. They can use the ones from **6.2 B** as models, or use their own ideas.

Possible answers:

2. Hello, Ko Ko speaking.
Hi, is Ma Ma there?
Yes, she's here.
Thanks.
2. Hello, MyanMart.
Good afternoon. Is Barry Ho there? This is Seng Ja from Interfish.
I'm sorry, he's not here at the moment.
Ok, thanks. I'll call back later.
2. Good morning, UNDP.
Hello, is Sarah Camp there?
This is Sarah Camp.
Hello, I'm Saw Htoo from Save the Children.

F Students practise their conversations in pairs.
• Get each pair to perform a conversation to the class.

7 Learning strategies: Writing

7.1 Mistakes

A • Students read the essay and think of an appropriate title.

B • Students look for spelling mistakes in the essay.

Answers: Childrin (line 2), difficult (line 6), telephone (line 10)

- Then they go through it again and look for mistakes with verb endings.

Answers: answer (line 5), study (line 7), write (line 11)

- Then they go through it again and look for missing words.

Answers: He a secretary (line 4), He English (line 9)

C • Write the correct English on the email.

Answers:

Line 2 - Children

Line 4 - He is a secretary

Line 5 - answers

Line 6 - difficult

Line 7 - studies

Line 9 - He speaks English

Line 10 - telephone

Line 11 - writes

D • **Brainstorm** a class list of types of mistake on the board.

Possible answers: wrong word, punctuation, extra word, wrong tense, word order, subject-verb agreement (verb endings is one part of this)

7.2 Check your writing

A • For homework or in class, students write short essays about their jobs or study.

B • They check their writing and correct any mistakes they find. They should focus on spelling mistakes, wrong verb endings, and missing words. Students swap essays with a partner.

- Students swap essays with a partner.
- Students go through their partner's essay three times. First they check and fix spelling mistakes, then wrong verb endings, then missing words.
- They give the essays back to their partner.

Unit 3 Practice

A Answers:

1. horrible
2. expensive
3. clever
4. difficult
5. young, happy
6. beautiful

B Possible answers:

1. young
2. long
3. fat
4. short
5. big
6. thin

C Answers:

1. He's a businessperson / businessman.
2. In Mandalay, near the river.
3. In Bangkok.

D Answers:

2. three
3. bis
4. two
5. Cho Cho Aung
6. 16
7. handsome
8. job
9. American
10. nice
11. teaches
12. live

E Answers:

2. My motorbike is very fast.
3. We have an important meeting.
4. These noodles are delicious.
5. My new computer is excellent.
6. Your children are lovely and friendly.
7. Our dog is big and grey.
8. My friend has an interesting job.
9. My mother is short, clever and kind.
10. My brother has small ears and a big nose. /
My brother has big ears and a small nose.

F Possible answers:

2. a
3. a
4. a
5. a
6. an
7. a
8. an
9. a
10. an
11. a
12. a
13. a

G Possible answers:

2. very good / very delicious / very nice
3. very expensive.
4. quite interesting

H Answers:

- | | |
|---------|----------|
| 1. /a:/ | 8. /e/ |
| 2. /ɪ/ | 9. /e/ |
| 3. /i:/ | 10. /i:/ |
| 4. /u:/ | 11. /ɪ/ |
| 5. /ə/ | 12. /ə/ |
| 6. /e/ | 13. /i:/ |
| 7. /i:/ | 14. /u:/ |

I Answers: Depends on the language.**J Answers:**

Spelling - shool, delicious, qite

Verb endings - I teaches at, She have an apartment here

Missing words - I work Malaysia, I with young children, my students about 6 years old, Malaysia is interesting country

K Answers:

Hi Tin Tin,

I'm Sandra, Andy's sister. I work in Malaysia. I teach at an international school. I work quite hard, but the work is fun. I work with young children – my students are about 6 years old.

Malaysia is an interesting country. The food is delicious. I live with my Malaysian friend, Laila. She has an apartment here. It's small, but quite nice.

Sandra

M Answers:

1. ear
2. stomach
3. foot
4. leg
5. hair
6. head (or *forehead* for only that part)
7. eye
8. nose
9. mouth
10. arm (**not** *hand*)
11. hand

N Answers:

1. old
2. orange
3. delicious
4. beautiful
5. everyone
6. garden
7. flash drive
8. song
9. different
10. little

Unit 4: Times and Activities

1 Days and times

1.1 Saturday

- A** • Students make short lists of things they usually do on Saturdays.
- In pairs, they compare and discuss these lists.
- B** • **Pre-teach** *bored, usually, buy*.
- Discuss *chatting*. Ask **prompt questions**:
Do you chat online? What do you chat about?
If your students don't have internet access, explain chatting.

Language and Culture Notes

Online chat is a service on the internet where you can type conversations with friends who are also on the internet at the same time.

- Students read the text and write the times with the activities.

Answers:

1. 10 am
2. 11 am
3. 12.30 pm
4. 6 pm
5. 8.45 am
6. 5.30 pm
7. 8 pm
8. 10.30 pm

Language and Culture Notes

We use **am** for times in the morning (after midnight, before midday) and **pm** for times in the afternoon and evening (midday till midnight). For 12'clock during the day, some people say **12 pm**, and for 12 at night **12 am**. However, this is inaccurate and confusing. Most people say **midnight** and **noon** or **midday**.

- C** • Students fill the gaps.

Answers:

2. goes to the market
3. cooks (and eats lunch)
4. studies Myanmar
5. (usually) go to class
6. goes to work
7. finishes work
8. has dinner
9. watches TV
10. goes to bed

- D** • Students answer the questions.

- Point out that we use *at* to talk about times, e.g. *at 5.30* and *on* with days. e.g. *on Monday, on Friday at 6.45*.

- E** • In pairs, students ask and answer the questions.

- Students say one or two sentences about their partner to the class. If your class is big, they can do this in groups.

- F** • **Brainstorm** a class list of activities most people do every day. Write these on the board.

- G** • Ask different students when they do the things on the list, e.g. *What time do you (listen to the news on the radio)?*
- Get students to ask you about the things on the list.
 - Students ask and answer questions in pairs.

1.2 Telling the time

- A** • Students match the clocks with the written time.

Answers: 2. d 3. e 4. c 5. b 6. a

- B** • Student write the times.

Answers:

2. twenty past two
3. twenty-five past two
4. twenty-five to three
5. ten to five
6. five to five
7. five past five
8. half past six
9. twenty to eight
10. eight o'clock
11. ten past ten
12. quarter to one

- Students practise saying the times.

- C** • Play audio 043. Students listen and check their answers.
- Play audio 043 two or three more times. Students listen and repeat.

- D** • Copy the **Time Bingo** cards from **Resources** so there is one for each student.
- Explain the game to students: You read out times. When they hear a time that is on their card, they cross it off. When all their times are crossed off, they call out **Bingo!**
 - Read the times, one by one, from the **Resources** page.
 - When a student calls out **Bingo!**, get them to read their times back to you. Check that they are correct.
 - Students swap cards. Repeat the activity, but say the times in a different order.

1.3 More time

- A** • Students look at the two times, and decide whether they are the same or different times.

Answers:

2. same 3. same 4. different 5. different

Language and Culture Notes

Saying the hour then the minutes (e.g. *five forty, three oh five*) is also correct, and is simpler to learn. However, the system taught in **1.2** is much more common, so students should try to learn it.

- B** • Students write the other way to tell the time.

Answers:

2. It's six fifteen
3. It's one twenty-five
4. It's ten twenty
5. It's one thirty-five
6. It's five oh five

- C** • Play audio 044. Students listen, check and repeat.

1.4 Lee's day

- A** • What do students remember about Lee? What things do they think he does each day? **Brainstorm** a class list on the board.

- B** • Play audio 045 once. Students listen. Which things from the list does he talk about?

- C** • In pairs, students write down everything they can remember about Lee's day.
- Play audio 045 again. Pairs listen, and add more information to their writing.
 - Pairs combine to make groups of four. Each group chooses a writer, and writes a group text about Lee's day.
 - Groups swap writing, and check other group's writing.
 - Play audio 045 again. Groups check.

1.5 Parts of the day

- A** • Check that students understand *morning, afternoon, evening* and *night*.
- Play audio 045.
 - In groups, students classify Lee's activities.

Answers:

morning - wake up, listen to radio, have breakfast, have a shower, get dressed, check emails, work

afternoon - walk to market, buy food, go home, make lunch, eat lunch, study Myanmar language

evening - go to Myanmar class, go to restaurant, have dinner and beer

night - go home, have shower, read, go to bed

- Discuss when these times happen.

Language and Culture Notes

Morning is between midnight and midday. **Afternoon** is midday until about 5 pm. **Evening** is from about 6 pm until about 9 or 10 pm. **Night** is normally use for about 9-10 pm until about 3 am.

- B** • In groups, list things people usually do in the morning, afternoon, evening and night.

1.6 What day is it?

- A** • In groups, students order the days of the week.

Answers:

2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

- B** • Students answer the questions.

Answers: 4. Sunday 5. Tuesday

1.7 Your week

- A** • **Pre-teach** *timetable*. Draw the timetable on the board, and write some things you do regularly each week on it. Use the left column for times (e.g. 8-10am).
- Students copy the timetable and fill in some things that they do regularly. Go around the room helping them, and giving them any vocabulary they need.
- B** • In pairs, students ask and answer about their weekly routines.
- C** • Get some students to tell the class about their partners. If you have a large class they can do this in groups.

