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Course Map

Unit	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
1 p. 1	The present simple <i>do</i> and <i>be</i> Adverbs of frequency	Introductions Social English Family, friendship and romance	Speaking: introducing yourself and others Speaking and listening: asking questions Pronunciation: identifying syllables Writing: filling in forms	Learning a language	Unit 1 Practice
2 p. 18	<i>there is/are</i> <i>have/has got</i> Imperatives	Classroom language Instructions Describing people Transport	Speaking and listening: classroom instructions; asking and answering about transport and travel Pronunciation: word stress and schwa Writing: describing places Reading: postcards	Needs and priorities	Unit 2 Practice Units 1-2 Test (p. 269)
3 p. 34	The present continuous <i>There is/are + -ing</i>	What's happening now and around now Eating and drinking Containers Likes and dislikes	Speaking: talking about present activity Listening: song: <i>Tom's Diner</i> Writing: describing a process	Resources for language learning	Unit 3 Practice
4 p. 50	The past simple Time expressions Adverbs of degree Adverbs of manner	Famous people In the house	Speaking: life stories Reading: relatives from the city Pronunciation: verb endings Speaking and listening: restaurants Writing: adverbs	Vocabulary (1): feelings about vocabulary; knowing a word	Unit 4 Practice Units 1-4 Revision (p. 215) Units 3-4 Test (p. 273)
5 p. 66	The present perfect (1) <i>yet</i> and <i>still</i> Possessives Short forms	Cause and effect Clothes Shopping	Speaking and listening: recent events; getting ready Pronunciation: short forms Reading: shopping around the world Writing: punctuation	Vocabulary (2): vocabulary learning strategies	Unit 5 Practice
6 p. 82	Countable and uncountable nouns Quantifiers The present perfect (2) Zero conditional	Quantity and measurement Areas of study Health and the body Appointments	Speaking: offering and requesting Speaking and listening: complaints, making an appointment Listening: in a library Writing: informal letters and emails	Language awareness: native and non-native speakers; formal and informal learning	Unit 6 Practice Units 5-6 Test (p. 277)

Unit	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
7 p. 98	<i>will</i> <i>might</i> The first conditional <i>if</i> and <i>when</i>	Prediction and probability Global warming Places and directions	Reading and listening: global warming Speaking and listening: directions and places Pronunciation: silent letters Speaking: contradicting Writing: formal letters and emails	Communication strategies	Unit 7 Practice
8 p. 114	Comparatives Degrees of comparison Superlatives Comparing quantity <i>good at</i>	World records Free time Sports Ability	Reading and speaking: identifying missing information Listening: song: <i>A Bigger Heart</i> ; Buzkashi Pronunciation: sentence stress Writing: linking words	Listening strategies	Unit 8 Practice Units 5-8 Revision (p. 219) Units 7-8 Test (p. 281)
9 p. 133	Modals <i>have/has to</i> <i>some/any + thing/where/one</i>	Permission, necessity and prohibition Advice Jobs and careers Metaphor	Speaking: enquiring about rules Listening: Sabay; song: <i>Blowing in the Wind</i> Pronunciation: -er and -or endings Writing: CVs; job applications Reading: job and training advertisements	Speaking strategies (1): feelings and situations	Unit 9 Practice
10 p. 154	The past continuous <i>when, while</i> and <i>during</i> Manner and state adjectives <i>-ed</i> and <i>-ing</i> adjectives	Biographies Describing people: feelings, character, appearance, age Countries	Speaking: describing people Pronunciation: countries and nationalities Reading: biography; poem: <i>The Wicked Postman</i> Writing: autobiographies	Speaking strategies (2): Communication repair	Unit 10 Practice Units 9-10 Test (p. 285)
11 p. 173	<i>going to</i> The present continuous for the future <i>no one/nothing/nowhere</i>	Future plans Probability Arrangements Geography	Speaking: agreeing and disagreeing Reading: the internet Pronunciation: word endings Listening: songs: <i>For No One</i> and <i>Nowhere Man</i> Writing: developing an argument	Grammar (1): feelings about grammar; comparing grammar	Unit 11 Practice
12 p. 190	The passive The present perfect (3) <i>been</i> and <i>gone</i> Phrasal verbs	Experience The arts Social chat	Speaking and listening: job interviews Speaking: small talk Pronunciation: past participles; intonation Writing: charts and statistics; listing	Grammar (2): mistakes and strategies	Unit 12 Practice Units 9-12 Revision (p. 223) Units 11-12 Test (p. 289)

Introduction

Welcome to Think English Pre-intermediate

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
- 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 less 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.
- **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 instructions and explanations, without too much complicated language.
- The course is longer than other pre-intermediate courses. Many Myanmar learners have few opportunities to practise English outside the classroom, so the course offers 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 learner training section. This encourages students to reflect on their own language learning and suggests strategies for improving.

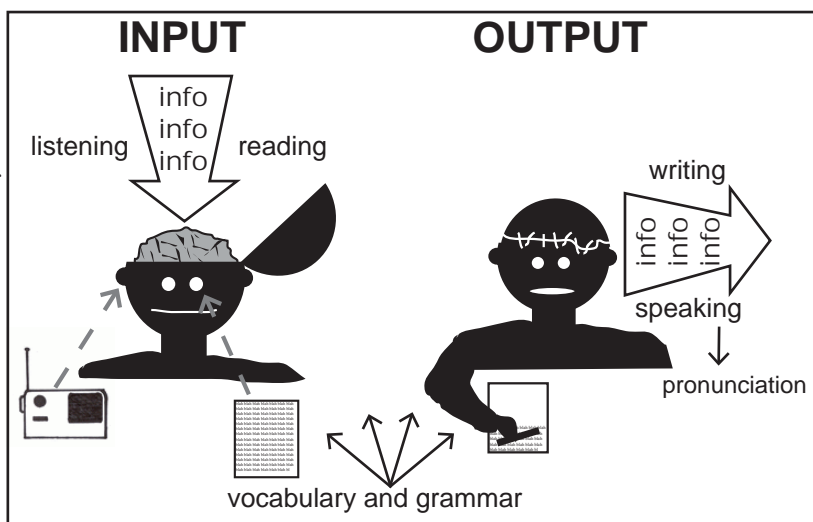
Methodology

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 **Thinking about Learning** 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:

- 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
- **Additional Material** for use in pairwork activities
- **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 Pre-intermediate** is the right level for your students.
- six **Progress Tests**, one for every two 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. The audio is also available on cassette.

How do I use Think English Pre-intermediate?

1. Is it the right level for my students?

This is a *pre-intermediate* 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 an *elementary* or *beginner* course. If it is much too easy, students should study an *intermediate* or higher course.

2. My students find this quite easy, but they are not ready to study an 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 X).

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 VII and VIII.
- 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 elementary, and some are intermediate level. Most are pre-intermediate.

- 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 pages VII and VIII) providing simple practice of target structures and functions.
- Give stronger students extra, harder, material (see pages VII and VIII) that builds on the target structures and functions to extend their knowledge.

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

- 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.

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.

At the back of the Student's Book there is a **Language Reference** section, and at the end of each unit there is a **Vocabulary review** 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.

comfortablefryborrowpacketattendslowly

5. Substitution drill

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

I don't like swimming.

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

I don't like dogs

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

eat I don't eat dogs
My mother My mother doesn't eat dogs.

6. Correct the sentence

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

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

or vocabulary items:

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

7. Answer the question

This can be highly controlled (few possible answers):

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

or low controlled (many possible answers).

1. Where do you live?
2. What do you eat for breakfast?

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.

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

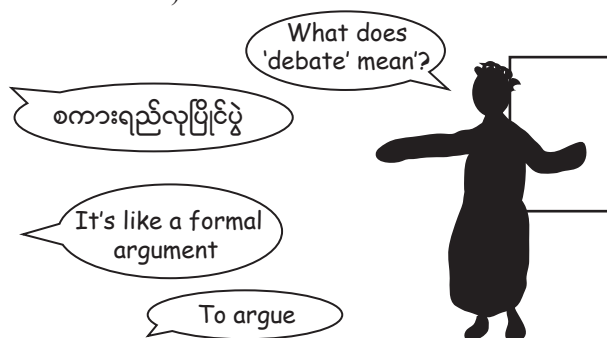
Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions.

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:

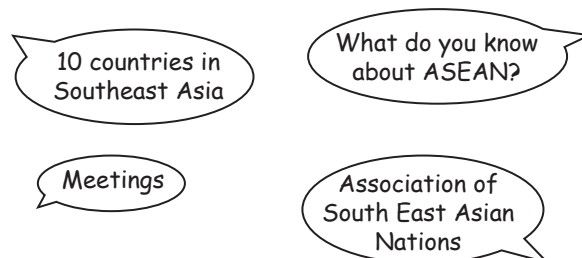
Elicit means to get students to provide answers, opinions or ideas (instead of the teacher giving these to the students).



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.

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.

A variation is a **Group Brainstorm Competition**. Divide the class into groups, who list items within a category, e.g. *types of transport* or *ways to learn vocabulary*. Give them a time limit. The group with the most items on their list wins.

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 are 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 pre-intermediate level structures, skills and vocabulary. 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 pre-intermediate 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.

Films provide practice listening to English speakers, and can also be the basis for further activities such as debates and film reviews. Several **movie modules** are available containing comprehension exercises and opportunities for reflection on key issues, complete with a teacher's guide. They are best used with students who have at least a high pre-intermediate level of English. The modules can be downloaded from our website, and copies of the films are available on request.

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.

A few last words...

The **Think English** series is being developed to match the needs of adult learners in Myanmar. Priority was given to students at a *pre-intermediate* level of English because high school graduates, on average, are at about this proficiency level. *Beginner* and *elementary* level materials are under development, and should be available by 2011. A more academic English course with a reading/writing and study skills focus is also planned, at *intermediate* level.

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.

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



www.englishformyanmar.com

Placement Test

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

Marking guide

1. 12 points

Give one point for each correct answer.

Answers: 1. *am* 2. *a* 3. *'ve got* 4. *works* 5. *After* 6. *usually* 7. *want*
8. *going to* 9. *If* 10. *more* 11. *as interesting as* 12. *'d*

2. 12 points

Give two points for each correct answer.

Answers: 1. *a* 2. *b* 3. *b* 4. *b* 5. *d* 6. *d*

3. 11 points

Give one point for each correct answer.

Answers: 1. *was studying* 2. *had* 3. *started* 4. *wanted* 5. *has/graduated*
6. *is speaking* 7. *will / am going to set up* 8. *want* 9. *am*
10. *have/had* 11. *is changing*

4. 10 points

Give one point for each correct answer.

Answers: 1. *you been* 2. *fell/became/was/got* 3. *wasn't/was not* 4. *job/position/one*
5. *aren't/are not* 6. *should/ought to/could/must/have to/might* 7. *where* 8. *next*
9. *introduce/take* 10. *Thanks*

5. 15 points

Give one point for each correct answer.

Answers: 1. *c* 2. *c* 3. *c* 4. *b* 5. *a* 6. *c* 7. *d* 8. *c* 9. *b* 10. *b* 11. *d*
12. *c* 13. *d* 14. *a* 15. *d*

6. 5 points

Give one point for each correct answer.

Answers: 1. *Where do you come from?* (*Where have you come from?* is also correct.)
2. *Did you get here last week?*
3. *How did you get here?*
4. *How much did your bus ticket cost?*
5. *Have you (ever) been abroad?*

7. 10 points

Give one point for each correct answer.

Answers: 1. *a* 2. *d* 3. *a* 4. *e* 5. *b* 6. *e* 7. *d* 8. *a* 9. *f* 10. *a*

What do the scores mean?

Below is a rough guide for deciding if this book is suitable for your students. However, this test is not a perfect measure of ability. For students who score near the borders (e.g. 30-40, 50-60), use your own judgement.

- People who get **less than 35 points** will probably find the course too difficult.
- People who get **between 36 and 55 points** should find the course about the right level.
- People who get **more than 55 points** will probably find the course too easy.

Think English Pre-intermediate Placement Test

Time allowed: 60 minutes

1. Fill the gaps with the words from the box.

12 points

want a If 'd name works going to After am as interesting as more 've got usually

My name is Min Min. I ^{1.} _____ 18 years old. I'm ^{2.} _____ high school student. I ^{3.} _____ one brother and three sisters. My brother ^{4.} _____ as a mechanic, and all my sisters attend primary school. ^{5.} _____ school I like to play volleyball with my friends, but I ^{6.} _____ have to hurry home to look after my sisters. When I finish high school, I ^{7.} _____ to study medicine at university. My parents say it's very difficult to get into university, but I'm ^{8.} _____ try my best!

^{9.} _____ I get into university, my parents want me to study law. But I am ^{10.} _____ interested in medicine. Being a scientist is probably just ^{11.} _____ being a doctor, but I ^{12.} _____ really like to work with children.

2. Read the story and choose the correct answers.

12 points

One day Nasreddin went into town to buy some new clothes. First he tried on a pair of trousers. He didn't like the trousers, so he gave them back to the shopkeeper. Then he tried a robe which cost the same as the trousers. Nasreddin was pleased with the robe, and he left the shop. Before he climbed on his donkey to ride home, the shopkeeper and the shop-assistant ran out.

'You didn't pay for the robe!' said the shop assistant.

'But I gave you the trousers in exchange for the robe, didn't I?' replied Nasreddin.

'Yes, but you didn't pay for the trousers, either!' said the shopkeeper.

'But I didn't buy the trousers,' replied Nasreddin. 'I am not so stupid as to pay for something that I never bought.'

1. What did Nasreddin try on first in the shop?

a. some trousers b. a robe c. a hat d. some shoes

2. What did he try on next?

a. some trousers b. a robe c. a hat d. some shoes

3. Which item did Nasreddin like best?

a. the trousers b. the robe c. the hat d. the shoes

4. How many people argued with Nasreddin?

a. one b. two c. three d. four

5. Why was the shopkeeper angry when Nasreddin left?

a. He didn't take the trousers. b. He didn't say goodbye
c. He didn't like the hat d. He didn't pay for the robe.

6. What did Nasreddin actually pay for?

a. the trousers b. the robe c. the hat d. nothing

3. Fill the gaps with the correct tense of the verbs in brackets.

11 points

Nilar is 25 years old. She is (be) a factory worker. When she ^{1.}_____ (study) in high school, her father died. She ^{2.}_____ (have) to go to work to support her younger brothers and sisters. Two years ago, Nilar ^{3.}_____ (start) going to evening classes for adults because she ^{4.}_____ (want) to finish her education. She ^{5.}_____ just _____ (graduate) from this program. Now, Nilar ^{6.}_____ (speak) at the closing ceremony: ‘When I go back home, I ^{7.}_____ (set up) a literacy programme for women in my community. I ^{8.}_____ (want) to help other women like myself. I ^{9.}_____ (be) grateful for this chance to study, and I hope that in the future all women can get the same chances to improve their lives and the lives of their families. Women ^{10.}_____ never _____ (have) the opportunities they deserve, but nowadays this ^{11.}_____ (change), thanks to programmes like this one.’

4. Fill in the gaps to make correct sentences.

10 points

Ma Lwin: Hi Ko Oo. How are you ?

Ko Oo: I'm OK. I haven't seen you for ages! Where have ^{1.}_____ ?

Ma Lwin: Oh, I've been away for a while. A few months ago, my grandmother ^{2.}_____ ill, so I went back to Bago to look after her. She's fine now.

Ko Oo: Oh, good. How about your job here in Mandalay? Didn't you have to come back for work?

Ma Lwin: Oh, you mean my job as an office assistant? I quit that job before I went home. That job was terrible, and it ^{3.}_____ even well-paid. I need to find a more interesting ^{4.}_____ with better pay. The problem is that there just ^{5.}_____ many jobs around at the moment.

Ko Oo: Hey, you know, my uncle runs an English Language school. Maybe you could get a job at his school. You ^{6.}_____ visit him.

Ma Lwin: OK, where is the school?

Ko Oo: It's on 6th Street. Do you know ^{7.}_____ that is?

Ma Lwin: Is it near the library?

Ko Oo: Yes, it's right ^{8.}_____ to it. If you come on Saturday morning, I'll ^{9.}_____ you to my uncle.

Ma Lwin: That's great! ^{10.}_____ a lot!

5. Choose the correct answer.

15 points

Example: I a my grandmother every week.

- a.** visit **b.** visits **c.** am visiting **d.** have visited

1. Right now, Ko Ko _____ his bicycle to work.
a. ride **b.** rode **c.** is riding **d.** has ridden
2. Did you like _____ food at the party last night?
a. a **b.** an **c.** the **d.** not
3. The book you gave me was the _____ book I've read in years!
a. interesting **b.** more interesting **c.** most interesting **d.** less interesting
4. You don't have to shout. I _____ hear you very well.
a. may **b.** can **c.** must **d.** should
5. Are you going to the market? Can you buy some garlic? We don't have _____.
a. any **b.** none **c.** some **d.** few
6. *Mi Mi:* The phone is ringing! *Tin Tin:* Thanks, _____ get it.
a. I have **b.** I am going to **c.** I'll **d.** I am
7. _____ to Myitkyina?
a. are you ever go **b.** were you ever go **c.** did you ever been **d.** have you ever been
8. I _____ all day, I am really tired now!
a. am working **b.** will work **c.** have been working **d.** had been working
9. *Zin Mar:* Oh, no, I missed my plane! *Tun Zaw:* You _____ left the house earlier.
a. may have **b.** should have **c.** must have **d.** would have
10. Hlaing Min talked to the woman _____ had won the lottery.
a. which **b.** who **c.** whom **d.** whose
11. More than a million cars _____ in the Philippines since 2002.
a. are producing **b.** were produced **c.** have produced **d.** have been produced
12. I _____ help you fix your bicycle unless you let me borrow it for one week.
a. don't **b.** didn't **c.** won't **d.** am not
13. Naw Moo's parents _____ have let her go to university in Yangon if they didn't have some relatives there she could stay with.
a. don't **b.** didn't **c.** won't **d.** wouldn't
14. Before I went to primary school, I _____ to read and write in 3 languages.
a. had already learned **b.** have already learned **c.** am learning **d.** will have learned
15. I think my computer is broken. I've tried _____ the button, but it won't switch on.
a. press **b.** the press **c.** pressed **d.** pressing

6. Complete the questions.

5 points

- Example:** What is your _____ name? Lily Aung.
1. _____ come from? Chin State.
2. _____ get here last week? No, I arrived yesterday.
3. _____ get here? By bus.
4. _____ your bus ticket _____? 6000 kyat.
5. _____ been abroad? No, I haven't.

7. Match the definition, synonym or gap with the correct word.

10 points

- Example:** You can fly in this _____
a. bus **b. plane** c. car d. train
1. Either mother or father.
a. parent b. friend c. cousin d. grandmother e. daughter f. in-law
2. This person fixes cars.
a. doctor b. teacher c. engine d. mechanic e. pickup f. shopkeeper
3. That walk was _____. I need some rest.
a. tiring b. striking c. exciting d. exhausted e. sleep f. finish
4. Awful.
a. famous b. stupid c. opposite d. monster e. horrible f. lovely
5. Title of a newspaper article.
a. editorial b. headline c. journalist d. reporter e. sentence f. advertisement
6. A formal conversation between a job applicant and the employers.
a. career b. invitation c. application d. process e. interview f. suggestion
7. He's very _____. He's always happy to share his things and lend people money.
a. delicious b. mean c. confident d. generous e. clumsy f. confused
8. Connected with what you are doing or talking about.
a. relevant b. ambitious c. successful d. accidental e. interesting f. correct
9. To change something, making it more suitable.
a. summarise b. qualify c. gain d. imply e. expand f. adapt
10. In particular.
a. especially b. even c. exactly d. however e. almost f. although

Answer Sheet

Name: _____

1. 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

/ 12

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

/ 12

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

/ 11

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

/ 10

5. 1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.
5. a. b. c. d.
6. a. b. c. d.
7. a. b. c. d.
8. a. b. c. d.
9. a. b. c. d.
10. a. b. c. d.
11. a. b. c. d.
12. a. b. c. d.
13. a. b. c. d.
14. a. b. c. d.
15. a. b. c. d.

/ 15

6. 1. _____
2. _____
3. _____
4. _____
5. _____

/ 5

7. 1. a. b. c. d. e. f.
2. a. b. c. d. e. f.
3. a. b. c. d. e. f.
4. a. b. c. d. e. f.
5. a. b. c. d. e. f.
6. a. b. c. d. e. f.
7. a. b. c. d. e. f.
8. a. b. c. d. e. f.
9. a. b. c. d. e. f.
10. a. b. c. d. e. f.

/ 10

Total Score:

/ 75

Notes

Unit One

1. Introductions

This section deals with introductions:

- how to introduce yourself
- how to introduce other people
- polite small talk people use in a social situation

1.1 An introduction to introductions

A. Discuss the pictures. Ask some questions about each picture, e.g. *Where is this? What are the people doing? Who are they?*

B. Students work in pairs to fill the conversation gaps.

C. Play audio 1.1 two or three times. Students check their answers.

- Answers:**
1. *I'm OK. Very busy!*
 2. *Hi, Htun Htun. Hi, Si Si.*
 3. *OK. Thanks.*
 4. *Yes, please.*
 5. *No, thank you.*
 6. *Pleased to meet you, Ms Green.*
 7. *How do you do?*

D. Pre-teach formal and informal. Students decide whether each conversation is in formal or informal English.

- Answers: formal:**
- *Would you like a drink?* - *Yes, please.*
 - *This is U Tin Maung from the school. And this is Di Green from the International Development Association.*
 - *Pleased to meet you, Ms Green.* - *Please, call me Di.*
 - *How do you do? I'm David Johnson.* - *How do you do?*

- informal:**
- *Hi Mi Chan. How are you?* - *I'm OK. Very busy!*
 - *Jane, this is Htun Htun. And this is Si Si.* - *Hi, Htun Htun. Hi, Si Si.*
 - *Have some cake.* - *OK. Thanks.*

Extra Idea

If you have a new class, and students don't know each other well, you might want to do a 'getting to know you' activity before you start. One possibility is **Introduce Your Partner:**

- Put students in pairs.
- On the board, write a list of things students should ask their partner, e.g. Name? Where / from? Married? Why / want to learn English? If necessary, **elicit** the full questions before you start, e.g. What is your name?
- Students ask their partner and note down their answers.
- Students take turns telling the class about their partner. Don't worry too much about accuracy at this time.

Language/Culture Notes

1. First names and surnames. Nowadays, it is fairly unusual to call someone *Ms Spears* or *Mr Beckham* – people usually use the **first name only** (e.g. *Britney, David*), even in relatively formal situations. The main use of **title + surname** is in the media, with officials (e.g. at an immigration office) and in formal letters. **Title + first name** (*Ms Britney* or *Mr David*) is incorrect.

2. Titles. **Mr** (pronounced 'mister') can be used for all men. **Master** was traditionally used for boys, but now is almost never used. Men are addressed **Mr + surname**, or using their first name only, or with their **first name + surname and no title**, e.g. *David Beckham*. If you use a title for a woman, be careful what you choose. **Mrs** ('missiz') is still a common title for married women, and **Miss** is often used for unmarried young women and girls. However, these are seen by some people as old-fashioned and sexist because they define women according to their relationship to men, whereas *Mr* does not tell you anything about a man's relationship to a woman. **Ms** ('miz') is a title that all women can use, married and single, and is used whenever you do not know the marital status of the woman who you are writing/speaking to. It is often easier to use only the first name, or both the first and last names without a title.

3. Formal greetings. Very formal greetings like *How do you do?* are unusual in modern English. Most people, of all ages, use the less formal *How are you?* or, in very informal situations, *How's it going?*, or something similar.

E. Students work in pairs to put the conversation in order. There is more than one possible order.

F. Play the audio. Students check their answers.

Answers: 1 - *f* This is U Tin Maung from the school. And this is Di Green from the International Development Association.

2 - *b* Pleased to meet you, Ms Green.

3 - *i* Please, call me Di. I'm sorry, what's your name?

4 - *e* I'm Tin Maung.

5 - *h* Ton Mun... I'm sorry, could you say that again please?

6 - *a* Tin Maung.

7 - *d* Can you spell that, please?

8 - *g* T-i-n M-a-u-n-g. How do you spell your name?

9 - *c* D-i.

G. Students practise the conversation in pairs. Make sure every student practises both roles.

1.2 Introducing yourself

A. Students write the answers to the questions.

B. In pairs, students practise the conversations. Don't allow them to read from their books! Get some pairs to perform their conversations to the class. Encourage them to act the conversation, as well as speak it.

C. Elicit how people communicate the basic information.

Answers:

1. *I'm from (Taunggyi). or I come from (Patheingyi).*

2. *I'm a[n] (teacher/tour guide/accountant). Other possibilities include: I work in a (factory/office); I work for (the UN/a company/an NGO); I (drive taxis/sell shoes/look after children).*

3. *I live in (Dagon Township/Twante/Australia).*

4. *My phone number's (01 234 567).*

D. Elicit the questions people use to find out the information.

Answers:

1. *Where do you come from? OR Where are you from?*

2. *What do you do?* 3. *Where do you live?* 4. *What's your phone number?*

Students ask and answer these questions in pairs.

1.3 Social English

Check students understand *similar*.

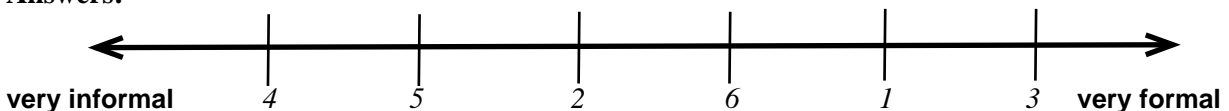
Discuss the topic. You may want to discuss it in L1 (students' first language). Find out students' ideas about greetings. What do they say in their language(s)?

A. Pre-teach *How's it going?* (a more informal way of asking *How are you?*)

Students practise the dialogues in pairs. If there is enough space in your classroom, tell As to stay sitting down, and Bs move around the classroom greeting As.

B. Pre-teach *rank* (to put things in order). In pairs, students rank the sentences from very informal to very formal.

Answers:



C. Look at the picture and discuss it. What is happening? (an informal introduction)

Brainstorm possible replies. Look at the four replies. Which ones are appropriate? **Elicit** suggestions.

Answer:

It would be best to say 'Hi Jane' or 'Pleased to meet you,' or both of them together: 'Hi Jane. Pleased to meet you.' You could say 'How do you do?' but it is not common in modern English except in very formal situations. Also, we do not normally say 'How are you?' when meeting someone for the first time. We say it when we see someone who we already know.

1.4 Introducing other people

This section is about introducing other people. When you introduce someone, it is good to provide some interesting information about them.

A. Play audio 1.3. Students decide what information is being provided.

Answers:

- a. name and organisation
- b. name and family
- c. name and job
- d. name, family and hobbies
- e. name and country

Brainstorm suggestions for other useful information you can provide, e.g.

an achievement: 'This is Jenny. She just graduated from university.'

their future plans: 'Meet Sai Htoo. He's going to get married next month.'

their past: 'This is William Shakespeare. He wrote Romeo and Juliet.'

The best information is information that other people will find interesting.

B. Roleplay. In groups of three, students practise introducing each other formally and informally.

After they have spent some time practising, get each group to perform one introduction to the class.

The class can vote on the best introduction.

2. The Present Simple

This section reviews the present simple tense, positive and negative forms, in its most common uses:

- talking about repeated activities
- talking about things that are true for a long time

2.1 Love and marriage

A. Ask the class why people get married, e.g. *love, money, not to be lonely, to have a family, etc.*

Write their ideas on the board.

B. In groups, students **brainstorm** free time activities. Get them to think of lists of free time activities that use these verbs, e.g.

- | | |
|--------------|---|
| listen to... | <i>music, the radio, cassettes</i> |
| read... | <i>books, newspapers, magazines</i> |
| play... | <i>football, chess, volleyball</i> |
| watch... | <i>videos, television, football</i> |
| visit... | <i>friends, relatives</i> |
| go... | <i>to the cinema, swimming, to the market, etc.</i> |

C. Pre-teach *important, to work hard, to spend (money), band, boring, alcohol, fashionable, to organise, to invite, teashop.*

Students read about the women. Clarify anything they don't understand.

Students read about the men. In their groups, they decide which women are married to which men, and why. Ask the groups who they think is married to whom, and why.

D. Pre-teach *weekend* (Saturday and Sunday) and *weekdays* (Monday-Friday). Play audio 1.4. The women talk about their marriages. Students identify who are the husbands and wives.

Answers:

San San Aye and Aung Mon, Myint Myint San and Michael, Ma Sein and Min Min.

E. Check that students understand *1st* and *3rd person, singular* and *plural*. Students listen to the audio and write sentences in the correct boxes in the table. They don't have to write all of them – two more in each box is enough.

Possible answers:

Some boxes could contain a lot of sentences. Here are some examples:

	positive	negative
1st person singular	I work in an office <i>I never go out</i> <i>I have 25 pairs of shoes</i>	<i>I don't like spending money</i> <i>I don't drink</i>
3rd person singular	He goes to teashops <i>He likes watching TV</i> <i>Min Min drinks a lot</i>	<i>He doesn't have time to cook on weekdays</i> <i>he doesn't listen to me</i>
1st person plural	<i>Aung Mon and I want a good life</i> <i>We both like gardening</i>	We don't want more than six kids <i>We don't have a TV</i> <i>Min Min and I don't have children</i>

If students need to review the rules about present simple statements, refer them to **Present simple: Positive statements** and **Negative statements** sections of the **Language Reference**.

F. Elicit/explain the meaning of *argue*. Students try to remember what these couples argue or disagree about. They can discuss it in pairs or groups. If necessary, play the audio again.

Answers:

San San Aye and Aung Mon *argue about money. He likes to buy tea for his friends, but she doesn't like spending money.*

Myint Myint San and Michael *disagree about movies. She doesn't like watching action movies. He likes them.*

Ma Sein and Min Min *argue about alcohol. She doesn't drink, but he drinks a lot.*

G. Pre-teach *ideal* (perfect, best possible – it can be real or imaginary). They complete the chart with some characteristics of their husband/wife (if married) or ideal partner (if single). Good characteristics go under the tick (e.g. *funny*); bad characteristics go under the cross (e.g. *selfish*).

Language/Culture Notes
<p>Partner has three meanings:</p> <ol style="list-style-type: none"> 1. somebody you do business with 2. someone you do an activity with (e.g. in English class) 3. somebody you are in a serious, long-term romantic relationship with (married or unmarried) <p>A boyfriend/girlfriend is similar to a partner, but we usually use it when the relationship is less serious, or when the people are young. We do not use these words for married people.</p> <p>A couple can be either a husband and wife or two partners. The word refers to <u>two</u> people, e.g. <i>Tom and Cho Cho are a couple</i>. NOT: <i>Tom is Cho Cho's couple</i>.</p>

H. Students describe their real or ideal partner to other students in small groups, using the present simple. Ask a few students to tell the class.

2.2 Listening: And after that?

A. Prediction. Look at the title *And after that?* Ask students: What do you think this exercise will be about? **Elicit** suggestions. Make sure students understand the task – to listen to the people, and order the activities 1, 2, and 3. There is one false sentence for each person. Play audio 1.5. Check the answers by asking questions, e.g. What does Abdul do first? What does he do next? And after that? Play the audio again to check.

Answers:

1 – *He takes a shower, he eats breakfast, he reads the newspaper.*

2 – *She makes coffee, she exercises, she goes to work.*

3 – *She studies, she eats dinner, she watches TV.*

4 – *He eats dinner, he puts his children to bed, he reads.*

B. Students write short paragraphs about their morning routine.

C. Students work in pairs. Partner A reads her/his paragraph quickly. Partner B listens, then writes down notes. Partner B must not try to write Partner A's exact words – the important thing is the information, not the exact wording. Partner B reads the information back to Partner A. Is it correct?

2.3 Interview

A. Students think back to pages 3 and 4, and try to remember information about the people.

Answers:

1. *No, she doesn't.*

2. *No, she doesn't. She has four.*

3. *Yes, he does.*

4. *No, he doesn't. He grows vegetables.*

5. *Yes, they do.*

6. *Yes, they do. They sometimes argue about money.*

B. Students try to complete the sentence with the correct grammar terms.

Answer:

We use the auxiliary verb do, then the subject, then the main verb.

Elicit that the main verb is in the *base* form (the infinitive without *to*, e.g. *go, like, have*).

If necessary, refer students to the **Present simple: Questions and answers** section of the **Language Reference**.

C. Pre-teach habit. Students prepare a list of *yes/no* questions to ask another student. Encourage students to ask interesting questions – ones they actually want to know the answers to! Go around the class checking that students are accurate in their question forms.

D. In pairs, students ask and answer their questions. They should make notes about the answers.

E. Get a few students to tell the class about their partners.

2.4 *be* and *do*

- A. Look at the sentences, and elicit the difference between the sentences with *be* and the sentences with *do*. Students complete the rule.

Answer:

- do with verbs.
- be with nouns and adjectives.

If necessary, go through the sentences as a class and identify the verbs, nouns and adjectives. Tell students to read the ***to be* in the present simple** and ***be or do?*** sections of the **Language Reference**.

- B. Students complete the sentences and questions with appropriate words and phrases.

Possible answers:

- | | |
|---|---|
| 1. I am <i>Shan</i> . (<i>noun/pronoun or adjective</i>) | 6. What does <i>the dog</i> eat? (<i>noun/pronoun + verb</i>) |
| 2. I'm not <i>a teacher</i> . (<i>noun/pronoun or adjective</i>) | 7. What is <i>the time</i> ? (<i>noun/pronoun or adjective</i>) |
| 3. My mother isn't <i>rich</i> . (<i>noun/pronoun or adjective</i>) | 8. What are <i>they</i> ? (<i>noun/pronoun or adjective</i>) |
| 4. She doesn't <i>eat pork</i> . (<i>verb</i>) | 9. Are you <i>busy</i> ? (<i>noun/pronoun or adjective</i>) |
| 5. What do <i>you</i> do? (<i>noun/pronoun + verb</i>) | 10. Do you like <i>bananas</i> ? (<i>verb</i>) |

2.5 *yes/no* questions

- A. Students answer the questions, making them true for themselves. You might like to do a **Substitution Drill** activity (see the **Introduction** for an explanation).

Possible answers:

- | | |
|----------------------------------|--|
| 1. Yes, I am. / No, I'm not. | 4. Yes, they are. / No, they aren't. |
| 2. Yes, I do. / No, I don't. | 5. Yes, s/he does. / No, s/he doesn't. |
| 3. Yes, she is. / No, she isn't. | 6. Yes I do. / No, I don't. |

- B. In pairs, students ask and answer each other the questions in A.

- C. Ask some students to talk about their partners.

- D. One by one, give students a phrase. Here is a list of phrases you can use, or make up your own:

...eat fish? ...a teacher? ...friendly? ...happy at the moment? ...an actor?
...play football? ...do your homework? ...a woman? ...have children? ...like dogs?
...thirsty? ...want a drink? ...a doctor? ...tired? ...smoke?

The student makes a *yes/no* question with the phrase, and asks the person next to her/him. That person replies. Then the first student tells the class the answer. Move on to the next student.

3. Adverbs of Frequency

3.1 How do you get around?

This section focuses on adverbs of frequency, which describe *how often* people do activities.

- A. Students look at the picture, and put the people in order of who walks to work from *least often* to *most often*. If they don't know, refer them to the **Adverbs of frequency** section of the **Language Reference**.

Answers: 2, 5, 4, 6, 1, 3

Ask a few students how often they walk to work, school, university, English class, etc. Then they ask and answer the question with the person next to them. Get a few students to tell the class about their partner.

- B.** Students write answers to the questions, using an adverb of frequency in each answer. Write one or two examples on the board, e.g.
1. *I don't often travel by bicycle.*
 2. *I never travel by boat.*
- They can refer to the **Language Reference** if necessary.

3.2 On Saturdays

- A.** Students think about their normal activities on Saturdays. How often do they do the listed activities? They write an adverb next to each, e.g.
- visit friends *often*
- B.** Put students into pairs or groups. They should discuss their Saturday activities, both the ones in A and other ones they can think of. If you like, ask a few of them to tell the class about their partner or group.

4. *wh*- Questions

This section looks at *wh*- questions in the present simple.

- meanings of *wh*- question words
- how to form questions in the present simple

4.1 General knowledge

- A.** Students work in pairs, and choose the best answers to the questions. They should use a dictionary to check any new words.
- Elicit** answers from the students, and check if the class agrees before you give the correct answers.

Answers:

1. *grass*
2. *Italy*
3. *January*
4. *bread and cakes*
5. *the North Pole*
6. *to wake up*
7. *watch movies*
8. *eggs and water*

- B.** Students work in pairs. Student A looks at this page; Student B looks at page 210. Students ask and answer the questions, and tell the other pair which ones they got right. (The answers are upside down in a box under the questions.)
- C.** In their pairs, students write two general knowledge questions, each with one right and two wrong possible answers. They should know which is the correct answer. Each student in turn reads one question to the class, including the possible answers, and students write down their answers. After everyone has read their questions, check the answers. Who got the most right? If you have a very large class, you can do this in groups instead: pairs make two questions, then get into groups of eight or more and ask the questions.

4.2 Question words

A. Brainstorm a class list of question words: *what, where, who, why, when, how*.

Then get students to think of the different questions that you can make with *how*: *how many, how far, how long, how often, etc.*

B. Read the information about Khaing Win and his English classes. Students match the questions and answers.

Answers:

1. *e* 2. *g* 3. *d* 4. *f* 5. *b* 6. *a* 7. *i* 8. *c* 9. *h*

C. Students complete the chart about the meanings of question words.

Answers:

where – a place

when – a time

how – a way

who – a person

what time – a time

how much/how many – an amount

what – a thing

why – a reason

how often – a frequency

D. Students make questions.

Answers:

2. *Where do they live?*

3. *What do crocodiles eat?*

4. *Where do you keep your rice?*

5. *What time do you eat breakfast?*

6. *Why does he read books?*

7. *How much (money) do you want?*

8. *Where do you use English?*

4.3 Pairwork: Ban Ki-moon

- A. Brainstorm** about the United Nations. Write students' ideas on the board.

Ask about the pictures. What are they? **Elicit** students' ideas.

(*The United Nations logo, Ban Ki-moon*)

- B. Pre-teach** *Secretary-General, member, independent, to earn, headquarters, environment, global warming.*

Students work in pairs. Partner A looks at this page; Partner B looks at page 210.

Students spend some time reading the text, and thinking about what questions they need to ask to get the missing information. If necessary, they can write them down. If this exercise is too difficult, help the students identify the questions they need, by giving them the *wh-* question words, or writing the questions on the board.

Student A's questions:

1. *Where does Ban Ki-moon come from?*
2. *What languages does he speak?*
3. *How many member countries does the UN have?*
4. *How much money does he earn?*
5. *How many children do they have?*
6. *What do they do in their free time?*

Student B's questions:

1. *What does his name mean?*
2. *What languages does he speak?*
3. *How many people work for the United Nations?*
4. *What is his wife's name?*
5. *Where do they live?*
6. *What do they do in their free time?*

- C.** In pairs, students ask and answer the questions. Don't allow them to look at each other's texts!

They write the missing information in their texts. Each student should have a complete text:

Ban Ki-moon is the Secretary-General of the United Nations. He comes from Chungju, in South Korea. His name, Ki-moon, means 'wisdom'. He speaks English, French, Korean and Japanese. His job is very large – the United Nations has 191 member countries, almost every independent country in the world. 61,000 people work for the UN. He earns about 240,000 dollars per year.

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

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

4.4 Interview

- A.** In pairs, students think of a list of *wh-* questions they can ask their classmates. Make sure each pair includes examples of all the question words in **4.2 C**.

- B.** Students change partners, and ask each other the questions. They write down the answers.

- C.** On a piece of paper, students write a paragraph about the person they have just interviewed. They should not use the person's name – instead, use *she* or *he*.

- D.** Stick all the paragraphs to the wall. Students go around the class and read the paragraphs, and try to guess identify who each paragraph is about.

5. Pronunciation: Present Simple Verb Forms

This section focuses on pronunciation of the present simple, particularly the endings.

5.1 Syllables

A. Students read the text, and circle the verbs. Play audio 1.6: students listen.

B. Check that students understand *syllables*. Students classify the verbs into one and two syllables.

Answers:

One syllable: *come, live, teach, start, walk, go, dress, wear, try, watch, fix*

Two syllables: *finish, study, practise*

C. Students write about Khaing Win. They need to use the third person.

Answers:

He comes from Rakhine State, but now he lives in Australia. He teaches Myanmar at a university near his house. He starts work at 8.30 and finishes at 4.00. He usually walks to work, but sometimes he goes by car. He dresses well for work – he always wears a tie. On Mondays he studies English at night classes. He tries hard with his English – he practises every day. At the weekends, he watches videos and fixes his old car.

D. Students practise saying the paragraph to each other, and identify which verbs add an extra syllable in the third person.

E. Play audio 1.7. Students check which verbs add a syllable.

Answers: *teaches, dresses, practises, watches, fixes*

F. *This is a very useful speaking and pronunciation activity. However, if you do not have much time, you can skip it.*

Play **Disappearing Paragraph**. Write the third person paragraph on the board. Students read the paragraph out loud. Rub off about fifteen words. Students say the paragraph, remembering the missing words. Rub off another ten-fifteen words. Students say the paragraph. Continue removing words until students are saying the whole paragraph from memory.

G. Students complete the rule about pronunciation of third person verb endings.

Answer: If a verb ends in a z, ch, x, sh or s sound, add another syllable.

H. Students identify how many syllables are in the verbs.

Answer: 1. 2 2. 2 3. 2 4. 2 5. 3 6. 2

5.2 Checking pronunciation

This activity may not be necessary – if students are OK with third person pronunciation, skip this.

A. Students write a short paragraph about themselves, using Khaing Win as a model. They read this to a partner.

B. Students listen to their partner's paragraph and take notes.

C. Students change partners, and read the paragraph they wrote about their first partner.

D. When listening, students check carefully for correct pronunciation of third person verb endings.

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

A. Play audio 1.8. Students listen to the sentences and notice the pronunciation of *doesn't* and *don't*.

B. Students practise saying the sentences with a partner, focusing on *don't* and *doesn't*.

6. Friendship, Romance and Family

In this section, students look at the relationships that are important in their lives:

- family relationships
- friendships
- romantic relationships

6.1 Who's who?

A. Students look at the picture of Zaw Aye's family. In pairs, they guess who is who.

B. Play audio 1.9. Students listen, and decide who is who in the picture.

Answers:

back row, left-right: *Zaw Aye, his friend, his younger sister, his older sister, his niece, his sister's husband*

front row, left-right: *his mother, his father, his brother, his grandfather, his uncle, his cousin, his aunt*

Play the audio a few more times. Students listen to the audio and write any information they can in the chart about Zaw Aye's grandfather, older sister and friend.

Possible answers:

his grandfather: - *about 80 years old*

his older sister: - *a doctor*
- *husband is a doctor*
- *they have a one year old daughter*

his best friend: - *his name is Ko Naing*
- *lives in Zaw Aye's house*
- *goes home to his village in school holidays*

C. Students answer the questions:

Answers:

1. *his friend*
2. *his brother-in-law*

6.2 Family members

A. Students work in groups of four or five. Each group appoints one writer.

Allow groups exactly three minutes to list as many family members as possible.

The group with the most items on their list after three minutes is the winner.

Make a class list of family members, and write it on the board. Make sure you include the *in-laws* (people related by marriage, not blood: *mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law*).

B. Students classify the family members into *female, male* or *both*.

Possible answers:

female: *grandmother, aunt, mother, mother-in-law, sister-in-law, sister, niece, daughter-in-law, daughter, granddaughter, great-grandmother, great-aunt*

male: *grandfather, uncle, father, father-in-law, brother, brother-in-law, nephew, son, son-in-law, grandson, great-grandfather, great-uncle*

both: *cousin, parents, children, grandparents, grandchildren, great-grandchildren*

C. In pairs, students ask each other about their families.

Encourage students to give extra information about family members, e.g. where they live, or what they do.

6.3 Your people

- A. Students make a list of their relatives.
- B. Students list all the other people who are important in their lives. Encourage them to think of the people they see often, e.g. *classmates, flatmates (people they share a flat or house with, who are not relatives), neighbours, boyfriend/girlfriend, friends*.
- C. Students work in pairs. They tell each other about the person who has been most important in their lives, either a relative or non-relative. Tell students to remember the information about their partner's person, as they will tell the class about her or him. Students should not make written notes!
- D. One by one, students tell the class about their partner's important person. In a large class, get a few people to describe their partner's favourite person, or get them to do this in groups.

6.4 Khaing Win and Mi Lwin – a love story

- A. **Discuss** the verbs about love and marriage, and clarify anything students don't understand.

get engaged – to formally decide that you plan to marry

go out together – to be boyfriend/girlfriend

Students put the events in order of what happens. There is no one correct answer, as different people have different ideas on when, for example, people 'fall in love'.

When students have decided on an order, get them to compare their answers with other students, in groups of four or five.

Get each group to write their answers on the board. Are there many different answers?

- B. Students read the story and fill the gaps with the words and phrases in the box. Sometimes the form of the verb has to change to agree with the subject. The story is written in the present simple, so students should use present simple structures.

Answers:

It's 1965. Khaing Win and Mi Lwin meet at a teacher training in Mandalay. They fall in love, and go out together. Six months later, at the end of the training, they get engaged, and tell their families.

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

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

- C. Students close their books so they can't see the story, then retell it to their partners from memory, using their own words.

Language/Culture Notes

Love and marriage. Different cultures have different ideas about these, and within each culture there are many different opinions about what is acceptable. In some cultures, people don't usually meet each other before they marry – marriages are arranged by the families. In other cultures, it is normal to have many girlfriends/boyfriends and lovers throughout your life, and people believe marriage is unnecessary. This is an interesting discussion topic!

7. Writing: Filling in a Form

This section looks at filling in forms, and the types of information people need to put in forms.

7.1 Personal information

- A.** Discuss forms. Ask students for experiences they have had filling in forms. **Brainstorm** a list of types of form people fill in, e.g.
- *application forms for study, scholarships, jobs, passports, visas, permits...*
 - *forms giving information, e.g. when you post a parcel you need to say what is in it.*
- B.** Go through the list in the left column, and clarify any words and phrases students don't understand. Students match the word/phrase in the first column (1-12) with the item in the second column (a-l).

Answer key:

1. c 2. f 3. i 4. j 5. h 6. b 7. k 8. l 9. e 10. a 11. g 12. d

Language/Culture Notes

In English the terms **first name** and **given name** have the same meaning. Also, **last name**, **family name** and **surname** all mean the same thing. For example, if the person's name is *John Hartford* his first name (or given name) is *John*, and his last name (family name or surname) is *Hartford*. The family name is the name traditionally used to identify members of the family.

However, many families have different names, as these days the wife often keeps her own name when she marries, and the children might have the mother's family name, the father's, or a combination of both (e.g. *John Hartford* and *Joan Reed* have a daughter called *Stacy Hartford-Reed*).

As Myanmar people usually don't have first and family names, they need to decide how to write these on forms. Many people use the first part of their names as a first name, and the rest as a family name: San San Cho becomes **first name:** *San San* and **family name:** *Cho*. Others use an honorific as first name and their name as family name, e.g. **first name:** *Daw* and **family name:** *San San Cho*. In informal situations, foreigners unfamiliar with Myanmar who see the name will probably call people by only what is written as the first name, e.g. *San San* or *Daw*, or formally *Ms Cho* or *Ms San San Cho*.

- C.** **Brainstorm** a list of types of information people might have to put on forms, e.g.
- ID number, phone number, education, qualifications, work, religion, nationality...*

7.2 Complete the form

- A. Pre-teach** *signature*.

Students answer the questions with information about themselves.

Check that they write their name in capital letters, and that the other information is correct.

Possible answers:

1. *AUNG KYAW SOE*

2. *AK Soe*

3. Circle the appropriate title.

(Mr) Ms / Mrs / Miss / Dr / Other

4. **a.** *Lashio* **b.** *Myanmar*

5. *single / married / divorced / separated / widowed*

6. *Myanmar, Shan, English, Chinese*

- B. Elicit** the purpose of this form. Why would someone fill in this form?

Answer:

It is for people applying to join a sports club. The sports club wants this information from their members.

- C.** Students complete the form, using information about themselves.

8. Thinking about Learning: Language Learning

This optional section encourages students to think about the purpose of education, their proficiency in different aspects of the English language, and some basic improvement strategies.

8.1 Your opinion of education

A. Students complete the mind map about education. A mind map is a way to organise thoughts and ideas. It is a type of brainstorm activity, where students are encouraged to think of things they can put in different categories and sub-sections of a general topic. Students can do this individually, or you can put them in groups and get them to do this on large pieces of paper.

B. Look at the picture. Ask students what is happening, where it is, etc.

Pre-teach *thought control* – people controlling the way you think; *sarcasm* – saying the opposite of what you mean, often to hurt someone. (If you say ‘You’re REALLY clever’ when someone does something stupid, this is sarcasm.); *leave (them) alone* – don’t annoy (them).

Play audio 1.10. Students listen, and put the lines of the first verse in the right order. (The second verse is very similar, but a little different.) Play it again so students can check.

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

Language/Culture Notes

Your students may notice some ‘incorrect’ grammar in this song. First, the double negative *We don’t need no thought control* means, ‘We don’t need any thought control’. Second, *them* (which is normally an object pronoun) is used instead of *those* as the possessive adjective in *leave them kids alone*. These are features of many non-standard dialects of English. The song is written from the point of view of school children, so it uses language that many working class British children use.

In popular music, songwriters often use non-standard English that has unusual (or incorrect) grammar.

C. Ask students if they like the song. Get opinions in English or L1.

Check that students understand the multiple choice options.

Answer: **b** – *a way to control people* (the wall is like a prison for your mind; a brick is part of it).
The singer believes education is a way to control people; to prevent people from thinking for themselves, having their own ideas and opinions. Ask the students if they agree with this.

8.2 Think about your language learning

A. Students make lists of the important things in learning English. They should think of this themselves, not compare with other students.

B. Students give themselves a score out of 5 for each of these skills and topics. They should keep this information, as it will be used in the next unit.

8.3 How can you improve?

A. Students **brainstorm** ways to improve their English. Write all their suggestions on the board. Encourage them to be creative with their suggestions!

B. Students work in groups. Each group chooses one or two of the items from **8.2 B**, and brainstorms a list of suggestions for improvement. Groups present their ideas to the class. Here are some ideas:

Vocabulary	Grammar	Listening	Speaking	Reading	Writing
vocabulary books	grammar books	radio news programmes	talking to other people	graded readers	letters
crosswords		music tapes	talking to yourself	newspapers	personal, group or class newsletter
reading with a dictionary	wide reading, looking out for examples of different structures	conversations	helping other students	magazines	journals
vocabulary cards		videos	singing	videos with subtitles	

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. Write the verb

Answers:

I have a sister and a brother. My brother has three children. They live in the city. They sometimes visit me. My brother drives a truck.

My sister works for an NGO. She never visits me – she lives very far away. She often flies to Bangkok, and goes to meetings. She speaks five languages.

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

B. Positive and negative

Answers:

1. *They listen to news programmes, but they don't listen to rock music.*
2. *She goes to parties, but she doesn't go to the theatre.*
3. *She isn't hungry, but she is thirsty.*
4. *She speaks English, but she doesn't smoke.*
5. *They play chess, but they don't play volleyball.*
6. *She isn't a teacher, but she works in a school.*
7. *She likes the city, but she isn't happy.*
8. *They use a typewriter, but they don't use a computer.*

C. Adverbs of frequency

Students write an adverb of frequency according to their own situation and habits.

D. *wh*- questions

Answers:

2. *How does Somchai feel when he speaks English?*
3. *Why does Somchai feel this way?*
4. *What does Somchai want to be?*
5. *How often does Somchai speak English?*
6. *Why does Somchai feel angry?*

E. What's the question?

There are many possible answers to this exercise.

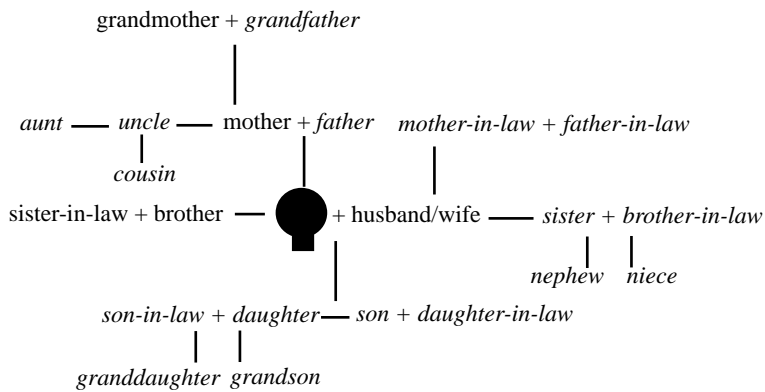
Some possible answers:

2. *What languages do you speak?*
3. *Why do you learn English?*
4. *Who do you live with?*
5. *Where do you live?*
6. *What do you do after school?*
7. *How do you get to school?*

F. Family

There are a few ways to do this – here is an example.

Possible answer:



G. Introductions

There are many possible answers to this exercise.

Some possible answers:

2. *What's your name?*
3. *How do you spell that?*
4. *Where do you come from?*
5. *I come from Myanmar. What do you do?*
6. *Do you want some cake?*
7. *Nice to meet you.*

H. Crossword

Answers:

Across: 1. *agree* 3. *from* 4. *friends* 6. *makes* 7. *or* 8. *radio* 13. *often*
16. *pleased* 18. *job* 19. *and* 20. *like*

Down: 2. *guitar* 3. *free* 5. *restaurants* 6. *mother* 9. *cook* 10. *niece*
11. *volleyball* 12. *would* 14. *travel* 15. *neighbour* 17. *eat* 18. *June*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit One. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *skill*
2. *improve*
3. *alarm clock*
4. *sister-in-law*
5. *interview*
6. *band*
7. *member*
8. *alcohol*
9. *main*
10. *go out*
11. *divorce*
12. *neighbour*

C. Students choose three words from the wordlist. They should be different words to those in **B**. They write clues to these words, and give them to another student to guess. If this is too difficult, get them to write them in L1.

Unit Two

1. Classroom Language

This section looks at the English you need for classroom activities.

- language for doing class activities
- language for checking understanding

1.1 Instructions

A. Pre-teach instructions, main points, listen carefully, discuss. Establish the situation on audio 2.1: a teacher is giving instructions to his students. Students listen and match the conversations with the activities the teacher wants them to do. Point out that some activities involve more than one skill.

Answers: Read – Conversation 1 **Speak** – Conversations 2 and 4
Listen – Conversation 3 **Write** – Conversation 3

B. Play audio 2.1. Students listen and write all the instructions they hear in each conversation.

Answers:

Conversation 1: *Please collect them and give them to me; do it tonight; turn to page 65; read the exercise at the top of the page.*

Conversation 2: *Work with a partner; work in pairs.*

Conversation 3: *Listen carefully; make notes of the main points; Don't repeat; Don't write everything you hear.*

Conversation 4: *Get in groups; discuss the village's problems; start again. 'I want you to work in groups of 4 or 5' is an indirect instruction, too.*

Tell students to read the **Imperatives** section of the **Language Reference**.

C. Individually or in pairs, students write as many instructions as they can think of using these verbs. Give them a time limit of 3-5 minutes, then make a class list on the board. If you like, do this as a **group brainstorm competition**: students brainstorm in groups, and the winner is the group which can think of the most instructions within the time limit. Check that students have correct sentences.

D. In pairs, students give instructions to each other from **C**. One student gives a set of instructions, and the other student mimes the action, then they change roles. Encourage students to be creative in their responses.

1.2 Classroom questions

A. Students identify the mistakes in the sentences, and write correct ones.

Answers:

1. How do you say ငွေကြေး in English ?

2. How do you pronounce 'R-H-Y-M-E'?

3. Can you repeat that, please?

OR: Can you say that again, please?

4. Sorry, I don't understand.

5. How do you spell 'exactly' ?

6. Please write that on the board.

7. What does 'recently' mean ?

8. What do you call this in English?

9. What's 'conversation' in Myanmar?

10. Can I borrow your pen? (or a pen)

B. Students think of their own questions using the model requests, and ask and answer them in pairs.

C. Students decide what they could say in these situations.

Possible answers:

1. 'What does this word mean?'

2. 'Can you please repeat that?'

3. 'I'm sorry, I don't understand.'

2. What is Where?

This section looks at using *there is/are* to describe places and what is in them.

2.1 Behind the door

A. Look at the first two doors. **Elicit** students' guesses about what kinds of rooms they are.

Answers: *a classroom (left), a bedroom (right)*

B. Pre-teach *shelf, map, blanket.*

Read the sentences, and establish which rooms they describe.

Possible answers:

1. *classroom*
2. *classroom*
3. *both*
4. *both*
5. *classroom*
6. *bedroom*
7. *bedroom*
8. *classroom*

Check that students understand the contracted forms. Write them on the board if necessary:

- *there's = there is*
- *the room's got = the room has got*

Also check they understand that *there is* and *have got* usually have the same meaning.

If students need more information, refer them to the ***there is/are: Positive statements*** section of the **Language Reference**.

C. **Elicit** sentences about things that might be in the two rooms, e.g.

Classroom: *there are students, it's got bamboo desks, there are some schoolbags*

Bedroom: *there's a bed, there are blankets, it's got mosquito nets*

D. Look at the other doors. What is behind them? Discuss; get students' ideas.

Answers: *a shop, an office, a prison*

E. Using dictionaries if necessary, students look at the words in the box and decide which room the things are in. Some things can go into more than one room. There are many possible answers.

Possible answers:

Prison: *police officer, bucket, toilet, cell, prisoners, chair, lock*

Office: *computer, telephone, toilet, photocopier, calculator, chair, lock*

Shop: *bucket, drinks, cigarettes, calculator, money, sweets, chair, lock*

Then they think of some more things that might be in each room, and add them to their list.

Students write sentences about each room, using *there is/are* and *it's got*.

Students compare sentences in pairs.

Choose each door in turn, and get some students to read their sentences to the class. Did any students write different, interesting sentences?

2.2 What's in your classroom?

- A.** Working individually or in pairs, students list all the things in the classroom. Help them with vocabulary if necessary. Encourage them to give quantities, e.g. *32 students*, where possible. Get a few students to read their lists to the class.
- B.** Students make lists of the things they want in their classroom. Get students to think of an ideal classroom – if they could have everything they want in the classroom, what would they have? Encourage them to give quantities, e.g. *12 computers*, where possible. Get a few students to read their lists to the class
- C.** Play audio 2.2. Students listen, and write what there is and isn't in Kyi Kyi's classroom.

Answers:

✓	✗
<i>14 desks</i>	computers
<i>25 students</i>	<i>a whiteboard</i>
a blackboard	<i>a video</i>
<i>a cassette player</i>	<i>a teacher</i>
<i>about 20 cassettes</i>	
<i>a world map</i>	
<i>some posters</i>	
<i>30 plastic chairs</i>	

- D.** Students write sentences with correct information about Kyi Kyi's classroom. If necessary, review forms of *there is/are* statements (positive and negative) using the **Language Reference**.

Answers:

1. *There are 14 desks in her classroom.*
2. *There is a blackboard.*
3. *There isn't a whiteboard.*
4. *There aren't any computers.*
5. *There are about 20 cassettes.*
6. *There is a map.*
7. *There isn't a teacher in the classroom.*

- E.** Students write six true and six false sentences about the classroom, using *there is/are*. Check that they understand *true* and *false*.
- F.** In pairs, students read their sentences to each other. When a student hears a false sentence, they say 'false', and make a correct sentence instead.

2.3 Going to the city

- A.** Establish the situation: a boy is moving to the city to live with his uncle. Ask students why they think he is going there – **elicit** their ideas. *Work? Study?* He doesn't know anything about the city, so he wants to ask his uncle some questions. Students **brainstorm** some questions he might ask before he moves there. It might help to get students to imagine they are in this situation, and ask them what they would want to know if they were going to move to a city.
- B.** Students read Kyaw Kyaw's letter to his uncle. Clarify anything they don't understand.

- C.** The information in the table shows what there is in the city. Students use this information to write the rest of Uncle's reply letter. Encourage them to add extra, interesting information. You might like to get students to check each other's letters. The letters should contain the following information:

There are (some) animals
There are dogs
There's a cinema
There isn't a football pitch
There's a swimming pool
There aren't any bicycles
There are buses
There isn't a train

If you mark students' letters, mark them for interesting extra information, as well as grammatical correctness. Read a few of the more interesting letters to the class.

- D.** In pairs, students ask and answer questions about their home towns. If they need help, **brainstorm** some questions and write them on the board, e.g.

Is there a cinema in your home town?
Are there any mountains?
How many schools are there?

If necessary, review short answers, and make sure they use them correctly during the exercise.

Yes, there is. / No, there isn't.
Yes, there are. / No, there aren't.

As students are getting information, they should make notes. One by one, students tell the class about their partner's home towns.

Extra Idea

Do a **roleplay** in pairs. Student A is visiting Student B's home town. Student B answers the tourist's questions, e.g.

A: *Is there a hotel here?*

B: *No, there isn't.*

Encourage the tourist to ask very stupid questions!

2.4 In the city

- A.** Students look at the picture. Time exactly three minutes, then tell them to stop. If you don't have much time, or you think they don't need three minutes, you can give them just one or two minutes.
- B.** They turn to page 210, and answer the questions *without* looking back at the picture.

Answers:

1. *five*
2. *two*
3. *No, there aren't.*
4. *five*
5. *Yes, there is.*
6. *A cat*
7. *one*
8. *two*

3. *have got*

This section focuses on *have got* to show possession.

3.1 Complaining students

- A. Pre-teach** vocabulary students don't know from the text.
- B.** Establish the situation: some students have just arrived at their new school, and they are complaining that there are not enough facilities.
Students fill the gaps with *has/have/hasn't/haven't got*, and *there's/are/isn't/aren't*. Remind them to use contractions where possible. If necessary, review contractions briefly using the table in the *have got* section of the **Language Reference**.
- C.** Play audio 2.3. Students check their answers. If you like, get some students to write the answers on the board so you can be sure they have used the correct form.

Answers:

1. The girls' dormitory 's got a lot of mosquitoes, and there aren't many mosquito nets.
2. The boys' dormitory hasn't got a television or a video.
3. We haven't got a swimming pool. I want a swimming pool.
4. The school hasn't got a computer teacher, so we can't learn computer skills.
5. There aren't any computers in the school.
6. There's a big rat in the kitchen. I hate rats.

- D.** Play audio 2.4. This time, the teacher is complaining about the students. One of the students had wrong information when she was complaining. Students identify which one was wrong.

Answer: *The student complaining about the mosquito nets. The school has got a lot of mosquito nets.*

- E.** Students try to answer from memory. If necessary, play audio 2.4 again so they can check.

Answers:

1. *There are no computer teachers near the school.*
2. *They haven't got any money for computers.*
3. *The cat died and they haven't got a new one yet.*

Ask the students who they *support* (whose side they are on; who they agree with): the teachers or the students? Do the students have good reasons to complain?

