

General English

An English language Course for adult learners

Elementary



Teacher's Book

Units 7-12



The Curriculum Project

2012

Introduction

General English Elementary: Draft Edition

General English Elementary: Draft Edition Units 7-12 is the second half of a 12 unit elementary English course specially designed for adult learners from Burma.

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

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

We will also continue to check the book for mistakes.

Please give us your feedback

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

Student's Book

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

Teacher's Book

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

General

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

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

Contents

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

Course Map	II
Introduction	III
Placement Test
Unit 7:	1
Unit 8:	13
Unit 9:	25
Unit 10:	37
Unit 11:	49
Unit 12:	61
Pairwork	73
Revision
Language Reference	77
Grammar and Usage	77
Irregular Verb Chart	83
Phonetic Alphabet	84
World Map	85
Audioscripts	86
Progress Tests
Units 1–3 Test
Answers
Units 4–6 Test
Answers
Units 7–9 Test
Answers
Units 10–12 Test
Answers
Resources	98

Course Map

Unit	Structures	Topics and Functions	Skills	Learner Training	Review	Tests
7 p.1	Gerunds Comparative adjectives <i>which</i> and <i>what</i>	Free time activities Life expectancy Weather and seasons Opinions and uncertainty	Pronunciation: Long and short vowels Reading: Bar charts Speaking: Agreeing and disagreeing; Rephrasing	Understanding conversation	Unit 7 Practice 7-9 Revision coming soon	<i>Coming in 2013</i> www.curriculumproject.org for updates
8 p.13	Past simple with <i>be</i> Ordinal numbers Prepositions of time	Biography Dates Population	Listening: Telephone messages Writing: Messages Pronunciation: <i>th</i> Reading: Statistics and pie charts	Grammar learning strategies	Unit 8 Practice 7-9 Revision coming soon	
9 p.25	Past simple Regular and irregular verbs <i>before/after/when</i>	Narration History Development Changing money	Reading: Ordering events Pronunciation: Verb endings Writing: Summarising Speaking: Points of view	Study skills	Unit 9 Practice 7-9 Revision coming soon	
10 p.37	Superlatives <i>have/has got</i> Conjunctions	Geographical features The environment Health Suggesting and inviting	Listening: Responding to questions Pronunciation: Similar vowels Reading: Cause and effect Writing: Formal and informal	Language learning	Unit 10 Practice 10-12 Revision coming soon	
11 p.49	Prepositions of movement <i>going to</i> <i>have to</i>	Plans Transport Accommodation Tourism	Reading: Facts and opinions Writing: Punctuation; Correcting written work Speaking: Giving directions	Writing strategies	Unit 11 Practice 10-12 Revision coming soon	
12 p.61	Present continuous for around now Present perfect <i>how</i> questions	Measurement Experience Science and technology	Listening: Identifying large numbers Pronunciation: Voiced and unvoiced consonants Speaking: Making appointments	Using a monolingual dictionary	Unit 12 Practice 10-12 Revision coming soon	

Pairwork p.73

Language Reference p.77

Audioscripts p.86

Resources p.98

Introduction

Welcome to General English Elementary

General English is designed for people from Burma people who want to communicate in English.

It is useful for:

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

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

What's different about General English?

General English is written for people from Burma. 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 Burma, and throughout Asia, often find that the topics and functions in these materials have little in common with their lives, experiences and ambitions. **General English** focuses on the specific needs, context and learning environment of Burmese learners, while also including a lot of world knowledge content.

General English teaches mostly British English as this is more familiar to Burmese 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 **General English** with the needs of the Burmese classroom in mind.

- We focus on the language and skills that Burmese 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.
- **General English** has a world knowledge, social awareness and critical thinking focus. Topics include social, environmental and development issues. There is very little about celebrities, holidays and teen lifestyles.
- We put a little more emphasis on speaking and listening than reading and writing. Middle and high schools in Burma 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 Burmese 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 player. A few activities require text to be copied from the back of the book, but this can be done by hand if a photocopier is not available.
- **General English** is cheap to photocopy or print as there are no colour images inside. The student's material is all in one book (not separate classroom book and workbook) to reduce expense.
- We do not expect all teachers to be fluent in English. The Teacher's Book has clear, step-by-step instructions and explanations, without too much complicated language.
- The course is longer than other elementary courses. Many Burmese learners have few opportunities to practise English outside the classroom, so there are more opportunities to use the language within the course. For classes with less time, we provide guidance on what parts to skip.
- At the end of each unit is a short, optional **Learning Strategies** section. This encourages students to reflect on their own language learning and suggests practical ways to improve.

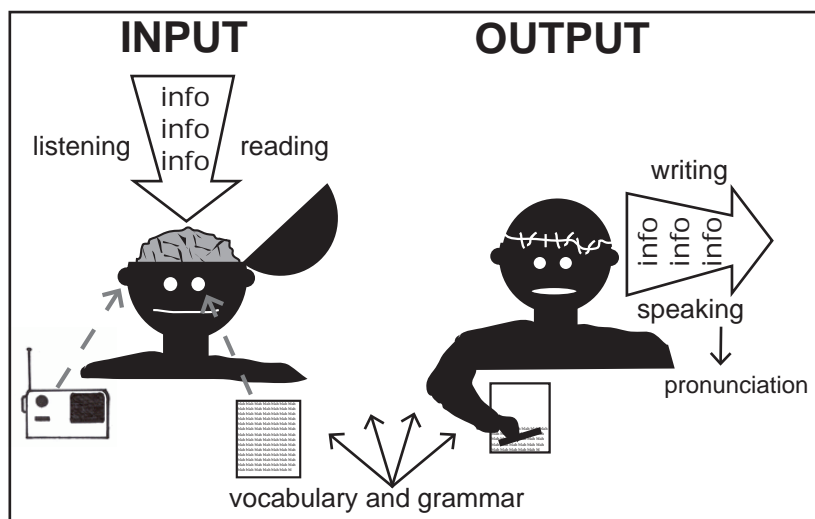
Methodology

Learning a language requires both input (listening and reading) and output (speaking and writing). Vocabulary and grammar are parts of these processes. 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 learners from Burma 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 teachers from Burma 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 General English

General 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.curriculumproject.org.

1. Student's Book

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

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

2. Teacher's Book

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

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

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

How do I use General English Elementary?

1. Is it the right level for my students?

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

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

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

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

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

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

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

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

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

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

6. How can I check that they are learning?

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

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

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

Extra activities and exercises

Vocabulary and Grammar Exercises

Below are some simple, adaptable exercises for use with vocabulary and grammar items, either in class or for homework. You can use them to check students' understanding of language, provide extra practice, and review points covered previously. There are many more in **Two Truths, One Lie**, available at www.curriculumproject.org.

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

1. Gap-fill

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

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

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

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

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

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

...or open (many possible answers).

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

8. Write the question

Students write the question to answers supplied.

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

9. Complete the sentence

Students finish a sentence.

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

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

Extra Class Activities

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

1. Speaking stick

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

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

2. Whispers

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

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

3. Race to write

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

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

4. Matching sentence halves

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

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

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

5. Backs to the board

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

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

6. Disappearing paragraph

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

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

7. Pair dictation

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

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

8. Quiz

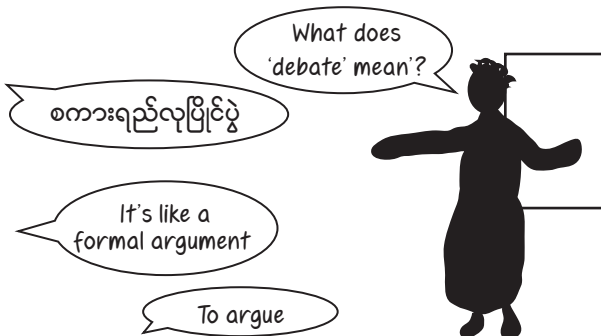
Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions.

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

Some terms used in the Teacher's Book

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

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



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

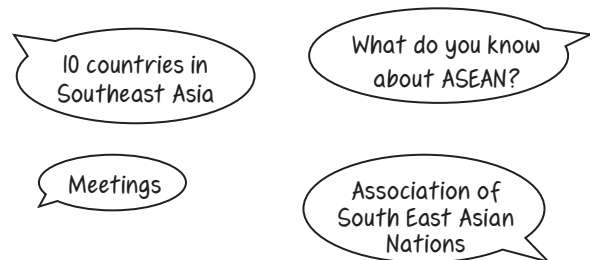
Demonstrate means to perform a new task in front of the class before getting students to do it. This way students have a model to base their tasks on – they can see what they are supposed to do.

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

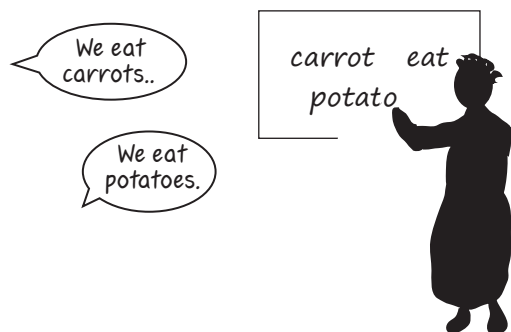


Brainstorm is similar to *elicit*. Students think of as much as possible about a topic, or as many examples as possible of something, or a list of items.

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



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



Using students' first language (L1)

Sometimes you might need to use L1 to:

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

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

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

Supplementary resources

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

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

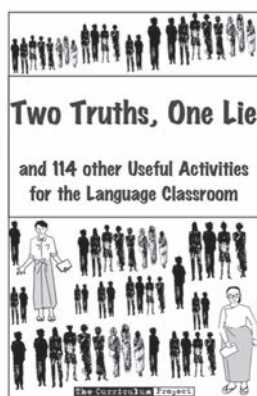
Books are available that focus on specific **skills** such as reading, writing, speaking, pronunciation or listening. There are also books targeting **grammar** and **vocabulary**.

The internet has many useful English learning resources, from easy news items to pronunciation practice.

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

Teacher's 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.

Curriculum Project publications



The Curriculum Project writes and publishes teacher's resource books specially for Burmese teachers.

Two Truths, One Lie contains over 100 activities that language teachers can use to present, practise or review language with their students. **General English** uses many of the activities in **Two Truths, One Lie**. In the book, we give extra instructions and variations on the activities. It also includes information about lesson planning, organising your classroom and correcting mistakes. All the teaching terms on page VIII of this book are covered extensively in **Two Truths, One Lie**, with examples and variations for many of them.

Teaching Skills is a short course on the basics of teaching, such lesson planning, assessment, and classroom management. Teachers can use it as part of a teacher training course, or as a self-study book.

We also have a range of skills-focused reading, writing, listening and viewing resources from elementary to upper-intermediate level. Many of these are on the CD that accompanies this book, and the website is updated as new materials are released.

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 expertise in developing teaching materials and would like to contribute to our project, please get in touch.

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

www.curriculumproject.org



General English is **NON-COPYRIGHT**. We encourage teachers to copy, adapt, print and distribute our materials as they wish.

Unit 7: Towns and Countries

1 Free time activities

1.1 Bangkok and Yangon

- A** • Students **predict** the topic of the conversation from the key words.
- Write their ideas on the board.
- B** • **Pre-teach** *visa run, clubbing, hanging out*.
- Play audio 073. Students listen and read the text. They check their predictions.

Language / culture notes

People who live outside their own country sometimes have to do **visa runs**. That is when you leave the country when your visa expires, get a new visa, and come back.

Clubbing is going out dancing in music clubs.

Hanging out is spending time with people informally. It is not a specific activity - it can be watching movies, chatting in tea shops, going shopping, etc.

- C** • Students fill the gaps using the correct forms of the words.

Answers:

1. likes going
2. like eating
3. likes taking
4. really likes shopping
5. doesn't like jogging

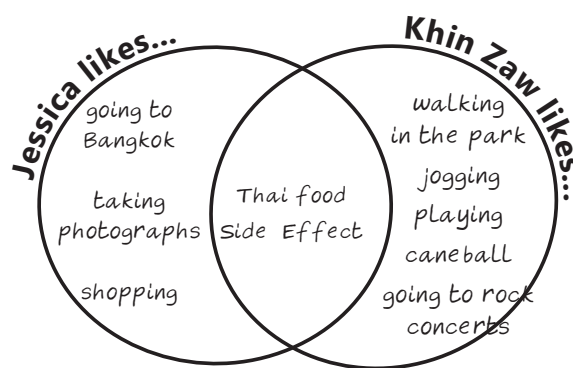
- D** • Play audio 074 two or three times. Students listen and write the questions.

Answers:

1. And do you like Yangon?
2. What do you do in your free time?
3. Do you have many friends here?
4. Do you hang out with them a lot?
5. Do you want to go shopping with me today?

- E** • Students complete the Venn diagram.
- Explain that the space in the middle of the diagram is for things that they both like.

Answers:



1.2 Activities

A • Elicit what is happening in each picture.

Answers:

- | | |
|--|------------------------|
| a. eating in a restaurant | d. shopping |
| b. swimming | e. jogging |
| c. watching movies / going to the cinema | f. playing caneball |
| | g. walking in the park |
| | h. cooking |

B • Play audio 075. Students listen and tick the things that the speaker likes.

Answers: a, c, f, g

- Play audio 075. Students listen and repeat.