2 Questions and answers

2.1 Sunday evening at the teashop

- A** • Introduce the scene: Khin Zaw is at a teashop. Jessica, Lee and Paw Mu, who have just finished their Myanmar class, walk in.
- **Pre-teach** *every, only, near, really* (very), *spicy food*.
 - Students read the conversation and fill the gaps with the words and phrases from the box.
 - Play audio 046 two or three times. Students listen and check.

Answers:

1. every evening
2. on Sundays
3. on Mondays and Thursdays

- B** • Students read the conversation and choose the correct verb form.
- Play audio 047 two or three times. Students listen and check.

Answers:

1. do
2. do
3. Does
4. does
5. Do
6. don't
7. doesn't

- C** • Students complete the grammar rules.

Answers:

1. do
2. does

2.2 About you

A • Students match the questions and answers.

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

B • Students answer the questions about themselves. Explain that they can either answer *Yes, I do / No, I don't*, or give more information: *No, I live in Bago / Yes, I live near the university*.

- Ask a few students the questions.

C • Students write five more questions to ask another student. Encourage them to write questions they are interested in.

D • In pairs, students ask and answer the ten questions from **B** and **C**, and write down their partners' answers.

E • Students change partners, and tell their new partner about their first partner.
• You might want to **demonstrate** this first - ask a student some questions (from **B**, and some new questions), and tell the class about her/him.

2.3 Negative forms

A • Students write the sentences in the correct order.

Answers:

1. I don't drink tea.
2. We don't have any children.
3. They don't have a mother.
4. She doesn't work on Saturdays.
5. He doesn't come from Zimbabwe.

B • Students complete the grammar rules.

Answers:

1. don't
2. doesn't

C • Students fill the gaps with the negative form.

Answers:

1. doesn't
2. doesn't
3. don't
4. don't
5. don't

2.4 Meet Matty

A • Introduce Matty. He is one of the people who wrote *Think English Elementary*.

- Look at the things in the box. Explain anything students don't understand. *Hip-hop* is a type of spoken music.
- Students **predict** – do they think Matty likes these things? Write the chart on the board, and write students' predictions in it.
- Play audio 048 a few times. Students listen, and complete their own charts.

Answers:

Likes: British movies, dance music, swimming, spicy food

Dislikes: American action movies, hip-hop, rock music, sport, football

B • Students read the example questions and try to work out the grammar rule.

Answers: 1. do 2. be

- **Elicit** more example of each questions with verbs, adjectives and nouns

C • Students think of questions that match Matty's answers.

Possible answers:

2. Are you Australian?
3. Do you live in Mandalay?
4. Are you a doctor?
5. Do you teach children?

2.5 What do you like?

A • Students answer the questions, giving extra information where they can, e.g. *Yes, I like cats. I have two cats at my house.*

B • Students make lists of things they like and don't like.

C • In groups of 4-6, students do a likes and dislikes poster for their group.
• Put the posters on the wall. Students go around looking at other groups' posters.

Extra Idea

Do a **Find Someone Who** activity with likes and dislikes. Make a list of 10 items people might either like or don't like, e.g. spicy food, alcohol, pop music. Students go around the room asking *Do you like...?* When they find someone who says yes, they write that person's name next to the item. When they have found someone for each item, they sit down.

3 Wh- questions

3.1 We're from Mumbai

- A**
- Discuss Madhu and Amit. What do students remember about them?
 - Play audio 049. Students listen, and identify who (Madhu or Amit) said each statement.

Answers:

2. Amit
3. Amit
4. Amit
5. Madhu
6. Amit
7. Madhu

- B**
- **Pre-teach** *stay (with)*. Students write the correct question words in the questions.
 - Play audio 049 again. Students listen and check their answers.

Answers:

1. Where
2. How many
3. How many
4. When
5. Who
6. What

- C**
- Students fill the gaps with *wh-* question words.

Answers:

1. Where
2. When
3. What
4. How many
5. Who

3.2 Barack Obama

- A**
- Students look at the pictures.
 - Individually or in groups, they complete the chart. In the left column they write the things they know about Barack Obama. In the right column, they write the things they don't know about him, but are interested in finding out.
- B**
- Students work in groups of three or four. Each group pairs with another group.
 - Groups read the text, and discuss what questions they need to find the missing information.
 - Groups put each question in order.

Answers - Group A:

1. Where does he come from?
3. How many children do they have?
5. When does he get up?
7. What does he eat for lunch?
9. Who does he eat dinner with?

Answers - Group B:

2. What does his wife do?
 4. Where do they live?
 6. When does he start work?
 8. Who does he talk to?
 10. What does he do after dinner?
- Groups ask each other the questions, and put the missing information in the gaps.
 - Remind students to ask *How do you spell that?* if they are unsure of spelling.
 - Groups check their answers by showing each other their completed texts.
 - Discuss any language they are unsure of.
- C**
- Students look back at their charts from **A**. Did they get any of the information they wanted?

3.3 Learn about each other

- A**
- Copy and cut the questions from **Resources** so there is one for each student.
 - Students find a partner, and ask and answer their questions. Encourage them to give extra information.
 - Partners swap their question papers, and find another person to ask and answer with.
 - Keep doing this for 5 or more minutes.
- B**
- Students look at the *Present simple: Questions and answers* section of the **Language Reference**.
 - Explain that they are about to do a game where they have to guess who they are. Give some examples of questions they could ask, e.g. *Am I famous? Where do I live?*
 - **Brainstorm** a list of useful questions, and write them on the board.
- C**
- Students think of a person and write their name on a piece of paper. It can be a famous person, or someone everyone in the class knows.
 - Students stick their paper with the name on it on the back of another student. They make sure the other student can't read the name,
 - When students all have names stuck to their backs, they go around and find a partner. The partner reads their back.
 - Students ask a question to find out who they are. Partners answer the question.
 - After one question, they change partners and ask another question.
 - Keep going until most guess their names.

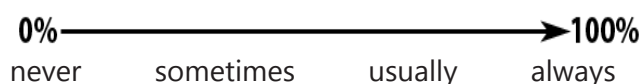
4 Frequency

4.1 Mosquitoes

- A** • **Elicit** the pronunciation of *mosquito* (it is *mus-kee-to*, not *mus-kwee-to*. It is an exception to the *qu* spelling rule).
- Ask students what diseases mosquitoes cause. **Elicit** *malaria* and *dengue fever*, and any others they know.

- B** • **Pre-teach** *bite, cause, rest*.
- Students read the text and write *never, sometimes, always* and *usually* on the line.

Answers:



- C** • Students put the adverbs of frequency into the sentences.
- If they want more information on placing adverbs of frequency, encourage them to look at the **Language Reference**.

Answers:

2. Mosquitoes always live near water.
3. They usually live for one or two weeks.
4. They sometimes live for four weeks.
5. Female mosquitoes usually lay 200-300 eggs.
6. Mosquitoes never cause HIV.

- D** • Using the examples in the texts, students write *in* and *at* in the sentences.

Answers:

2. in
3. in
4. at
5. in
6. at
7. in
8. in

4.2 The Mosquitoes

- A** • Students discuss bands in groups. What is each group member's favourite band?
- Each group answers the question *What is a band?* Write groups' definitions on the board.

Possible answer:

A group of musicians who perform together.

- B** • Students unscramble the instrument names.

Answers:

1. electric guitar
2. drums
3. bass guitar

- C** •
- Students read the text and answer the questions.

Answers:

1. Cornwall (in England)
2. he plays bass guitar
3. Spanish music
4. no, Torre plays the drums
5. half past one
6. No, he never cooks
7. every afternoon at 3 o'clock.
8. on Saturdays, at night
9. 3 am
2. Yes, he sometimes sings in a restaurant.

4.3 Your life

- A**
- Students add words to the gaps to make true sentences.
 - They compare sentences in pairs.
 - Get a few students to tell the class something about their partner's routines.
- B**
- Students add adverbs of frequency to the gaps so that they are true sentences.
 - They compare sentences in pairs.
 - Get a few students to tell the class something about their partner's routines.
- C**
- Students write paragraphs about their routines. Encourage them to use adverbs of frequency, and to be interesting.
 - Collect their writing and mark it, if you can. Don't correct all the language – focus on adverbs of frequency and word order.
- D**
- In pairs, students tell each other their routines. They should do this from memory, not read their paragraphs.
 - Partners listen carefully and try to remember as much as they can.
- E**
- Pairs join with another pair. Each group member explains their partner's routine to the group.
 - When someone's routine is being explained, they listen and correct any wrong information.

5. Filling in forms 1

5.1 Application forms

- A**
- In pairs, students look at the application form and answer the questions.

Answers:

1. to join an English course.
2. Capital letters.
3. The email address, because a few email addresses are case sensitive, i.e. if the address is `aung.aung@example.com` it won't arrive if you send it to `Aung.Aung@example.com`. (This is rare, however.)
4. In July 2011 – 18
5. job
6. no
7. a woman

Language and Culture Notes

Male and **female** are used to describe people (men, women, girls, boys) and also animals, plants and anything else with gender or sex.

- Explain anything in the form students don't understand.

- B**
- Students fill the application form with the information on the right.