3.2 What have you got?

- A.** Tell students to read the *have got* section of the **Language Reference** if they haven't already.
Pre-teach *flash drive* (a small electronic thing used for storing and transferring computer information; also called a *memory stick* or *thumb drive*). Students read the dialogue. Establish the situation: Aye Aye wants to borrow a pen, and during the conversation Ben realises he has forgotten his notebook. If you like, get students to practise the dialogue in pairs.

- B.** Check they know how to make third person short answers: *Yes, s/he has / No, s/he hasn't*. Then students answer the questions.

Answers:

1. *No, she hasn't.*
2. *No, he hasn't.*
3. *Yes, he has*
4. *Yes, he has.*
5. *He's got a pencil, a banana, his house keys, a flash drive and some sunglasses.*
6. *He hasn't got his notebook.*

- C.** Students answer the questions about themselves and the contents of their bags, using *Yes, I have* and *No, I haven't*. They make lists of things they've got (including everything in their bags) and haven't got (they can include things not on the list – encourage them to be creative).

- D.** Students ask and answer questions in pairs using the objects on their lists.

- E.** Students tell the class about what their partners have in their bags.

If you have a big class, get students to find another partner and tell them about their first partner. Then get a few students to tell the class.

3.3 Find someone who...

In this activity, students go around the class asking questions until they find someone who has got each thing.

Before they do this activity, **elicit** the questions they have to ask. If necessary, write them on the board, but it is better if you can avoid this.

<i>Have you got three brothers?</i>	<i>Have you got an English storybook?</i>
<i>Have you got a watch?</i>	<i>Have you got two cats?</i>
<i>Have you got red shoes?</i>	<i>Have you got a hat?</i>
<i>Have you got parents from different ethnic groups?</i>	

When they find someone who's got one of the things, they write down the person's name, e.g.

- three brothers *Myat Sann*
- a watch *Salai Aung*

When everyone is finished, get a few students to tell the class who's got what.

3.4 Describe the people

Ask students if they know who Kofi Annan is.

Kofi Annan was the Secretary General of the United Nations from 1997 to 2006.

Pre-teach *beard*. Students look at the picture of Kofi and Nane Annan, and write correct information about them.

Answers:

1. *Kofi Annan's got a beard.*
2. *He hasn't got black hair. / He's got grey hair.*
3. *He hasn't got a small nose. / He's got a big nose.*
4. *Nane Annan hasn't got black hair. / Nane Annan's got blond/light-coloured hair.*
5. *She hasn't got a moustache.*
6. *She's got a necklace.*
7. *Kofi and Nane Annan haven't got hats on.*
8. *They haven't got big ears. / They've got small ears.*

3.5 Pairwork: The office

The pictures of the offices on pages 23 and 211 are similar, but there are nine differences.

Students identify the differences without looking at each other's pictures.

If this is difficult, go through questions they can ask:

<i>How many <u>books</u> are there?</i>	<i>Is there/Have you got a <u>glass</u> in your picture?</i>
<i>Where's the <u>picture</u> ?</i>	<i>Is the <u>rubbish bin</u> next to/on/under the <u>desk</u> ?</i>

If necessary, review prepositions of place: *in, on, under, behind, next to*.

Answers:

- *There's a computer on page 23, and a typewriter on page 211.*
- *There's one person in the picture on page 23, and two people on page 211.*
- *There's isn't a window on page 23 (but there is on page 211).*
- *There are three drawers on page 23, and five drawers on page 211.*
- *There are two flowers on page 23, and four flowers on page 211.*
- *There's isn't a telephone on page 23 (but there is on page 211).*
- *There are some bananas on page 23 (but there aren't any on page 211).*
- *There are two chairs behind the desk on page 23 (but there aren't any on page 211).*
- *There are six books on page 23, and three books on page 211.*

4. More About *there*

This section introduces another form commonly used with *there*, in the negative.

There's/are no... is very common in English, especially in spoken English. It has the same meaning as *There isn't/aren't any...*

4.1 In the bedroom

- A.** Students look at this picture of a bedroom, and read the description. Go through any vocabulary students don't understand. They identify the mistake in the description.

Answer:

There's a radio on the desk.

Go through the grammar table together. Check they understand *plural, singular, countable* and *uncountable*.

- B.** Students look around their class and write true sentences about the things.

Answers:

- 1. Probably:** *There's a teacher.*
- 2.** *There's some chalk. / There's no chalk.*
- 3. Probably:** *There's some paper.*
- 4.** *There's a map. / There's no map.*
- 5.** *There's electricity. / There's no electricity.*
- 6. Probably:** *There's some furniture.*
- 7. Probably:** *There are no chickens.*
- 8. Probably:** *There are some books.*
- 9. Probably:** *There's no snow.*
- 10. Probably:** *There's no coffee.*
- 11. Probably:** *There are no bananas.*
- 12.** *There's some food. / There's no food.*

4.2 The town of Wonderville

- A. Pre-teach** *free* (doesn't cost anything), *playground, pollution, noise, entertainment, public transport* (anyone can use it, such as buses, trains and linecars; the opposite is *private transport*, that individual people own, such as cars and motorbikes).

Students complete the text about Wonderville, using *there is/are* and *there is/are no...*

Answers:

- 1.** *there are* 10,000 people
- 2.** *There are no* problems
- 3.** *There are* good jobs
- 4.** *There are* good schools
- 5.** *There are* nice houses
- 6.** *There are no* police
- 7.** *there is* no crime
- 8.** *There are no* guns
- 9.** *There is no* rubbish
- 10.** *There are* many parks
- 11.** *There is* entertainment
- 12.** *there is* free public transport
- 13.** *There are* many reasons
- 14.** *There is* a good life

- B.** Play audio 2.5. Students listen, and check their answers.
Discuss Wonderville. Do students agree that this would be a perfect place?
What other things would they have in a perfect town?

5. Transport and Travel

This section deals with transport issues

- types of transport, and their advantages and disadvantages
- questions and answers used when finding out about transport

5.1 Vocabulary

- A.** In groups, students brainstorm a list of types of transport. You might like to do this as a group **brainstorm competition** – give groups three minutes, and see which group has the biggest list. Encourage them to think of forms of transport used locally, e.g horse/pony cart, trishaw, motorbike taxi. They can use their dictionaries if necessary. When they have finished, make a class list on the board.
- B. Pre-teach journey.** In pairs, students make three lists, ranking the transport types in order from *fastest to slowest*, *most expensive to cheapest*, and *most comfortable to least comfortable*. There is no single correct order; it depends on students' experiences and opinions. After each pair has finished their lists, put pairs together so students are working in groups of four. Each group **negotiates** (discusses and tries to agree on) three ranked lists. If possible, get each group to put their ranking charts on a big piece of paper and put their results on the wall, so other groups can compare their opinions.

5.2 How to get there

- A.** Look at the map. If any of your students have been from Yangon to Mawlamyine, ask them what they know about travelling there – what types of transport do they use? How much does it cost? Students read the texts, and fill the gaps using the verbs in the box.

Answers:

- The plane leaves Mingaladon airport... It arrives in Mawlamyine... the journey takes less than one hour... it costs about \$50...
- which gets to Mawlamyine... it costs \$25... people from Myanmar pay 8,000 kyat.
- The journey takes a long time... it only costs 3,000 kyat.

- B. Pre-teach advantages and disadvantages.**

Using the information in the texts, students complete the chart.

Answers:

- Aeroplane** - *Advantages: fast/quick*
- *Disadvantages: expensive*
- Train** - *Advantages: fast, comfortable, cheap, can see the countryside*
- *Disadvantages: foreigner prices*
- Bus** - *Advantages: cheap*
- *Disadvantages: slow, uncomfortable, crowded*

5.3 Trains, buses and planes

- A.** Students match the sentence halves to make sentences, which they make into a paragraph. There are a few different orders the sentences could be written in.

Possible answer:

I usually go by train. It costs 12,000 kyat. I always catch the night train. It leaves Yangon railway station at 6.00pm. It arrives in Mandalay at about eight o'clock in the morning. The whole journey takes about fourteen hours.

- B.** Students put the information in the boxes into paragraphs; encourage them to add extra information.

Possible answer:

I often go by bus. It costs 10,000 kyat. I always catch the morning bus. It leaves the bus terminal at 5.15am. It arrives in Mandalay at about 4.15 in the afternoon. The whole journey takes about eleven hours.

I sometimes go by plane. It costs 50,000 kyat. I normally catch the afternoon plane. It leaves Mingaladon Airport at 3.30 and arrives in Mandalay at about 4.30 in the afternoon. The whole journey takes about one hour.

5.4 How do I get there?

- A.** As a class, briefly **brainstorm** a list of questions they might ask if they need to go somewhere. It might be useful to get them to imagine they need to go to a particular place, e.g. Magwe, and to think of how they would find information they need to get there, e.g. *How do I get there? How much does it cost? When does the bus leave?* etc.

- B.** Students order the questions. Check that they understand the meanings..

Answers:

1. *Where is the office?*
2. *How do I get there?*
3. *What is the best way?*
4. *How often does it go?*
5. *What time does it leave?*
6. *What time does it arrive?*
7. *How long does it take?*
8. *How much does it cost?*

- C.** Play audio 2.6. Pause after each question, so students can repeat.

- D.** Students match the answers with the questions.

Answers:

- | | |
|-------------------------------------|------------------------------|
| 1. <i>How often does it go?</i> | <i>Every hour.</i> |
| 2. <i>How much does it cost?</i> | <i>5,000 kyat.</i> |
| 3. <i>Where is the office?</i> | <i>In Lek Tho village.</i> |
| 4. <i>What time does it arrive?</i> | <i>At 1pm.</i> |
| 5. <i>How do I get there?</i> | <i>By boat, or on foot.</i> |
| 6. <i>What is the best way?</i> | <i>By boat is easier.</i> |
| 7. <i>How long does it take?</i> | <i>About two hours.</i> |
| 8. <i>What time does it leave?</i> | <i>At 11 in the morning.</i> |

- E.** Students practise asking and answering the questions in pairs. Encourage them to make different answers. If they like, they can choose a real place and use real questions and answers.

- F.** Establish the situation: Neil wants to go to Lek Tho to visit his friend, and rings to ask how to get there. Students read the text, and write the questions to Htoo Aung's answers.

There are a few possible questions; here are the most likely:

Probable answers:

1. *How do I get to your house?*
2. *What's the best way?*
3. *How much does it cost?*
4. *How long does it take?*
5. *What time does it leave? / What time does the first linecar leave?*
6. *Where does the linecar stop?*
7. *How do I get to your house from there? / How do I go from there?*

5.5 A trip to Namhkam

- A.** Find out if any students have been to Namhkam. If so, ask them how they got there, and get them to talk about their journey. Look at the map, and **elicit** information from the map:

- *Namhkam is north of Lashio and north-east of Mandalay*
- *It's in Shan State, in northern Myanmar*

- B.** Students read the text, and guess the missing information.

Elicit a few guesses, and write them on the board.

- C.** Play audio 2.7. Students listen, and check their guesses.

Were any guesses right?

Answers:

Namhkam is a nice town in the mountains 300 kilometres from Mandalay, in Myanmar. The best way to get there is by bus. It takes ten hours to get there, and costs 12,000 kyat. You can't get there by train because there isn't a train line. You can also go by car. That costs about 50,000 kyat.

5.6 Adjectives to describe transport

- A.** Tell students to read the **Adjectives** section of the **Language Reference**.

Check understanding of the words in the speech bubbles.

Let students use dictionaries to check the meanings of the words in the box, or you can tell them.

Students read the opinions of different types of transport, and match the adjectives in the box with the opinions. There are two adjectives for each opinion.

Answers:

- | | |
|-----------------------------------|---------------------------------|
| 1. <i>uncomfortable, reliable</i> | 4. <i>cheap, dangerous</i> |
| 2. <i>crowded, slow</i> | 5. <i>unreliable, unpopular</i> |
| 3. <i>expensive, comfortable</i> | |

- B.** Students think of two journeys they make often. They can be long (e.g. Yangon to Mandalay) or short (e.g. home to school), but they must be ones they make regularly, like habits, because the exercise is in the present simple. They write down the information about these journeys in the chart. If they can't remember, or don't know, some of the details such as costs, they can guess or imagine the information – it doesn't matter if they are not exactly right.
- C.** Explain/review the question *What's it like?* (see the box below). Student A asks B questions to get the information needed to fill in one row, and B answers, as in the example dialogue. Then B asks A the same questions, and fills in one blank row of their table. (Make sure they don't look at each other's tables while they are doing this.) This is repeated until both students have filled their tables. Then they check each other's tables to make sure the information matches.

Language/Culture Notes

What's it like? means *Describe it*. The *like* in this sentence is a preposition, not a verb. The appropriate answer is a description. For example, if someone says *What's Mary like?* you might reply: *She's kind, hard-working, quite tall and has dark hair.*

The question is very different from *What does s/he like?* which is asking about preferences, e.g. *She likes chocolate and rich men.*

6. Pronunciation: Syllables, stress and schwa

In this pronunciation section, students focus on three closely related topics: syllables, word stress and schwa ('shwaa'). Schwa is written in phonetic script as an upside down e: /ə/. It is pronounced *uh*, like the *a* in *again* ('uh-GEN'), and is the most common vowel sound in English. It is used in many, but not all, unstressed (weak) syllables.

6.1 Syllables and stress

- A.** Check that students know the meaning of these words. Students try to identify how many syllables are in each word, and write them in the correct columns.
- B.** Play audio 2.8. Students listen, and check their answers.
- Answers:** **2 syllables:** *culture, cupboard, mountain, corner*
 3 syllables: *advantage, interview, negative*
 4 syllables: *separated, nationality*
- C.** Get the students to read the explanation of word stress. As a class, practise saying *teacher* with the correct stress (on the first syllable). Play audio 2.8 again. Students repeat each word, and underline the stressed syllables.
- Answers:** *advantage* *interview* *corner*
 separated *cupboard* *nationality*
 culture *negative* *mountain*

6.2 /ə/ Schwa

- A.** Play audio 2.8 again. Students listen carefully and identify the schwa sounds. They should circle them on the word list in 6.2.
- Answers:** (a)dvantage (er)nterview (er)ner
 (e)parated (o)pboard (o)nality
 (u)lture (a)tative (ai)n
- B.** Put students in pairs. They take turns saying the words to their partner, focusing on correct pronunciation of the schwas. The partner listens and corrects if necessary.
- C.** Try to **elicit** ideas about how schwa and stress are linked. If they don't have any ideas, ask: *Do any of these words have the stress and the schwa on the same syllable?* (No.)
- Answer:** *Schwa is only in weak (unstressed) syllables. Stressed syllables never have a schwa.*

7. Writing: Describing a Place

In this section students look at the language needed to write a description of a place. It introduces coordinating conjunctions, and how to use them in written English.

7.1 Conjunctions

- A.** Individually, or in pairs or groups, students list the things they could talk about when they describe a town or city, e.g. *buildings, famous and historical places, natural features such as rivers and forests, parks, the weather, how to get there, the local culture, things to do there*, etc.

Get a few students to read their lists to the class.

- B.** Ask if students know where Shanghai is (*China*). **Pre-teach** *narrow, acrobat, fashion, oily, port, phrasebook, opera, seafood*. Students match the first and second halves of the sentences.

Answers:

1. j 2. d 3. f 4. c 5. a 6. g 7. b 8. i 9. h 10. e

- C. Pre-teach** *contrast*. Students complete the grammar rules.

Answers:

1. and 2. so 3. but 4. or

- D.** Ask students to find Tasmania on the world map at the back of the **Language Reference**. (*It's south of Australia*)

Pre-teach *event*. Students fill in the gaps with *and, or, but*, or *so*.

Answers:

1. and 2. but 3. so 4. so 5. and 6. but 7. so (*and* is also OK) 8. but 9. but

7.2 In a place

- A. Pre-teach** *museum, musician, accommodation, apartment*. Students read the postcard and identify the different parts.

Answers:

Opening – *Dear Mike, Greetings from Singapore!*

Place Description – *This is such a busy place! The city is an island. It's not very big but a lot of people live here. There are a lot of shops in Singapore. Most of them are really expensive, but there are some cheap places too.*

Accommodation – *I live in a small near Peninsula Plaza.*

Present activity – *You can buy cheap Myanmar food there so I go there every day. I'm sitting there now eating some mohinga.*

Earlier activities – *Last Sunday I went to the Jurong Bird park and saw a lot of beautiful birds.*

Possible plans for later – *Next Sunday I'm going to the zoo with my friends from work.*

Next meeting between writer and reader – *Take care, and I'll see you next month.*

Closing – *Love, Maung Bo*

- B.** Students write a paragraph describing a town, city or area that they know. They should include as many details as they can think of, and three or more sentences with the conjunctions *and, or, but* or *so*. When you check their writing, look for accurate uses of the conjunctions and how interesting the writing is – does their writing make you want to visit this place?

Extra Idea

Using the postcard here as a model, students choose a place they know, and write a postcard from that place. If you can get postcards, give them to the students, or use pieces of cardboard.

8. Thinking about Learning: Needs and Priorities

This optional section builds on the material covered in Unit 1, getting students to think about the reasons why they are learning English. It introduces the idea of language needs analysis, and takes students through a process of prioritising their learning needs.

The language in this section is quite difficult – you may need to explain it in L1.

8.1 Analyse your needs

- A.** Discuss *needs analysis* (see box) with the students.

Read the information in the box, and clarify anything the students don't understand.

- B.** Establish the situation – Min Zaw needs English for his work with an HIV prevention organisation.

Students read the text and complete the chart about Min Zaw.

Specific situations – what does he need to do in English?

Skills/knowledge – what skills and knowledge does he need to do these?

- Answers:** *specific situations:* read labels and instructions
talk to NGOs and doctors

skills/knowledge: speaking
listening

- C. Demonstrate** the activity. Write the chart on the board. Ask one student:

- What is your *main purpose* in learning English?
- What *specific situations* will you use it in?
- What *skills* and *knowledge* do you think are most important for this?

Write the results on the chart.

Each student completes a chart for him/herself.

For many students, their main purpose is study. Some of them may be working in a business or community organisation, or with English speaking people in other contexts, or perhaps they plan to go overseas – encourage different answers and creative thinking.

Language/Culture Notes
Needs analysis and needs assessment are processes used to identify what people need. If people want to start a new project, they often do a needs analysis first, so they know what are the most useful things to do. In language learning, a needs analysis can include: <ul style="list-style-type: none">- why s/he needs to learn the language- what situations s/he will use the language in- what knowledge and skills s/he should prioritise

8.2 Priorities

- A.** Students decide on their priorities for studying English. First they think about their weakest points. Then they look at what skills and language they need most. Their priorities will be the skills they need most, that they are also weak at. This is what they should be practising in their free time.
- B.** Students think of things they can do to improve their weak points. After they have thought of their own ideas, get students to read the list of language improvement strategies on page 211.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. Classroom English

Answers:

2. Ask and answer the questions in pairs
3. Listen to the cassette
4. Write the answers in your books.
5. Discuss the question in groups of four.
6. What does disadvantage mean?
7. How do you spell business?
8. How do you say that in Myanmar?
9. Can you say that again, please? / Can you please say that again? / Please can you say that again?
10. How do you pronounce R-H-Y-M-E?

B. What's in the room?

Possible answers:

1. There's a television on the small table.
2. There's a baby/child under the small table.
3. There are some books on the shelf.
4. There are some flowers in the vase.
5. There isn't a dog in the room.
6. There aren't any bananas on the television.
7. There's no video player in the room.
8. There are no chickens in the room.

C. Is there a...?

Answers:

2. No, there isn't.
3. No, there aren't.
4. Yes, there are.
5. Yes, there are.
6. Yes, there are.
7. Five.

D. there is / have got

Students use the name of their city/town/village in the questions. If the answer is yes, they briefly describe the location of the place, as in the example.

Questions:

1. Has ___ got a swimming pool?
2. Is there a museum in ___?
3. Has ___ got any teashops?
4. Are there any restaurants in ___?
5. Are there any mountains in ___?
6. Has ___ got a hotel?
7. Has ___ got a disco?
8. Are there any shops in ___?

Answers:

1. No, it hasn't. / Yes, it has. + info
2. No, there isn't. / Yes, there is. + info
3. No, it hasn't. / Yes, it has. + info
4. No, there aren't. / Yes, there are. + info
5. No, there aren't. / Yes, there are. + info
6. No, it hasn't. / Yes, it has. + info
7. No, it hasn't. / Yes, it has. + info
8. No, there aren't. / Yes, there are. + info

E. Transport vocabulary

Answers:

human: foot, bicycle, boat, trishaw

animal: elephant, horse, camel, buffalo cart

motor: motorbike, car, truck, bicycle, aeroplane, taxi, linecar, train, bus, boat

F. Translate

Check the translations. If you don't know their language, get another student to check.

G. Complete the conversation

Answers:

1. *Where do you live? / Where's your office? / Where can we meet?*
2. *How do I get there?*
3. *How often does it go?*
4. *How long does it take?*
5. *How much does it cost?*

H. Pronunciation

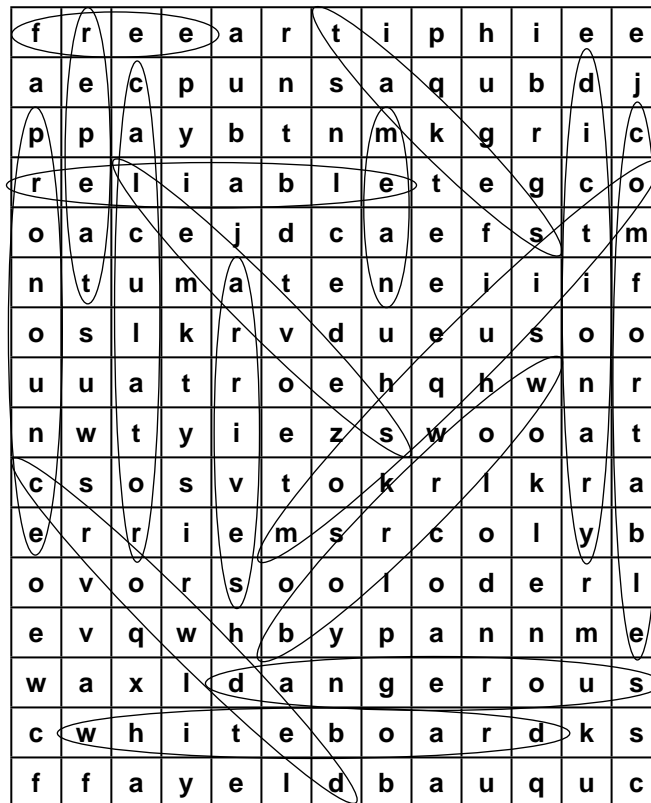
Answers:

- | | |
|----------------------|---------------------------|
| 1. <u>motor</u> 2 | 4. <u>complain</u> 2 |
| 2. <u>syllable</u> 3 | 5. <u>buffalo</u> 3 |
| 3. <u>answer</u> 2 | 6. <u>neighbourhood</u> 3 |

I. Word search

Answers:

1. repeat 2. whiteboard 3. borrow 4. mosquito 5. dangerous 6. comfortable
 7. free 8. pronounce 9. reliable 10. dictionary 11. mean 12. calculator
 13. leaves, arrives 14. crowded 15. takes



9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Two. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *on foot*
2. *home town*
3. *clinic*
4. *accommodation, apartment (possibly building)*
5. *on time*
6. *poster*
7. *public*
8. *at the moment*
9. *discuss*
10. *crowded*
11. *lock*
12. *trip*

C. Students work in pairs. Partner A writes a word from the list with the letters out of order, shows it to Partner B, and says the translation. Partner B figures out the word.

If it is too easy, change the rules:

- Partner B cannot look at the wordlist while they are answering; or
- Partner A does not say the translation – Partner B says it when they know the answer.

You can also do the activity from the **Vocabulary review** section of Unit 1.

Test

On page 270 there is a test of the language and skills from Units 1 and 2. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 273.

Unit Three

1. What's Happening Now?

This section focuses on two uses of the present continuous:

- talking about events at the moment of speaking
- talking about events going on around now

1.1 Imagining

- A.** Ask students if they have ever travelled on a linecar. If some students have, get one or two to describe their experience: Where did they go? What was it like? **Pre-teach** *excited, afraid, cheroot*. Establish the situation. Kyaw Kyaw (who students might remember from Unit 2) is sitting in the linecar, on his way to the city where he will live with his uncle. While he's sitting in the linecar, he's writing his journal. Students read his journal entry, and decide if he's enjoying himself.

Possible answer:

*Not really – he's feeling excited, but a little afraid, and a little sick too.
He probably isn't enjoying himself.*

- B. Demonstrate** the activity with the picture of the linecar. Say: *I'm in the linecar. I'm travelling to Mandalay. I'm wearing jeans and a white shirt. I'm eating a banana. I'm drinking orange juice. I'm feeling excited.*

Students choose one of the pictures: the bus, plane or bicycle. They imagine they are in this picture, going on a journey, and complete the sentences.

Ask some students to read out their sentences.

Write a chart on the board to show the form of present continuous sentences.

Language/Culture Notes

A **linecar** is a small truck, often a pick-up truck (like in the picture), that is used as a passenger vehicle. Linecars have rows of seats built into the back where passengers sit. There are no linecars in English-speaking countries so the word was borrowed from the Myanmar လိုင်းကား. People who have not been to Myanmar may not understand the word.

I'm	eat	ing
You're		
They're		
He's	read	ing
She's		
It's	work	

- C. Elicit** question forms for the present continuous, and write a chart on the board.

Brainstorm a list of questions students can ask about someone's journey, and write them on the board. In pairs, students ask each other questions about their journeys from **B**.

Where	are	you they	reading? going?
What	is	she it	doing? raining?

1.2 Bad behaviour

A. Pre-teach behaviour. Look at the pictures and **elicit** what the people are doing wrong.

Possible answers:

- a. *One child is crying. The other one is throwing food.*
- b. *They're not listening to the teacher. They're not studying. One student is drinking. One student is smoking. One student is reading a comic. The girls are talking.*
- c. *She's talking on the phone. She isn't listening.*

B. Pre-teach lecture, issues.

Students look at **Picture c**. Establish the situation: Ma Win, one of the people in the picture, is complaining about the woman on the telephone.

Play audio 3.1. Students listen and answer the questions.

Answers:

1. *Daw Lay Lay*
2. *Education issues in Myanmar*
3. *Talking on her telephone*
4. *Trying to listen to Daw Lay Lay*
5. *No, they are angry with the woman on the telephone*

C. Students do a **Keep Talking** activity with **Picture c**. They can do this in groups, or as a class.

The first student says a sentence about the picture, then the next student says a different sentence about the picture. Students take turns making sentences about the picture, until nobody can think of any new sentences.

D. Students imagine they are in **Picture b** – either a naughty pupil, or the teacher, or one of the other pupils. They write a paragraph about what they are doing, thinking, feeling, and what is happening around them.

1.3 Present simple and continuous

A. There are many possible answers.

Possible answers:

- b.** *He writes for a newspaper. At the moment, he isn't working. He's climbing a tree.*
- c.** *She repairs cars. At the moment, she's working. She's repairing a car.*
- d.** *She teaches science. At the moment, she isn't working. She's reading.*
- e.** *He steals things. At the moment, he's working. He's stealing a necklace.*

Tell students to read the **Present simple or continuous?** section of the **Language Reference**.

Extra Idea

Get students to design similar exercises – they draw pictures of people doing things, and saying what their jobs are. They then exchange the pictures with other students, and they say what the people in the other students' drawings do at work, and what they are doing now.

- B.** In pairs, students ask and answer questions about habits (in the present simple), and current activities (in the present continuous). Encourage students to give creative answers, not just *Yes, I am, No, I don't*, etc.
- C.** After students have practised these questions and answers, get them to think of their own questions, and perform short dialogues to the class.

1.4 What's happening in your life?

This exercise uses the present continuous to talk about things that are happening around now – a little different from talking about things that are happening right now.

A. Brainstorm possibilities for each situation on the board.

There are many possible answers, but here are some suggestions:

Possible answers:

- *I've got three big examinations this week. I'm studying every day. I'm not going out a lot. I'm reading all the time. I'm working hard. I'm not visiting my friends. I'm writing notes.*
- *Mi Mi's ill in bed. She's got malaria. She's sleeping a lot. She's taking medicine. She isn't playing football. She isn't having fun. She's going to the doctor every day.*
- *It's the water festival in our town. We're throwing water at people. We're drinking a little. We're dancing. We're visiting our friends. We're not sleeping very much.*

After students have written their paragraphs, get a few to read them to the class.

B. Students tell the class what is happening (and not happening) in their lives around now.

1.5 Listening: We're busy

A. Pre-teach *TB* (the disease tuberculosis) and *novel*. Play audio 3.2. Students listen, and tick as they hear the information. Play the audio again. Students check:

Answers:

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

B. Students answer the questions.

Answers:

- | | |
|---|--|
| 1. <i>some friends – a large family – are coming to stay with her</i> | 3. <i>14</i> |
| 2. <i>her house is too small – she needs a bigger house</i> | 4. <i>study materials for the exam</i> |
| | 5. <i>in 3 months</i> |
| | 6. <i>a novel</i> |

C. Students read the answers, and decide what the questions are.

Answers:

- | | |
|--|--|
| 1. <i>Who is staying at the woman's house?</i> | 3. <i>Why is the man working hard?</i> |
| 2. <i>Why does she need a large house?</i> | 4. <i>When are his exams?</i> |

2. Song: Tom's Diner

This section provides extra listening practice using the present continuous.

If your students don't need this practice, or if you don't have enough time, you can skip this section.

2.1 In a diner

A. Students look at and discuss the picture. Get students' ideas about the things in the picture, what the singer is doing (*e.g. sitting, having coffee, looking at the camera*) and what the singer might be thinking about.

B. Introduce the song. A woman is sitting in a *diner* (a type of cheap restaurant in America). She is singing about what is happening around her. Students match the vocabulary.

Answers:

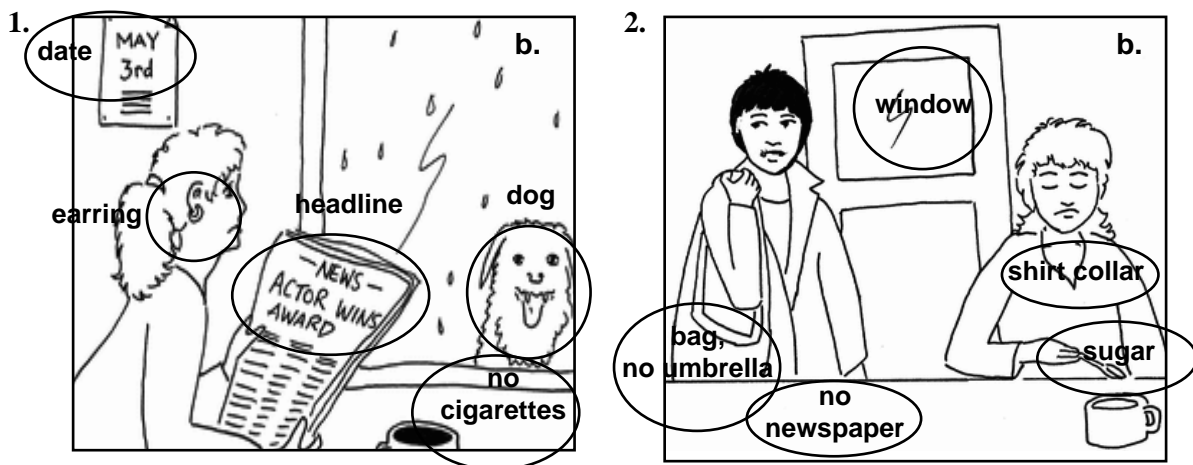
- reflection** – *e. what you see when you look in a mirror*
- shake** – *d. to quickly move something from side to side*
- pour** – *h. to put water, or other liquid, in something*
- argue** – *b. to disagree or quarrel with someone*
- pretend** – *a. to make people think wrong things about you*
- horoscope** – *m. a type of fortune-telling, often printed in newspapers and magazines*
- funnies** – *c. funny cartoons in newspapers*
- cathedral** – *l. a large church*
- hitch** – *f. to lift something*
- straighten** – *i. to make something neat, tidy or straight*
- stockings** – *k. warm clothes women wear over their legs*
- counter** – *g. you pay at this table in a shop*
- notice** – *j. to see and know about something*

C. Look at the pictures. What is happening? Are they the same ideas as students predicted?
Play audio 3.3 twice. Students decide which pictures – **a** or **b** – are described in the song.

Answers: 1. *a* 2. *a*

D. Students circle the differences in Pictures 1b and 2b. There are five differences in each picture.

Answers:



Students make sentences describing the differences, e.g.

1.
 - In Picture a, it's May the 5th. In Picture b, it's May the 3rd.
 - In Picture a, a woman is looking in the window. In Picture b, a dog is looking in the window.
 - In Picture a, the newspaper headline says 'Actor dies while drinking'. In Picture b, it says 'Actor wins award'.
 - In Picture a, the woman isn't wearing an earring. In Picture b, she's wearing an earring.
 - In Picture a, there are some cigarettes. In Picture b, there are no cigarettes.
2.
 - In Picture a, there's no window in the door. In Picture b, there's a window.
 - In Picture a, the woman's shirt has a collar. In Picture b, it hasn't got a collar.
 - In Picture a, the woman's got an umbrella. In Picture b, she's got a bag.
 - In Picture a, the woman is pouring milk into her coffee. In Picture b, she's putting sugar in it.
 - In Picture a, there's no newspaper. In Picture b, there's a newspaper.

Get students to compare their answers with a partner. Did they write the same things? If you like, quickly go through the answers as a class.

E. Students fill the gaps with appropriate verbs in the present continuous.

You might want the students to look at the audioscript to do this activity.

Answers:

1. The weather is bad. It is raining.
2. The woman is reading the newspaper.
3. The woman outside the diner is looking at her reflection.
4. The waiter is pouring the coffee.
5. The waiter is talking to the woman at the door.
6. The woman at the door is shaking her umbrella.
7. The waiter and his friend are kissing to say 'hello'.
8. The woman is listening to the cathedral bells.

F. Students write their own song about sitting in a diner (or restaurant or teashop). They can use the same tune as Tom's Diner, and look at the audioscript for ideas. Make sure they know that it is not important if the lines fit exactly into the format of the song. If you don't have much time, they can just write one or two verses. They should start their song with *I am sitting in the...*
If you like, get some students to perform their songs to the class.

3. There's Something Happening

This exercise focuses on describing scenes, and what people are doing in them. It introduces the structure *there is/are + ing*.

3.1 There's a boy reading a comic

A. Pre-teach situation. Look at the picture, and the sentences underneath.

Discuss the grammar point: using *there is/are* with an *-ing* word (which in this case is an adjective, not a verb or a noun). You might like to make a chart on the board. Note that in informal writing and speaking you can contract *there is* to *there's*, but you cannot shorten *there are*.

There's	a boy	reading a comic
There are	some girls	talking

Students make sentences about the other people in the picture, using *there is/are + -ing*.

Answers:

1. *There's a boy drinking beer/whisky/alcohol.*
2. *There's a girl smoking a cigarette.*
3. *There's a teacher holding a stick.*
4. *There are a two girls and a boy laughing.*
5. *There are some students watching the situation.*

Tell students to read the ***There is/are + v-ing*** section of the **Language Reference**.

B. *This activity may take quite a long time. Skip it if you don't have much time, or if your students don't need to practise this structure.*

Demonstrate this activity first. Here is an example – this is from page 36, the picture on the top left.

There's a woman selling vegetables. She's giving a bag to a man. There's a man buying some vegetables.

Can they guess what picture you are describing?

Each student looks through Unit 3, and selects a picture. They write sentences about their sentence using *there is/are + -ing*.

In groups, students read their description. Other group members identify the picture.

Get some students to read their descriptions to the class, and have the class identify the pictures.

3.2 Buildings you know

A. Students look around the class, and decide whether these sentences are true or false.

B. Establish the situation. This woman is remembering back to when she was a child, and talking about what is happening around her. Play audio 3.4 two or three times.

C. Get students to close their eyes and imagine a house they lived in when they were young.

What can they see in that house? What people are there? What are the people doing?

Students work in pairs. They describe the house to their partner.

Get some students to describe their house to the class.

They might try to use a past tense, so make sure they understand that this activity involves imagining they are children, so they are thinking (and talking) in the present.

3.3 Pairwork: Listen and draw

This activity may take quite a long time. Skip it if necessary, or if your students don't need to practise this structure.

Students work in pairs. Partner A looks at this page; Partner B looks at page 212. Each partner has different sections with drawings.

Partner A describes a section to Partner B, who draws it.

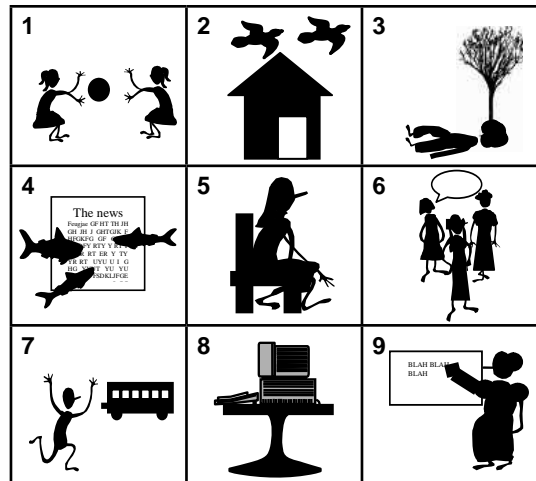
Then Partner B describes a section to Partner A, who draws it.

They continue until they have the same picture, which should look a little like this.

If students find this difficult, **elicit** descriptions:

1. There are two girls throwing a ball.
2. There are two birds flying over a house.
3. There's a man sleeping under a tree.
4. There are three fish reading a newspaper.
5. There's a woman sitting on a chair.
6. There are three people talking.
7. There's a man running after a bus.
8. There's a computer sitting on a desk.
9. There's a teacher writing on a board.

Don't worry about the quality of the drawing!



4. Eating and Drinking

This sections looks at food, both familiar food and food from other countries:

- vocabulary for common foods
- processes for food preparation

4.1 What do you eat?

A. Students look at the picture, and identify the items on the right.

Answers:

Back – cooking oil, bananas, cabbage

Middle – yellow beans, carrots, fish

Front – fishpaste, pork, eggs, salt

B. Students classify the food from **A** into food they eat often, and food they don't eat often. They should add other food items to the lists – as many as they can.

C. Pre-teach *natural* (comes from nature) and *manufactured* (made in a factory).

Students classify the food from **B** into *natural* and *manufactured*.

Answers:

Natural – bananas, cabbage, yellow beans, carrots, salt, pork, eggs, sometimes fishpaste

Other examples are: rice, chicken, all fruit and vegetables

Manufactured – cooking oil, sugar, sometimes fishpaste

Other examples are: Mama noodles, MSG (ajinomoto), sweets, bread, biscuits

- D.** Students work in groups of four or five. Each group appoints one writer.
 Allow groups exactly three minutes to list as many foods as possible.
 The group with the most items on their list after three minutes is the winner.
- E.** In groups, students **brainstorm** a list of all the questions they know that they can ask about food.
 If they have difficulty, give them some suggestions.
 Write the questions on the board.

Suggestions:

- What's your favourite food?*
Do you like (fishpaste)?
How do you make (mohinga)?
What do you eat for breakfast?
Do you often eat (cake)?
How often do you eat?

Language/Culture Notes

- Most **foods** can be countable or uncountable, e.g.
- we say *some potato* if the potato is made into a mixture, or cut up into small pieces.
 - we say *a potato* or *some potatoes* if the potatoes are whole.

- F.** In pairs, students ask and answer the questions about food.
 They should try to remember the answers, or take notes, as they will tell the class about their partner.
- G.** Students tell the class about their partner's food habits and opinions.

4.2 Pizza and pasta

This listening exercise presents two very common dishes in Western countries – pizza and pasta. Both originally come from Italy.

- A. Pre-teach ingredients.** Students look at the pictures, and read the text. Ask students about *pizza* and *pasta*. Have any students eaten these dishes? If someone has, did they like it? What did it taste like?
- B.** Using their dictionaries if necessary, students match the words and the pictures.

Answers:

- | | |
|---------------------------|----------------------------|
| a. <i>tomatoes</i> | h. <i>onion</i> |
| b. <i>noodles</i> | i. <i>mushrooms</i> |
| c. <i>oil</i> | j. <i>eggplant*</i> |
| d. <i>spices</i> | k. <i>pepper</i> |
| e. <i>meat</i> | l. <i>garlic</i> |
| f. <i>flour</i> | m. <i>egg</i> |
| g. <i>carrots</i> | n. <i>cheese</i> |

*NOTE: *Eggplants* are also called *aubergines* (pronounced *oh-ber-jeans*), especially in the UK.

C. Play audio 3.5. Students listen, and identify which ingredients are in which dish.

Answers:

Pizza: flour, egg, tomatoes, carrots, onion, garlic, eggplant, cheese.

Pasta: noodles, garlic, spices, onion, oil, meat, tomatoes, mushrooms, pepper, cabbage.

D. Students answer the questions.

Answers:

1. *Both pizza and pasta, if you don't include any meat – neither has to include meat. In this example the pizza is vegetarian, but the pasta includes meat.*
2. *Pizza. Some types of pasta can take this long as well, but usually pasta cooks in 5-20 minutes.*
3. *Pasta. You can eat pizza with a knife and fork too, but most people just use their hands.*
4. *Pizza.*

4.3 Recipes

A. Students look at the picture. They try to guess what ingredients are in the hamburger.

Brainstorm a list of possible ingredients.

There's no exact answer, as some hamburgers have different sauces, but here's list of common ingredients:

Possible answers:

bread rolls (big, round pieces of bread), meat, tomato, lettuce, onion, egg, garlic, flour, oil.

B. **Pre-teach** *toast* (v) (to cook bread again, until it goes brown). Students put the recipe in order.

Answer:

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

C. Students match the verbs with the noun phrases.

Answers:

mix – the oil and the onions, three eggs and some sugar, the flour with the chilli and potatoes

chop – the onions, the fish

cook – the oil and the onions, the fish, the flour with the chilli and potatoes, bean curry, small round cakes

add – the oil and the onions, the fish, three eggs and some sugar, the lemon juice, some salt, the water in the pot, the flour with the chilli and potatoes, the garlic to the sauce

put – the water in the pot, the flour with the chilli and potatoes

make – small, round cakes, bean curry

boil – the water in the pot

D. Students make their own recipes. If this is very difficult, they should do it in pairs. First, they think of a dish that they know how to make. They list all the ingredients, think of the cooking process, and instructions for how to make it. They can use the verbs from C, and ask you for more vocabulary if necessary. They write this down in preparation for the **pair dictation** next.

E. Students do a **pair dictation**. Partner A explains their recipe to Partner B, who writes it down. Encourage students to ask for clarification if they don't understand something their partner is saying. After they have written the recipe, they should write it out properly, and check for mistakes. They then show it to their partners to see if it is correct. Then partners A and B swap roles.

5. More Food

This section looks at more aspects of food; containers, health and shopping.

5.1 Food and containers

- A.** Students **brainstorm** a list of containers. Write them on the board.
- B.** Students match the food or drink that can go in these containers.
There are many possible answers, as many things can go into many containers, but here are the more common combinations:

Answers:

A bottle of... oil, milk, beer, fishpaste

A can of... oil, beer, fish

A packet of... biscuits, flour, coffee, tea, sweets, salt

A bag of... biscuits, flour, rice, tomatoes, tea, sweets

A jar of... oil, fishpaste, sweets

A carton of... biscuits, milk, cigarettes, sweets

Language/Culture Notes

A **jar** is usually made of glass.

A **bag** is made of plastic, paper or cloth.

A **carton** is like a box, made of cardboard or plastic.

A **packet** is a small, soft container made of paper, plastic or cardboard.

A **can** is made of metal.

A **bottle** is made of glass or plastic.

5.2 Food and health

- A.** Students think of a shop they know, and write down some of the things that are in the shop. They should also record the container.
- B.** Students classify their food into *healthy*, *not very healthy* and *unhealthy*.
There are many possible answers to this – usually foods that are more natural (such as rice, fruit, vegetables and eggs) are healthy. Many manufactured foods such as Mama noodles, sweets and soft drinks are unhealthy.
Many foods such as meat and sugar are unhealthy if you eat too much of them.
- C.** Students write four sentences or short paragraphs about their eating habits, e.g.
I eat rice, fishpaste and yellow beans every day. I also drink tea and coffee every day.
- D.** Students decide whether they are healthy eaters or not, and give themselves a score out of 10.
1 = very unhealthy eater, 10 = very healthy eater.
Get a few students to explain their scores, and why they gave themselves that score.

Language/Culture Notes

Brand names. Names like *Coca-Cola*, *Sprite* and *Fanta* are proper nouns; they are names of products or companies, not words for types of drinks. The common noun for this type of drink is *soft drink* (British English) or *soda* (American English).

5.3 Roleplay: In the shop

- A.** Put students in groups of three or four, with one shopkeeper per group and the rest customers. Shopkeepers write ten things they are selling in their shop. Each student writes three things they need to buy (and the container or quantity). They should not show each other what they have written!
- B.** Customers try to buy the things on the list. If it is also on the shopkeeper's list, they can buy it. If not, they should go to another shopkeeper. Students keep trying until they have bought all their things. Encourage students to have conversations: *'How much does it cost?'* *'That's 100 kyat'*, etc. After a few minutes, stop them, and get some other students to be shopkeepers.

6. Likes and Dislikes

In this section, students talk about degrees of liking or disliking things.

6.1 What does Mel like?

A. Students **predict** what Mel likes from the list. Clarify anything they don't understand.

B. Play audio 3.6. Students listen and check their predictions.

Answers:

Mel likes *walking, travelling, coconut juice, spending time with her Mum, dogs*

C. Play audio 3.6 two or three more times. Students write the phrase Mel uses to say whether she likes each thing or not.

Answers:

I like walking I really like travelling I love coconut juice
I love spending time with my mum I like dogs I don't like selfish people
I hate durian I hate pollution I don't mind washing dishes

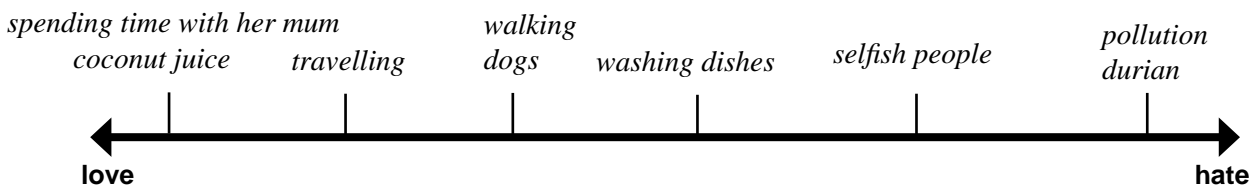
Draw a chart on the board explaining the structure:

NOTE: The *-ing* words in this type of sentence are *gerunds*, a type of noun, not verbs or adjectives.

	noun
I like	walking.
She doesn't like	fishpaste.
He hates	cats.
We don't mind	driving.

D. Students rank these things on the chart.

Answers:



6.2 What do you like?

A. Students match the faces to the phrases.

Answers:

1. *hate*
2. *love*
3. *don't like*
4. *like*
5. *don't mind*

B. Students write true sentences about themselves, and the objects on the list.

6.3 Elizabeth's problem

In this exercise, students discuss a real problem that many foreigners experience when they go to other countries – some people have the idea that 'Hey!' or 'Hey you!' is a polite greeting, and shout it at foreigners. Actually, this is very rude. The problem is it is common in violent Hollywood movies, so some people think it is OK in real life.

A. Students read about Elizabeth's problem. Have they ever heard the words 'Hey, you!'? Do they think these are polite or rude things to say?

Have they seen many Hollywood movies? Do they think real life is like that?

B. In groups, students discuss this situation. They identify what the problem is.

Answer:

People shout rude words at her in the street, but they don't know these words are rude.

Students try to think of some solutions to this problem. Encourage creative solutions!

6.4 Questionnaire: What type of person are you?

- A.** Discuss the adjectives with the students. Students decide if any of the adjectives apply to them.
- B.** You may want to **demonstrate** how to answer the questions:
Write the first question on the board: *Do you like studying?*
Answer it for yourself – explain your opinion of studying, and give yourself the appropriate score.
Ask a couple of students their opinions of studying, and **elicit** their scores.
Individually, students answer the questions. They should use their dictionaries if necessary.
- C.** Students add up their scores in each column.
If they have a high score (over 18) in a column, they can say they are that type of person, e.g. if their score in the right column is 22, they are a relaxed person. They may be more than one type!
- D.** Students find a partner and compare scores. Are they the same type of person?
Then they all find a new partner, and tell them about their first partner, e.g.
Phyu Phyu Win is quite ambitious. She loves studying and listening to the news, likes exercising and doesn't mind making money. However, she hates going to meetings.
If you like, have a few students tell the class about their partner.

7. Writing: Describing a Process

This section looks at the language needed to describe a process and write instructions: imperatives and signal words.

7.1 Giving instructions

When you explain the step-by-step order of how to make or do something, you are giving instructions. One way of giving instructions is to use the imperative form of the verb. This was introduced in Unit 2.

A. Brainstorm times when we give instructions, e.g. *explaining a recipe, teaching someone something new, giving directions how to get somewhere.*

B. Pre-teach *sweater*. Students match the problems and solutions.

Answers:

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

Elicit the tense of the verbs.

Answer:

The verbs are all in the present simple.

C. Pre-teach *recommend*. Students read the text. Clarify anything they don't understand.

Answers:

1. *Eat lots of fruit and vegetables.*

2. *Get some exercise.*

3. *Drink lots of water.*

4. *Sleep 8 hours every night.*

5. *Try to relax as much as possible.*

Students think of other ways to stay healthy, and write three more sentences.

D. Some possible answers:

Walk at least 30 minutes every day.

Avoid eating too much sugar and salt.

Don't smoke cigarettes or drink too much alcohol.

See a doctor when you are sick.

Stay away from mosquitoes.

7.2 Signal words

A. Make sure students understand signal words (also called *transition words*). Signal words make the changes between sentences smoother. Learners fill the gaps with the correct signal words.

Answers: 1. *First* 2. *Next* 3. *Thirdly* 4. *Next* 5. *Finally*

B. Make a **mind map** on the board with the phrase 'Job Interview' in the center. Have students think of words that are connected to 'job interview'. Have the students come up and write the words on the board, e.g. *appropriate clothes, punctuality, experience, salary, knowledge, education...*
Students order the sentences.

Answers: 2 – You can get information about the company through the internet and friends.

4 – Third, be on time!

1 – First, find out about the company.

6 – Finally, thank the interviewer for her/his time.

3 – Second, dress formally for the interview.

5 – Fourth, be polite during the interview.

Language/Culture Notes

Many transition adverbs can be used with or without *-ly*. The meaning and usage of *first/firstly, second/secondly, etc.* is exactly the same.

C. Students write their own paragraph describing a process, making sure to include signal words. Some ideas for topics are below. If you like, **brainstorm** some more with the class:

• *How to send an email*

• *How to get a visa*

• *How to organise a party.*

• *How to cook a meal*

• *How to study for an exam*

• *How to take a photo.*

When you mark students' paragraphs, check for appropriate use of signal words.

8. Thinking about Learning: Resources

This optional section looks at resources that can help the English language learning process.

8.1 Resources for language learning

A. Establish the situation – this student is describing what resources are available to her, both at school and outside school. **Pre-teach** *broken, hope (v), internet, monolingual, bilingual*. Check they know that a *cassette* is a tape, and a *cassette player* is a tape player (see the box below).

Language/Culture Notes

There are a lot of words in Myanmar which were borrowed from English. Some of these have the same meaning as the original English word, e.g. *တီရှပ်* (T-shirt). However, some have different meanings, which can cause confusion for Myanmar learners of English. For example, *ကက်ဆက်* means 'cassette player/tape player', but in English 'cassette' means the same as 'tape' (*တီတီဇွဲ*).

Play audio 3.7 two or three times. Students listen, and tick the resources that this student can use, at school and outside school. Copy the chart onto the board. Play the audio line by line. Get students to listen carefully for each bit of information. Together, complete the chart on the board.

Answers: *At school* – DVD player, video camera, English language movies, storybooks, grammar books

Outside school – English language radio programmes, cassette player, English music cassettes, storybooks, newspapers, English-English dictionary, people to speak English with

B. Students complete the chart for themselves. Ask two or three students to complete the chart on the board. Do all students answer the same, or do they have different resources?

C. Students think about their use of time for learning English. They count the number of hours they spend per week on each activity, and add up the total. Ask some students about their answers, and write them on the board. Are most students the same, or do they spend different amounts of time on each activity?

Extra Idea

Do a class **survey**. Find out the average amount of time students spend on each activity, and the average total.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. The present continuous

Answers:

1. *Su Htet isn't looking after the children today.*
2. *She's working.*
3. *Robert's looking after the children.*
4. *He's staying at home. He isn't going to work.*
5. *Lily isn't helping her father.*
6. *She's lying on the floor.*
7. *Robert isn't answering the telephone.*
8. *Robert isn't smiling.*
9. *Su Htet's arriving home now.*
10. *She's smiling.*

B. Present simple or continuous?

Answers:

Lily usually helps her parents. But she isn't helping now. She 's watching television.

Min Ko is a quiet child. He usually sleeps in the afternoon. However, he isn't sleeping now. He 's fighting with the dog.

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

Su Htet usually cooks dinner. She enjoys cooking, and she's a good cook. But she's not cooking tonight. Robert 's cooking. He doesn't usually cook. He washes the dishes after dinner.

C. Write the questions

Answers:

2. *What's Chit Po doing?*
3. *What are Min Ko and the dog doing?*
4. *What does Su Htet do?*
5. *Is she looking after the children? / Is she at home today?*
6. *What's the time? / What time is it?*
7. *How many children do Robert and Su Htet have?*

D. Crossword: Verb + -ing

Answers:

Across: 2. going

4. staying

7. making

9. talking

11. getting

13. riding

14. having

15. running

Down: 1. doing

3. lying

5. taking

6. smoking

8. waiting

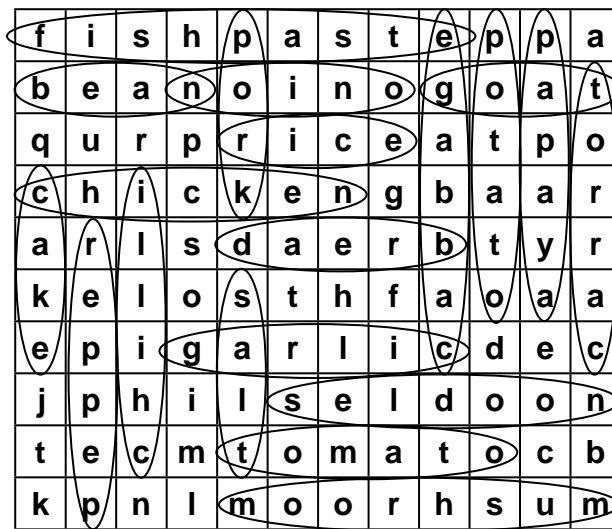
10. reading

12. driving

E. Food search

Answers:

*fishpaste cabbage bread chicken pork rice garlic cake potato salt tomato chilli
onion noodles bean carrot mushroom pepper papaya goat*



F. Containers

Possible answers:

- 1. oil, water, petrol, juice (any liquid)*
- 2. In a bag, usually*
- 3. In a bottle, usually*
- 4. fish, some drinks*
- 5. rice, fruit, vegetables (most things can go in bags)*
- 6. In a bottle, usually*

G. Likes and dislikes

Answers:

- 2. She loves living in the city.*
- 3. She doesn't like her job.*
- 4. She doesn't mind cleaning her house.*
- 5. She likes papayas.*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Three. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *pick up*
2. *herbs, spices*
3. *floor*
4. *shout*
5. *definition*
6. *solution*
7. *recommend*
8. *bilingual*
9. *bottle, carton, jar, packet, tin*
10. *manufactured*
11. *gossip*
12. *dishes*

C. Students work in pairs. Partner A says a word from the list, and Partner B writes a sentence using the word *I* and the word provided. Then they change roles.

If this is too easy or too slow, tell the second partner to say the sentence without writing it.

You can also do some activities from the **Vocabulary review** sections of Units 1 and 2.

Unit Four

1. What Happened?

This section focuses on the past, and using the past simple:

- positive and negative sentences
- questions

1.1 Famous people

- A.** Students look at the pictures, and the names. Do they know any of these people? What do they know about them? **Elicit** their ideas, and write them on the board. Students match the names with the pictures.

Answers:

1. *Wangari Maathai*
2. *Muhammad Ali*
3. *Marie Curie*
4. *Che Guevara*
5. *Simon Bolivar*
6. *Nelson Mandela*
7. *Sirimavo Bandaranaike*
8. *Britney Spears*

- B. Pre-teach** *struggled, fought, liberated, apartheid, colonialism, championship, Nobel Peace Prize, discovered, radium* (a radioactive chemical), *boxing* (*heavyweight* is a category of boxing competition) and *whoops* (no real meaning – it's something you say when you make a mistake). Go through the sentences and clarify anything students don't understand. Students match the people with their achievements, and fill the gaps.

Answers:

2. *Che Guevara*
3. *Simon Bolivar*
4. *Muhammad Ali*
5. *Nelson Mandela*
6. *Wangari Maathai*
7. *Sirimavo Bandaranaike*
8. *Marie Curie*

- C.** Students identify the tense of the verbs used in **B.** (*past simple*)
Elicit the base form of the verbs (the infinitive without *to*).

Answers:

- sing*
fight
liberate
win
struggle
receive
be
discover

Students decide which verbs are regular, and which are irregular. If they are not sure of the rules, refer them to the **Past simple: Statements** section of the **Language Reference**.

Answers:

- Regular** – *struggle, receive, discover, liberate*
Irregular – *sing, fight, win, be*

1.2 Listening: Dee Dee and the Kangaroo

This activity is quite easy. If your students don't need more practice with the past simple, you can skip this.

A. Put students in groups or pairs and give them a couple minutes to discuss the pictures. Ask students what they think is happening. Write their suggestions on the board.

B. Play audio 4.1 two or three times.

Answers: *D, B, A, C*

C. In groups of four or five, students retell the story. The first student says a sentence about what happened first. The second student says what happened next, and so on.

1.3 Prediction: Nelson Mandela

A. Individually or in pairs, students study the words and phrases with a dictionary.

B. Students **predict** – try to guess – what the text will say about Nelson Mandela. They write a paragraph using the words and phrases in the same order as in the box.

C. Students turn to page 212 and read the text. They compare their paragraph to the text. Tell them not to worry if their predictions are not completely accurate. They should just check if the meanings are similar.

2. Questions and Answers about the Past

This section focuses on *wh-* and *yes/no* questions in the past, and provides practice in asking and answering questions. It also looks at time phrases in the past.

2.1 Simon Bolivar

A. Ask students if they have heard of Simon Bolivar, who fought against the Spanish colonial powers in South America. What do students know about him? Discuss students' prior knowledge.

Pre-teach *colonialism, govern, liberate, quit, respect, be named after* (to be given the same name as someone).

Students read the text – there are some gaps in the text. **Elicit** the type of information that is missing from the text. Can students think of what questions they need to ask?

If necessary, refer them to the **Past simple: Questions and answers** section of the **Language Reference**.

B. Students put words in the right order.

Answers:

1. *What did he fight against ?*
2. *When did he finish fighting ?*
3. *What job did he do in the liberated countries ?*
4. *What problems did he have ?*
5. *What did he eventually do ?* **OR:** *Eventually, what did he do?*

C. Get students to ask you the questions, and give them the answers.

Answers: 1. *Colonialism.* 2. *1824.* 3. *He was made President.*
4. *He had a lot of problems governing.* 5. *He quit as President.*

2.2 An interview about yesterday

Introduce the activity. Explain that students are going to use interviews to find out what their classmates did yesterday.

A. Students make ten questions in the past simple about yesterday. For each, they use the verb on the left and choose any one of the three options on the right.

Check that their questions are formed correctly. If necessary, go through them on the board:

- | | |
|------------------------------------|--------------------------------|
| 1. <i>Did you go to _____?</i> | 6. <i>Did you go _____?</i> |
| 2. <i>Did you visit _____?</i> | 7. <i>Did you speak _____?</i> |
| 3. <i>Did you eat _____?</i> | 8. <i>Did you have _____?</i> |
| 4. <i>Did you listen to _____?</i> | 9. <i>Did you play _____?</i> |
| 5. <i>Did you do _____?</i> | 10. <i>Were you _____?</i> |

B. Explain that audio 4.2 is a recording of an interview using these questions. Play the audio once or twice.

C. If necessary, review *yes/no* questions and short answers using the **Language Reference**.

Look at the example for a way to start an interview:

Excuse me, I'm doing some research. Could you answer some questions, please?

Students interview each other. If you have enough time, tell them to interview three or four students each. If you do not have much time, get them to interview only one or two students each.

2.3 *be* and *do* in the past

A. **Elicit** the past tense forms of the verb *to be*: *was* and *were*. Students complete the sentences using these forms.

Answers: 1. *was* 2. *were* 3. *Were* 4. *Did* 5. *did* 6. *was*

B. Students complete the rules.

Answers:

1. • was with I, s/he and it
• were with you, we and they.
2. • was/were with nouns and adjectives
• did with verbs.
3. • wasn't/weren't with nouns and adjectives
• didn't with verbs.

If you like, **elicit** one or two examples of each use, e.g.

1. *She was happy. They were a couple.*
2. *Were you a monk? Did you pray?*
3. *He wasn't fast. It didn't stop.*

C. Students fill the gaps with the correct form of *be* or *do* in the past simple tense.

Answers:

1. *Did* 2. *Were* 3. *did* 4. *did, were* 5. *was, did* 6. *was* 7. *was*
8. *Was, did* 9. *was*

2.4 Wangari Maathai

- A.** Students read about Wangari Maathai, and try to guess why she won the Nobel Peace Prize. **Elicit** their suggestions, and write them on the board, but don't give the answers yet.
- B.** Student work in pairs or groups of three. They make a list of more questions they could ask about Wangari Maathai. You might want to **elicit** a few example questions, e.g.
What did she teach at university? Did she enjoy being an MP?
- C. Pre-teach encourage.** Play audio 4.3 two or three times. Did students hear the answers to their questions? Ask again why they think she won the Nobel Peace Prize.
Answer: *For her work on environmental rights, human rights and women's rights issues.*

2.5 Pairwork: Asking about Che Guevara

This is a pairwork activity – Student A looks at this page; Student B looks at page 212.

- A. Pre-teach guerilla warfare.** Students read their text, using a dictionary to help if necessary. They identify the missing information, and think of questions they can ask to get the information.

Answers: Partner A

1. *Where did he fight revolutions?*
2. *When did he take up guerilla warfare?*
3. *Who did he work with?*
4. *Where did he go in 1966?*

Partner B

1. *Where did he train as a doctor?*
2. *What did he want?*
3. *When did he leave Cuba?*
4. *Who did he teach guerilla warfare skills to?*

- B.** Students ask each other their questions, and write the information in the text.

Both students should have the complete text:

Che Guevara fought revolutions in South America. He trained as a doctor in Argentina, but took up guerilla warfare in the 1950s. He wanted better conditions for the poor people of the world. He worked with Fidel Castro, and they created a communist government in Cuba. He left Cuba in 1966, and went to other South American and African countries. He taught guerilla warfare skills to local groups in these countries. The Bolivian government caught and killed him in 1967.