Grammar Focus

- Students read the information and the rule and complete the table using words from 1.1.

Possible answers:

1. I like hanging out (with my friends)
2. She doesn't like shopping (for clothes).
3. They like cooking foreign food.
4. He hates cleaning his room.

C • Pre-teach survey, *PhD, as well.*

- Play audio 076 two or three times. Students listen and fill the gaps.

Answers:

1. shopping, having parties
2. (usually) cooks Indian
3. swimming, swims (every Saturday afternoon)
4. at the weekend
5. listening to music, the evenings

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

- Ask some students for one thing they like doing and one thing they hate doing.

E • Students do **Find Someone Who**. **Elicit** the correct question and answer forms for the activity:

- *Do you like + gerund? Yes I do / Yes, I love it.*
- *No / No, I don't / No, I hate it.*

- For the *Extra information* column, **elicit** possible questions they can ask to get more information from their partners, e.g. *Why don't you like it? What kind of food do you like cooking? What bands do you like?*

F • In pairs, students compare themselves to other people from 1.2 E.

1.3 Unhealthy activities

A • Students match the words to make unhealthy leisure activities, then match the activities to the pictures.

Answers:

1. **b.** (smoking) cigarettes, **iii.**
2. **e.** (drinking) whisky, **i.**
3. **a.** (taking) drugs, **ii.**
4. **d.** (eating) oily food, **v.**
5. **c.** (chewing) betel nut, **iv.**

B • Students discuss whether each is always unhealthy.

- Discuss this topic in the students' first language(s), if necessary. Help the students with any useful new vocabulary.

Possible answers:

1. Smoking is always bad: it causes cancer, and has no positive health benefits
2. Drinking too much whisky and other alcohol causes liver damage and can be addictive. However, drinking small amounts usually causes no problems.
3. Taking some drugs causes health problems, but some drugs are helpful. A lot of drugs can be helpful or harmful, depending on how people take them.
4. Eating too much oily food causes heart disease and obesity (overweightness).
5. Chewing betel nut is bad for teeth and gums.

C • Do **Interview and Tell**. Do a class **brainstorm** and get a list of questions students can ask each other about their free time activities. Possible questions include:

- *What do you like doing at weekends / in the evenings?*
- *Do you drink / smoke / chew betel nut, etc?*
- *Who do you _____ with?*

- Students work in pairs, interview each other and take notes.
- When finished, students tell the class (or their group if it is a large class) about their partner.

2 *smaller, worse, slower, shorter*

2.1 Who's taller?

- A** • Students **brainstorm** the differences between them.

Possible answers: height, weight, size, skin colour, eye colour, length of hair, age, gender/sex

- B** • Students match the questions and the nouns.

Answers:

1. **c.** height
2. **d.** size
3. **a.** length
4. **b.** age

Language / culture notes

We use **tall** for vertical measurements, e.g. for people, buildings, trees. It is similar to **high**.

We use **long** for horizontal measurements, e.g. snakes, sticks, roads. We also use it for distances, time, books, hair, legs and words/sentences.

Short is the opposite of both *tall* and *long*.

- C** • Students write the opposites of the adjectives in bold in **B**.

Answers:

1. short
2. small
3. short
4. young

- D** • In pairs, students measure each other's height, hair length and foot size.

- E** • Students complete the table by asking four students the questions in **B**.

- F** • Students fill the gaps using the names of students in their table.

- G** • Students write four more true sentences using the opposites of the comparatives in **F**.

2.2 They're uglier

Grammar Focus

- Students read the statements and decide if they agree or disagree. It's OK to say "usually" or "I'm not sure".

- A** • Students read the sentences, look at the pictures and match them.

Answers: 1. c 2. f 3. g 4. e

Grammar Focus

- Students complete the basic spelling rules for comparatives.
- More detailed rules are explained in the **Language Reference**.

Answers:

1. er
2. e.g. fat, big, thin, hot
3. ier
4. more
5. e.g. good, bad, far

- B** • Students choose the correct form of comparative adjective for each sentence.

Answers:

1. more expensive
2. harder
3. uglier
4. worse

- C** • Students write more sentences about the things in **A**.

Possible answers:

1. His motorbike is older than my motorbike.
2. The English exam is more difficult than the maths exam.
3. The yellow flowers are prettier than the pink flowers.

- D** • Tell students a little about yourself, your family and your hometown, using comparatives, e.g. *My mother is 60. She's older than my father - he's 55.*
- Students think and write notes about their own lives.
 - In pairs, students talk about their lives.
 - If useful, they can repeat this with another partner.

2.3 Comparing countries

A • Elicit answers about India, Pakistan and Bangladesh.

Possible answers: Pakistan and Bangladesh have the same main religion (Islam). India is a Hindu country (but there are lots of Muslims in India)

All three countries are in South Asia.

India is bigger than Pakistan or Bangladesh.

B • Students discuss the different parts of a bar chart and label Graph A.

Answers:

- a. title
- b. bar
- c. x axis
- d. y axis

C • Students describe the graphs.

Answers: Graph A shows the amount of air pollution in three countries: Bangladesh, India and Pakistan. Graph B shows the average income in the same three countries

Language / culture notes

PM10 is particulate matter - dust and gases in the air - that can cause health problems.

GNI (in US\$) is a measure of the average income of people in a country. We can use it to compare how rich or poor countries are.

D • Pre-teach *in general*.

- Students look at the charts, read the sentences and decide if they are true or false.

Answers:

1. true
2. false
3. false
4. true

E • Students write four more sentences using the information in the charts and the adjectives *poor*, *rich*, *clean* and *polluted*, e.g *Pakistan is more polluted than India*.

2.4 Which one's easier

Grammar Focus

- Students complete the rule.

Answer: small

A • Students fill the gaps with *which* or *what*.

B • Play audio 077 two or three times. Students listen and check their answers.

Answers:

1. What
2. Which
3. Which
4. Which
5. What

C • Students listen again and write down the comparative adjectives in the audio.

Answers: easier, spicier, more intelligent, more interesting, noisier, smaller

D • Students write five more questions using *which* and comparative adjectives.

- In pairs, students ask and answer their questions.

2.5 North and South Korea

A • Ask students what they know about North and South Korea, and what they can tell about the countries from the map.

B • Students **predict** the answers to the questions.

C • Play audio 078 two or three times. Students listen and answer the questions.

Answers:

1. North Korea
2. South Korea
3. South Korea
4. South Korea

3 Life expectancy

3.1 The USA and Swaziland

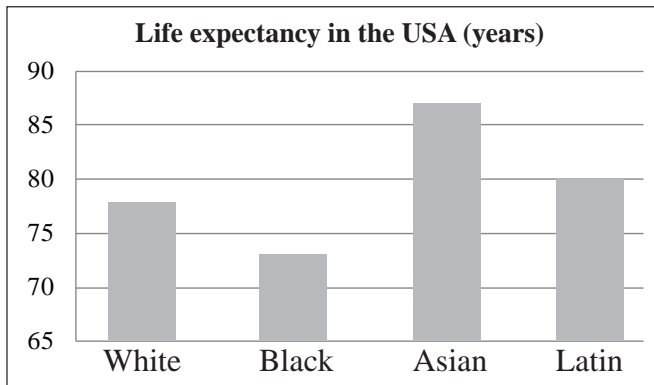
- A** • **Elicit** or explain the meanings of the words and phrases in the box.

Answers:

- *life expectancy* is how long people will live (on average).
- *white Americans* have European heritage (their ancestors came from Europe).
- *black Americans* have African heritage.
- *Asian Americans* have Asian heritage.
- *Latin Americans* have South or Central American heritage (Mexico, Brazil, etc).
- *reason* = cause or explanation.

- B** • Students read the text and complete the bar chart showing the average life expectancy of different groups in the USA.

Answer:



- C** • Ask students if they know what the words and phrases in the box mean.

Answers:

- *HIV/AIDS* is a disease. HIV causes AIDS. AIDS can kill people. HIV can be spread by sex without condoms.
- *child mortality* is the number of deaths of children under five in a country.
- *diseases* are health problems, illnesses.
- *condoms* are pieces of rubber. People use them during sex. They stop pregnancy and disease.

- D** • Students read the text and fill the gaps using words from the text.

Answers:

1. higher
2. condom
3. average
4. 26

- E** • In groups, students discuss (in any language) the point of these texts.

Answer: why people have different life expectancies.

3.2 Life expectancy in Burma

- A** • Students match the adjectives to suitable nouns. There are many possible correct answers. The most common are:

Possible answers:

1. rich / poor people
2. cheap / expensive food
3. good / bad hospitals
4. safe / dangerous roads
5. clean / dirty water
6. healthy / unhealthy people

- B** • Discuss possible reasons for Burma's life expectancy. Write them on the board.

- C** • Students fill the gaps using country names (Burma, the USA, Swaziland) or adjectives and nouns from the table. There is more than one possible answer for most sentences.

Possible answers:

1. better / safer / cleaner / healthier
2. cleaner / cheaper / safer
3. Burma / the USA, Swaziland / Burma
4. roads
5. medicine / hospitals / food / education

- D** • Students research three more countries and make a bar chart (similar to the ones in 2.3 and 3.1) showing life expectancies of people in different countries.

- If students have no access to data, they can use Burma, the USA and Swaziland.
- The bar chart needs to have
 - a title
 - units of measurement
 - correctly labelled x and y axes.

4 Weather and seasons

4.1 The weather

A • **Elicit** a list of weather words from students. Write them on the board.

B • Students match the words with the weather symbols.

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

C • Play audio 079 two or three times. Students listen and repeat.

D • Students answer the questions.

Answers:

1. hot, dry, wet, cold, warm, cloudy, stormy, cool
2. raining, snowing
3. hot and cold, dry and wet, cool and warm

4.2 What's the weather like?

A • Play audio 080. Students listen and answer the questions.

Answers:

1. Paul's in Yangon, Lisa's in Hull
2. What's the weather like (in Yangon at the moment)?
What's it like (in Hull)?

B • Play 080 two or three times. Students listen and fill the gaps.

1. cool, wet
2. rains
3. cold, windy, dry

C • Students circle the most appropriate word for each sentence.

D • In pairs, students look at the symbols and ask and answer questions.

4.3 Seasons in Burma

A • Students order the months of the year.

B • Play audio 081. Students listen, check and repeat the months.

Answers: 1. January 2. February 3. March
4. April 5. May 6. June 7. July
8. August 9. September 10. October
11. November 12. December

- Play the audio again. Tell students to focus on the pronunciation, especially *February*, *March*, *April* and *August*. (Burmese speakers normally use the English words for the months, but the pronunciation is quite different.)

C • Match the months with the seasons and write them in the table.

- There is no one agreed start or end to the seasons, so there isn't an exact answer.

Possible answers:

1. **hot season:** March to May/June
2. **rainy season:** May/June to October
3. **cold season:** November to February

- Compare the answers of the whole class. Some may have different answers.

D • Discuss weather in Burma. **Elicit** the weather in different Burmese cities in December, April and September.

- **Elicit** adverbs of frequency if possible - *sometimes*, *usually* and *never*.

E • **Pre-teach** *similar* (almost the same). **Elicit** the difference between *similar* (a bit different) and *the same* (no different).

- Discuss the weather in other parts of Asia and **elicit** countries/places with similar weather.

4.4 Other parts of the world

- A** • Ask students about weather in other places. **Elicit** information about these places and the different seasons.
- Students answer the questions.

Answers:

1. Northern and Western Europe, the USA and Canada, Southern Australia, New Zealand (and other places far from the equator).
 2. spring, summer, autumn (fall in American English), winter
 3. **a.** autumn **b.** winter **c.** summer
 d. Spring
- B** • **Elicit** from students anything they know or think about seasons in England.
- C** • **Pre-teach** *smell, get* + adjective, e.g. *get warmer* (= *become* + adjective, but less formal).
- **Dictogloss.** Play audio 082. Students listen.
 - Play audio 082 again. Pause for 30 seconds after every paragraph. Students make notes. They should NOT write the paragraph exactly, only the main points.
 - Repeat this. Play the audio, pausing after every paragraph so students can take notes.
 - Students rewrite the text from their notes. It does not have to be exactly the same as the audio.
- D** • In groups, students compare their texts.
- Groups rewrite the text. They don't need to write the same exact words, but they should try to get all the information.
- E** • Play audio 082 line by line. Groups listen and check that they wrote all the main points.
- There is more information about **Dictogloss** in *Two Truths, One Lie*.

5 Pronunciation: Long and short vowels

5.1 Four pairs

- A** • Students say the sentences, focusing on the underlined vowel sounds.
- NOTE: *shot*, the verb in exercise 2, is the past simple form of *shoot*. Don't teach this tense now. Give a brief explanation if students request it.

- B** • Play audio 083 two or three times. Students listen, check and repeat.

- C** • Play audio 083. Students classify the words into short and long vowel sounds.

Answers:

short: bins, shot, match, pull

long: beans, short, March, pool

- D** • Play audio 084 two or three times. Students listen and repeat.

- E** • Students match the sounds with the words in the table in C.

- F** • Play audio 085 two or three times. Students listen, check and repeat.

Answers:

/ɪ/ bins /ʊ/ pull /ɒ/ shot /æ/ match

/i:/ beans /u:/ pool /ɔ:/ short /ɑ:/ March

- G** • Students work in pairs. One partner says a long or short vowel sound.
- The other partner identifies it by pointing to a symbol in D.