Answers:

Name: AN KA NYEIN CHAN

Address: NO. 22, 27-72 STREET, CHAN MYA THAR SI, MANDALAY

Date of birth: 02/01/74

Marital Status: MARRIED

Occupation: STUDENT

Sex: MALE

Email: peace.nyein17@gmail.com

Phone: 02-66013

- C**
- In pairs, students think of questions to ask to get the information on the forms. There are a lot of possible correct questions.
 - Write questions on the board.

Possible answers:

Name: What's your name?

Address: What's your address? / Where do you live?

Date of birth: What's your date of birth?

Marital Status: Are you married? / What's your marital status?

Occupation: What's your job/occupation? / What do you do?

Sex: What's your sex? / Are you male or female?

Email: What's your email address?

Phone: What's your phone number?

5.2 Pronunciation: *wh*- questions

- A** • Students match the words that have the same vowel sound (shown in IPA on the right).

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

- B** • Play audio 050 two or three times.
• **Elicit** students' observations about the verb and pronoun after the question word.

Answer:

The pronoun and verb are unstressed, and spoken quickly.

- C** • Play audio 050 line by line two or three times. Students repeat.

- D** • Play audio 050 two or three times. Students listen and underline the stressed part of the sentence.

Answers:

2. Where do you live?
3. What's your address?
4. What's your date of birth?
5. What's your marital status?
6. What do you do?
7. What's your occupation?
8. What's your email address?
9. What's your phone number?

- E** • In pairs, students practise a **Roleplay**. One student is the receptionist at a language school, the other is applying for a course. The receptionist interviews the student and fills in the form with the student's answers.
- Encourage students to add other parts to the conversation too – try to make it more interesting.
 - Students swap roles.
 - Get a few pairs to perform their roleplay to the class.

6. Phrasebook: People you know

6.1 Meeting an old friend

- A** • **Elicit** suggestions about what to say if you unexpectedly meet an old friend – someone you haven't seen for a long time.
- Write students' suggestions on the board.

- B** • **Pre-teach** *remember*.
- Discuss the pictures – what's happening?
 - In pairs, students read the statements and look at the pictures. They decide which statement goes in which box.

- C** • Play audio 051. Students listen and check.

Answers:

1. Hello Sayama Paw Mu. Do you remember me?
2. Er... Hello.
3. I'm your old student.
4. I remember your face, but I can't remember your name. Are you... Bobby Thornwood?
5. No. I'm Mark Waters. You don't remember me!
6. Oh. I'm sorry.

- D** • Students think of words and phrases to fill the gaps, to re-tell the story. There are many possible correct answers.

Possible answers:

2. meets
 3. 'Do you remember me?'
 4. young/small
 5. 'Are you Bobby Thornwood?'
 6. Mark Waters
 7. stupid/unhappy
- Don't worry about the speech marks.

- E** • Discuss the story. Ask **prompt questions** – *Have students ever experienced anything like this? How do they think Paw Mu feels?*
- Discuss how Mark could do better next time he is in a situation like this.

Answer:

Introduce himself at the beginning: 'Hello, I'm Mark Waters', and maybe give more information, e.g. 'You were my teacher in 2002'. Challenging her to remember him – especially if she hasn't seen him since he was a boy – is rude and unfair, and can make her feel embarrassed or stupid.

6.2 Bad phone calls

- A** • Discuss reasons for making telephone calls. Why do students ring people?
- B** • Play audio 052 two or three times. Students listen.
- Students decide if the conversations are polite or impolite.

Possible answers:

Conversation A is not polite – the student makes the teacher uncomfortable by not telling who they are. They don't have a good reason to ring, and they don't check that the teacher is free to talk. **Conversation B** is polite – the student introduces herself, asks if the teacher is free to talk, and has a reason to call.

- C** • Discuss Conversation A. How could Kyaw Day make it better?

Possible answers:

- Say hello
- Introduce himself at the beginning: 'Hello - I'm Kyaw Day.'
- Don't ask Matty to try and guess his name.
- Ask if Matty is busy.
- When Matty says he is busy, say goodbye and get off the phone.

- D** • Students read the actions, and write *do* next to polite actions and *don't* next to impolite actions.

Answers:

1. don't - it makes the person feel that they have to get the right answer, and that they are being rude if they don't get it correct.
2. do
3. do
4. do - you can then know if the person is free to talk to you, especially if you need to talk for more than a minute.
5. do - calling people to say hello is only OK with very close friends (unless they have told you they like getting calls for no reason).
6. do

7. Learning strategies: What do you learn?

7.1 Main learning points

- A** • Students look at exercise 4.1.1.A at the beginning of this chapter. As a class, decide what reasons people would do this exercise.

- Point out that:
 - *it is at the beginning of new unit, where where are about to start a new topic.*

Answers:

1, 2 and 5. This **pre-reading** exercise focuses students on the topic, and lets them share any language they already know about it.

- B** • In pairs, students decide for which of the reasons they did exercise 4.1.1.B.

Answers:

7. New language is presented in a context, so students can more easily understand it.

- C** • **Pre-teach** *main learning goal* (the most important reason for doing an exercise).
- In pairs or small groups, students decide which of points 1-10 (from **A** and **B**) are the main learning goals.

Answers:

1. 10. Students use the new language to fill the gaps, changing it into the third person form.
2. 3. Students use the new language to think and talk about themselves.

- D** • In pairs or small groups, students write main learning goals (not from **A** and **B**).

Possible answers:

1. To learn language you need to understand the reading.
2. To practise using the new language.

- E** • Students identify the main learning goals of this section.

Possible answer:

To understand the reason we do different language learning exercises. This can help you become better language learners and perhaps teachers.

7.2 Today's lesson

- A** • Students list everything they learned in today's lesson.
- B** • In pairs, students list everything they did in today's lesson. **Pre-teach** *in order*.
- C** • Students make groups of four, and make a chart about what they did, and why they did it (the main learning point).
- D** • Put the charts on the wall. Students walk around comparing charts.

Unit 4 Practice

A Answers:

2. Nang Seng speaks Myanmar. She doesn't have a car. She eats meat. She wakes up early.
3. Ou and Lili don't speak Myanmar. They don't have a car. They eat meat. They wake up early.

B Answers:

2. 8.55
3. 1.15
4. 4.35
5. 9.45
7. twenty past one
8. twenty to six
9. half past eleven
10. five past three

C Answers:

2. half past nine / 9.30
3. quarter to one / 12.45
4. quarter past three / 3.15
5. ten past ten / 10.10
6. twenty to three / 2.40

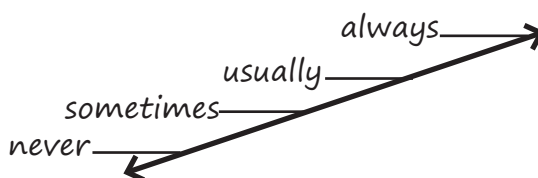
D Answers:

2. always
3. sometimes
4. usually, sometimes
5. usually
6. never
7. sometimes, sometimes, 2.30am

E Answers:

2. morning
3. afternoon
4. evening, afternoon
5. night, morning

F Answers:



G Answers:

1. 7 am
2. 9 pm
3. She goes to class, then meets her friends and goes shopping.
4. She has dinner with her boyfriend.
5. 9.00 am
6. She usually calls her boyfriend.
7. Monday, Wednesday and Thursday.
8. Tuesday and Friday.
9. Tuesday and Friday.
10. 6 pm.

H Possible answers:

2. Do
No, on Tuesdays and Fridays I wake up late.
3. Do
Yes, they meet me on Tuesdays and Fridays.
4. Does.
Yes, he does.
5. Do
No. I don't. I visit them every weekend.
6. Does
No, she doesn't. My dad cooks lunch on Saturdays.
7. No, I don't. I check emails on Tuesdays and Fridays.

I Answers:

| | | | |
|-----------------------|----------|------------|-----|
| Name | Siriporn | Age | 19 |
| Occupation | Student | | |
| Nationality | Thai | | |
| Marital Status | single | Sex | m/f |

J Possible answers:

2. What's your phone number?
3. Are you single?
4. What do you do?
What's your job?
What's your occupation?
5. What do you like?
What music do you like?
6. What time do you (usually) wake up?
7. What do you do on Monday?
What day do you go to the market?
8. Do you like bananas?
9. Do you speak French?

K Answers: Depends on the language.

N Answers:

Across:

1. marital status
5. swimming
8. holiday
9. eat
11. on
12. radio
15. young
16. dinner

Down:

1. mosquito
2. time
3. lunch
4. application
6. interview
7. day
10. today
13. open
14. band

Unit 5: Numbers and Food

1 Around the world

1.1 The world in numbers

- A**
- Students answer the questions.
 - In pairs, students ask and answer the questions.
 - Ask a few students the questions. With **3** and **4**, write students' answers on the board, and try to get the class to agree.

- B**
- Students match the words and the numbers without reading the text on the right.

Answers:

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

- C**
- Individually or in pairs, students write the numbers.

Answers:

1. 2,350,200
2. 200,050
3. 35,000
4. 1,200,500
5. 3,004,780,000

- D**
- Students look at the figures and the sentences, and match numbers with sentences.
 - Get a few students' ideas and write them on the board.
 - Students read the text, and check their answers.