If you like, get students to find Argentina, Cuba and Bolivia on the world map at the back of the **Language Reference**.

2.6 More information

- A. Pre-teach elect.** Students look back at the information about about Sirimavo Bandaranaike, Britney Spears and Marie Curie on page 50, and decide which woman each sentence is about.
- B.** There are texts about these women on page 294 of the Teacher's Book. Copy and cut these out. Choose three or six students, and give them each a handout about one of the women. Other students ask them *yes/no* questions to test whether their guesses are correct. **Elicit** one or two examples. The questions are:

1. *Did _____ study physics at university in Paris?*
2. *Did _____ perform in the TV show 'Mickey Mouse Club'?*
3. *When she was 17, did _____ make a record called 'Baby One More Time'?*
4. *Did _____ become prime minister in 1960?*
5. *Did _____ meet her husband at university?*
6. *Did _____ make three other successful records?*
7. *Was _____ on TV when she was young?*
8. *Did Sri Lankans elect _____ prime minister three times?*
9. *Did _____'s husband die in 1906?*
10. *Did _____'s daughter become prime minister of Sri Lanka?*
11. *Did _____ marry a dancer?*
12. *Did _____ win two Nobel Prizes, for chemistry and physics?*

Check students use the correct short answers in their replies: *Yes, she did / No, she wasn't*, etc.

Answers:

- | | | |
|--------------------------|--------------------------|---------------------------|
| 1. Marie Curie | 5. Marie Curie | 9. Marie Curie |
| 2. Britney Spears | 6. Britney Spears | 10. Sirimavo Bandaranaike |
| 3. Britney Spears | 7. Britney Spears | 11. Britney Spears |
| 4. Sirimavo Bandaranaike | 8. Sirimavo Bandaranaike | 12. Marie Curie |

2.7 Past time expressions

A. Pre-teach *diary* (it has two meanings: a book where you can record future appointments, or a journal. In this case it means a book to record future appointments).

Students read the diary parts – explain that today is Friday the 15th of September.

Students work out appropriate time expressions for when the man did these things. If necessary, refer them to the **Past time expressions** section of the **Language Reference**.

Answers:

2. *last week*

3. *last week / a week ago*

4. *six months ago*

5. *two days ago*

6. *last night*

7. *this morning*

B. Give students a few minutes to prepare questions using the time expressions from **A**. If necessary, they can look back at the **Past time expressions** section of the **Language Reference**. Then, in pairs, students ask and answer questions about each other's past activities, e.g.

What did you do yesterday afternoon? I washed my clothes and read a book.

Did you go out last night? Yes, I did. I went to a bar with my friend.

2.8 When did you last...?

A. Establish the situation. Ko Shwe is going to be interviewed about when he last did these things.

Play audio 4.4, students listen, and write the information in the chart.

Answers:

1. *when he was 16*

2. *yesterday*

3. *last week*

4. *this morning*

5. *in March*

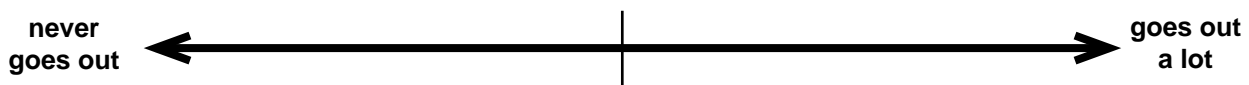
6. *three days ago*

Discuss these phrases. They are all ways to show past time. Tell students to read the **Prepositions of time** section of the **Language Reference**.

B. In this exercise, students decide how sociable Ko Shwe is. If they think he goes out a lot, they mark the scale towards the right. If they think he doesn't go out much, they mark the scale towards the left.

Possible answer:

He's about average – he goes out sometimes, but not all the time.



C. In pairs, students interview each other, using the questions from **A**. They write their partner's answers on the chart.

They decide where their partner would be on the scale, and make a mark.

They can also make a mark on the scale for themselves.

Ask who students think is the most sociable person in the class. Check this by looking at their scales.

3. Pronunciation: Past Simple Verb Forms

This section focuses on pronunciation of past simple verb endings, and contains fluency practice exercises using structures from Unit 4.

3.1 Verb endings

A. Look at the pictures. **Elicit** students' ideas about where it is, who the people are, and what is happening in each picture. In pairs, students try to put the pictures in order.

Answers: *c, d, a, e, b*

B. Pre-teach *roll, trust, punish, revenge, land*. Students write the correct past simple verb forms.

Answers:

- | | |
|----------------------|---------------------|
| 1. <i>liked</i> | 9. <i>waited</i> |
| 2. <i>worked</i> | 10. <i>landed</i> |
| 3. <i>finished</i> | 11. <i>shouted</i> |
| 4. <i>answered</i> | 12. <i>asked</i> |
| 5. <i>remembered</i> | 13. <i>pointed</i> |
| 6. <i>hated</i> | 14. <i>trusted</i> |
| 7. <i>decided</i> | 15. <i>punished</i> |
| 8. <i>rolled</i> | |

C. Explain that some regular past simple verbs end with a /t/ sound, e.g. *walked*, some end with a /d/ sound, e.g. *loved*, and some end with an extra syllable /ed/ sound, e.g. *wanted*.

In pairs, students decide which endings the verbs in the sentences have.

They put a tick in the box with the right ending.

D. Play audio 4.5. Students listen and check.

Answers:

t – *liked, worked, finished, asked, punished*

d – *answered, remembered, rolled*

ed – *hated, decided, waited, landed, shouted, pointed, trusted*

Play the audio line by line. Students repeat the past simple verb.

E. Students work in groups of three or four. From memory, they re-tell the story.

They take turns to give some information. They should use their own words, not try to use exactly the same sentences as in the story. Other group members listen, and correct their pronunciation when necessary.

3.2 Pairwork: Two truths, one lie

This activity gives extra speaking practice in the past simple. However, if you do not have much time, you can skip it.

- A. Demonstrate** this activity: think of three sentences about yourself in the past. Two should be true, and one should be a lie. Say your sentences to the class. Can they guess the lie? Students write three sentences about themselves in the past. Two sentences should be true, one sentence should be a lie.
- B.** Students tell their sentences to another student. Can the other student guess the lie?
- C.** If you have time, students can change partners, and repeat the activity.

3.3 3-2-1: Your life story

This is a speaking fluency activity. The aim is to get students saying as much as possible about an easy topic – themselves. It is very important that you don't correct grammar or vocabulary during this exercise, as the aim is to get students to speak fluently and confidently. If students make any common mistakes, you can discuss them afterwards.

- A.** Introduce the activity. Tell students they will speak for three minutes about themselves. Students spend about five minutes making a **mind map**, writing down all the things they could talk about. They should not write out a speech, only brief notes. If this is very difficult for them, do a **mind map** on the board with one student as an example.
- B.** Students work in pairs. One student talks about their life story. The other listens. After exactly three minutes, they change roles.
- C.** Tell students they are going to talk about themselves for two minutes, to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for two minutes while the other listens, then they change roles.
- D.** Tell students they are going to talk about themselves for one minute, to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for a minute, the other listens, then they change roles.

4. In the House

This section deals with rooms: how to describe them, and what is in them.

4.1 Vocabulary: What's in your house?

- A.** Give students about two minutes to **brainstorm** a list of furniture and other household items. Write the list on the board. Make sure they include the following:
mirror, shelves/bookshelves, television, shower, picture, toilet, lamp, chair, desk, stove/cooker, sofa, drawers, sink, cupboard
- B.** Students classify the furniture into rooms. Some furniture can go in more than one room!
(Very few answers here can be wrong, as you can put almost anything anywhere – two exceptions are stove and shower.)

Possible answers:

kitchen – shelves, stove/cooker, drawers, sink, cupboard

bedroom – shelves, mirror, lamp, drawers, cupboard

living room – shelves, mirror, television, picture, lamp, chair, desk, sofa, cupboard

bathroom – shelves, mirror, shower, toilet, sink, cupboard

What other rooms do students know? **Elicit** some more rooms, e.g. *study, dining room, storeroom, toilet.*

- C.** Check students know *wood* and *metal*. Check students understand *be made of*. (This is in the passive voice, but do not discuss that now. They should think of *be made of* as just another vocabulary item. The passive is taught in Unit 12.) Students classify the items by what they are made of. Use the items from **A** and **B**. Most of them can be made of more than one material.

Possible answers:

wood/bamboo – shelves, drawers, chair, desk, cupboard, sofa, picture, mirror, toilet

metal – shelves, stove/cooker, mirror, lamp, sink, television, shower

plastic – drawers, shelves, mirror, chair

other – shelves, mirror, shower, toilet, sink, cupboard, sofa, lamp, picture, television

4.2 Describing rooms

A. Elicit definitions of the adjectives for describing rooms. Students should use their dictionaries if necessary. **Elicit** opposites to the adjectives, and write them on the board.

Answers: *cool – warm spacious – crowded/small messy – tidy dark – light
comfortable – uncomfortable large – small clean – dirty*

B. Students decide which adjective can describe which item.

Answers:

1. **room** – all of them: *cool, spacious, messy, tidy, dark, comfortable, large, light, clean*

2. **table** – *messy, tidy, large, small, clean, dirty*

3. **cooker** – *large, small, clean, dirty*

C. Pre-teach study (in this context, it is a room in your home you use as an office or study area) and *wooden* (made of wood). Students read the texts.

D. Play audio 4.6. Students listen, and identify what information is different between the written texts and the spoken texts by writing down the different information they hear. There are five differences in each text. Then they can look at the audioscripts to check their answers.

Answers:

My daughters' bedroom is large and spacious – it's the biggest room in the house. We have five daughters, so they need a lot of space! It's got two sleeping mats and two mosquito nets and a bamboo shelf for their clothes. They've got posters on the wall of their favourite actors and pop singers, and photographs of their grandparents. It's a cool, comfortable room, with a window opposite the door.

My favourite room is my study. I go there for peace and quiet, because there are lots of people living in my house! It's quite a small room, with a chair, a shelf full of old books, a cassette player and a desk. I sit there every evening and read. It's very messy – I never tidy it. But I don't mind a bit of mess. It makes the place more comfortable.

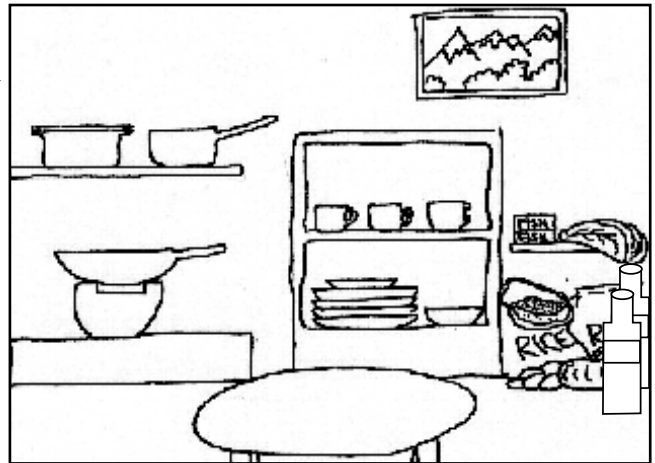
4.3 Pairwork: Listen and draw

These activities might take a long time, so skip them if necessary.

A. Pre-teach supplies. Play audio 4.7 two or three times. Students listen, and draw the room they hear. Good drawing is not important; they should try to include all the things in the description. Give them a few minutes to do their drawing, then play the audio again to check.

Answer: *The picture should look a bit like this:*

B. In pairs, students describe their favourite rooms to each other, and draw their partners' rooms. Then they check each other's drawings for accuracy.



5. Adverbs of degree

This section looks at using adverbs of degree to modify adjectives. Adverbs of degree tell us about the intensity (strength) or amount of an action, an adjective or another adverb.

5.1 How short are they?

A. Students look at the pictures, read the text and identify the people.

Answers:

left to right – Dennis, Ni Ni, Khin Khin, Johnny, U Zagana

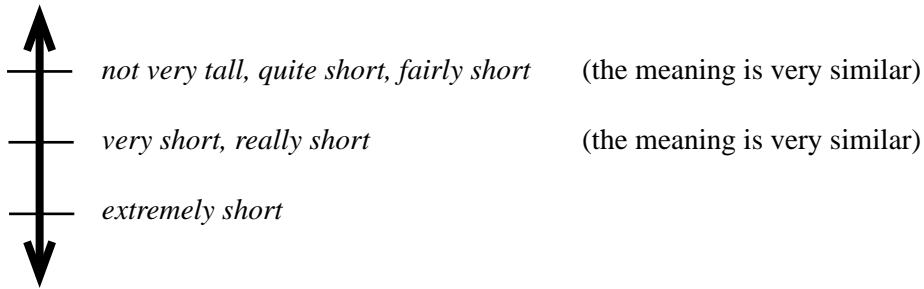
B. Students read through the text, and decide which words and phrases are adverbs of degree. If necessary, refer them to the **Adverbs of degree** section of the **Language Reference**.

Answers:

extremely, really, very, fairly, quite, not very

C. Students rank the phrases from B in order of height.

Answers:



NOTE: *Really* is an informal word. Students should not use it in formal situations.

Elicit any other adverbs of degree that students might know, e.g. *a little, a bit, a lot*, etc.

Write them on the board.

Rank any other adverbs of degree on the scale, too.

a little and *a bit* are similar in degree to *quite* and *fairly*.

a lot is similar in degree to *very*.

Language/Culture Notes

Not very is commonly used as a polite expression. For example, *He is not very clever* is softer than *He is not clever* or *He is stupid*.

A little, a bit and **a lot** are more commonly used with comparative adjectives, verbs or other adverbs, e.g. *She's a little taller than me; I like this a lot; There's a bit too much sugar in this tea.*

D. Explain the structure of these questions: *How + adjective*.

Students answer the questions.

5.2 Relatives from the city

A. Students look at the picture. **Elicit** their ideas, e.g.

Where is this? Who are the people? What are they doing?

B. Students read the text and check their predictions.

- C. Establish the situation. The visitors have left, and Gyi Than and his wife are talking about them. Students read the conversation. Clarify anything they don't understand. Students fill the gaps with an adverb or an adjective. There are many correct answers.

Possible answers:

Ma Ma Than: That was a really big car. I think it was very expensive!

Ma Ma Than: His wife is very pretty.

Gyi Than: She's very young – Dennis told me she's only 25.

Ma Ma Than: She was quite rude. She said our house is dirty!

Gyi Than: She's quite beautiful, but not very nice.

Gyi Than: She's really clever.

Gyi Than: Yes, but really naughty as well!

Gyi Than: Never! I like our beautiful farm! We are very happy here.

- D. Students write a conversation about Gyi Than's house. If you like, put them in pairs to write the conversations. When they have written them, tell them to practise them, and ask a few to perform them to the class.

6. Restaurants

In this section, students practise language they need if they are in a restaurant.

6.1 In a restaurant

- A. Discuss restaurants. Have any students been to a restaurant? Do they go to restaurants often? What kind of food do they get? How much does it cost?

Language/Culture Notes

A **restaurant** may be expensive or cheap. In some restaurants, you can get food either to **take away** or **eat in**.

- B. Students look at the pictures, and the vocabulary. Get students to identify the *waiter*, *customer*, *menu* and *bill*. Who is *ordering* food?

- C. **Pre-teach** *anything else?*, *that's all* and *change (n)*.

Listen to the audio. Students identify which picture goes with which conversation.

Answer:

Picture 1 – Conversation 1

Picture 2 – Conversation 2

- D. Play audio 4.8, pausing after each line. Students repeat. In pairs, they practise the conversations. Encourage them to do this from memory, but if necessary they can read the audioscripts.
- E. Students translate the conversations into their L1. They should use words that they would normally use in this situation, not direct translations (see the box below).

Language/Culture Notes

In these conversations the people use a lot of **polite phrases** such as *please*, *thanks*, *thank you* and *bye*. This is normal in English. In fact, it can be quite rude not to say them. For example, it is rude to say *Give me the menu*, or to walk away without saying *Goodbye* (or something similar).

In many other languages such as Myanmar, the equivalent phrases are not so common. For example, people in Myanmar do not often say ကျေးဇူးပြုပြီး မန်(နံ)ယူ ရန်ငွေမလား when they want a menu.

6.2 What's on the menu?

A. Students read the menu. Do they know all the food and drinks? Clarify anything they don't understand. Students decide what food on the menu they like best, and what they don't like. Get them to tell the class. What is the class's favourite item on the menu?

B. Pre-teach favourite. Students answer the questions.

Answers:

1. *All the soups, green salad, plain rice, fried rice with tofu* 2. *Tea*

C. In pairs, students make conversations like in **6.1**: Student A is a waiter; Student B a customer. They order food from the menu and pay the bill. Then they swap roles.

6.3 Roleplay

A. In groups, students design a menu. They choose their own dishes for it, and give them prices. Encourage students to be as creative, funny and interesting as possible.

B. Students do a **roleplay**, with a waiter and some customers. They make a dialogue about ordering food and paying the bill, practise it and perform it to the class. They should use as many phrases from audio 4.8 as possible, and any others they know.

Get students to vote on the best (funniest? most accurate? best acted?) roleplay, and give a small prize.

7. Writing: Telling a Story

This section looks at adverbs and their role in writing narrative stories. It primarily focuses on adverbs of manner, and builds on the adverbs of frequency and degree that students have already studied.

7.1 Adverbs

A. Pre-teach slippery.

Students read the story, and circle the adverbs. Explain any unfamiliar words, or tell them to look in a dictionary.

Answers: *heavily, carefully, happily, fluently, fairly, suddenly, dangerously, loudly, quickly, fortunately, immediately, thankfully*

B. Students write out the story without adverbs. If you don't have much time, just tell them to ignore the adverbs and read it to themselves, or in pairs.

Answer:

It was raining as Ko Ko walked across the bamboo bridge. He looked down the path, and saw me sitting under a tree. He waved, and called out, 'Let's make a cup of tea!' in Chinese. Ko Ko speaks Chinese, and he's teaching me. I'm a slow student. We saw a man carrying a heavy load towards the old bridge. 'Be careful!' Ko Ko cried, but the man didn't understand. I thought. Perhaps he spoke Chinese? I called out to him 'SIU SUM!'. He understood. He stopped, and looked at me.

Discuss this with the class – does it make sense? Points to include or **elicit**:

A lot of the meaning is missing if you don't use adverbs, although it is still grammatically correct. It's not very interesting without adverbs.

7.2 Storytelling

A. Pre-teach *synonym*. Students match the adverbs and their synonyms, using their dictionaries if necessary.

Answers:

- especially – *most importantly*
- fortunately – *luckily*
- approximately – *about*
- unnecessarily – *without a need*
- immediately – *right now*
- exactly – *no more and no less than*
- unfortunately – *unluckily*
- eventually / finally – *after a long time; in the end*

B. Students fill the gaps with the adverbs from the base words in the box. There are a few possible correct answers; here are the most likely.

Possible answers:

1. *quietly*
2. *immediately*
3. *quickly*
4. *angrily*
5. *Fortunately*
6. *approximately*
7. *Eventually*

C. Pre-teach *lifestyle* (the way that you live). Students put the adverbs on the right into this story. Sometimes more than one place is possible, but here are the most natural places.

Answers:

Kyaw Kyaw really wanted to live with his favourite uncle in the city. He liked his uncle's house, he liked his uncle's shop and he especially liked his uncle's lifestyle. There were so many things to do in the city.

When Kyaw Kyaw finally graduated from high school, his parents sent him to stay with his uncle. Unfortunately, his uncle couldn't meet him at the bus station, but Kyaw Kyaw had the address of his uncle's apartment. He asked the bus driver how far the apartment was, and the driver replied that it was exactly five kilometres from the station. He didn't want to spend money unnecessarily on a taxi, as he didn't have a lot of money. He walked for approximately three hours, and it started raining. He was very cold and wet when he eventually got to his uncle's apartment. He thought 'This place is horrible. I want to go back home immediately'.

D. Students plan to write a story. Individually or in pairs or groups, they think about what to include, and make a story plan. There are some suggestions for stories in the Student's Book, or students can choose their own. Remind them that the story will be a lot more interesting if they include adverbs.

When you check their stories, look for correct use of adverbs, and mark on how interesting the story is as well as correctness.

8. Thinking about Learning: Vocabulary (1)

This optional section focuses on vocabulary, and the difference between active and passive vocabulary.

8.1 How do you feel about learning vocabulary?

- A. Pre-teach** *express* (to say what you think or feel) and *get round it* (to find a way to avoid a problem). Students read what the people say about learning vocabulary and match the people with the sentences.

Answers: *Htet Khaing* doesn't need so many words...

Leah wants a wide vocabulary...

Discuss the advantages and disadvantages of each opinion.

- B.** Give students about 30-60 seconds to decide whether they are similar to Leah or Htet Khaing (or neither), and to think about their opinions about learning vocabulary. Then put them in groups to discuss the issues. For example, do they find learning vocabulary easy or difficult? Do they think it is very important or not? Is it interesting or boring? If you like, get one member of each group to report to the class about each group member's opinions.

8.2 Active and passive vocabulary

- A.** Explain the difference between *understanding* a word when you hear or see it in context and *using* a word (being able to use it appropriately in speaking and writing). If you can understand a word, it is part of your passive vocabulary. If you can use a word, it is part of your active vocabulary. Students discuss the questions.

Answer:

Estimates of the passive vocabulary of an educated native speaker vary between 50,000 and 250,000 words. This includes members of the same word family, e.g. advise, advised, advising, advice, advisor, advisory, advisable, inadvisable, etc.

B. Answer: *Approximately 10,000.*

C. Answer: *They can probably use about 10,000 for their native language(s).*

8.3 Knowing a word

- A.** Go through the points as a class. Clarify anything students don't understand. Ask if students think all these points are important. Do students think these points are all equally important? Look at the chart. Explain *passive* and *active* vocabulary. *Passive* means that you can recognise and understand the word. *Active* means you can use the word. Students probably have a much larger *passive* English vocabulary than *active*.
- B.** In groups, students find out the meanings of these six words and phrases, using their dictionaries if possible. If that isn't possible, they can ask you:
- *we use a spanner for tightening nuts and bolts*
 - *twerp is a slang word for a stupid person (it is not very rude – people sometimes use it to joke with their friends – but you don't use it formally)*
- C.** Students discuss their decisions in groups, and agree as a group on which points (1-8) are useful for each word. Then discuss it as a class.
- D.** Students think of what type of words they should learn. Ask some students what they think. They might suggest words about their interests (e.g. sports, reading, music), useful words for future study (e.g. medical words if they want to study medicine) or words that are very common in everyday English (which is mostly what they are learning in this course).

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. A past simple story

Answers:

- i. 1. *were* 2. *lived* 3. *cooked* 4. *put* 5. *went* 6. *lived* 7. *went*
8. *knocked* 9. *looked* 10. *were* 11. *went* 12. *saw* 13. *was*
14. *tried* 15. *was* 16. *was* 17. *ate*
- ii. 1. *saw* 2. *didn't sit* 3. *was* 4. *didn't like* 5. *liked* 6. *sat* 7. *broke*
8. *became* 9. *weren't* 10. *was* 11. *fell* 12. *arrived* 13. *saw*
14. *were* 15. *shouted* 16. *ran* 17. *didn't stop* 18. *didn't go*

B. Positive and negative

Answers:

1. *San San Aye had a shower.*
2. *Aung Mon didn't go to the shops.*
3. *San San Aye didn't make a cake.*
4. *Aung Mon watched television.*
5. *San San Aye read the newspaper.*
6. *Aung Mon lost his umbrella.*
7. *San San Aye didn't take the dog for a walk.*
8. *San San Aye rode the motorbike to work.*
9. *Aung Mon wore green trousers.*

C. Questions and answers

Answers:

1. *What time did you eat? / When did you eat?*
2. *Where did you eat?*
3. *What did you eat?*
4. *Who did you eat with?*
5. *How much did it cost?*
6. *What did you do after dinner?*
7. *How did you get home?*
8. *What time did you get home? / When did you get home?*

D. Conversation gap-fill

Answers:

- Kyi Kyi:** *I went to Bangkok last month.*
- Than Than Win:** *Really? Did you have a good time?*
- Kyi Kyi:** *Yes, it was very interesting.*
- Than Than Win:** *Where did you stay? In a hotel?*
- Kyi Kyi:** *No, I stayed in a friend's flat.*
- Than Than Win:** *And What did you do?*
- Kyi Kyi:** *Well, she took me to the palace, but we didn't see the king.*

E. Past time expressions

Answers:

1. *ago*
2. *Last*
3. *Last*
4. *Two days ago*
5. *morning*
6. *Last*
7. *This*

F. Adverbs of degree

Possible answers:

Britney Spears is really/very rich. She's got over 100 million dollars. Bill Gates is also really/very rich. He's the richest man in the world – he's got 56 billion dollars. I think my Aunt is quite/fairly rich. She bought a large, new car, and she lives in a big house. Her husband is quite/fairly rich too – he owns a computer business. Today, I feel a bit rich. I found \$10 on the street. I bought some new CDs and ate dinner in a restaurant.

G. Sentences about houses

Answers:

1. *There are two bedrooms in my house.*
2. *Our bedroom is spacious and comfortable / comfortable and spacious.*
3. *We've got a large bed made of wood.*
4. *There's a metal bookshelf under the window.*
5. *I usually put a vase of flowers on the table.*
6. *The room is always very tidy.*

H. In a restaurant

There is more than one correct answer for some gaps.

Possible answers:

- Customer:** Excuse me, have you got any fish today?
Waiter: Yes, we have. We've got fried fish, fish soup and fish curry.
Customer: I'll have the fish curry.
Waiter: OK. Would you like anything to drink?
Customer: A small bottle of beer, please.
Waiter: Is that all?
Customer: Mmm, how much is the cake?
Waiter: 5,000 kyat.
Customer: OK, I'll have some chocolate cake.

I. Crossword

Answers:

- Across:** 1. *struggled* 2. *who* 4. *cool* 6. *relatives* 7. *prison* 9. *spacious* 13. *customer*
14. *new* 15. *read* 16. *ate*
- Down:** 1. *sociable* 2. *waiter* 3. *uncle* 5. *clean* 7. *president* 8. *out*
10. *put* 11. *spent* 12. *grew* 13. *Che*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Four. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *lifestyle*
2. *struggle*
3. *rude*
4. *liberate*
5. *cooker, stove*
6. *research*
7. *suddenly*
8. *lazy*
9. *fortunately*
10. *let*
11. *crowd*
12. *local*

C. Students make vocabulary cards. They go through the vocabulary from Units 1-4 and choose some words they find difficult. They write these words on small pieces of cardboard or paper, with a translation on the back. Encourage them to look at these whenever they have a few free minutes, such as when they are sitting on a bus, or waiting for class to start.

You can also do some activities from the **Vocabulary review** sections of Units 1-3.

Test

On page 274 there is a test of the language and skills from Units 3 and 4. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 277.

Unit Five

1. The Present Perfect (1)

This section introduces the present perfect tense in its most common use: past action with a present result.

It focuses on:

- things that have just happened
- changes
- preparations
- *yet* and *still*

The present perfect is a difficult tense to learn properly, so don't expect your students to use it correctly all the time.

1.1 It's just happened

- A.** Discuss mobile phones. Do your students have experience of mobile phones? What are the advantages and disadvantages of them?
- B.** Tell students to look at the pictures and text. Explain that the man, Bee Bee, has just got a mobile phone. He likes to call his girlfriend all the time and tell her everything he is doing.
Elicit/explain the meaning of *heading home* (going home).
Elicit the difference between the *italic* and **bold** verbs.

Answer:

- *The italic verbs are what is happening now (at the moment of speaking). They are in the present continuous tense.*
- *The bold verbs are about things that have recently finished. They are in the present perfect.*

Tell students to read the first part of the **Present Perfect (1)** section of the **Language Reference**. They should stop reading before the **Statements** section.

- C.** Students match the pictures with the speech bubbles.
Check students understand the meaning of *just* (it shows it happened a very short time ago).
- D.** Play audio 5.1. Students listen and check.

Answers:

- I've just washed my hair.*
- I've chopped the onions and chillies.*
- We've cooked the food. It's delicious!*
- I've left the house.*
- I've just arrived at your place.*

Extra Idea

Demonstrate this structure with actions, e.g. write something on the board. While you are writing, say 'I'm writing on the board'. When you've finished, say 'I've written on the board'. You can practise the third person by getting a student to do an action and getting others to make sentences during and after, e.g. *She's drawing a picture. She's drawn a picture.*

1.2 Forming the present perfect

A. Students complete the rules. They can look at the sentences in 1.1 if necessary. If it is too hard, tell them to look at the **Present perfect (1): Statements** section of the **Language Reference**.

Answers: 1. *the past participle* 2. *has, have, has* 3. *we've, she's, the dog's*

B. Students complete the chart by writing the past participles.

Answers: a. *opened, decided* b. *taught, had* c. *written, seen*

C. Students identify the differences between the three groups of verbs.

Answers: **Group a** *is regular verbs.*

Group b *is irregular verbs where the past simple and past participle are the same.*

Group c *is irregular verbs where the past simple and past participle are different.*

D. Students classify the verbs into the groups. If necessary, refer them to the list of irregular verbs on page 245 of the Student's Book.

Answers: a. *love, attend, vote, turn, analyse, arrive*

b. *sell, get, win, put, buy, bring, sit*

c. *eat, do, break, get, ride, come, drink, take*

E. Students think of more examples of verbs to go into each group.

After a couple of minutes, make a class list on the board, and get students to correct any verbs that have gone into the wrong category.

F. If you have enough time and space, have a **Team Verb Competition**.

Divide the class into two teams.

Give one member of each team a pen or a piece of chalk, and call out a verb in its base form, e.g. *see*.

The teams' representatives come to the board, and write the past participle, e.g. *seen*. The first person to write the correct form gets a point for their team.

Continue until all team members have had at least one turn. The team with the most points is the winner. There is a list of irregular verbs on page 245 of the Student's Book.

Language/Culture Notes

Get has two past participle forms: **got** and **gotten**. *Gotten* is mostly used in informal American English. It is not very common in Britain or in formal English of any kind. This course uses *got* as it is the most widely accepted form.

1.3 What's just happened?

A. Discuss the pictures. **Elicit** students' ideas about what has happened, and what the people are saying in each picture.

B. Play audio 5.2. Students listen, and identify what has happened. **Elicit**/explain that in British English *nil* is used to mean *zero* or *nothing* when giving sports scores, e.g. *3-0* is *three-nil*.

Answers:

1. *She's got a scholarship to study in Chiang Mai.*

2. *They've lost an important football match.*

3. *A tree's fallen on his house.*

1.4 Cause and effect

A. Students complete the sentences using the present perfect with *just*.

There are many possible answers to this exercise.

Possible answers:

2. Ma Naung is very tired because *she's just played a football match.*

3. The children are angry because *they've just lost their toys.*

4. Aung Win's got no money because *he's just rented a bigger house.*

5. Lisa and Jimmy are late for school because *they've just missed the bus.*

6. Nang Seng has a lot of money because *she's just sold some gold.*

B. Ask a student: *Why are Min Min's hands green?* They should answer: *Because he's just painted the house.* Put students in pairs and tell them to ask and answer similar *why* questions about the other sentences:

Why is Ma Naung tired? Why are the children angry? Why has Aung Win got no money?

Why are Lisa and Jimmy late for school? Why has Nang Seng got a lot of money?

They should take turns, so each student has a chance to ask and answer every question.

1.5 Things have changed

This exercise focuses on changes: saying what is different between the past and the present.

A. Read the text about Mya Mya. **Elicit** the facts about her in the past:

She was in school; she was studying; she didn't wear glasses; she had very long hair; she was applying for nursing training.

Look at the picture, and establish the facts about her now:

She's a nurse; she's got short hair; she's wearing glasses.

Establish what has changed (using the present perfect):

She's started nursing training / become a nurse; she's cut her hair; she's started wearing glasses.

Write sentences on the board to show how we use the present perfect to say what has changed between the past and now, e.g. →

in the past	now
She had long hair	She's got short hair
	She's cut her hair

Students look at the pictures and read the information.

They write sentences about the changes, using the present perfect tense.

Answers:

3. *She's started wearing glasses.*

4. *She's cut her hair.*

5. *She's become a nurse.*

6. *Say Paw has had a baby.*

7. *She's stopped working in an office.*

8. *Ko Aye has got fatter and healthier.*

9. *They've moved to the country.*

10. *Johnny has left prison.*

11. *He's shaved his beard.*

12. *He's written a book.*

13. *He's started smoking a pipe.*

B. Students write sentences about themselves describing things that have changed, and tell their partner.

1.6 Getting ready

A. Pre-teach *stuff, worry*. Introduce the listening text. Explain that Aung Mon is about to go to a job interview, and his wife San San Aye is helping him get ready. Discuss – have any students been to a job interview? What do they need to prepare before they go?

Pre-teach *CV (curriculum vitae – a record of your education and employment; called resume [rez-yoo-may] in North America), to pack, certificates*.

Play audio 5.3 twice. Students tick on the chart whether Aung Mon has done each thing.

Answers: *done – put on a new shirt, remembered his glasses, packed his certificates and brushed his teeth. not done – cleaned his shoes or prepared his CV.*

B. Play audio 5.3 again. There are two things Aung Mon hasn't done. Students listen and write down what Aung Mon says about these things.

Answers: cleaned shoes – *no, I haven't* prepared CV – *I haven't prepared my CV*

C. Students complete the grammar rule.

Answer: subject + have/has + not + past participle

D. Students try to remember how many questions San San Aye asked. If this is too hard, play the audio again.

Answer: 5

E. Students complete the grammar rule.

Answer: have/has + subject + past participle

Tell students to read the **Present Perfect (1): Questions and answers** section of the the **Language Reference**.

F. Students work in pairs. They are preparing for an important meeting. First, they should decide what the meeting is about, and who is going to attend. Give them a couple of minutes to decide, then ask a few pairs about this. **Pre-teach** *checklist* (list of things you need to do) and *agenda*. Each pair writes a *checklist* of things they need to do for the meeting. **Elicit** some suggestions, and help them with useful vocabulary, e.g. *write an agenda, organise transport/security/food, set up the tables, clean the room*.

G. Each pair writes and practises a conversation about getting ready for the meeting. They can use Aung Mon and San San Aye's conversation as a model, if necessary. Give them 5-10 minutes to prepare. Then pairs perform their conversations to the class. If possible, they should not read their conversation to the class; they should perform it from memory.

1.7 yet and still

- A.** With a strong class, tell students to correct the explanation before looking at the **Language Reference**. If you think this will be too difficult, tell students to read the **yet** section of the **Language Reference** first.

Answer:

Yet shows that *we think something will happen* (OR: ...that *we expect something to happen*). We use it in *negative* statements and questions. Normally, *yet* goes *at the end of a clause*.

- B.** Students put yet in the correct place. Sometimes there is more than one correct answer, but these are the most common in modern colloquial English.

2. I haven't seen the photos from the ceremony yet.
3. We're organising a conference, but we haven't invited anyone yet.
4. Have you met my sister yet?
5. We haven't made a decision yet, so we should continue the discussion.

- C.** With a strong class, tell students to correct the explanation before looking at the **Language Reference**. If you think this will be too difficult, tell students to read the **still** section of the **Language Reference** first.

Answer:

Still shows a situation is *unchanged*. We usually put it *before* the main verb but *after* the verb *to be*.

- D.** Students fill the gaps with sentences that include *still* or *yet*. There is more than one possibility for some of them.

Possible answers:

3. *she's still here.*
4. *Have you found your keys yet?*
5. *Does Tin Tin still live with his parents?*
6. *Are you feeling better yet?*
7. *I'm still reading it.*
8. *he's still single.*
9. *Are they still living in Bago?*
10. *Have the kids gone to sleep yet?*

1.8 Positive and negative

This exercise is quite easy. If your students don't need further practice with this structure, skip it.

- A.** Students look at the pictures, and write a positive and a negative sentence in the present perfect about each situation.

Answers:

- b. *She's got some good news. She's hasn't got some bad news.*
- c. *They've got married. They haven't got divorced.*
- d. *They've lost the game. They haven't won the game.*

- B.** Students read the text, and write the verbs in the correct forms.

Answers:

He has done his homework
he hasn't packed his bag yet
Ko Ko hasn't woken him up.
They haven't had breakfast yet.
Ko Ko hasn't made it.
They haven't fed the chickens and pigs yet.

1.9 I've already done it

A. Pre-teach *visa* (a stamp or sticker in your passport that gives permission to enter a country), *suit* (a formal matching jacket and trousers, or skirt and trousers). Students read the conversation and tick the things that Nang Seng has got.

Answers: *visa, suit.*

Elicit the use of *already*. (We use *already* to show that something has been done earlier than expected.) Then tell students to read the **already** section of the **Language Reference**.

B. Students respond to the statements using *already* and *yet*.

Possible answers: 1. *I've already studied it.* 2. *No, not yet.*

C. Establish the situation: two people are about to have a party and are getting ready. They have a list of things they need to do. Students write sentences using *yet* and *already* to describe what they have and haven't done.

Answers: *They've already cooked the food.* *They haven't bought the drink yet.*
They've already cleaned the house. *They haven't lit the candles yet.*

2. Present Perfect or Past Simple?

This section contrasts the present perfect and past simple tenses. This is quite difficult – English language learners usually need many years of practice with this until they can produce these tenses accurately every time.

2.1 Which tense?

A. Students read the conversation and identify the tense used in each sentence.

Answers: Past simple: *Why did you do that? I didn't like washing and combing it.*

Present perfect: *What have you done to your hair? I've cut it short.*

B. Students look at the two sentences and decide what time period is the main focus of each sentence.

Answer:

- *'I've cut it short' focuses on the situation now. The main idea in this sentence is that now her hair is short (a past action with a present result).*
- *'I didn't like washing and combing it' focuses on a past situation. It describes a completed situation in the past.*

Tell students to read the **Present perfect or past simple? (1)** section of the **Language Reference**.

C. Students choose the correct tense: present perfect or past simple.

Answers: a. 'Has he woken up yet?' 'Yes. He woke up an hour ago.'

b. 'Did you go into town last weekend?' 'No, but I went two weeks ago.'

c. 'Err, I'm not sure. I've forgotten it.'

d. 'She hasn't come home from work yet.'

e. 'No, sorry. I've broken my toe.' 'When did you do that?'

2.2 Listening: What's the situation?

A. Introduce the activity: in each picture, something has happened. Talk about each picture – get students to guess what has happened.

Pre-teach *accountant*. Play audio 5.4. Students match each conversation with a picture.

Answers: Conversation 1. d Conversation 2. a Conversation 3. c Conversation 4. b

B. Play audio 5.4 again. Stop after each conversation to give students enough time to write their answers.

Answers: 1. a. *He's lost his glasses.*

3. a. *She's sold her motorbike.*

b. *They're on the table.*

b. *She rides a bicycle. / She goes everywhere by bicycle.*

2. a. *He's had a baby.*

4. a. *She's broken her arm.*

b. *(They met) at work.*

b. *She had an accident on her bike.*

Elicit or point out the use of different tenses in the answers:

- **present perfect** for actions that have a result in the present (**1a, 2a, 3a, 4a**)
- **past simple** for completed actions in the past (**2b, 4b**)
- **present simple** for states (**1b**) and habits (**3b**)

2.3 Find someone who...

- A.** Students walk around the class asking each other if they have done the activities on the list today. When they find someone who has done one of the activities, they ask when they did it. You may want to write an example conversation on the board:

A: Have you done your homework today?

B: Yes, I have.

A: When did you do it?

B: At half past nine.

- B.** In pairs, students tell each other who has done what, and when they did it.

3. Clothes

Section 3 is about clothes: vocabulary of common clothing, classifying clothing, what different clothes are made of, and appropriate clothing for different situations. There is also a section on describing clothing (and other items) which don't translate into English.

3.1 Vocabulary: Casual and formal clothes

- A. Pre-teach** *casual* (informal) and *formal*.

Students **brainstorm** a list of clothing and other things they wear, and put them into categories.

Write them on the board. Make sure they include the following:

Possible answers:

casual: *sunglasses, T-shirt, jeans, shorts, flip-flops, sweater* (also called *jumper, jersey* and *pullover* in British English)

formal: *suit, tie*

both: *sandals, shoes, skirt, belt, trousers, hat, shirt* (*short-sleeved and long-sleeved*), *socks, dress, coat, jacket, vest, blouse* (a woman's shirt), *boots, jewellery* (*earrings, necklace, bracelet, ring, etc.*)

- B.** Elicit a list of footwear (and socks), clothes to wear in cold weather, and jewellery.

Language/Culture Notes

Footwear is a general word that means any type of clothes you wear on your feet (except socks). **Boots, shoes, slippers, flip-flops** and **sandals** are all types of footwear.

In most English-speaking countries, **slippers** are warm shoes that people wear inside when it is cold. In Asia, many people use the word **slippers** for the type of shoe in the picture. In Britain and America these are called **flip-flops**, and in Australia they are called **thongs**.



3.2 What are they wearing?

- A. Pre-teach** *top* (something you wear over your upper body – a shirt, jumper, jacket, etc.) and *cloak*. Students write sentences about the people in the picture.

Possible answers:

A – *He's wearing a pinni / Myanmar jacket and a longyi.*

B – *She's wearing a Kachin top / Kachin shirt.*

C – *He's wearing a Pa-O hat and jacket.*

D – *She's wearing a Kayan dress, belt and cloak.*

E – *He's wearing a Shan jacket and trousers.*

F – *She's wearing a Kayin top / Kayin shirt.*

- B.** Go through the information in the box with the students, and clarify anything they don't understand. Discuss the traditional clothes from the students' cultures. What would be the best way to describe these clothes to an English-speaking person?

3.3 Clothes from different cultures

- A.** Look at the pictures, and introduce the exercise: these women are all traditional dancers from different countries. The dancers are from New Zealand, Scotland, Hawaii and South Africa.

Pre-teach *embroidered*, *flax* (a plant with thick fibres that is often used to make clothes), *headband* (small strip of material to wear around your head), *jade*, *spin*.

Explain that *poi* is a Maori (pronounced *mau-ree*) word, with no English translation.

Students identify the Maori woman.

Answer: 2

Get students to identify the *poi* in the picture.

They are the round white balls at her waist – they are attached to long strings. Part of Maori dancing is to spin poi.

- B. Pre-teach** *cotton*. Using their dictionaries if necessary, students identify what each woman is wearing.

Answers:

1. 3 – a *waistcoat* is a sleeveless jacket.

2. 4 – *straw* is dried grass.

3. 1

C. Look at the pictures below. Students guess what country these people are from.

Pre-teach *turban* (cloth worn around the head to make a hat), *silk*, *decorate*, *leather*, *beads*, *thick*, *wrap*. Play audio 5.5 two or three times. Students listen and match the descriptions with the pictures.

Answers:

A. 2 B. 1 C. 4 D. 3

What countries or ethnic groups do these people come from?

Answers:

1. India 2. Afghanistan 3. Zulu (Zulu people live in Southern African countries) 4. Japan

D. There are many words from different languages in this text: *chapan* (the Afghan jacket), *sari* (the Indian dress), *kimono* (the Japanese costume) and *isicholo* (the Zulu hat).

Ask students questions about the pictures. If necessary, play the audio again.

What's the chapan made of? (wool)

What's the sari made of? (cotton or silk)

What's the kimono made of? (don't know exactly – probably cotton or silk)

What are traditional Japanese shoes made of? (wood)

What's the isicholo made of? (straw and beads)

What's the Zulu skirt made of? (leather and beads)

What's the Zulu necklace made of? (beads)

Ask students questions about the clothes they are wearing, e.g.

What's your shirt made of? What are your shoes made of?

3.4 When do you wear...?

A. Discuss when people wear foreign-style clothes, and when they wear clothes from their own culture.

Pre-teach *traditional*, *festival*, *ceremony*. Students read the text.

B. Students choose five of the items of clothing, and write sentences about when they wear them, e.g.

I wear a hat when it's sunny.

C. Pre-teach *hunting*. Students write lists of three things that people wear in each situation, e.g.

a. *football boots, shorts, T-shirt*

Make a class list on the board.

3.5 Working clothes

A. Introduce the text – explain that three people are going to talk about what they wear to work.

Pre-teach *attractive*, *actually*. Play audio 5.6, and pause after each speaker.

Students match the speaker to the picture, and complete the first column of the chart.

Play audio 5.6 again. Students make notes about the clothes.

Answers:

	Picture	Clothes
A	3	<i>Short shirt, high heels, make-up (the clothes that some people think are attractive or 'sexy').</i>
B	2	<i>Comfortable clothes – jeans, shorts, T-shirts, jumper. No make-up. Sometimes a long-sleeved shirt.</i>
C	1	<i>Smart, formal clothes – suit, tie, black shoes and socks.</i>

B. Brainstorm a list of what students know about the jobs from the audio.

Answers:

1. *Private school. School fees are expensive. Must dress in formal, smart clothes.*

2. *NGO. Casual office so can wear casual clothes. Has air-con.*

3. *Expensive restaurant. Have to dress attractively so men buy more drinks. Sometimes the men are rude.*

4. Possession

This section looks at different ways to express possession:

- possessive adjectives
- possessive pronouns
- the possessive 's

4.1 Whose shoes?

- A.** Look at the picture. Get students' ideas about who owns which shoes – the high-heeled shoes, the boots, the sandals, the flip-flops and the sports shoes.
- B.** Students complete the table, changing possessive adjective structures (*my, your, etc.*) into possessive pronoun structures (*mine, yours, etc.*) or possessive nouns structures (noun + 's). If this is too difficult, tell students to read the **Possessives** section of the **Language Reference** before they answer.

Answers:

They're yours.

They're hers.

They're Si Si's.

They're ours.

They're theirs.

Tell students to read the **Possessives** section of the **Language Reference** if they have not already.

- C.** Students use the information to complete the chart.

Answers:

	high heels	boots	sports shoes	flip-flops	sandals
rubber			Angela	Khin Khin	
silk	Si Si				
leather		Aung Aung			Baw Baw

4.2 Expressing possession

- A.** Elicit different ways students know to express possession, e.g.
Possessive pronouns, adjectives and nouns (the possessive 's), to own, belongs to...

Elicit some examples:

The bag is mine. It's my bag. I own the bag. The pen belongs to me. It's Aung Mon's bag.

- B.** Students fill the gaps with the correct possessive pronoun or possessive noun.

Answers:

- Whose umbrella is this? Is it yours ?
- No. Mine is green. Perhaps it's Tin Tin Nyo's .
- Which is better, our school or their's ?
- Ours . It's got better teachers.
- Excuse me, is that bag yours ? I think it's mine .
- Oh, I'm sorry. They look the same – both bags are white.
- Is this Min Min's coat? I need to borrow it.
- The blue coat is his . This one is Naw Moo's coat, I think.
- No, hers is green. Maybe this one is the teacher's .

4.3 Pronouncing the possessive 's

- A. Students read and repeat the sentences.
- B. Play audio 5.7. Students check their pronunciation, and make sure they are saying the final 's. Play the audio a few more times: students repeat.
- C. In pairs, students say the sentences again, and check each other's pronunciation of the final 's.
- D. This is a version of the **Speaking Stick** activity.
One student gives another student one of their possessions, and says *It's mine*.
That person gives it to another person, and says *It's (the owner's name)'s*.
It gets passed from person to person, until it gets back to its owner.
There should be many things moving, in different directions, at the same time.

5. Pronunciation: Short Forms

This section focuses on forming and pronouncing contractions with auxiliaries, *not*, and *be*.

5.1 Contractions

- A. Students make contracted forms by matching the subject with the verb, and the verb with *not*. In number one there are 19 possible forms, and number two has 10.
- B. Play audio 5.8. Students listen and check their answers. You might want to write them on the board.

Answers:

- 1. *I've, I'm, I'll* *you've, you'll, you're* *we've, we'll, we're*
she's, she'll *they've, they'll, they're* *where's*
that's *here's* *Aung Mon's*
the house's

- 2. *aren't isn't wasn't weren't won't haven't hasn't didn't can't couldn't*
(NOT: *willn't*)

- C. Play audio 5.8 again. Students listen and repeat each contraction.

Tell students to read the information in the box.

5.2 Contractions in context

A. Pre-teach *persuade*. Students read the text, and make contractions where possible. There are 15 possible contractions in this text.

B. Play audio 5.9. Students listen and check their answers.

Answers:

I'm waiting at the bus stop with my sister. The bus hasn't arrived yet. We're going to a small village near Loikaw to visit our Auntie. Loikaw's a long way away. Auntie's been sick, but she's better now. In her village there wasn't any medicine. The medic didn't have any. The village hasn't got a car so she couldn't travel easily. Some of her neighbours walked to Loikaw and got her medicine. I don't know about her illness – maybe it was malaria. She's quite old so her health isn't so good, but she likes to live alone. She doesn't want to leave her village. We're trying to persuade her to come and live with us.

C. Play audio 5.9 again. Stop it after each sentence so students can repeat.

Extra Idea

Do a **Disappearing Paragraph** activity with the paragraph above. Write the paragraph on the board, and tell students to repeat it. Erase about 10% of the words. Students say the paragraph, including the missing words. Erase another 10% of the words. Students repeat. Continue erasing until the board is empty, and students say the paragraph from memory.

6. Shopping

This section focuses on the language used for shopping and bargaining. There is a short reading text about different cultures' approaches to bargaining.

6.1 Shopping around the world

A. Discuss the questions – get a few students to talk about their recent shopping experiences.

B. Students read the text, and do the vocabulary matching exercise.

Answers:

- | | | |
|-------------|-------------|-------------|
| 1. <i>d</i> | 3. <i>b</i> | 5. <i>e</i> |
| 2. <i>f</i> | 4. <i>a</i> | 6. <i>c</i> |

6.2 People buying things

A. Introduce the exercise – three people are bargaining, in different countries (Thailand uses *baht*, the USA uses *dollars* and Myanmar uses *kyat*). **Pre-teach** *advertisement*. Play audio 5.10 two or three times. Students listen, and write the missing information.

Answers:

Conversation 1: The shirt cost 175 baht.

Conversation 2: The motorbike cost 7,000 dollars.

Conversation 3: The fish cost 800 kyat.

B. Roleplay. Students work in pairs. Partner A is selling something, and decides on a price. Partner B is buying it, and wants a lower price. They practise a few conversations. Get a few pairs to perform a conversation to the class. Encourage creative acting!

If necessary, **demonstrate** this with a strong student, and go over useful shopping phrases first:

- | | | |
|----------------------------|----------------------------|------------------------------|
| - How much for (3 kilos)? | - Can I have a discount? | - I can give you (600 kyat). |
| - How about (5,000 kyat) ? | - Is that your last price? | |

Students can also refer to the audioscript.

7. Writing: Punctuation

7.1 Capital letters, commas, full stops and apostrophes

- A.** Before students read the information, **brainstorm** when and where we use capital letters in English. Students read the information. Clarify anything they don't understand. Students correct the sentences.

Answers:

1. Min Min and Deborah went to a very nice Indian restaurant on Christmas Day.
2. The film Titanic won many awards in 1997.
3. One of the most important English writers of the sixteenth century was William Shakespeare.
4. She has a job as the Director of Training at Microsoft Corporation.
5. They are quite an unusual family: the wife is Catholic, the husband is Jewish and their son is Buddhist.

- B. Pre-teach pause.** Before students read the information, **brainstorm** when and where we use commas in English.

Students read the information. Clarify anything they don't understand. Students correct the sentences.

Answers:

1. My neighbourhood is noisy, crowded and very hot.*
2. Now that he is retired he spends most of his time in London, England.
3. His birth date is October 9, 1956.
4. There was so much food at the reception: fish, seafood, meat, vegetables and desserts.*

*NOTE: In American English a comma is usually placed after the final adjective in a list, e.g. fish, seafood, meat, vegetables, and desserts, but in British English this is usually omitted (as in sentences 1 and 4).

- C.** Students read the information. Clarify anything they don't understand. Students correct the paragraph.

Answers:

I work for a small organisation. It helps poor children. Some children can't go to school because their parents are poor. My organisation pays school fees, buys school uniforms and builds boarding houses. Some children can't go to school because there is no school in their village. My friends have built four boarding houses in large towns. They've built them in Bhamo, Lashio, Shwebo and Lawpita, Kayah State. The organisation is called 'Access Education'.

Before students read the information about apostrophes, **brainstorm** when and where we use apostrophes in English.

Then students read the information. Clarify anything they don't understand.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. What's the rule?

Students complete the puzzle.

Answers: 1. *put* 2. *brought* 3. *eaten* 4. *washed* 5. *seen* 6. *gone* 7. *got*
8. *spoken* 9. *broken* 10. *written* 11. *left* 12. *been* 13. *cut* 14. *taken*

These sentences are all examples of the present perfect tense.

B. Make sentences

Answers:

2. *He's stopped smoking.*
3. *They haven't arrived yet.*
4. *We've seen all these.*
5. *We haven't made it yet.*
6. *She's studied a lot.*
7. *I've met a really nice girl.*
8. *I haven't bought you a present.*
9. *They've played two football matches.*

C. just and yet

Answers:

2. I've just seen her.
3. They've just arrived.
4. I haven't read it yet.
5. I haven't done it yet.
6. I haven't decided yet.
7. We've just finished building it.
8. I haven't told him yet.

D. Present perfect or past simple

Answers:

1. I've built a new house. I finished it yesterday.
2. I saw her five minutes ago.
3. They 've arrived already. They caught the train yesterday.
4. I haven't read it yet.
5. I was sick last week, so I didn't go to school on Friday.
6. I haven't decided.
7. Have you had your dinner yet?
8. Did he like the plan?
I don't know. I haven't spoken to him yet.

E. *still, yet and already*

Answers:

2. My brother hasn't had a job since December. He's still looking for one.
3. 'I want to borrow your book.' 'That's fine. I've already finished it.'
4. Ni Ni hasn't graduated yet. She's still studying.
5. 'Where's U Lwin? Has he arrived yet ?'
'He's already left. He came at 6, and left at 6.30.'
6. 'Are you still waiting for the bus? I think it's already gone.'
7. 'Do you want to eat with us?' 'No thanks. I've already eaten.'
8. 'Are your parents still living in Bagan?' 'No, they've already moved to Mandalay.'
9. 'Where does Kyaw Kyaw work?'
'I don't know. Maybe he still works in the factory, or maybe he's already got a new job.'
10. 'We haven't done it yet because she wants to wait.'

F. What are the clothes?

Answers:

1. *shorts*
2. *headscarves*
3. *belts*
4. *socks*
5. *suits*
6. *necklaces*

G. *be made of*

Possible answers:

- *A hat is usually made of cotton or wool but some hats are made of bamboo, leather or plastic.*
- *Boots are usually made of rubber, leather or plastic.*
- *A bag is usually made of plastic, cotton, wool or leather.*
- *A house is usually made of wood or bamboo.*

H. Possessives

Answers:

2. *These books are hers.*
3. *The necklace is Kyi Kyi's.*
4. *This shirt is his.*
5. *Those bags are Saw Htoo's.*
6. *That house is theirs.*
7. *That coat is my father's.*
8. *Those cakes are mine.*
9. *This cup of tea is yours.*
10. *This money is his.*
11. *These cows are my friend's.*
12. *That motorbike is ours.*

I. Write the reply

There are many correct replies; here are some examples.

Possible answers:

2. *What about that?*
3. *That's expensive – can I have a discount?*
4. *How much for two?*
5. *OK. Here's 2,500 kyat.*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Five. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *cotton, leather, plastic, rubber* (*silk* is also OK)
2. *casual*
3. *staff*
4. *bargain*
5. *congratulations*
6. *non-*
7. *conference*
8. *century*
9. *matter*
10. *prefer*
11. *private*
12. *expect*

C. Students choose five words from the wordlist and make up gap-fill sentences using these words. They should make sure that there is only one possible answer for each question. For example, *I like to wear _____*. is a bad question because there are many possible answers (*boots, jewellery, silk, wool, cotton, make-up...*). A better question is: *Rings, necklaces and bracelets are all types of _____*. because there is only one sensible answer (*jewellery*).
They give them to a partner to solve.

NOTE: There will probably be lots of mistakes in the questions. Don't worry too much about this. It is still useful for students to practise making these questions, partly because it helps them revise the words, partly because it gives them extra writing practice, and partly because some of them may become teachers in the future and they may have to write questions like this for their students.

You can also do some activities from the **Vocabulary review** sections of Units 1-4.

Unit Six

1. Quantity

This section looks at quantity, and how to express it:

- expressions of quantity used with countable and uncountable nouns
- expressions of quantity used to make requests and offers

It includes three intensive listening exercises designed to demonstrate and familiarise students with how these expressions are used in daily conversation.

1.1 What do we need?

A. Brainstorm the ingredients people need to make pork curry.

B. Look at the picture. What ingredients does Bee Bee have?

Answers (from left to right):

Top shelf: *a bag of rice, long beans, radishes, morning glory, pumpkin*

Bottom shelf: *lettuce, cabbage, eggplants (aubergines), eggs, carrots, tomatoes, cucumbers*

C. Students decide what ingredients Bee Bee will need to buy to make pork curry.

D. Establish the situation: Bee Bee is asking his mother to buy some things for him, so he can make a special pork curry for his girlfriend.

Play audio 6.1. Students identify what Bee Bee wants his mother to buy.

Answers: *pork, cooking oil, potatoes, onions, garlic, chilli*

E. Play audio 6.1 again two or three times. Students write the phrases used to talk about each item.

Answers:

2. *Can you please buy some things for me?*

3. *Is there any cooking oil in the house? Please get some oil.*

4. *Have we got any eggs? We've got some eggs.*

5. *We haven't got any onions.*

6. *There are some beans.*

7. *We haven't got a large knife. Can you get a knife, too?*

There's a new knife in the cupboard.

F. Elicit the meaning of *countable* and *uncountable nouns*. If necessary, tell students to read the **Countable and uncountable nouns** section of the **Language Reference**.

Students use the answers in **E** to work out the rules about *a/an*, *some* and *any*, and complete the chart.

Answers:

	singular countable nouns	plural countable nouns	uncountable nouns
positive sentences	<i>a/an</i>	<i>some</i>	<i>some</i>
negative sentences	<i>a/an</i>	<i>any</i>	<i>any</i>
questions	<i>a/an</i>	<i>any/some</i>	<i>any/some</i>

1.2 a/an, some and any

A. Pre-teach any words from the stories that you don't think your students will understand.

Students read the texts and fill the gaps.

Answers:

1. Yesterday I invited some important visitors to my house. I bought some biscuits from the shop, and some cakes from the market. Then I remembered I didn't have any coffee, so I went back and bought some coffee and a tin of milk. When I arrived home, I found I didn't have any hot water! There wasn't any wood or charcoal, so I couldn't heat the water. I sent my little brother to buy some charcoal and some sugarcane juice. Fortunately, my visitors didn't want any coffee. They liked the sugarcane juice.

2. I was on a train in Mandalay, and I saw a man with a large packet of tea standing by the open window. As I watched, he took some tea and threw it out the window. Then he threw out some more.

'Why are you doing that?' I asked.

'To keep the kangaroos away', he replied.

'But there aren't any kangaroos in Myanmar', I said.

'You see,' he said. 'It works!'

B. Students make sentences about the things they have in their bags (or pencil cases or pockets if they don't have a bag with them), and tell a partner. They make sentences about things they don't have in their bags, and tell their partners – encourage students to be as creative as possible with this activity!

1.3 some and any in questions

A. Students look at the questions. Some of the questions use *some*. Try to **elicit** from the students what type of questions use *some* – what is the function of the questions that use *some*?

Answer:

Questions where you offer or request something.

B. Students write questions for the situations, using *some* or *any*. They can use the example structures, or use other structures, e.g. *Have you got...* *Do you have...* *Do you want...* *Can I have...*

Possible answers:

2. Are there **any** textbooks in the room?

3. Do you have **any** orange juice?

4. Would you like **some** biscuits?

5. Have you got **any** grandchildren?

6. Can I have **some** more water, please?

7. Is there **any** noise outside?

C. In pairs, students ask and answer their questions. They can use either *Yes/No* + subject + auxiliary (e.g. *No, I haven't*; *Yes, there are*) or *Yes, please* / *No, thank you*. You might want to **demonstrate** this first, and write some appropriate answers on the board for students to refer to.

D. In pairs, students write a dialogue, following the instructions in the boxes. Encourage them to be creative and to make the dialogue sound natural.

Possible answers:

A: *Would you like some tea?*

B: *No, thanks. Can I have some water?*

A: *Yes, here's some water. Do you want some coffee?*

B: *Yes, please.*

A: *Would you like some sugar?*

B: *Yes, please. Do you have any milk?*

A: *Sorry, we haven't got any milk.*

B: *No problem. Thanks for that. Goodbye!*

E. Get some pairs to perform their dialogues to the class.

1.4 Quantity expressions

A. Students read the texts. Clarify anything they don't understand.

Students identify which text refers to which topic.

Answers: *Hobbies* – 1 *Food* – 3 *Clothing* – 2 *Exercise* – 4

B. Students identify the quantity expressions from the texts. If they have difficulty with this, go through the texts as a class, and get students to underline the quantity expressions:

lots of, quite a lot of, very few, not any, a lot of, hardly any, not much, a few, very little

Students decide whether these expressions can be used for countable or uncountable nouns, or both. They complete the chart.

Answers:

Countable – *very few, a few*

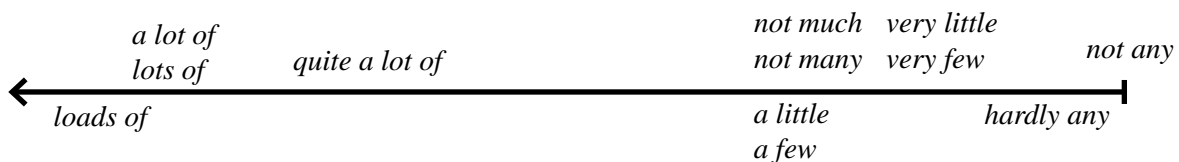
Both countable and uncountable – *loads of, hardly any, quite a lot of, not any, a lot of, hardly any*

Uncountable – *not much, very little*

Tell students that *loads of* is a little bit stronger than *lots of* but is very informal. **Elicit** or point out other quantity expressions, and put them in the chart, e.g. *not many* (countable) and *a little* (uncountable).

C. Students order the quantity expressions.

Answers:



D. Tell students to read the **Quantity expressions** section of the **Language Reference**.

Students answer the questions. They should use a quantity expression or a yes/no answer.

Possible answers:

1. *He gets very little exercise.*
2. *Yes, he's got a lot of ties.*
3. *No, he wears hardly any jewellery.*
4. *I've got a few books.*
5. *I earn very little money.*
6. *No, there aren't many women in this class.*
7. *Yes, I've learned quite a lot of English in this class.*

E. Students write questions using *much* and *many* following the examples in **D**. In pairs, they ask and answer these questions. Get a few pairs to do this in front of the class.