- H** • **Pre-teach** *sheep, sheet, ship, orphan, boot, heart*.

- Individually or in pairs, students write the words in the box next to the phonetic spellings.

- I** • Play audio 086 two or three times. Students identify the words that are pronounced wrongly.

Answers: 6. heart 7. woman 12. aunt/aren't
14. card 15. bored/board 18. boot
19. foot 20. guitar

- J** • Play audio 087 two or three times. Students listen and repeat.

- K** • **Pair Dictation.** Students choose 8 words from C and H, and write them down.

- In pairs, students say their words to their partners. Their partners write the words they hear.
- Students check each other's answers.

5.2 Sounds in use

- A** • Play audio 088. Students identify the mistakes in the sentences.
- B** • Play audio 088. Students listen, check and repeat.

Answers:

1. woman
 2. heart
 3. beans
 4. ship
 5. March
- C** • **Pair Dictation.** Students work in pairs. Partner A looks at page 73 and Partner B looks at page 75 .
- They say the sentences to each other and write the sentences they hear.
 - They check each other's sentences.
- D** • In class or for homework, students write paragraphs using all the sounds from this section (listed in **5.1 D**).
- E** • **Pair Dictation.** In pairs, students say their paragraphs to each other and write the paragraphs they hear.
- Students check each other's paragraphs.

6 Phrasebook: Opinions

6.1 Are you sure?

- A** • Student read the sentence from **3.2 C** again and answer the the multiple choice question.

Answer: c

- B** • Students **rephrase** the sentence from **3.2 C** with two sentences. There are many possible sentences.

Possible answers:

- Maybe the US has cheaper education.
 - I'm not sure, but I think the US has cheaper education.
- C** • Students read the sentences and decide if they agree or disagree. Students add *perhaps* or *maybe* where necessary, depending on their own opinions and ideas.
- In pairs, students discuss their opinions.
- D** • Students decide which sentences are facts and which are opinions.

Answers:

1. fact
2. opinion
3. opinion
4. fact

6.2 Agreeing and disagreeing

- A** • Students read the statements. **Elicit** whether they are facts or opinions. (They are all opinions.)
- Students decide if they agree or disagree with them. There are no right or wrong answers.


- B** • **Pre-teach** *hard* (difficult) and *though*.

- Play audio 089 two or three times. Students listen and write Jessica's and Lee's opinions on learning Burmese.

Answers:

2. Jessica thinks it's difficult.
Lee thinks it's easy - easier than English.
 3. Jessica thinks it's really difficult.
 4. Lee doesn't know. It's his first language.
 5. Lee's not sure. He can't write Japanese.
 6. Lee thinks languages are important.
Jessica agrees. She can't speak many though - only English and a little Burmese.
- C** • Play audio 089. Students listen, and write the opinion phrases from the conversation on the line in order from disagree to strongly agree .

Answers:

- 
- I disagree
 - I'm not sure / I don't know
 - I agree / Yes, you're right
 - Of course

- D** • Students do a **Mill Drill**. Copy and cut the cards from **Resources** so there is one for each student.
- Students walk around the room and find a partner. They say their statement and respond to their partner's statement.
 - They then move onto another partner.

7 Learning Strategies: Understanding conversation

7.1 Repeating

- A** • Play audio 090. Students listen and look at the pictures.
- They identify the speakers and what is happening.

Answer: There is a boss (librarian) and an assistant. The boss is telling the assistant where to put the books.

- B** • Play audio 090 two or three times. Students decide which picture is correct.

Answer: c (female boss telling male assistant to put small books on big shelf)

- C** • Play audio 091. Students listen and identify what is happening.

Answer: The librarian is explaining to the assistant where the different language books should go.

- D** • Play audio 091. Students listen and identify what types of books the library has.

Answer: Burmese, English, Shan, Kayin and Kachin books.

- E** • Play audio 092. Students listen and identify what is happening.

Answer: A customer is looking for books about historical money.

- F** • Play audio 092. Students listen and identify where the customer can find the information.

Answer: On the online catalogue on the table, in front of the English books.

- G** • Play audio 090, 091 and 092 again. Students identify which conversation uses each conversation strategy.

Answers:

1. 092
2. 090, 091, 092
3. 091

- H** • In pairs, students write a conversation where one person doesn't understand completely. They should use all three strategies - saying *sorry*, getting the other person to repeat what they said, and repeating it back themselves.
- Students **roleplay** their conversations.
 - Get some students to perform their conversations to the class or in groups.

7.2 Speak slowly

- A** • **Pre-teach** *online catalogue, switch, password*.
- Play audio 093. Students listen and identify what is happening.

Answer: The customer doesn't know how to work the online catalogue.

- B** • Play audio 093. Students listen and order the actions (according to the parts of the computer in the picture).

Answer: 3, 2, 1

- C** • Play audio 093. Students identify the phrases the listener uses to get the speaker to speak more slowly.

Answers:

- Sorry. Please speak slowly.
- Sorry, more slowly, please

- D** • In pairs, students write a conversation where one person speaks too fast and the other asks them to speak more slowly.
- Students **roleplay** their conversations.
 - Get some students to perform their conversations to the class or in groups.

7.3 Rephrase

- A** • **Pre-teach** *power cut*.
- Play audio 094. Students listen and identify what is happening.

Answer: The customer can't work the online catalogue. The assistant explains there's a power cut.

- B** • Play audio 094. Students identify whether they can fix the problem.

Answer: No. They have to try again later.

- C** • Play audio 094. Students identify the phrases the listener uses to get the speaker to speak *rephrase* (use different words).

Answers: I'm sorry, I don't understand.

- D** • Play audio 090-094. Students identify in which conversations the speaker rephrases. If this is difficult, they read the audioscripts.

Answer: 091, 093, 094

- E** • Students rephrase the instructions so that they are simpler. There are many ways the students can rephrase the instructions.

Possible answer:

Please write your name on the paper. Write in black pen. There are 100 questions. Answer them all. No talking, please.

Unit 7 Practice

A Answers:

2. Do you like it
3. big
4. bigger
5. smaller
6. like
7. cooler
8. Does it rain
9. rainy season
10. Is it raining
11. What do you do
12. swimming
13. cooking
14. cook

B Answers:

2. live, in, it, it's, is, big, city, bigger, raining, swimming, with, river, cooking
3. cook, cooking
4. you, do
5. not, lot
6. small, smaller
7. Yangon, Mandalay, at

C Answers:

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

D Answers:

2. Which
3. Who
4. Which
5. Which
6. Which
7. What
8. What
9. Who

E Answers:

2. Lily is younger than Luke.
3. Luke is happier than Lily.
4. Luke is bigger than Lily.
5. Luke is more educated than Lily.
6. Lily is louder than Luke.

F Answers:

1. bigger/higher, smaller/lower
2. 200 million / 200,000,000
3. 50
4. lower, 68

G Answers:**Across**

1. electricity
7. regular
10. cloudy
11. shelf
16. life
17. jogging
18. ethnic group

Down

1. exercise
2. title
3. cat
4. type
5. agree
6. oily
8. rock
9. mobile
12. length
13. sea
14. come
15. an

Unit 8: People and the Past

1 History

1.1 Burma's history

- A • Brainstorm** the names of famous people from Burmese history, and why they are famous. Only allow two minutes for this.

- B •** In groups, students look at the map of Burma and choose the correct word or phrase to complete each sentence.

Answers:

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

Grammar Focus

- Students look at the sentences and answer the questions.

Answers:

1. **a.** first, singular
b. second, plural
2. Relevant features of their language(s) may include:
 - different verbs (e.g. *have*) instead of *be*
 - omission of verbs with nouns, especially in informal usage
 - same form for verbs and adjectives
 - normally the same verb/adjective form for present and past (relies on context or time markers like 'yesterday')
 - same form for all persons

1.3 More Burmese history

- A** • In groups of 4-6, students write multiple choice gap fills about Burmese history. They can use the ones in 1.1 as a model.
- B** • Groups read out their exercises. Other groups discuss and choose the best answer.
- After all groups have read out their exercises, they give the correct answers.
 - The group with the most correct answers is the winner.

1.2 Dr M. Shaw Loo and Sayar Tin

- A** • Ask students if they know who Doctor M. Shaw Loo was. **Elicit** information and write it on the board.

- B** • Students read the text and fill the gaps using *was* or *were*.

Answers:

1. was
2. was
3. was
4. were
5. were

- C** • Ask students if they know who Saya Tin was. **Elicit** information and write it on the board.
- Students unjumble the sentences about Sayar Tin's life.

Answers:

1. Sayar Tin was born in 1892.
2. He was from Mandalay.
3. His parents were Daw Thein and U Yan Aung.
/ His parents were U Yan Aung and Daw Thein.
4. His father was a servant of King Thibaw.

- D** • Students complete the sentences and make them true for them.
- Get a few students to say one or more of their sentences.
- E** • In pairs, students tell their partner about themselves, using the sentences in **D**.

1.4 First, second and third

A • Students match the heading and pictures.

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

B • Students match the paragraphs and headings.

Answers:

- i. 2. (Space)
- ii. 3. (Gay Rights)
- iii. 4. (The United Nations)
- iv. 1. (American Presidents)

Grammar Focus

- Students complete the grammar rules.

Answers: not, were

- 1. wasn't
- 2. weren't

C • Students read the statements in **B** again.
Every statement is incorrect.

- Students rewrite each statement so it is negative, and then write a correct statement using the words in the box.

Answers:

- 1. He wasn't a British astronaut. He was Russian / a Russian astronaut.
He wasn't in space for one day. He was in space for one hour.
- 2. Wallace and Gromit weren't the first married gay couple. Kevin Bourassa and Joe Varnell were.
Their wedding wasn't in 1950. It was in 2001.
It wasn't in Cambodia. It was in Canada.
- 3. U Thant and Bogoyoke Aung San weren't from Korea. They were from Burma.
U Thant wasn't the third president of the United Nations. He was the third secretary-general of the United Nations.
He wasn't the third African to have the job.
He was the first Asian (to have the job).
- 4. George Washington and John Adams weren't the second and third presidents of the United Kingdom. They were (the second and third) presidents of the USA.
Washington wasn't the leader of the American church. He was the leader of the army.
Adams wasn't a farmer. He was a lawyer.

D • Students match the pictures with people in C.

Answers:

- a. Kevin Bourassa and Joe Varnell
- b. Yuri Gagarin
- c. George Washington
- d. U Thant

E • **Pre-teach** *become*.

- Individually or in pairs, students complete the sentences using the years in the box and correct names and places.

Answers:

- 1. Yuri Gagarin, 1961
- 2. U Thant, 1962
- 3. 2001, Kevin Bourassa, Joe Varnell
- 4. George Washington, USA, 1789

F • Students do **Mix and Match**. Give half the students a subject (people/place) card, and half the students a card with the rest of a sentence.

- Students move around the room and try to find a student with a card that completes their sentence.
- When a question student and an answer student think they have a matching pair, they ask you if they match or not. If they do, the students sit down. If not, they continue.
- The activity ends when all students have matched their pairs.

2 Where were you...

2.1 ...yesterday?

- A** • Students look at the picture and guess why Paw Mu is angry with Jessica and Lee.
- B** • Play audio 095 two or three times. Students listen, read and answer the questions.

Answers:

1. no
2. yes
3. no
4. yes

Grammar Focus

- Students read the rules that show the word order of questions. Explain using more examples if necessary.
- Students match the questions and answers.

Answers:

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

- C** • Students put the events in order.

Answers:

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

- D** • Students fill the gaps with *was* or *were*.

Answers:

1. was
2. were
3. was
4. were
5. were

- E** • Students write short answer to the questions in E, making them either positive or negative.

Answers:

2. Yes, they were.
3. No, he wasn't.
4. No, they weren't.
5. Yes, I was.

- F** • Students order the sentences.

Answers:

1. Were you at home last night?
2. Was it cold last night?
3. Were there any interesting programmes on TV?
4. Were you tired this morning?
5. Was your partner on time for class?
6. Were all your classmates here before you?

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

- H** • Do **Change Chairs**. Put chairs in a circle. There must be one fewer chairs than people, e.g. if there are 10 people, there will be 9 chairs in the circle.

- The person in the middle asks a *yes/no* question using the past simple with *be*, e.g. *Were you at home last night?*
- All students who were at home last night get up and try to change chairs, including the person in the middle.
- The person left without a chair asks another *yes/no* question with *be*.

2.2 Last week

- A** • Students look at the picture and guess where Amit was last week.

- B** • Students read the conversation and fill the gaps with *was* or *were*.

Answers:

1. were
2. were
3. were
4. was
5. was

- C** • Play audio 096 two or three times. Students listen and check.

Grammar Focus

- Students read the explanation of *wh*- questions then think of as many *wh*- words as possible.

- D** • Students write more *wh*- questions using the words in the chart, e.g.

- *When were you born?*
- *How old was your sister in 2001?*

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

3 Dates and numbers

3.1 Dates and ordinal numbers

- A** • **Elicit** the difference between the two questions.

Answer: 'What day is/was your birthday?' is about the day of the week (Monday, Wednesday, etc). 'What date' is about the date of the month (the 1st of January, the 10th of May, etc.)