Answers:

2. 1,500,000,000
3. 1,000,000,000
4. 1,300,000,000
5. 311,000,000
6. 192
7. 100,000
8. 4
9. 850,000

- Explain and discuss anything students don't understand.

Extra Idea

Do a **Race to the Board** activity with **large numbers**. Put the class into 2, 3 or 4 teams. Teams stand at the back of the room. The first member of each team has a board marker or chalk. Call out a number. Team members run to the board and write the number. The first team to get a correct number gets a point for their team.

- E** • Students complete the sentences using *there is/are*.

Answers:

1. There are
2. There are
3. There are
4. There are
5. There are
6. There are
7. There is

- F** • Students choose the correct words.

Answers:

1. is
2. are

- G** • Students write the questions in the correct order. They can look at **1.A** if they need help.

Answers:

1. How many people are there in Asia?
2. How many people are there in Africa?
3. How many people are there in Europe?

- H** • Students match the questions in **G** with the answers below.

Answers:

1. 4 billion
2. 1 billion
3. 371 million

1.2 The world in pictures

- A** • Have a **Group Brainstorm Competition**. Students work in groups of 4-6.
- Groups have 2 minutes to write as many sentences as possible about the classroom, starting with *There is* and *There are*.
 - Write *There is* and *There are* columns on the board. Groups take turns to read out a sentence. Write them on the board.

- B** • Students look at the photos of classrooms, and guess which country they are from.

Answers:

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

- C** • Students think of descriptions of the classrooms.
- Students work in pairs. Partner A describes one of the classrooms. Partner B identifies it. They swap roles.
- D** • Discuss the classrooms. Which one is most similar to yours? What is different in that one?

1.3 Things around you

- A** • Students read the sentences and decide whether they are true or false.
- Explain that we use *any* in negative plural sentences (and questions).
- B** • Students write three more negative statements about the classroom.
- Get a few students to come and write their sentences on the board.
- C** • Do a **Substitution Drill**.
- Write the sentence *There's a dog in the room* on the board. Students say it.
 - Change *a dog* to *2 dogs*. Students say *There are 2 dogs in the room*.
 - Next, write *not*. Students say *There aren't any dogs in the room*.
 - Keep changing parts of the sentence – from single to plural nouns, positive and negative sentences.
 - When students are confident with this, get them to suggest changes. Point to a part of the sentence, then point to a student. The student changes it using his or her own idea.
 - Encourage students to look at the **Language Reference** for more information about *there is/are*.

2 Home towns

2.1 Paul's home town

- A**
- Ask a student question 1. If they answer correctly, ask question 2, then 3, etc.
 - If they give a wrong answers, ask another student question 1. Keep asking students until you get a correct answer.
 - Check that students understand the question structures. Encourage them to look at the **Language Reference**.
 - Students ask and answer the questions in pairs.
- B**
- Establish the situation – students will read about Paul's home town.
 - Students look at the pictures, and predict what will be in the text.
 - Make a class list of predictions on the board.
- C**
- **Pre-teach** *over* (more than), *cinema*, *DJ* (a person who plays CDs or records on the radio or in clubs), *for example*, *music*.
 - Students read the text.
 - **Elicit** the meanings of *computer science*, *medical school* (a university for doctors), *football player*, *football team*.
- D**
- Students read the sentences and decide whether they are true or false.
 - If they are false, students write correct sentences.

Possible answers:

1. False. There is one university.
2. False. He studies at the university.
3. True.
4. False. He's a football player.
5. False. He likes them and watches them play every weekend.

- E**
- Students answer the questions.

Possible answers:

1. about 20,000
2. new doctors
3. Not sure - his son does.
4. Yes, there are good restaurants.
5. He walks with his dog in the park.
6. He watches Hull FC.

2.2 Your home town

- A**
- In groups, students list the topics Paul writes about. They should not write sentences from the text, just the topics.
 - Make a class list on the board.

Possible answers:

- where Hull is
- education
- places
- famous people
- his habits
- why he likes Hull

- B**
- Students write essays about their home towns. They can use Paul's essay as a model.

- C**
- Students look back at 3.7.
 - They check their essays for mistakes with spelling, verb form (including mistakes with *there is/are*) and missing words.
 - They write a second draft of their essay.
 - If you mark them, focus on use of *there is/are* and interesting writing. If the essay is interesting but a little incorrect, give high marks. If the essay is very boring but correct, give lower marks.

3 Preparing for a party

3.1 Food

- A** • **Pre-teach** *favourite, vegetable, fruit, meat, drink* (noun and verb).
- In groups of 4-6, students tell each other their favourite food, vegetable, fruit and drink.
 - Ask a few students *What is your favourite food/drink/vegetable/fruit?*
- B** • Individually or in pairs or groups, students name as many of the foods as they can.
- C** • Draw a table on the board with columns for vegetables, fruit, meat, drink and other.
- Get students, one by one, to come to the board and write the items from **B** in the table.
 - Students write any names they missed in **B**.
- D** • Play audio 053. Students listen and check their answers.

Answers:

vegetables - onion, chillis, carrots

fruit - apple, durian, pineapple, papaya, tomatoes, oranges, bananas

meat - chicken, beef, fish, pork

drink - beer, water

other - rice, eggs

- Play audio 053 again. Students listen and repeat.

Extra Idea

Do a **Point and Say** activity. Students work in pairs. Partner A points to a food item and asks *What's this / What are these?* and Partner B says what it is – *It's a/an/ They're XXX*.

- E** • **Elicit** more vegetables, fruit, meat, drink and other things to add to the lists.

3.2 Shopping for a party

- A** • Establish the situation – Madhu and Amit are preparing for a party. Ask students what they might do before the party, e.g. *cook food, clean the house, buy drinks, etc.* Make a class list on the board.

- B** • **Pre-teach** *salad*. Play audio 054. Students listen, and tick the items they hear in the list on the right.

Answers: tea leaf salad, oranges, apples, pineapples, mangoes, papaya, bananas, onions, carrots, chillis, noodles, rice

- C** • Play audio 054 two or three times. Students identify what food and drink party guests can eat (not all of the ingredients, just the main dishes).

Answers:

1. Tea leaf salad, fruit salad, chicken curry, noodles
2. Beer, orange juice

- D** • Students decide if the things are countable or uncountable.

Answers:

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

Language and Culture Notes

Many nouns can be **countable** or **uncountable**. *Chicken* is uncountable as chopped up meat, but whole *chickens* (alive or dead) are countable. *A cake* is countable, but cut up, it becomes uncountable *cake*. The answers in this book are for the most common usage.

3.3 Countable and uncountable

- A** • Play audio 054. Students listen and write the missing words.

Answers:

1. some, some, a
2. some
3. some
4. some, some

- B** • Students complete the grammar rule.

Answers: a, an, some

- C** • Students write *a*, *an* or *some* in the gaps.
- Many can both countable and uncountable – it depends on the context.

Answers:

1. some
2. some
3. an
4. some
5. some
6. some
7. some
8. an
9. some
10. some
11. a
12. some
13. some
14. a
15. some
16. a

- D** • In groups of 3-5, students make lists of countable and uncountable food.
- They classify the food from 5.3.1, 5.3.2 and 5.3.3, and any other food they know, into countable or uncountable.
 - Make a class list on a poster or the board.

Possible answers:

countable - onion, chilli, carrot, apple, durian, pineapple, papaya, tomato, orange, banana, fish, cabbage, egg, mango

uncountable - chicken, beef, pork, beer, water, milk, orange juice, rice, tea leaf salad, fruit salad, noodles

- If necessary, tell students that some foods can be countable or uncountable – see the **Language and Culture Notes** in 5.3.2.B.

3.4 some and any

- A** • Play audio 054. Students listen and write the missing words.

Answers:

1. some
2. any
3. any
4. some, some
5. any

- B** • Students read the rule and fill the gaps.

Answers:

1. some
2. some
3. any
4. any
5. any
6. some

- C** • In class or for homework, students lists of food they have and don't have in their houses.

- D** • Using their own lists for ideas, students ask and answer questions about each others' food supplies.

- **Elicit** the question needed: *Do you have any ...?* and the answers: *Yes, I have some/a/an...*

4 Amounts

4.1 Shopping in the market

- A** • Discuss shopping. Where do students do their shopping? What measures do they use?

- B** • Students match the words, percentages and fractions.

Answers:

1. b, i
2. c, 3
3. a, 2

- C** • Play audio 055 two or three times. Students listen and fill the gaps.

Answers:

1. two pineapples
2. two kilograms of mangoes
3. one papaya
4. one kilogram of carrots
5. a small bag of chillis
6. one packet of noodles
7. ten bottles of beer
8. two bottles of orange juice.

4.2 Pancakes

- A** • **Elicit** or explain *recipe* and *ingredients*.
- B** • Ask students if they know pancakes. Ask **prompt questions**: *Do you like pancakes? What do you think are the ingredients?*
- If your students don't know anything about pancakes, explain that they are round flat cakes (but not usually sweet) that people fry. Different kinds are popular in many countries and cultures.
 - Individually or in pairs or groups, students look at the pictures and identify the ingredients.
 - They unscramble the ingredients.

Answers:

1. flour
2. sugar
3. eggs
4. butter
5. milk
6. salt

- C** • Students decide whether the ingredients are countable or uncountable and add them to their lists from **5.3.3.D**.