F. Students complete the grammar rules.

Answer: 1. *negative* 2. *negative*

G. Students decide whether the sentences are true or false.

Answers: 1. *True* 2. *False. There is quite a large Muslim population in the north of China.*

3. *False. Singapore doesn't sell oil to other countries.* 4. *True* 5. *False. George W Bush hasn't made any movies.* 6. *False. There are a lot of mountains in Myanmar.*

H. Student write six sentences about themselves using each of the quantity expressions.

I. Students rewrite the sentences so they are true. There are a few correct answers for each.

Possible answers:

1. *A lot of* students want to attend university.
2. There *aren't any* people on the moon.
3. There are *lots of* mosquitoes in Myanmar.
4. There's *hardly any* rain in February.
5. *Quite a lot of* people speak English.
6. Teachers earn *very little* money.
7. There's *lots of* rice in Asia.

1.6 In the library

A. Introduce the exercise – explain that this is a photo of the social studies section of the Lek Tho Teacher’s Training College Library. Students match each topic with its definition.

Answers:

History – The study of the past

Politics – The study of power relationships

Psychology – The study of the human mind

Gender – The study of being male or female

Environment – The study of land, water, air and living things

Geography – The study of the world’s surface, countries, societies, etc.

Economics – The study of money, goods and services

Religion – The study of beliefs

Development – The study of improving living conditions

B. Elicit definitions of the words, or get students to check unknown words in their dictionaries.

C. Students **predict** the conversation. Ask students a few questions, e.g.

Are there many history books?

Are there a lot of psychology books? Why not?

Get students to make sentences, using expressions of quantity, about each topic.

Possible sentences:

There are a lot of / lots of books on history / geography / health

There are quite a lot of books on environment / development

There are a few / not many books on politics / gender

There are very few / hardly any books on economics / religion / psychology

D. Play audio 6.2. Students see if any of their sentences are mentioned on the audio:

...a lot of books on history and geography.

...very few books on psychology or religion.

...not many books on politics.

E. Play audio 6.2 two or three times. Students answer the questions.

Answers:

1. *Local groups.*

2. *Mostly from overseas.*

3. *They are written for people in Western countries – they aren’t so relevant to people here.*

4. *No, hardly any.*

5. *Most psychology books are too difficult.*

6. *Mostly in English, some in Myanmar, a few in Kayin and Kachin.*

7. *Yes.*

F. Students discuss what they would like to read from the library.

1.7 Practice with countable and uncountable nouns

- A. Students classify the nouns into countable and uncountable, using their dictionaries if necessary. If you like, give them a time limit to complete this exercise.

Answers:

Countable: *birthday community interview neighbour blanket culture (usually) factory holiday journey situation container jar onion programme vegetable army key opinion shower village assistant ceremony CV discount meal wedding idea person*

Uncountable: *air breakfast information toothpaste development environment (usually) fruit advice bamboo cloth education furniture stuff research love*

- B. Students write sentences about their classroom. They can use any nouns, not just the ones in A. Check they use the correct type of noun.

Answers:

1. There are a lot of (*countable noun*).
2. There are lots of (*countable noun*).
3. There isn't much (*uncountable noun*).
4. There are very few (*countable noun*).
5. There aren't many (*countable noun*).
6. There is quite a lot of (*uncountable noun*).
7. There are hardly any (*countable noun*).
8. There's very little (*uncountable noun*).

Get some students to read some sentences to the class. Does the class agree with the sentences?

- C. Students write questions that make the answers true. They can either write about themselves, or well-known facts.
- D. Students practise the questions and answers in pairs. Get a few pairs to read their questions and answers to the class.

2. Complaints

This section looks at the language of complaints and introduces the structures *too much/many* and *not enough*. There is also an exercise on expressing cause and effect with *so*. Before you start, **pre-teach** *complaint*.

2.1 *too* and *enough*

- A. Introduce the exercise: students will look at some problems of living in towns and cities, and hear some people complaining about their place. Look at the items in the box, and check that students understand these words. Do students think each item is a good or a bad thing? Which could be both good and bad?
- B. Look at the examples in the corner of the picture. Point out that:
- we use *too much/many* and *not enough* when there is a problem.
 - we use *too much* with uncountable nouns and *too many* with countable nouns.
 - we use *not enough* with both countable and uncountable nouns.

If students need further information, refer them to the ***too* and *enough*** section of the **Language Reference**. Students predict what the speakers on the audio will say and make sentences with the words in the box, using *too much/many* and *not enough*.

- C. Play audio 6.3 two or three times. Students look at the audioscript and check their sentences.

Answers:

1. *There's too much traffic*, and *too much pollution and noise* from all these cars and motorcycles.
2. *There aren't enough trees*. I love birds, but here there isn't anywhere for birds to live. *There isn't enough water* in this city either. Sometimes we can't wash in the mornings.
3. *There are too many police*. There are police on every corner these days. And *there are too many tourists*.
4. *There aren't enough schools*. My six year old daughter has fifty students in her class. That's too big. And *there's too much rubbish* in the streets. It smells awful.
5. *There's too much crime* – I'm afraid to go out at night. My friend's bicycle got stolen last week. *There aren't enough restaurants or cinemas*.

- D. Students write three complaints about the place they live, using *too much/many* and *not enough*.
- E. Students take turns to read out their complaints in groups of 5-8 (or to the whole class if you have a small class). What are the most common complaints?

2.2 What are their problems?

A. Students look at the pictures. **Elicit** students' ideas on why these people are annoyed. Students complete the sentences with their own ideas.

Possible answers:

1. There are too many news programmes. There isn't enough sport.
2. There's too much noise. There are too many students. There aren't enough books.

B. Students make notes of things they want to complain about: their home, school, health, etc. In pairs, students complain to each other, using *too* and *enough*, e.g.

At home my brothers argue too much. There aren't enough job opportunities in my area.

2.3 Cause and effect

*This activity is quite easy. If your students don't need more practice with *too* and *enough*, you can skip this.*

A. Pre-teach *cause, effect*. Students make sentences by matching the causes and effects using *so*.

Answers:

1. *There isn't enough charcoal so I can't cook dinner.*
2. *There's too much salt in this soup so it tastes awful.*
3. *There were too many people on the bus so it was a very uncomfortable journey.*
4. *I spent too much money so I can't pay my rent.*
5. *I don't get enough exercise so I'm very unhealthy.*
6. *I drink too much coffee so I can't sleep at night.*
7. *We don't have enough petrol so we can't drive the car.*
8. *There aren't enough teachers here so some children can't go to school.*

B. Students write their own sentences, using *too* and *enough* with *so*.

Get some students to read their sentences to the class.

3. Measurement

This section reviews containers, which students looked at in Unit 3, and introduces and practises units of measurement. It focuses on the metric system of measurements (metres, kilograms, millilitres, etc.), not the imperial system (feet, pounds, pints, etc.).

3.1 Units of measurement

A. Students decide if the nouns are countable or uncountable.

Answer: *They are all uncountable.*

B. Students put the nouns into appropriate containers.

Answers:

1. A bag of (all these things can come in bags).
2. Six bottles of milk / water / fishpaste / oil.
3. Another jar of coffee / fishpaste.
4. A large tin of milk / fishpaste / oil.
5. Half a cup of (all these things can come in cups).
6. Two cartons of milk / coffee.

Language/Culture Notes

Uncountable things can be counted when you put them into containers, e.g. *some rice* becomes *a sack of rice*, or *five kilograms of rice*. This is because containers are countable nouns.

Discuss what happens when you put the nouns into containers. Explain the information in the box.

C. Look at the examples. Students fill the gaps with a unit of measurement. Check they understand that these units, like containers, are countable nouns.

Answers:

1. Two metres of string.
2. Half a litre of oil.

Explain that you can also use units of measurement, e.g. *kilos/kilograms*, with countable nouns, e.g. *apples*. Liquids and materials are usually uncountable.

6. Two kilograms / kilos of bananas.
7. Half a kilogram / kilo of onions.

3. 200 grams of tea.
4. A litre of fruit juice.
5. Ten kilos / kilograms of pork.

8. 200 grams of chillies.
9. A kilo / kilogram of biscuits.
10. Ten kilos / kilograms of yellow beans.

D. Pre-teach *weight* (pronounced the same as 'wait'), *length* and *volume*. Students complete the sentences.

Answers:

We measure length using metres and kilometres.
We measure volume using litres and millilitres.

E. Brainstorm units of measurement and make a class list on the board, e.g. *pound, mile, viss* (1.6 kgs).

3.2 Pairwork: Listen and draw

This activity takes a long time, so skip it if necessary.

Pre-teach *scales* (a machine used to weigh things).

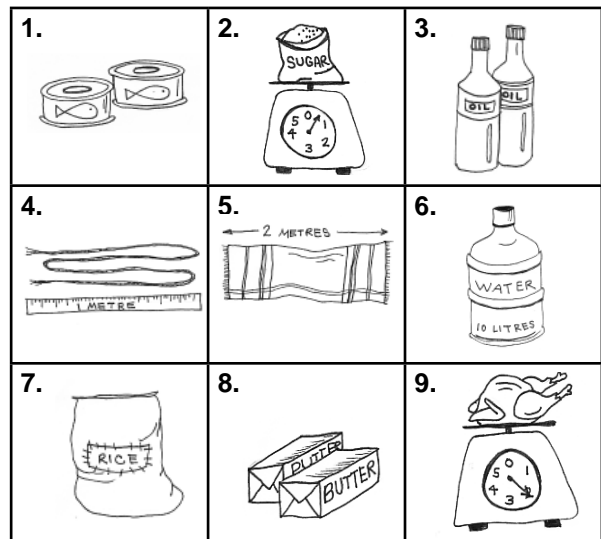
Students work in pairs. Partner A looks at this page, and Partner B looks at page 213. Each partner has different sections with drawings in them.

Partner A describes a section to Partner B, who draws it. Then Partner B describes a section to Partner A, who draws it. They continue until they have the same picture, which should look a little like this one:

If students find this difficult, elicit descriptions:

1. There are two cans of fish.
2. There's half a kilo of sugar on some scales.
3. There are two bottles of oil.
4. There are four metres of rope / string.
5. There are two metres of cloth.
6. There are ten litres of water. / There is a ten-litre bottle of water.
7. There's a bag of rice.
8. There are two kilos of chicken. / There's a two-kilo chicken.
9. There are two packets of butter.

Don't worry about the quality of the drawing!



3.3 Gap-fill dictation: The shopping trip

A. Play audio 6.4 two or three times. Students write the words they hear. For each *ping* sound, they draw a line. When they have finished, tell them to compare their writing with a partner's. Do they agree? Then tell them to look at audioscript 6.4 and correct any mistakes.

Answers:

I needed two _____ of rice and more _____, because there were so many relatives in my house! I went to the market. I bought the rice, and also a _____ of potatoes, a packet of _____ and two litres of _____. After this, I was very thirsty, so I sat down and drank a _____ of juice. On the way home, I stopped at the fish shop and bought two _____ of fish for dinner. I'm cooking it with _____ and a few spices. All my relatives are hungry!

B. Students fill the gaps, using their own ideas. Encourage imagination!

Possible answers:

I needed two kilos of rice and more fishpaste, because there were so many relatives in my house! I went to the market. I bought the rice, and also a bag of potatoes, a packet of biscuits and two litres of oil. After this, I was very thirsty, so I sat down and drank a bottle of juice. On my way home, I stopped at the fish shop and bought two kilos of fish for dinner. I'm cooking it with vegetables and a few spices. All my relatives are hungry!

4. The Present Perfect (2)

This section looks at the present perfect to describe continuing situations – things that started in the past and continue until now. It introduces the prepositions *for* and *since*, which are often used with this tense.

4.1 How long?

A. Students read the text and answer the questions.

Answers: *She lives in Yangon. She works at the Global Learning Centre. She stays in an apartment near Kandawgyi.*

B. Students decide which actions in the text are finished, and which are still happening

Answers: **Finished** – *lived in Hong Kong, stayed in a guesthouse, moved to an apartment*
Still happening – *has lived in Yangon, has been in her apartment for three weeks*

C. Students answer the questions using full sentences, e.g. *I live in Sittwe. I've lived here for three years.*

D. Tell students to read the **Present perfect or past simple? (2)** section of the **Language Reference**. In pairs, students tell each other where they work, study and/or live. Get some pairs to tell the class.

4.2 *for* and *since*

A. Students look at the picture. **Elicit** what is happening – they're waiting for a bus. **Pre-teach** *nearly*. Play audio 6.5 two or three times. Students complete the sentences. They will need to figure out what time people arrived, based on how long they've been there and the time now (nearly 12 o'clock).

Answers:

1. The woman arrived at 11.00. She's been there since 11.00.
2. The man arrived at 9.00. He's been there for nearly/almost three hours.
3. The family arrived at 11.50. They've been there for nearly/almost ten minutes.

Elicit or point out the rule for using *for* or *since*:

- We use *for* with periods of time (*five minutes, a week, three years*).
- We use *since* with a point in time (*last week, this morning, 9.30, February, 1998*).

Tell students to read the ***for* and *since*** section of the **Language Reference**.

B. Students fill the gaps with *for* or *since*.

Answers: 1. *since* 2. *for* 3. *since* 4. *for* 5. *since* 6. *for* 7. *since* 8. *since*

4.3 Aung Mon and San San Aye

A. Students read the text, and fill the gaps using *for* and *since*.

Answers:

2. She has worked for Central Accountants since 1994.
3. She has known Aung Mon since 2003.
4. They have been married since 2005.
5. They have lived in Insein Township for (four) years. (*in 2009*)
6. They have had a computer for six months.

B. Students write two answers to each question – one using *for*, one using *since*. The *for* answers depend on when they are written.

Answers (in March 2009):

2. *since 1994 / for fifteen years.*
3. *since 2003 / for six years.*
4. *since September 2005 / for four and a half years.*
5. *since February / for one month.*

C. Students make true sentences about themselves, using *for* or *since*.

Possible answers:

1. I've lived here since 1998.
2. I've lived here for five years.
3. I've studied English for ten years.
4. I've had a radio for three weeks.
5. I've known my best friend since 2002.
6. I've had my green jacket since 1999.
7. I've been a teacher for a few weeks.

5. Health

This section looks at health issues:

- parts of the body
- common problems, and how to express them
- cures for illnesses, and how to have a healthy life

5.1 Body parts

- A. Pre-teach** *torso* and *organs*. Students **brainstorm** a list of body parts in each category. If you like, do it as a **group brainstorm competition**. Write lists on the board. Make sure they include the following:

Answers:

head and neck: *face, chin, mouth, lips, teeth, nose, ears, throat*

arms: *shoulders, elbows, wrists, hands, fingers, thumbs*

torso: *chest, breasts (women only), stomach, back*

legs: *knees, ankles, feet, toes*

organs: *brain, heart, lungs, liver, kidneys, skin*

Explain the information in the box.

- B.** *This activity requires quite a lot of space and takes quite a lot of time. Skip it if necessary.*

Play **Thingy Says**. Stand in front of the class, and

get everyone to stand up. Say ‘Thingy says, touch your (body part)’. Students do what you tell them.

Explain that if you don’t say ‘Thingy says,’ they should not obey. If they do, they are out, and they must sit down. If they touch the wrong body part, they are also out.

Continue until a few students are left. Then get one of them to be ‘Thingy’.

Repeat the activity until it is clear that most students know the body parts well.

If this is too easy, add other verbs: ‘Thingy says shake your arm/stamp your foot/nod your head’, etc.

(NOTE: This is a good warm-up activity for later classes.)

Language/Culture Notes

In English, **hand** only refers to the part below the wrist, including the palm and fingers. It does not include the part between the wrist and elbow – that is part of the *arm*. We use **upper arm** for the part between the shoulder and elbow, and **lower arm** for the part between the elbow and the wrist.

Likewise, **foot** is only the part below the ankle, not including the part between the ankle and the knee. We can say **lower leg** for that part, and **upper leg** for the part above the knee.

5.2 At the clinic

- A. Pre-teach** *joints, ache* [pronounced *ake*], *hurt, pain, sore, rash* and *fever*.

Get students’ ideas about what this man’s illness is.

Answer: *dengue fever* – although it could be many other things, as these symptoms are common with many illnesses.

- B.** Use the text to focus on the words *ache, sore, pain* and *hurt*.

Point out that:

- *pain* is a noun (*I’ve got a pain.*) • *hurt* is a verb (*It hurts.*)
- *ache* can be a verb or a noun. (*It aches. / I’ve got an ache.*)
- *ache* is also a suffix. We can talk about a *headache*, a *backache*, a *toothache*...
- *sore* is usually an adjective. (*I’ve got a sore shoulder.*)

Students fill the gaps.

Answers:

My stomach hurts.

I’ve got a pain in my stomach.

My stomach aches.

I’ve got a sore stomach.

- C. Pre-teach** *symptoms* (pronounced *simp-tumz*). In groups, students try to think of the symptoms for malaria, a cold and a broken leg.

- D.** Students choose a different health problem – not one already mentioned in this section – and think of the symptoms for it.

In pairs, they describe their symptoms to their partner, who tries to identify the problem.

If you like, get some students to describe the symptoms to the class. Can the class guess?

5.3 Be careful!

- A.** Look at the pictures. **Elicit** students' ideas about the situation: What has happened? What is the problem?
Play audio 6.6. Students match the conversation with the picture.

Answers: Picture 1 – c Picture 2 – b Picture 3 – a

- B.** See if students can do this from memory first. If not, play audio 6.6 again two or three times.
Students match the sentences with the conversations.

Answers:

- | | |
|---|---|
| 1. He went to a party. – b | 5. He can't stand up. – a |
| 2. He slipped and fell over. – a | 6. He decided to lie down. – b |
| 3. He tried to lift a heavy bag. – c | 7. He thinks he has broken something. – a |
| 4. He doesn't like cigarette smoke. – b | 8. He's got a sore back. – c |

5.4 Cures

- A.** Students make as many useful sentences as they can, matching problems with solutions. **Elicit** students' ideas – what do they do in these situations?

Discuss the structure: *if/when* + present simple + present simple. This is sometimes called the *zero conditional*. We use it to talk about things that are always or generally true, e.g.

If it's sunny, clothes dry quickly.

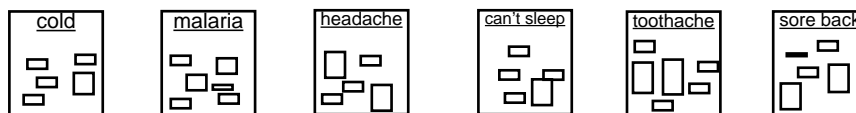
If you drink coffee, you can't sleep.

When people get angry, their faces go red.

When I have free time, I like to read novels.

Tell them that in this type of sentence, *if* and *when* usually have the same meaning.

- B.** Students write about themselves, and what they do in each situation. They discuss these problems in pairs. Get some students to explain their cures to the class.
- C.** Each pair takes two pieces of paper, and writes down their cures for two of the problems in **B**. Make sure they don't write the name of the illness on the paper! Collect all the cures from the students.
- D.** Put students in groups of four or five. Give each group some of the cures. The group decides what illness or problem each cure is for, and classifies them under that problem.
Get all the groups to put the cures for each problem together. If possible, get six large sheets of paper, one for each problem, put them on the wall, and get the groups to stick the cures on them. Then, if possible, students go around the room and check that their cures are recommended for the right problem.



If you have a crowded classroom, you might want to collect the cures and then give one to each student, or give two cures to each pair. They then identify what problem the cure is for.

For small classes, get the class to work together on sorting out the cures, but the students must not tell others what their own cures (the ones they wrote) are for.

5.5 A healthy lifestyle

- A.** Have a class discussion about ways to stay healthy.
- B. Pre-teach** *regularly* (often, frequently). Students read the questions. Clarify anything they don't understand. In pairs, students interview each other using the questionnaire.
Then check they know which ones indicate good health (2 and 8), and which ones bad health (1, 3, 4, 5, 6, 7, 9 and 10).
- C.** Students add up their partner's score and read the results analysis. They tell their partner. If you like, get a few students to report briefly to the class about their partner, e.g.

Ma Aye scored 9, so she is quite healthy. However, she smokes and drinks too much, and doesn't eat enough fruit and vegetables.

6. Making Appointments

This section focuses on making appointments: contacting people and arranging a convenient time to meet. There is no new language taught in this section; it is mostly fluency practice for previously met structures and functions.

6.1 Making an appointment

- A. Brainstorm** situations in which students might need to make an appointment. Ask students if they have done this recently, and what the situation was. Was it easy or difficult?

Elicit phrases that people might use to arrange an appointment.

Write students' suggested phrases on the board.

- B.** Establish the situation by reading the text. Play audio 6.7. Students listen and fill the gaps.

Answers:

U Aung: Hello?

Cho Cho: Hello, is U Aung there, please?

U Aung: This is U Aung. How can I help you?

Cho Cho: I'm Cho Cho from the Teacher Training College Library. I'd like to make an appointment to meet with you.

U Aung: Well, I'm away this week, but I'll be back next week. How about Monday morning, 11.30?

Cho Cho: That's fine.

U Aung: OK, see you then.

Cho Cho: Thank you. See you on Monday.

- C. Pre-teach** *inconvenient*. In pairs, students decide on alternative things Cho Cho could say.

Possible answers:

1. *I'm sorry, I'm busy on Monday. How about Tuesday?*

2. *I'm sorry, 11.30 is not possible for me. Can we meet later?*

3. *I'd like to talk about our school library. We're trying to get some money to buy more books.*

- D.** In their pairs, students choose one of the situations from **C** and write a conversation about it using the format of the conversation in **B**.

- E.** Pairs practise their conversations. Get a few pairs to perform their conversations to the class.

6.2 An appointment with Ban Ki-moon

- A.** Check that students know of Ban Ki-moon (the Secretary-General of the United Nations since 2006). Establish the situation: each student is a journalist working for *Famous People* magazine. They want to interview Ban Ki-moon when he visits their town. They are phoning him to make an appointment. Students fill the gaps in the conversation with their own ideas.

Possible answers:

You: Hello. I'm (student's name) from Famous People magazine. I'd like to interview you when you are in (your town).

Ban Ki-moon: Well, I'm very busy that day. I'll look at my schedule. Hmmm...

You: Are you free at 11.30?

Ban Ki-moon: Sorry, I'm meeting the NGOs at 11.30.

You: How about quarter to four?

- B.** In pairs, students write the rest of the conversation. They can either agree to meet, or decide that it's not possible. Get a few pairs to perform their conversations to the class.

7. Writing: Informal Letters and Emails

This section looks at the language and formats used in informal letters and emails. If your students are unfamiliar with email, you can use this as an introduction to electronic communication.

7.1 Informal letters

Students read the introduction. Clarify anything they don't understand.

A. Review the words *formal* and *informal* (*formal* in this context means official, following requirements, and *informal* means casual, relaxed and unofficial.)

Elicit some times when you might send an informal letter or email.

Possible answers:

- To invite someone to a casual event (e.g. a party, a meal)
- To congratulate a friend on a special occasion (e.g. graduation, promotion)
- To thank a friend or family member for something (e.g. a gift, staying at their house)
- To tell a friends some news, and ask about what is happening in their lives

B. Pre-teach *ages* (an informal word meaning a long time), *barbecue* (an outdoor party where you cook meat and/or vegetables outside over a charcoal fire), *make it* (to manage to come) and *greeting*. Students read the letter and identify the different parts.

Answers:

1. June 21, 2009
2. Hi Htoo Aung!
3. How are you?... Let us know if you can make it (Tel: 033610095).
4. Hope to see you soon,
5. Neil

C. Pre-teach *reject* and *accept*. Match the types of informal letters on the left (1-4) with the phrases on the right (a-d):

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

7.2 Emails

Pre-teach *automatically*. Students read the introduction. Clarify anything they don't understand.

A. Pre-teach *available*. Students read the email and identify the different parts.

Answers:

1. htwehtwe442@bizmail.com
2. sansanaye@centralaccounting.com
3. job news
4. 21/01/09
5. Hi Ma San San Aye,
6. How are you? I hope you and Ko Aung Mon are well.
7. I've quit my job... Are you free on Thursday?
8. See you soon, and say hi to Ko Aung Mon from me!
9. Love, Htwe Htwe xxx

NOTE: The xxx at the end of an email or letter represents kisses. People sometimes include this when they are writing to very close friends or relatives.

B. Students identify the main point of this email, and write a short summary.

Example answer:

Htwe Htwe has quit her job and wants a new one. She wants to meet Ma San San Aye.

C. Students write an informal letter or email inviting a close friend or relative to a party. When you check it, see that they have included all the relevant information (*a greeting, details about why, when and where the event is happening, contact information and a closing*).

8. Thinking about Learning: Language Awareness

This optional section is about languages and communication. It looks at:

- what is a ‘native speaker’
- formal and informal language learning

8.1 Who’s speaking?

This is a trick exercise. It is not possible to know what people’s voices sound like from their photographs, except whether they are male or female (and maybe age)!

A. Play audio 6.8, pausing after each speaker. Students listen, and try to match the photos with the spoken voices.

B. In groups, students discuss how and why they decided who was who.

Answers: Nicolas – 5 Ros – 3 Tun Tun – 2 Tze Ming – 4 Tanny – 1

8.2 Native speakers?

A. In groups, students listen to audio 6.8 again, and decide who they think is a native speaker and who speaks English as a foreign language.

Answers: *Native speakers* – Ros (Australian), Tze Ming (American)

Non-native speakers – Nicolas (French), Tanny (Thai), Tun Tun (Myanmar).

B. There are opinions only! There are no objective answers to this.

Language/Culture Notes

There is a lot of debate over what is a **native speaker** of English. For example, is someone a native speaker if he was born in Myanmar, both parents are Myanmar nationals, and they moved to Australia when he was 10? In some countries, such as Singapore, Nigeria, India and the Philippines, many people speak English as a first language, and others never learn English, depending on their family background. Other people, from many countries, go to an English-medium school and speak another language at home. Many of these people are completely fluent in English.

One common view is that people who *use* English (not just learn it as a school subject) in early childhood are native speakers. Others see it as a matter of fluency: perfect structural and vocabulary control, using one of the standard ‘native’ pronunciations (US, Indian, New Zealand, Jamaican, etc.).

C. These two recordings are of people speaking. One is from New Zealand, one is from Myanmar. Pre-teach qualifications. Play audio 6.9 two or three times: students decide which speaker is easier to understand.

One opinion:

The Myanmar speaker is slower, and perhaps her accent is more familiar to students. She stops sometimes to think about what she is saying. The New Zealander is very fast, but her pronunciation is more accurate.

Point out to students that if they go on to work in an organisation or to study, a lot of the English they use will be with non-native speakers (Europeans, Africans, people from other Asian countries). It is very useful for students to hear as many different types of English as they can – native and non-native – in many different accents.

8.3 Formal and informal language learning

A. Students think about the languages they can speak. Which ones can they read and write?

B. Discuss the difference between learning formally (by studying it systematically, usually with a teacher), and informally (through seeing, hearing and using it in daily life). In pairs or groups, students discuss the questions about each language they speak.

Often, formal study of grammar, vocabulary and pronunciation is done with non-native languages, not native languages. However, in some places the native language is taught formally at school, and some people learn non-native languages without formal study.

C. In pairs or groups, students discuss the advantages and disadvantages of formal and informal language learning.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. Countable or uncountable?

Answers:

Countable: qualification, roof, solution, appointment, disease, pocket, instructions, language, receipt, divorce, interview

Uncountable: pollution, fruit, development, traffic, wool, make-up, meat, entertainment, advice

B. some and any

Answers:

1. There's some water in the bucket.
2. There aren't any goats in the compound.
3. He wants some more friends.
4. My parents haven't got any trees in their garden.
5. Are there any children in your house?
6. Could I borrow some shampoo?
7. We are waiting for some visitors.
8. I haven't heard any news on the radio.

C. Offers and requests

There are a few possible correct answers.

Possible answers:

1. *Would you like some sugar for your coffee?*
2. *Do you want some cake?*
3. *Would you like some fruit?*
4. *Can I please borrow some money?*
5. *Can I have some more pens for the class?*
6. *Could I have some more tea, please?*

D. Quantifiers

Answers: 1. *quite a lot of* 2. *not much* 3. *'s hardly got any.* 4. *some* 5. *any*

E. few and little

Answers: 1. *very little* 2. *a few* 3. *very few* 4. *a little* 5. *a few* 6. *very few*
7. *very little* 8. *a little*

F. too much/many

Answers:

- *He drinks too much beer.*
- *He eats too much meat.*
- *He smokes too many cigarettes.*
- *She watches too much TV.*
- *She eats too many cakes.*
- *She drinks too much coffee.*

G. not enough

Possible answers:

1. We want to go to the conference, but there isn't enough time. / we haven't got enough time. / we don't have enough time.
2. We're trying to grow a vegetable garden, but we haven't got enough seeds. / we don't have enough seeds. / there aren't enough seeds.
3. The students can't go to school because there aren't enough teachers.
4. I'm trying to write a report, but I haven't got enough information. / I don't have enough information.
5. I want to invite you over for dinner, but we haven't got enough food. / we don't have enough food. / there isn't enough food.
6. The organisation needs a new computer, but there isn't enough money. / they don't have enough money. / they haven't got enough money.

H. Measurement

Answers:

2. metres (or centimetres)
3. grams (or kilograms)
4. grams (or kilograms)
5. litres (or millilitres)
6. metres (or centimetres)
7. litres
8. millilitres (or litres)

I. Containers

Answers:

1. packet, sometimes box or tin
2. bag, sometimes box
3. carton, sometimes can or bag
4. jar, bottle, tin
5. bowl, plate, bag

For 6-10, many answers are possible.

Possible answers:

6. fruit, oil
7. cigarettes, sweets
8. jam, sweets
9. fish, beans
10. juice, milk

J. for and since

Answers:

- | | |
|----------|-----------|
| 1. for | 6. since |
| 2. since | 7. for |
| 3. since | 8. since |
| 4. for | 9. for |
| 5. since | 10. since |

K. Making an appointment

Answers:

- I'd like to make an appointment to see Ms Park, please.
- Is it important?
- Yes, it's quite important.
- OK. Can you come here tomorrow afternoon?
- Yes, I can.
- How about 2.30?
- Yes, that's fine.

L. Body and health crossword

The clues for this are in two parts. The body parts are in the picture, and the conversation gives information about what the problem is. Students read the conversation, and look at the letters in the gaps to see which body part is the clue. Other clues refer to diseases or symptoms.

Answers:

- Across:** 1. malaria 5. knee 6. teeth 7. eye 8. heart 12. one 13. ear 14. do
Down: 1. mouth 2. ankle 3. fever 4. stomach 8. head 9. toe 10. sore 11. fell

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Six. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *social studies*
2. *reject*
3. *workshop*
4. *skin*
5. *appointment*
6. *elbow, joints, throat, wrist*
7. *beliefs*
8. *librarian*
9. *communicate*
10. *experience*
11. *quantity*
12. *heat*

C. Divide students into two teams. Give one member from each team a word from the wordlist. They mime the word to the rest of their team (no speaking aloud). The first team to guess the word gets a point for their team.

You can also do some activities from the **Vocabulary review** sections of Units 1-5.

Test

On page 278 there is a test of the language and skills from Units 5 and 6. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 281.

Unit Seven

1. Predicting the Future

This section looks at ways to predict the future, using the structure *will* in positive and negative sentences and question forms.

1.1 Fortune telling

- A. Introduce** the activity: discuss fortune telling. Have any students been to a fortune teller? What did they say? Were any predictions correct?
- B.** Tell students to look at the picture and establish the situation: a woman is visiting a fortune teller to get predictions about her future life. Students look at the words and phrases in the box. Clarify anything they don't understand. (NOTE: *happily ever after* is a phrase used in stories to mean that someone lived happily until their death.)
What do students think the fortune-teller is predicting? **Elicit** students' ideas, and write some on the board.
- C.** Play audio 7.1 two or three times. Students listen, and check their predictions. Were any correct?

Answers:

You will go to university, and graduate with very high marks.

You will meet a handsome American man.

You will like him a lot.

He will ask you to marry him.

At first, you won't agree.

But later, you will marry him and move to America.

Your parents will be unhappy.

You won't like America.

You will have a beautiful baby daughter.

You will miss your family.

You will all return to your country.

Everyone will live happily ever after.

- D.** Check students understand that *won't* is a contraction of *will not*.
Copy the chart onto the board. Students complete the chart using the grammar terms.

Answers:

Column 1 – subject

Column 2 – modal verb

Column 3 – base verb

Elicit some more examples of sentences with *will* and *won't*.

Tell students to read the ***will*** and **Modal auxiliary verbs: General** sections of the **Language Reference**, but NOT the **Questions and answers** part yet – they will look at that later.

- E.** Students decide whether the sentences are grammatically correct or not, and correct the wrong ones.

Answers:

1. *wrong* (She will take you...)

2. *right*

3. *wrong* (He will be...)

4. *wrong* (Eh Soe will eat with us...)

5. *right*

6. *right*

F. Students read the situation, and use the verbs in the box to make predictions.

Possible answers:

2. *She won't pass her exams. She'll fail them.*
3. *He'll miss his bus. He won't catch it.*
4. *She'll stay in bed. She won't go to the party.*
5. *They'll lose the game. They won't win.*

G. Students make four predictions – two with *will* and two with *won't* – about what will happen tomorrow.

H. Get some students to read their predictions to the class. Do people agree with these predictions?

1.2 Questions with *will*

A. Students complete the chart, using the grammar terms.

Answers:

- Column 1 – question word*
- Column 2 – modal verb*
- Column 3 – subject*
- Column 4 – verb*

B. Students write *yes/no* or *wh-* questions with *will*.

Answers:

2. *How many ducks will we need?*
3. *What time will the car leave? / When will the car leave?*
4. *Will it rain tomorrow?*
5. *Will there be food at the party?*
6. *Where will you go tomorrow?*
7. *When will I see you again?*
8. *How much will the books cost?*
9. *Will the meeting start on time?*
10. *Will the new teacher be single?*

1.3 Roleplay: Tell a fortune

A. *Exercise A is optional. If you don't have much time, you can skip it. If you choose to do this section, do not spend much time on it – just have a brief discussion then move onto the roleplay.*

Discuss what students know about fortune telling. How do people do fortune telling in the students' communities? Do they know of any ways of telling fortunes that are not used in their communities? Look at the pictures and text, and clarify anything the students don't understand.

- B.** Students work in pairs. Encourage them to work with someone they know. Students use what they know about their partner to think of six predictions about their future life. They also make a list of about six questions about what they want to know about their own future.
- C.** In pairs, students take turns to tell each other's fortune, and to ask questions about their future. Get a couple of students to perform their discussion to the class. You may want to **demonstrate** this activity first, with a confident student.

1.4 Pairwork: A visitor from the future

- A.** Students work in pairs or groups. Each pair/group makes a list of predictions about life in the year 3050. Write the predictions on the board.

Pre-teach *to travel through time* and *time travel* (when someone goes into the future or the past). Ask if students think time travel will be possible in 3050. If necessary, go through short answer forms with *will*:

Yes, I/you/she/he/it/we/they will.

No, I/you/she/he/it/we/they won't.

Yes, there will.

No, there won't.

- B. Pre-teach** *time traveller* (someone who travels through time), *time machine* (a machine used to travel through time), *control*, *cancer*, *bomb* (verb and noun), *petrol*, *logging*, *extinct*, *population*. Students work in pairs. Partner A looks at page 100; Partner B looks at page 213. Partner A is a visitor from 3050. S/he reads the text, and prepares to answer questions about it. Partner B wants to know about life in 3050. S/he prepares questions to ask. Students ask and answer the questions. Where relevant, students should give information in their answers, not just *yes* or *no*.

Questions and possible answers:

1. *Will computers control everything?* - *Yes, they will. There will be computers everywhere. Computers will do all the work.*
2. *What will people do?* - *They won't work. They will have a lot of free time.*
3. *Will there be diseases?* - *There won't be AIDS or malaria, but there will be cancer and colds, and many new diseases.*
4. *How long will people live?* - *About 150 years.*
5. *Will people live on Mars?* - *Yes, there will be a large human population on Mars.*
6. *Will time travel be cheap?* - *No, it will be very expensive.*
7. *Will there be cancer?* - *Yes, there will.*

- C.** Students change roles. Partner B is a visitor from 3050. S/he reads the text on page 213, and prepares to answer questions about it. Partner A wants to know about life in 3050. S/he prepares questions to ask. Students ask and answer the questions.

Questions and possible answers:

1. *Will there be enough food and water?* - *Yes, there will. Scientists will discover ways to grow lots of food with little land.*
2. *Will people have wars?* - *Yes, Japan and Canada will be at war.*
3. *Will there be refugees?* - *Yes, there will. Canadian refugees will cross the border into the US.*
4. *Who will be Secretary-General of the United Nations?* - *A woman from Jupiter.*
5. *Will cars use petrol?* - *There won't be any cars. People will fly small aeroplanes that use water.*
6. *Which animals will be extinct?* - *Elephants, tigers and chickens.*
7. *Will there be trees?* - *Yes, there will be lots of trees. Logging will be illegal.*

2. Probability

This section introduces various structures for expressing probability and possibility:

- the modal auxiliary verb *might*
- *will probably* and *probably won't*
- *maybe* and *perhaps*

It focuses on degrees of probability, and how to express them.

2.1 It might happen

A. Tell the students to close their books, then establish the situation: Aung Mon is going away for a job interview, and his wife San San Aye is advising him about what he should take with him.

Play audio 7.2. Students listen, and write a list of the things she suggests he take.

Answers: *an umbrella, money, a warm jacket, an extra shirt.*

B. Students open their Student's Books. Play audio 7.2 again, and students identify the reasons San San Aye recommends he take the items.

Answers: **2.** *more money – he might need to stay overnight.*

3. *warm jacket – he weather might be cold.*

4. *extra shirt – he might get dirty on the bus.*

C. Look at the items pictured. San San Aye thinks Aung Mon should take them. In pairs or individually, students think of reasons he might need them. They write sentences advising Aung Mon to take the items.

Possible answers:	telephone:	<i>You might need to call someone.</i>
	bottle of water:	<i>You might get thirsty.</i>
	camera:	<i>You might want to take some photos.</i>
	notebook and pencil:	<i>You might want to write something.</i>
	hat:	<i>You might get cold. / It might be very sunny.</i>

D. Brainstorm a class list of other things he could take, and why.

2.2 *might*

A. Elicit the use of *might* (to show that you are not sure about something). Tell students to read the *might* section of the **Language Reference**.

Students write sentences using *might*, expressing the same information in the sentences.

Answers:

2. *I might see him again.*

3. *Si Si might be late.*

4. *My friends might visit me.*

5. *He might be sick.*

6. *She might come.*

7. *They might invite us.*

8. *My brother might study next year.*

9. *He might be Thai.*

10. *She might be playing her piano.*

B. Students complete the conversation, using *might* and the verbs in brackets.

Answers: • *he might be* in the library. • *You might find* him in his room

• *he might be* asleep. • *She might know* .

2.3 The next three years

A. Students write prediction sentences using the structures in the box. They should use their real opinions.

Check by prompting, e.g. 'go overseas?', and pointing to students one by one. They give their predictions, e.g. 'I probably won't go overseas.'

B. Tell students to read the **Probability** section of the **Language Reference**. Students write five predictions about their future life, using the structures provided.

C. Students tell their predictions to the class. If you have a large class, get students to tell a partner or group.

Extra Idea

Instead of **C**, students write their predictions on pieces of paper. Number these, and put them up on the classroom wall. Students go around the class reading the papers, and guessing which student wrote each paper. Of course, this activity only works if they don't already know each other's handwriting!

3. *if...*

This section deals with uses of *if* and *when*. It introduces the first conditional, and revises the zero conditional, which students looked at in Unit 6.

3.1 Global warming

- A.** Discuss global warming. Do students know what it is? Write their ideas on the board. How will it impact on student's lives? Write up their ideas about that too. Only spend about 5-10 minutes on this exercise, and don't worry if students are not sure.
- B.** Look at the pictures. What do they show? **Elicit** ideas about how global warming might affect the things in the pictures.
- C. Pre-teach** *temperature, gas, policy, climate, increase*. Ask students if they understand the words in bold in the text. Discuss the meanings of these words, and write definitions on the board if necessary.
- global warming:** *the world's temperature is getting hotter.*
fossil fuels: *something you burn to get energy that comes from very old, dead plants and animals.*
carbon dioxide: *a gas that is produced when something is burned.*
atmosphere: *the area surrounding the earth.*
deforestation: *cutting down forests.*
absorb: *to take in and hold something, such as a gas or liquid.*
sea level: *the height of water in the sea.*
storm: *very bad weather with strong wind and rain.*
flood: *when water temporarily rises and covers the land.*
hurricane: *a very bad tropical cyclone (storm), with winds over 74 miles per hour.*

Students read the text. Clarify anything they don't understand.

Then they match the sentence halves.

- Answers:** 1. *If there are fewer trees, there will be more carbon dioxide in the atmosphere.*
2. *If sea levels rise, many areas will be under water.*
3. *If there are more mosquitoes, more people will get malaria.*
4. *If people can't grow food crops, they won't have enough to eat.*

- D.** Students identify the tenses used to make the first conditional.

Answer: *The first half is present simple. The second half is future with 'will'.*

- E.** Students complete the sentences using a phrase with *will*.

Possible answers:

1. If a village floods, the people there will *need a new place to live*.
2. If plants can't live in an area, animals *will have problems*.
3. If there isn't enough food, people will *move to a new area*.
4. If people can grow different food crops, they will *suffer less from global warming*.

- F. Pre-teach** *products, the public, fault, taxes, damage, agriculture, blame, lead to*. Play audio 7.3, two or three times if necessary. Students listen, and list the suggestions to try to reduce global warming.

Answers: - *use less fossil fuels* - *don't buy things you don't need*
- *don't use cars or motorbikes – walk or cycle* - *don't burn rubbish*
- *don't fly – take buses and trains* - *plant trees*
- *don't use air conditioning – use a fan* - *reduce deforestation*
- *turn off lights when you're not using them*

- G.** Play audio 7.3 again. Students listen and identify what Lucy says about the items listed.

Answers: 1. bicycles: *You will get exercise if you ride one.*
2. rubbish: *Don't burn it, as this puts more carbon dioxide into the atmosphere.*
3. trees: *Plant them. They absorb carbon dioxide.*
4. governments: *Afraid to increase taxes on fossil fuels because they might damage the economy. Afraid of businesses, as they might cause problems if they lose money and the government tries to control them.*

3.2 The first conditional

A. Students read the information. Clarify anything they don't understand. They fill the gaps with the present simple or *will* + verb.

Answers: 2. We 'll be late if we don't leave soon.

3. If I go out for a few minutes, will you watch the baby?.

4. We won't move to the city if I find a job here.

5. You will have more friends if you are nice to people.

6. Will you still love me if I leave you?

Point out that in the first conditional:

- The *if* clause is usually in the present simple, and the main clause usually uses *will*.
- We usually use a comma if the *if* clause comes first, but not if the main clause is first.

B. Students do the **Conditional Consequences** activity. Give students the example sentence. The first student takes the main clause, and turns it into an *if* clause, adding a new main clause. The next student does the same with the new sentence. Continue until nobody can think of another sentence, and start with a new sentence, e.g. *If it rains tomorrow, the roads will get muddy.* or *If I get a lot of money, I'll give it to my teacher.* If you have a large class, the activity can be done in groups.

3.3 *if* and *when*

A. Students read the conversation, and put it in order. There are a few other possible ways to do this, but this is the most likely.

Possible answers:

1 – Goodbye... Don't forget to call me.

2 – OK, I'll phone when I get to the bus station.

3 – And send me a postcard.

4 – OK, I'll send a postcard when I get to Bangkok.

5 – Do you have enough money?

6 – I think so, but if I don't have enough, I'll borrow some from Uncle Bob.

7 – And be careful!

8 – Don't worry, I'll contact you if I have any problems.

Ask students what they think is the relationship between the speakers.

Answer: Probably parent and child, or any older relative and younger relative.

B. Elicit students' ideas as to when we use *if*, and when we use *when*.

Answer: **When** – the situation in the condition clause is sure to happen.

If – the situation in the condition clause might happen.

e.g. *When I go to Bagan, I'll buy a new hat.*

The speaker is definitely going to Bagan.

If I go to Bagan, I'll buy a new hat.

The speaker might go to Bagan.

C. Students fill the gaps with *if* or *when*.

Answers: 1. *When* 2. *If* 3. *If* 4. *when* 5. *when*

3.4 Conditionals with other modals

This section looks at variations on the zero conditional (general truths) and first conditional (possible futures), with different modal verbs. Point out that *will* is not the only modal auxiliary you can use in the first conditional – *can*, *should*, *might*, *may* and *must* are also common. We can use *ought to*, *have to*, *need to* and *going to* as well. They are not modal verbs but they work in a similar way.

A. Students match the sentence halves.

Answers:

a. If he touches me, *I'm going to hit him.*

b. I can buy a car *if I get a lot of money.*

c. If you have a problem, *I might help you.*

d. When you get up, *you should have a shower.*

e. If you want to learn Chinese, *you should speak with Chinese people.*

f. Rivers are quite dangerous *if you can't swim.*

g. When you go to university, *you'll have to work really hard.*

h. If I don't post the letters now, *I must do it later.*

B. Students complete the sentences.

Possible answers:

1. ...*I can buy a computer.*

2. ...*if you want to pass your exam.*

3. ...*I'll work in a factory.*

4. ...*we can eat.*

5. ...*if we finish our work quickly.*

6. ...*if people help each other.*

7. ...*when I finish work.*

8. ...*I'll never speak to you again.*

9. ...*we should go to a movie.*

10. ...*it might bite someone.*

4. Places and Directions

This section deals with places: what they are, what people do there, and how to get to them. It covers:

- vocabulary of common buildings and geographical features
- describing and evaluating different places
- asking and answering about directions.

4.1 Indoors and outdoors

- A.** Students **brainstorm** a list of places. Make sure they know NOT to write proper nouns like Sittwe, Dagon Township, Malaysia, The Golden City Restaurant, etc. If necessary, give them a few examples. Write the list on the board. Make sure they include the following:

river, office, railway station/train station, forest, bus stop, factory, post office, fields/paddy fields/paddies, mountain, beach, park, playground, swimming pool, police station, island, sports ground/stadium, bank, clinic/hospital, hill, café/restaurant/teashop, internet café, airport

- B.** Students decide which places are indoors and which are outdoors. Some places can be both.

Answers:

indoors: *office, factory, post office, police station, bank, clinic/hospital, internet café*
outdoors: *river, forest, bus stop, fields/paddyfields, mountain, beach, park, playground, island, sports ground/stadium, hill*
both: *railway station, swimming pool, café/restaurant/teashop, airport*

- C.** Students put a tick beside all the places they have been to in their lives.

Get students to tell their partner, then perhaps the class, about their list, e.g.

I've been to an office, a factory and a river, but I haven't been to a post office, a swimming pool or a railway station.

Make sure they use *or* to join items with a negative verb (*haven't been*), and *and* for ones with a positive verb (*have been*).

4.2 Around town

- A.** Establish the situation: these groups of people are visiting a town, and want to know what they can do. **Pre-teach** *nature*. Students read what the visitors say. Clarify anything they don't understand. Students identify each of the places in the pictures on pages 104 and 105.

Answers:

a. church **b.** cinema **c.** library **d.** temple/pagoda **e.** mosque **f.** park
g. teashop **h.** zoo **i.** museum **j.** mountain **k.** lake **l.** river **m.** playground
n. nightclub **o.** sports ground/sports field/football ground **p.** theatre

Explain the information in the box.

Language/Culture Notes

The word **nightclub** (or just **club**) is the same in Myanmar. However, in Western countries, and many non-Western countries such as Thailand, most nightclubs do not have sex workers. Both men and women go there simply to drink, socialise and dance.

B. Students match each group of visitors with places they might visit.

Possible answers:

1 – *students*: library, mosque, church, temple, zoo, museum, theatre

2 – *relax*: cinema, teashop, park, river, lake

3 – *sports*: park, river, lake, mountain, sports ground

4 – *nightlife*: nightclub

5 – *children*: library, cinema, park, zoo, playground

6 – *nature*: park, river, lake, mountain

C. In groups, students write six lists of places these visitors could go in their area.

Write class lists on the board.

4.3 Listening: Living in Chiang Mai

A. Read the introduction, and establish the situation: Alice and U Ba Shwe are teachers from Myanmar who are living and working in Chiang Mai, Thailand.

Pre-teach *twice*, *work permit* (official document that allows people from outside the country to work legally), *cost of living* (how much money you need for daily expenses), *entertainment* (things you can do for enjoyment), *pollution* and *plenty* (enough or more than enough).

Play audio 7.4. Students listen, and decide who talks about which things. They mark it on the table.

Answers:

	Alice	U Ba Shwe
1. cost of living	✓	✓
2. entertainment	✓	
3. food	✓	
4. security		✓
5. pollution		✓
6. education	✓	✓

B. Play audio 7.4 again. Students write what the people say about each issue.

They don't need to write exactly what the person says, just the main points.

Possible answers:

2. *entertainment*: Alice says there is a lot to do – it's busy and exciting.

3. *food*: Alice says there's plenty of different types of cheap food: Thai, Myanmar, Chinese and Western.

4. *security*: U Ba Shwe says security is bad – his wife is afraid to leave the house.

5. *pollution*: U Ba Shwe says it's polluted and there's too much traffic and too many people.

6. *education*: U Ba Shwe says his children can't go to school there. Alice says she attends English classes twice a week.

C. Students write sentences about these six issues in their own area.

Get them to read their sentences to the class.

Do most of them have similar or different opinions?

4.4 How do I get to...?

A. Brainstorm questions Paw Paw might want to ask to find out about the neighbourhood. Write their questions on the board, e.g.

- *Is there a market near your house?*
- *Where's the clinic?*
- *How do I get to the park?*

B. If necessary, review prepositions of place and movement with them first:

place: *behind, in front of, between, next to, near, opposite, in, on, at*

movement: *across, into, out of, past, around, through, up, down, under, over*

Students match the phrases with the pictures. Clarify anything they don't understand.

Answers:

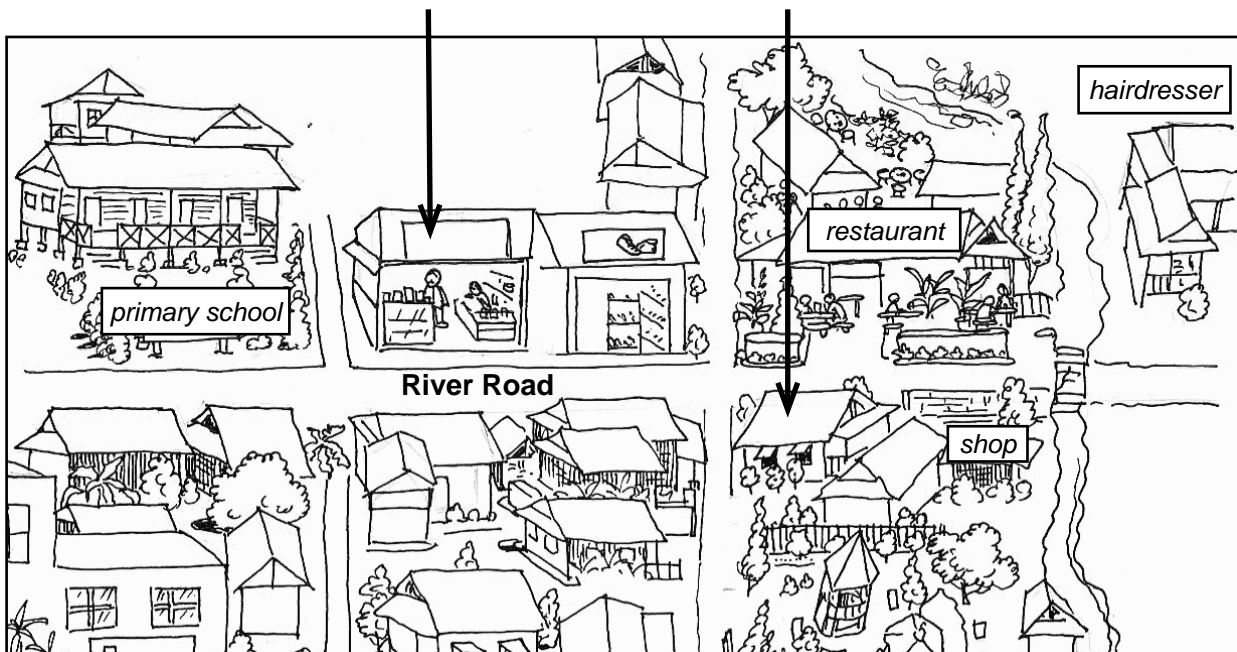
1. *Go past the park*
2. *Turn right into Bridge Street*
3. *Go through the market*
4. *Go around the market*
5. *Go down Central Street*
6. *Take the second left*

C. Pre-teach documents. Play audio 7.5 two or three times. Students identify where Lu Lu Aung's house and the photocopy shop are.

Answers:

photocopy shop

Lu Lu Aung's house



D. Students follow the directions, and identify where they are.

Answers:

1. *the hairdresser*
2. *the restaurant*
3. *the cinema*

E. Students look at the map, and write some directions. There are several possible answers.

Possible answers:

1. *Go out onto Park Street, turn left, cross over Central Street and the petrol station is on your right.*
2. *Go down Park Street a little bit, and you'll see it on your right.*
3. *Turn left into Central Street, and take the second right into Station Road. When you get to River Road, turn left, and the teacher's house is on the left, opposite the primary school.*
4. *Go down River Road, and take the second right into Park Street. Walk through the park, and across Central Street. Go around the market.*

4.5 In your neighbourhood

A. Students identify the places where people can do the activities listed.

Answers:

1. *shop/market/supermarket*
2. *bus stop/bus station*
3. *cinema*
4. *hairdresser/barber*

They then think of the most convenient place to do this near their class, and write directions to them.

B. In pairs, students give and receive directions. You may want to demonstrate an example dialogue first, e.g.

A: *Excuse me, is there a market near here?*

B: *Yes, there is. It's behind the high school. Go down Forest Street, turn left into 24th Street, and the school is on your right. The market is behind it.*

5. Pronunciation: Silent Letters

This section provides practice of common words containing silent letters.

5.1 Code puzzle

A. Students say the words to themselves, and decide which letter is not sounded.

Answers:

- | | |
|---------------------|--------------------|
| 1. <i>whisper</i> | 5. <i>cupboard</i> |
| 2. <i>mechanic</i> | 6. <i>hour</i> |
| 3. <i>chemistry</i> | 7. <i>sign</i> |
| 4. <i>catm</i> | 8. <i>knock</i> |

B. Play audio 7.6. Students listen and check their answers.

Play the audio again. Students repeat. Do this again if necessary.

C. Students write the silent letters in the gaps and spell a message.

Answer: *You have nearly finished Unit Seven, page one hundred and seven. Good luck!*

D. *This activity gives extra practice of the words in A and B. Skip it if you don't think your students need extra practice of these, or if you are short of time.*

Students write sentences using as many of the words as possible. (If you have a big class, you can do this in pairs or groups.)

For each sentence, they get one point if they use one word, two points if they use two words, etc.

After five minutes, they count up their scores and read their sentences to the class. (If you have a big class, students can check their sentences with other students in groups.) If the sentences are incorrect, take away points. Which student (or pair or group) got the most points?

5.2 Common silent letters

A. In pairs or individually, students decide which of these words have a silent *h*, and which have a sounded *h*.

Answers: *Silent:* when, white, whisky, honest, ache *Sounded:* perhaps, hotel, home, whole

B. In pairs or individually, students decide which of these words have a silent *w*, and which have a sounded *w*.

Answers: *Silent:* two, wrist, wrong, answer, who *Sounded:* away, wing, west, wheel, walk

C. In pairs or individually, students decide which of these words have a silent *k*, and which have a sounded *k*.

Answers: *Silent:* knife, knowledge, knee, know *Sounded:* kick, kill, awake, kiss, break, kitten

D. In pairs or individually, students decide which of these words have a silent *b*, and which have a sounded *b*.

Answers: *Silent:* bomb, comb, debt, climb *Sounded:* obey, number, bus, beer, biscuit, bath, rob

E. In pairs or individually, students decide which of these words have a silent *p*, and which have a sounded *p*.

Answers: *Silent:* psychology, receipt *Sounded:* appear, peace, cup, grandparents, escape, put, rope

F. Tell students to shut their books. Play audio 7.7. Students listen, and write down the sentences they hear. Play it again so they can check their answers. Get them to repeat if you like.

Answers:

1. I keep my comb in the cupboard next to my knives.
2. I wrote the wrong answers in my psychology exam.
3. I fell down and hurt my wrist, and now my knee aches too.
4. Two hours ago I ate a whole chicken.
5. Who took my white shirt?
6. He's an honest man, but he drinks a lot of whisky.
7. When will she pay her debts?
8. That truck's got eight wheels, so it can climb large mountains.
9. She has the knowledge of chemistry to make bombs.
10. Please read the sign, and then knock on the door.
11. The mechanic wants a receipt for the work.
12. Be calm, and whisper if you need to speak.

The next two activities might take a long time, so if your students don't need more practice with silent letters, omit **G** and **H** and move onto **Section 6**.

G. Students write three sentences, each using two or more words with silent letters.

H. Students do a **pair dictation**. Partner A reads her/his sentences aloud; Partner B writes. Then they swap roles, and check each other's writing.

6. Contradicting

This section revises short answers to *yes/no* questions, and shows how you can use the same structures to contradict statements you disagree with.

6.1 Listen and answer

Everything in this section has been covered in Units 1-7, but you may like to go over the forms of short answers for the various structures before doing the exercises.

A. Play audio 7.8. The audio will ask a question. Students answer with a short answer. They should answer truthfully! Repeat this two or three times, so students get plenty of practice. Try getting different students or groups to answer, e.g. *front row, boys, group 2*.

If they need more practice, you could get them to test each other in pairs, using the audioscript at the back of the Student's Book.

B. In pairs, students write a list of *yes/no* questions. They join with another pair. Pair A asks a question. Pair B answers. Then they change roles. Pair B asks; Pair A answers.

6.2 Listen and contradict

- A.** Play audio 7.9. The audio will say a false statement. Students contradict it.
Play all the questions, students answer.
Repeat this two or three times, so students get plenty of practice.
Try getting different students or groups to answer, e.g. *front row, males, group 2*.
- B.** In pairs, students write a list of false statements.
They join with another pair. Pair A reads a statement; Pair B contradicts.
Then change roles. Pair B states; Pair A contradicts.

7. Writing: Formal Letters and Emails

This optional section follows on from the section on informal letters and emails in Unit 6. It looks at rules and common phrases for writing formal, official correspondence.

7.1 Formal letters

Elicit occasions when you write formal letters and emails.

Possible answers:

- *To answer a job advertisement*
- *To ask for information from a company or organisation*
- *To complain*

Students read the rules for formal letters. Clarify anything they don't understand.

- A. Pre-teach** *signature, in reference to (about), grateful, bachelor's and master's (degree courses) and look forward to*. Students read the letter and identify the different parts.

Answers:

1. *26E Anawrahta Road, Yangon, Myanmar*
2. *Ms Stefanie Gray, Northopia University, Northopia 46QT55*
3. *July 30, 2007*
4. *Dear Ms Gray,*
5. *I am writing in reference to your science scholarship programme in 2010.*
6. *I recently graduated from the Yangon Academy of Arts and Sciences with a bachelor's degree in environmental science. I would be grateful if you could send me some more information about master's courses in environmental science. I would also like some information about scholarships for these courses.*
7. *I look forward to hearing from you.*
8. *Yours sincerely,*
9. *Myo Win*

- B. Pre-teach** *look into (investigate; find out about), I am afraid that... (unfortunately; I regret that), postage, enquire*.
Students order the sentences.

Answers:

- 5 – Please could you...
- 6 – Yours faithfully,
- 1 – Dear Sir/Madam,
- 4 – I am afraid that I have not received my book yet.
- 2 – I am writing to enquire about...
- 3 – On the 29th of March I ordered...

- C. Pre-teach** *require*. Students decide whether the phrases are formal or informal.

Answers: 1. *I* 2. *F* 3. *F* 4. *I* 5. *F* 6. *F* 7. *I* 8. *I* 9. *F* 10. *F*

Language/Culture Notes

In formal letters we open with **Dear Sir/Madam** if we don't know the exact person we need to write to, or if we don't know whether we are writing to a woman or a man.

If we don't use the name in the opening, we end with **Yours faithfully**.

When we greet them by name (*Dear Mr Winter, Dear Diana Green*), we end with **Yours sincerely**.

7.2 Formal emails

Students read the rules for formal emails. Clarify anything they don't understand. *Emoticons* are little faces or other pictures that some people put in emails or text messages, e.g. :- (or ☺

A. Students look through the email and identify the mistakes. There are six.

Answers:

- *Hi U Win Htut* (should be Dear U Win Htut)
- *I'm* (x 2; should be *I am*)
- 2 (should be *to*)
- *u* (should be *you*)
- *See you soon* (should be *Yours sincerely*)
- the :-) should not be there

B. Students write a formal letter or email to enquire about what courses are available at Singapore College. When you check students' writing, make sure they include all the points listed in 7.1, and that the language they use is formal, correct English.

8. Thinking about Learning: Communication Strategies

This section looks at different communication strategies, and what happens when communication is difficult. It goes through several commonly used techniques, and looks at situations in which you can use them.

8.1 Situations

A. Discuss each of the three situations. **Elicit** ideas from students about how they would deal with each situation. Write their ideas on the board.

B. Students match words and definitions.

Answers:

repeat – to say the same message again

rephrase – to say the same message using different words

clarify – to make the message clearer

translate – to say the same message in a different language

check – to ask if you understood the message correctly

C. Pre-teach repair. Play audio 7.10 a few times. Students work in pairs.

They listen to the conversations, decide which strategy is being used and complete the sentences.

Possible answers:

1. In conversation 1, the woman checks.

2. In conversation 2, the woman repeats and rephrases the message.

3. In conversation 3, the woman checks and the man rephrases and translates.

Discuss these strategies. Can students think of situations where they have used them? This discussion might be better in students' L1.

Get them to describe to the class what happened.

8.2 Pairwork: Shopkeepers and customers

A. Give each student a picture of an object (book, plate, table, bag of rice, etc.). Tell them not to show it to other students. (If you don't have pictures, give them a piece of paper with the name of the object written on it.) Tell them they are going to be customers in a shop, and they have to communicate to the shopkeeper that they want to buy the item in the picture. They prepare which strategies they will use – what is the best way to communicate what they want? They are not allowed to use their L1 or the word in English.

B. Put students in pairs. They **roleplay** shopkeepers and customers. Partner A is the customer. S/he has to communicate what s/he wants to buy without using L1. Partner B is the shopkeeper. S/he has to try to guess what the customer wants. (Partner B can guess in their L1 if they want.) Then they change roles.