- B** • Students write the correct ordinal numbers.
- Check they have correct spelling.

Answers:

- | | |
|--------------------|-------------------------|
| 2. 2nd, second | 10. 19th, nineteenth |
| 3. 3rd, third | 11. 20th, twentieth |
| 4. 4th, fourth | 12. 21st, twenty-first |
| 5. 5th, fifth | 13. 22nd, twenty-second |
| 6. 10th, tenth | 14. 29th, twenty-ninth |
| 7. 11th, eleventh | 15. 30th, thirtieth |
| 8. 12th, twelfth | |
| 9. 15th, fifteenth | |

- C** • Play audio 097. Students listen and repeat.

- D** • Play audio 098. Students listen and write the ordinal numbers.

Answers: 7th, 14th, 40th, 25th, 8th, 32nd, 11th, 19th, 70th, 12th, 31st, 10th

- E** • **Count around the Class.** Students stand up. The first student says *first*.
- The next student says *second*, the next *third*, etc. When someone makes a mistake, they sit down, and are out of the game.
 - Continue with students sitting down until there is one student (or two or three) left.

- F** • Play audio 099. Students listen and fill the gaps with dates and months.

Answers:

1. the 7th of May
2. June the 20th
3. the 15th of November
4. the 1st of May
5. the 29th of October
6. the 31st of January
7. March the 4th

- G** • Students write the dates in a different way.

Possible answers:

1. 1/1/1
2. May 31, 2013
3. The 19th of January
4. 21/12/12
5. April 4, 2008
6. 11/11/18

- H** • Play audio 100 two or three times. Students listen to the dates and repeat.

- I** • Students try to remember how the years were said. If necessary, play audio 100 again and students repeat.
- Students read the rules for saying dates in the **Language Reference**.

- J** • **Elicit** how dates are written in American English. Students should be able to work it out from the example.
- *American dates have the month first, then the day.*
 - Students write the American English dates in British English.

Answers:

2. 11/09/1901 (11th September, 1901)
3. 27/3/55 (27th March, 1955/2055)
4. 12/1/2009 (12th January, 2009)
5. 04/03/95 (4 March, 1995)
6. 3/4 (3rd April)

3.2 Pronunciation: th - /ð/ and /θ/

- A** • Play audio 101 two or three times. Students listen and repeat.
- B** • **Elicit** the difference between the sounds. Do they feel the same or different?
- Students read the text and fill the gaps.

Answers: voiced, unvoiced.

- Students put their fingers on their throat and practise saying the sounds. They should feel vibrations for /ð/, but not for /θ/. Also, with the unvoiced sound, the tongue is more relaxed and more air comes out.
 - If your students are Burmese speakers, **elicit** that /ð/ is similar to သ but /θ/ is quite different.
- C** • Play audio 102. Students listen and classify the words into /ð/ and /θ/.
- D** • Play audio 102 two or three times. Students listen, check and repeat.

Answers:

/ð/ - the, their, they, this, father, clothes
/θ/ - think, thirteen, three, fourth, tenth, month

- E** • Play audio 103 two or three times. Students listen and repeat.
- Students say the sentence three times quickly.

3.3 /θ/ in ordinals

- A** • Play audio 104. Students listen and circle the words they hear.
- B** • Play audio 104. Students listen, check and repeat.

Answers:

- | | |
|----------|---------------|
| 1. eight | 3. thirtieth |
| 2. seven | 4. thirteenth |

3.4 Difficult numbers

- A** • In pairs, students practise saying the numbers.
- B** • Play audio 105 two or three times. Students listen, check their pronunciation and repeat.
- C** • Play audio 106 two or three times. Students listen and repeat.
- In pairs, students practise saying the sentences. They correct each other's pronunciation.
- D** • Students work in pairs. Partner A turns to page 73 and Partner B turns to page 75.
- Students ask and answer questions about the places.

4 Talking about time

4.1 Bogyoke Aung San & Burma's independence

- Check that students understand & (*and*).

- A** • **Elicit** the information about when and where Bogyoke Aung San was born.
- B** • Students read the text about Bogyoke Aung San and complete the timeline.

Grammar Focus

- Students match the sentence halves to make the grammar rules.

Answers:

1. a
2. c
3. b

- C** • Students fill the gaps with *in* or *on*.

Answers:

1. on
2. in
3. in
4. on

- Students add the dates to the timeline in **B**.

Answers:

- | | |
|---------|---|
| 1. 1915 | ↑
Aung San born
was a student at Yangon
University
became leader of BIP
daughter was born
became leader of Burma
Burma became independent
↓ |
| 1933 | |
| 2. 1941 | |
| 3. 1945 | |
| 4. 1947 | |
| 5. 1948 | |

4.2 More *in, on* and *at*

A • Students match the sentence halves.

Answers:

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

B • In pairs, students tell their partner when, where and at what time they were born.

- For extra practice, students can change partners and ask and answer the questions.

C • Students put the words and phrases in the table.

Answers:

in: January 1990, August

on: 25th September, Saturday, Union Day, Thursdays, Sunday, 13th July, 1990

at: lunchtime, Thadingyut, 5 o'clock, half past nine, Christmas 1962

D • Students think of places and events they were at over the last 12 months.

- Students choose some interesting places and events, then tell their partner where they were and when they were there.
- They make timelines.

E • Students present the information to a group or to the class.

5 Population

5.1 Population growth

A • Elicit what the different bars show.

Answers: The population of different countries in 1990 and 2010.

B • Elicit which is the *x* axis and which is the *y* axis.

- *Vertical (up and down) is x.*
- *Horizontal (left to right) is y.*

- Students fill the gaps to complete the information about the axes of the chart.

Answers:

1. different countries
2. millions (of people)

C • Students choose the best title for the chart.

Answer: 2

D • Students complete the sentences using the information in the chart.

Answers:

1. 1.15 billion
2. China and India
3. (about 300,000,000) lower

E • Students fill the gaps with information from the graph.

Answers:

1. Russia, Japan
2. China, India
3. The US, Indonesia and Bangladesh

F • Students read the information about Burma's population changes and write a sentence about it.

Possible answer: In Burma, there was a large increase in the population between 1983 and 2012.

- Note: The 1983 information came from the official census. See http://en.wikipedia.org/wiki/Demographics_of_Burma for more information.

5.2 Populations around the world

A • Elicit information about the pie chart.

Answer: It shows the population of each continent as a percentage of the world population.

- Students look at the pie chart and identify the continents on the world map.

Answers:

1. North America
2. Europe
3. Asia
4. South America
5. Africa
6. Oceania

- Note: Some people say *Australasia* instead of *Oceania*. People do not agree on which word is best, or what exact areas they cover.

B • Students choose the best description for the pie chart.

Answer: 1

C • Elicit which continent is not on the pie chart and why.

Answer: Antarctica is not on the chart because there are no people living there (except a few scientists). It is covered with snow and ice.

D • Students fill the gaps with correct percentages or country names.

Answers:

1. 13%
2. 41%
3. North America, Europe / Africa

E • Students write more sentences about the chart.

- They **peer-correct** each other's sentences.

6 Phrasebook: Messages

6.1 Writing a message

A • Students look at the four messages. **Elicit** which message is useful.

Answer: 3 is useful because it tells the reader where and when.

B • Elicit the reasons why the other messages are not useful.

Answers:

1. because it is about a past event (or they used the wrong word).
2. saying where the key is is not very clever because a thief could come into the house.
4. because we don't know when the writer wrote the note. Is the writer at the teashop now or was it a long time ago? Also, there are lots of teashops in Burmese towns and cities. Saying 'the teashop' may be confusing.

- **Elicit** what information it is important to put on a note - times, places, contact details, names, numbers, etc.

C • Students write short messages for the situations.

- Make sure students give all the important details and write clear, simple notes.

Possible answers:

1. Meet me tomorrow 3.15 at my office for shopping.
2. Sorry can't meet tonight. Am at hospital.
3. Come to Golden Horse near university 7.30. Meeting Lulu and Bobo.

D • Brainstorm other things people use in informal messages, notes and writing, and why they use them.

Possible answers:

- text talk and other short forms of words in text messages (*LOL, l8, I ws wlkng 2 wrk*)
- Myanglish - using the Roman alphabet to spell Burmese words (usually used over the internet when there is no Burmese font)
- maps, diagrams, pictures, drawings that give extra information to the reader

6.2 Telephone messages 1

- A** • **Pre-teach** *I'm afraid...* (used when giving bad news, like *I'm sorry...* or *Unfortunately...*).
• Play audio 107. **Elicit** what is happening.

Answer: Laura Pilchard rings U Soe Lay. He is busy. She wants him to call her back.

- B** • Play audio 107 two or three times. Students listen and order the events.

Answers: c, e, d, b, a

- C** • Students decide whether the conversation is formal or informal.

Answer: formal - they use full names, and a formal greeting (*good afternoon*).

- D** • In pairs, students **roleplay** the conversations. They can use audioscript 107 as a model.
• Get a few students to perform their conversations to the class.

6.3 Telephone messages 2

- A** • Play audio 108. **Elicit** what is happening.

Answer: Paul rings Amit. He isn't there, so Paul leaves a message with Madhu.

- B** • Play audio 108 two or three times. Students listen and decide whether the same thing happen.

Answer: mostly. Madhu doesn't repeat the message back, because it is simple and easy to remember.

- C** • Students write the formal or informal phrases from the conversations.

Answers:

1. I'd like to speak to U Soe Lay.
2. He's out at the moment.
3. Can I take a message?
4. Goodbye.

- D** • In pairs, students **roleplay** the conversations. They can use audioscript 108 as a model.
• Get a few students to perform their conversations to the class.

7 Learning Strategies: Grammar

7.1 Why learn grammar?

- A** • Students read the statements. They decide whether they agree with the statements, disagree with them, or are not sure.
• Students discuss the statements in pairs, and see if they have the same opinions.
• Pairs join with another pair, and discuss the statements in groups of four.

- B** • Give each student one paragraph from **Resources**. They decide which statement their paragraph is about.

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

- Go around explaining things students don't understand.

- C** • Students do **Teach Each Other**. Put students in groups of 5, with one person with each paragraph in a group.
• Students explain the information in their paragraphs. They can use their own language if necessary.

7.2 Parts of speech

- A** • Individually or in pairs, students find examples of each part of speech in the paragraph.

Possible answers:

1. language, books, journal, radio, song, friends
2. practice, grammar, vocabulary
3. English
4. you
5. a, the
6. important
7. lots of, quite
8. or, but

- B** • Students identify the most common other part of speech. (They don't have to classify every word.)

Answer: verbs, e.g. *learn, read*

- C** • This activity might take a long time. Skip it if you don't have time.
• In groups, students make charts explaining parts of speech. Put them on the wall.

Unit 8 Practice

A Answers:

2. She wasn't prime minister in 1974. She was prime minister from 1975 to 1976.
3. She wasn't the third woman prime minister. She was the first woman prime minister.
4. He wasn't the boss of Microsoft. He was the boss of Apple.
5. He wasn't born on March 24. He was born on February 24.
6. His first computer wasn't the Banana. It was the Apple.
7. He wasn't stupid. He was intelligent.

B Answers:

1. His real name was U Ba La Gay.
2. He was born in Patheingyi in 1893. / In 1893 he was born in Patheingyi.
3. His family was Muslim.
4. His parents were U Pho Thi and Daw Thae Mhone. / Daw Thae Mhone and U Pho Thi were his parents.
5. They were high school teachers in Patheingyi.
6. In 1923, he was in the film Ah Ba Ye,

C Answers:

1. was, is/'s
2. wasn't, was, is/'s
3. was, was, is/'s
4. are, were, are
5. weren't, were, are/were
6. aren't, were, is/was
7. was, is/'s
8. was, were, are
9. was/is

D Answers:

3. 3 days
4. Why was she there?
5. In Hledan
6. When was he there?
7. How long was he there?
8. He was at a party.
9. Where were the children?
10. When were they there?
11. A month.
12. Why were they there?

E Possible answers:

1. 24/11/2008
2. 16/6
3. The second of January, 2010
4. The fifteenth of May, 2000
5. 30/10/75
6. The fifth of November, 2009
7. 2/12/1889
8. 12/8/88

F Answers:

1. on
2. on
3. in
4. at
5. In

G Answers:**Across:**

1. continent
4. at
7. out
8. situation
11. in
13. percentage
15. graduate

Down:

1. Christian
2. night
3. last
5. not
6. monk
9. angry
10. meeting
12. weren't
13. pie
14. April

H Answers:

8, 10, 1, 7, 3, 6, 2, 5, 11, 4, 9

Unit 9: Life and Death

1 World War I

1.1 The last of the last, part 1

- A**
- In groups, students discuss the questions.
 - Don't spend long on it - about 3 minutes is enough unless they are very interested.
 - Write students' suggested answers on the board.
- B**
- Individually or in pairs, students look at the pictures and **predict** the answers to the questions.
- C**
- **Pre-teach** *combatant* (a person who fights in a war), *navy*, *fight*, *war*.
 - Students read part A of the text and decide if the statements are true or false, and correct the false statements.

Answers:

1. False. He was born in England.
2. False. He joined the navy when he was 14.
3. True.
4. False. They had three children.
5. True.
6. False. He was 110.