Answers:

- a. uncountable
- b. uncountable
- c. countable
- d. uncountable
- e. uncountable
- f. uncountable

- D** • Explain that uncountable nouns become countable when we put them into a container or a measure, e.g. *some rice* becomes *2 kilos of rice* or *3 cups of rice*.
- **Brainstorm** class lists of measurements and containers, e.g. *pound, viss, litre, cup, spoon, box, packet* etc.
 - Write these lists on the board.
- E** • Student A looks at the pancake recipe on page 74. Student B looks at the pancake recipe on page 76. Students ask each other questions to complete the gaps in their recipes.
- If they have difficulty, write some of the questions on the board:
 - *How much flour?*
 - *How much sugar?*
 - *How many eggs?*

Answers:

1. two cups of flour
2. half a spoon of salt
3. three spoons of sugar
4. two cups of milk
5. two eggs
6. three spoons of butter
7. three cups of water
8. half a spoon of lemon juice

- F** • Students look at the pictures and put them in order.

Answers: 2, 3, 4, 1

- G** • **Pre-teach** *mix* (noun and verb), *fry, frying pan, add, turn, side*.
- Play audio 056. Students listen and check their answers.

Answers: 2, 3, 4, 1

4.3 At the party

- A** • Students look at the pictures and classify the things into countable and uncountable.

Answers:

countable - people

uncountable - fruit salad, chicken curry, beer

- B** • Students complete the sentences using items in the pictures.

Possible answers:

1. fruit salad
2. people
3. chicken curry
4. beer

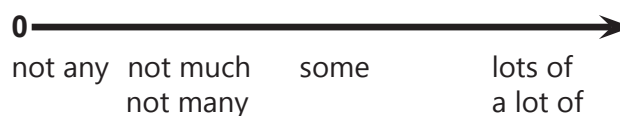
- Clarify that *lots of* and *a lot of* have the same meaning, and you can use either. *Lots of* is a little more informal.

- C** • Students complete the grammar rule.

Answer: is

- D** • Students write the words and phrases on the diagram.

Answers:



- E** • Students look at the picture of the party, and fill the gaps with quantifiers from **D**.

Possible answers:

2. a lot of
3. n't any
4. some
5. some
6. n't many
7. some
8. n't any

- F** • Students write 5-10 sentences about their classroom, using *there is/are (not)* and *any/much/many/some/lots of/a lot of*.
- They compare sentences in pairs.

4.4 How many people?

- A** • Establish the situation. Amit and Paul are talking, at the party.
- Students think of the most appropriate phrases to fill the gaps.
- B** • Play audio 057 two or three times. Students listen and check.

Answers:

1. lots of
 2. don't have any
 3. don't have any
 4. some
 5. don't have much
 6. don't have much
 7. don't have any
- C** • Students complete the sentences so they are true for them.
- They compare their sentences with a partner.
- D** • Students do **Swap Questions**. Copy and give each student a card from **Resources**.
- Give each student a card. They find a partner, and ask them a question about it, e.g. *Do you have much money? Do you have many relatives?* Students answer their partners' question.
 - They swap cards, go find another partner, and ask and answer the questions.

5 Focus on pronunciation

5.1 Some more vowels

This section is very difficult. Don't worry if your students struggle.

- A** • Students say the words and try to identify the /3:/ sound in the underlined parts.
- B** • Play audio 058. Students listen, check and repeat.
- C** • In pairs or small groups, students classify the words according to the vowel sounds.
- If they have difficulty, make a chart on the board as in **E**.
- D** • Play audio 059. Students listen, check and repeat.

Answers:

/a:/ - farm, tomato, glass, half

/æ/ - cat, adult, cabbage, salad

/ʌ/ - money, study, much, onion, cousin, one, young

/3:/ - shirt, word, turn

- E** • Students add words to their chart.
- Draw the chart on the board. If possible, get students to write their words on it, or ask them for words while you write.
- F** • In pairs, students say the sentences. They check each other's pronunciation of vowels.
- G** • Play audio 060. Students listen, check if it matches what they said, and repeat.

5.2 Even more vowels

- A** • Students identify the vowel sounds in the words.
- B** • Play audio 061. Students listen, check and repeat.
- C** • Students match the adjectives with the things to describe the pictures.

Possible answers:

1. two very short men
 2. eight apples
 3. a black pen
 4. two tall doctors
 5. lots of water
 6. four eggs
- D** • In pairs, students ask and answer about the things.
- They check each other's pronunciation of the vowels.

6. Phrasebook: In a restaurant

6.1 Ordering Food

- A** • Discuss nearby restaurants. What sort of food do they sell? Are they cheap or expensive?

Language and Culture Notes

Restaurants are places where people go to eat food. They can be cheap or expensive. **Street stalls** are a type of restaurant without permanent buildings. **Bars** sell mostly drink, but some sell food as well. **Teashops** and **cafes** are types of restaurants that mostly sell tea or coffee but sometimes food as well.

- B** • Students read the conversation and choose the correct sentence for each gap.

Answers:

1. Please can I see the menu?
2. I'd like a pork curry and rice.
3. Can I have the bill, please.
4. Here's your change.

- C** • Play audio 062. Students listen and fill the gaps with the correct prices.

Answers:

1. \$5.50
2. \$7
3. \$4.50
4. \$3.50
5. \$2.50
6. \$1.50

- D** • Play audio 062. Students listen and repeat.

- E** • In pairs, students make new conversations. They use the same conversations as in **5.6.1.B**, but order and use different items from the menu.
- Get some pairs to perform conversations to the class.

6.2 A mistake

- A**
- Look at the pictures and discuss coffee.
 - **Elicit** that the coffee on the left is *coffee mix* – a mixture of coffee, sugar, and other things. On the right are coffee beans, which come from coffee plants. They are ground and used to make *real coffee*.
 - Ask what coffee students like. Do they prefer *real coffee* or *coffee mix*?

Language and Culture Notes

Real coffee comes from cooked and ground coffee beans. **Instant coffee** is dried, and made to mix easily with water. **Coffee mix** (also called **3-in-1**) is instant coffee, sugar and whitener in a packet. It is evil and should be wiped off the face of the earth.

- B**
- Play audio 063. Students listen and decide what kind of coffee Paul likes.

Answer: Real coffee.

- C**
- Play audio 063 again. Students listen and answer the questions.

Answers:

1. Probably in a tea shop or cafe.
2. He likes real coffee with no sugar, but the waiter brings coffee mix.
3. The waiter brings him coffee with no sugar. Paul likes it.

- D**
- Tell students to cover the page.
 - In pairs, they try to and retell the story from memory. They don't have to use the same words but the main events should be included.
 - If necessary, play the audio again.
 - Get a couple of students to tell the story to the class.
- E**
- In pairs, students make new conversations. If necessary, they can use the audioscript of 063 to help them.
 - Get some pairs to perform conversations to the class.

7. Learning strategies: Writing 2

7.1 More mistakes

- A**
- Students read the essay and think of an appropriate title.
- B**
- Students look through the essay and look for mistakes in word order.

Answers: from come (line 1), There any aren't other countries nearby (line 16).

- Then they go through it again and look for mistakes with extra words.


Answers: 300,000 of people (line 4), New Zealand is to a very beautiful country (line 5), We don't not have any malaria (line 12).

- Then they go through it again and look for mistakes with wrong words.

Answers: There are a lots of beaches (line 6), There aren't much other animals (line 9), New Zealand is a safe and friend country (line 14).

- C**
- Students match the six mistake types covered so far with the symbols.

Answers:

spelling - Sp verb endings - V
missing words - ^ word order - 
extra word - \ Wrong word - WW

- D**
- Students go through the text putting the correct symbols next to the mistakes.

Answers: I from come a small city (line 1)
300,000 of people (line 4)

is to a very beautiful country (line 5)
a lots of (line 6)

There aren't much other animals (line 9)

We don't not have any malaria (line 12)

safe and friend country (line 14)

There any aren't other countries (line 16)

- E**
- Students swap essays, look at the symbols and correct their mistakes.

7.2 Check your writing

- A**
- In class or for homework, students write a short essay about their favourite place.
 - They swap essays with a partner.
- B**
- Students go through the essay three times.
 - First they check and fix word order mistakes, then extra words, then wrong words.
- C**
- Students take their essays back, and correct the mistakes.
 - If there is time, students rewrite their essays without the mistakes.
 - If you mark it, only mark for these three types of mistake – not for all mistakes.

Unit 5 Practice

A Answers:

2. nineteen million, two hundred and ninety-eight thousand and seventeen
3. twenty-two million, seven hundred and ninety-seven thousand, six hundred and nine
4. eleven million, nine hundred and forty-eight thousand, seven hundred and ninety-one
5. two hundred and nine thousand and seventy-eight
6. one million, nine hundred and thirty thousand, seven hundred and eighty
7. thirty-six million, five hundred and sixty-one thousand, two hundred and eighty-six
8. one million, one hundred and eighty-seven, eight hundred and thirty-one

B Possible answers:

There are two restaurants on Butter Island. There isn't a cinema. There are three shops and (there's a) a market. There's a school. There isn't a park. There are three beaches. There's one mountain.

C Answers:

1. Are there any restaurants?
2. Is there a beach?
3. How many cinemas are there?
4. Are there any mountains?
5. Is there a market?
6. How many shops are there?