If you like, get students to change pictures/words with another pair, and repeat the activity.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. *will* and *won't*

Possible answers:

2. *She won't pass her maths exam.*
3. *I won't get married.*
4. *The school committee will have a meeting next week.*
5. *The party will be fun.*
6. *Htay Htay and Mi Mon won't be in class tomorrow.*
7. *The teacher will be annoyed.*
8. *There will be a lot of people at the game.*
9. *Su Su will meet us at 5.00.*
10. *There won't be any dinner tonight.*

B. Questions with *will*

Answers:

1. *What will he eat?*
2. *When will Khaing Oo leave?*
3. *Who will we invite?*
4. *How many people will come?*
5. *When will they get married?*
6. *Where will the teachers eat?*
7. *What will Ko Ko do after school?*
8. *How far will we walk?*
9. *How will my aunt travel?*
10. *How much oil will you need?*

C. *might*

Answers:

2. *might wake*
3. *might slip*
4. *might bite*
5. *might not like*
6. *might break*
7. *might need / might want*
8. *might not come*
9. *might need / might want*
10. *might not eat*

D. Probability

Answers:

Nang Seng is going to a conference in China. At the conference she will make a speech and she will organise a workshop. She's sure about that. But she doesn't know where she will stay. She will probably stay with friends, but her friends might be away. She probably won't stay in a hotel. She doesn't like hotels. She is interested in Chinese history and culture, so in her free time she will probably go to the museum, and she might go to the theatre. She might go shopping, but she hasn't got much money. Some of her friends want to go out at night, but she won't go out dancing. She hates dancing.

E. *if* and *when*

Answers:

2. I'm going to the meeting. I'll tell you about it when I get home.
3. If we don't do something now, it'll be too late.
4. I'm going to the shop. If Ko Ko calls when I'm out, I'll call him back.
5. We'll visit my uncle when we go to Magwe.
6. We'll be late if we don't hurry.

F. Conditionals and modals

Answers:

1. I might come to the party if I'm not busy.
2. My sister can fight really well when she has to.
3. When you finish your homework you can visit your friends.
4. If you like fish, you should visit Ni Ni's seafood restaurant.
4. If you can speak Shan, it's easier to learn Thai and Lao.

G. Directions

Possible answers:

2. Turn right out of the hospital and go down Main Street. Cross Grass Street and River Road, and the big house is on your right.
3. Go left onto Main Street. Cross River Road, and the teashop is on your right, between the clothes shop and the shoe shop.
4. Go left on Grass Street and turn left into Main Street. Turn left again into River Road, and the bus station is on your right.

H. Where are you?

Answers:

2. the hospital
3. two houses
4. the bus station
5. the small houses

I. Places

Students think of places they can go to do these activities. There are no exact answers to this, as many things can be done in many places.

Possible answers:

- | | |
|---|---|
| 2. theatre, festival, nightclub, etc. | 5. temple, mosque, church, monastery, etc. |
| 3. football field, playground, stadium, volleyball court, swimming pool, etc. | 6. library |
| 4. office, library, meeting room, school, etc. | 7. restaurant, teashop, café, noodle shop, etc. |
| | 8. post office, post box |

J. Contradicting

Answers:

2. Yes, they are.
3. No, she isn't.
4. No, you're not.
5. No, you haven't.
6. No, they can't.
7. Yes, it will.
8. No, there aren't.

K. Silent letters

Answers:

Today I've got an ache in my wrist, a pain in my shoulder and a sore back. Yesterday I cut myself with a knife. I tried to lift a heavy cupboard, and hurt my back. I don't know how I do it! So I went to see three doctors. The first doctor gave me some medicine, and told me to take it when I eat dinner. The other was a psychologist. He asked me a lot of questions, e.g. 'Why do you think you have accidents?' He questioned me for two hours. The third examined my eyes. She said I needed to wear better glasses. She thinks I have the wrong glasses, and can't see danger. I will wait and see which doctor is right!

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Seven. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *repair*
2. *whisper*
3. *receipt*
4. *clarify*
5. *degree*
6. *increase*
7. *rise*
8. *annoy*
9. *logging*
10. *café*
11. *global*
12. *fossil fuels*

C. Students work in pairs. Both partners choose five words from the wordlist, without showing their other partner. They should choose words they know. They both say their words at the same time, and then try to write sentences using both the words.

You can also do some activities from the **Vocabulary review** sections of Units 1-6.

Unit Eight

1. Comparing Things

This section is about comparison: comparing one thing / group of things to another. It looks at:

- comparative adjectives (with and without *than*)
- degrees of comparison

1.1 Which is better?

A. Pre-teach *concrete, convenient*. Look at the pictures, and read the conversations.
Students identify all the things that are being compared.

Answers:

- Top picture:** *bamboo house and concrete house*
Middle picture: *motorbike and bicycle*
Bottom picture: *working on a farm and working in a factory*
country life and city life

B. Students list the advantages and disadvantages of each thing, according to the speakers.

Answers:

	advantages	disadvantages
bamboo house	<i>cheaper, more environmentally friendly</i>	<i>weaker so it gets damaged easily</i>
concrete house	<i>bigger, stronger, cooler</i>	<i>more expensive</i>
motorbike	<i>faster, more fun, more convenient</i>	<i>more dangerous</i>
bicycle	<i>more enjoyable, more reliable</i>	<i>slower</i>
farming	<i>more independent, country life is healthier and more relaxing</i>	
working in a factory	<i>more regular, the pay is better, city life is more exciting</i>	<i>harder, city life more dangerous</i>

- C.** In pairs, students ask and answer the questions.
They should answer the questions according to their own opinions.
Get a few students to explain their partners' answers to the class.

1.2 Forming comparatives

- A.** Look at the examples in the box. Can students use this information to make rules about forming comparatives? **Elicit** the rules, and write them on the board.

Answers:

For one syllable adjectives, add -er. (You sometimes have to double the consonant.)

For two syllable adjectives ending in -y, remove the -y, and add -ier.

For most other adjectives, use more.

A few adjectives are irregular. They don't follow any rule.

- B.** Students write replies to the remarks, using a comparative form.

Possible answers:

2. *Yes, but cats are more intelligent.*

3. *Yes, but mosquitoes are more dangerous.*

4. *Yes, but Japanese is more difficult.*

5. *Yes, but ours is better.*

6. *Yes, but April is hotter.*

7. *Yes, but Bangladesh is poorer.*

8. *Yes, but there are more in China.*

9. *Yes, but the nursery school is noisier.*

- C.** Check that students understand the adjectives. **Elicit** the comparative forms.

Answers:

more violent more crowded drier more experienced nicer

- D.** Students use the comparatives from **C** to add information to the sentences in **B**.

Encourage them to add other new comparatives, too.

Examples:

2. *Yes, but goats are more intelligent and nicer.*

3. *Yes, but tigers are more dangerous, and more violent.*

5. *Yes, but ours is better. We're also more experienced.*

6. *Yes, but April is hotter and drier.*

7. *Yes, but Bangladesh is poorer and more crowded.*

- E.** In pairs, students practise the conversations. Partner A says one of the statements from **B**. Partner B responds, using their own replies. You may want to **demonstrate** this with a couple of strong students first.

- F.** *This activity might not be possible with all classes. If your classroom doesn't have enough room, or your students don't need more practice with this structure, you can skip this.*

Have a **Team Adjective Competition**. Divide the class into two teams. If you have a large class, divide into three or four teams. Give one member of each team a pen, and call out an adjective. The teams' representatives come to the board, and write the comparative form. The first person to write the correct form gets a point for their team. Continue until all team members have had at least one turn. The team with the most points is the winner.

NOTE: This activity is a very good warm-up/revision activity for the start of a lesson.

Tell students to read the **Comparatives** section of the **Language Reference** if they need to review the rules.

1.3 Song: A Bigger Heart

Ask students if they can guess the meaning of the idiom *love triangle* (a situation where two people love the same person.)

A. Pre-teach *grow up, save [money], attention, wonderful, manager.*

Play audio 8.1. Students decide which person is which photo.

Answers: *Carol* is the woman. *Max* is the man on the left. *Tim* is on the right.

B. Play audio 8.1 again. Students answer the questions.

Answers:

1. *For 18 years.*
2. *He's a gardener.*
3. *He's nervous.*
4. *A month.*
5. *He's interesting and has exciting stories to tell.*
6. *Nearly every day.*
7. *Yes, she thinks they'll be friends forever.*
8. *Yes, he's had many girlfriends.*
9. *She's warm, friendly and fun to be with.*
10. *No, he hasn't. Not yet.*

C. Pre-teach *shiny, confident, responsible, dependable, wise, wide, warm (personality), fault, charming.*

Play audio 8.2. Students decide who is singing it.

Answer: *Tim.*

D. Play audio 8.2 again. Students listen, and fill the gaps. Sometimes they need to add *than* as well as the adjective.

Answers:

His arms are stronger than mine	He's <u>more intelligent</u>
His legs are <u>longer than</u> mine	Much <u>more confident</u>
His clothes are always <u>cleaner</u>	More charming and <u>polite</u> than me
And his trees are so much <u>greener</u>	He's more responsible
But my heart is <u>bigger than</u> his	Much <u>more dependable</u>
And my love for you is <u>stronger than</u> his	He's everything I long to be
My love for you is <u>stronger</u>	His father is <u>wiser than</u> mine
His hair is <u>shinier than</u> mine	His smile is <u>wider than</u> mine
His habits are <u>tidier than</u> mine	He walks so much <u>taller</u>
His eyes are <u>bluer</u>	And his problems are <u>smaller</u>
And his faults are <u>fewer</u>	But my heart is <u>bigger than</u> his
But my heart is <u>bigger than</u> his	And my love for you is <u>stronger than</u> his
And my love for you is <u>stronger than</u> his	My love for you is <u>stronger</u>
My love for you is <u>stronger</u>	

E. Play audio 8.2 again. Students answer the questions.

Answers:

- | | |
|---------------|---|
| 1. <i>Max</i> | 4. <i>Tim</i> |
| 2. <i>Max</i> | 5. <i>He is neater, better organised</i> |
| 3. <i>Tim</i> | 6. <i>'There is more love in my heart than in his.'</i> |

F. In pairs, students decide what Carol should do: marry Tim, marry Max, or neither? Then they get into groups and give their reasons for that opinion. Can they all agree? Then they tell the class. Take a class vote on what Carol should do.

1.4 Degrees of comparison

- A.** Look at the pictures, and check that students understand:
- we use *a bit* or *a little* when there is a small difference between things
 - we use *much* when there is a big difference between things (*a lot* is also possible but is less common in comparatives)

- B.** Students rewrite the example sentences, using opposite adjectives.

Answers:

2. *Box A is a little smaller than box B.*
3. *Box A is much smaller than Box C.*
4. *The black T-shirt is a bit/a little cheaper than the grey T-shirt.*
5. *The grey T-shirt is much cheaper than the white T-shirt.*

Tell students to read the **Degrees of comparison** section of the **Language Reference**.

- C.** Students write answers.

Possible answers:

2. *Today I feel much better than yesterday. / Yesterday I felt much worse than today.*
3. *I can carry a little/a bit more than my brother. / I am a little/a bit stronger than my brother. My brother can carry a little/a bit less than me. / My brother is a little/a bit weaker than me.*
4. *U Tin Gyi has much less hair than Si Si. / U Tin Gyi's hair is much shorter than Si Si's. Si Si has much more hair than U Tin Gyi. / Si Si's hair is much longer than U Tin Gyi's.*
5. *China has a much bigger population than New Zealand. China's population is much bigger than New Zealand's. New Zealand has a much smaller population than China. New Zealand's population is much smaller than China's.*

2. Superlatives

In this section, students look at superlative adjectives: how to compare one thing to the rest of a group. They also look at objective and subjective comparison – what is fact and what is opinion. **Elicit** or **pre-teach** *superlative*.

2.1 Schools

- A. Pre-teach** *facilities, campus*. Students read the texts. Clarify anything they don't understand. Students decide which of the three schools they like the best. Ask a few students which school they prefer, and why.

- B.** Students count and identify the superlative forms in the texts.

Answers: There are 16 superlative forms:

Future Education Institute: *most attractive teachers, newest buildings, most modern facilities, largest campus, most beautiful campus, most expensive school*

Youth Learning Centre: *poorest school, best teachers, most difficult entrance exams, students work hardest, best results*

Slow Learning Programme: *most relaxed, laziest teachers, biggest TV, nicest students, most delicious food.*

- C.** Put students in pairs or groups. Give them a few minutes to make rules for forming superlatives. If they find this difficult, tell them they are very similar to the rules for forming comparatives. **Elicit** some ideas from students, then tell them to read the **Superlatives** section of the **Language Reference**.

D. Pre-teach *easy-going, academic*. Students answer the questions, according to their own ideas.

Possible answers:

1. *Slow Learning Programme*

2. *Youth Learning Centre*

3. *Future Education Institute*

4. *Slow Learning Programme*

2.2 Do you agree?

A. Students read the statements, and decide whether they agree or disagree with them.

B. In pairs, students make conversations using the statements. Partner A makes one of the statements. If Partner B disagrees, s/he contradicts it using a more appropriate noun or adjective, e.g.

The safest way to travel is by motorbike.

- *No, the safest way to travel is by bus.*

OR - *No, the most dangerous way to travel is by motorbike.*

You may want to demonstrate this first.

If you like, get the students to give opinions about different subjects to the class, their group or their partner. Others have to reply with their opinions, using comparatives and/or superlatives, e.g.

- *Maths is the most interesting subject*

- *No, Social Studies is the most boring subject. English is much more interesting.*

2.3 Objective and subjective

A. The aim of this exercise is to show the difference between *objective* (factual) and *subjective* (according to opinion) statements. Students read the questions. Clarify anything they don't understand.

B. Students work in groups of four or five, or in pairs if it is a small class. Each group tries to find out the answers to the questions. They may know some answers already, but will need to ask questions of people in their group, and other groups. You may want to **elicit** some questions first:

How many languages can you speak? What did you get in the last English test?

When the first group has finished, see which group was fastest and most accurate.

If students do not have enough room to move around the class, put students in large groups, and tell them to individually find out the answers. Then check who was fastest and most accurate in each group.

C. Discuss *objective* and *subjective*, and the difference between them.

Answers:

- *The questions in A and B are all objective, as there are clear, factual answers to all of them.*
- *The questions in C are subjective, as they are based on people's opinions.*

D. Make class lists of objective and subjective questions, about things outside the class, using superlatives.

If you like, get students to ask and answer the questions in pairs, e.g.

Q: What's the most beautiful place in Myanmar?

A: Myitkyina, in my opinion.

E. Students identify which superlative statements from **2.1 A** are objective, and which are subjective.

Answers:

Objective: *newest buildings, most modern facilities, largest campus, most expensive school, poorest school, best results, biggest TV*

Subjective: *most attractive teachers, most beautiful campus, best teachers, most difficult entrance exams, students work the hardest, most relaxed, laziest teachers, nicest students, most delicious food*

2.4 World records

Instructions and answers are on the next page.

2.4 World records

A. Pre-teach *world record, the Vatican* (capital of the Roman Catholic Church, an independent country in Europe), *cheetah* (an animal similar to a leopard or tiger). Students use the information in the box to make sentences.

Answers:

2. *China has the largest population in the world.*
3. *Russia is the largest country in the world.*
4. *The whale is the largest animal in the world.*
5. *The cheetah is the fastest animal in the world.*
6. *The Nile is the longest river in the world.*
7. *Mount Everest is the highest mountain in the world.*

B. Demonstrate the *how + adjective* question structure.

Write this table on the board:

Elicit more examples of this structure.

Students make questions about these records.

	far	can you throw a ball?
How	fast	does it fly?
	big	is it?

- Answers:** 1. *How small is it?* 2. *How large/big is it?*
 3. *How large/big is it?* 4. *How large/big is it?*
 5. *How fast is it?* 6. *How long is it?* 7. *How high is it?*

C. Pre-teach *adult, square kilometres* (measure for area), *kilometres per hour / kph* (measurement for speed). Students guess the answers to each question.

Elicit three or four answers to each question, and write them on the board.

D. Play audio 8.3. If you like, for each question, find out which student's guess was the most accurate.

- Answers:** 1. *1,000 people* 2. *1.2 billion people* 3. *17 million square kilometres* 4. *25 metres*
 5. *about 100 kilometres per hour.* 6. *6,695 kilometres* 7. *8,872 metre*

2.5 Pairwork: More world records

This information gap pairwork exercise is quite difficult. Don't expect the students to use the correct structure in their questions; the aim is to communicate the information, by any words possible! Be very strict here with L1 – they should try to use only English.

A. Pre-teach *royal family, tortoise, species, rare, survivor, continuously, salary, surrender*. Students work in pairs.

Partner A looks at page 119, Partner B looks at page 214. Students take some time to read the text, and think of the questions they need to get the missing information.

B. Students ask and answer about the missing information. Sometimes more than one question is possible, but the answer must be exactly the same as the text.

Possible questions and answers:

A's questions	B's answers	B's questions	A's answers
1. How old was Jeanne-Louise Calment when she died?	122	2. When were Kin Narita and Gin Kanie born?	1892
2. Where were Kin Narita and Gin Kanie born?	Japan	How old was Kin when she died?	107
3. When did William Meredith play for England?	1920	4. What was the oldest animal's name?	Tui Malila
How old was he?	45	When did Captain Cook give it to the Tongan royal family?	1777
4. When did Tui Malila die?	1965	5. What is the world's rarest animal?	a tortoise
6. How heavy was Robert Hughes?	484 kg	7. How long is the heaviest snake?	8.23 metres
7. How heavy is the heaviest snake?	183 kg	8. What is the population of Tokyo?	26.4 million
8. Which city has the largest population?	Tokyo	9. How long was the longest beard?	1.83 metres
10. How many people danced for 50 hours in India?	56	10. How long did people dance in India?	50 hours
11. Where is Usain Bolt from?	Jamaica	11. How far did Usain Bolt run?	100 metres
12. When did Zanzibar surrender?	9.45 am	12. When was the shortest war?	1896

3. Comparing Quantity

In this section, students look at ways to compare amounts and quantities:

- *more, less and fewer*
- *most, least and fewest*

A major focus is comparison of statistics.

3.1 *more, less and fewer*

A. Pre-teach *pumpkin, ton.*

Students read the examples, and try to figure out the grammar rule for the use of *less* and *fewer*.

Answer: *We use less for uncountable nouns, fewer for countable nouns.*

Then tell students to read the ***more, less and fewer*** section of the **Language Reference**.

B. Students make sentences using the information.

Answers:

1. *Women have less blood than men. Men have more blood than women.*
2. *Jupiter has fewer moons than Saturn. Saturn has more moons than Jupiter.*
3. *The average family in the USA has fewer children than the average family in Indonesia. The average family in Indonesia has more children than the average family in the USA.*
4. *Cows eat more grass than sheep. Sheep eat less grass than cows.*

C. In pairs, students compare these things with their partners, and make sentences, e.g.

I've got fewer sisters than Ko Ko. Naw Moo's got more teaching experience than me.

If they are the same, they can say, 'We have the same amount of (teaching experience)' or '...the same number of (brothers)'.

3.2 *most, least and fewest*

A. Pre-teach *barrel* (container for oil or other liquids, like in the picture in the Student's Book).

Students read the examples, and try to figure out the grammar rule for the use of *least* and *fewest*.

Answer: *We use least for uncountable nouns, and fewest for countable nouns.* (But explain the information in the box below.)

Language/Culture Notes

In informal English, some people use **less/least** with both countable and uncountable nouns, e.g. *less people*. However, some people think this is incorrect, and it should not be used in formal situations, so it is better to teach students to always use **fewer/fewest** with uncountable nouns.

Tell students to read the ***most, least and fewest*** section of the **Language Reference**.

B. Pre-teach *employ*. Students read the information about the three companies.

Individually or in pairs, students write sentences comparing the companies. There are a lot of possible answers. Here are some of the most likely.

Possible answers:

- MyanMart employs the most people.*
- Daw Hla's company employs the fewest men / the most women.*
- Interfish employs the fewest women / the most men.*

C. Pre-teach *billion* (a thousand million – 1,000,000,000), *second/third/fourth* + superlative, and *one of the* + superlative.

Students read the text about three rich people.

Individually or in pairs, students then write sentences comparing these people. They can use *more/most, less/least* and comparative adjectives.

There are a lot of possible answers. Here are some of the most likely.

Possible answers:

- Queen Elizabeth has less money than Madonna.*
- Queen Elizabeth has the least money.*
- Bill Gates has more money than Queen Elizabeth.*
- Bill Gates is the richest.*

3.3 Listening: The most and the fewest

A. Play audio 8.4. Students answer the questions.

Answers: 1. *Speaker B* (Lisu, Pa-O, Myanmar, Shan, Thai, English, Chinese)

2. *Speaker A* (English)

3. *Speaker C* (most of Europe, Canada, US, Mexico, India, Sri Lanka, Nepal, Bangladesh)

4. *Speaker A* (has never been out of Britain)

5. *Speaker C*

6. *Speaker B*

7. *Speaker C*

8. *Speaker B*

9. *Speaker C* (speaks Spanish – people speak Spanish in Mexico)

10. *All* (people speak English in Australia)

B. Students find out the answers to the questions.

Try not to help them – let them figure out the easiest way to get this information without using their L1.

They should be able to figure out they have to ask other students, *How many languages do you speak?*

3.4 Random comparison

A. Students come up with creative ways to compare each two items.

Elicit a couple of example comparisons first, and write them on the board, e.g.

A banana is quieter than a chicken.

I have more maths textbooks than houses.

A fish is better at swimming than a bicycle.

Students think of their own ways to compare each pair of items.

In pairs, they tell their partner their comparisons.

B. Choose two students. They say their nouns. Then choose another student, who makes up a sentence comparing the two nouns.

Continue this until all students have had one or two chances to make comparisons.

If you have a large class, do this activity in groups. This activity is also good as warm-up/review activity to do at the start of the next lesson.

3.5 Usage Noughts and Crosses

This activity reviews some non-comparative as well as comparative quantity expressions. It might take a long time, so if your students do not need to practise these, you can skip it.

Pre-teach in a row (next to each other in a straight line).

Students work in groups of three or four, competing against another group.

Let students try to understand this game by reading the instructions, but clarify anything that they have difficulty with.

NOTE: The other team decides if each sentence is correct. If there is disagreement, they can ask the teacher.

4. Free Time

This section looks at free time activities:

- hobbies and crafts
- sports: equipment, places, people and competitions

4.1 Activities

- A.** Students **brainstorm** a list of activities. Write the list on the board. Make sure they include the following:

swimming, chess, table tennis, dancing, playing musical instruments (guitar, piano, violin, etc.), running/jogging, basketball, football, knitting, reading, sewing, painting/drawing, cycling, badminton, collecting stamps, fishing, photography, caneball, hunting, making models, writing stories/poetry, collecting stamps, weaving, doing crosswords, watching TV/films/movies/DVDs

- B.** Students decide which activities are used with *go*.

Answers: *swimming, dancing, running/jogging, cycling, birdwatching, motor racing, fishing, hunting*

- C.** Students decide which activities are used with *play*.

Answers: *chess, table tennis, basketball, badminton, caneball, musical instruments*

Tell students to read the **go, play and do** section of the **Language Reference**.

- D.** In pairs, students tell each other about which activities they do (or have done), and which ones they would like to try one day.

- E.** Students tell the class about their partners.

4.2 Things people do

- A.** Students decide which person or people are in each picture.

Answers:

- | | |
|----------------------------------|-------------------|
| a. Nang Si | e. Zaw Zaw |
| b. U Tin Oo and Daw Myint | f. Mi Chan |
| c. Mary | g. Ko Than |
| d. Saw Htoo | |

- B.** Students look at the pictures, and read about the people. For each person, they write sentences using two ideas from the box, and one other free time activity.

Possible answers:

2. Saw Htoo – *He loves cycling, and he often plays caneball. He also enjoys swimming in the river.*

3. Ko Than – *He reads a lot of poetry, and sometimes he reads novels. He also wants to write a book.*

4. Mary – *She plays the violin and the guitar, and she is very interested in traditional music.*

5. U Tin Oo and Daw Myint – *They go to concerts every week. They love going to the theatre. They really like festivals and celebrations.*

6. Mi Chan – *She knits, and she's very good at weaving. She likes painting, too.*

7. Zaw Zaw – *He's the best chess player in the school, and he often does crosswords. He plays Scrabble sometimes, too.*

- C.** Students decide who they are the most similar to; which person they have the most in common with. Get a few students to explain their decision to the class. Does the class agree?

4.3 Sports

A. Pre-teach *equipment, competition*. **Brainstorm** sports words. Write the chart on the board, and try to think of as many sports words for each column as possible. Encourage students to use their dictionaries.

Possible answers:

sports	players	places	equipment	competitions
football	footballer	pitch, field, ground, stadium	ball	match
volleyball	player	court	ball	match
badminton	player	court	racquet, ball	match
tennis	player	court	racquet, ball	match
table tennis	player	table	bat/racket, ball	game, match
caneball	player	court	ball	match
basketball	player	court	ball	game
boxing	boxer	ring	gloves	round, match
running	runner	track		race
motor racing	driver	track	car	race
horse racing	jockey	track	horse	race
cycling	cyclist	track	bicycle	race
swimming	swimmer	pool		race

B. Students complete the crossword.

Answers: 1. hit 5. drive 9. ground 13. net
 2. team 6. ring 10. goal 14. field
 3. track 7. court 11. bat 15. table
 4. players 8. kick 12. ride

4.4 3-2-1: Sports

This is a speaking fluency activity. The aim is to get students saying as much as possible about a topic. It is very important that you don't correct grammar or vocabulary in this exercise, as the aim is to get students to speak fluently and confidently.

- A.** Introduce the activity. Tell students they will speak for three minutes about sports. (If this is too hard, make it 90 seconds.) You might want to brainstorm possible ideas for talking, e.g. *a sports event they have participated in, their favourite sport, why they like or dislike some sports*, etc. Students spend about five minutes making notes, writing down all the things they could talk about. They should not write out a speech, only brief notes.
- B.** Students work in pairs. One student talks about sport. The other listens. After exactly three minutes (or 90 seconds), they change roles.
- C.** Tell students they are going to talk on the same topic for two minutes (or 60 seconds), to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for two minutes (or 60 seconds), the other listens, then they change roles.
- D.** Tell students they are going to talk on the same topic for one minute (or 30 seconds), to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for a minute, the other listens, then they change roles.

4.5 Listening: Buzkashi

- A.** Discuss the picture. What do students think is happening?
Explain that they are going to listen to someone talking about the Afghan sport of Buzkashi – a sport played on horseback, using a dead goat as the ‘ball’.
- B.** Elicit definitions of these words from the students. Encourage them to look them up in their dictionaries, if possible.

Answers:

whip – a long piece of rope on a stick, used to hit people or animals (can also be a verb)
to protect – to stop something from being injured or damaged
fierce – angry, violent, wild
except – not including
deliberately – doing something while wanting or planning to do it, not by accident
opponent – someone you are fighting or playing against

- C.** Pre-teach *detail, limit, skilled, horseback*. Play audio 8.5.
Students decide whether the statements are true or false.

Answers: 1. true

2. true

3. false – they sometimes last several days

4. false – they are not allowed to hit each other with their whips

5. true

- D.** Pre-teach *crowd, go wild* (to make a lot of noise to show that you are excited), *drag, fall apart, referee, whistle*. Play audio 8.6 two or three times. Students complete the sentences.

Possible answers:

1. First, you cut off the goat's head and legs.

2. Then you leave it in water to make its skin harder.

3. Sometimes, you fill the body with sand to make it heavier.

4. For important games, you use a calf instead of a goat.

- E.** Students think about it and tell their partner their reasons why they do or don't want to play it. Get some students to tell the rest of the class.

5. Ability

In this section students look at ways to express and compare ability, using the structure *good/better/best at*.

5.1 good at

- A.** Students read the text. Individually or in pairs, they figure out what expressions they need to fill the gaps.

Answers:

1. Aung Ko is not very good at English.

2. Nu Nu is good at languages, but she's no good at maths.

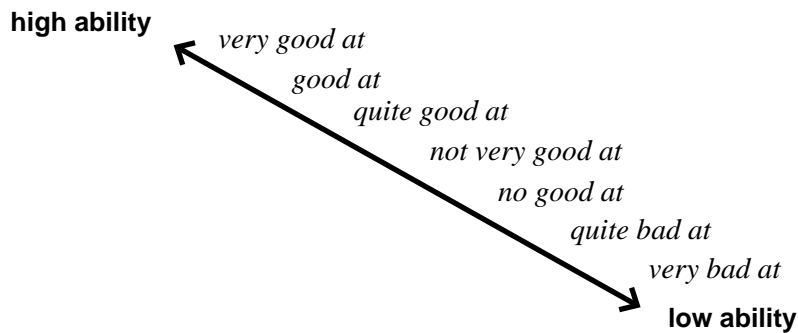
3. Naing Naing is not very good at science.

4. Naing Naing is very bad at English.

5. Mi Mi is really good at science.

B. Students rank the phrases according to ability.

Answers:



C. Copy the chart on the board. **Elicit** other ability expressions, e.g.

- *extremely good at, really good at, fairly good at, not bad at, not much good at, etc.*

- *can do something, can do something well, can't do something...*

Tell students to read the **Ability** section of the **Language Reference**.

5.2 Comparing ability

A. Read and discuss the opinion. Do students agree with it, or do they think women and men can be good at the same things?

B. Students look at the tasks on the chart, and decide who is the best at that in their families.

If it is a female family member, they write *F* in the chart.

If it is a male family member, they write *M* in the chart.

If nobody in their family does that activity, they write *nobody*.

Copy the chart onto the board. After students have completed their charts, find out the results for each task – get students to raise their hands for *M* or *F* in each task.

C. Students complete the sentences about themselves.

Possible answers:

1. I'm good at sports.

2. I'm very good at singing.

3. I'm no good at chess.

4. I'm better at maths than Ko Htut.

5. In my family, I'm the best at cooking.

D. Students look at the phrases and have a discussion about what they are good at and what they are not good at.

Possible answers:

I'm no good at swimming.

I'm quite good at singing.

I'm better at English than my sister.

I'm not very good at volleyball.

I'm fairly good at organising my time.

I'm good at remembering people's names.

6. Pronunciation: Sentence Stress

This section looks at sentence stress – which words should be emphasised in a sentence. It is similar to word stress, except that usually in a sentence, the content words (the words that contain most of the meaning of the sentence) are stressed, and the structure words (the ‘grammar words’), which do not have so much meaning, are weakened.

6.1 How many words?

A. Play audio 8.7. Students listen, and count the words in each sentence. (Contractions are one word.)

Answers: 1. 7 words 2. 7 words 3. 6 words 4. 7 words
 5. 8 words 6. 6 words 7. 6 words 8. 7 words

B. Play audio 8.7 again. Students write the sentences.

Answers:

- | | |
|--|---|
| 2. <i>What'll you do if they don't arrive?</i> | 5. <i>How will they get here if it's snowing?</i> |
| 3. <i>I'll write if I have time.</i> | 6. <i>If she goes, will you stay?</i> |
| 4. <i>We'll phone if the bus is late.</i> | 7. <i>We'll take you if you like.</i> |
| | 8. <i>I won't come if you don't want.</i> |

6.2 Stressed words

A. Play sentences 1, 2 and 3 again two or three times. Students listen and look at the stress patterns. To demonstrate, write sentence 1 on the board, with its stress pattern:

● ● ● ● ● ● ●
If she asks, I'll tell her everything

Give students about a minute to try to figure out the answers to the questions. It is quite difficult to work out the rules so you may just have to tell them.

Answers:

The ‘content words’ (the words that contain the important information) are stressed. These are usually:

- | | | |
|--------------|--------------|---|
| • main verbs | • adjectives | • negative auxiliaries (e.g. can't, aren't) |
| • nouns | • adverbs | • question words |

The words that do not give important information are unstressed. These are usually:

- | | | |
|----------------|----------------|----------------------------------|
| • pronouns | • articles | • positive auxiliaries |
| • prepositions | • conjunctions | • the verb to be (is, was, etc.) |

B. Play sentences 4-8 a few times. Students match the sentences with the stress patterns.

Answers: a. 7 b. 5 c. 8 d. 4 e. 6

C. Play audio 8.7 a few more times. Students repeat. Check that they put the stress in the correct places.

D. Students practise the sentences in pairs, and check each other's sentence stress.

E. Students identify the stress in the sentences, then practise saying them in pairs.

Answers:

● ●
1. Where are you going?

● ● ●
2. I don't like bananas.

● ● ●
3. I work for my parents in their shop.

7. Writing: Linking Words

This section looks at linking words (transitions), including some that students will remember from Unit 3 (Signal Words). It focuses on identifying advantages and disadvantages, and using them in persuasive writing. It also introduces some different parts to include in a short essay.

7.1 Advantages and disadvantages

- A.** In groups, students list the advantages and disadvantages of working as a teacher. Groups present their ideas. Make two lists on the board.
- B. Pre-teach** *develop, rewarding, working conditions, rural, tiring*. Students read the text, and identify the purpose or topic of each paragraph.

Answers:

Paragraph 1 – *The advantages of teaching*
Paragraph 2 – *The disadvantages of teaching*
Paragraph 3 – *Conclusion*

- C.** Explain that the text does not flow very well without linking words; there is no connection between ideas. The purpose of linking words is to make text run smoothly from point to point. Students insert the linking words into the essay. They are already in the correct order. Two of them are used here to join sentences, so students will have to change the punctuation when they combine sentences.

Answers:

I like teaching because it is more interesting than other jobs. Also, you do different things every day. I think it is the most useful job you can do as education is the most important way to develop our community. If you become a teacher, you know that you are helping your students to improve their lives. Therefore, teaching is more rewarding than other jobs.

However, there are many disadvantages to teaching. Firstly, it is very hard work. Secondly, the pay is very low – most other jobs pay more than teaching. For example, taxi drivers often earn more money than teachers. Most importantly, the working conditions are often very hard. Many schools have hundreds of students, but very few teachers. Rural schools are usually poorer than city schools, so rural teachers have a more difficult job.

In conclusion, I am happy to be a teacher. It is sometimes tiring, but I think it is the best job in the world.

- D.** Students identify the function of each of the linking words.

Answers: 1. *Therefore* 2. *In conclusion* 3. *because, as* 4. *For example* 5. *Also*
6. *Firstly, Secondly* 7. *However* 8. *Most importantly*

- E.** Students put the linking words into the gaps.

Answers: 1. *However* 2. *because / as* 3. *also / most importantly*
4. *Therefore* 5. *for example* 6. *also*

- F.** Students complete the sentences.

Possible answers:

- Some children have to leave school because *they have to work for their families.*
- Plastic bags are bad for the environment. *Therefore, don't use them.*
- I'd like to buy a car, but petrol is expensive. *Cars are also bad for the environment.*
- Some people are not very friendly. *For example, my brother doesn't like other people.*
- People have children for many reasons, most importantly *to look after them when they are old.*

- G.** Students choose a topic to write about, and make lists of the advantages and disadvantages of their topic. They should write at least three paragraphs, using the example text as a model. When you check their essays, focus on correct use of the linking words.

Language/Culture Notes

Some linking words are usually used at the beginning of sentences or clauses: *Therefore, However, Firstly, Secondly, In conclusion*. Others are usually used to join clauses: *because, as*. Others can be used both ways: *for example, most importantly, also*.

8. Thinking about Learning: Listening Strategies

This optional section deals with some strategies students need for effective listening. It explains the two main types of listening: listening for gist (listening to get the main ideas), and listening for details (listening for specific important information). It might be easier to explain many of these ideas in the students' L1.

8.1 How do you listen?

- A.** Students read what these people think about listening. Discuss your students' opinions – do they agree more with Noi or Paul?

Students write a sentence describing their feelings about learning English. Get some students to read their sentences to the class. In groups of about four, students discuss listening to English. Each group selects a student to report back to the class.

- B.** Explain the activity. This text is about a Myanmar woman in London. She asks for directions to Tottenham Court Road, but she can't understand these directions.

Play audio 8.8. What problems is she having? Why does she have difficulty understanding?

Elicit students' ideas.

Possible answers:

- *the man is speaking too fast*
- *she is unfamiliar with some of his expressions*
- *he is giving too much information*
- *she is unfamiliar with his accent*

Ask students if they ever have similar problems.

- C.** Play audio 8.9 at least three times. Students put a mark over the stressed syllables. (This is very difficult, so don't expect your students to do it perfectly.) NOTE: *right* at the end of the first sentence means something like *Do you understand?*, or *OK?* *Tube* is an informal name for underground trains in London.

Answers:

You go up to the top of the street, right?

Turn left, carry straight on, and you'll see the tube station on your right...

Go past that, turn left and you'll have Tottenham Court Road.

Ask students how the non-stressed words are different.

Answer:

The words between the stressed words are reduced/weakened – they are faster, quieter and less clear.

Ask students what kind of words are stressed. If they can't answer, ask: 'Are they important or unimportant words?'

Answer: *The important words, which have most of the meaning of the sentence, are stressed.*

Briefly explain stress timing to the students, using the information in the box below.

- D.** Give students a short time to think about this, then **elicit** ideas.

Possible answer: *If you concentrate on the stressed words, you'll get most of the message.*

8.2 Listening for gist

See the next page for instructions and answers.

Language/Culture Notes

In **stress-timed** languages such as English, German and Russian, some words are stressed (louder, longer, pronounced more clearly). The stresses are timed quite regularly (i.e. there is an almost equal amount of time between stressed syllables). The words between the stressed words are reduced (quiet, short, not pronounced clearly). This is why students can't hear every word clearly – this is normal English pronunciation!

In **syllable-timed** languages such as Myanmar, Hindi, Thai and French, each syllable is given about the same amount of stress, and takes about the same amount of time. No syllables are reduced.

8.2 Listening for gist

These conversations will probably be very difficult for the students, with many new words, unfamiliar situations, and fast speech in unfamiliar accents. ('Regional British accents' are accents from parts of Britain outside the London area; they are not heard very often by language learners so many people find them hard to understand.) Don't let students read the audioscript – the point is to focus on ways to understand difficult spoken language.

A. Play audio 8.10. Students match the conversations with the pictures.

Answers:

Conversation 1 – c Conversation 2 – a Conversation 3 – b

B. Students listen, and write down the important words in each conversation, the words that helped them choose the pictures. They should try to do this from memory, but if necessary, play the audio again. If you like, make class lists on the board.
Listen again. Are these words stressed?

8.3 Listening for detail and gist

A. Explain *listening for detail* (listening to get specific pieces of information) and *listening for gist* (listening to get the general idea). Play audio 8.11. Students decide what type of listening is most appropriate in these situations: listening for detail or gist.

Answers:

Conversation 1: detail – it is important to understand all the information.

Conversation 2: gist – it is only necessary to get the main points.

B. Play Conversation 1 again. Students identify the important details.

Answers: *The address and phone number.*

C. Read through the situations; check that students understand them all.

Students work in groups of four or five. They decide what listening style is most appropriate. Check their answers, and ask them to explain their choices.

Answers:

1. gist 3. detail 5. detail 2. detail 4. gist 6. gist

D. Numbers 2, 3 and 5 involve listening for detail. Students identify the types of detail that might be important to understand.

Possible answers:

2. Rules for the test, time of the test, types of questions, what you should bring...

3. Names of movies, times of movies, cost of movies, which movie theatre...

5. Lyrics of the song, where to put your fingers, how fast to play...

E. Brainstorm some more listening situations, for both gist and detail listening. Make a class list on the board.

8.4 Listening problems

This section is optional. If you don't have much time, or you don't think it will be useful for your students, you can skip it.

A. In groups, students list problems that they have when they listen to English.

B. Get all the lists, mix them up, and give one to each group. (Make sure no group gets their own list back!) Each group looks at the other group's problems, thinks of some solutions, and writes them down.

C. Groups read out the other group's problems and their solutions. Does the class agree with the solutions?

If you have a very large class, form new groups that include one or two members of each of the original groups. Students can discuss the problems and solutions in groups, not with the whole class.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. Comparatives

Answers:

1. *Silver is cheaper than gold.*
2. *High school students are older than primary school students.*
3. *Plastic is lighter than metal.*
4. *The Sahara Desert is drier than Indonesia.*
5. *Driving is easier than flying.*
6. *Europe is richer than Africa.*

Students take the first letters of the adjectives in 1-6, to find the answer to 7:

7. *Mars is colder than Venus.*

B. More comparatives

Possible answers:

1. *They're also safer and faster.*
2. *She's also more popular and more famous.*
3. *They're also more useful and more boring.*
4. *It's also uglier and dirtier.*
5. *It's also more exciting and dirtier.*
6. *She's also kinder and more experienced.*
7. *It's also richer and more powerful.*
8. *It's also hotter and drier.*

C. Degrees of comparison

Possible answers:

2. *My father is a little taller than my mother.*
3. *I'm much healthier than my friend.*
4. *My teacher is much more intelligent than me.*
5. *Tigers are much more dangerous than dogs.*
6. *Inle lake is a bit more beautiful than the Ayeyarwadi River.*

D. Superlatives

This exercise is rather difficult and may take students quite a long time to do, so you may want to give it for homework. Or you could do it in class and give a prize to the first student to finish.

Answers:

- | | |
|--------------|-------------|
| a – Hla Hla | e – Deborah |
| b – Bo Bo | f – Fred |
| c – Than Win | g – Kaythi |
| d – Sita | |

E. Sentences

Answers:

1. *Si Si is the shortest students in the class.*
2. *Mosquitoes are the most dangerous animal in Asia.*
3. *U Tin Maung is the kindest person I know.*
4. *The roses are the most beautiful flowers in the garden.*
5. *This watch is the cheapest in the shop.*
6. *New Zealand is the furthest/farthest country from Britain.*
7. *Su Su is Ma Ma's best friend.*
8. *Mangoes are the most delicious fruit available here.*

F. Comparison of quantity

Students write sentences based on the information in the chart.

Possible answers:

- French has the fewest native speakers.*
- Hindi has more native speakers than English.*
- Japanese has fewer native speakers than Spanish.*
- Etc.*

G. good at

Students rephrase the sentences using *good/better/best at*. There are many possible ways to do this; here are some examples.

Possible answers:

1. *My sister is no good at table tennis.*
2. *I'm better at running than Nyi Nyi.*
3. *My parents are very good at teaching maths.*
4. *Daw Nu is the best weaver in the village.*
5. *You're really good at cooking.*
6. *Naw Moo isn't very good at riding a bicycle.*
7. *Mya Mya Than is the best at English in the class.*
8. *Devi is better at science than Ali.*

H. Free time and sports

Students find the words, and answer the questions.

Answers:

1. *reading, music, knit, writing, chess, tennis, stamps, violin, guitar, badminton, game, team, dance, race, puzzle, track, competition, photography, collect, paint, poetry, ball, boxing, field*
2. *swimming, badminton, tennis, boxing*
3. *chess, boxing, football, badminton, competition, tennis, race*
4. *track, field*
5. *violin, guitar*

I. Sentence stress

Answers:

1. What are you doing?
2. I'm good at English.
3. How's your sister?
4. I'm studying at university.
5. I like writing poetry.
6. My mother is shorter than me.

J. Translation

Students translate the sentences into their L1.

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

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Eight. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *motor*
2. *appropriate*
3. *race*
4. *estimate*
5. *badminton, cycling, table tennis*
6. *knit*
7. *confident*
8. *rural*
9. *grow up*
10. *rare*
11. *sand, shell*
12. *salary*

C. Students choose words (or more if you have time). Give them a couple minutes to think of questions using these words. Then they ask and answer the questions in pairs.

If you have time, get them to change partners and ask more questions.

To make it harder, tell them each question must use two or three of the words in the text.

You can also do some activities from the **Vocabulary review** sections of Units 1-7.

Test

On page 282 there is a test of the language and skills from Units 7 and 8. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 285.

Unit Nine

1. Permission, Necessity and Prohibition

This section focuses on the modal verbs *can* and *must*, and the modal-like structure *have to*. They are used here to give permission (*can*) or refuse permission (*can't*), talk about things that are necessary (*must*, *have to*) and unnecessary (*don't have to*), and things that are prohibited (*mustn't*). These structures are used when talking about rules and guidelines.

Before you start, **elicit** or **pre-teach** *permission*, *necessity* and *prohibition*.

1.1 In the dormitory

- A.** Establish the situation: a boy is moving into a dormitory of a new school, and he is asking about the rules for living in the dormitory. **Elicit** some questions Nyi Nyi might ask, and write them on the board:

Can I	...study after the lights go off?
	...smoke cheroots in the dormitory?
Do I have to	...cook breakfast?
	...share a mosquito net with other boys?

Elicit students' predictions about the answers to these questions.

- B.** Pre-teach *roster*, *disturb*, *share*, *go off* (as in 'the light/the electricity goes off') and *generator*. Play audio 9.1. Students listen. Were their predictions correct? Students complete the sentences.

Answers:

He can *study after the lights go off*.

He can't *smoke cheroots in the dormitory*.

He has to *cook breakfast sometimes*.

He doesn't have to *share a mosquito net with other boys*.

- C.** If you are teaching in a school with a dormitory, make a class list of the rules. If not, discuss these rules. Are they similar or different to other dormitories the students know? What rules have the students experienced? Make a class list.
- D.** Students work in groups of 4 or 5. Think of a list of questions Nyi Nyi could ask about rules for living in the dormitory. Encourage groups to think of as many questions as possible, using the ideas in the book, and their own ideas.
- E.** Students **roleplay** this situation. In pairs, they ask and answer questions about the dormitory rules. Get a few pairs to perform their roleplays to the class.

1.2 *can* and *can't*

- A.** Students write questions requesting permission to do things, using *Can I...?*

Answers:

2. *Can I use / borrow your bicycle?*

3. *Can I see / look at your notes?*

4. *Can I go to the meeting?*

5. *Can I use your toilet?*

6. *Can I smoke a cigarette?*

- B.** **Elicit** from students how to make the requests more polite.

Possible answers:

- By adding 'please' at the beginning, before the verb or at the end, e.g. *Please can I borrow your bicycle? Can I please see your notes? Can I use your toilet, please?*
- By using *could* instead of *can*, e.g. *Could I borrow your bicycle? This makes it a little more formal.*

- C.** Students look at the situations, decide whether to give or refuse permission, and write sentences. Encourage them to use *I'm sorry* when refusing permission, as it makes the refusal more polite.

Answers:

2. *You can use/borrow my pen.*
3. *I'm sorry, you can't borrow my motorbike. It's broken.*
4. *You can use my bag.*
5. *I'm sorry, you can't wear shoes in here.*

Tell students to read the **can** section of the **Language Reference**.

1.3 **have to and don't have to**

Students read the explanation of *have to* and *don't have to*. Check that they understand the explanation but don't worry if they find it confusing, as there are some demonstration examples following it.

- A.** Establish that Nyi Nyi has underlined the very important things in his diary. The other things are less important. Students write sentences about Nyi Nyi's day, using *has to* for the important things, and *doesn't have to* for the things that are less important.

Answers:

- He has to meet his maths teacher at 9am.*
He has to read pages 24-32 of his economics book.
He has to wash his white shirt.
He has to meet Mary at 2.30 and get the library keys (OR: At 2.30, he has to meet Mary and get the library keys. OR: He has to meet Mary and get the library keys at 2.30).
He doesn't have to invite Mary for coffee.
He doesn't have to do his science homework.
He doesn't have to play football.

Point out that with the *don't have to* sentences, he can do these things if he wants to. However, it is not necessary that he does them.

- B.** Students fill the gaps in the conversation with things Nyi Nyi has to do, and things he can choose not to do.

Answers:

2. ...so *I have to wash my white shirt* .
3. ...so *I have to read pages 24-32 of my economics book* .
4. I *don't have to do my science homework* .
5. I have to *meet Mary and get the library keys at 2.30* .
6. Well, I *don't have to invite Mary for coffee* .
7. No, *I don't have to play football* .

1.4 **Children's questions**

- A.** Students imagine they are small children, who disagree with their parents. They look at the situations, and write sentences asking if they can do other things, using *can* and *have to*.

Answers:

2. *Do I have to eat rice and vegetables? Can I eat sweets and biscuits?*
3. *Do they have to go home? Can they stay here?*
4. *Do we have to go to school? Can we sleep?*
5. *Do I have to wash? Can I play this game?*
6. *Do I have to wear a jacket? Can I wear a T-shirt?*

- B.** Students write the parent's answers to these questions.

Answers:

2. *Yes, you have to eat rice and vegetables. No, you can't eat sweets and biscuits.*
3. *Yes, they have to go home. No, they can't stay here.*
4. *Yes, you have to go to school. No, you can't sleep.*
5. *Yes, you have to wash. No, you can't play that game.*
6. *Yes, you have to wear a jacket. No, you can't wear a T-shirt.*

- C.** Students work in pairs. Partner A is a parent, Partner B is a small child. They ask and answer the questions. Encourage them to act – the child should sound like a complaining child, and the parent should like a strict parent.

1.5 *must, mustn't, have to and don't have to*

A. Look at the picture, and establish the situation.

Elicit students' ideas about what is happening. (*It's the child's first day of school. The mother is explaining school rules to the child.*)

Copy this chart onto the board, and explain that *must* and *have to* have a similar meaning, but *mustn't* and *don't have to* are different.

You must go You have to go	Go!
You mustn't go You don't have to go	Don't go! Don't go if you don't want to.

B. Tell students to read the ***must and have to*** section of the **Language Reference**. Alternatively, get them to do the exercises first, check the answers, then get them to read the **Language Reference** and correct their mistakes.

Students look at the situations, and write sentences using *have to*, *don't have to* and *mustn't*. You might want to do the first exercise, 'On a small boat', together on the blackboard as an example.

Answers:

1. On a small boat

You mustn't jump up and down.

You have to/must be careful getting on and off.

You mustn't throw rubbish into the river.

You don't have to wear a hat.

2. On a bus

You have to buy a ticket.

You mustn't smoke cigarettes.

You don't have to talk to the other passengers.

You don't have to tell the driver your name and address.

3. In a religious building (mosque, church, monastery, temple)

You don't have to wear a tie.

*You (usually) have to take off your shoes.
(less common in a church)*

You mustn't fight with other people.

You mustn't drink alcohol.

1.6 Signs

This activity is optional. If your students don't need more practice with must, can and have to, you can skip this, although it is a useful thinking exercise.

This activity looks at the messages behind signs. Some signs will be familiar and obvious, but others will require students to use their imaginations, and some creative thinking!

A. Look at the example sign: *No Right Turn*, and the example sentence, *You mustn't turn right here.*

Elicit alternative sentences, e.g. *You can't turn right, You can turn left, Don't turn right!*

In pairs or individually, students write sentences about the signs.

Build a class list on the board.

Possible answers:

1. *Stop! You must stop. You have to stop. You can't go. You mustn't go.*

2. *You can't come here. You mustn't enter here.*

3. *Go this way. You must turn right. You have to turn right. You can't turn left.*

4. *You must be careful here. You can't enter here. Be careful!*

5. *There's a school, so children might be nearby – drive slowly! You have to drive slowly.*

B. These signs have no fixed meanings. The exercise is designed to get students to use their imaginations.

In groups, students **brainstorm** possible meanings for these signs. Make class lists on the board.

1.7 Focus on form: Modal and modal-like structures

This section reviews forms of modals and modal-like structures. If your students are already confident with forming these structures, or you don't have much time, skip this section.

- A.** Students complete the chart with information on whether it is a modal or not, and an example of the structure in use. The table looks at positive and negative forms separately, so they need to fill in separate boxes for each.

Possible answers:

structure	modal?	example
can't	yes	You can't borrow my bike, I need it.
have to	no	I have to write an essay for social studies class.
can	yes	You can watch the videos tonight.
don't have to	no	She doesn't have to marry him if she doesn't want to.
must	yes	You must finish that book before tomorrow.
mustn't	yes	The cows mustn't come into the garden.

- B.** Students fill the gaps.

Answers:

Can / can't and must / mustn't are modal verbs. We use the base form of the main verb after these. When we express necessity with have to, or non-necessity with don't have to, we also use the base.

- C.** Students identify and correct the mistakes in the sentences. If necessary, they can look again at the **Language Reference**.

Answers: 1. I don't have to cook dinner tonight.

2. She ~~musts~~ go to Bangkok.

3. They can't ~~to~~ leave yet.

4. Can we ~~reading~~ these books?

5. He has to ~~writes~~ his essay quickly.

6. Do we ~~must~~ have to go to bed now? OR

~~Do~~ Must we ~~must~~ go to bed now? (less common)

- D.** Students complete the sentences, using their own ideas. Check that they are using the correct modal or modal-like structures.

2. Advice

This section looks at the functions of advising, recommending and giving opinions, using the modal verb *should*. It introduces the commonly used *I think you should...* / *I don't think you should...* There are a lot of activities that involve finding solutions to problems, and making suggestions about how to solve them.

2.1 What should I do?

Establish the situation. This is a radio show where people ring the show, and tell their personal problems to two counsellors. The counsellors give their advice. **Elicit** a definition of *counsellor*.

Answer: A counsellor gives advice, and helps people find solutions to their problems.

- A. Pre-teach** *graduate, long-term, advantages, compromise*.

Play audio 9.2 once or twice. Students listen to Khaing Khaing's problem. They rewrite the paragraph so the information is correct. You might want to do this as a class: copy the paragraph on the board and get students to come up and change the information.

Possible answers:

Khaing Khaing wants to get married later. She is a university student, and she wants to finish her education. Her parents live in the countryside, and they want her to come home and get married. Her boyfriend is a medic. He wants her to go with him to the countryside.

- B.** Play audio 9.3. Two counsellors are giving advice to Khaing Khaing. Students listen, and decide which counsellor gives each piece of advice. Students write **1** (*Counsellor 1*), **2** (*Counsellor 2*), **N** (*neither*) or **B** (*both*)

Answers: a. 1 b. 2 c. N d. 2 e. N f. 1 g. B

Ask the students their opinions. What should Khaing Khaing do?

- C. Pre-teach** *as much as possible, clearly and shy.*

Students complete the sentences with useful advice. They should use two ideas from the box, and think of one more piece of advice for themselves.

Possible answers:

2. If you go to an important meeting, *you should speak clearly, and you shouldn't shout at people. You should listen to other people's ideas.*
3. If you learn English, *you shouldn't be shy to speak, you should read as much as possible, and you should try to review after each lesson.*
4. If you want a healthy heart, *you shouldn't smoke. You should do lots of exercise, and eat healthy food.*
5. If you go to a job interview, *you should bring your CV. You shouldn't arrive late, and you should bring your certificates.*

2.2 **should and shouldn't with think**

- A.** Students read the sentences and decide if there are any differences.

Answer:

Using 'I think' shows that the statement is your personal opinion, not an objective fact. Using 'I think' also makes it sound more polite.

- B.** Students rephrase the statements adding *I think* or *I don't think*. They can use the sentences in **A** as models. If necessary, refer them to the **should** section of the **Language Reference**, or discuss the box under **B**, before they start.

Answers:

1. *I don't think children should drink alcohol.*
2. *I think people should sleep under mosquito nets.*
3. *I think university education should be free.*
4. *I don't think people should be rude.*

Go through the information in the box, and clarify anything students don't understand.

- C.** Discuss the statements in **A** and **B**. Which opinions do students agree with? Which do they disagree with? Students write their opinions on these issues, using the *I think + should* structure. Encourage them to give more details and expand their answers.
- D.** Students write opinions on these situations, using *I think + should*. Again, encourage students to give detail in their opinions.

2.3 Giving advice

- A. Pre-teach** *literacy, support, recently, run away.*
Students read the problems. Students think of some advice for these people.
- B.** In pairs, students discuss their solutions. They should agree on some advice for each problem.
- C.** Pairs combine to form larger groups, perhaps four to eight, depending on class size. Groups agree on some advice for each problem. (If you are short of time, get each group to present only one problem.) Get groups to present their advice to the class. Is there a variety of different advice, or do most groups recommend the same things?

Extra Idea

Do this activity as a **debate**. Choose one of the situations, and divide the class into two teams (or four/six/eight teams in pairs of teams). Each team chooses a different solution to a situation. Team members take turns to argue the advantages of their advice, e.g for teams of three:

Team A, Student 1 explains their team's ideas.

Team B, Student 1 explains their team's ideas, and argues against Team A's ideas.

Team A, Student 2 explains their team's ideas, and argues against Team B's ideas.

Team B, Student 2 explains their team's ideas, and argues against Team A's ideas.

Team A, Student 3 concludes their team's argument, makes their main points again.

Team B, Student 3 concludes their team's argument, makes their main points again.

This is a formal way to hold a debate. A less formal way is to ask students to divide into who supports and who is against a particular issue, and allow them to argue freely.

2.4 Have you got any problems?

- A. Pre-teach** *housework* (work in the house, e.g. cooking and cleaning).
Students think of problems in their lives. They can use important problems that they would like some advice on, or they can use minor problems.
Students write their problem on a piece of paper.

- B. Students read each other's notes and write some advice.
- C. Students read the advice written for them. Is it good advice? Will they follow it? If possible, ask some students to tell the class about the advice given to them. Do they think it is good advice? Will they follow it? Why or why not?

2.5 From local to global

- A. **Pre-teach** *mistrust*. Students complete the sentences, using *should (not)*, *must (not)* or *have to*. You might want to make some examples on the board, e.g.
I want to be the best person I can be. Therefore, I should learn as much as I can about the world.
- B. In groups, students discuss these issues and decide on some solutions.
- C. Groups present their ideas to the class. When each group presents their ideas, get feedback from other students. Are these ideas *practical* (possible, sensible, likely to succeed)?

Extra Idea

This activity would make a good competition – who can write the best ideas? Either you can decide, or get students to vote on the best ideas.

3. Jobs

This section looks at language to do with jobs and working:

- work vocabulary
- what specific jobs involve
- applying for jobs and trainings
- the process of getting and losing jobs

3.1 Vocabulary: What's the job?

- A. Put students in groups and give them two minutes to think of jobs. Which group got the most? Write all the jobs the class thought of on the board. Make sure the following are included:
scientist, gardener, miner, mechanic, builder, carpenter, office worker, sailor, electrician, artist, doctor, medic, nurse, butcher, pilot, waiter, teacher, cook, cleaner, musician, maid, firefighter, photographer, soldier, journalist, nanny, manager, accountant, tour guide

- B. *This activity could take a long time, so skip it if you like.*
Choose five jobs that are not very similar to each other. Circle them on the board. Students rank them in order: most to least interesting; most to least useful (in your community); and highest to lowest paid. Discuss these rankings as a class. Try to encourage students to do this using only English. Do most people agree on the top and bottom rankings, or are there wide differences of opinion?

3.2 What do these people do?

- A. Students complete next four rows of the chart about the four occupations provided.

Possible answers:

Occupation	<i>have to</i>	<i>should</i>	<i>mustn't</i>	<i>don't have to</i>
teachers	<i>mark lessons</i>	<i>be kind to their students</i>	<i>kill their students</i>	<i>wear hats</i>
soldiers	<i>wear a uniform</i>	<i>be healthy and strong</i>	<i>hurt civilians</i>	<i>write reports</i>
nurses	<i>look after sick people</i>	<i>be kind to patients</i>	<i>give patients the wrong medicine</i>	<i>work in an office</i>
monks	<i>wear robes</i>	<i>know about the life of Buddha</i>	<i>eat after 12pm</i>	<i>drive cars</i>
journalists	<i>get information</i>	<i>be able to type</i>	<i>tell lies</i>	<i>lift heavy things</i>

3.2 What do these people do?

- B. Students choose two other jobs they know about, and complete the bottom two rows of the chart.
- C. Students write the information on the bottom two rows of the chart as a paragraph.

3.3 Aung Mon's career

- A. Look at the words in the box, and make sure the students are familiar with them.
- B. Read the text about Aung Mon's career history.
The parts in *italics* are in the wrong word order. Students sort them out.

Answers:

1. *he wanted to be a lawyer.*
2. *in 1996, he started studying law at university* OR
he started studying law at university in 1996.
3. *He got a job in a clothing factory.*
4. *He got the job and he enjoyed teaching.*
5. *He wanted a better job.*

- C. Students complete the chart about why Aung Mon left each job.

Answers:

job	reason he left or changed
student	He quit because he had to support his family
dishwasher	<i>He left his home town</i>
<i>factory worker</i>	He was fired because he came to work late.
gardener	<i>He quit because his employer didn't pay him</i>
<i>teacher</i>	He was promoted to head teacher.
<i>head teacher</i>	<i>The school's funding ran out</i>
<i>translator</i>	<i>These jobs were only part-time and temporary.</i>

D. Pre-teach *successful, applicant, legal rights.*

Students read the job advertisement. They decide what he *must* have (necessary things) to get the job, and what would be useful (but not necessary).

Answers:

- essential** - *fluent spoken and written Myanmar and English*
- *management experience*
- *computer experience*
- useful** - *legal qualifications*
- *other language skills*

E. Pre-teach *laptop, translation.*

Play audio 9.4. Students listen, and complete the chart.

Answers:

Myanmar language	<i>yes</i>
English language	<i>yes</i>
Management experience	<i>yes</i>
Computer experience	<i>yes</i>
Legal qualifications	<i>no</i>
Other language(s)	<i>yes</i>

Students decide whether they think Aung Mon will get this job or not, and explain their reasons to the class.

3.4 Jobs and training

A. Pre-teach *essential.* Students read the job advertisements. Clarify anything they don't understand.

Ask a few comprehension questions about each job or training, e.g.

- What languages does the weaving trainer need?*
Why do you think the trainer needs these languages?
What does the teaching job involve?
How long does the management training last?
Etc.

Ask students which of these they might like to apply for.

B. Students complete the table with *essential* and *useful* skills. This is similar to exercise 3.3 D.

Answers:

	essential	useful
Weaving Trainer	- <i>over 35</i> - <i>expert weaver</i> - <i>speak Mon and Myanmar</i>	- <i>experience as a trainer</i> - <i>Thai language skills</i>
Maths Teacher	- <i>university degree (maths)</i> - <i>speak and write English and Myanmar</i>	- <i>teaching certificate</i> - <i>other language skills</i> - <i>teaching experience</i>
Management Trainee	- <i>two years' experience in a community organisation</i>	- <i>be a community leader, teacher, member of a women's or youth organisation</i>

- C.** Here are three responses to the advertisements. Students read through the letters. Clarify anything they don't understand. Will any of these applicants succeed?
In groups, students discuss each application. Groups present their ideas to the class.
Students match the numbers and sentence parts.

Possible answers:

2 will probably get the job, because she has all the right skills.

1 might get the job, if there are no better applicants.

3 probably won't get into the training, because she doesn't have enough experience.

- D. Brainstorm** a list of questions you might ask at a job interview, and write these questions on the board.

Students work in pairs, and select one of the jobs or trainings.

Partner A is applying for this job or training. Partner B is the boss, and is going to interview the applicant. Give them a few minutes to prepare what they are going to say. Then students **roleplay** a job interview.

If you have time, get a few students to perform their roleplay to the class.

Extra Idea

Students do a **research assignment**. Individually or in pairs they interview someone in their community about their job: what duties it involves, if the working conditions and pay are good, why they decided to do this job, etc. You might like to **brainstorm** possible questions they could ask first. Students present their findings to the class.

3.5 Story from pictures

A. Students look at the pictures. **Elicit** what is happening in each picture.

Answers:

1. *A job interview scene. The boss is interviewing the applicant.*
2. *The woman is ringing the boss to make an appointment. She's writing her CV.*
3. *The woman is working on a computer (she has got the job).*
4. *The boss is angry. He's firing the woman.*
5. *The woman is looking at a job advertisement for office staff.*

B. Students order the pictures.

Answer: 5, 2, 1, 3, 4

C. Do a **Collaborative Chain Story** with the class using these pictures.

One student says the first sentence of the story, the next student says the next sentence, etc., etc.