Language / culture notes

Last has a lot of meanings. Here it is used to mean *the only one left*, i.e. the last living combatant. It is also commonly used to mean *the most recent* - *last week*, *last April*, etc.

Grammar Focus

- Students complete the grammar rules.

Answers:

- i. ed
- ii. d
- iii. ied
- iv. irregular

- Students order the words to make the rules for *wh* and *yes/no* questions in the past simple tense.

Answers:

- a. iii
- b. i
- c. iv
- d. ii
- e. iv
- f. iii
- g. i
- h. ii

Language / culture notes

Past simple verbs don't usually change according to person or number.

I **went** out - She **went** out.

They **liked** the house - She **liked** the house.

The one exception is the verb *be*:

I **was** there - You **were** there - It **was** there -
We **were** there - They **were** there

- D** • Students fill the gaps with the correct past tense verb.

Answers:

- | | |
|------------|---------|
| 1. had | 4. met |
| 2. lived | 5. died |
| 3. retired | |

1.2 The last of the last, part 2

A • **Pre-teach** *story, ceremony*.

- Students read part B of the text.
- They decide if the statements are true or false and correct the false statements.

Answers:

1. False. He never went back.
2. True.
3. False. He didn't study again for 66 years.
4. False. He wrote his life story when he was 80.
5. True.
6. False. He didn't like fighting.
7. True.

Grammar Focus

- Students complete the grammar rules.

Answers:

1. did, not
2. didn't

- B** • In groups, students write one complete text about Claude's life. They add the sentences from Part B to the sentences in Part A.

- C** • Play audio 109 two or three times. Students listen and check.

Answer: see audioscript 109.

- D** • In pairs, students create a timeline of the events of Claude's life.

Possible answers:

1901	↑	was born
1914		left school
1915		joined Navy
1926		married Ethel Wildgoose
1956		retired
1991		wrote life story
2011	↓	died

- E** • In pairs, they **retell** as much as they can remember about Claude's life.
- If it is too difficult, they can look at the timeline to help them.

1.3 The War to End all Wars

A • **Pre-teach** *shoot, kill, declare* (officially announce), *join, defeat*.

- Play audio 110. Students read, listen and answer the questions from **1.1 A**.
- Check the answers students gave before. Were they correct?

Answers:

1. 1914-1918
 2. Europe, Asia and Africa
 3. Austro-Hungary, Serbia, Germany, Russia, Britain, France, Italy, Japan, the USA and others
 4. A Serbian shot an Austrian. Austro-Hungary declared war on Serbia. Then other countries joined in.
- Discuss anything students don't understand.

B • Students complete the verb chart. The verbs are all in the texts in **1.1**, **1.2** and **1.3**.

Answers:

present	past
leave	left
write	wrote
marry	married
study	studied
read	read
do	did

present	past
die	died
fight	fought
shoot	shot
kill	killed
start	started
end	ended

C • Students read the texts in **1.1**, **1.2** and **1.3** and list all the past simple verbs.

- They classify the verbs into regular, irregular and negative.

Answers:

regular - wanted, joined, moved, worked, married, died, killed, declared, ended, called, started

irregular - was, left, did, wrote, fought

negative - didn't want, didn't go, didn't study, didn't like, didn't attend

D • Students write two true sentences and two false sentences about World War I.

- Students give their sentences to a partner. They identify their partner's true and false sentences, and correct the false ones.

1.4 Irregular verbs

- A** • Students read the text and fill the gaps with past simple forms of the verbs in the box.
- They can use the irregular verbs chart in the **Language Reference** to check.

Answers: 1. got 2. went 3. flew 4. ate
5. drank 6. met 7. saw 8. taught
9. went 10. found 11. bought
12. took 13. slept

- B** • Students write the past simple verb forms.

Answers: 1. began 2. came 3. won
4. lost 5. forgot 6. made 7. knew
8. gave 9. rang 10. put

- C** • Do **Race to the Board**. Put the class into teams. Teams stand at the back of the room.
- The first member of each team has a board pen or chalk. Say the base form of a verb.
 - Team members run to the board and write the past tense form of the verb. Other team members can call out advice.
 - The first team to write the correct word gets a point for their team. The team with the most points wins.

1.5 Pronouncing verb endings

- A** • Play audio 111. Students listen and repeat the example verbs - *liked, lived, wanted*.

- B** • Play audio 111. Students listen and choose the main point.

Answer: c

- C** • Play audio 112. Students listen and classify the verbs into /t/, /d/ and /ɪd/ endings.

Answers:

/t/ - liked

/d/ - moved, lived, married, studied,
ruled, declared, died, killed, joined

/ɪd/ - wanted, attended, started, hated
ended, defeated

- D** • Students fill the gaps.

Answers:

1. /ɪd/

2. /t/ or /d/

- E** • Students classify the verbs into /t/, /d/ and /ɪd/ endings.
- They can use the rules in **D** to decide if they end in /ɪd/. The rules for /t/ and /d/ are complex so students will have to guess or use their prior experience of hearing the words.

- F** • Play audio 113. Students listen, check and repeat.

Answers:

/t/ - talked, worked, walked, stopped

/d/ - used, loved, finished, listened

/ɪd/ - needed, decided, repeated

1.6 I didn't go to work

- A** • Students make true sentences about yesterday using the phrases.

Answers:

2. I got up late or
I didn't get up late

3. I watched TV or
I didn't watch TV

4. I ate meat or
I didn't eat meat

5. I went to the movies or
I didn't go to the movies

6. I visited my friend or
I didn't visit my friend

7. I bought food or
I didn't buy food

8. I listened to music or
I didn't listen to music

- B** • In pairs, students say their sentences to their partner, adding extra information if possible.

- C** • Students find another partner, and tell them about their first partner.

- D** • Do a **Substitution Drill**. Write *I watched TV* on the board. Students say it.

- Cross out *I* and write *He*. Students say *He watched TV*.
- Write *not*. Students say *He didn't watch TV*.
- Continue changing the subject and verb while students say sentences.

- E** • Do **Speech with Mistakes**. Say some incorrect sentences about **1.3 A**, e.g. *Austro-Hungary declared war on Germany*.

- Students correct your sentences.

- F** • Students choose a year in the past that they can remember.
- In class or for homework, they prepare a presentation about that year. They can just talk, or use photos/drawing, or make posters.
 - Students present their year to the class, or to a group.

2 *last night, this morning*

2.1 Did you go out?

A • Students read the questions and **predict** the answers.

B • Students read the dialogue and answer the questions from **A**.

Answers:

1. No, he didn't.
2. Yes, he did.
3. No, they didn't.
4. Yes, she did.

Grammar Focus

- Students match the statements with the questions and answers.

Answers:

1. Did he go to university?
2. Where did you go last week?
3. No, he didn't. / Yes, he did.
4. I went to Mawlamyine.

- Students order the grammar rules.

Answers:

wh- wh- word / do / subject / verb / rest of sentence

yes/no do / subject / verb / rest of sentence

C • Students write true sentences about themselves.

Answers:

1. I went/didn't go to a party last weekend.
2. I played/didn't play football yesterday.
3. I sent/didn't send an email to a friend last night.
4. I listened/didn't listen to some music yesterday.
5. I ate/didn't eat mohinga this morning.
6. I drank/didn't drink coffee this morning.
7. I watched/didn't watch a good movie last night.
8. I bought/didn't buy a newspaper today.

D • Students change the statements in **C** into questions.

Answers:

2. Did you play football yesterday?
3. Did you send an email to a friend last night?
4. Did you listen to any music last night?
5. Did you eat mohinga this morning?
6. Did you drink coffee this morning?
7. Did you watch a good movie last night?
8. Did you buy a newspaper today?

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

- Remind them to use short answers.

2.2 Good news and bad news

A • Students look at the words and phrases in the box, and discuss their meaning. Encourage them to use dictionaries if possible.

- Play audio 114. Students listen and fill the gaps.

Answers:

1. happened
2. accident
3. hospital
4. funeral
5. upset
6. gave birth
7. was

B • **Elicit** what the good news was and what the bad news was.

Answers:

Good news - Tin Tin Nyo's niece had a baby

Bad news - Paw Mu's friend's son died in a car accident.

C • Students write the questions in the correct order.

Answers:

1. When did he die?
2. How did he die?
3. Where did he die?

D • Students write questions about Tin Tin Nyo's niece from **A**.

Answers:

1. When did she give birth?
2. How big was the baby?

2.3 A bean seller's life

A • Pre-teach *viss, trishaw*.

- Students read the text and answer the questions.

Answers:

1. 3.30 in the morning / half past three
2. peh byout / beans
3. to the market
4. no
5. her husband

B • Students read the sentences and fill the gaps with a suitable verb in past simple form.

Answers:

1. went
 2. left
 3. worked
 4. taught
 5. saved
 6. started
 7. lived
 8. became
 9. married
- Discuss anything students don't understand.

C • Students write questions to match sentences 2-5 in 2.3 B.

Answers:

2. When did she leave school?
3. What did she do after school?
4. Who did she teach English to?

D • Students write more questions about the text.

- In pairs, students ask and answer the questions.

Language / culture notes

After is used to describe a gap in time.

I watched TV after I got home. = you got home, and then at some point later, you watched TV.

When is used for something you do at the same time or immediately after.

I watched TV when I got home. = you got home, and then immediately watched TV.

2.4 before, after, when

A • Students read the text and fill the gaps to put the events in order.

Answers:

2. went home, made lunch
3. ate/had lunch.
4. prepared her beans

Grammar focus

- Students order the events.

Answer:

The writer read the book first (then bought the film, then watched it)

- With the students, compare *when* and *after* in sentences **b** and **c**. In these sentences, both words mean 'after'. *When* means 'immediately after the writer finished the book'. *After* shows us that s/he watched the film some (unknown) time later.
- Compare *when* in sentences **c** and **d**. In sentence **c**, *when* means 'after'. In sentence **d**, it means 'at the same time'.

B • Students fill the gaps with *before, when* or *after*.

Answers:

1. Before
2. when
3. before
4. After
5. After/When

C • Students complete the sentences to make them true for their own lives.

D • Students work in pairs and tell their partner about their lives.

- Students tell the class about their partners. In large classes, do this in groups.

3 Yesterday

3.1 Apsara's day

- A** • Students write a list of things they did yesterday.
- In pairs, students compare their lists.
- B** • Students look at the pictures of Apsara's day and put them in the correct order.

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

- C** • Play audio 115. Students listen and check.

Grammar Focus

- Students look at the two timelines and match the timelines to the sentences.

Answers:

1. b
2. a

- D** • Play audio 115. Students listen and fill the gaps with *until* or *at*.

Answers:

1. at
2. until
3. at
4. until
5. at
6. until

- E** • Students circle all the past tense verbs in **D**.
- They decide which are regular and which are irregular.

Answers:

was (irregular), had (irregular),
met (irregular), waited (regular),
arrived (regular), talked (regular),
went (irregular), took (irregular),
were (irregular), ate (irregular),
came (irregular), stayed (regular)

- F** • Students read the text about Apsara's day again and complete the timeline.

Answers:

morning	↑	breakfast with Mum
	↓	meet sister
afternoon	↓	lunch
	↓	hairdresser
	↓	cinema
evening	↓	dinner
night	↓	home

3.2 Your day yesterday

- A** • Students put their information from **3.1 A** on a timeline.
- B** • Students write true sentences using information in the timeline in **A**.
- Students should use *at*, *until*, and *then* if possible.
 - **Demonstrate** by putting your own timeline on the board, giving some examples.
 - **Elicit** examples from students about themselves.
- C** • Do **Pair Dictation**. In pairs, students dictate their days to each other.
- D** • Do **90/60/30**. In pairs, students speak for 90 seconds about their day while their partner listens.
- Partner B speaks for 90 seconds.
 - Students change partners and repeat. This time students speak for 60 seconds.
 - They change partners again. This time students speak for 30 seconds.
 - There is more information about **90/60/30** in **Two Truths, One Lie**.
- E** • Do a **Jigsaw Gap-fill**. Student A looks at the timetable on page 73 and Student B looks at the timetable on page 75. Students complete the information in the grey squares by asking questions. There are example questions and answers to help students.
- Demonstrate the activity first with a student.
 - There is more information about jigsaw gap-fills in **Two Truths, One Lie**.

4 Development

4.1 Developed and developing countries

- A** • Students look at the words and phrases and **brainstorm** what they remember from previous units. Students should know or remember some words and phrases from previous units: *the UN* is in **Unit 5**, and *GNI* and *life expectancy* are in **Unit 7**.

Answers:

- The UN is an international organisation. It has many organisations in it and it works for world peace.
- GNI is the average income of people in a country.
- Life expectancy is the average number of years people live.

- B** • Students read the text and decide if the sentences below are true or false. Students correct false sentences.

Answers:

1. False. Life expectancy is higher in developed countries / Life expectancy is lower in developing countries.
2. True.
3. False. Bhutan uses Gross Domestic Happiness (GDH) to measure happiness.
4. True.
5. True.

4.2 The HDI

- A** • Students read the short text called Measuring Development - HDI and answer the questions.

Answers:

1. The UNDP (United Nations Development Program)
2. life expectancy, years of education, income
3. higher

- B** • **Elicit** information about the location of the countries in the box.

- Students can refer to the world map in the **Language Reference**.
- **Brainstorm**. Do students know any more about the countries?
- Students **predict** whether the countries are developed or developing countries (according to the UNDP).