D Answers:

2. some
3. a/some
4. an
5. some
6. a/some
7. some
8. some
9. some
10. some
11. a
12. an
13. some

E Answers:

2. bottle
3. an
4. packets
5. kilogram
6. a / some
7. bag / packet
8. kilogram
9. some
10. bag

F Possible answers:

1. for / in
2. is
3. are
4. of
5. in
6. apartments/flats
7. about
8. people
9. There
10. don't
11. restaurants, cafes, bars, teashops
12. is
13. from
14. come / are
14. have
15. a
16. not
17. are
18. some / a lot of / lots of
19. Tuesday and Friday.
20. 6 pm.

G Answers:

2. True
3. False. It is expensive to live in Hong Kong / It isn't cheap to live in Hong King.
4. False. People like noodles.
5. True
6. True
7. False. Not many people live in houses.
8. False. People make a lot of money.
9. False. About 60% of people don't have a religion.
10. True.

H Answers:

1. He works for an IT company.
2. About 3000 dollars every month.
3. In restaurants.
4. Because it comes from China and other countries.
5. Thailand and The Philippines.
6. About 600,000
7. Not many.
8. Chinese, English, Filipino, American, Australian and Indian people. (and others)

I Answers:

1.
 - c. Can I help you?
 - f. Yes, please. Can I see the menu?
 - e. What would you like?
 - a. I'd like fried rice with vegetables, please.
 - g. Anything else?
 - d. A glass of orange juice, please.
 - b. Here you are.
2.
 - c. Can I have the bill, please?
 - a. That's \$4.00.
 - d. Ok, thank you.
 - b. Here's your change. Thank you.

J Answers: Depends on the language.

L Answers:

1. kilogram (*others are numbers*)
2. potato (*others are animals*)
3. purse (*others are containers for food*)
4. cinema (*others are outside*)
5. onion (*others are fruit*)
6. menu (*others are in houses, not only restaurants*)
7. peace (*others are groups of people*)
8. beef (*others you put on food - beef is food*)

M Answers:

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

N Answers:**Across:**

1. population
5. real
6. cinema
7. egg
9. beef
11. year
12. party

Down:

1. purse
2. peace
3. identify
4. team
8. cup
9. bar
10. are

Unit 6: Houses and Directions

1 Where does it go?

1.1 Furniture

- A** • **Pre-teach** *living room, kitchen, bedroom and bathroom.*
- Do a **Group Brainstorm Competition**. In groups of 4-6, students make lists of furniture you can find in a living room, kitchen, bedroom and bathroom. Many things can be in more than one room.
 - Make class lists on the board. Make sure these are included: *desk, table, stove, sink, toilet, sofa, chairs, television, fridge, bed, bookshelf, drawers, cupboard, lamp, mirror, mat.*
- B** • Establish the situation – Jessica is moving to a new apartment. Khin Zaw and his friend are helping her move her furniture.
- Play audio 064. Students identify which room the furniture goes in.

Answer: Living room.

- C** • Play audio 064. Students listen again, and tick the pictures of the furniture they hear.

Answers: sofa, table, desk, bookshelf

1.2 Prepositions of place

- A** • **Demonstrate** the structures. Hold up two objects, e.g. a pen and a book, next to each other. Say *the pen is next to the book.*
- Do the same with *in front of, under, on, in, opposite, behind* and *between.*
 - Students look at the pictures and fill the gaps.

Answers:

2. behind
3. in front of
4. in
5. on
6. opposite
7. between
8. under

- B** • In pairs, students practise holding up objects and talking about where they are.

C • **Do a Substitution Drill.**

- Write the sentence *There's a pen on the table* on the board. Students say it.
- Write *under*. Students say *There's a pen under the table.*
- Next, write *banana*. Students say *There's a banana under the table.*
- Keep changing parts of the sentence.
- When students get used to this, get them to suggest changes. Point to a part of the sentence, then point to a student. The student changes it using his or her own idea.
- Encourage students to look at the **Language Reference** for more information about prepositions of place.

- D** • Students look at the pictures and decide whether the sentences are true or false.
- If false, they write true sentences.

Possible answers:

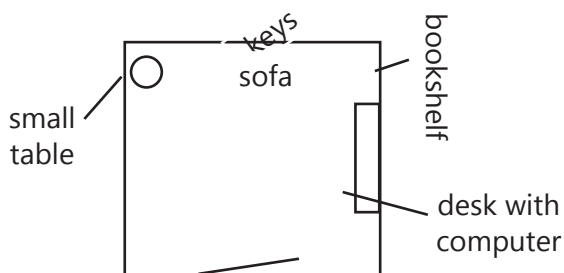
1. False.
2. True.
3. False.
4. False.
5. False.
6. False.

- Students write other sentences about the picture, e.g. *There's a cup next to two pens.*

- E** • **Elicit** some question types students can ask about the picture, and write examples on the board, e.g.
- Where's the (glass of water)?*
Is there a (banana) on the (desk)?
Are there any (bananas) (under the report)?
Is the (report) on the (computer)?

- F** • Explain the diagram on the right is a plan of Jessica's living room. The line is the door, and the box is the window.
- Play Audio 064. Students listen, and draw the furniture in the correct place.

Answers:



1.3 Is there a clinic near here?

- A** • Establish the situation: Jessica doesn't know her new neighbourhood, and wants to find out where she can do things.
- Students look at the map. In pairs, they identify where Jessica can do these things.

Possible answers:

1. the teashop
2. the clothes shop or department store
3. the clinic
4. the department store

- B** • Students answer the questions.

Possible answers:

1. Yes, there is.
2. No, it isn't.
3. On Hledan Road, between the river and the department store.
4. Yes, there is.
5. Hledan Primary School

- C** • Students work in pairs. Partner A looks at page 79, Partner B looks at page 81.
- Students ask and answer questions to find out where the places are.
 - Students compare maps. Are they correct?

- D** • Students write a short paragraph (about 70 words) describing their neighbourhood or town.
- When you mark these, focus on correct use of prepositions of place (and accuracy of description, if you know their neighbourhood or town).

2 *can and can't*

2.1 Renting an apartment

- A** • Discuss the process of renting an apartment. Make a class list of things you need to do. Different areas will have different processes, e.g.
- *Find an apartment*
 - *Meet the house owner or broker*
 - *Register with the authorities*
 - *Move your furniture*
 - *Pay six months / one year rent*
 - *Pay broker fee*
 - *etc.*
- B** • Establish the situation. Lee has found a new apartment, and wants to move into it. He's asking the house owner about the process.
- **Pre-teach** *register, immigration* (in some places foreigners have to register at an immigration office).
 - Students write appropriate verbs in the gaps. If students have difficulty, write the verbs on the board in mixed order:
go, buy, live, pay, move, cost
- C** • Students match the questions with the answers.
- D** • Play audio 065. Students listen to the conversation and check the answers.

Answers:

1. live, e
2. cost, b
3. pay, d
4. go, a
5. move (or *move in*), f
6. buy, c

- E** • Students look at the questions and answers in B and use them to write the correct grammar rules.

Answers:

2. subject + *can't* + verb + rest of sentence
3. *can* + subject + verb + rest of sentence
4. *wh-* word + *can* + subject + rest of sentence

2.2 Permission and possibility

- A** • Students look at the pictures and order the words to form questions.

Answers:

1. Where can I check my emails?
2. Where can I find a dictionary?
3. Can I borrow your pen?
4. When can we see the doctor?
5. Can my son use your toilet?
6. Can I smoke in here?

- B** • **Elicit** the short answer forms of *yes/no* questions with *can*. Write them on the board:

Yes, I can / No I can't

Yes, you can / No, you can't

Yes, she can / No, he can't

Yes, we can / No, we can't

Yes, they can / No, they can't

- Students look at the *can* section of the **Language Reference**.

Language and Culture Notes

Can is a modal verb, so it doesn't change form according to person (*he can*, not *he cans*), and is followed by the main verb in the base form (*he can dance*, not *he can to dance*).

- In pairs or groups, students write the answers to the questions.
- Encourage students to be creative with their answers.

Possible answers:

1. You can use my computer / at the internet cafe next to the teashop.
2. At the bookshop / Over there, on the shelf.
3. Yes you can / No you can't / No sorry, I don't have a pen.
4. In ten minutes / At 4pm / Sorry, the doctor is not here today.
5. Yes, of course / Sorry, it's broken.
6. No, you can't sorry / Yes, you can.

- C** • Students do **Swap Questions**. Copy and cut the questions from **Resources** so there is one for each student.

- Students find a partner, and ask and answer their questions. Encourage them to give extra information.
- Partners swap their question papers, and find another person to ask and answer with.
- Keep doing this for 5 or more minutes.

2.3 Pronunciation: *can* and *can't*

- A** • Play audio 065. Students listen, and identify how *can* and *can't* are pronounced.
- B** • Play audio 065. Students listen, and listen for the pronunciation of *can* and *can't* in these sentences.

Answers:

1. /kən/
2. /kæn/
3. /kən/
4. /kɑ:nt/
5. /kɑ:nt/
6. /kən/

- *Can* is usually pronounced /kən/ and is unstressed, unless you want to emphasise it, as in *Yes, I can*. Then it is pronounced /kæn/.
- *Can't* is almost always stressed: /kɑ:nt/
- **Drill** students.

- C** • Play audio 066. Students listen and identify each situation,

Answers:

1. A man wants to read a sign.
2. A woman wants to borrow a pen.
3. A man wants to meet his friend.
4. A woman wants to buy batteries.