Keep doing this, telling the story many times if necessary, until all students in the class have contributed once or twice. Encourage students to add extra details, and use their imaginations.

If you have a big class, you might like to divide the students into groups for this activity.

D. Look at the 'Six months later' picture. **Elicit** a description.

Same office, the woman is now in charge, and the former boss is cleaning.

In groups, students think of a story that explains this process – what happened between Picture 4 (*The woman is fired*) and this picture (*The woman is in charge*).

Each group presents their story to the class.

3.6 Sabay's job

A. Brainstorm about Cambodia. What do students know about Cambodia? Write their ideas on the board. Look at the photos. **Elicit** descriptions of each photo.

What, and who, are in the photos? (The top left photo is Sabay.)

Ask the students what they think Sabay's job is, what type of organisation Rajana is, and what Rajana does.

B. Students look at the photos and identify these items. Some items are in more than one picture. Encourage them to use their dictionaries, or **pre-teach** the vocabulary.

Answers:

a gong – *Picture 4*

some silk – *Picture 3* (these are silk scarves)

some handicrafts – *all the pictures have some: in the background behind Sabay in Picture 1, inside the shop in Pictures 2, 3 and 4, and the people in Pictures 5 and 6 are making them. (Handicrafts are traditional items that people make with their hands or only using simple tools.)*

some tools – *Picture 6* (the man is using them)

a landmine – *Picture 4* (the gong is made from a landmine)

some scarves – *Picture 3, and Picture 1 behind Sabay.*

a silversmith – *Picture 6* (this man is a silversmith)

a customer – *Picture 2* (in the shop)

some cards – *Picture 2, Picture 3 and Picture 5* (these women are making cards)

C. In pairs, students guess the answers to the questions.

Pre-teach the vocabulary in the box. (*Design* can be a noun or verb, a *General Manager* is the person in charge, and *market research* is when people gather information about whether people would want to buy something.)

This recording may be quite difficult for the students to understand because:

- *it is a real interview, not written first, or rehearsed. Therefore there are many pauses, repetitions and 'ahh... ummm... er...', and a lot of grammar mistakes.*
- *Sabay's English is good, but not completely fluent, and he has a strong Cambodian accent.*

However, it is important to expose students to authentic (real) English. When people speak to each other, they don't always use correct grammar, and they often pause, repeat and say 'um... er... ah...'. Students need to learn to speak and understand English with many different people, from different countries, with different levels of English.

D. Pre-teach *sort (n)* (kind, type), *former*, *provide*. Play audio 9.5 two or three times. Were students' predictions correct? Students answer the new questions.

Possible answers to all the questions:

1. *Traditional Cambodian handicrafts: silver jewellery, silk scarves, palm leaf boxes, cards, bamboo crafts, gongs*
2. *Villagers, and young Cambodian people working at the shop.*
3. *He's the General Manager of Rajana.*
4. *An NGO called Southeast Asia Outreach.*
5. *They make them into gongs.*
6. *Yes, there are.*
7. *Yes, the workers are happy because they get fair wages, and can help their families.*
8. *No, Rajana have been independent since 2000. They don't receive any funds or donations from NGOs.*

E. Play the last part of the audio again. Students make notes about Sabay's duties.

Answers:

- *do the accounts* - *market research* - *design* - *sometimes he has to help in the shop*
(Sabay doesn't say in the interview, but he also has to manage the staff in the shop, and the workers who make the handicrafts in the shop.)

Discuss with students whether they would like to do Sabay's job. Why or why not?

4. **some and any + one/where/thing**

In this section, students focus on the pronouns *someone*, *something*, *somewhere*, *anyone*, *anything*, and *anywhere* to describe non-specific people, things and places.

4.1 **Guess**

A. Pre-teach *giant (adj)* (very big). Students look at the pictures. Point out that the place where the woman has left her key in **1**, the woman the man is looking at in **2**, and the thing in the pot in **3**, are unknown. Look at the pictures and use them to present *someone*, *something* and *somewhere*.

somewhere – The woman doesn't know where her keys are.

someone – The man isn't sure who the woman looks like.

something – The boy doesn't know what is in the pot.

B. Students read the descriptions, and identify the thing, place and person.

Answers:

1. *spoon*
2. *hospital / clinic*
3. *uncle*

C. Students write the sentences with the correct word.

Answers:

2. *Someone is at the door.*

3. *I'm buying something for my teacher's birthday.*

4. *Put your coat somewhere.*

5. *She's going somewhere to meet her friend.*

6. *I'm trying to contact someone from the youth group.*

4.2 anyone, anywhere, anything

A. Establish the situation: Tin Tin Mya is studying in Australia, and her friend Nan Htwe is writing to her, wanting to know about Tin Tin Mya's life in Australia.

Students read the letters, and fill the gaps in Nan Htwe's reply with *anywhere*, *anyone* and *anything*.

Answers: *anything, anywhere, anyone*

B. Students complete the table.

Answers:

	positive	negative	question
person	someone	anyone	anyone/someone
place	somewhere	anywhere	anywhere/somewhere
thing	something	anything	something/anything

Make or **elicit** these points:

- The rules for the positive, negative and question structures are the same as for some and any. We use someone, something, and somewhere in positive sentences, offers and requests and anyone, anything and anywhere in other questions and negative sentences.
- There is no difference between someone and somebody.

If you like, give or **elicit** some more examples, e.g. *I went somewhere interesting yesterday. Did you go anywhere interesting? He didn't go anywhere interesting. Would you like something to eat? I don't want anything to eat. Can you see anything? I can see something.* etc.

4.3 Where's the calculator?

A. Play audio 9.6. **Elicit** the situation, and the problem.

Answer: *Sayama Win can't find her calculator. Saya Seng Li is helping her look for it.*

B. Play the audio again. Students answer the questions. Tell students that some questions don't have *yes/no* answers – *I/We don't know* is also an answer!

Answers:

1. *Someone – we don't know exactly.*
2. *We don't know.*
3. *We don't know.*
4. *It is very untidy.*

C. Students read the text, and fill the gaps with someone, anyone, somewhere, anywhere, something or anything.

Answers:

Sayama Win has lost her calculator. She's looked in the staff room, but she can't find it anywhere. One problem is that the staff room is very untidy. It might be somewhere in the staff room, but there's a lot of stuff there. Someone should tidy it.

Maybe someone came in and borrowed it. However, she doesn't think anyone entered the staff room, as it was locked. Unfortunately, Sayama Win needs her calculator now. She has to write her maths tests, but she can't do anything without her calculator!

4.4 Questions and answers

A. Students write true answers to the questions. Encourage them to give extra information, e.g.

Yes, I went to the cinema. OR No, I didn't. I stayed at home.

B. In pairs, students ask and answer the questions.

C. In groups of four or five, students make lists of questions to ask about last weekend, using *any + thing/one/where*.

If you like, do this as a **Group Brainstorm Competition**: give the class three minutes to write as many questions as possible. The group with the biggest list is the winner.

D. Students get into pairs with a person from outside their group. They ask and answer their group's questions. Get a few students to report back to the class about their partner.

5. Pronunciation: -er and -or

This section focuses on pronunciation of *-er* and *-or* word endings. These endings are commonly used to make nouns out of verbs, especially for people and jobs, e.g. *to drive / driver, to visit / visitor*. They are also quite common noun endings generally. They are usually pronounced with a schwa in British English (students may recall the schwa sound from Unit 2). American speakers usually sound the *r* as well: /əɹ/

5.1 People, jobs and things

- A.** Students look at the list of words, and circle the jobs. Write some of the words on the board, point to them, and **elicit** pronunciation. Play audio 9.7. The audio lists the jobs and non-jobs.

Answers:

Jobs – *ambassador, director, builder, miner, farmer, lawyer, doctor, counsellor, sailor, actor, footballer, coordinator*

Non-jobs – *tractor, villager, newspaper, cooker, passenger, folder, stapler, dinner, prisoner, paper, helicopter, minor, winner, foreigner, generator, container, customer, member, shower, typewriter, visitor*

The endings of all these words are schwas.

Play the audio again: students repeat.

- B.** Students select eight words from the box, or fewer if you don't have much time. They make sentences explaining the meanings of these words using *someone* or *something*.
- C.** In pairs, students read their definitions to their partners. The partner checks the accuracy of both the pronunciation and the definitions, and corrects them if necessary. If you have time, get a few students to read some definitions to the class.

Language/Culture Notes

A **cooker** is a machine used for cooking. A **cook** is a person who cooks.

A **miner** is a person who gets coal, metals or gems out of the ground. A **minor** is a person under the age of full legal responsibility (or an adjective meaning 'not important').

5.2 Sentence dictation

This section gives extra practice of words ending in -er and -or. If you don't have much time, or do not think it is very useful for your students, you can skip it.

- A.** Individually or in pairs or groups, students **brainstorm** a list of words ending in *-er* and *-or*. Give them a time limit, such as two minutes.
- B.** Students write five sentences (or fewer if you are short of time) using the words from their lists and/or from the box in 5.1. The sentences should each use at least two of the words. Encourage students to use three, four or five words in one sentence, if they can.
- C.** Students do a **pair dictation**. Partner A reads her/his sentences aloud: Partner B writes. Then swap roles.
- D.** Students check each others' sentences.

6. Listening Fluency: How Many?

This is a listening fluency section: it provides general listening practice for students. The song 'Blowing in the Wind' is about peace. The exercises encourage analysis of meaning, rather than learning new language structures. Metaphor is introduced – students might find this quite difficult, depending on their prior learning experience.

6.1 Song: Blowing in the Wind

- A.** Ask students if any of them have heard of Bob Dylan. What do they know about him?
- B.** Play audio 9.8. Students listen to the song, and count the questions.

Answer: 9 questions.

Language/Culture Notes

Bob Dylan (born May 24, 1941) is an American singer-songwriter, musician and poet. He is one of America's most famous musicians. Much of Dylan's best-known work is from the 1960s, when his music became popular with American political activists. 'Blowing in the Wind' became an anthem of the anti-war and civil rights movements. He remains an influential artist; his most recent album, *Love and Theft*, was very popular in the US. He likes to sing traditional folk tunes and country/blues. Many of his songs have political themes: injustice, racism, war and other social issues.

C. Play audio 9.8 again. Students listen, and match the question halves.

Answers:

- How many roads must a man walk down *before you can call him a man?*
- How many seas must a white dove sail *before she sleeps in the sand?*
- Yes and how many times must the cannonballs fly *before they are forever banned?*
- Yes and how many years can a mountain exist *before it is washed to the sea?*
- Yes and how many years can some people exist *before they're allowed to be free?*
- Yes and how many times can a man turn his head *and pretend that he just doesn't see?*
- How many times must a man look up *before he can see the sky?*
- Yes and how many years must one man have *before he can hear people cry?*
- Yes and how many deaths will it take 'till he knows *that too many people have died?*

D. Students look up the meanings of the words in their dictionaries if necessary, and use them to fill the gaps in the sentences.

Answers: 1. sail 2. banned 3. exist 4. dove 5. allowed 6. cannonballs

6.2 Metaphor and meaning

A. What does Bob Dylan mean when he says 'the answer is blowing in the wind'? Discuss this question as a class, preferably in students' first language. There is no exact right or wrong answer to this; it depends on students' opinions.

Possible answers:

- *These questions cannot be answered.*
- *The answers are in the air, always moving, not possible to see them clearly or catch them.*
- *The answers are everywhere, all around us.*

B. Elicit or explain *metaphor* [met-a-for]. Use the information in the box below. If you like, **elicit** some examples of metaphor in students' L1.

Language/Culture Notes

Sometimes we explain one thing by comparing it to another. This kind of phrase is called a **metaphor**. When you speak metaphorically, people understand that you mean something different from what you say. Here are some examples of metaphorical language:

- She cried a river of tears when her parents died.
- The clouds at sunset are a rainbow of colour.
- You are a horrible monster and I will never marry you!

There is no direct translation for the noun 'metaphor' in Myanmar. However, 'to speak metaphorically' is တင်စားပြောတယ် (it also means 'to exaggerate using figurative language'). Below are some common examples of metaphors in Myanmar.

- အညွန့် ချိုး ('to break off the shoots', i.e. to rob someone's future, destroy their prospects)
- The sangkha, dhamma and scriptures are often called ရတနာသုံးပါး ('The Three Gems')
- အသည်းလေး ('little liver', i.e. sweetheart, beloved)

Divide the students into groups, and give each group one of these questions from the song:

- *How many times can a man turn his head and pretend that he just doesn't see?*
- *How many times must a man look up before he can see the sky?*
- *How many years must one man have before he can hear people cry?*

In groups, students try to think of the real meaning of these metaphorical questions. There may be more than one possible answer. The aim is to get students to think as imaginatively as possible.

C. Once groups have decided on the meaning (or meanings) of their question, they should think of some possible answers to it. Groups then present their questions and answers to the class.

7. Writing: CVs

This section looks at CVs – Curriculum Vitae [vee-tayz] – the formal document people need to write in order to apply for many jobs, training courses and scholarships. It covers both content and format of CVs.

7.1 What's in a CV?

- A.** Discuss CVs (a list of a person's education, work experience, and other achievements, used to apply for jobs and sometimes training courses). Students read Yan Naing's CV. Clarify anything they don't understand. Individually, or in pairs or groups, students answer the questions.

Answers:

1. To summarise information about you, so that people can decide if you are the right person for a job or course.
2. The most important things on a CV are your contact information, education, qualifications and work experience. It's a good idea to add any interests or special skills you have, including language skills, and any awards or publications you have. See the **Language/Culture Notes** for advice on biographical details.
3. Not a lot.
4. High school graduation certificate, BSc (Bachelor of Science) degree, a two-week teacher training certificate.
5. 2000
6. Trainee teacher

Language/Culture Notes

In some countries it is inappropriate to put **biographical information** such as age/date of birth, marital status, ethnicity or religion in a CV. If you are applying to a Western organisation, you don't need to include these details.

- B.** Students look at the information about Aung Mon on page 140, and fill in the information for him. Some information is not available, so students should use their own ideas.

Answers:

1. Yangon (students can think of an address, phone number and/or email)
2. High school certificate (probably 1996), 1 year of a BA in Law (1996)
3. 1999-2001: Head teacher, 1998-1999: Teacher, 1998: Gardener, 1997-1998: Factory worker, 1996-1997: Dishwasher
4. Management, teaching, some knowledge of the law
5. Myanmar, English, Mon

- C.** Students read Nang Si's and Zainab's CVs. Clarify anything they don't understand.

Answers:

Nang Si's CV

- There are no contact details (address, phone number or email address).
- There is no logical order to headings. Usually we put the more important categories (education and experience) first, and optional extras (interests) towards the end.
- When including details of work experience, such as job responsibilities, we don't usually write in complete sentences – you don't need to start with 'I'. It is also a good idea to make these phrases the same style: all starting with a past tense verb (i.e. 'helped', 'hired', 'checked', etc.), or a present tense verb, like in Zainab's CV, or all using gerunds ('writing', 'hiring', etc.).

Zainab's CV is much better, because it lists all the information in logical order. It is clear and easy to read, and has all the essential contact information.

- D.** Students answer the questions.

Answers:

1. No (see C above).
2. We usually use reverse chronological order, i.e. the most recent goes at the top, then the earlier ones after that in reverse chronological order (most recent to earliest).
3. Some people include a photo, or biographical information (see the **Language/Culture Notes**).

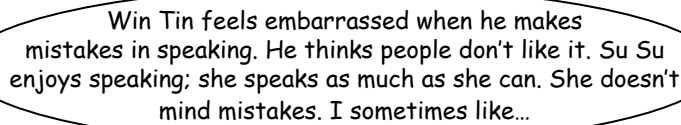
- E.** Students write their own CVs. Before they start, they should write out all the CV categories and note the information for each category. Get them to think about the details of any jobs they have done. How will they phrase them? Point out to the students that even if you don't have much education or work experience that would look important on a CV, it doesn't mean you can't write a good CV. It is important to present whatever information you have clearly and in logical order. Students should follow the format of Zainab's CV.

8. Thinking about Learning: Speaking Strategies (1)

This optional section reviews and expands on spoken communication techniques from previous units, with a strong focus on communication repair. It also provides a list of key phrases that are useful when communication breaks down. (Speaking Strategies 2 is in Unit 10.)

8.1 How do you feel about speaking English?

- A.** These four people have different feelings about speaking English. Read what they think. Clarify anything students don't understand.
- B.** In groups, students discuss each view. Do students feel the same as any of these people? How do they feel? Each student thinks of a short sentence to describe their feelings about speaking. One member from each group summarises to the class.



Win Tin feels embarrassed when he makes mistakes in speaking. He thinks people don't like it. Su Su enjoys speaking; she speaks as much as she can. She doesn't mind mistakes. I sometimes like...

8.2 Situations and strategies

- A.** Students read through the situation and decide what they would do. Discuss the situations as a class. How would they communicate the message? **Elicit** ideas of ways to communicate the message.
- B.** Students work in groups of 4 or 5. Give one member from each group the phrase *fry eggs*. Make sure other group members can't hear or see the phrase. These students go back to their groups and try to communicate this phrase without saying or writing the words *fry* or *eggs*. They can draw, mime or write / talk using other words. When the group guesses the phrase, another group member comes to get a new phrase. Which group can get five phrases first? Here are some ideas for more phrases, or make up your own.
- The bus station at three o'clock*
 - My grandmother's table*
 - A pregnant buffalo*
 - Science exam*
 - The teacher is late*
- C.** This quiz looks at different communication strategies. The aim is for students to think about the strategies they already use, and to give them new ideas. Students read the quiz. Clarify anything they don't understand. Then they complete the quiz, circling *yes*, *sometimes* or *no*, depending on how frequently they use these strategies. Discuss the quiz with the class. Which strategies do they use most often? Which do they use less often? If you like, ask students what other strategies they find effective, and write them on the board so other students can learn about them.
- D.** Students look at the strategies they don't use and decide which ones they should try to use. If possible, get students to make a plan for improving their speaking and listening. For example, if they said 'no' to **6**, they can think about ways they can use English outside the classroom, e.g.
- Meet Ko Shwe and Naw Moon on Monday and Thursday evenings for English conversations.
 - Listen to an English language radio programme every morning.
 - Watch English language movies twice a week.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. *can* and *have to*

Answers:

1. *Do I have to work on Saturdays?*
2. *Can I leave early to pick up my daughter?*
3. *Do I have to wear a uniform?*
4. *Do I have to go out for lunch?*
5. *Can I take time off when my wife has her baby?*
6. *Can I have a holiday on Christmas Day?*
7. *Do I have to bring my own coffee?*
8. *Do I have to have a passport?*

B. *can't* and *don't have to*

Answers:

1. *You don't have to work on Saturdays.*
2. *You can't leave early to pick up your daughter from school.*
3. *You don't have to wear a uniform.*
4. *You don't have to go out for lunch.*
5. *You can't take time off when your wife has her baby.*
6. *You can't have a holiday on Christmas Day.*
7. *You don't have to bring your own coffee.*
8. *You don't have to have a passport.*

C. *mustn't* and *don't have to*

Answers:

1. *mustn't*
2. *don't have to*
3. *doesn't have to*
4. *don't have to*
5. *mustn't*
6. *mustn't*
7. *don't have to*
8. *don't have to*

D. *should* and *shouldn't*

Answers:

1. *You shouldn't drink a lot of whisky.*
2. *You should eat a lot of fruit and vegetables.*
3. *You shouldn't have a lot of children. OR
You should have a lot of children.*
4. *You shouldn't get angry.*

E. Advice and opinions

There are many possible answers to these.

Possible answers:

1. *I think you should get a part-time job while you study.
I don't think you should leave school.*
2. *I think you should discuss this with your parents.
I don't think you should get married if you don't want to.*
3. *I think you should stop drinking.
I don't think you should drink.*
4. *I think you should be careful.
I don't think you should walk to the village.*

F. Complete the sentences

Possible answers:

1. Students don't have to *drive a tractor*.
2. A good medic must *be kind and helpful*.
3. Teachers have to *work very hard*.
4. Members of the village committee must *know all about their communities*.
5. A good father should *look after his children*.
6. Soldiers mustn't *steal people's chickens*.
7. Secretaries have to *type letters*.
8. A politician shouldn't *be corrupt*.
9. Farmers don't have to *wear a uniform*.
10. Small children can *wear no clothes*, but adults can't.

G. somewhere, anyone, etc.

Answers:

1. *anyone*
2. *somewhere*
3. *anything*
4. *anywhere, somewhere*
5. *anyone, someone*
6. *something*

H. Jobs crossword

Answers – across

1. *mechanic*
6. *nurse*
7. *soldier*
8. *clever*
9. *part*
12. *fired*
13. *medic*
14. *tour*
18. *artist*
20. *farmer*
22. *rich*
23. *news*

Answers – down

1. *manager*
2. *carpenter*
3. *cook*
4. *gardener*
5. *firefighter*
10. *accountant*
11. *time*
15. *office*
16. *career*
17. *salary*
19. *teach*
21. *man*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Nine. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *trainee*
2. *ambassador, coordinator, firefighter, tour guide, maid, pilot, secretary, trainer*
3. *banned*
4. *nearby*
5. *career*
6. *temporary*
7. *essential*
8. *fund*
9. *colleague*
10. *volunteer*
11. *pilot, passenger*
12. *literacy*

C. Students take one word from the wordlist, and make a **mind map** around it. They should try to include as many other words from the list as possible, and any other words they know.

You can also do some activities from the **Vocabulary review** sections of Units 1-8.

Unit Ten

1. The Past Continuous

This section focuses on narrating events in the past. It introduces the past continuous tense, and examines the relationship between events (what happened) and things that were going on at the time (what was happening):

- forming and using the past simple and past continuous tenses
- using *when*, *while* and *during*

1.1 What were you doing?

The setting for this listening exercise is a fictional country (Northopia) that won the Football World Cup two years ago. On the audio, five different people talk about what they were doing when they heard the news.

- A.** Pre-teach *newsreader*, *radio operator*, *pleased*, *hammock*, *celebrate*.
Play audio 10.1, and listen to the five people talking.
Students match the listening texts with the pictures.

Answers:

1. *The newsreader*
2. *The forestry worker*
3. *The radio operator*
4. *The radio operator's daughter*
5. *The teacher*

B. Elicit or pre-teach *spread the news* (tell lots of people the news). Play audio 10.1 again. Students fill the gaps.

Answers:

First, the newsreader spread the news over the radio. The forestry worker was listening, and he went to tell the radio operator. He told his wife, the next village and his daughters. Then his daughter went to tell the teacher.

C. Play audio 10.1 again. Students complete the table.

Answers:

	What were they doing?	What did they do?
The newsreader	- He was reading the news	- He thought about his friend
The forestry worker	- He was lying in a hammock - He was listening to the radio - He was trying to ignore the mosquitoes	- He ran to tell the radio operator
The radio operator	- He was cooking some soup - He was smoking a cheroot	- He dropped the cheroot into the soup - He told his wife and daughters - He sent a message to the next village
The radio operator's daughter	- She was playing with her sister - She was playing with some stones	- She went to tell her teacher
The teacher	- She was marking essays - She was listening to cassettes	- She went outside and joined the celebrations

1.2 Forming the past continuous

A. Students fill the gaps with the correct form of the auxiliary verb.

Answers: 1. *was* 2. *were* 3. *were* 4. *was* 5. *were*

B. Students complete the chart. If necessary, refer them to the **Past continuous** section of the **Language Reference**.

Answers:

	structure	example
positive statements	subject + <i>was/were</i> + <i>v-ing</i>	<i>I was leaving.</i>
negative statements	subject + <i>was/were</i> + <i>not</i> + <i>v-ing</i>	<i>He wasn't coming.</i>
yes/no questions	<i>Was/Were</i> + subject + <i>v-ing</i>	<i>Was he writing?</i>
wh- questions	<i>wh- question word</i> + <i>was/were</i> + subject + <i>v-ing</i>	<i>How were they travelling?</i>

C. Students write sentences responding to the accusations of bad behaviour.

Get a few students to perform their sentences in pairs as dialogues. One student accuses; the other says what they were doing at that time.

D. Students answer the questions.

Possible answers:

- I was (talking to my friends).*
- I was (sleeping).*
- S/he was (writing on the blackboard).*
- I was thinking about (my house).*
- I was writing (answers to these questions).*

E. Students complete the questions.

Possible answers:

- Was your brother reading at 9pm last night?
- What were you doing when I rang?
- Why were the children crying last night?
- Where was Daw Khaing going when I saw her this morning?
- When you heard the gunshots, were you still sleeping?

Extra Idea

Throw the Sentence. Throw a ball to a student and say an activity, e.g. Climb a tree. The student has to reply, I was climbing a tree. They throw the ball to another student. While they are throwing it, you say another activity. The student who catches it forms a sentence in the past continuous. If a student makes a mistake, they sit down. Keep playing until only one student is left.

1.3 Past simple or continuous?

- A.** Students complete the rule for using past simple and continuous. Check they understand *in progress* (still happening; not finished).

Answers:

- We use the past simple tense to talk about completed events in the past.
- We use the past continuous tense to talk about events in progress in the past.

- B.** Ask students if they can identify the woman in the picture. (*Benazir Bhutto*)

Do they know when she died? (*December 27, 2007*)

Look at the example sentences. **Elicit** whether there is any difference between them.

Answer: *No, there is no difference; the meaning is the same.*

Tell students to read the **Past continuous or simple?** section of the **Language Reference**.

Language/Culture Notes

Benazir Bhutto was Prime Minister of Pakistan from 1988-1990 and again from 1993-96. She was running for Prime Minister for a third time when she was assassinated, just before the general election.

- C.** In this exercise, students describe what these people were doing when they heard the news.

Students identify the activity in the pictures, and write sentences. There are many possible answers.

Possible answers:

1. Myint Myint San *was burning a letter.*
2. Ko Lwin *was carrying a sack of rice.*
3. Saw Htoo *was climbing a tree.*
4. Jill and Bill *were dancing.*
5. Daw Thandar *was teaching / looking after her children.*

- D.** In pairs, students talk about what the people were doing when they heard the news.

If you like, you can vary it by having students make dialogues about the people, disagreeing on what they were doing, e.g.

Partner A: What was Myint Myint San doing?

Partner B: She was having dinner.

Partner A: No, she wasn't! She was burning some envelopes.

- E.** Students describe what these people were doing when something happened. The activity they were doing is in the picture. The event that happened is written in the exercises. Students use all this information to make sentences. There is more than one possible answer for some of them.

Possible answers:

1. *U Maung Maung was getting dressed/was dressing when the thieves robbed the bank.*
2. *Aung Ko was looking for his glasses when the car crashed into his garden..*
3. *Hla Hla was working in a factory / drilling when the earthquake hit.*
4. *Nang Seng was packing her clothes when the war started.*
5. *Jack and Thiha were arguing when the police found them.*

F. Students try to think of a famous person from the past who is dead. If they have older relatives nearby, they can ask them what they were doing when they heard that person was dead. Otherwise, can they remember their relatives talking about this?

G. Students fill the gaps with the correct form of the verb.

Answers:

1. *phoned*
2. *was visiting*
3. *was looking*
4. *was studying*
5. *had*
6. *passed*

1.4 Listening: Reading on the bus

A. Pre-teach *terrified, obey, act* (make an action, do something), *grab*.

Students read the text. Clarify anything they don't understand.

Elicit students' predictions about what will happen next, and write them on the board.

Play audio 10.2.

B. Play audio 10.2 again. Students listen, and fill the gaps.

Answer: 1. *while* 2. *during* 3. *while* 4. *while* 5. *During* 6. *While*

C. Pre-teach *expect, overpower, actually, event, hijacker*. Students read the end of the story.

Ask a few comprehension questions, e.g.

- *How did the passengers catch the man with the gun?*
- *Why couldn't the narrator answer the police's questions?*
- *Why didn't the narrator see the action?*

D. Elicit or explain when we use *when, while* and *during* in past tenses.

Answers:

1. *During* is a preposition. We use it before a noun or noun phrase.
2. *When* is a conjunction. We can use it before a past simple or past continuous clause.
3. *While* is a conjunction. We usually use it before a past continuous clause.

Tell students to read the ***when, while and during*** section of the **Language Reference**.

E. Students fill the gaps with their own words. There are many possible answers, but they must follow the grammatical rules in **D**.

Possible answers:

1. When *I was in town*, I saw my mother.
2. While *I was watching a video*, the phone rang.
3. During *the fight*, I was in bed.

2. Describing People

This section looks at ways to describe people:

- adjectives to describe feelings
- adjectives to describe character (personality)
- adjectives to describe appearance (how someone looks)
- different ways to talk about someone's age

2.1 Feelings

- A.** Working individually or in pairs, students match the adjectives with the faces. They can use their dictionaries if necessary.

Answers:

1. *nervous* 2. *excited* 3. *confused* 4. *drunk* 5. *annoyed* 6. *depressed*
7. *terrified* 8. *angry* 9. *amused* 10. *pleased*

Ask some questions about the adjectives:

- Which word means 'a little afraid'? (*nervous*)
- Which word means 'very afraid'? (*terrified*)
- Which word means 'a little angry'? (*annoyed*)

- B. Brainstorm** other adjectives that describe feelings, e.g. *worried, frightened/scared, sad, jealous, embarrassed, ashamed, surprised, bored, disappointed, upset, heartbroken, fed up, homesick, lonely*. If you like, get students to draw faces to match these new adjectives.

Extra Idea

Do a **Speaking Stick** activity. Get some sticks (or pens). Use these pictures, and say a sentence about one of the people, e.g. 'I think 4 looks happy', passing the stick to a student. The student says a different sentence and passes the stick, etc. Get a few sticks going around the room at the same time.

2.2 Character

- A.** Using their dictionaries, students match the pictures with the adjectives.

Answers:

- a. *friendly*
- b. *hard-working*
- c. *sleazy*
- d. *lazy*
- e. *generous*
- f. *vain*

B. Students match the adjectives with the descriptions.

Answers:

- | | |
|--|----------------------|
| 2. <i>stingy</i> (pronounced <i>stin-jee</i>) | 9. <i>generous</i> |
| 3. <i>bad-tempered</i> | 10. <i>sleazy</i> |
| 4. <i>shy</i> | 11. <i>arrogant</i> |
| 5. <i>hard-working</i> | 12. <i>forgetful</i> |
| 6. <i>honest</i> | 13. <i>corrupt</i> |
| 7. <i>easy-going</i> | 14. <i>selfish</i> |
| 8. <i>lazy</i> | |

C. Students think of three people they know who can be described using the adjectives in **A**. They write a sentence about each, but don't include any adjectives. They then memorise these sentences. One student says her/his sentences to their partner, and their partner tries to guess the adjectives. Then they change roles.

Go around the class checking correct grammar and pronunciation.

Get a few students to say their sentences to the class.

2.3 Appearance

A. **Elicit** students' guesses about the identity of the leaders in the pictures.

If they can't get them quickly, you can write the names on the board in the wrong order, and students try to match the names with the pictures.

Answers:

1. *Mao Zedong (Chairman of the Chinese Communist Party, 1949-1976)*
2. *Gloria Arroyo (President of the Philippines 2001-?)*
3. *Helen Clark (Prime Minister of New Zealand 1999-2008)*
4. *Fidel Castro (President of Cuba 1959-2008)*
5. *Joseph Stalin (President of the Soviet Union, 1924-1953)*
6. *Sonia Ghandi (Leader of India's Congress Party, 1998-?)*
7. *George W. Bush (President of the USA 2002-2009)*

B. **Pre-teach** this useful vocabulary – adjectives and nouns – to describe peoples' appearance. Write it on the board.

Bodies: *tall, short, fat, thin, slim, well-built (fit and muscular)*

Faces: *moustache, beard, eyebrows, small/large/hooded/straight/pointed nose, square/round/long/narrow face, fair/pale/dark skin, pointed chin*

Hair: *long, short, fair, dark, grey, straight, curly, wavy, bald*

Students look at the phrases in the box, and match each phrase with a leader from **A**.

C. Play audio 10.3. Students check their phrases.

Answers:

partly bald 1 short grey hair 7 a large beard 4 thick eyebrows 5
 a round face 1 a square face 6 a big, black moustache 5
 a pointed nose 7 short, straight hair 3 long, dark, wavy hair 6

D. Students try to think of someone they know who looks like one of the leaders. They tell the class about them, and why they look similar. (They don't have to look exactly alike, just have some common features, like a beard, or baldness, or curly hair.)

E. Write all the students' names on small pieces of paper.

Give one name to each student. They write a short description of that student. One by one, students read their descriptions to the class. The class tries to identify the person.

2.4 Age

A. Students match the people with the expressions.

Answers: *Kyi Kyi – she's in her early 20s.*

Johnny – he's middle-aged.

Daw Myint – she's elderly.

Zaw Aye – he's in his late teens.

Khaing Win and Mi Lwin – they're in their mid-60s.

After checking answers, **elicit** or explain the meaning of the expressions: *late teens* means 17, 18 or 19.

Early 20s (pronounced *twenties*) means she's 21,

22 or 23. *Mid-40s* (*forties*) means he's about 44-46.

Middle-aged means approximately 40-60. *Elderly* is a polite way of saying 'old'.

B. Students estimate the ages of the people in the

descriptions using phrases like the ones in A, with *early*, *mid-*, *late*, *middle-aged* and *elderly*. Make sure they know that they can vary the phrases: *early teens*, *mid-20s*, etc.

Possible answers:

- | | |
|------------------------------------|------------------------------------|
| 1. <i>early teens or mid-teens</i> | 4. <i>mid-teens or late teens</i> |
| 2. <i>mid-eighties or older</i> | 5. <i>early forties or older</i> |
| 3. <i>late forties</i> | 6. <i>early thirties (in 2008)</i> |

C. Students estimate the ages of the world leaders from 2.3 A.

Possible answers:

- | | |
|---------------------------------------|--|
| 1. <i>Mao Zedong – late fifties</i> | 4. <i>Fidel Castro – early seventies</i> |
| 2. <i>Gloria Arroyo – mid-forties</i> | 5. <i>Joseph Stalin – early fifties</i> |
| 3. <i>Helen Clark – mid-fifties</i> | 6. <i>Sonia Ghandi – early fifties</i> |
| | 7. <i>George W. Bush – mid-fifties</i> |

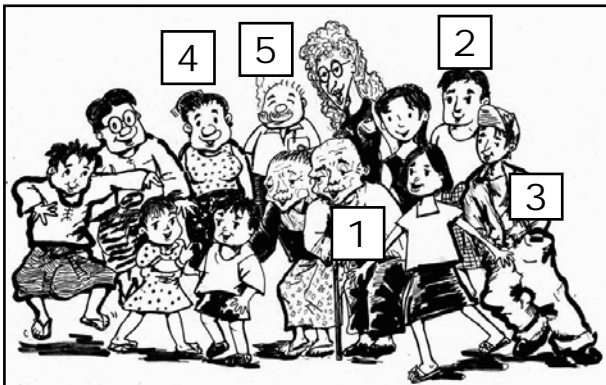
D. Students use the expressions to describe the age of themselves, their parents and their teacher.

2.5 Listening: Family photo

A. **Pre-teach** *creative*, *naughty*, *strict*, *pipe*, *trendy* (fashionable and modern).

Play audio 10.4. Students listen, and identify the people.

Answers:



B. Students write descriptions of three other people from the picture.

3. Identifying People and Things

This section looks at ways to identify specific people or things using the preposition *with*. There is also further practice with describing people.

3.1 Who's who?

A. Pre-teach *energetic*. Students identify the people from the picture in 2.5.

Answers:

- The energetic boy with the longyi *is on the left of the picture*
- The little girl with the spotted dress *is in the front row, in front of the man with the glasses.*
- The woman with the comb in her hair *is behind the small boy at the front.*

Point out the use of *with* to identify people.

B. Students join the descriptions and identify the people. Encourage them to find the one combination that uses all descriptions.

Answers:

The small boy *with black shorts*

The young woman *with long dark hair*

The old woman *with the dark shirt*

The teenage girl *with the short skirt*

The middle-aged man *with glasses*

The tall woman *with blonde hair*

C. Pre-teach *aggressive* and *personality*. Students join the sentences using *with*.

Answers:

1. *She's a kind, friendly woman with short fair hair.*
2. *I've got a very ugly dog with no tail.*
3. *I don't like the tall man with a gold necklace and an aggressive personality.*
4. *In town, there's a beautiful park with lovely flowers and a lot of rare birds.*

D. Students write a sentence or two about a classmate of their choice, using *with*. They should try to make their description unique – if many people are wearing white shirts, 'The girl with the white shirt' is not very useful. Students read the descriptions to the class. Students try to identify the person.

3.2 Pairwork: Can you please pick up my friends?

A. Read the background information, and clarify anything students don't understand.

Students look at the pictures and choose a man and a woman – it doesn't matter which ones. They should give them names and spend a couple of minutes deciding how to describe them. They must think of full sentences, not just phrases.

- B.** In pairs, students describe their friends to their partner, and their partner identifies the friends.
*If the descriptions are accurate, the partner should be able to identify the friends easily.
 Otherwise, the partner will be walking around the bus stop saying, 'Excuse me, are you (Maung Maung)?' until the correct person is identified!*
- C.** Discuss what would happen if this was a real situation – students have to identify some people they have never met. What would they say? Build up a list of possible phrases on the board.

Possible answers:

Excuse me, are you _____? (This is polite and easy.)

Hello, I'm _____, _____'s friend. Are you _____?

4. Grammar: More about Adjectives

This section takes a closer look at adjectives:

- the difference between adjectives of state and adjectives of manner
- adjectives formed from participles (-ed and -ing forms)

4.1 Manner and state adjectives

Read the introduction, and clarify anything students don't understand.

- A.** Students look at the adjectives in the box and classify them into manner and state adjectives.

Answers:

Manner: *angry, drunk, annoyed, terrified, confused, pleased, nervous, bored*

State: *intelligent, selfish, corrupt, honest, unreliable, interesting, handsome, friendly*

Point out that character and appearance adjectives are usually state adjectives, as your appearance and character don't change that quickly (with some exceptions). Adjectives expressing feelings are normally adjectives of manner.

- B.** Students think of four adjectives of state that could describe a good or bad leader or student. They can use the words in **A** and also different ones.
- C.** Each student thinks about good and bad leaders they know, or good and bad students. They tell their partner about them (they don't have to say their name). They can use the adjectives in **A** but they can also use other adjectives, and other information.
 Get a few students to tell the class.

4.2 Husbands and wives

This section provides extra practice of adjectives and speaking fluency. If you are short of time, you can skip it.

- A.** Students make two lists: one list of the five most important qualities in a wife, one for the five most important qualities in a husband. They don't have to use only adjectives – there are some examples of other structures in the unit.
With this activity, it is useful to make sure students are only using English.
- B.** Students work in pairs, and negotiate lists for their pair.
- C.** Each pair joins with another pair, to form groups of four. Groups negotiate group lists.
- D.** Have a class discussion. Negotiate a class list. Discuss the differences and similarities in the lists for wives and husbands.

4.3 *-ed* and *-ing* adjectives

A. Students look at the picture and read the text.

They use the example to figure out the rules

Answers:

-ing adjectives describe causes. (people, things, situations)

-ed adjectives describe effects. (feelings)

Tell students to read the **Adjectives with *-ing* and *-ed*** section of the **Language Reference**.

B. Students look at these pictures, and fill the gaps with an *-ed* or *-ing* adjective.

Possible answers:

1. Nang Seng is bored. She's sitting in a boring meeting, and she wants to go home and sleep.
2. Maung Lay has just met a frightening dog. Maung Lay is frightened of dogs, and this dog is bigger, louder and more aggressive than other dogs.
3. Htwe Htwe is reading an interesting book. She's been reading it for 3 hours now. She doesn't want to stop reading to eat or wash. Htwe Htwe is very interested in this book.

C. Pre-teach *embarrass*. Students fill each gap with a word from the box plus *-ed* or *-ing*. Sometimes they have to remove the *-e* from the end of the word before adding *-ed* or *-ing*.

Answers:

2. Walking up the mountain is tiring.
3. I can't understand the instructions for this machine. They are confusing.
4. She was disappointed when she didn't get a scholarship. She was expecting to get one.
5. We heard a very amusing joke. We laughed for ages.
6. I love lying on a hammock in the sun with a good book. It's so relaxing.
7. My most embarrassing experience was in 1999. I got up to make an important speech and saw I had a large hole in the front of my trousers.

Go over the answers by checking that students understand what is being described, e.g.

In **1** *he* is depressed. This is describing an effect – someone's feelings.

In **2** *walking up the mountain* is tiring. This is describing a cause – a situation.

Etc.

D. Students write sentences using the unused adjectives from **C**:

depressing, tired, confused, disappointing, amused, relaxed, embarrassed.

Check that students describe feelings for *confused, tired, amused, relaxed* and *embarrassed*, and things or situations for *depressing* and *disappointing*.

E. Students do a **pair dictation**. Partner A reads her/his sentences to Partner B, who listens and writes them down. Then Partner B reads her/his sentences to Partner A. They check each other's use of *-ed* and *-ing* adjectives and make any necessary corrections.

5. Pronunciation: Countries and Nationalities

In this section, students look at nationality. A major focus is the pronunciation of countries and their adjectives of nationality. It also discusses the idea of nationality, and its different meanings. There is a list of countries and nationalities in the **Language Reference**.

5.1 Word stress

- A.** If you have a large world map, get students to locate each of these countries and mark them on their world maps at the back of the unit. Individually or in pairs, students decide on the correct word stress for each country, and write them in the correct columns.

Answers:

●	● ●	● ●	● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ● ●
<i>France</i>	<i>Nepal</i>	<i>China</i>	<i>England</i>	<i>Korea</i>	<i>Italy</i>	<i>Vietnam</i>	<i>Cambodia</i>
<i>Laos</i>	<i>Brazil</i>	<i>Norway</i>	<i>Israel</i>	<i>Malaysia</i>	<i>Switzerland</i>	<i>Singapore</i>	<i>Australia</i>
	<i>Japan</i>	<i>Turkey</i>	<i>Cuba</i>		<i>Canada</i>	<i>Pakistan</i>	<i>Afghanistan</i>
	<i>Iraq</i>	<i>Russia</i>	<i>Thailand</i>		<i>Germany</i>	<i>Bangladesh</i>	<i>America</i>
	<i>Iran</i>	<i>Egypt</i>			<i>India</i>		
	<i>Tibet</i>				<i>Philippines</i>		<i>Indonesia</i>

- B.** Play audio 10.5. Students check their answers.
- C.** Play audio 10.5 again. Students repeat. Practise the difficult words again.
- D.** Individually or in pairs, students decide on the nationality words for these countries, and write them in the correct columns.

Answers:

-ese	-ish	-an				-i	other
<i>Nepalese</i>	<i>Turkish</i>	<i>Brazilian</i>	<i>Norwegian</i>	<i>Korean</i>	<i>Cambodian</i>	<i>Iraqi</i>	<i>French</i>
<i>Japanese</i>	<i>English</i>	<i>Iranian</i>	<i>Russian</i>	<i>Australian</i>	<i>Afghan</i>	<i>Israeli</i>	<i>Lao</i>
<i>Chinese</i>		<i>Tibetan</i>	<i>Egyptian</i>	<i>Canadian</i>	<i>American</i>	<i>Pakistani</i>	<i>Thai</i>
<i>Vietnamese</i>		<i>Malaysian</i>	<i>German</i>	<i>Cuban</i>	<i>Indonesian</i>	<i>Bangladeshi</i>	<i>Swiss</i>
		<i>Italian</i>	<i>Indian</i>	<i>Singaporean</i>			<i>Filipino</i>

- E.** Play audio 10.6. Students check their answers.
- F.** Play audio 10.6 again. Students repeat.
Discuss which words are easy and difficult to pronounce. Practice the difficult ones again.
- G.** Students circle the words where the stress is on a **different** syllable in the country and the nationality.
Answers: *Japanese, Chinese, Vietnamese, Italian, Norwegian, Egyptian, Canadian, Afghan*
- H.** In pairs, students make sentences using the nationality words from D and any other nationality words that they know and tell their partner. Encourage them to use a variety of different sentences.

5.2 General knowledge

- A.** Students work in groups. Each group appoints one person to do the writing. Give groups three minutes to list as many countries as they can. They are not allowed to include countries from exercise 5.1.
- B.** Groups write the nationality words to these countries. Write a group list on the board. You can check them using the list in the **Language Reference**.
- C. Pre-teach permanent.** Groups answer the questions. Give them 10 minutes, then check/elicite the answers. Which group has the most points?

Answers:

- Indonesia, Malaysia, Singapore, Thailand, Myanmar, Cambodia, Laos, Vietnam, the Philippines, Brunei*
- There are 27: Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, The Netherlands, Greece, Hungary, Irish Republic, Italy, Latvia, Lithuania, Luxembourg, Malta, Bulgaria, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, United Kingdom, Germany, Romania*
- India, Thailand, Bangladesh, Laos, China*
- Russia, China, the USA, Britain, France*

5.3 What does *nationality* mean?

A. Read the information about nationality. Clarify anything the students don't understand. In groups, students answer the questions from the point of view of the people in the example.

Answers: 1. *Pa-O woman* – 'I'm Myanmar' *Zulu man* – 'I'm South African'

Vietnamese family – 'We're Australian'

2. *Pa-O woman* – 'I'm Pa-O' *Zulu man* – 'I'm Zulu' *Vietnamese family* – 'We're Vietnamese'

3. *Pa-O woman* – 'I'm Pa-O, from Myanmar' *Zulu man* – 'I'm Zulu, from South Africa'

Vietnamese family – 'We're Vietnamese, but we live in Australia now'

B. Discuss this situation in groups.

Possible answers:

1. '*I'm Mon*' – to other Mon people, to people from Thailand or Myanmar, to friendly people who are interested in his nationality and want more information.

2. '*I'm Thai*' – to people who know nothing about Mon people and he doesn't want to spend a long time explaining his background.

3. '*I'm British*' – to officials.

Language/Culture Notes

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.

5.4 Interrogation

A. **Pre-teach** *interrogation*, *fake*. Copy and cut out the fake ID cards on page 295 of the Teacher's Book. Give one to each student. If you can't copy the page, tell students to make up the following false information about themselves and write it down: *name, date of birth, place of birth (city and country), nationality, place their visa was issued, and date of entry into the country.*

Give students one or two minutes to memorise their new identities.

B. Play audio 10.7. Students answer the questions according to their new information. Not all the information they need is on the ID card, so they will have to think quickly, and make up answers to some questions. Repeat this activity two or three times. They should count how many times they make a mistake!

C. In pairs, students **roleplay** this situation. One person is interrogator (the person asking questions), trying to get the other to make a mistake. Get a few pairs to perform their interrogation to the class.

6. Reading: An Indian Poet

This section provides reading comprehension and critical thinking exercises, based on the life and works of Rabindranath Tagore, India's most famous poet.

6.1 Background information

A. **Brainstorm** about Indian history. Write students' ideas on the board. Point out that:

The British started to colonise India in the 17th century, and controlled the whole country by 1857. India gained its independence in 1947.

B. Students look up the new vocabulary in their dictionaries, or **elicit** meanings from students and write them on the board. Some of the vocabulary items can have more than one meaning.

NOTE: Men and women can be *knighthood* by the King or Queen of England for their achievements or service. If you are awarded a *knighthood* you can use the title *Sir* (male) or *Dame* (female). *Fire on* means 'shoot at'. A *gathering* is a group of people together in one place.

C. Discuss the phrases with the class. As a class or in groups, student think of reasons why these phrases might relate to Tagore and be in text. Give the example of *Nobel Prize for Literature*. Ask students why this phrase might be in the text, and elicit or suggest that Tagore probably won this prize. Some background information you can explain to the students:

The Nobel Prize for Literature is awarded every year to a person who has written an important book or books. The *Amritsar Massacre* in 1919 was when the British Army killed hundreds of unarmed civilians, who were protesting against British colonial rule in India. *Albert Einstein* was a physicist, most famous for the theory of relativity. A country's *national anthem* is its official song or piece of music.

D. Students read the text. Go through their predictions in B – point out the phrases in the text and clarify anything they don't understand.

6.2 Comprehension

A. Students match the paragraphs with the summaries.

Answers:

2. 3 3. 1 4. 4 5. 2

B. Students answer the questions.

Answers:

1. *He was more interested in writing.*
2. *Translated it into English, and visited Britain.*
3. *To protest against the Amritsar Massacre.*
4. *He used a mixture of Hindu and Western ideas.*
5. *Many things, including philosophy, religion, education and social topics.*

C. In groups of 4-5, students think of questions about Tagore from the text. They have to know the answer themselves; they can't use questions that they can't answer. Then each group reads out their questions, and the other groups write down the answers. After all the questions have been asked, get groups to give the answers.

D. Groups discuss the meanings of the quotes. Groups rephrase each quote. Write each group's rephrasing on the board, and get the class to vote for the best one.

Possible answers:

'Those who own much have much to fear': people who have a lot of money and possessions have more reason to be afraid because they have a lot to lose.

'Don't limit a child to your own learning, for he was born in another time': If parents and teachers only teach children what they learned, that child won't get an education that is suitable for the present time.

6.3 Poem: The Wicked Postman

A. Discuss the title of the poem with the class. Explain that *wicked* means *very bad*. Get students' ideas on what the postman might have done.

B. Pre-teach *single* (in this context it means *only one*), *rule* (to make straight lines with a ruler), *foolish* (stupid) and *horrid* (an old-fashioned word meaning *horrible*). Students read the poem and think about why the mother is unhappy.

Possible answer:

She is unhappy because the father of her child (probably her husband) is not there. The poem is not clear about where he is.

C. Students read the sentences and decide if they are true, false or the information is not in the poem. Go through the answers and get students to explain why they decided on this.

Answers:

1. *T – the gong is striking four (line 3)*
2. *NI – we know the speaker is young, but there is no information about their gender.*
3. *F – the speaker has at least one brother, who is mentioned in line 3*
4. *T – the speaker refers to 'your maid' in line 9.*
5. *NI – the speaker doesn't say where Father is, or if Father is alive.*
6. *F – the speaker can write from A-K.*
7. *T – the speaker thinks the postman is keeping Father's letters to Mother.*
8. *NI – the speaker doesn't mention this.*

D. Students answer the questions. Go through the answers and get students to explain why they decided on this.

Answers:

1. *Probably between 4 and 6, as they are just learning to write the alphabet.*
2. *No, they live in a village. We know this because the speaker refers to 'the next village' in line 9.*
3. *No, as they employ a maid. They might be middle class, or very rich.*
4. *To write letters, pretending they are from Father, and give them to Mother.*
5. *Because everyone else is getting letters except Mother. The speaker thinks Father must have written to Mother. As the postman doesn't deliver any, the speaker thinks the postman must keep them himself.*

E. Students choose the summary that best covers the main point of the poem.

Answer: *c*

F. In their groups, students decide on a background to this poem. Encourage them to be as creative as they can.

If possible, groups explain their backgrounds to the rest of the class, or to another group if your class is very big.

If you like, get students to write their background stories for homework.

7. Writing: An Autobiography

7.1 What's in an autobiography?

A. Discuss autobiographies. Make or **elicit** these points:

- *An autobiography is a story that you write about your own life.*
- *Some people write whole books about their lives (usually when they are old). Some people write shorter articles about their lives for magazines. We often need to write a short autobiography when we apply for an education or training course.*
- *It's up to the writer what information to include. Some suggestions are: something about your family and childhood; some interesting or important events that have happened in your life; something about people who are important to you and have influenced your life (your family, friends, teachers, etc.); something about a place where you grew up or where you have lived; something about your interests. The autobiography included in this section is only one example. Autobiographies can be very different, as they are written for different audiences.*

B. Pre-teach *prize, icon* (a greatly respected person who becomes a symbol for a movement or belief), *patriotism, conservative, policy*. Students read and make brief notes.

Possible answers:

Main events	People	Feelings and beliefs
- born in Bengal in 1961	- family	- not interested in law
- went to England to study	- private teachers	- wanted to be a writer
- returned to India	- Indians	- respected Gandhi but disagreed
- wrote poems and stories	- non-Indians	- supported independence
- started writing in English	- King George	- maybe angry at British
- translated early writing	- friends	- disliked colonialism
- went to Britain aged 51	- the British	- respected Western culture
- Nobel Prize for Lit. 1913	- Gandhi	- liked Western art and literature
- knighthood 1915		
- helped organise independence movement		
- returned knighthood		
- got involved in education		

7.2 Writing an autobiography

A. Students decide whether these are good advice for writing an autobiography.

Answers:

3. *Yes.*
4. *No – you should never copy other people's writing.*
5. *Yes – using other writing to get some ideas is very useful.*
6. *Yes.*
7. *No – it is important to show that you have your own ideas.*

B. Students write their autobiographies. To prepare, they should make a chart like they did for Tagore, and a plan of how they will organise the information.

Then discuss possible ways of starting, e.g.

When I was five years old, I lived in a remote village in the middle of the jungle...

I was born near Myitkyina into a poor family...

My first memory is of beautiful mountains surrounding our hometown near Bago...

When they are ready, students start to write.

8. Thinking about Learning: Speaking Strategies (2)

This optional section builds on the skills practiced in Unit 9 on spoken communication techniques, focusing on specific phrases students can use to repair communication problems.

8.1 Useful phrases

A. Pre-teach *misunderstand*. Students match the situations to the phrases. Many phrases are useful in more than one situation.

Answers:

- | | |
|---|----------------|
| a. Someone misunderstands you . | 5, 10 |
| b. Someone is talking too fast. | 1, 2, 4, 9, 11 |
| c. You need more information about something. | 3, 6, 7, 8 |
| d. You didn't hear something. | 2, 4, 9, 11 |
| e. You don't understand one word or phrase. | 1, 7, 8, 9 |
| f. You want someone to repeat a statement. | 1, 2, 9, 11 |

B. Play audio 10.8. Students listen, and identify differences between the audio and the written phrases.

Answers:

1. *I'm sorry, I don't understand. Can you please repeat that?*
4. *Could you say that more slowly? (without the 'please')*
7. *What does 'directly' mean?*
8. *I don't understand 'essential'.*
9. *You said we have to go to Taunggoo to do what?*

C. Get students to close their books. Play the audio again. Students repeat the phrases.

8.2 Using speaking strategies

A. Students can either do this for homework or in class.

They write the rest of this conversation, using six more of the phrases from **8.1**.

This will be quite difficult, so don't mark the exercise too strictly – check that they have a basic idea of when to use the phrases.

B. In pairs, students decide which conversation they want to roleplay.

They create a conversation, using at least two of the phrases from **A**.

They perform their dialogue to the class.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. The past continuous

Answers:

Mi Mi: I was looking for you, Sayama. I'm afraid I've broken these plates and cups.

Sayama Win: How? What happened?

Mi Mi: I was taking them to the kitchen, when I bumped into Naw Moo. She was coming out when I was going in.

Sayama Win: I don't think you were looking where you were going.

Mi Mi: I'm very sorry. I'll buy some more plates when I get some money.

Sayama Win: Don't worry about it. Just be more careful next time!

B. Past simple or continuous?

Possible answers:

1. I was watching TV when he arrived.
2. 'I went to your house yesterday afternoon, but you weren't there.'
'Sorry, I was playing football at the school.'
3. I saw / met Zaw Zaw last night. He was eating in a restaurant.
4. 'Where were you at at six o'clock?' 'I was fixing my car at the mechanic's. Yesterday when I was driving to work, it stopped, and I couldn't start it again.'
5. 'I met / saw your parents at the market. They were buying some new furniture.'

C. when and while

Students use the information to write sentences with *when* or *while*.

Answers:

1. *Nang Seng was making a speech at a conference when her phone rang.* OR
While Nang Seng was making a speech at a conference, her phone rang
2. *Hla Wai heard strange noises while / when he was walking through the jungle.*
3. *Min Min and Peter saw a gold ring on the ground while / when they were walking to school.*
4. *When they were visiting the city, my parents bought some new chairs.* OR
While they were visiting the city, my parents bought some new chairs.

D. during or while?

Answers:

1. *during* 2. *while* 3. *while* 4. *during* 5. *While* 6. *During*

E. Who's who?

Answers:

- a. 4 b. 2 c. 1 d. 2 e. 1 f. 3 g. 3 h. 4 i. 1 j. 2 k. 3
l. 2 m. 4 n. 1

F. Character adjectives

Possible answers:

1. *generous, kind* 2. *arrogant* 3. *honest (Kyi Kyi)* 4. *corrupt, dishonest* 5. *selfish*

G. with

Remind students that their sentences should clearly identify one person in the picture.

Possible answers:

1. My younger sister *is the short girl with long straight dark hair.*
2. My older sister *is the woman with the baby.*
3. My sister's husband *is the tall man with the Kayin shirt.*
4. My aunt *is the woman with the Myanmar top and the longyi.*
5. My uncle *is the middle aged man with the glasses.*
6. My cousin *is the little boy with the big smile.*
7. My grandfather *is the man with the hat, sitting on the chair.*
8. My father *is the man with his right arm on the chair.*
9. My little brother *is the boy with the black shirt.*
10. My mother *is the woman with the glasses.*

H. -ed and -ing adjectives

Answers:

Sue likes the family next door, but sometimes they play loud music. This is a little annoying but they are very kind people. Once Sue heard a frightening noise outside her house. The neighbours invited her in and gave her a relaxing cup of tea. They checked around the house until she stopped being frightened.

The family tells very amusing stories about their work. The husband, Moe Kyaw, works in a shoe shop. He finds this job interesting – he is never bored at work. Last week, a surprising thing happened. A Hollywood actor came into Moe Kyaw's shop and bought 20 pairs of shoes. He gave Moe Kyaw \$200, and said 'Keep the change'. Moe Kyaw was very excited. He took all his friends and family to a restaurant.

I. Countries and nationalities

1. Answers:

First row: Indonesian, American, Cambodian, South Korean

Second row: British, Swedish, Spanish, Irish

Third row: Chinese, Japanese, Taiwanese, Vietnamese

Fourth row: Israeli, Pakistani, Bangladeshi, Iraqi

Fifth row: Thai, French, Dutch, Lao

This row ends in-an

This row ends in -ish

This row ends in -ese

This row ends in -i

This row doesn't follow any pattern

2. Answers:

Portugal – *third row (Portuguese)*

Turkey – *second row (Turkish)*

Iran – *first row (Iranian)*

Singapore – *first row (Singaporean)*

Sudan – *third row (Sudanese)*

Philippines – *fifth row (Filipino)*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Ten. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *ID*
2. *terrified*
3. *steal*
4. *province*
5. *summary*
6. *gathering*
7. *elderly*
8. *trendy*
9. *border*
10. *partly*
11. *fake*
12. *chat*

C. Pre-teach *synonym* and *antonym*. Students choose some words from the wordlist, and think of as many synonyms and antonyms for this word as they can. They list these on a piece of paper. They can use their dictionaries if they like, but they should not write down any synonyms or antonyms they don't actually know themselves. Make sure they don't write the original word on the paper. They show the paper to another student, who identifies the word from the wordlist. If you like, put all the students' pieces of paper on the wall, and get the class to go around and identify all the words.

You can also do some activities from the **Vocabulary review** sections of Units 1-9.

Test

On page 286 there is a test of the language and skills from Units 9 and 10. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 289.

Unit Eleven

1. Future Plans

This section focuses on intentions and plans:

- the use of *going to*
- degrees of certainty about the future: adverbs of probability

It reviews and builds upon the structures looked at in Unit 7 (future prediction).

1.1 What are you going to do?

- A.** Look at the picture. Establish the situations for the people:

A building site of a hotel. Two building labourers are thinking about finishing work.

The owner of the hotel is watching them, thinking about making money.

Pre-teach *casino* (a place where people gamble their money), *short-term*, *medium-term*, *long-term* (happening in or continuing for a short, medium or long time).

Elicit from students which person is thinking of a short-term plan, a medium-term plan and a long-term plan.

Answers:

Short-term – the female labourer

Medium-term – the male labourer

Long-term – the owner

- B.** Look at the pictures, and establish who these people are: a student, a couple, a prisoner and a pregnant teacher. Ask the students what they think these people are planning for their future.

You might like to do the first one, the student, as a demonstration, and **elicit** students' ideas of his thoughts, e.g

- I'm going to get a job

- I'm going to take a holiday

- I'm going to do nothing

Students write lists for the four people about what they are planning and thinking. Get some students to read out their ideas to the class, and see how many students have the same ideas.

- C.** Play audio 11.1. The four people are talking about their future plans. Students listen, and see which of their ideas are correct. If you like, get students to write down what each person is thinking about.

Answers:

Student *- I'm going to go home and spend some time with my parents.*

- I'm going to look around for a job.

- I'm not going to look for a high salary.

Couple *- We're going to get married.*

- We're going to have a big wedding.

- We're going to have a big family.

Prisoner *- I'm going to walk around the streets, and go out to the countryside, and look at everything!*

- I'm going to go to a restaurant.

- I'm going to order my favourite food.

Teacher *- I'm not going to teach any more.*

- I'm going to stay home and look after the baby for a few months.

- I'm going to find a new job.

1.2 Forming and using the future with *going to*

A. Students complete the sentences using the correct form of *going to*.

Answers:

- Before *going to*, we use a form of the verb to be.
- After *going to*, we always use the base form of the verb.
- We use *going to* to talk about plans/decisions we have already made.

Tell students to read the *going to* section of the **Language Reference**.

B. Pre-teach *quit*.

Look at these situations. Students explain the situations using the correct form of *going to*.

Possible answers:

1. *He's going to quit smoking.* **OR** *He's not going to smoke any more.*
2. *She's not going to move to Bago.*
3. *They're going to stop working if they don't get their pay.* **OR** *They're not going to work if they don't get their pay.*
4. *The government's going to change its policy on immigration.*
5. *They're not going to apply for university this year. They're going to wait until next year.*

C. Students write questions enquiring about each situation.

Answers:

1. *What are you going to wear?*
2. *How are you going to pay for it?*
3. *Who is she going to invite?*
4. *What are they going to talk about?*
5. *Why is he going to do that?*

1.3 Your future plans

A. Pre-teach *retire*.

Students write answers to the questions, using *going to*.

Encourage them to write more than one sentence for each question.

Possible answers:

1. *I'm going to have a bath. Then I'm going to cook dinner and eat it.*
2. *I'm going to attend a more difficult English course. I'm going to apply for a new job.*
3. *I'm going to move to Mawlamyine and open a teashop.*
4. *I'm going to lie in a hammock and do nothing.*

B. Students decide which of these are short, medium and long-term plans.

Answers: 1. *short-term* 2. *medium-term* 3. *medium-term* 4. *long-term* (unless you are quite old)

C. Students work in pairs, and tell each other what they are going to do in each situation.

D. Then get students to find a new partner, and tell them what their first partner is going to do.
If you like, get a few students to tell the class what their partner is going to do.

1.4 What are they going to do tomorrow?

A. Explain that the pictures show what people are planning to do tomorrow. Students look at each picture and think about what they show. Then they look at the next page and follow the instructions.

Students write sentences about each person's plans for tomorrow. Some are obvious. For others, students have to use their imaginations.