- C** • **Elicit** what the chart shows.

- *The HDI numbers of several countries around the world.*
- Play audio 116 two or three times. Students listen and fill the gaps to complete the HDI chart.

Answers:

1. Holland
2. Vietnam
3. Bangladesh
4. DR Congo

- D** • Do a **Jigsaw Gap-fill**. Student A looks at the chart on page 74 and Student B looks at the chart on page 76. Students complete the information in their charts by asking questions.
- Demonstrate the activity first with a student.
 - There is more information about jigsaw gap-fills in **Two Truths, One Lie**.

5 Song: Bang Bang

5.1 You shot me down

- A** • Students write the past simple forms of the verbs.

Answers: rode, wore, shot, hit, changed, grew up, played, sang, rang, said, took

- B** • Students look at the verbs in the box and **predict** what the song is about.
- Write students ideas on the board.

- C** • Play audio 117. Students listen and check their predictions.

- D** • Play audio 117 two or three times. Students listen and answer the questions.

Answers:

1. the man
2. the boy
3. they became boyfriend and girlfriend
4. they got married (bells ringing is a traditional wedding event in countries with a Christian heritage)
5. we don't know. he didn't give a reason.
6. she doesn't know
7. no

- E** • Play audio 117. Students listen and choose the best summary.

Answer: 4

5.2 Points of view

- A** • Divide students into two groups - 'men' and 'women'. Mix genders - some males should be 'women' and some women should be 'men'.
- Students write a paragraph about the events of the song. They write from the point of view of their gender - 'men' write from the point of view of the man, and 'women' from the point of view of the woman.
 - Encourage them to make up more information.

- B** • Students work in pairs (a 'man' and a 'woman'). Students explain to their partner what happened during and after the events of the song.

5.3 More points of view

- A** • Students choose one of the three people in **Unit 9** and write a paragraph about their relative.
- B** • Students compare paragraphs with others who wrote from the same point of view.
- C** • In pairs, students swap books or papers and correct each other's paragraphs.

6 Phrasebook: Money

6.1 Currencies

- A** • Ask students what currencies the different countries use.

Answers:

1. the kyat
2. the baht
3. the rupee
4. the dollar
5. Some countries in Europe use the euro, but other use national currencies
6. the yuan
7. the yen
8. the pound

- B** • **Brainstorm** other currencies with students and make a class list.

- C** • Students look at the table and identify what it shows.

Answer: It is a table of exchange rates (the US dollar, the Thai baht and the Burmese kyat). It shows all the currencies relative to the dollar and to the baht.

- D** • Students look at the table and write true sentences about the information in it.
- Get a few students to write a sentence each on the board.
 - **Elicit** corrections.

6.2 Changing money

- A** • Students look at the pictures and identify what is happening.
- B** • Students read the sentences and match them to the speech bubbles.

Answers:

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

- C** • Students decide what the currency is in **e** and what the amount is.

Answers: ringgit, 99.4 ringgit

- D** • Play audio 118 two or three times. Students listen, check and repeat.

6.3 Changing money in Burma

- A** • Play audio 119. Students listen and identify the problem.

Answer: her notes are not good (damaged) and the money changer doesn't want them.

- B** • Play audio 119. Students listen and answer the questions.

Answers:

1. 880 kyat to the dollar
2. 264,000 kyat
3. 261,000 kyat

- C** • Ask students what phrases the speakers use to ask about exchange rates. Students may want to look at audioscripts 118 and 119.

Answers:

The speaker in audio 118 asks "What's the exchange rate for ringgit to baht?"

In audio 119, Jessica asks "What's today's exchange rate?"

- D** • In pairs, students do a **roleplay**. Partner A is a customer, Partner B is a money changer.
- Practise three conversations, exchanging roles and using different currencies. They can use the exchange rates in the book, or research today's exchange rates.
 - Get a few pairs to perform their conversations to the class.

7 Learning Strategies: Study skills

7.1 Making notes

- A** • Discuss note-taking with the students. Do they take notes? What kind? How often? Where do they write them?

- B** • Students read Sokha's notebook and identify the six areas.

Answers:

1. Difficult lesson today. Interesting. Development very important subject.
2. poor - poorer, bad - worse, good - better, developed - more developed
3. (at the bottom of the note pad)
4. developed, developing, life expectancy and Khmer translation
5. Monday, 25 September
6. developed - Australia? Japan, Europe (not Eastern Europe), Singapore
developing - China, Bangladesh, Burma, Cambodia, Russia

- C** • Students look again at **4.2** and decide what information they would make notes about, and how they would make the notes.

7.2 Mind maps

- A** • Students look at the mind-map and decide what it does.

- B** • In pairs or groups, students add words to the mind-map.
- If you have time, make a class mind-map in the board.

- C** • In class or for homework, students choose another topic or language point from Unit 9 and make a mind-map.

Unit 9 Practice

A Answers:

1. do
2. happened
3. went
4. Was
5. ran
6. was
7. was
8. happened
9. threw
10. did
11. do
12. jumped
13. thought
14. fought
15. were
16. was
17. 's / is

B Answers:

1. Near the river/jungle.
2. Elephants and tigers.
3. No.
4. Yellow and white.
5. She fought the tigers and elephant.
6. A little upset.
7. Asrune is his girlfriend.

C Answers:

2. went to the library.
3. visited her uncle.
4. morning she
5. she studied.
6. On Friday evening, she
7. On Sunday evening, she
8. she played volleyball.
9. On Saturday afternoon, she
10. she went to the market.

D Possible answers:

2. Why did she go to the library?
3. Who did she visit on Thursday evening?
4. What did she do on Friday evening?
5. What exam was it?
6. When did she go to the market?
7. What did she buy at the market?
8. Who did she watch a movie with?
9. What movie did they watch?

E Answers:

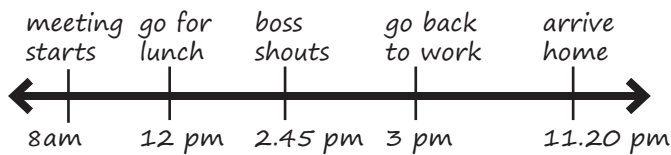
1. d
2. b
3. c
4. a
5. e

F Answers:

1. before
2. when
3. after
4. after/when
5. after/when

G Answers:

1. until
2. at
3. until
4. at
5. at

H Answers:**I Answers:**

/t/	/d/	/ɪd/	irregular
liked	happened	wanted	did
worked	listened	decided	went
washed	finished	started	bought
watched	died		thought
	played		had
			was/were
			took
			ate

J Answers:**Across**

1. good news
6. is
7. clean
8. rat
10. onion
11. man
13. met
15. cinema
16. upset

Down

1. government
2. opinion
3. environment
4. shoot
5. cycle
9. an
12. pass
14. talk
15. cry

K Answers:

1. Three - hairdresser, money changer, [bean] seller
2. Four - coffee shop, dormitory, mall, town
3. Two - customer, survivor
4. Four - fight, hit, kill, shoot

Unit 10: Humans and Nature

1 Geography

1.1 Geographical features

A • Pre-teach *geography, features*.

- Students look at the picture. Individually or in pairs, they match the words with the geographical features. Encourage them to use dictionaries if possible.

Answers:

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

- B** • Individually or in pairs, students read the sentences. They decide if the sentences are true for them.
- If false, they write true sentences. Encourage them to write sentences describing where places are, e.g. *There's a mountain 200 kms from here*, not just with negatives, e.g. *There isn't a mountain near here*.

Possible answers:

1. There's a mountain in the south.
 2. The sea is about 50 km from here.
 3. The railways goes past here, about 10km to the east.
 4. This place is on a mountain.
 5. The desert is 1000 km from here.
 6. There's a small lake near here.
 7. People are building a dam 100 km from here.
- Discuss anything students don't understand.

- C** • Play audio 120. These are questions about the sentences in **B**. Students listen and repeat.

- D** • Play audio 120 line by line. Students listen and respond, e.g. Audio: *Is there a mountain near here?* Student: *No, there isn't, but there's one about 100 km from here.*
- Do this two or three times.

- E** • In pairs, students ask and answer questions about the features not mentioned in **B**: bridge, river, field, tunnel, forest, hill and highway/motorway.

F • Pre-teach *human, nature, natural*.

- Students classify the features into those made by humans and natural ones.

Answers:

Human - bridge, tunnel, highway/motorway, railway

Natural - river, valley, mountain, forest, hill, desert, sea/ocean

Lakes and fields are sometimes natural and sometimes made by humans.

1.2 Natural geography

A • Students match the geographical features with appropriate adjectives.

Answers: 1. high 2. big 3. sunny 4. long

B • Students match the features and pictures.

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

C • **Pre-teach** *Earth*.

- Students use the information from **A** and **B** to complete the sentences.

Answers:

1. The Sahara
2. Mount Everest
3. The Nile
4. The Pacific

Grammar Focus

- Students fill the gaps.

Answers: long, longer, longest

- Students complete the spelling rules.

Answers: a. est, st b. saddest c. iest

D • **Pre-teach** *rainforest*.

- Students make sentences like the ones in **C** about the places.

Answers:

1. Antarctica is the coldest continent in Earth.
 2. Hawaii is the wettest place on Earth.
 3. Libya is the hottest country on Earth.
 4. The Amazon is the biggest rainforest on Earth.
- Find the places from **C** and **D** on the World Map in the **Language Reference**.

E • Students look at the pictures of the animals, and discuss why each one is special.

- Students write superlative sentences about the animals, using the adjectives provided.

Answers:

1. The giraffe is the tallest animal on Earth.
Giraffes are the tallest animals on Earth.
 2. The cheetah is the fastest animal on earth.
Cheetahs are the fastest animals on Earth.
 3. The blue whale is the largest animal on Earth.
Blue whales are the largest animals on Earth.
 4. The blue whale is the loudest animal on Earth.
The blue whale is the loudest animal on Earth.
- Explain that you can use the single form with the (*The giraffe is*) or plural (*Giraffes are*) here. They mean the same.

1.3 Human geography

A • In groups, students answer the questions.
If they have access to the internet or encyclopaedias, they can research the answers.

Answers:

1. China (between Shanghai and Nanjing)
2. Dubai (the Birj Khalifa, 829.84 m (2723 ft))
3. Shanghai, China (17.8 million people)
4. Ahwaz, Iran
5. Russia (16,377,742 km² (6,323,482 m²))

Grammar Focus

- Students complete the spelling rules for superlatives

Answers: a. the most b. good, bad

B • Students decide on their opinions, and their reasons for thinking that way.

C • In pairs, students ask and answer the questions, and give reasons.

D • In class or for homework, students think of their favourite experience. This might be recent, or from their childhood.

- They make notes about this experience, using superlatives.

E • In pairs, students tell their partner about their experience.

F • Students tell the class about their partner's favourite experience. In a large class, they can do this in groups.

- Listen to your partner retelling your experience. Are the correct? Correct any mistakes in the story after they finish speaking.

2 Water

2.1 Lake Baikal

- A** • Students match the words and definitions. They should use dictionaries if possible.

Answers:

1. c
2. a
3. b

- B** • **Pre-teach** *science*, *contain*, and km^3 (cubic kilometre).

Language / culture notes

We use *cubic kilometres* (km^3) or *cubic miles* (mi^3) to measure large volumes, usually of liquids.

A cubic kilometre of water is a volume of water one kilometre long, one kilometre wide and one kilometre deep.

Students may be familiar with *square miles* (mi^2) or *square kilometres* (km^2). These are measures of length and width. We use square kilometres to measure areas and cubic kilometres to measure volumes.

- Students read the text. They transfer the information to the table.

Answers:

Age - 30 million years

Size - 26,000 km^3 of water

Depth - 1,642 metres

Biodiversity - 2,600 types of plants and animals

- Students find Lake Baikal on the map in the **Language Reference**.
- C** • Individually or in pairs or groups, students write a short factual paragraph about a place they know. If they can't find the exact information about size, etc., they can guess,
- You might like to **elicit** the language they can use first, e.g.
 - *the widest, the most expensive, the most famous, the tallest, the oldest, the heaviest*
 - *metres, kilometres, km^2 , km^3 , mi^2 , mi^3 , kg, kyat, etc.*

2.2 Water and humans

- A** • **Brainstorm** the ways humans use water. Write a class list on the board.
- B** • Look at the pictures, and discuss sea pollution and over-fishing. What do students know or think about these topics? Write their ideas on the board.
- C** • Individually or in pairs, students decide whether the words and phrases are about sea pollution or over-fishing.
- They put them in the chart.

D • Pre-teach *species, drill, poison, waste.*

- Students work in pairs. Partner A read text A, and Partner B reads text B.
- Students check their key words and phrases from C.

Answers:

1. **Over-fishing** - fishing boats, extinct, net, breed, make a profit
2. **Sea Pollution** - poison, agriculture, plastic, industry, oil and gas

E • Students explain their texts to their partners. They can use any language they like.

F • Students ask and answers the questions about their text.