- D** • Play audio 066. Students tick the sentence they hear.

Answers:

1. I can't read that sign.
2. Can I use your pen?
3. I can't meet you tomorrow.
4. You can buy batteries here.

- E** • Play audio 066. Students listen and repeat.

- F** • Each student thinks of one or two things they need to do. If students have difficulty with the language, help them. Here are some ideas:
- Where can I buy...?*
Where do I get...?
Can I use your...?
Can I borrow your...?
- Students go around the room asking other students until they find the information or help they need.

3 Talking about now

3.1 What are they doing?

- A** • Students make a class list of jobs in NGOs.

Possible answers:

office assistant, programme officer, programme manager, director, field officer, researcher, etc.

- B** • **Pre-teach** *director, donor, programme officer* (a job title that means you probably do mid-level administration).
- Play audio 067. Students read and listen to the text and decide if the statements are true or false.
 - Students correct the false statements.

Answers:

1. False. She works for an NGO.
2. False. She's the Programme Officer.
3. False. She's drinking coffee.
4. True.
5. False. She's sending an email to the Director.
6. False. The Director's in Bangladesh.
7. True.
8. False. The internet isn't working.

- C** • **Pre-teach** any words in the box that you think your students won't know.
- Students look at the pictures and make sentences using the words in the box.

Possible answers:

2. She's helping a patient.
3. He's harvesting rice.
4. He's cooking.
5. She's selling vegetables.
6. She's teaching maths.

3.2 What's Paw Mu doing?

- A** • Students look at the picture and write sentences.

Possible answers:

1. She's cooking/making breakfast.
2. She's walking to the bus stop / going to work.
3. She's marking/correcting homework.
4. She's teaching.
5. She's looking after her baby / putting her children to bed / picking up her baby.

- B** • Play audio 068. Students listen and complete the table.

Answers:

| | Caller | Subject | What Paw Mu's doing |
|---|-----------|-----------------------|---------------------|
| 1 | Jessica | tomorrow's class | standing on the bus |
| 2 | Saya Carl | a test (on Wednesday) | writing the test |
| 3 | Hans | learning Myanmar | teaching a student |

3.3 Your classroom

- A** • Students read the sentences and match them with the answers.

Answers:

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

- B** • Students make the positive sentences from A into negative sentences.

Answers:

2. I'm not writing with a pen.
3. You're not smoking a cigarette.
4. The students aren't talking.
5. We're not working in pairs.
6. My friend isn't dancing.

- C** • Students complete the grammar rules for the present continuous tense.
• For more information on the present continuous tense, encourage them to look at the **Language Reference**.

Answers:

- i. b. are / 're
c. is / 's
- ii. a. am not / 'm not
b. aren't
c. isn't
- iii. a. am
b. are
c. is

- D** • Students play **Guess the Mime**.
• Write actions on small pieces of paper, e.g. *Eat breakfast, Read a newspaper, Write an essay, Cook chillies, Drive a taxi, Look for your keys, Teach a class, Drink some water, Talk to your friend, Throw a ball, etc.*
• Give one to each student.
• Students **mime** the activity on the paper. They do this silently, Ask the class *What is s/he doing?*
• Other students guess what they are doing. If you have a large class, get students to do this in groups of 6-10.

4 Time zones

4.1 What time is it in Yangon?

- A** • Ask students if they know what Universal Time is. You may need to explain this in students' first language.

Answer:

Universal Time is the time that all other time zones are measured from. It comes from Greenwich in England and is also called Greenwich Mean Time (GMT). On maps, Britain is often in the middle. All the countries east of Britain are ahead of UT, and all the countries to the west are behind UT.

(If we only had one time zone, then 9 am in England might be in the morning, but 9 am in Yangon would be in the afternoon.)

- B** • Students look at the time zone map and answer the questions.

Answers:

1. 8 pm
 2. 5 am
 3. 5 pm
 4. 2.30 pm
 5. 7.30 pm
 6. 5.30 pm
 7. because they go around countries (so all places in a country can be in the same time zone)
- C** • Students write 3-5 questions about the times on the map.
- In pairs, students ask and answer each other's questions.
 - Get some students to ask their questions to the class.

4.2 Where in the world?

- A** • **Pre-teach** *patient, problem, broken, injury, treat*.
- Play audio 069. Students read and listen to the audio.

- B** • **Pre-teach** *artist, website, building, customer, complain, far, line, push, pick up, throw*.
- Students read the texts and match them with the pictures.
 - **Elicit** the meanings of *graffiti* (spraying paint on buildings and other outdoor places), *solo dad* (a father bringing up children on his own) and *playgroup* (a group for children to play with other children).

Answers:

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

- C** • Students look again at the texts and at the time zone map and decide which city and country each person is in.
- Remind them that it is midnight in London.

Answers:

- a. Mexico City, Mexico
- b. New York, USA
- b. Moscow, Russia
2. Wellington, New Zealand

- D** • Individually or in pairs or groups, students write a paragraph about each picture.
- **Brainstorm** as a class first. You could ask questions like these:
Who is he/she?
Where is he/she from?
What does he/she do?
Where is the person?
What time is it?
What is the person doing?
Where is the person going?
 - Collect the paragraphs and give them to different students or groups. Students correct each others's work. Tell them to focus on correct use of the present continuous – they shouldn't worry about other mistakes.
 - Collect the paragraphs and check the students' writing and marking.

5 Listening

5.1 Song: *Sailing*

- A** • **Predict** from the title and pictures. What do students think the song will be about?
- Write their ideas on the board.
- B** • **Pre-teach** *try, sail, fly, near, die, pass, across, stormy, through, high, cloud, dark, forever*.
- Students put the words in the box into their correct forms, and fill the gaps.
 - Play audio 070 a few times. Students check.

Answers:

- | | |
|------------|------------|
| 1. sailing | 7. flying |
| 2. sailing | 8. flying |
| 3. home | 9. passing |
| 4. sailing | 10. dying |
| 5. near | 11. trying |
| 6. flying | 12. can |

- C** • Students match the verses with the pictures.

Answers:

1. a
2. c
3. b

- D** • Students choose the main point of the song.

Answer: 3

5.2 Songwriting

- A** • Students decide which line (of verse one) answers which question.

Answers:

2. to be near you, to be free
3. home again, across the sea
4. I am sailing stormy waters

- B** • Students look at these words, and make them into a verse.
- You may need to give them the first line as example.

Answers:

I am walking, I am walking
To my friend's house, near the shop
I am walking, forever talking
To be near you, to drink tea.

- C** • In groups, students write their own verses, to the same pattern.
- They should use the questions from **A** to help them.
 - Groups perform their verses to the class.

6 Phrasebook: Shopping

6.1 In a department store

- A** • Discuss *department stores*. Do students shop in them? Are there any where the students live? Do they like them?

Language and Culture Notes

Department stores are in big cities. They sell all types of things. Some are expensive, selling mostly things from overseas. Others have cheap local goods too. The advantages of department stores is you can get a variety of things in one place. The disadvantage is that they take business away from small shops and markets.

- B** • Play audio 071. Students listen, and answer the question.

Answer: No.

- C** • Play audio 071. Students listen, and answer the questions.

Answers:

1. They are made in the USA.
2. It is expensive.
3. 8pm.

- D** • Play audio 071. Students listen and repeat.

- E** • In pairs, students write conversations using the prompts. They use the conversation in 071 as a model but they can change it as much as they like.

Possible answers:

Student A: Can I help you?

Student B: Hello. Do you have any plates?

Student A: We have these plates. They're very nice. They're from China.

Student B: How much are they?

Student A: 20,000 K.

Student B: 20,000? Do you have a cheaper one?

Student A: Sorry, we don't.

Student B: I'll think about it. What times are you open?

Student A: 9.30 am to 7pm, Monday to Friday.

- F** • Students practise their conversation.
- Get some pairs to perform their conversations to the class.

6.2 In the market

- A** • Students discuss markets. What things can you get in markets? How are markets different from department stores?
There is not one correct answer. In general, department stores have more imported items, whereas markets have more local things. In markets you can usually bargain, but in department stores things are fixed price.

- B** • Play audio 071. Students listen, and answer the question.

Answer: Yes.

- C** • Students order the conversation.

Answers: 9, 8, 2, 4, 3, 1, 6, 10, 7, 5

- D** • Play audio 071. Students listen, check and repeat.

- E** • Individually or in pairs, students look at the pictures and decide on a story.
• They write a conversation between a shopkeeper and a customer. Encourage them to be creative.

Possible answer:

Shopkeeper: Can I help you?

Customer: Hello. Do you have any chairs?

Shopkeeper: We have these chairs. Do you want a big chair or a small chair?

Customer: A small chair – how much are they?

Shopkeeper: Twelve dollars each.

Customer: Twelve dollars? That's quite expensive. How about ten dollars?

Shopkeeper: OK.

- If you like, get students to practise and perform the conversations to the class.

7 Learning strategies: Bilingual dictionaries

7.1 What's in a bilingual dictionary?

This section will be easier if you have bilingual (English-Myanmar and Myanmar-English) dictionaries available.

If students first language is not Myanmar, you can do it with other languages too. Again it is easier if you have bilingual dictionaries for those languages available for students to look at.