Possible answers:

- | | |
|---|--|
| 1. <i>Su Su and Ko Ko are going to visit their cousins.</i> | 6. <i>U Tin Gyi's going to go swimming.</i> |
| 2. <i>Rosa's going to take a bus to Tavoy.</i> | 7. <i>Mi Mi's going to pick flowers.</i> |
| 3. <i>Lwin Lwin Oo's going to watch football on TV.</i> | 8. <i>Maung Maung Gyi's going to telephone his sister in Japan.</i> |
| 4. <i>Zaw Zaw's going to fix his car.</i> | 9. <i>Ali's going to draw a picture.</i> |
| 5. <i>Nan Htwe and Ben are going to look for their money.</i> | 10. <i>Naing Win's going to sweep the floor, sew his clothes and cook curry.</i> |

- B.** In pairs, students ask and answer questions about these people around the class. You might want to **elicit** the right question forms and put them on the board first:
- *What are Su Su and Ko Ko going to do tomorrow?*
 - *What is Rosa going to do tomorrow?*

1.5 Future plans

- A.** Read the introduction, and clarify anything student's don't understand. Write 'Strategies for Long-term Sustainable Community Development' on the board. This is the name of the workshop. Students, with the help of their dictionaries, try to figure out what this means. They should know all the words except *sustainable* (able to continue doing something for a long time). Get them to discuss the meaning of this in their own language, if possible.

Possible answer: *Ways to develop your community that will last a long time.*

- B.** Students, with the help of their dictionaries if necessary, match the words and definitions.

Answers:

- network – *a connected group of people or computers*
- available – *possible to find and use*
- apply for – *to formally ask for something*
- funding – *money to run a project*
- proposal – *a formal request for support for a project*

- C.** Check students know that *won't be able to* is the future of *can't* (so it expresses future ability, permission or possibility). Play audio 11.2 two or three times. Students listen, and tick *yes*, *no* or *maybe* for each task.

		yes	no	maybe
Zindzi	Travel around the country	✓		
	Set up computer networks		✓	
Dylan	Teach			✓
	Write a book			✓
Nang Seng	Set up a translation project			✓
	Organise a workshop	✓		
Lee	Teach			✓
	Apply for funding	✓		
	Write a funding proposal			✓
	Work outside his town		✓	

Answers:

- D.** *This activity might take a long time. If your students don't need more practice with the these structures or reviewing the past simple tense, you can skip this.*

Students use their imaginations. It is a year after this conversation took place. Students decide whether or not each character's plans have happened or not, and write sentences in the past tense.

- E.** Students choose two of the characters, and **roleplay** a conversation between them. It's one year later, and they are meeting again at the next workshop. Get a few pairs to perform their dialogues to the class.

2. Arrangements and Excuses

This section focuses on two main functions:

- making excuses
- talking about arrangements

It introduces the use of the present continuous to express future arrangements.

2.1 Making excuses

A. Establish the situation: Moe Kyaw wants to meet Kyi Kyi. Play audio 11.3. Students answer the question – Does Kyi Kyi want to meet Moe Kyaw? Ask students why they think this.

Answer: *No, she doesn't want to meet him. She has many reasons (excuses) not to meet him. It sounds like she is trying to think of reasons to avoid him.*

B. Play audio 11.3 again. Students fill the gaps in the conversation.

Answers:

I'm sorry, I can't. I'm visiting my friends.

Sorry, I'm fixing my bicycle then.

Sorry, I'm washing my dog on Saturday morning.

I'm going to Brazil next week. For a very long time.

C. Discuss the meaning of *excuse*. Students list Kyi Kyi's excuses not to meet Moe Kyaw.

Answers:

She's visiting friends, she's fixing her bicycle, she's washing her dog and she's going to Brazil.

D. Roleplay. Students work in pairs to develop a roleplay similar to Kyi Kyi and Moe Kyaw's – Partner A wants to meet Partner B. Partner B doesn't want to meet Partner A, and makes up excuses to avoid meeting. They can use the conversation in **B** as a model. Get students to perform their conversations to the class.

2.2 Arrangements

A. Students look back at the conversation in **2.1 B** and decide when the things in the present continuous happen – in the past, present or future

Answer: *The future.*

Students read the sentence about the use of the present continuous for future arrangements.

Check they understand the difference between a plan and an arrangement, and give or **elicit**

examples, e.g. *We're having fish for dinner* means we have probably already bought the fish, and maybe are starting to cook it.

Tell students to read the **Present continuous for the future** section of the **Language Reference**.

Language/Culture Notes

The **present continuous** is often used for things that are already arranged. **Going to** is used for things that have been decided (planned) but not necessarily arranged. The difference between the two is small, and you can usually use either structure.

B. Students look at the situations, and write sentences in the present continuous.

Possible answers:

1. *I'm working next weekend.*

2. *Hla Hla's going to India on June 15th.*

3. *They're getting married next summer.*

4. *Zaw Min's meeting his boss at 9am tomorrow morning.*

5. *Saw Htoo's going to Ko Aye's party next Saturday.*

C. Pre-teach *internship* and *HIV prevention*. Students go through the conversation, and decide whether the underlined phrases refer to the present or the future.

Answers: 1. *present* 2. *future* 3. *present* 4. *future* 5. *present* 6. *future* 7. *future* 8. *present*

D. Students think of things they're doing later in the day. Then put them in pairs or groups, and tell them to discuss their arrangements. Then ask a few students to tell the class about their arrangements.

2.3 Nang Seng's arrangements

A. Establish the situation. Nang Seng (from 1.5) is organising a conference for members of her organisation. They are travelling to Mandalay in three days' time. Nang Seng has written a list of tasks she has to do before the conference. Students read the list of tasks.

B. Students make a list of things Nang Seng is doing over the next three days.

Answers:

Today she's phoning the bus company.

She's visiting the hotel (to check that there are enough rooms).

She's buying notebooks.

At 4pm she's meeting with the cooks (to discuss the menus).

Tomorrow at 10am she's meeting U Maung Oo (to discuss the timetable).

She's emailing Daw Phyu about her speech.

On the 16th of May at 1pm she's sending cars to meet people at the bus station.

At 3pm she's sending cars to meet people at the train station.

At 6pm she's having dinner in the hotel with everyone.

C. In pairs, students imagine what else she has to do before the conference starts. They think of at least one more thing she needs to do on each day. Students tell their tasks to the class. If your class is large, get students to do this in groups of four or five.

3. Geography

This section focuses on describing the physical geography of a country or region: adjectives used to describe a country's shape, size and position, physical features, and climate. For this section, you may want to use a large world map – there is a small one at the back of the **Language Reference**.

3.1 Describing a country

A. Pre-teach useful language for the exercise:

Places: *Europe, Asia, Africa, America, Middle East, Atlantic, Pacific, Indian (Ocean), Mediterranean (Sea)*

Features: *coast, continent, ocean, border, sea*

Directions: *north, south, east, west, north-east, north-west, south-east, south-west.*

In this exercise, students look at the pictures and use the key words to make sentences describing each country.

Possible answers:

1. *Pakistan is a long, narrow country in Asia, north-west of India*

2. *Brazil is a very large country on the east coast of South America*

3. *South Africa is a fairly large country on the south coast of Africa between the Indian and the Atlantic Ocean*

4. *New Zealand is two small narrow islands near Australia, in the Pacific Ocean*

- B. Pre-teach** *surrounded by*. Students choose six Southeast Asian countries, and write sentences describing them. Let students correct each other's descriptions, or work in groups to negotiate accurate descriptions.

Possible answers:

Myanmar is a fairly large country in Southeast Asia, north-west of Thailand, next to the Andaman Sea.

Thailand is a fairly large country south-east of Myanmar, between the Andaman Sea and the South China Sea.

Laos is a long, narrow country west of Thailand and east of Vietnam.

Vietnam is a long, narrow country south of China, with its east coast on the South China sea.

Cambodia is a fairly small country which has borders with Thailand, Laos and Vietnam.

The Philippines is a large group of islands in the South China Sea.

Malaysia has two parts: one part is south of Thailand, and the other is the north part of an island in the South China Sea, west of the Philippines.

Singapore is a very small country south of Malaysia.

Brunei is a very small country on the South China Sea, surrounded by Malaysia.

Indonesia is a very large group of islands, mostly in the Indian Ocean.

East Timor is a small country in the Indian Ocean, surrounded by Indonesia.

- C.** Students look at the world map at the back of the book, or another world map, and each choose a country (not one of the six they wrote about in B). In pairs, they describe this country to their partner. Their partner identifies the country.
After a few turns at this, get a few students to describe a country to the class. The class identifies the country.

3.2 Weather and climate

- A. Elicit** the difference between *weather* and *climate* (weather is happening now; climate is the type of weather a region gets throughout the year). Discuss *tropical climate*. **Elicit** an explanation from students. Discuss the other questions.

Answers: *Tropical climates are hot and wet. Countries near the equator often have tropical climates.*

- B.** Discuss *temperate climates*, and **elicit** students' answers to the questions.

Answers:

Temperate climates have four seasons: winter, spring, summer, autumn. Winter is cold and wet, and summer is hotter and less wet. Temperate climates have no rainy season – it can rain at any time of year. Countries that are not near the equator, but not near the North and South Poles either, have temperate climates, e.g. the UK, southern New Zealand and western USA.

- C.** In pairs or individually, students answer these questions. They should use their dictionaries if they get stuck.

Answers:

- Damp, usually hot and sticky weather.*
- There are two – Celsius (also called centigrade; water freezes at 0 degrees and boils at 100 degrees) and fahrenheit (water freezes at 32 degrees, and boils at 212 degrees).*
- Winter*
- Cold. It snows in the mountains.*
- Very light clothes – this is extremely hot!*
- heaters, stoves, fires, radiators*

- D. Pre-teach** *small talk* (casual conversation about unimportant things). Establish that in some English-speaking countries the weather is a very common conversation topic amongst strangers or people who don't know each other very well, as it is something everybody can discuss easily.

Read the situations, and clarify anything students don't understand. Students write some things they could say in each situation. Get students' ideas, and make class lists on the board.

Possible answers:

- It's too hot! It's boiling today, isn't it? I hate/love this weather.*
- It's very cold, isn't it?! It's freezing! This wind is strong, isn't it?*
- Why is it raining now? That's strange! It's very wet outside!*

3.3 Living in different climates

- A.** Introduce the activity: explain that students will listen to a man talking about living in Kuwait, and a woman talking about living in north-west Russia. Students identify these place on a world map. Ask if students know anything about the climates of Kuwait or Russia.

Pre-teach *heat* (noun), *pleasant*, *minus 25 degrees*, *layer*, *stove*, *damp*, *air conditioning*.

Individually or in pairs, students predict the answers to the questions.

- B.** Play audio 11.4 two or three times.

Students answer the questions – some questions are not answered.

Answers:

- | | |
|---|---|
| 1. <i>Yes, it is.</i> | 10. <i>Minus 25 to minus 30 degrees Celsius.</i> |
| 2. <i>July and August.</i> | 11. <i>No answer – she doesn't say.</i> |
| 3. <i>No answer – he doesn't say.</i> | 12. <i>They use traditional stoves in the countryside, and special heating systems in the cities.</i> |
| 4. <i>No, it's a dry heat.</i> | 13. <i>Layers of warm clothes.</i> |
| 5. <i>No answer – he doesn't say.</i> | 14. <i>Yes, it is.</i> |
| 6. <i>Yes, they do.</i> | 15. <i>Yes, it does.</i> |
| 7. <i>No – cars have air-con.</i> | 16. <i>No answer – she doesn't say.</i> |
| 8. <i>Yes – the air-con inside is quite cold.</i> | |
| 9. <i>No – it's often too hot.</i> | |

- C.** Do this as either a speaking or writing exercise. Students describe their own climates, using the audioscript as a model.

4. Agreeing and Disagreeing

This section looks at the functions of agreeing and disagreeing. It introduces phrases with *so* and *not*, and provides practice in expressing opinions and giving supporting information to back them up. There is an extended reading, listening and speaking task about the internet.

4.1 *so* and *not*

- A. Pre-teach** *cut* (v) (to reduce), *rumour*. Establish the situation: Ma Khin and Si Si are discussing an upcoming meeting of their organisation. (The Youth Development League is not a real organisation.) Students read the conversation, and identify what the meeting is about.

Answer: *The budget.*

- B.** Students answer the questions. The answers to these questions are not exact *yes* or *no* answers. *I think so* means *probably*, and *I don't think so* means *probably not*.

Answers:

1. *Probably. 'I think so' means 'probably yes'.*
2. *Yes. 'I hope so' means she wants to attend.*
3. *Probably not. 'I don't think so' means 'probably no'.*
4. *We don't know, but Si Si hopes it is correct.*

Tell students to read the ***I think so, I hope not, etc.*** section of the **Language Reference**.

- C.** Read the explanations. Students answer the questions using *I think* or *I hope* + *so* or *not*. The answers depend on each student's situation and opinions.

4.2 Listen and respond

- A.** Discuss uses of *I think so*, *I don't think so*, *I hope so*, *I hope not* and *I don't know*. **Pre-teach** *abroad*. Play audio 11.5. Students reply to the audio player using the replies above. Play the audio a few times, until students are fast and fluent in their answers.
- B.** Students write a list of *yes/no* questions asking about predictions and plans – about five questions is enough. They ask and answer these questions in pairs, using *I think so*, *I don't think so* and *I hope so*. If necessary, brainstorm a list of possible questions first, and write them on the board.
- C.** Play audio 11.6. This time the audio has statements of opinion. Students agree or disagree, with *I agree* or *I disagree* + more information.
- D.** Students write a list of opinions. In pairs, they make and respond to the opinions, using *I agree* + more information or *I disagree* + more information.

4.3 The internet

- A. Brainstorm** about the internet. Write their ideas on the board, or do a **mind map**.
Pre-teach *force for good* (something that causes good changes), *access*, *log on* (connect your computer to the internet), *foreign policy*. Students read the text. This is a difficult reading text, so check that they understand everything, and clarify things they don't understand. Get students' opinions of the internet. Do they have access to it – or do they think they will have access to it sometime soon? Would/Do they use it for research, to get information, send email, or would/do they use it mostly to play games? What problems would/do they have with the internet?
- B.** Introduce the activity: four students from different parts of the world are at a conference. They are discussing the internet.
Pre-teach *afford*, *fundraising events*, *satellite phone* (a mobile phone that connects to a satellite in space – you can use them everywhere), *remote*. Play audio 11.7 two or three times. Students listen, and make notes of each person's comments. If this is too difficult, get them to check the audioscript.

Possible answers:

Nang Seng thinks:

- *it's not very useful for them as members don't have telephones or electricity*
- *people can't afford computers* • *it is difficult to get information in Kachin language*

Zindzi thinks:

- *satellite phones are getting cheaper and cheaper* • *email is quicker than letters*
- *it is difficult to send letters to remote areas* • *people can share computers*

Lee thinks:

- *satellite phones are expensive*
- *the government closes websites it doesn't like, and arrests people for looking at anti-government websites*
- *most information is in English, not so much in Chinese*

Dylan thinks:

- *computers and computer equipment are expensive*
- *internet is necessary in Canada as all organisations use it for communication*

- C.** In groups (or as a class if you have a small class), students compare their own situation to those of the speakers on the tape, and discuss how useful the internet is for them.

5. No One, Nothing, Nowhere

This section looks at the pronouns *nothing*, *nowhere* and *no one*. It follows on from Unit 9, where students looked at *some/any* + *thing*, *where* and *one*.

5.1 What are you doing?

- A.** Give students a minute to look at the pictures on their own and decide what is happening. Then put them in groups (three students per group is best). They decide on the story – encourage them to be creative, give the people names, jobs, etc.
If they have difficulties, write these key words on the board: *girl, mother, letter, boy, father, meet*. They should also think of an ending to the story (either happy or unhappy). Get one member of each group to tell the story to the class.

- B.** Write the chart on the board:

some	any	no
something	anything	nothing
someone	anyone	no one
somewhere	anywhere	nowhere

Make these points:

- we use *some* forms in positive sentences (e.g. *I saw something*), and offers and requests
- we use *any* forms in most questions (e.g. *Did you see anything?*)
- in negatives, there are two possible forms: *nothing, nowhere, no one*, or *not anything, not anywhere, not anyone*.
- we can also use *some/any/no* + *body*. This means the same as *some/any/no* + *one*

Read through the examples. Clarify anything students don't understand.

Students rewrite the sentences using another negative form.

Answers:

1. She didn't give me anything for my birthday.
2. We 've cooked nothing for dinner.
3. There isn't anywhere to swim near here.
4. I've got friends, but I don't love anyone.
5. There's nowhere to go now.
6. There 's no one in her town to teach English.

- C.** Students write six sentences about themselves using the target language, e.g.
I didn't say anything to my sister this morning.

5.2 Songs: For No One and Nowhere Man

This exercise might take a long time. Skip it if necessary.

- A.** Ask students if they have heard of *The Beatles*, a very famous British band from the 1960s and 1970s. If they know them, have a quick **brainstorm** about *The Beatles*.
- B.** In this activity, students listen to two *Beatles* songs. Read the introduction. Students match the words with the definitions. Encourage them to use dictionaries.

Answers:

- your day breaks – *your day begins*
- mind – *brain*
- to linger – *to stay somewhere for a long time*
- no longer – *not for any more time*
- to miss – *to not get something*
- to last – *to continue for a long time*
- to lend a hand – *to help*
- to take your time – *to not hurry, to do something slowly*
- point of view – *opinion*

- C.** This activity does not provide a lot of practice of key structures, in section 5, but provides general listening practice. If your students don't need more practice with this, you can skip it.
 Play audio 11.8, *Nowhere Man*, twice. Give students five minutes to write the lyrics.
 Play audio 11.9, *For No One*, twice. Give students five minutes to write the lyrics.
 If necessary, play both songs again a couple of times.
 They can look at the **Audioscripts** to check their answers.

Answers: *Nowhere Man*

*He's a real nowhere man
 Sitting in his nowhere land
 Making all his nowhere plans for nobody
 Doesn't have a point of view
 Knows not where he's going to
 Isn't he a bit like you and me?
 Nowhere man, please listen
 You don't know what you're missing
 Nowhere man, the world is at your command
 He's as blind as he can be
 Just sees what he wants to see
 Nowhere man, can you see me at all?
 Nowhere man, don't hurry
 Take your time, don't worry
 Leave it all till somebody else lends you a hand
 Doesn't have a point of view
 Knows not where he's going to
 Isn't he a bit like you and me?
 Nowhere man, please listen
 You don't know what you're missing
 Nowhere man, the world is at your command
 He's a real nowhere man
 Sitting in his nowhere land
 Making all his nowhere plans for nobody*

For No One

*Your day breaks, your mind aches
 You find that all her words of kindness linger on
 When she no longer needs you
 She wakes up, she makes up
 She takes her time and doesn't feel she has to hurry
 She no longer needs you
 And in her eyes you see nothing
 No sign of love behind the tears cried for no one
 A love that should have lasted years
 You want her, you need her
 And yet you don't believe her when she says her love is dead.
 You think she needs you
 And in her eyes you see nothing
 No sign of love behind the tears cried for no one
 A love that should have lasted years
 You stay home, she goes out
 She says that long ago she knew someone and now he's gone
 She doesn't need him
 The day breaks, your mind aches
 There will be times when all the things she said will fill your head
 You won't forget her
 And in her eyes you see nothing
 No sign of love behind the tears cried for no one
 A love that should have lasted years*

Extra Ideas

After students have identified the lyrics to *Nowhere Man*, here are a few suggestions for follow-up activities you can do if you have time:

1. Sing in groups. The song has eight verses. Divide the class into two groups (or four groups, if you have a big class). Each group takes every second verse; Group A has verses 1,3, 5 and 7, and Group B has 2, 4, 6 and 8. (For four groups, give each group two verses). Each group decides on some actions for their verses. Then play the audio again and have groups sing their verses, along with the actions.

2. Identify the main point. In groups, students identify the main point of this song.
Answer: *Nowhere Man is a normal person, similar to most others, who has no objectives to his life, no opinions and no ability to think for himself.*

3. Compare and contrast. In the song, the singer asks 'Isn't he a bit like you and me?' Students compare themselves to Nowhere Man. What are the similarities? What are the differences? Do students agree that they:
 - don't know where they are going?
 - don't have opinions?
 - don't see anything they don't want to see?
 - wait for other people to help them?
 Students discuss this in groups.

Extra Idea

After students have identified the lyrics to *For No One*, do a **Background to the Story** activity if you have time. Students imagine the background: Who is the singer? Who is he singing it to? What was their relationship before, and how has it changed? In groups, students write the background information to this story and present this to the class.

6. Pronunciation: Word Endings

This section focuses on pronunciation of final consonants (that is, the non-vowel sounds at the end of words, e.g. the *t* in *cat* and the *p* in *help*). This is a common problem amongst speakers of many Southeast Asian languages, which do not have the same final consonant sounds as English. Myanmar and many ethnic minority languages in Myanmar do not have any consonant sounds at the end of words. Like other aspects of pronunciation, students will not be able to pronounce final consonants correctly all the time after one lesson, so you should correct mistakes regularly in future lessons too.

6.1 Identify the mistakes

- A. Play audio 11.10. A woman is talking about some things she needs to buy. Students listen, and write her shopping list. Make sure students don't read the text in the speech bubble – you might like to get them to close their books and do this task on paper, or cover the bubble.
- B. Discuss this task – did students find it easy or difficult? What was difficult about it? Hopefully, students can identify that the final consonants were not pronounced in many of the words. Some words students might be able to identify by context, but others are more difficult.
- C. In pairs, students practise reading the text, focusing on pronouncing the final consonants.
- D. In this version the final consonants are pronounced clearly. (The same person, a Myanmar woman, is speaking.) Play audio 11.11 sentence by sentence and let students repeat it.

6.2 Importance

- A. Read the information, and ask the questions. Do the first languages of your students contain final consonant sounds?
Discuss the problem. Sometimes not pronouncing the final consonant can lead to misunderstanding; sometimes it isn't such a problem. With these sentences, students imagine that the final consonant of the underlined word isn't pronounced. They then decide whether this would lead to misunderstanding.

Possible answers:

1. *Not usually. Perhaps, if the listener is not expecting a request for ice – 'Can I have some ice in my drink?' is not a normal sentence though, and most people would understand the word from context.*
2. *Yes, definitely – 'love' is present tense; 'loved' is past. The listener would think that the speaker loves them now, whereas the speaker is saying s/he loved him/her before (but doesn't any more).*
3. *Probably – 'fi my motorbike' sounds a bit like 'fit my motorbike'. If the listener knows the speaker's motorbike is broken, it isn't a problem.*
4. *No. Leaving off the s would not stop the listener getting the message.*
5. *Yes. If the speaker does not pronounce the final n, it will sound like 'forty'.*
6. *Yes. Without the final consonant, the 'pig' might sound like 'pit' or 'pick'.*
7. *Probably not. It's easy for listeners to guess from context.*
8. *Yes. The listener might think they said 'I'm going to hell'!*
9. *Probably – the listener would not know whether the speaker has a bike now or had one in the past.*
10. *Maybe – there are no other context clues in the sentence.*

- B. Students practise the sentences with a partner, making sure they pronounce the underlined words correctly.

- C. Discuss which words are most important to pronounce correctly.

Possible answers:

- *Words that carry the meaning of the message – usually nouns, main verbs and adjectives. (These words are normally stressed.) Prepositions, articles, some auxiliary verbs and adverbs are usually less important. (These are normally unstressed.)*
- *Words that you can't identify by context.*
- *Words that are easy to mistake for other words.*

6.3 Final consonant practice

Instructions for this are on the following page.

6.3 Final consonant practice

- A.** Students do this exercise in pairs. Partner A says the six words quickly. Partner B listens carefully, and decides whether the final consonant is pronounced clearly. S/he gives a point for each word ending correctly sounded, resulting in a score out of six.
You may like to demonstrate this activity first with a confident student.
- B.** In pairs, students do the same with each of these groups of words. After they complete all 14 groups, they should identify which final consonants they have the most difficulty with.
If students aren't comfortable giving feedback on each other's pronunciation, get them to practise without scoring each other.
Students then discuss which sounds are hardest for them.
- C.** Play audio 11.12. Students repeat after each word. Check they are sounding the final consonant properly.
- D.** Divide the class into groups of 6-10. Groups sit or stand in lines. Whisper a sentence into the ear of the first student from each group. That student whispers the sentence into the ear of the next student, and so on. The final student in each group writes the sentence they hear on the board.
Everyone needs to be careful that other people can't hear them whispering.
Here are some ideas for sentences. Think of some yourself if you like, or get students to think of some sentences.
- *There's a dead mouse on the top of the roof.*
 - *I've got twelve fat pigs in my garden.*
 - *The boss has a problem with the accounts and the budget.*
 - *My aunt likes to hunt birds in the forest.*
 - *My brother is a good cook and a great friend.*

7. Writing: Expressing opinions

7.1 In my opinion

This section focuses on written opinions, and the language you need to express an opinion, support your opinion, agree with another person's opinion and present a contrasting idea.

- A.** Students read the letter. **Elicit** a summary of Ma Win's situation, or if you prefer, get students to write a short paragraph.

Possible answer:

Ma Win has just lost her job as a nurse and can't find another nursing job. She needs to make money. She is thinking about going overseas to find work.

- B.** Students match the underlined expressions with the synonyms. Some are new, and some they have met previously in this book.

Answers:

1. *Furthermore* 2. *According to* 3. *In my view, I think* 4. *Therefore* 5. *For example*

- C. Pre-teach values.** Establish the situation; U Aung Ko has strong opinions about the behaviour of modern youth. Students use the six expressions underlined in **A** to fill the gaps.

Answers:

1. *In my view* 2. *For example* 3. *Furthermore* 4. *According to* 5. *I think* 6. *Therefore*

7.2 More opinions

A. Pre-teach *authorities, migrant, bribe (n, v), living costs, rude, repay*. Students quickly read Ni Ni's reply – give them about one minute. Ask them whether Ni Ni thinks Ma Win should come and join her overseas.

Answers:

No. Most of Ni Ni's advice is that life is quite difficult in a new country. However, she says the salaries are good.

B. Students fill the gaps in the letter with the expressions in the box.

Answers:

1. *I don't think*
2. *In my opinion*
3. *However*
4. *Furthermore*
5. *For example*
6. *According to*
7. *Therefore*

C. Explain *contrasting point* – a point that supports a different or opposite opinion. Students look through the text and identify expressions that match the synonyms.

Answers:

1. *You are right (that), I agree (that)*
2. *That's why*
3. *On the other hand*

D. Students list the reasons presented in the letters for and against going overseas to work.

Answers:

Reasons for:

- *There are no medical jobs in her home country.*
- *She can stay with her cousin.*
- *She can support her family and repay her debts.*
- *The pay is better overseas.*

Reasons against:

- *Life is difficult overseas.*
- *Living costs are higher than at home.*
- *It's difficult to get a job in a hospital without a qualification from that country*
- *Factory jobs are hard work, and owners are sometimes not nice.*
- *The police sometimes make problems for migrant workers.*
- *She will miss her family, friends and other things from home.*
- *A lot of educated people are leaving, which is bad for the country.*

If you like, brainstorm other reasons for and against going overseas to work.

E. As a class or in groups, students discuss what Ma Win should do. Make sure they give reasons for their opinions. If you like, have a class vote at the end.

7.3 Your opinions

A. Students choose one of these topics. Then they list the reasons for and against the opinion expressed in the statement. If you prefer, get students to do it in pairs.

The topics listed are some possibilities for opinion-based writing. If you can think of topics that are more relevant to students' situations, give them different topics to write about, based on what is happening in the students' lives or communities at the time.

B. Students write three or more paragraphs on the topic. They should use at least six transition words from this section.

When you check their writing, focus on correct use of the expressions from this section, but also look at general clarity and quality of argument.

8. Thinking about Learning: Grammar (1)

This optional section looks at grammar: how students feel about grammar, and the differences in the grammar of different languages.

8.1 How important is grammar?

- A. Pre-teach** *logical* (sensible, natural, following rules), *exception*. These four people have different feelings about English grammar. Read what they think. Clarify anything students don't understand.
- B.** In groups, students discuss each view. Do students feel the same as any of these people? How do they feel? Each student thinks of a short sentence to describe their feelings about grammar. One member from each group summarises the group's opinions to the class.

8.2 Comparing grammar

- A.** Students read the information in the bubbles.
- B.** Give students a few minutes to think about similarities and differences between the grammar of their language(s) and English. Then put them in pairs or groups to share ideas. Then have a brief class discussion. If they are struggling, tell them to think about the following:
- alphabets: the same or different? How many letters?
 - tenses: similar to or very different from English tenses?
 - word order
 - parts of speech
 - grammatical forms that are in L1, but not English
 - grammatical forms that are in English, but not L1

Elicit specific examples, as in the bubbles, e.g.

We don't have articles in Myanmar, so 'I ate a potato', 'I ate the potato' and 'I ate potato' are translated the same.

- C.** Individually, then in pairs/groups, then as a class, students compare their first language with other languages that they know.

NOTE:

- *Myanmar and Arakanese are very similar.*
- *Thai, Shan and Lao are very similar to each other but are very different from Myanmar.*
- *Mon and Khmer (Cambodian) are very similar to each other but are very different from Myanmar, though the scripts are closely related.*
- *Kayin, Kayah and Pa-O are very similar to each other but are very different from Myanmar, although the Kayin and Pa-O scripts, and some vocabulary, are similar.*
- *English is similar to many European languages (this is one reason many Europeans can speak English well, even when it is not their first language) but it is very different from languages native to Myanmar.*

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. What are they going to do?

Answers:

2. True.
3. False. *She's going to do that for six months.*
4. False. *He'll probably help his father write reports.*
5. True.
6. True.
7. True.
8. False. *He's got a really interesting internship.*
9. False. *He's going to write HIV prevention materials at the hospital.*

B. Complete the conversation

Possible answers:

Ali: What are you going to do after you leave school?

Mi Mi: First, I'm going to work for a while with my father in his photocopy shop.

Ali: What are you going to do there ?

Mi Mi: I'm going to look after the accounts.

Ali: Are you going to work there for a long time ?

Mi Mi: No, only for a year. Then I'm going to study some more.

Ali: Where are you going to study ?

Mi Mi: I'm not sure yet. Maybe in Mandalay.

Ali: What are you going to study ?

Mi Mi: Languages, I think. I want to learn Chinese and Japanese.

C. Arrangements

Possible answers:

2. This afternoon he's *watching movies with some friends / going to the movies with some friends.*
3. *Tomorrow he's visiting his mother.*
4. *On Wednesday he's going to a job interview.*
5. *On Saturday he's playing volleyball.*
6. *On Saturday night he's going to a party at Daw Nu's house.*
7. *Next Monday he's meeting Aung Ko and discussing the budget / to discuss the budget.*
8. *On July 2 he's going on holiday with friends / having a holiday with friends.*

D. Geography crossword

Encourage students to use dictionaries, encyclopedias or other reference books for this exercise.

Answers:

1. *oceans*
2. *border*
3. *islands*
4. *coast*
5. *rivers*
6. *mountain*
7. *lake*
8. *country*
9. *forest*
10. *desert*

Asia, Europe and South America are all continents.

E. Weather and climate

Answers:

1. *true*
2. *false*
3. *true*
4. *true*
5. *true*
6. *false*
7. *true*
8. *true*

F. so and not

Possible answers:

1. Is it *going to rain tomorrow?*
2. Will you *pass your exam?*
3. Do they *speak English?*
4. Are you *going to move?*

G. no- or any- ?

Answers:

1. *anybody*
2. *anything*
3. *nothing*
4. *anybody*
5. *anything*
6. *nothing*
7. *nobody*
8. *nowhere*
9. *nothing*
10. *anywhere*

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Eleven. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *cut*
2. *take your time*
3. *tropical, temperate*
4. *rumour*
5. *branch*
6. *coast*
7. *immigration*
8. *proposal*
9. *in my opinion, in my view*
10. *afford*
11. *particularly*
12. *excuse*

C. Students choose four words from the wordlist, and use them in sentences that are either true or false. They read their sentences to a partner, who decides whether each sentence is true or false. If it is false, they should try to correct it.

You can also do some activities from the **Vocabulary review** sections of Units 1-10.

Unit Twelve

1. The Passive

This section introduces the passive voice, which is used a lot in formal English such as reports and newspaper articles. This is quite a difficult structure for Southeast Asian students, as most regional languages do not have a similar structure. The focus of this introductory section is:

- the use of the passive in past and present simple tenses
- forming positive and negative sentences and questions in the passive voice.
- the differences between active and passive structures

1.1 Who did it?

A. Pre-teach *article* (a story in a newspaper or magazine), *arrest*, *blow up*, *expel*, *parcel*, *explode*, *charge* (v) (when police formally accuse someone of committing a crime, before the trial), *attempt* (v) (to try to do something), *vandalism* (destroying or damaging property) and *trial* (n). Students quickly read the article and order the events.

Answer: 2, 1, 4, 3

B. Students answer the questions.

Answers:

1. *we don't know*
2. *we don't know – perhaps the school board, school committee or the head teacher.*
3. *the article doesn't say, but probably the police.*
4. *the article doesn't say, but probably the police.*
5. *Kevin. In questions 1 and 2 we don't know who did these things, and in 3 and 4 it is obvious who did them (the police), so there is no need to mention them.*

C. Students look at the sentences. Make sure they know the meaning of *subject* and *object*. Students answer the questions.

Answers: 1. *a* 2. *b* 3. *a* 4. *b*

D. Students try to complete the grammar and usage rules. Let them work in pairs or groups if necessary.

Answers:

1. *past participle, tenses*
2. *not*
3. *interested*

E. Students identify three more examples of the passive in the article (not the ones mentioned in C).

Answers:

1. *Coffee Mate is used to make tea and coffee white.*
2. *...Mr Lomax was taken to Toronto Central Police Station...*
3. *...he was charged with attempted vandalism.*

1.2 Forming the passive

A. Pre-teach *produce*. Students change the active sentences into passive.

Answers:

2. *9.7 billion pounds are spent on beer every year.*
3. *9 billion litres of water are used each day.*
4. *27 millions tonnes of rubbish are produced every year.*
5. *1 car is stolen every 20 minutes.*

B. Students rewrite the sentences in the past simple passive.

Answers:

2. *9.7 billion pounds were spent on beer.*
3. *9 billion litres of water were used each day.*
4. *27 million tonnes of rubbish were produced.*
5. *1 car was stolen every 20 minutes.*

C. Pre-teach *edit, print, publish* and *assemble*. In pairs, students talk about the production or processing of the items in the pictures. Do not let students list things as 'second/ly', 'third/ly'. We only use this in more formal speech. If it is too difficult, write the answer for fish on the board for them to use as a model, and/or tell them which verbs to use for each item.

Possible answers:

- Fish:** *First the fish is caught. Then it's killed. After it's cleaned, washed and cooked, it's eaten.*
Rice: *First the rice is grown. Then it's cut. Then it's washed, cooked and eaten.*
Book: *First the book is written. Then it's edited. After that it's printed and published.*
Car: *First the car is assembled. Then it's tested and finally painted.*

D. Elicit the rules for forming negatives in the present and past simple passive:

Present simple: *am/is/are + not + past participle*

Past simple: *was/were + not + past participle*

Students rewrite the sentences so they are true, using the information in brackets.

Answers:

2. *The telephone wasn't invented in the 1970s. It was invented in the 1870s.*
3. *Toyota cars aren't produced in China. They're produced in Japan.*
4. *Paper isn't made of metal. It's made of trees.*
5. *Shampoo is used for washing hair.*
6. *Cambodia wasn't colonised in the 16th century. It was colonised in the 19th century.*

E. Students find a way through the maze by following the instructions.

In the first section, they can only pass through one-syllable past participles.

In the second, they can only pass through two-syllable past participles.

In the third, they can only pass through irregular past participles.

Students are not allowed to move diagonally.

Answers:

*killed – looked – danced – walked – helped – planned – stopped – closed – talked – climbed –
asked – voted – added – hated – waited – ended – started – tasted – wanted – needed – caught –
came – driven – seen – got – stood – gone – heard – thought – left – woken – rung – swum –
drunk – eaten*

1.3 Active or passive?

A. Students fill the gaps in the sentences about the UK using the passive or active forms of the verbs in the box.

Answers: 2. *is made* 3. *don't grow* 4. *aren't cleaned* 5. *are held, holds*
6. *isn't translated (or hasn't been translated)* 7. *closes* 8. *are employed, is owned*

B. Pre-teach murder. Students fill the gaps with the passive or active forms of the verbs in the box, in the present simple or past simple tense.

Answers: 1. *ate* 2. *were eaten* 3. *are murdered* 4. *are caused* 5. *were killed*
6. *uses, are recycled* 8. *drink*

1.4 Bangladesh

A. Students look at the picture, and brainstorm everything they might know about Bangladesh. Write their ideas on the board.

B. Individually, or in pairs or groups, students read the article. They should look up words they don't know in their dictionaries. They then fill the gaps with active and passive forms of the verbs listed.

C. Pre-teach loose. Play audio 12.1 two or three times. Students check their answers.

Answers: 1. *suffers* 2. *was flooded* 3. *drowned* 4. *died* 5. *are caused*
6. *are cut down* 7. *are destroyed* 8. *survive* 9. *are not given* 10. *don't attend*

Check that students have the correct tenses. The second and third paragraphs are in the present simple, as they are talking about a situation that happens all the time. The first paragraph had some information about things that happened in 1996. These use the past simple.

1.5 Questions and answers in the passive

A. Pre-teach *mine* (noun and verb). Students read the questions, and answer as many as they can.

B. Students match the answers with the questions.

Answers: b. 5 c. 1 d. 8 e. 7 f. 2 g. 4 h. 6

Go through the structure of passive questions. Write on the board:

When were the Pyramids built? Are rubies mined in Myanmar?

Elicit the structure of these questions:

wh- question word + be + subject + past participle.

be + subject + past participle.

C. Students make *wh-* and *yes/no* questions using the information provided.

Answers:

2. *How is glass made?*

3. *Was Australia colonised by the Spanish?*

4. *Is silver used for jewellery?*

5. *Why was General Aung San killed?*

6. *Where is rice grown in Myanmar?*

If necessary, refer students to **The Passive: Questions and answers** section of the **Language Reference**.

D. Look at the picture, and establish the situation. These people are answering questions about their past experiences. The man is talking about a time he was injured. The woman is talking about a time she was beaten. Students write the questions.

Answers:

2. *How were you injured?*

3. *Where were you injured?*

5. *How were you beaten?*

6. *Why were you beaten?*

7. *Where were you beaten?*

8. *Who were you beaten by?*

E. Students think of answers to the questions in **D** about themselves.

F. Pre-teach *told off* (scolded). Students write passive questions using the verbs provided. If they find this difficult, brainstorm which questions they could ask, and write them on the board.

G. Students choose some of the questions in **D** and **F** – about 6 questions is enough. They ask and answer the questions in pairs.

H. Students change partners, and tell their new partner about their previous partner. If you have a small class, get students to tell the class about their partner.

2. The Present Perfect (3)

In Unit 5, students were introduced to the present perfect tense to talk about things that have just happened. This section looks at another use of the present perfect tense: talking about past experience. It introduces the question *Have you ever...?* to ask about previous experiences and looks at the difference between the two past participles of *go*: *been* and *gone*.

2.1 Have you ever met a famous person?

- A.** Look at the pictures, and establish the situation. Three students – two from Myanmar and one from England – are talking about famous people they have met. **Pre-teach** *Minister of Education*. Check students know who David Beckham (a famous English footballer) and Prince William (a member of the British Royal family) are. Play audio 12.2. Students listen, and decide which people the students have actually met.

Answers: 1. yes 2. yes 3. no – *Nyi Nyi was not telling the truth*

- B.** Students answer the questions. Try to **elicit** relevant extra information, rather than just *yes* or *no*.

Answers:

1. *No, she hasn't. She's met the Minister of Education's husband.*
2. *No, she hasn't. He came to her parents' shop and bought a newspaper, but they didn't talk to each other.*
3. *No, he hasn't. He was not telling the truth.*

- C.** Play audio 12.2 again. Students listen, and write examples of the present perfect tense in each form. Make sure they know that sentences with *never* are grammatically positive even though the meaning is negative.

Answers: positive sentences: *You've lived in London. I've never met a really famous person. I've met David Beckham. He's never met David Beckham.*

negative sentences: *No you haven't!*

yes/no questions: *Have you ever met a famous person?*

Have you seen anyone famous?

Tell students to read the **Present perfect (3)** section of the **Language Reference**.

2.2 Your experiences

- A.** Students write sentences about their experience: what they have done, and when they did it. Emphasise the different tenses used: present perfect for experience, and past simple to talk about the exact time and other details.

Answers: *I've ridden an elephant. I rode one in...* OR *I've never ridden an elephant.*
I've had malaria. I had it in... OR *I've never had malaria.*
I've stolen something. I stole a... in... OR *I've never stolen anything.*
I've been to Bagan. I went there in... OR *I've never been to Bagan.*
I've won a competition. I won a... competition in... OR *I've never won a competition.*
I've broken a bone. I broke my... in... OR *I've never broken a bone.*
I've seen a ghost. I saw one in... OR *I've never seen a ghost.*
I've met a famous person. I met... in... OR *I've never met a famous person.*

- B.** Students work in pairs, and ask and answer questions as in the example dialogue.

- C.** Students get into groups (4-7 per group is best) and take turns telling their group members about their partners from **B**. They don't need to tell everything, only the more interesting experiences. If you have a small class, you can do this as a class instead.

2.3 Have you ever...?

This section gives extra practice of the present perfect for experience and briefly reviews the use of four tenses covered in this course. If you think your students do not need this, or you do not have much time, you can skip this section and move onto 2.4.

Instructions for these exercises are on the next page.

- A.** Look at the pictures. Students will hear people answering four questions about the things in the pictures. **Elicit** predictions from the students about what the questions will be. Write these on the board. Play audio 12.3. Students identify the questions. Were their predictions correct?

Answers: *Have you ever been in a large boat? Have you ever eaten pizza?
Have you ever driven a motorbike? Have you ever attended a conference?*

- B.** Play audio 12.3 again. Students listen and answer the questions.

Answers:

- a.** *When she was young.* **b.** *To stay with her grandparents.*
c. *Yes – She said it was nice, peaceful and relaxing.*
- a.** *At a pizza restaurant around the corner from his house.* **b.** *Once a week.*
- a.** *Thirteen.* **b.** *Her older brother's.* **c.** *No – She was very frightened.*
- a.** *Yes, he has.* **b.** *The environment/logging in Kachin State.*
c. *45 people: Myanmar, Chinese and other Asians.*

- C.** Students match the tenses and the uses.

Answers:

present perfect – to talk about experiences

past simple – to talk about something that happened at a specific time in the past

present simple – to talk about habits

past continuous – to talk about something happening at the same time as another event

- D.** *This may take quite a long time so skip it if you like.*

Students listen and write at least one example (from the audio) of each tense mentioned in **C**.

2.4 Relevant experience

- A.** Discuss *relevant experience*. **Elicit** students' ideas of what this means.

Answer: *Past experience that is useful in your current situation. If you are applying for a job, it is experience that would help you to do that job.*

- B. Pre-teach** *liaise* [*lee-aise*], *reports*, *proposals*. Read the information, and clarify anything that students don't understand. Students read through the list of experiences, and tick the ones that they consider relevant to the job of school counsellor.

Possible answers: *Most of these are relevant. Part of the job is to advise about job opportunities so experience of any job is a bit relevant. However, perhaps the most relevant are:*

- teaching in a high school*
- working for a community organisation*
- writing reports and proposals*
- liaising with different ethnic organisations*
- studying at university*

- C.** Students decide on the five experiences that are most important for the school counsellor job. These can be experiences from the list in **B** or ones that the students think of for themselves. You might like to **brainstorm** a list of relevant experience with class first. After students have decided on their five experiences, they make *yes/no* questions about them. Some examples of questions from the list above:

- Have you worked for a community organisation?*
- Have you written reports and proposals?*
- Have you liaised with different ethnic organisations?*
- Have you studied at university?*

- D.** In pairs, students interview each other for the job of school counsellor. Partner A is the interviewer, and asks his/her six questions. Partner B is the applicant, and answers the questions. They should answer honestly according to their own real experience.

- E.** In groups, students make list of relevant experience for the three jobs. Once they have their lists, they write questions asking about the experience.

2.5 Personal qualities

- A.** Read the introduction and clarify anything that students don't understand. What kind of person is she looking for? **Pre-teach** *loyal*. In pairs, students decide what characteristics are most important for this job. They can use a dictionary or ask you if they don't understand the words.

- B.** Audio 12.4 is extracts from job interviews – Mi Mi Khaing interviewed six people. These six people applied for the job. Mi Mi Khaing made these notes about them.
Students read the notes – clarify anything they don't understand. Play audio 12.4. Students listen, and write the number of the interview next to the note.

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

- C.** Play audio 12.4 again, more than once if necessary. Students write all Mi Mi Khaing's questions. Then they look at the audioscript and check their answers.

Answers:

Why do you want this job?

Is the money important to you?

What did you think of Yangon?

And do you want to travel around the countryside?

Have you had much experience with the education department?

Are you still teaching at the university?

Why is that?

Problems?

Why have you had five different jobs this year?

Would you enjoy liaising with different education organisations?

And are there any questions you'd like to ask me?

- D.** Students are going to **roleplay** a job interview. First, look at the questions in the book, and clarify anything students don't understand. Explain that these are general questions that are often asked in job interviews.

Next, as a class, decide on a job to use in the roleplay. Try to choose a job that your students might actually apply for in the future.

Brainstorm some questions that might be asked in an interview for your chosen job, and write them on the board. (They don't all have to be in the present perfect.) For example, if the job is Programme Assistant for an adult education NGO, the interviewer might ask:

- *Have you ever taught adults?*

- *Have you ever worked for an NGO before?*

- *What computer programmes can you use?*

- *How can we improve adult education in Myanmar?*

Give students a minute or two to decide which questions they will ask in their roleplay, and in what order. They should include all the ones in the book and a few from the board.

Then put them in pairs. Partner A interviews Partner B, then Partner B interviews Partner A.

If you like, you can:

- tell students to take notes and give feedback to their partner about the interview. Would the interviewer give them the job? Why or why not?

- get a few pairs to perform their roleplays to the class.

2.6 *been and gone*

Read the explanation and examples of *been* and *gone*. If necessary, refer students to the *been and gone* section of the **Language Reference**.

- A.** Students fill the gaps with *been* or *gone*.

Answers:

a. *gone*

d. *gone*

g. *gone*

b. *been*

e. *been*

h. *gone*

c. *been*

f. *been*

i. *been*

B. Students write sentences about where she's been, and when she went there.

Answers:

1. *She's been to France. She went there in 1992.*
2. *She's been to Thailand twice. She went there in 2002 and 2004.*
3. *She's been to Cambodia and Laos. She went there in 2002.*
4. *She's been to China. She went there in 2005.*
5. *She's been to Egypt. She went there in 2007.*
6. *She's been to Singapore and Indonesia. She went there in 1989.*
7. *She's been to Malaysia. She went there in 2003.*

C. Students fill the gaps in the paragraph, using the information in the texts.

Answers:

Nang Seng has visited ten countries in Asia, Europe and the Middle East. She has been to seven different countries in Asia. In 2002, she went to Laos, Cambodia and Thailand. She has visited Thailand twice. The first time was in 2002 and the second time was in 2004. In 1989, she visited Singapore and Indonesia. She's only been to Europe twice. She's visited Britain and France there. She went to Egypt in 2007 to attend a conference.

3. The Arts

This section looks at the arts: performing, writing, playing instruments, dancing, etc. The focus is on the types of arts you can see in Myanmar and Southeast Asia.

3.1 Vocabulary

A. In groups, look at the words, and discuss their meanings.

Students spend a few minutes looking up words they don't know in their dictionaries.

B. In groups, pairs or individually, students put these words into categories.

Encourage students to think of more words connected with the arts, and put them in the table.

Answers:

watching		listening		reading / writing	
theatre	<i>make-up</i>	musician	<i>record</i>	poet	<i>classical</i>
rehearse	<i>play</i>	rehearse	<i>perform</i>	<i>traditional</i>	<i>writer</i>
concert	<i>movie</i>	concert	<i>singer</i>	<i>modern</i>	<i>book</i>
<i>exhibition</i>	<i>actor</i>	instrument	<i>band</i>		
<i>costume</i>	<i>artist</i>	<i>traditional</i>	<i>orchestra</i>		
<i>photographs</i>	<i>perform</i>	<i>modern</i>	<i>folk</i>		
<i>traditional</i>	<i>cinema</i>	<i>classical</i>	<i>karaoke</i>		
<i>modern</i>	<i>puppet</i>	<i>rock</i>	<i>song</i>		
<i>classical</i>	<i>circus</i>	<i>opera</i>	<i>jazz</i>		
	<i>gallery</i>				

Language/Culture Notes

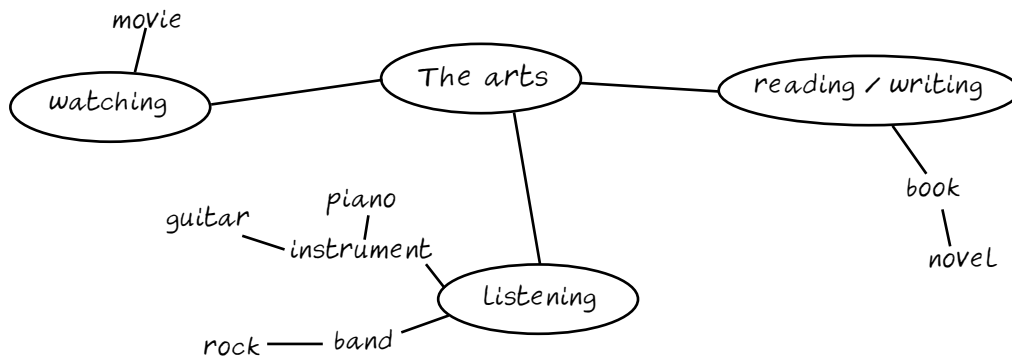
An **orchestra** is a large group of musicians playing **classical music**. A **band** is a smaller group of musicians; different bands play different types of music.

Opera is a type of classical music, with a focus on singing and acting. Many different cultures have opera.

An **art gallery** is a place where people go to see art. Art galleries and museums hold **exhibitions** that focus on a particular topic, period or artist.

Extra Idea

Give each group a large sheet of paper, and get them to make **mind map** posters to stick on the wall. They could illustrate them, either with their own drawings or pictures cut out of newspapers and magazines. Which group can add the most words?



3.2 The arts in Asia

- A.** Read the descriptions of the photos, and clarify anything students don't understand. Individually or in pairs or groups, students match the photos with the descriptions.

Answers:

1. *g*
2. *a*
3. *e*
4. *h*
5. *k*
6. *d*
7. *c*
8. *i*
9. *b*
10. *f*
11. *j*

- B.** In pairs, students choose one picture, and think of some background information about it. This does not have to be true. Students should use their imaginations! They tell the class. (If you have a large class, they can do this in groups instead.) They should not use the name(s) of the artist(s) in their information. The class (or group) guesses which picture it is. You might need to **demonstrate**, e.g.

He has just finished a concert in Bangkok. After the photo is taken, he will get in a bus and go to Chiang Mai with his band. They are waiting for him. (Carabao)

They are at a rehearsal. It is late afternoon, and everyone is very tired. There are two violin players. They don't like each other; they are arguing. The piano player wants to go home to see his new baby. They have an important concert tomorrow. (The Bombay Symphony Orchestra)

- C.** In pairs or groups, students describe and discuss their experience of the arts.

3.3 Describe the picture

This activity is quite easy. If your students don't need more practice with arts vocabulary, you can skip this.

- A.** Students write five true and five false sentences about the picture. Encourage them to be creative.
- B.** Students work in pairs. They order their sentences in a mixture of true and false, and shut their books. Partner A reads her/his sentences to Partner B. Without looking at the picture, Partner B identifies whether the sentences are true or false. Then partners swap roles. They take turns doing this until they have no more sentences left.

4. Social chat

This section deals with small talk – the general, polite sociable conversation you make with people you don't know very well. Small talk is what you do when you meet someone for the first time, and want to be friendly. It starts by reviewing introductions, and then looks at what happens after the introduction.

4.1 Introductions

- A.** Students match the situations with the appropriate remarks. Some remarks match more than one situation.

Answers:

Informal introductions

Have you met Mi Chan?

Do you know Zaw Zaw? Zaw Zaw, this is Kelly, a friend of mine from work.

Hi. Nice to meet you.

Formal introductions

Sayama, may I introduce my father, Ali Mahmoud. Dad, this is my Maths teacher,

Sayama Mu Naw.

Ms Green, I'd like to introduce my colleague, Nu Nu.

How do you do?

Introducing yourself

May I introduce myself? I'm Sandar from the National Manufacturers Association.

Excuse me, are you Maw Maw Aung?

I have an appointment with U Ba Shwe at 3.30. My name is Jan Healey.

Hi. Nice to meet you.

How do you do?

- B.** Read through the situations and clarify anything students don't understand. Students work in pairs or groups of three. They create short dialogues for each situation, and practise these in their groups.
- C.** In their pairs or groups, students choose one of the situations, and write a longer dialogue. This should last between 45 seconds and 2 minutes (you choose the time limit). Encourage students to be creative – what sort of things are they likely to talk about in these situations?
- D.** Students perform their conversations to the class.

4.2 Conversations

- A.** In groups, students decide which topics are appropriate small talk, and which are inappropriate when you meet people for the first time. There are no fixed rules for this, as some people are happy to talk about age, religion or politics, and some aren't. Some people might not want to talk about their organisations or jobs, or why they are here. In Western cultures, the following is generally true.

Possible answers:

appropriate	inappropriate
<i>family</i>	<i>religion</i>
<i>organisation/job</i>	<i>political beliefs</i>
<i>the weather</i>	<i>age</i>
<i>duties and responsibilities</i>	<i>their opinion of your culture</i>
<i>hobbies/sports</i>	<i>your opinion of their culture</i>
<i>home country/town</i>	
<i>places they've been to</i>	
<i>favourite food/music/films/books</i>	
<i>why they are here</i>	

B. Read through the situations and clarify anything students don't understand.

Brainstorm a list of things you could say in each of these situations.

Suggestions:

1. (*bus*) – *Yes, it is. I'm tired. Do you travel here often? Where are you going? etc.*
2. (*meeting*) – *Hello. My name is (Zin Mar). Have we met before? Were you at (the meeting last week)?*
3. (*conference*) – *That was a very interesting speech. Did it take you long to write? I don't know a lot about (fish farming), but that was really interesting. etc.*
4. (*teacher*) – *Sayama Nu? Do you remember me? I'm May May. You taught me in 5th standard, in 1997. Are you still teaching at No 2 school?*

4.3 Formal or informal?

A. Play audio 12.5. Students listen, and decide which conversation is more formal.

Answer: *Conversation 1*

Play audio 12.5 again. Students identify the topics in each conversation.

Answers: *Conversation 1: Organisation, duties and responsibilities, home town*

Conversation 2: The weather, places they've been to, favourite food and music

B. Point out that when we want to keep a conversation going, it is important to ask questions. This demonstrates you are interested in the person you are talking to.

Play audio 12.5 again. Students identify which questions the speakers use to get more information.

Answers:

Conversation 1: Are you still with the UNDP? So, how long are you here this time? What's that like? So, what do you do for the UNDP?

Conversation 2: Where are you from? What's it like? Do you like Chinese food? Have you heard much Chinese music? Is it good?

C. Play audio 12.5 again. Students identify what words and noises the speakers make to show they are interested in the conversations.

Answers: *Conversation 1: Really? Uh-huh. Oh? Yes? Conversation 2: Yeah. Mmmm.*

D. Roleplay. In pairs, students choose one of the situations in 4.2 A. They create a conversation. Give them a few minutes to prepare, and get a few pairs to perform their conversations to the class.

5. Pronunciation: Expressing Interest

This section focuses on using intonation to demonstrate you are interested in another person, and want to listen to what they are saying.

5.1 Intonation

A. Play audio 12.6. Students decide in which conversation the woman sounds more interested, 1 or 2? Why do they think this?

Answer: *2. Her voice rises and falls more. In 1, she speaks in almost the same tone throughout.*

Explain to students: Intonation is variation of *pitch* ('high' and 'low' sounds) when speaking. People usually talk in a higher pitch, or in a varying pitch (up and down), when they are interested in the conversation. If people talk in a low, flat pitch, it can sound like they are not interested.

B. In pairs, students practise introducing themselves and sounding interested in their partner. The conversation from **A** is a useful model conversation – students can find it in the audioscripts.

C. Play audio 12.7. These are examples of people sounding interested. Students repeat, focusing on intonation. It will be difficult for students to copy the intonation exactly the same as the audio. That's OK. The main point of this exercise is to expose students to the idea that people vary their speaking tone when they want to sound interested.

5.2 Are you interested?

A. Students take a few minutes to think of appropriate responses to these remarks.

Students work in pairs, taking turn to remark and respond. They should focus on intonation.

Exercises B-F are good for intonation and general speaking practice, but skip them if you are short of time.

- B.** Students write a topic on a piece of paper. They should think of a topic that they want to hear more about, but that other students will know about. Collect the pieces of paper.
- C.** Give each student one of the pieces of paper. If anyone gets their own back, swap it for another one. Students prepare three minutes of things to say about this topic. (If you think this is too difficult, tell them to prepare only 90 seconds' worth.) Give them 5-10 minutes to think about the topic and make some notes. However, they are not allowed to read their notes when they talk. The notes are only to help them think while they are preparing.
- D.** In pairs, students talk for three minutes (or 90 seconds) on their topic. The listening student listens for intonation that demonstrates the speaker is interested.
- E.** Students change partners. In their new pairs, they talk for two minutes (or one minute) on the topic. The listening student listens for intonation that demonstrates the speaker is interested.
- F.** Students change partners. In their new pairs, they talk for one minute (or 30 seconds) on the topic.

6. Phrasal Verbs

This section introduces phrasal verbs:

- *phrasal verbs that are easily understood by their component parts*
- *phrasal verbs that have different meanings to their components, and must be learned as separate vocabulary items.*

6.1 What is a phrasal verb?

- A.** Students work in groups of four or five. Give each group a piece of paper. Only one person from each group should write. Give groups two minutes to list as many phrasal verbs as they can. The group with the most phrasal verbs is the winner. Groups read out their phrasal verbs. Make a class list on the board.
- B. Pre-teach idiom** (a group of words that have a special meaning – a meaning that is different from the separate words). Students read the statements, and decide if they are true or false.

Answers:

1. *True. (In phrasal verbs, at, in, on, etc. are not prepositions. They are small adverbs which are sometimes called 'adverb particles', sometimes 'adverbs' and sometimes just 'particles'.)*
2. *True.*
3. *True. (There are thousands of phrasal verbs commonly used in English.)*
4. *False. (Some are idioms, but some, such as stand up, have clear, literal meanings.)*
5. *False. (Some phrasal verbs can be used in formal contexts, but most are informal.)*

6.2 Easy phrasal verbs

This exercise focuses on phrasal verbs you can easily understand if you know the meanings of their separate words.

- A.** Students look the verbs in the box, and figure out their meanings. **Elicit** definitions if you like. They write them in their past simple forms.

Answers: *came back came in cut out fell over got on gave away stood up
lay down paid back stayed in woke up put on went away tried on*

Tell students that phrasal verbs can be used in all tenses but this section focuses on the present and past simple.

- B.** Students fill the gaps with the verbs in the box. Some of them need to be put into the past simple tense. There are a few possible answers; these are the most common.

Possible answers:

2. *give away*
3. *fall over*
4. *put on*
5. *lay down*
6. *Go away!*
7. *Come in.*
8. *cut out*
9. *stay in*
10. *Come back!*
11. *tried on*
12. *got on*
13. *pay back*
14. *Wake up!*

- C.** Students complete the sentences.

Possible answers:

1. *Please cut out this picture from the newspaper.*
2. *I'd like to try on that coat.*
3. *The weather is very hot. I'll put on a cotton shirt.*
4. *Ko Moe fell over and hurt his leg.*
5. *I need to lie down because I feel sick.*
6. *I gave away my bicycle because I didn't need it.*
7. *Naw Moo came back because she wanted to see us.*
8. *I usually wake up at 6.30.*

6.3 Idiomatic phrasal verbs

This exercise focuses on idiomatic phrasal verbs. These verbs have meanings that are different from the meanings of their separate parts.

A. Students look the verbs in the box, and guess their meanings. **Elicit** definitions if you like.

B. Students match the verbs in the box with these synonyms.

Answers: *continue* – carry on *understand* – figure out *collect* – pick up *stop* – give up
refuse – turn down

Language/Culture Notes

1. Sometimes **phrasal verbs** have a slightly different meaning or use from their synonyms. For example, *figure out* means 'to come to know the answer, method or reason by thinking about it', e.g. *I can't figure out how to play the video*. It is not correct to say *I can't figure out the radio because it's too quiet*. But it is useful for students to know the synonyms so they can understand the approximate meanings.

2. Many phrasal verbs have more than one meaning. For example, *take off* can mean:

- i. to remove an item of clothing. (*The man took off his shirt.*)
- ii. when a plane leaves the ground. (*The plane took off at 8.00.*)
- iii. to reduce the price of an item. (*They've taken 10% off the price of this shirt.*)
- iv. when something new suddenly becomes popular. (*The new bakery has really taken off.*)

This is the same as many other vocabulary items in English. In this unit, we only show one meaning of the verbs used.

C. Students put the verbs into their past tense forms.

Answers: *threw away* *turned up* *turned down* *went on* *set up* *hurried up*
looked after *looked up* *figured out* *gave up* *carried on* *picked up* *grew up*

D. Students fill the gaps with the verbs in the box. Some of them need to be put into the past tense.

Answers:

1. *Hurry up* 2. *set up* 3. *looked up* 4. *grow up* 5. *Carry on* 6. *turned up*
7. *pick up* 8. *figure out* 9. *gave up* 10. *look after* 11. *turned down* 12. *throw away*

E. Students complete the sentences.

Possible answers:

1. Someone turned up *at my house yesterday afternoon.*
2. Please throw away *that ugly old hat.*
3. I grew up *in a small village near Sittwe.*
4. We set up *a committee to organise the festival.*
5. Hurry up *or we'll miss the train!*
6. I can't figure out *the answer.*

If students want more information about phrasal verbs, tell them to read the **Phrasal verbs** section of the **Language Reference**.

7. Writing: Charts and Statistics

This section focuses on statistics and charts, and how students can interpret and write about them. It covers the use of bullet points, which are commonly used to present lists of facts or opinions.

7.1 Statistics

A. Students answer the questions.

Answers:

1. *Australia is the richest. Bangladesh is the poorest.*
2. *In general, rich countries damage the environment more.*

B. Pre-teach *consume, emit, barrel* (used to measure oil – about 159 litres), *tonne* (1,000 kilograms), *waste* (rubbish, stuff that is not used). Students look at the chart and match the verb with the type of statistic each line in the chart focuses on.

Answers: emitted – *carbon dioxide* produced – *waste* born – *babies*

C. Students fill the gaps.

Answers: 1. 268 million tonnes 2. 252,000 3. 10.3 million tonnes 4. Bangladesh 5. Bangladesh, least

D. Students make more sentences using the information in the chart – between 3 and 10, depending on how much time you have. Encourage them to analyse and interpret the information, not just write obvious sentences. If necessary, write some examples on the board, e.g.