Answers - Partner A:

1. They can't make a profit.
2. Better education for fishers.
3. They don't get time to breed.

Answers - Partner B:

1. There's a lot of oil there.
2. It kills fish and birds.
3. It stays in the sea a long time and becomes a poison.

2.3 Cause and effect

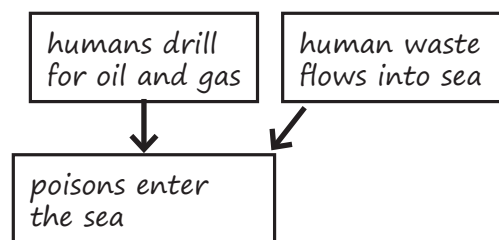
- A •** Explain the cause and effect web. It shows how actions and events cause things to happen.
- There are three parts of the cause and effect web missing. Students put these into the empty boxes.

Answers:

1. fishers can't catch fish
2. people don't buy fish
3. large companies can't make money

B • In groups, students make a cause and effect web about sea pollution.

- Copy the first two boxes below onto the board, and ask them what can come next.
- **Elicit** *poisons enter the sea.*



- Groups write as much other information as they can on their own charts, and put them on the wall.
- Students go around looking at other groups' charts.

3 Have you got...?

3.1 I haven't got any money, but I've got a job interview

- A** • Look at the picture. **Elicit** the situation (Jessica and Khin Zaw are discussing dinner plans).
- **Pre-teach** *fancy* (want something), *qualification*.
 - Play audio 121. Students listen and answer the questions.

Answers:

1. T
2. F - she hasn't got any money.
3. T
4. T
5. F - she hates teaching
6. T

Language / culture notes

A **CELTA** is a basic English language teaching qualification. Many foreigners who travel and teach have this. People who make a career of teaching English usually have a higher, longer term qualification such as a teaching degree.

- B** • Play audio 121 two or three times. Students listen, and write the phrases that mean the same.

Answers:

1. I've got...
2. I haven't got...
3. Have you got...?

Grammar Focus

- Students read the rule and match the full forms with the contractions.

Answers:

1. got, 's
2. Have
3. haven't, Yes

- C** • Students match the questions and answers.

- D** • Play audio 122. Student listen and check their answers.

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

- Play audio 122 line by line. Students listen and repeat.

- E** • In pairs, students ask and answer the questions. They take turns asking and answering.

3.2 They've got a fat baby

- A** • Students look back through Unit 10 and decide whether these statements are true or false. They correct the false sentences.

Answers:

1. T
2. F - he's got some money.
3. T
4. F - he works at the Myanmar Fisheries Federation.
5. F - it's got a lot of oil.
6. T
7. T
8. F - they've got long necks.

- B** • Students write phrases that mean the same as the exercises.

Answers:

1. He's got...
2. She hasn't got...
3. Has it got...?

- C** • Students fill the gaps with have/has got to make true sentences.

Answers:

1. has got or hasn't got
2. have got or haven't got
3. have got or haven't got
4. has got or hasn't got
5. have got or haven't got

- D** • Students fill the gaps to make questions.

Answers:

1. Have
2. Have
3. Has
4. Has
5. Have

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

3.3 Seven billion people

A • Discuss the world's population. Ask **prompt questions**: *How big is it now? It is increasing or decreasing? Is that a problem?*

B • **Pre-teach** *huge, just, up to, falling*.
• Students read the text. Discuss anything they don't understand.
• Students rewrite the text in formal English (without contractions or *has got*).

Answers:

...and now it **is** 7 billion.

Asia **has** the largest population...

Now, there **is** better medicine...

Some people think it **is** a problem...

Russia **has** a population problem.

C • In groups, students discuss the questions. The answers to these questions are not all in the text. Students might know the answers anyway, or if you have internet access or a library they can look them up.

Possible answers:

1. There's better medicine, technology and farming.
2. Some big wars were World Wars One and Two, the Korean war, the Vietnamese/American War, the Iran/Iraq War, the first Gulf War (between the US and its allies and Iraq).
3. In Russia in the 1950s, Stalin changed the farming system and millions of people couldn't get enough food. A similar thing happened in China under Mao.
4. People are having smaller families.
5. The population is decreasing because a lot of people are not having children, or have only one child.

3.4 Pronouncing 's again

A • **Elicit** the different uses of 's (it can be short for *is* or *has*, or can express possession).
• Play audio 123. Students listen and decide which 's is *is*, which is *has*, and which is possession.

Answers:

- | | |
|--------|---------------|
| 1. has | 6. has |
| 2. has | 7. possession |
| 3. is | 8. has |
| 4. is | 9. possession |
| 5. is | |

B • Play audio 123 line by line two or three times. Students listen and repeat.
• Do students think 's is pronounced differently for *is*, *has* or possession?

Answers: no - the pronunciation is the same

C • In pairs, students take things out of their bag, and say *I've got a/some...* as they show them.

D • Students tell another partner about their first partner's bag - *S/he's got a/some...*

E • Students do **Two Truths, One Lie**. In pairs, students think of two true and one false sentence about themselves using *have/has got*.
• They tell their sentences to their partner, who guesses the lie.

4 Health: Eating and smoking

4.1 Eating good food

Grammar Focus

- Students read the sentences and complete the grammar rules.

Answers:

1. and 2. or 3. or

- Students translate the sentences and discuss differences with their language.

Possible answer: *and* is similar to Burmese နှင့်, for joining nouns, and ခု for joining verbs/sentences. However, in English we use *or* to join negative ideas:

- *I don't like fish or beef*
not *I don't like fish and beef*
- *I don't swim or cycle.*
not *I don't swim and cycle.*

- A** • Discuss healthy and unhealthy foods.
- *Most foods are OK unless you eat too much of them and not enough healthy foods.*
 - *Vegetables, fruit, rice and meat are generally healthy.*
 - *Sweet, oily and salty food are unhealthy in large quantities.*

- B** • **Pre-teach** *taste, fat (n), tooth.*
- Students read the text and choose the correct conjunctions.

Answers:

- | | |
|--------|-------------------------|
| 1. or | 6. and |
| 2. or | 7. and |
| 3. and | 8. and (or is also OK) |
| 4. or | 9. or |
| 5. and | 10. and (or is also OK) |

- C** • Students fill the gaps to make true sentences.

Possible answers:

- bananas, swimming (nouns)
 - work (base form of verb)
 - sings, dances (3rd person single verbs)
 - cats, sweet food (nouns)
 - study, work hard (base form of verb)
 - shorter, blacker (comparative adjectives)
- Get some students to say some sentences to the class.

- D** • Students write answers to the questions, using *and* and *or*. Each answer should be about 3 sentences long, e.g.

Possible answers:

- I like history books and action stories. I don't like romance books. I don't like action movies or romantic movies. I like quiet music. I don't like rock or hip hop.
 - I usually go to Sagaing or Bhamo with my brothers. We visit our friends in the holidays.
 - I go to the market and the mall. I buy food and clothes. I go with my mother or my friends.
 - I go out with my friends after work or at the weekend. I am busy in February and March. I am not busy in April and May.
- In pairs, students tell their partners about their lives.
 - If you mark the written answers, focus on correct use of *and* and *or*.

4.2 Smoking

- A** • Discuss smoking. What are students' opinions?
- **Pre-teach** *cough, lungs, law, danger.*
 - In pairs, students read the text and match the paragraphs with the summaries.

Answers:

- e
 - d
 - c
 - b
 - a
- Discuss anything students don't understand.

Grammar Focus

- Students read the sentences and complete the grammar rules.

Answers:

- but
- because
- so

- B** • Students read the text and choose the correct conjunctions.

Answers:

- but
- because
- but
- because
- but
- because
- so
- so

- C** • Students read the sentences, and look at the use of *because* and *so*. What do they notice?

Possible answer: You can use either *because* or *so* to say the same thing. It depends on the order of the cause and effect.

- D** • Students complete the sentences so they are true for them.

Possible answers:

- I need it for my job (cause)
 - the roads are dangerous (effect)
 - garlic, I don't like onions (positive and negative clauses)
- Get some students to say some sentences to the class.

5 Pronunciation: Similar vowels

5.1 Introduction

- A** • Individually or in pairs, students say the words. Do they know the difference?
- These vowel sounds are covered in this section. They shouldn't worry if they can't tell the difference now.

- B** • **Elicit** the sounds. Can students remember them from Unit 7?
- Play audio 124 two or three times. Students listen and repeat.

- C** • Students identify the sounds in the sentence and match them with the phonetic symbols.

Answers: /æ/ haven't /a:/ car /ɒ/ got /ɔ:/ walk

- D** • Play audio 125 two or three times. Students listen, check and repeat.

- E** • Students practise saying the sounds, and pay attention to the shape of their mouth when they say them.
- Students match the sounds and four of the mouth shapes,

Answers: 1. /ɒ/ 2. /ɔ:/ 5. /æ/ 6. /a:/

5.2 /e/

- A** • Play audio 126. Students listen and repeat.
- They match the /e/ sound to a mouth picture.

Answer: 7

- B** • Play audio 127 two or three times. Students listen and repeat.

- C** • Students identify and write the words.
- Play audio 128 two or three times. Students listen, check and repeat.

Answers: 1. bag 2. said 3. egg 4. next
5. many 6. friends 7. eleven 8. apple

- D** • Students write sentences using two examples of /æ/ and two of /e/.
- In pairs, they practise saying their sentences and correct each other's pronunciation.

5.3 /ʌ/

- A** • Play audio 129. Students listen and repeat.
- B** • They match the /ʌ/ sound to a mouth picture.

Answer: 4

- C** • Individually or in pairs, students figure out what the text says. Then they practise saying it, and check their partner's pronunciation.

- D** • Play audio 130 two or three times. Students listen, check and repeat.

5.4 /ɜ:/

- A** • **Elicit** whether /ɜ:/ is a long or short sound, and how they know this.

Answer: a long sound. Long sounds have : symbols after them, e.g. /a:/ and /i:/.

- B** • Students label and mouth pictures 2 (/ɔ:/) and 4 (/ɜ:/), and look at them when they listen.
- Play audio 131 two or three times. Students listen and read but don't repeat.

- C** • Play audio 131 two or three times. Students listen and repeat.

- D** • Students look at mouth pictures 6 and 4.
- Play audio 132 two or three times. Students listen and repeat.

- E** • Discuss whether students have the /ɜ:/ sound in their own language.

Answer: Burmese has sounds similar to all of the other English vowel sounds taught so far, but it does not have a sound like this. With syllables ending in /ɜ:/, e.g. in *her*, Burmese speakers normally use a long sound similar to /a:/. When /ɜ:/ is followed by a consonant, e.g. in *first*, they usually use a short sound similar to /æ/ or /ʌ/. This can be confusing for native English speakers, as shown in the exercises below.

- F** • Students identify the words.

Answers: 1. world 2. earth 3. person
4. were 5. war, wore 6. bath 7. birth
8. weren't 9. went 10. want 11. hers
12. has 13. girl 14. gun 15. thirteen
16. dirty 17. early

- Ask which is more than one word. (*war/wore*)

- G** • Play audio 133. Students identify which words the speaker says incorrectly.

Answers: 5, 9, 12, 14, 16, 18

- H** • Do **Pair Dictation**. Partner A looks at page 74 and Partner B looks at page 76.

- Students read their sentences and write the sentences they hear.
- Students check each other's sentences..

- I** • Students write three sentences using all the target sounds.
- If you have time, they can dictate them to each other, as in **H**.

6 Suggesting and Inviting

6.1 Where do you want to eat?

- A** • Discuss the picture, and **elicit** what is happening.

Answers: Khin Zaw and Jessica are discussing dinner plans. This continues the conversation from **3.1 A**.

- B** • **Pre-teach** *pizza, grilled, good idea*.

- Play audio 134 two or three times. Students listen and answer the questions.

Answers:

1. pizza
2. 25th Street
3. 25th Street
4. They have cheap pizza on Wednesdays
5. She is downtown.
6. 7.30

- C** • Play audio 134. Students listen and fill the gaps.

Answers:

1. Let's
2. How about
3. How about
4. Let's meet
5. How about
6. Let's meet
7. How about, let's

Language / culture notes

Let's is a contraction of *let us*, but it is rarely used in its full form. It means *I invite you to do this with me*. You can say it to one person: *Let's (you and I) go for a walk* - or many: *Let's (all the class) meet this afternoon for tea*.

- D** • Write a conversation similar to Khin Zaw and Jessica's but with different information.

Possible answers:

A: Let's go to the new Thai restaurant.

B: I don't like the new Thai restaurant. How about the old Thai restaurant?

A: Let's meet near the restaurant.

B: How about the university?

A: What time do you want to meet? How about 8.30?

B: 8.30 is late. Let's meet earlier.

- E** • In pairs, students write, practise and perform a **Roleplay** arranging to meet on Saturday.

7 Learning Strategies: How do you learn a language?

7.1 Main learning points

- A** • **Elicit** *main learning goal* (the main language or skills students focus on in the exercise).
- Look at **Section 6**. Students decide what is the main learning goal of the section, and what are secondary learning goals.

Answers:

Main learning goal - making suggestions and inviting people.

Other learning goals - predicting using a picture, using *let's* and *how about*, practising writing and speaking skills.

- B** • Students look back at **Unit 9.5.2-3**, and **Unit 8.5.1-2**, and identify the main learning goals.

Answers:

9.5.2-3 - identifying different points of view

8.5.1-2 - understanding charts

- C** • Students look at **10.6**, **9.5.1/2**, **7.2** and **9.4**, and decide what they focus on.