- A** • Students discuss bilingual (two language) dictionaries. What information can you get from them? What do you use them for?

Answers: You can find the Myanmar translation of an English word, and the English translation of a Myanmar word. Some have other information such as parts of speech, pronunciation and usage.

- B** • Students decide in what part of the dictionary – English to Myanmar or Myanmar to English – you could find this information.

Answers:

1. English to Myanmar
2. Myanmar to English
3. Myanmar to English
4. English to Myanmar

7.2 English-Myanmar

- A** • Students look at the dictionary entry and match the different parts.

Answers:

1. ရာသီဥတု
2. *n*
2. ya-dhi-*u*-d*u*
2. (tropical ~)

7.3 Myanmar-English

- A** • Students look at the dictionary entry and identify the different parts.

Answers:

1. အစည်းအဝေး - the word in Myanmar
1. (ə-si:-ə-wei:-) - Myanmar pronunciation
1. *n* - part of speech
1. meeting, conference - English translation

- B** • In groups of 3-6, students write dictionary entries. Each group member chooses a word they know in English. It is best to choose a word *they* know, but *others* probably don't.
• They write a Myanmar-English and English-Myanmar dictionary entry for it.

English-Myanmar: Word in English, part of speech, translation in Myanmar, usage

Myanmar-English: Word in Myanmar, part of speech, translation in English

- Encourage people to add other information – a picture? an example in use?
- Groups make two posters – English-Myanmar and Myanmar-English with all members dictionary entries.
- Put these on the wall. Groups go round looking at other groups' dictionary posters.

Unit 6 Practice

A Answers:

2. False. There aren't any chairs in the living room / There are some chairs in the kitchen.
3. False. There isn't a table in the bedroom / There are some drawers in the bedroom / There's a table in the kitchen.
4. True
5. False. There are some bananas on the kitchen table.
6. False. There's one bed in the bedroom.
7. True
8. False. There's a guitar behind the bed.

B Answers:

2. A bed and some drawers
3. In the living room.
4. No, there aren't.
5. A toilet, a mat, a shower, a mirror and a sink.
6. He is sitting in the kitchen / He is smoking a cigarette.
7. It is lying/sleeping on the sofa.
8. No (she's reading a book).
9. 7. (There's one in the shower.)

C Answers:

2. You can't swim here.
3. You can pay here.
4. You can't eat or drink here.
5. You can register here.

D Possible answers:

2. cooks
3. student
4. nurse / doctor
5. retired
6. farmer
7. teacher trainer
8. soldier / student / nurse / doctor...

E Answers:

1. She's studying for a exam.
2. On Tuesday.
3. No, she can't.
4. Yes, she can.
5. Wendy's dictionary.
6. A new apartment near Dagon.
7. \$450.
8. No, she can't – Thida doesn't have a lot of money.

F Answers:

2. are playing music
3. work, am writing
4. meet, are meeting
5. 'm not working
6. Are you going? don't have

G Answers:

| | What are they doing now? | What do they usually do? |
|----------------|--|--|
| Mie Tze | <ul style="list-style-type: none"> - driving to work - driving fast - thinking about her class and students | <ul style="list-style-type: none"> - lives 1 hour from the university - teaches from 9.30 am to 12.30pm - has a meeting in the afternoon, then goes to her office to work |
| Rex | <ul style="list-style-type: none"> - riding his bicycle - going to the department store - stopping next to a bus stop | <ul style="list-style-type: none"> - works at home - swims every morning - in the evenings he goes to the cinema |

H Answers:

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

I Possible answers: Depends on the language.

K Answers:

1. clinic, department store, high school, immigration, primary school, shop
2. bookshelf, cupboard, drawers, fridge, lamp, mat, mirror, sink, sofa, stove, toilet

L Answers:**Across:**

1. foreigner
7. postcard
10. our
11. living room
13. get
15. on
17. leg
18. wait
19. website

Down:

2. opposite
3. internet
4. near
5. red
6. under
8. complain
9. borrow
12. egg
13. grass
14. throw
16. one

Resources

Unit 1: 5.3 E: Mill Drill. Copy and cut out enough for one card for each student.

| | |
|--|--|
| Name: <i>Keiko Honda</i> Home town: <i>Osaka</i> Nationality: <i>Japanese</i> | Name: <i>Sadia Hasan</i> Home town: <i>Dhaka</i> Nationality: <i>Bangladeshi</i> |
| Name: <i>Buppha Khamleuhan</i> Home town: <i>Vientiane</i> Nationality: <i>Lao</i> | Name: <i>Jacques Dulac</i> Home town: <i>Lyon</i> Nationality: <i>French</i> |
| Name: <i>Brendan Moran</i> Home town: <i>Ottawa</i> Nationality: <i>Canadian</i> | Name: <i>Susan Pottage</i> Home town: <i>York</i> Nationality: <i>English</i> |
| Name: <i>Peter Chin</i> Home town: <i>Singapore</i> Nationality: <i>Singaporean</i> | Name: <i>Jayut Kumar</i> Home town: <i>Bangalore</i> Nationality: <i>Indian</i> |
| Name: <i>Olga Soldatova</i> Home town: <i>Moscow</i> Nationality: <i>Russian</i> | Name: <i>Amin Nur Fikry</i> Home town: <i>Penang</i> Nationality: <i>Malaysian</i> |
| Name: <i>Fikile Nkuna</i> Home town: <i>Cape Town</i> Nationality: <i>South African</i> | Name: <i>Myron De La Cruz</i> Home town: <i>Manila</i> Nationality: <i>Filipino</i> |
| Name: <i>Maria Corelli</i> Home town: <i>New York</i> Nationality: <i>American</i> | Name: <i>So Chenda</i> Home town: <i>Kampot</i> Nationality: <i>Cambodian</i> |
| Name: <i>Gary Ellis</i> Home town: <i>Perth</i> Nationality: <i>Australian</i> | Name: <i>Tae Yeon Kim</i> Home town: <i>Seoul</i> Nationality: <i>South Korean</i> |
| Name: <i>Kasama Pumsiri</i> Home town: <i>Chiang Mai</i> Nationality: <i>Thai</i> | Name: <i>Pham An Thuy</i> Home town: <i>Hanoi</i> Nationality: <i>Vietnamese</i> |

Resources

Unit 4: 1.2 D: Time Bingo cards. Each card is 9 squares. Copy and cut out one for each student.

Read out the words in random order and cross them off as you read.

five to seven
twenty-five past one
ten past seven
five past nine
half past three
quarter to eight
twenty-five to one

quarter to ten
quarter past eight
twelve o'clock
three o'clock
ten o'clock
quarter past three
half past eleven

twenty to four
quarter to nine
quarter past twelve
ten to three
twenty past six
ten past twelve
twenty-five past eight

five past eleven
five past two
half past six
twenty-five past six
twenty to eleven
five to ten
twenty past four.

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| 6.30 | 12.35 | 10.00 | 1.25 | 2.50 | 8.45 |
| 9.05 | 3.15 | 8.45 | 10.00 | 8.25 | 9.55 |
| 4.20 | 6.20 | 3.40 | 3.30 | 7.45 | 6.30 |
| 7.10 | 9.05 | 2.50 | 3.15 | 6.55 | 3.40 |
| 9.55 | 6.30 | 12.00 | 7.10 | 7.45 | 12.35 |
| 8.45 | 8.25 | 1.25 | 6.20 | 12.00 | 8.25 |
| 10.00 | 12.35 | 3.30 | 1.25 | 6.20 | 9.55 |
| 6.55 | 4.20 | 2.50 | 4.20 | 6.55 | 3.15 |
| 7.45 | 7.10 | 3.40 | 3.30 | 9.05 | 12.00 |

Resources

Unit 4: 3.3 A: Swap Questions. Copy and cut out enough for one question for each student.

What does your mother do?

What do you do on Friday nights?

What do you do at the weekend?

What music do you like?

What movies do you like?

Where do you come from?

Where do you live?

Where do you go at Thingyan?

Where does your family live?

Who do you live with?

Who do you talk to every day?

Who do you eat dinner with on Sundays?

When do you get up?

When do you have breakfast?

When do you have dinner?

When do you go to bed?

Resources

Unit 5: 4.4 D: Swap Questions. *Copy and cut out enough for one question for each student.*

How many hours do you study every week?

How many brothers and sisters do you have?

How many students are there in this class?

How many cousins do you have?

How many English books do you read every month?

How many movies do you watch every week?

How many people live in your home town?

How many people live at your house?

How many days are there in a week?

How many months are there in a year?

How much is a bowl of mohingha?

How much is a small bottle of water?

Do you have much money?

Do you have much free time at the weekend?

Are there many books in your bag?

Are there many parks in your home town?

Resources

Unit 6: 2.2 C: Swap Questions. Copy and cut out enough for one question for each student.

| |
|--|
| I / wear / my shoes / in here |
| I / read / your Think English book |
| I / borrow / 500 MMK |
| where / I / buy / DVDs |
| what / I / wear / at the party tomorrow |
| who / I / talk to / about my headaches |
| where / I / eat / Shan food |
| where / I / buy / cheap English textbooks |
| where / I / learn / Chinese |
| where / I / buy / bus tickets to Dawei |
| I / use / my telephone / in class |
| I / have / your email address |
| where / I / buy / a sandwich and a coffee |
| where / I / sell / my old computer |
| |