Australia has a smaller population than Bangladesh, but it produces much more waste.

More oil is consumed in Thailand than in Bangladesh.

More babies are born in Bangladesh than in Thailand or Australia.

7.2 Listing information

A. Pre-teach *import* and *export*. **Elicit** the purpose of this chart.

Answer: *To look at oil production, consumption, imports and exports in 1980 and now, for the US, Saudi Arabia and China.*

B. Use the information in the chart to complete the sentences.

Answers:

- In 1980, 10.8 million barrels of oil were produced in the U.S. every day. Now, 8.3 million barrels are produced.
- In 1980, 17.1 million barrels of oil were consumed in the U.S. every day. Now, 20.8 million barrels are consumed.
- In 1980, no barrels of oil were imported in Saudi Arabia, and 9.7 million barrels were exported.
- Nowadays, no barrels of oil are imported in Saudi Arabia, and 8.9 million barrels are exported.

Students add some information about China to this list, e.g.

- *In 1980, 2.1 million barrels of oil were produced, and 1.8 million barrels were consumed.*
- *300,000 barrels of oil were exported in 1980. Nowadays, only 100,000 are exported.*

Write some of the students' sentences on a list of the board.

C. Each group writes four bullet-point lists of possible explanations for the changes described. They can use the example as a model format.

If you like, get students to present their ideas to the class.

Possible reasons:

1. • *More oil has been discovered.*
 - *The demand for oil (how much oil people want) has increased so they have to produce more.*
2. • *People and businesses consume more oil. China does not have enough resources to produce all the oil they need, so they have to import some.*
3. • *Because of the rising demand for oil in China, they now want to use almost all of it for their own people and businesses, so there is not much left to export.*
4. • *Since 1980, living standards in China have risen, so more people own cars and electrical goods, and consume products that require oil to produce.*
 - *China is manufacturing more goods for export, and this uses a lot of oil.*

7.3 Population and life expectancy

A. Pre-teach *life expectancy* (how many years someone is expected to live) and *purpose*. **Elicit** the purpose of this chart.

Answer: *To look at changes to world population and life expectancy over the last 2,000 years.*

B. Students describe the chart – say what changes it shows – and give possible explanations for these changes. They can use bullet points, but they must also include a sentence or two introducing each section, as in the example given.

When you check students' writing, look for ideas and analysis, not facts copied from the chart.

If you prefer, you can tell students to write this in the style of an essay or report, not using bullet points.

8. Thinking about Learning: Grammar (2)

This is the second optional student training section that focuses on grammar. In this one, students discuss the importance of grammar mistakes, and look at different grammar learning techniques.

8.1 How important is grammar?

- A. Discuss students' opinions of their own grammatical ability. Many students feel that it is essential to be correct all the time in their use of grammar. This attitude is perhaps not useful. Although students should try to be correct, they should not worry about it so much that it reduces their ability to communicate ideas. Some students are too afraid to say anything in case they make a grammar mistake. It is useful for students to learn to decide what types of grammatical mistakes are important, and what they can do to help correct these mistakes.
- B. Make the point that mistakes are more serious if they cause difficulty in understanding, confusion over meaning, or offence. In groups, students identify and discuss the mistakes in the dialogues. They decide how serious each mistake is. Discuss as a class.

Possible answers:

1. *work – works. This mistake is unlikely to cause confusion. The meaning is still clear.*
2. *Where do you go...? – Where are you going...? This is not so serious, as the time is shown by 'next Saturday', which is clearly in the future.*
3. *How long you stay here? – How long have you stayed here? / How long will you stay here? Serious, as the listener does not know whether the question is asking how long you have already been here, or how much more time you will spend here.*
4. *I'm cutting my finger – I cut my finger / I've cut my finger. This might be a little serious, as it sounds like the person has been continuously cutting their finger, the same way they might be cutting wood or vegetables. People might think they are mad!*
5. *You look boring. – You look bored. This is very serious. Telling someone they look boring (uninteresting) is very rude. 'Bored' (uninterested) has a very different meaning.*
6. *What means 'flabbergasted'? – What does 'flabbergasted' mean? Not so serious as the meaning is quite clear.*

Ask students whether they consider speaking or writing mistakes more serious. Point out that in most speaking situations, you can get immediate feedback: requests to explain, rephrase or clarify the meaning. You can also use intonation, gestures and facial expressions to communicate meaning.

- C. Working individually, students decide which of these grammar mistakes are generally the most serious, and rank them in order. All of them can be serious or not serious, depending on the context, so there are no definite answers. However, some types of mistake are generally more likely to cause confusion than others.

Possible answers:

least serious to most serious – *articles, word order, word endings, prepositions of place and direction, particles in phrasal verbs, tenses*

Briefly **brainstorm** some more types of grammar mistake, e.g. subject-verb agreement and part of speech. Students add them to their ranking diagrams.

Read and discuss the information in the box. The main point is that students should focus on one or two grammar mistakes at a time, depending on their priorities. They can monitor these mistakes in their listening and speaking, and look out for examples of usage in reading and listening.

8.2 How do you prefer to learn grammar?

- A. Read through these grammar practice strategies, and clarify anything that students don't understand. Discuss these strategies. Do students use any of these?
- B. **Brainstorm** other techniques for practising grammar, and write them on the board. Discuss which strategies students prefer to use.
- C. Students identify a grammar point that they consider important, and decide on a strategy (or strategies) to improve their use of it. Get students to discuss their ideas in groups, or ask them to tell the class about their plans. If possible, ask them next week how they are going with their plan, and if they have improved.

9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the unit
- a vocabulary review where students can focus on new words from the unit

9.1 Exercises

A. Passive and active

Answers:

2. covers
3. is covered
4. wasn't fixed
5. was posted, arrived
6. don't buy, isn't grown
7. grew up, don't live
8. was stolen
9. did Zarni resign
10. was Thida fired
11. were these photos taken, did you take

B. Who did it?

Possible answers:

2. All classes were cancelled because of the festival.
3. This road isn't used very often.
4. My son was arrested.
5. How are languages learned?
6. While I was in the shop, my bicycle was taken.
7. Where are apples grown?
8. How was the window broken?

C. Experience

Answers:

2. I've attended English classes for five months.
3. How long have you been here?
4. Min Thu hasn't eaten crocodile meat.
5. My parents have visited many cities.
6. Aung Mon and San San Aye have not had children yet.
7. Have the children tried their new bicycles?
8. I haven't played Buzkashi.
9. The cat has caught a lot of rats.
10. I've known Daw Than since 1991.

D. ever and never

Answers:

2. Have you ever eaten monkey? No, I've never eaten monkey, but I've eaten snake.
3. Have you ever met a movie star? No, I've never met a movie star, but I've met a rock star.
4. Have you ever studied Japanese? No, I've never studied Japanese, but I've studied Arabic.
5. Have you ever played basketball? No, I've never played basketball, but I've played tennis.
6. Have you ever written a novel? No, I've never written a novel, but I've written poems.

E. been and gone

Answers:

- Naw Paw:** Hi. Where's Lu Lu?
Mary: She's gone to the shop to get some meat.
Naw Paw: Oh! I bought some chicken – I've just been to the new market near the lake.
Mary: I haven't been there yet. What's it like?
Naw Paw: It's good – lots of cheap things to buy. Your mother should go there – they sell cheap cloth.
Mary: Oh, she's not sewing clothes now, she's gone back to the farm.

F. Present perfect and past simple

Answers:

2. She's been to university. She studied law.
3. He's gone to Yangon. He went by train. **OR:** He's gone. He went to Yangon by train.
4. They've met the Prime Minister. They met her last year.
5. I've performed in a concert. I performed with my class.

G. Arts crossword

Answers:

Across

1. *traditional*
6. *or*
7. *concert*
10. *dancer*
12. *sad*
14. *cut*
15. *hear*
18. *makeup*
19. *art*
20. *instrument*
22. *theatre*

Down

2. *rehearse*
3. *too*
4. *orchestra*
5. *lot*
8. *read*
9. *actor*
11. *rock*
13. *puppet*
16. *artist*
17. *never*
19. *and*
21. *see*

H. Phrasal verbs

Answers:

1. *d*
2. *b*
3. *i*
4. *g*
5. *a*
6. *e*
7. *l*
8. *h*
9. *k*
10. *f*
11. *c*
12. *j*

I. Translate

Students translate these phrases into their L1. (If you can't check it, get other students to.)

9.2 Vocabulary review

This is a page of vocabulary learning using words from Unit Twelve. Not all of the words used in the unit are here. If a word is very easy or not very useful, we haven't included it.

A. Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

B. Answers:

1. *invent*
2. *waste*
3. *rehearse*
4. *liaise*
5. *stranger*
6. *figure out*
7. *peaceful*
8. *recycle*
9. *statistics*
10. *suffer*
11. *carry on*
12. *cyclone, earthquake*

C. For this activity you may need to provide paper/cardboard and scissors to each student. They choose six phrasal verbs and write them on twelve small pieces of cardboard or paper. Students join with one or two others, and spread their cards out in mixed order, with the words face down. Students take it in turns to choose two cards and see if they make a phrasal verb. If they turn over two cards that make a phrasal verb, they explain what it means (in English or L1), keep the cards and have another turn. If they can't define it, or if they turn two cards that are not a phrasal verb, it's the next student's turn. The winner is the student with the most cards at the end of the game. Give them at least 10 minutes to play.

This game is mostly a test of vocabulary, but also has an added challenge of remembering where the cards are located.

If you and your students prefer to focus on items other than phrasal verbs, do any of the vocabulary activities from the **Vocabulary review** sections of Units 1-11.

Test

On page 290 there is a test of the language and skills from Units 11 and 12. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 293.

Notes

Test for Units 1 and 2

1. Verbs

Complete the sentences with the correct verb form.

Example: I Like football, but I don't Like volleyball. (*like / not like*)

1. What do elephants **a.** _____? (*eat*)
2. My baby daughter **b.** _____ milk. She **c.** _____ rice. (*drink / not eat*).
3. On Sundays, Thida **d.** _____ to English classes, and her sisters **e.** _____ their parents. (*go / visit*)
4. Does your brother usually **f.** _____ his homework? (*do*)
5. Ko Oo never **g.** _____ by motorbike. He often **h.** _____ the bus. (*travel / take*)
6. San Aye and Eh Eh **i.** _____ from Hpa-an. (*come*)

	9 points
--	-----------------

2. wh- questions

Write a *wh-* question for each question in this exercise.

Example: Does it cost fifty kyat? One hundred kyat? Two hundred kyat?
How much does it cost?

- a. Does he play football for exercise? because he enjoys it? because his friends play?
 _____?
- b. Do your parents live in Myanmar? in England? in South Africa?
 _____?
- c. Do you get up at 5.00? at 6.00? at 8.30?
 _____?
- d. Is the box under the table? on the chair? in the cupboard?
 _____?
- e. Is your sister a doctor? a teacher? a student?
 _____?

	10 points
--	------------------

3. Introductions

Min Min is introducing Su Su to Zaw Zaw. Complete the conversation. The first one has been done for you.

- Min Min:** Su Su, this is my brother Zaw Zaw. Zaw Zaw, this is Su Su.
- Zaw Zaw:** **a.** _____.
- Su Su:** Pleased to meet you, too.
- Zaw Zaw:** **b.** _____?
- Su Su:** **c.** _____?
- Zaw Zaw:** I usually teach high school students.
- Su Su:** **d.** _____?
- Zaw Zaw:** Yes, I do - I like it very much. And what about you? What do you do?
- Su Su:** **e.** _____, but I want to find a job in an office.
- Zaw Zaw:** Oh, I see, **f.** _____?
- Su Su:** No, thanks. I don't smoke.

	12 points
--	------------------

4. Family

Complete the sentences.

Example: Your mother's mother is your grandmother.

- a. Your father's sister is your _____.
- b. Your daughter's husband is your _____.
- c. Your son's son is your _____.
- d. Your mother's brother is your _____.
- e. Your father's brother's son is your _____.
- f. Your mother and father are your _____.

	6 points
--	-----------------

5. Travel

This is a description of a trip from Taunggyi to Mandalay. Match the parts of the sentences. The first one has been done for you.

- I usually go _____ 1,300 kyat.
a. It costs _____ the fast bus.
b. I usually try to catch _____ for 30 minutes on the way.
c. It leaves Taunggyi _____ by bus.
d. It arrives at the Mandalay Bus Station _____ about 8 hours.
e. It stops for lunch _____ at 8 o'clock in the morning.
f. The whole journey takes _____ around 4 in the afternoon.

6 points

6. Syllables

How many syllables are in these words? Example: banana 3

- a. mistake _____ c. twins _____ e. comfortable _____ g. introduction _____
b. passenger _____ d. government _____ f. partner _____ h. business _____

8 points

7. Multiple choice

Choose the correct answer.

- a. 'How _____ do you go to English class?'
'I usually go on Tuesdays and Thursdays.'
i. usually ii. every iii. often iv. much
- b. My sister _____ a new boyfriend.
i. 's got ii. 've got iii. have iv. got
- c. _____ any cinemas in this town.
i. There is ii. There are
iii. There isn't iv. There aren't
- d. There are _____ buses to Pyay today.
i. do ii. any iii. no iv. see
- e. 'Turn to page 12, and _____ paragraph 3.'
i. You read ii. read iii. reads iv. reading
- f. 'Would you like a drink?'
'Yes please. I _____ very thirsty.'
i. do ii. 'm iii. does iv. would
- g. Ko Oo _____ speak English.
i. don't ii. doesn't iii. isn't iv. are not
- h. Would you like tea _____ coffee?
i. or ii. but iii. so iv. be
- i. _____ you eat meat?
i. Be ii. Are iii. Is iv. Do
- j. I go to work _____ train.
i. in ii. by iii. on iv. of

10 points

8. About yourself

Answer these questions about you. Write one sentence for each question.

- a. What do you usually do in the morning?
b. What is there in your classroom?
c. How do you get to class?
d. Why do you learn English?
e. How often do you speak English?
f. What do you do?
g. What is your marital status?

14 points

9. Vocabulary Match the words with their definitions. Not all the words are used.

Example:

banana airport dog grandmother

- a. *your mother's mother* grandmother
b. *a long, yellow or green fruit* banana

1. guess title boring advantage public lamp

- a. *you use this when it is dark*
b. *not interesting*
c. *the name of a book, picture or text*

2. interview beat especially point reliable swimming

- d. *someone who will usually do what they promise to do*
e. *to hit someone a lot*
f. *to ask someone questions*

3. agree home town marital status wonderful shower priority

- g. *something that you should do before you do other things*
h. *if you are married or not*
i. *place where you were born or grew up*

4. carefully complain specific improve divorce pollution

- j. *to stop being married*
k. *things that make air or water dirty*
l. *to say that you are not happy with something*

5. fluency neighbour polite share linecar widowed

- m. *the opposite of 'rude'*
n. *someone who lives very close to you*
o. *a type of public transport*

15 points

10. Describe the picture

Write five sentences about this picture.

- a.
b.
c.
d.
e.



10 points

Test for Units 1 and 2 - Answers

1. Verbs

Give one point for each correct answer.

Answers:

- | | |
|----------------|------------|
| a. eat | f. do |
| b. drinks | g. travels |
| c. doesn't eat | h. takes |
| d. goes | i. come |
| e. visit | |

2. wh- questions

Give two points for each correct question. Take one point off for a minor mistake. Take two points off for a mistake in the *wh-* question structure.

Answers:

- Why does he play football?
- Where do you parents live? **or** Which country do your parents live in?
- When/What time do you get up?
- Where is/Where's the box?
- What does your sister do? **or** What's your sister's job?

3. Introductions

Give two points for each correctly completed sentence. Give full points even if there are some minor mistakes. Take one or two points off for more important mistakes. Don't give any points for answers that don't make sense in the conversation.

Possible answers:

- Pleased to meet you. **or** Nice to meet you, too.
- What do you do?
- Who do you teach? **or** Who are your students?
- Do you like your job? **or** Do you like teaching?
- I don't work at the moment. **or** I don't have a job now. **or** I am a student. **or** I work with for _____ **or** I take care of my baby daughter. etc.
- Would you like a cigarette?

4. Family

Give one point for each correct answer

Answers:

- | | |
|---------------|------------|
| a. aunt | d. uncle |
| b. son-in-law | e. cousin |
| c. grandson | f. parents |

5. Travel

Give one point for each correctly matched sentence.

Answers:

- It costs 1,300 kyat.
- I usually try to catch the fast bus.
- It leaves Taunggyi at 8 o'clock in the morning.
- It arrives at the Mandalay bus station around 4 o'clock in the afternoon.
- It stops for lunch for 30 minutes on the way.
- The whole journey takes about 8 hours.

6. Syllables

Give one point for each correct answer.

Answers:

- | | | | | | |
|------|------|------|------|------|------|
| a. 2 | b. 3 | c. 1 | d. 3 | e. 4 | f. 2 |
| g. 4 | h. 2 | | | | |

7. Multiple choice

Answers:

- | | | | | | |
|--------|------|-------|--------|-------|-------|
| a. iii | b. i | c. iv | d. iii | e. ii | f. ii |
| g. ii | h. i | i. iv | j. ii | | |

8. About yourself

Give two points for each answer that answers the question. Take one point off if the answer has minor mistakes, or is not a complete sentence.

9. Vocabulary

Give one point for each correctly matched word.

Answers:

- | | | |
|-------------|-------------------|--------------|
| a. lamp | b. boring | c. title |
| d. reliable | e. beat | f. interview |
| g. priority | h. marital status | i. home town |
| j. divorce | k. pollution | l. complain |
| m. polite | n. neighbour | o. linecar |

10. Describe the picture

Give two points for each correct sentence that describes the picture. Take one point off for minor mistakes.

Test for Units 3 and 4

1. Tenses

Ohnmar is a journalist. Here is a page from her diary.

Complete the questions and sentences. Today is Friday, and it's 9.15 am.

	Monday	Tuesday	Wednesday	Thursday	Friday
6 am	run around the park	run around the park	run around the park	run around the park	run around the park
9 am	meeting with Daw Than				meet with journalists' committee
12 pm			interview Thai Prime Minister		
3 pm	interview Kofi Annan	pick up daughter from school		pick up daughter from school	meeting with photographers
6 pm			daughter's birthday party		interview David Beckham

- a. _____ every morning? *She runs around the park.*
- b. _____ on Monday at 9 am? *She met Daw Than.*
- c. _____? *She went to her daughter's birthday party.*
- d. On Tuesday and Thursday afternoons she always _____.
- e. _____ she interviewed Kofi Annan.
- f. At the moment _____.

	12 points
--	------------------

2. wh- questions

Khin Khin went to Pagan last week. She is talking to her friend Sue. Write the questions.

Sue Hi Khin Khin! I visited your house last week, but you weren't home.
Did you go to Heho? to Myitkyina? to Lashio?
Where did you go?

Khin Khin Oh, I went to Pagan.

Sue Did you go by train? by elephant? by plane?
a. _____?

Khin Khin By bus.

Sue Were the tickets 8,000K? 10,000K? 15,000K?
b. _____?

Khin Khin 12,000 kyat.

Sue Did you go with U Lwin? with Si Si? with your parents?
c. _____?

Khin Khin My sister and her husband.

Sue Did you go for a holiday? to work? to visit people?
d. _____?

Khin Khin I wanted to see the pagodas.

Sue Did you stay in a hotel? with relatives? with friends?
e. _____?

We stayed with my sister's friends.

	10 points
--	------------------

3. In a restaurant

Josie from Canada is visiting Myanmar. She is describing a restaurant she ate in last night. Fill the gaps with appropriate words.

Last night I ate dinner in a small restaurant near my house. The **a.** _____ was a nice young man with a friendly smile. He didn't speak much English, but I speak quite good Myanmar, so this wasn't a problem. I **b.** _____ the chicken soup and the fish **c.** _____. I also got a **d.** _____ of cigarettes.

After I finished eating, I asked for the **e.** _____. It was 30,000 kyat! I thought this was a mistake. I looked at the **f.** _____ again. The soup was 600 kyat and the fish cost 1,400. The cigarettes cost 1,000. So the bill was really 3,000 kyat. The extra '0' was a mistake.

	6 points
--	-----------------

4. Present simple or continuous?

Fill the gaps using the correct form of the verbs in brackets.

- a.** Don't take the dictionary! I _____ it. (*take, use*)
- b.** He says he's really rich, but I _____ him. (*not believe*)
- c.** 'Hi, Ma Ma. Where _____ you _____?' (*go*)
'To my grandfather's. I always _____ him on Tuesdays. (*visit*)
- d.** Why do you have a car? You don't _____ it very often. (*not drive*)
- e.** 'Can you drive a car?' 'I _____ at the moment.. (*learn*)

	6 points
--	-----------------

5. Vocabulary

Choose the word to fill the gap. Not all the words are used.

Example:

banana airport dog grandmother

- a.** I caught a plane from the airport.
- b.** The dog ate my dinner.

1.

definition exactly bill punish lucky conditions

- a.** Some teachers _____ students who don't do their homework.
- b.** I ate my dinner, paid the _____ and left the restaurant.
- c.** I didn't understand the word, so I read the _____ in the dictionary.

2.

shout advice biscuit decide path terrible

- d.** It was a _____ movie. I really hated it.
- e.** I rode my bicycle down the _____ to the market.
- f.** 'Don't _____. I can hear you easily.'

3.

attend immediately stove pour flat situation
--

- g.** 'Hurry up! We need to leave _____!'
- h.** First, you _____ the water into the bowl with the flour and eggs.
- i.** We cook our food on a _____.

4.

rude questionnaire lazy carton lecture selfish
--

- j.** I went to an interesting _____ at the university.
- k.** That man is very _____. He's wearing his shoes in the monastery.
- l.** I bought a _____ of milk.

5.

average opinion meeting lie revenge several

- m.** She says she is 25. That's a _____. I know she's only 18.
- n.** He stole my bag, so I got _____. I stole his car.
- o.** In my _____, television is very bad.

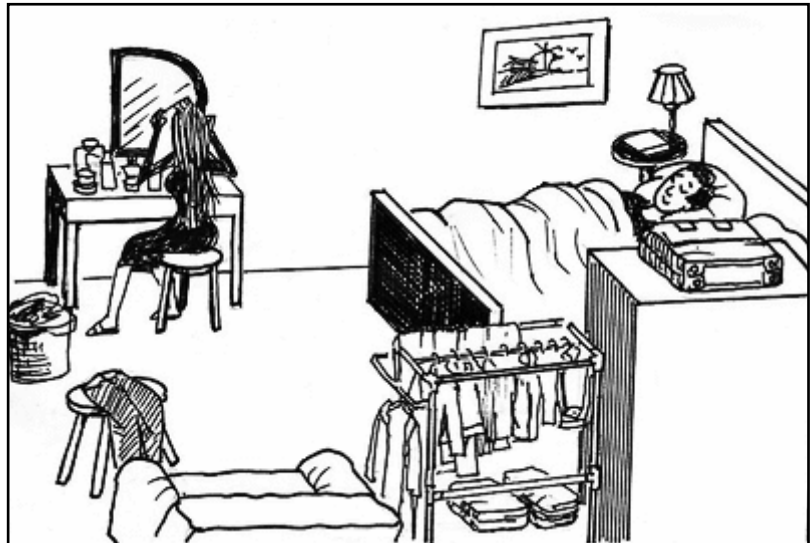
	15 points
--	------------------

6. In the bedroom

Correct these sentences about the picture.

Example: There's a tree next to the bed. *There's a Lamp next to the bed.*

- a. There are two men sleeping in the bed.
- b. There's a woman sitting in front of the cupboard.
- c. The woman's washing her hair.
- d. She's got short hair.
- e. The man is reading his book.
- f. His hair is very short.
- g. The bedroom is not very spacious.
- h. There's a window in the room.



	16 points
--	------------------

7. Complete the sentences

Finish these sentences. Write five or more words.

- a. At the moment, I'm _____
- b. Outside the classroom, there are some people _____
- c. My favourite food is _____
- d. I don't mind _____
- e. Yesterday, I _____
- f. Did you _____?
- g. In my house, _____
- h. My bedroom is _____
- i. Can I please have _____?
- j. What did _____?

	20 points
--	------------------

8. Recipe

Write a recipe of some food you like. Use at least five of the following verbs for cooking. Write about 5 sentences.

chop mix cook add put make fry

	15 points
--	------------------

Test for Units 3 and 4 - Answers

1. Tenses

Give two points for each correct sentence or question. Take one point off for minor mistakes. Take two points off for mistakes in the use of tenses or if it doesn't make sense. There are a few other possible answers:

Possible answers:

- a. *What does Ohnmar do every morning?*
- b. *What did she do on Monday at 9am?*
- c. *What did she do on Wednesday at 6pm?*
- d. *On Tuesday and Thursday afternoons she always picks up her daughter from school.*
- e. *On Monday at 3pm she interviewed Kofi Annan.*
- f. *At the moment she is speaking to the journalists' committee.*

2. wh- questions

Give two points for each correct question. Give one point for sentences that don't use the past simple tense, or use the wrong question word. Give no points for a question that does not make good sense. There are a few correct answers for each.

Possible answers:

- a. *How did you get there? How did you go there? How did you travel?*
- b. *How much were the tickets?*
- c. *Who did you go with? Who did you travel with?*
- d. *Why did you go there? What did you go for?*
- e. *Where did you stay? Who did you stay with?*

3. In a restaurant

Give one point for each correct answer. Some other answers might be possible, too.

- Answers:** a. *waiter* b. *ordered* c. *curry*
d. *packet / box* e. *bill*
f. *menu* (*bill* is also possible)

4. Present simple or continuous?

Give one point for each correct answer.

- Answers:** a. *'m using* b. *don't believe*
c. *are you going, visit* d. *don't drive*
e. *'m learning*

5. Vocabulary

Give one point for each correctly matched word

- Answers:** a. *punish* b. *bill* c. *definition*
d. *terrible* e. *path* f. *shout* g. *immediately*
h. *pour* i. *stove* j. *lecture* k. *rude*
l. *carton* m. *lie* n. *revenge* o. *opinion*

6. In the bedroom

Give two points for each correct sentence. Give one point for sentences with minor mistakes. There are a few possible answers for each question.

Answers:

- a. *There's one man sleeping in the bed.*
- b. *There's a woman sitting in front of the mirror.*
- c. *The woman's combing her hair.*
- d. *She's got long hair.*
- e. *The man is sleeping.*
- f. *His hair is quite short.*
- g. *The bedroom is quite spacious.*
- h. *There isn't a window in the room.*

7. Complete the sentences

Give two points for each correct sentence that uses the correct structure. Take off one point for minor mistakes. Give zero points if they have used fewer than five words. Many sentences are possible.

Possible answers:

- a. *sitting a test / thinking about English / in the classroom*
- b. *carrying firewood / eating their lunch / wearing longyis*
- c. *fishpaste / pork curry with beans / ice cream*
- d. *cleaning my house / doing lots of homework / dogs*
- e. *went to the shops / met my friends / didn't do any homework*
- f. *like the movie? / go to class? / pass the exam?*
- g. *there are two bedrooms / we have pictures / you can meet my mother*
- h. *large and untidy / near the bathroom / my favourite room*
- i. *a cup of tea? / a sack of rice? / the fried rice with pork?*
- j. *you do yesterday? / the head teacher say? / you have for breakfast?*

8. Recipe

Give a mark out of 15 for this. Take off a few points for minor mistakes. Take off more points if it is very short, if it doesn't make sense or if there are a lot of major mistakes.

Test for Units 5 and 6

1. What has happened?

Look at the pictures, and complete the sentences. Use the present perfect tense.

Example: a. His bicycle is broken because he's just had an accident.

a.



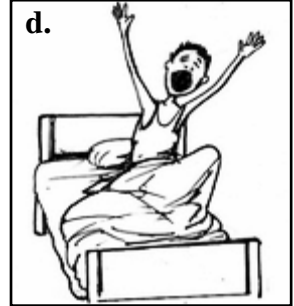
b.



c.



d.



b. She can't play volleyball because

c. She's excited because

d. He's tired because

	6 points
--	-----------------

2. Past simple and present perfect

Fill the gaps with either the past simple or the present perfect form of the verbs in brackets.

Dear Nyi Lay,

I 've been (be) in Yangon for a week now, but I a. _____ (not see) Shwedagon Pagoda yet. Yesterday, I b. _____ (go) to Theingyi Market and I c. _____ (buy) you some T-shirts. I d. _____ (not go) to Bogyoke Aung San Market yet. People say it is really expensive!

I e. _____ (have) a lot of problems since I f. _____ (get) here. Last week in Mahabandoola Street, two teenagers g. _____ (steal) my bag. Since that day, I h. _____ (be) very careful. Last night I i. _____ (lock) my bedroom door before I went to sleep. Also, I j. _____ (be) sick for a few days now. I don't like the food here! How are you? k. _____ (you, do) today's homework yet? l. _____ (you, feed) the chickens before breakfast? I miss home!

Love from your brother,

Kyaw Kyaw

	12 points
--	------------------

3. Vocabulary

Write the words.

Three types of casual clothes:

a. _____

b. _____

c. _____

To like something more than something else:

d. _____

To think that something is true:

e. _____

Good-looking, beautiful, pretty:

f. _____

Amount:

g. _____

Going to have a baby soon:

h. _____

Young people:

i. _____

When your body is hot because you are sick:

j. _____

People who work in an organisation or a company:

k. _____

To stop doing something:

l. _____

Three subjects you can study at university: m. _____

n. _____

o. _____

4. for and since

Read the paragraph about Win Win Thant.

Win Win Thant was born in 1975 in Pyay. She moved to Pegu to study in 1996. She studied in Pegu for one year and then started teaching in a school in Pegu. She moved to Mandalay in 1998. She got married two years later in 2000, and moved to Mandalay with her husband and their little daughter. She got a job for the Sunflower school in 2001, and became the head teacher three years later. They bought a house last year. It is now 2007.

Complete the sentences using for or since.

Example: Win Win Thant has lived in Mandalay since 1998.

- She has _____ 1997.
- She _____ a year.
- She has _____ 7 years.
- She has _____ 2004.

	8 points
--	----------

5. Short forms

Add contractions (short forms) to this paragraph.

I've
~~I~~have just started a new job. I am the Office Assistant at the Gold Star Company. Gold Star is a printing and photocopying business. My friend Mi Ma is also working there. She is the Accounting Assistant. We have worked there for three weeks now. It is an interesting job. I have got a problem because I do not know about computers. At my school, we did not have any computers because there was not any electricity. The company is training me to use their computers, but this makes problems with the staff at Gold Star. They are not very happy about this because they want training too.

	12 points
--	-----------

6. Clothes

Answer the questions. Write a complete sentence for each.

Example: What do you usually wear to work? *I always wear a longyi and a white shirt.*

- What do you wear to a traditional dance event?
- What do you usually wear when you play sports?
- What do you usually wear at home?

	6 points
--	----------

7. An appointment

Complete the conversations by choosing the correct answer.

1. Barry: Hello. I'm Barry Chan. I'd like to see Dr Say Say. Is she _____?

- i. appointment ii. out iii. available iv. today

2. Thida: I'm sorry. She went out this morning, and she hasn't returned _____.

- i. yet ii. now iii. still iv. already

3. Barry: _____ is she free later today?

- i. Where ii. What time iii. How iv. How much

4. Thida: _____ 3pm?

- i. How about ii. What iii. When iv. What time

At 3 pm...

Barry: Hello again. Is Dr Say Say back?

5. Thida: Oh, hello Barry. She's in a meeting. It started at 1, and they're _____ talking. Perhaps you can wait here.

- i. but ii. very iii. still iv. yet

6. Barry: I'll come back at 3.30. _____ you soon!

- i. Wait ii. Goodbye iii. Meet iv. See

	6 points
--	----------

8. Is it yours?

Fill the gaps with a correct possessive pronoun.

Example: Whose pen is this?
Is it yours (your pen)?

- 'Excuse me, are those children a. _____ (your children)?'
'Two are b. _____ (our children). The youngest one is c. _____ (my sister's child).'
- 'Is that Ma Hlaing's motorbike? It's very new!'
'No, that's d. _____ (Jim's motorbike).'
e. _____ (Ma Hlaing's motorbike) is red.'
- 'Hey - where are you taking that bag? It's f. _____ (my bag)!'
'Oh, sorry! I didn't know it was g. _____ (your bag).'

7 points

9. Quantity

These sentences are wrong.

Rewrite them to make them correct.

Example: There are *a lot of* kangaroos in Asia.
There are no kangaroos in Asia.

- A lot of* people in Myanmar have aeroplanes.
- There are *hardly any* mosquitoes in the jungle.
- I've got *a lot of* penguins.
- Lots of* students in this class are wearing suits.
- There's *very little* rain in July.

10 points

10. Shopping

Write the other half of this conversation.

Customer: Have you got any potatoes?

Shopkeeper: We've got these small potatoes.

Customer: a. _____

Shopkeeper: 350 kyat a kilo.

Customer: b. _____

Shopkeeper: 700 kyat.

Customer: c. _____

Shopkeeper: Ok, 600 kyat. They're very good potatoes.

Customer: d. _____

Shopkeeper: Here you are. Goodbye!

8 points

11. What's the matter?

Describe what is the problem with the people in the pictures. Write one sentence for each.

Example: *Thingy has a toothache.*



Thingy



a. Daw Lu Lu



b. Min Min



c. Ma Aye



d. Ko Shwe



e. Andrew

a.

d.

b.

e.

c.

10 points

Test for Units 5 and 6 - Answers

1. What has happened?

Give two points for each correct answer. Take one point off for a minor mistake. Take two points off for a mistake in the present perfect.

Possible answers:

- b. ...*she's broken her arm.*
- c. ...*she's just received a love letter.*
- d. ...*he's just woken up / he's ill.*

2. Past simple and present perfect

Give one point for each correct answer.

- Answers:** a. *haven't seen* b. *went* c. *bought*
d. *haven't been* e. *have had.* f. *got* g. *stole*
h. *have been* i. *locked* j. *have been*
k. *Have you done* l. *did you feed*

3. Vocabulary

Give one point for each correct answer. There are other possible correct answers.

Possible answers:

- a-c. *jeans, T-shirt, shorts.* Most clothes can be casual, except *suits, ties* and *high-heeled shoes.*
d. *prefer* e. *believe* f. *attractive* g. *quantity*
h. *pregnant* i. *youth* j. *fever* k. *staff* l. *quit*
m-o. *history, zoology, psychology etc.*

4. for and since

Give two points for each correct answer. Take one point off for minor mistakes.

Answers:

- a. *She has taught/has been a teacher since 1997.*
- b. *She has owned a house for a year.*
- c. *She has lived in Mandalay for 7 years / She has been married for 7 years.*
- d. *She has been a head teacher since 2004.*

5. Short forms

Give one point for each correct change.

Answers:

I've just started a new job. *I'm* the Office Assistant at the Gold Star Company. *Gold Star's* a printing and photocopying business. My friend *Mi Ma's* also working there. *She's* the Accounting Assistant. *We've* worked there for three weeks now. *It's* an interesting job. I *haven't* got a computer. I *don't* know about computers. In my school, we *didn't* have any computers. There *wasn't* any electricity. The *company's* training me to use their computers, but this makes problems with the staff at Gold Star. They *aren't* (or *They're* not) very happy about this because they want training too.

6. Clothes

Give two points for each correct sentence. Take one point off for minor mistakes. Take two points off if the sentence doesn't make sense. There are many possible answers.

Possible answers:

- a. *I wear my traditional clothes: a red striped longyi and a Kayin shirt.*
- b. *I wear some shorts, a T-shirt, and running shoes. For football I wear football shoes.*
- c. *I usually wear an old longyi.*

7. An appointment

Give one point for each correct answer.

Answers:

- 1. *iii* 2. *I* 3. *ii* 4. *i* 5. *iii* 6. *iv*

8. Is it yours?

Give one point for each correct answer.

Answers:

- a. *yours* b. *ours* c. *my sister's* d. *Jim's*
e. *Ma Hlaing's* f. *mine* g. *yours*

9. Quantity

Give two points for each correct answer. Take one point off for minor mistakes. The answers depend on the actual situation.

Possible answers:

- a. *Hardly any* people in Myanmar have aeroplanes.
- b. There are *a lot of* mosquitoes in the jungle.
- c. I *haven't got any* penguins.
- d. *A few* students in this class are wearing suits.
- e. There's *lots of* rain in July.

10. Shopping

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense.

Possible answers:

- a. *How much are they?*
- b. *How much for two kilos?*
- c. *Can I have a discount?*
- d. *OK – two kilos, please.*

11. What's the matter?

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense.

Possible answers:

- a. *Daw Lu Lu's got a cold./has a cold.*
- b. *Min Min's got a headache.*
- c. *Ma Aye's got a stomach ache.*
- d. *Ko Shwe's broken his arm.*
- e. *Andrew's got a sore throat.*

Test for Units 7 and 8

1. The future

Complete the sentences and questions with phrases from the box.

Example: **Zaw Zaw:** Do you think I'll pass my exam?
Ma Win: You 'll probably pass, because you always study hard.

'll probably probably won't might won't will

1. **Aung Mon:** Tomorrow our team's playing. Will you come to watch?
San San Aye: I a. _____ come, I'm quite busy. If I finish this report...
Aung Mon: Come and watch! We b. _____ win - I feel lucky. However, the other team is quite good.
2. **Min Min:** Do you think it c. _____ rain tomorrow?
Saw Reh: I don't think so. The sky looks really clear tonight.
3. **Teacher:** Please, don't forget to bring your dictionary to class tomorrow!
Students: OK. We d. _____.
4. **Sai Awng:** What e. _____ you do next year?
Mi Chan: I f. _____ study here, or I g. _____ go back to my home town. What about you?
Sai Awng: I h. _____ work for my uncle. He asked me to join him. I like him very much, but I'm not 100% sure yet.

8 points

2. Directions

Write directions from your house to your classroom. Write 5 sentences. Use one of these phrases in each sentence:

go out go past go around
 go through turn left/right go past
 go down/up take the second/third left/right

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____

10 points

3. if and when

Complete the sentences.

Example: If you exercise every day, you will be strong and healthy.

- a. If _____, you will be lonely.
- b. When the hot season starts, _____.
- c. If I _____, I can go out with you.
- d. Elephants become angry when _____.
- e. When I finish this exam, _____.
- f. If all wars in the world stop, _____.

12 points

4. Contradicting

These sentences are wrong. Disagree with them.

- Example:** Rabbits eat meat. No they don't. Rabbits eat plants.
- a. China is a small country. _____
- b. The teacher is very rich. _____
- c. Your parents come from Japan. _____
- d. You are not an English language learner. _____
- e. There are a lot of kangaroos in the school. _____
- f. You've been to Africa. _____
- g. You are wearing two hats at the moment. _____
- h. There aren't any people in this room. _____

16 points

5. Vocabulary

Match the words with their definitions. Not all the words are used.

Example:

tea	airport	dog	grandmother
-----	---------	-----	-------------

a. your mother's mother *grandmother*

b. a hot drink *tea*

1.

aim	increase	fault	motor	stamp	grateful
-----	----------	-------	-------	-------	----------

a. how you feel when someone helps you

b. make bigger

c. what makes cars move

2.

atmosphere	equipment	look forward to	calm	replace	fail
------------	-----------	-----------------	------	---------	------

d. to expect or wait for something you really want to do

e. opposite of succeed

f. it surrounds the Earth

3.

blood	crop	centigrade	playground	salary	fall apart
-------	------	------------	------------	--------	------------

g. a system used for measuring temperature

h. a red liquid inside your body

i. money you get for the work you do

4.

convenient	detail	rare	mosque	astrology	reduce
------------	--------	------	--------	-----------	--------

j. easy to use

k. a place where Muslim people worship

l. to make less

12 points

6. Superlatives

Read the information in the table, and write the questions.

Example: Who's got the smallest family? Aye Aye. She's only got one child.

	age	salary per month	works	health	children
Aye Aye	25	10,000 kyat	every day	good	1 child
Zaw Min	42	600,000 kyat	Monday-Friday	bad	5 children
Naing Lin	58	2,500 kyat	very little	OK	6 children
Lucy	21	0	sometimes	very good	2 children

a. _____? Zaw Min. He earns a lot of money.

b. _____? Lucy. She's never sick.

c. _____? Lucy. She's only 21.

d. _____? Naing Lin. He's got 6 children.

e. _____? Aye Aye. She works every day.

10 points

7. Comparing

Complete these sentences using a comparative adjective.

Example: He is 21. His brother is 18. He is older than his brother.

- This bag is very expensive. Have you got anything _____?
- Her house is very close to the school. My house is much _____.
- You are talking very loudly. Can you be a little _____?
- You were very late today. Please arrive _____ tomorrow.
- This test is not easy. It's much _____ than the last test.
- My grandmother was very sick last week, so she went to the clinic. Now she is much _____.
- Their classroom is very clean. Ours is much _____.
- Love stories are very boring. I think action movies are much _____.

8 points

8. Comparing quantity

Read the information in the charts and fill the gaps with words from the box.

more the most fewer the fewest less the least

Average earnings (per year)	
China	\$5,300
Myanmar	\$1,900
Cambodia	\$1,800

Barrels of oil used (per day)	
USA	20 million
China	6.5 million
Myanmar	20 thousand

- Chinese workers earn _____ money.
- Cambodian workers earn _____ money than Myanmar workers.
- Cambodian workers earn _____ money.
- Myanmar uses _____ barrels of oil.
- China uses _____ barrels of oil than the USA, but _____ than Myanmar.

6 points

9. Activities

Answer these questions. Write one or two complete sentences for each question.

- What is your favorite sport?
- Why do you like it?
- Describe briefly how you play it.
- How many people do you need to play it?
- What equipment do you need for it?
- Are you good at it?
- What is a popular activity in your community?
- Who usually does it?
- Describe briefly how people do it.

18 points

Test for Units 7 and 8 - Answers

1. The future

Give a point for each correct answer.

Answers:

- a. *probably won't* b. *'ll probably / might*
c. *will* d. *won't* e. *will*
f. *might / 'll probably* g. *might*
h. *'ll probably / might*

2. Directions

Give two points for each correct sentence. Take one point off for minor mistakes.

3. if and when

Give two points for each correct sentence. Take one point off for minor mistakes. Mark it as wrong if the sentence doesn't make sense.

Possible answers:

- a. *If you don't have any friends...*
b. *...there won't be enough water.*
c. *If I finish my work...*
d. *...you beat them.*
e. *...I'll go home and sleep.*
f. *...everyone will be happy.*

4. Contradicting

Give two points for each correct response. Give one point for a correct contradiction, and one point for correct information. Mark it as wrong if the response doesn't make sense.

Possible answers:

- a. *No it isn't. It's a big country.*
b. *No she isn't. She doesn't have much money.*
c. *No they don't. They're from Myanmar.*
d. *Yes I am. I'm learning English at the moment.*
e. *No there aren't. There aren't any kangaroos in the school.*
f. *No I haven't. I've never been to Africa.*
g. *No I'm not. I'm not wearing a hat.*
h. *Yes there are. There are about 15 people in the room.*

5. Vocabulary

- a. *grateful* b. *increase* c. *motor*
d. *look forward to* e. *fail* f. *atmosphere*
g. *centigrade* h. *blood* i. *salary*
j. *convenient* k. *mosque* l. *reduce*

6. Superlatives

Give two points for each correct question. Take one point off for minor mistakes. Mark it as wrong if the question doesn't make sense.

Possible answers:

- a. *Who is the richest?*
b. *Who is the healthiest?*
c. *Who is the youngest?*
d. *Who's got the biggest family/most children?*
e. *Who is the most hard-working? / Who works the hardest/most?*

7. Comparatives

Give a point for each correct answer. There are other correct adjectives.

Possible answers:

- a. *cheaper* b. *farther / further* c. *quieter*
d. *earlier* e. *more difficult / harder*
f. *healthier / better* g. *dirtier*
h. *more interesting*

8. Comparing quantity

Give a point for each correct answer.

Answers:

- a. *the most* b. *less* c. *the least*
d. *the fewest* e. *fewer; more*

9. Activities

Give two points for each correct answer. Take one point off for minor mistakes. Take two points off if it doesn't make sense. There are many correct answers.

Test for Units 9 and 10

1. Rules

A new student is coming to your English class. What can you tell this student?

Example: In this class, students must do their homework.

- Students mustn't _____.
- Students should _____.
- Students have to _____.
- Students don't have to _____.
- Students can _____.

	10 points
--	------------------

2. What was happening?

This picture shows what was happening when it started raining.

Write six sentences about this picture. Use the past continuous tense.

Example: A woman was getting out of a car.

-
-
-
-
-
-



	12 points
--	------------------

3. something etc.

Fill the gaps with words from the box.

somewhere	something	someone
anywhere	anything	anyone

- Where's the library?
I think it's _____ near the office.
- I'm bored. There isn't _____ to do here.
- Is there _____ in the bathroom?
Yes, there's _____ in there. It might be Lu Lu.
- Where's my white shirt? I can't find it _____!
I think it's on the table in the kitchen.
- There's _____ in that bag. I saw it.

	6 points
--	-----------------

4. Nationalities

Write the nationality beside the country.

Example: Thailand *Thai*

- Cambodia
- China
- India
- Britain
- Bangladesh
- Malaysia
- Japan
- France

	8 points
--	-----------------

5. Vocabulary

Choose the word to fill the gap. Not all the words are used.

Example:

banana airport dog grandmother

a. I caught a plane from the _____. *airport*

b. The _____ ate my dinner. *dog*

1. chat boss compulsory craft disturb fake

a. Wearing uniforms is _____ at the factory. Workers must wear them.

b. She used _____ money to buy the car, and then left town.

c. I'm just ringing you for a _____. I don't have anything important to say.

2. conservative volunteer full-time forgetful permanent prohibition

d. The new buildings are _____. They'll be there forever.

e. He's _____. He doesn't remember things very well.

f. I'm a _____. I don't get paid for my work.

3. embarrassed landmine long-term career wealthy gathering

g. He stepped on a _____ and blew his leg off.

h. In the _____, I want to be a tour guide. Now I'm a shop assistant.

i. They are _____. They've got a lot of money.

4. philosophy accounts promote suitable summary bored

j. The company is going to _____ Ma Khin because she is good at her job.

k. Please wear _____ clothes to the formal party.

l. I wrote a _____ of the long newspaper article.

12 points

6. Job interview

Mi Chan is applying for a job as an office assistant. Write the questions.

Interviewer: Hello, Mi Chan. Please sit down. What would you like to drink?

Mi Chan: Water, please.

Interviewer: I saw on your CV that you worked for the Central Manufacturing Company.

a. _____?

Mi Chan: For about two years.

Interviewer: b. _____?

Mi Chan: I typed letters, wrote reports, and spoke to visitors.

Interviewer: c. _____?

Mi Chan: A little - I did basic computer training at university.

Interviewer: We need someone who can do our accounts.

d. _____?

Mi Chan: Yes, I have a lot of experience with accounts. I did the accounts for my family's business.

8 points

7. Who are these people?

Match the descriptions of these people with the pictures. Then add another sentence about each person.

Example: The young boy with the short hair. Picture 4
He's got big ears and he's wearing a hat.

- a. The girl in her late teens with the big smile. Picture _____
- b. The angry man with the moustache. Picture _____
- c. The fair-haired woman with glasses. Picture _____
- d. The woman with the flower in her hair. Picture _____
- e. The partly bald man with the tie. Picture _____



15 points

8. Past tenses

Fill the gaps with the past continuous or past simple form of the verb in brackets.

1. I was riding (ride) my bicycle down the hill really fast when the wheel **a.** _____ (fall) off.
2. Thiha nearly **b.** _____ (break) his leg when he **c.** _____ (fall) down from a tree.
3. U Tin Gyi **d.** _____ (walk) home from the market when someone **e.** _____ (take) his bag and ran off.
4. Naw Moo **f.** _____ (finish) her test when her pen **g.** _____ (run out).
5. Moe Kyaw **h.** _____ (not see) his friends because he **i.** _____ (look) out of the window.

9 points

9. -ed or -ing? Choose the correct form.

- a. I was very _____ when my longyi fell down in class. (*embarrassing / embarrassed*)
- b. He was _____ when his girlfriend left him. (*depressing / depressed*)
- c. I fell asleep during the film, because it was very _____. (*boring / bored*)
- d. It was an _____ football game. The final score was 9-8. (*exciting / excited*)
- e. Her exam results are _____. (*disappointing / disappointed*)
- f. This explanation is _____. I can't understand it. (*confusing / confused*)
- g. I am very _____ in psychology. (*interesting / interested*)
- h. I read an _____ book. I couldn't stop laughing. (*amusing / amused*)

8 points

10. Advice

Read Min Min's letter, and write some advice for him. Write 6 sentences.

Dear Friend,

6 months ago I left my home town and went to university but I'm having a very hard time. I don't have any friends here. Everyone's from other parts of the country and I'm afraid to talk to them. The courses are very difficult and I'm afraid I'm going to fail my exams. The food's very expensive here and I don't have much money. I'm thinking of dropping out of university and going back home.

Love, Min Min

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

12 points

Test for Units 9 and 10 – Answers

1. Rules

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense.

Possible answers:

- a. Students mustn't *copy other students' work*.
- b. Students should *be polite to the teacher*.
- c. Students have to *sit exams*.
- d. Students don't have to *study on Sundays*.
- e. Students can *use the school computers*.

2. What was happening?

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense, or for a mistake with the past continuous tense.

3. something etc.

Give one point for each correct answer.

Answers:

- a. *somewhere* b. *anything*
- c. *anyone, someone* d. *anywhere*
- e. *something*

4. Nationalities

Give one point for each correct answer.

Answers:

- a. *Cambodian* b. *Chinese* c. *Indian*
- d. *British* e. *Bangladeshi* f. *Malaysian*
- g. *Japanese* h. *French*

5. Vocabulary

Give one point for each correct answer.

Answers:

- a. *compulsory* b. *fake* c. *chat*
- d. *permanent* e. *forgetful* f. *volunteer*
- g. *landmine* h. *long-term* i. *wealthy*
- j. *promote* k. *suitable* l. *summary*

6. Job interview

Give two points for each correct question. Take one point off for each minor mistake. Take two points off if the question is not relevant. Many questions are possible here.

Possible answers:

- a. *How long did you work there?*
- b. *What did you do there?*
- c. *Do you know how to use a computer?*
- d. *Do you have any accounting experience?*

7. Who are these people?

Give one point for matching the picture and description, and two points for each correct sentence. Take one point off for each minor mistake.

Possible answers:

- a. *Picture 1. She's got long, dark hair.*
- b. *Picture 6. He's wearing glasses.*
- c. *Picture 3. She's about 40 years old, and she's got a big nose.*
- d. *Picture 5. She's unhappy and she's wearing some earrings.*
- e. *Picture 2. He's got a beard, a moustache and glasses.*

8. Past tenses

Give one point for each correct verb.

Answers:

- a. *fell* b. *broke* c. *fell* d. *was walking*
- e. *took* f. *was finishing* g. *ran out*
- h. *didn't see* i. *was looking*

9. -ed or -ing?

Give one point for each correct answer.

Answers:

- a. *embarrassed* b. *depressed* c. *boring*
- d. *exciting* e. *disappointing* f. *confusing*
- g. *interested* h. *amusing*

10. Advice

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense, or is not relevant.

Test for Units 11 and 12

1. Planning a holiday

Myo Win and Kyi Kyi are talking about the summer holidays.

Fill the gaps with the correct form of **going to**.

Myo Win: Do you have any plans for your summer holidays?

Kyi Kyi: I have a lot of plans! I 'm going to travel around northern Myanmar with my friend. (I / travel)

Myo Win: What a. _____ there? (you / do)

Kyi Kyi: First b. _____ up Putao Mountain because I've always wanted to see the highest mountain in the country. Then we're going to Shan State. (we / climb)

Myo Win: How c. _____ there? By bus? (you / get)

Kyi Kyi: No, d. _____ by road. (we / not / travel)

The roads in that area are not very good. I want to go by boat, but

e. _____. (my friend / fly)

What about you? f. _____ (you / take)

a holiday this summer?

Myo Win: No, g. _____ enough time. I'm too busy. (I / not / have)

	14 points
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2. Geography

These sentences are wrong. Write a correct sentence.

Example: Southern Myanmar has a cold climate. *Southern Myanmar has a hot climate.*

a. In the hot season in Myanmar, the weather is damp and humid.

b. It often snows in Thailand.

c. You have to wear warm clothes in Myanmar in May.

d. China is a long, flat country.

e. Singapore is a very large country in Europe.

	10 points
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3. Vocabulary

Match the word and the description.

coast

a. something that people talk about that might or might not be true

disaster

b. to use

liaise

c. to discuss with other people and get their opinions

respond

d. where the land meets the sea

fundraising

e. a gas that is produced by burning fuel (and many other things)

consume

f. to reply, answer

rumour

g. very good

fantastic

h. trying to get people or organisations give money

carbon dioxide

i. when something extremely bad happens

	9 points
--	-----------------

4. Predictions

Agree or disagree with these predictions using *I hope so/not* and *I think/ don't think so*. Then explain your opinion in one or two sentences.

Example: You will fail your next English test.
I hope not! I won't fail because I study a lot.

- a. Crocodiles will rule the world in five thousand years.
- b. Myanmar will win the football World Cup in 2010.
- c. You will become Secretary General of the United Nations.
- d. All the forests in Myanmar will be destroyed in the next 20 years.
- e. You will get married next year.
- f. It will rain a lot next month.

	12 points
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5. Passives

Re-write these sentences in the passive

Example: In Japan, people consume 5.353 million barrels of oil every day.
5.353 million barrels of oil are consumed in Japan every day.

- a. The car industry in Indonesia produces 206,321 cars every year.
- b. In Thailand, people grow more than a 100 types of fruit.
- c. Women in China gave birth to 18,234,911 babies last year.
- d. In America, murderers murder more than 15,000 people every year.
- e. India designs a lot of new technology.
- f. People in China invented the first printing press more than a thousand years ago.
- g. Someone killed General Aung San in 1947.
- h. Artists in Mandalay make the most beautiful puppets.
- j. Central Movie theatre in Yangon shows the best movies.

	18 points
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6. *been* and *gone*

Fill the gaps with *been* or *gone*.

- a. All the medics have _____ to the city to do a training. They'll be back next week.
- b. I have never _____ to Vietnam but I'd like to go. I've heard that Vietnamese food is delicious.
- c. Min Thu has just _____ to the post office to pick up the letters. He's not back yet.
- d. I have to go to Yangon next week. I am very nervous because I have never _____ to a big city before.
- e. I haven't _____ to the shop to get the newspaper yet, but I'll have to go in a few minutes or I'll be late for work.

	5 points
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7. Phrasal verbs

Fill the gaps with a particle from the box.

away on up up after out

- a. I was doing some research, so I needed to look _____ some information on the internet.
- b. Please don't throw _____ the newspaper! I haven't read it yet.
- c. I can't figure _____ the answer to question 3.
- d. The organisation was set _____ in 1994.
- e. He gave _____ drinking after his doctor advised him not to have any alcohol.
- f. They are looking _____ their grandchildren while their daughter is working overseas.

	6 points
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8. Travel

Mary Bufford is a writer. She has been to many parts of the world. Read this interview and fill the gaps.

- Interviewer:** So, how many countries have you been to ?
Mary: I can't really remember. I think about 30.
Interviewer: a. _____ ?
Mary: When I was 15 I went to India to study.
Interviewer: b. _____ ?
Mary: Yes, I've been to India twice since I studied there.
Interviewer: Which country have you been to most?
Mary: Japan. I really like Japan, and that's lucky because I often have to travel there for work. I'm writing about Japanese literature at the moment.
Interviewer: Have you been to Iraq?
Mary: Not yet, but c. _____ soon. I've got an assignment there next month.
Interviewer: d. _____ ?
Mary: I'm writing a story about the political situation there.
Interviewer: Have you ever met a world leader?
Mary: e. _____. I met Sonia Ghandi when I was in India.

	10 points
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9. Arrangements

Today is Thursday. Read Aye Aye's diary and complete the sentences about her future plans. Use the present continuous tense.

Example: Tomorrow at 7am, she's Learning English.

Friday English class 7am No work!!!	Sunday Lunch with John
Saturday Party 8pm	Monday Write report

- a. Tomorrow
- b. On Saturday night
- c. On Sunday
- d. Next Monday

	4 points
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10. Describe the picture

Write 6 sentences describing this picture.

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



	12 points
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Test for Units 11 and 12 – Answers

1. Planning a holiday

Give two points for each correct answer. There are a few possible answers.

Answers:

- a. *are you going to do*
- b. *we're going to climb*
- c. *are you going to get*
- d. *we're not going to travel*
- e. *is going to fly*
- f. *Are you going to take*
- g. *I'm not going to have*

2. Geography

Give two points for each correct answer. Take one point off for minor mistakes. There are a few possible correct answers.

Answers:

- a. *In the hot season in Myanmar, the weather is hot and dry.*
- b. *It hardly ever snows in Thailand.*
- c. *You don't have to wear warm clothes in Myanmar in May.*
- d. *China is a large, mountainous country.*
- e. *Singapore is a small country in Asia.*

3. Vocabulary

Give one point for each correct answer. There are other possible answers.

Possible answers:

- a. *rumour*
- b. *consume*
- c. *liaise*
- d. *coast*
- e. *carbon dioxide*
- f. *respond*
- g. *fantastic*
- h. *fundraising*
- i. *disaster*

4. Prediction

Give two points for each correct answer. Take one point off for minor mistakes, or if they don't give an opinion. Take two points off if the sentence doesn't make sense.

5. Passives

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the mistake is in the passive. There are a few possible answers.

Possible answers:

- a. *206,321 cars are produced in Indonesia every year.*
- b. *More than 100 types of fruit are grown in Thailand.*
- c. *18,234,911 babies were born in China last year.*

d. *More than 15,000 people are murdered in America every year.*

e. *A lot of new technology is designed in India.*

f. *The first printing press was invented in China more than a thousand years ago.*

g. *General Aung San was killed in 1947.*

h. *The most beautiful puppets are made in Mandalay.*

j. *The best movies in Myanmar are shown at Central Movie theatre in Yangon.*

6. been and gone

Give one point for each correct answer.

Answers:

- a. *gone*
- b. *been*
- c. *gone*
- d. *been*
- e. *been*

7. Phrasal verbs

Give one point for each correct answer.

Possible answers:

- a. *up*
- b. *away* (*out* is also possible)
- c. *out*
- d. *up*
- e. *up*
- f. *after*

8. Travel

Give two points for each correct question or response. Take one point off for a minor mistake. Take two points off if it doesn't make sense. There are many possible answers.

Possible answers:

- a. *When did you leave home?*
- b. *Have you been back to India since then?*
- c. *I'm going there soon.*
- d. *What are you going to do in Iraq?*
- e. *Yes, I have.*

9. Arrangements

Give one point for each correct answer.

Answers:

- a. *she's not working.*
- b. *she's going to a party.*
- c. *she's having lunch with John*
- d. *she's writing a report*

10. Describe the picture

Give two points for each correct answer. Take one point off for minor mistakes, or if they don't give an opinion. Take two points off if the sentence doesn't make sense.

Handouts to the **More information** activity in Unit 4, page 53.
Make two copies of these texts, and give one each to six students.

Sirimavo Bandaranaike

Sirimavo Bandaranaike became the world's first woman Prime Minister. The people of Sri Lanka first elected her Prime Minister in 1960, again in 1970, and once more in 1994. After she retired from politics, her daughter, Chandrika Bandaranaike Kumaratunga, became president of Sri Lanka and continued her mother's policies.



Marie Curie

Marie Curie discovered radium. In the 1890s, she studied physics at the Sorbonne University in Paris. At university, she met her husband Pierre, and together they set up a research laboratory. He died in 1906, and she took over his job as head of physics at the university. She received two Nobel Prizes – the prize for physics in 1903, and chemistry in 1911.



Britney Spears

Britney Spears sang 'Oops I did it again'. When she was a child, she performed in the TV show 'Mickey Mouse Club'. When she was 17, she made a record called 'Baby One More Time'. People all over the world bought this record, and she made three other successful records. In 2002, she starred in a movie 'Crossroads'. She got married twice. Her first marriage only lasted two days! She then married Kevin Federline, a dancer, in 2004.

Handouts to the **Interrogation** activity in Unit 10, page 165.

Copy this page, and cut out enough cards so there is one for each student.

Name: <i>Lee Kwan</i> Date of birth: <i>7/12/79</i> Place of birth: <i>Beijing, China</i> Nationality: <i>Singaporean</i> Visa issued from: <i>Singapore</i> Date of entry: <i>13/12</i>	Name: <i>Anil Mehta</i> Date of birth: <i>5/10/63</i> Place of birth: <i>Poona, India</i> Nationality: <i>Indian</i> Visa issued from: <i>USA</i> Date of entry: <i>13/12</i>
Name: <i>Leslie Jones</i> Date of birth: <i>26/4/81</i> Place of birth: <i>Melbourne, Australia</i> Nationality: <i>Australian</i> Visa issued from: <i>Bangkok, Thailand</i> Date of entry: <i>13/12</i>	Name: <i>Gerry Sanchez</i> Date of birth: <i>17/1/78</i> Place of birth: <i>Manila, The Philippines</i> Nationality: <i>Filipino</i> Visa issued from: <i>Singapore</i> Date of entry: <i>13/12</i>
Name: <i>M. C. Sharif</i> Date of birth: <i>12/7/80</i> Place of birth: <i>Dhaka, Bangladesh</i> Nationality: <i>Bangladeshi</i> Visa issued from: <i>Iran</i> Date of entry: <i>13/12</i>	Name: <i>Kerry Chan</i> Date of birth: <i>3/11/34</i> Place of birth: <i>Hong Kong</i> Nationality: <i>British</i> Visa issued from: <i>London, England</i> Date of entry: <i>13/12</i>
Name: <i>Jackie Lee</i> Date of birth: <i>15/2/56</i> Place of birth: <i>Kunming, China</i> Nationality: <i>Chinese</i> Visa issued from: <i>Indonesia</i> Date of entry: <i>13/12</i>	Name: <i>Charlie Madison</i> Date of birth: <i>6/6/41</i> Place of birth: <i>Texas, USA</i> Nationality: <i>American</i> Visa issued from: <i>Canada</i> Date of entry: <i>13/12</i>
Name: <i>Kim Chong</i> Date of birth: <i>4/12/90</i> Place of birth: <i>Wellington, New Zealand</i> Nationality: <i>Australian</i> Visa issued from: <i>Australia</i> Date of entry: <i>13/12</i>	Name: <i>Abdul Musharraf</i> Date of birth: <i>28/7/78</i> Place of birth: <i>Lahore, Pakistan</i> Nationality: <i>British</i> Visa issued from: <i>Pakistan</i> Date of entry: <i>13/12</i>
Name: <i>Per Lindstrom</i> Date of birth: <i>20/8/83</i> Place of birth: <i>Jakarta, Indonesia</i> Nationality: <i>Dutch</i> Visa issued from: <i>The Netherlands</i> Date of entry: <i>13/12</i>	Name: <i>Francis MacKay</i> Date of birth: <i>7/12/69</i> Place of birth: <i>Glasgow, Scotland</i> Nationality: <i>Canadian</i> Visa issued from: <i>Canada</i> Date of entry: <i>13/12</i>