Answers:

10.6 - 4. a function (inviting / suggesting)

9.5.1 - 2. a skill (listening)

7.2 - 3. a structure (comparative adjectives)

9.4 - 1. a topic (development)

Language / culture notes

In language learning **structures** are the way the language is built - the grammar and pronunciation. **Usage** is how it is used, including functions. **Skills** are abilities to do things, such as reading or summarising. **Functions** are how to do things, like complaining or introducing.

7.2 Learning a language

- A** • **Brainstorm** what you need to learn to know a language. Write students' ideas on the board.

- B** • In groups, students make sentences describing how these things fit together. They can do this in their first language. Some ideas:
- reading/grammar: *You need to understand the language rules when you see them.*
 - pronunciation/inviting: *When you invite someone, you should pronounce it correctly or maybe they won't understand you.*

Unit 10 Practice

A Answers:

2. The Amazon River in Brazil
3. Sittwe, Burma
4. Asia, continent
5. The Yerba Buena, tunnel

B Answers:

1. heaviest, loudest
2. most dangerous
3. longest, biggest
4. fastest
5. strongest

C Possible answers:

2. F. There isn't a railway here.
3. F. There's a mountain behind the bridge.
or
There isn't a mountain under the bridge.
4. T
5. T
6. F. A river goes under the bridge. or
The road goes over the bridge.

D Answers:

1. 's got/has got
2. 's got/has got
3. has she got
4. Have you got
5. 've got/have got
6. haven't got
7. haven't got
8. have you got
9. 've got/have got
10. 's got
11. 've got/have got
12. 've got/have got

E Answers:

1. How many cousins does she have?
2. Do you have any children?
3. How many brothers and sister do you have?

F Answers:

2. or
3. and
4. or
5. and
6. and

G Answers:

2. cause
3. cause
4. effect

H Answers:

I was sick on Sunday so I went to the doctor.
I bought medicine at a pharmacy because
it's cheaper than the hospital. I was tired
yesterday so I didn't go to work. I went to
work today because I was better.

I Answers:

1. The medicine was cheaper at the
pharmacy so I bought it there.
2. I didn't go to work yesterday because I
was tired.
3. I was better today so I went to work.

J Answers:

1. he works./he cleans./he's a cleaner.
2. he works hard / every night.
3. she looks after four children.
4. she's poor / single /divorced.
5. he works at night.

K Answers:**Across**

1. agriculture
4. profit
5. earth
9. waste
10. cough
12. way
13. industry
16. experience

Down

2. geography
3. lie
4. pet
6. highway
7. net
8. forest
11. sweet
14. door
15. box

Unit 11: Travel and Tourism

1 Around the city

1.1 Transport and directions

A • Brainstorm a list of transport. Students think about all ways they travel. Write them on the board.

- B •** Students unjumble the words.
- Check that students understand them.
 - Then they find and write them on the map.

Answers:

1. **k.** a car park
2. **j.** a bus station
3. **c.** an airport
4. **l.** a linecar
5. **a.** a ship
6. **b.** a port
7. **g.** a taxi
8. **i.** a trishaw

Language / culture notes

The word **linecar** was created by Burmese people from the English words *line* and *car*, but it is not used outside Burma. The best English translation is probably *passenger truck*.

Similarly, **sidecar** does not have the same meaning in English. We use the terms *trishaw* or *rickshaw*. In English, a sidecar is a passenger seat attached to a motorbike, not a bicycle.

Therefore, people who have not lived in Burma will probably not understand the terms *linecar* or *sidecar*.

- C • Pre-teach** *pharmacy, twice, north and east*.
- Play audio 135. Students listen and fill in the missing gaps on the map.

Answers:

- d. plane
- e. train
- f. train station
- h. travel agent
- m. pharmacy
- n. police station

- D •** Play audio 135. Students listen and answer the questions.

Answers:

1. near Dawei
2. there are mountains in the north and east
3. near the town
4. yes
5. every night
6. twice a week

- E •** Write *There are mountains in the north and east* on the board.
- Students look at the picture and point to the mountains.
 - **Elicit** *south* and *west*.

Language / culture notes

North, south, east and **west** are the main compass points. They are always the same - north is always north. It doesn't matter where you are standing. **Left** and **right** are different. They depend on where you are standing and facing.

The symbol on a map showing the compass points (or just north) is called a **compass rose**.

- Students mark the directions on the map.

Answers:

1. north
2. east
3. south
4. west

- F •** Students answer the questions.

Answers:

1. north
2. west
3. east

1.2 Directions

- A** • Individually or in pairs, students match the directions and the pictures.

Answers:

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

- B** • In pairs, students take turns pointing at a picture.
- The other partner says the direction.
 - Students cover the list of directions when they are doing this, unless that is too difficult.
- C** • Look at the map. **Elicit** where it is (Mandalay).
- Explain anything on the map students don't understand.
 - Play audio 136, Conversation 1 two or three times. Go slowly through the directions, making sure students can follow them.
 - Play Conversations 2 and 3 two or three times. Students listen and follow the directions. Where are they?

Answers:

1. Mingalar Market
2. University of Medicine
3. MCC Mandalay

- D** • In pairs, students practise giving directions using the map. They can start at Nandaw Palace Hospital, or any other place on the map.
- Give students a couple of minutes to prepare directions first.
 - Partner A says directions. Partner B follows. Then they change roles.
 - Get two or three students to read directions to the class. The class follows and identifies the place.

1.3 How do you get around?

- A** • Establish the situation. Paul's family is coming to Burma, and Paul wants to meet them at the airport.
- Play audio 137 two or three times. Students listen and answer the questions.

Answers:

1. plane, bus, taxi
2. a taxi, because it is easier and quicker.

- B** • Play audio 137. Students put the conversation in order.

Answers: 9, 2, 1, 6, 11, 5, 8, 10, 3, 4, 7

- C** • Play audio 137 line by line. Students listen and repeat.

- D** • Individually or in pairs, students identify the questions from the text.

Possible answers:

1. How much is it?
 2. When do your wife and son arrive?
What time do they get here?
When/what time does it arrive/get here? (for transport)
 3. Where does it leave from?
 4. How long does it take?
- Discuss anything students don't understand.
 - **Elicit** or explain that *get [here/there/to a place]* is the more common, less formal way of saying *arrive*.

1.4 How do I get to your house?

- A** • Students write directions from the class to their home or work. Help them if necessary. Don't let them spend a long time on this yet.

- B** • **Pre-teach** *recommend, lesson*.

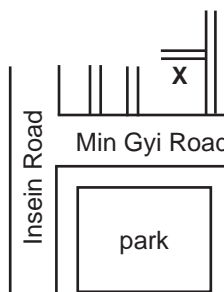
- Students read the email and choose the best summary.

Answer: a

- C** • Individually or in pairs or small groups, students draw a map from Insein Road to Paw Mu's house.

Possible answer:

- D** • Student look back at their notes from **A** and write full directions from the class to their house or work.
- They draw a map. This is a good homework activity.
 - When you mark these, check that the directions are easy to understand.



2 Planning travel

2.1 Visiting Burma

- A** • Discuss tourism in your place, and in Burma generally. Ask **prompt questions**:
1. Do tourists visit your place?
Why/why not?
 2. Where do tourists visit in Burma?
 3. Why do they go there?
- B** • In pairs, suggest some things a foreign tourist can do in Burma. Encourage creativity.

Language / culture notes

There are different types of **tourist**. Some are rich, and like to stay in comfortable, expensive hotels and relax. Others are adventurous, don't want to spend a lot of money, and like to experience rural lifestyles and eat local food. Some are interested in culture, e.g. temples and museums, and others want to hike in the mountains and swim in the rivers.

2.2 We're going to fly to Bagan

- A** • Establish the situation. Paul's family are in Burma. Paul and his wife are discussing their travel plans.
- Play audio 138 two or three times. Students listen and identify the towns and cities in the conversation.

Answers: Bagan, Mandalay, Inle Lake, Ngapali beach, Mrauk-U, Sittwe, Yangon, Mawlamyine, Dawei

- Students circle the places on the map.

- B** • **Pre-teach** *relax, ancient*.
- Play audio 138. Students listen, and write the missing verbs.

Answers:

1. fly
2. rent
3. take/get
4. stay
5. drive
6. take/get

- C** • Play audio 138. Students listen and check.

- D** • Students decide whether the sentences are true or false. If false, they write a true sentence.

Answers:

1. T
 2. F. They're going to take a boat.
or They're not going to take the train.
 3. F. He's going to meet them in Ngapali.
or He's not going to meet them in Sittwe.
 4. T
- 5-10 depend on students' situations. Students can peer-correct, or get them to say their sentences in pairs.

Grammar Focus

- Students read the rule and fill the gaps.

Answers:

1. am going to
2. are going to
3. is going to

- E** • Students write 5 statements with *going to* about their plans for tomorrow.
- They tell a partner.

- F** • Students tell the class about their partners' plans for tomorrow.
- In a large class, students do this in groups.

Language / culture notes

Going to is often pronounced *gonna*, especially in informal speech and pop music. However, *gonna* is not correct in written English.

Your students may know about using **will** to talk about the future. There are some differences in usage, but the meaning of *will* and *going to* is very similar. This course teaches *going to* because it is more common.

2.3 I'm not going to clean rooms

- A • Brainstorm** the different reasons people move to other countries, and write them on the board.
- **Elicit** or pre-teach *migrant worker* and *refugee*.

Language / culture notes

People leave their countries for a lot of reasons. **Migrant workers** leave their country to get work. **Refugees** leave their country to escape fighting or political problems. **International students** go to another country to study. **Immigrants** go to another country because they want to live there.

- B • Pre-teach** *cleaner, building site, accommodation, wages, hotel management, successful*.
- Students read the text. Ask why Consuela and Danny are moving to Dubai. Is the reason on the board? (They are moving to Dubai to work. They are *migrant workers*.)
 - Students order Consuela's activities.

Answer: e, a, f, d, b, c

- Explain anything they don't understand.

- C •** Students answer the questions.

Answers:

1. The Philippines
2. No, they're not
3. Studying away from a school or university - by mail or over the internet

- D •** Do a **Substitution Drill**. Write the sentence *I'm going to eat fish*. on the board. Students say *I'm going to eat fish*.
- Change the subject from *I* to *she*. Students say *She's going to eat fish*. Next, change *eat fish* to *visit me*. Students say *She's going to visit me*.
 - Keep changing parts of the sentence. Make sure the verb agrees with the subject: *He is*, not *He am*, etc.
 - When students get used to this, get them to suggest changes. Point to a part of the sentence, then point to a student. The student changes it using his or her own idea.

Grammar Focus

- Students read the rule and make sentences.

Answers:

1. 'm not going to
2. 's not going to / isn't going to
3. 're not going to / aren't going to
4. 're not going to / aren't going to

- E •** Students write the correct form of *going to* to make true sentences.

Answers:

1. aren't going to
2. isn't going to
3. aren't going to

- F •** Students close their books.
- In pairs, they **retell** everything they can remember about Consuela's plans.
 - They join with another pair, and retell this again. How much can they remember.
 - Read the text to them. How much did they retell?

2.4 Your future plans

- A •** Students read the sentences and decide if they are true for them. If not, they change them.
- They give their sentence to a partner to **peer-correct**.

- B •** Students look at the pictures and identify the objects.
- They think of sentences involving their plans to use or not use the objects. Encourage them to be as creative as possible.

- C •** Students tell their sentences to a partner.
- Get a few students to tell their sentences to the class.

- D •** In pairs, students do **Two Truths, One Lie**. They think of two true and one false sentence with *going to* or *not going to*.
- Their partner guesses which sentence is a lie.

2.5 What are you going to do?

- A** • Look at the picture and establish the situation (Khin Zaw is driving Paul and his family on holiday. They are all thinking of what they want to do).
- Students complete the questions with *wh*-question words.

Answers:

1. What's
2. What's
3. Where's
4. Who's

- B** • Students answer the questions. If necessary, explain short forms.

Answers:

1. No / No, he isn't.
2. Yes / Yes, they are.
3. Yes / No / Yes, I am. / No, I'm not.
4. Yes / No / Yes, she is. / No, he isn't.

Grammar Focus

- Students read the rules and do the exercises.

Answers:

1. **a.** Are you going to take the bus?
b. Is Michael going to visit Burma this month?
c. Are Kyi Min Han and his wife going to move to Pyin Oo Lwin?
2. **i.** c **ii.** a **iii.** b
3. before
4. **a.** are, go **b.** are, meet **c.** is, finish

- C** • Students look at the statements in 2.4 A and make them into *yes/no* questions.

Answers:

1. Are you going to cook fish tonight?
 2. Are you going to have breakfast in a teashop tomorrow?
 3. Are you going to hang out with your friends next weekend.
 4. Is this English course going to finish soon?
 5. Are your friends going to organise a party next week?
 6. Are you going to move house next month?
 7. Is your teacher going to take a holiday next month?
 8. Are you going to be a student next year?
- In pairs, students ask and answer the questions.

- D** • Students think of a *wh*- or *yes/no* question with *going to* and write it on piece of paper.
- Students stand up and find a partner. They ask and answer their questions.
 - They swap papers, go and find another partner, and ask and answer their new question.

3 Tourism

3.1 Rules for tourists

- A** • Ask students *What do you need to go to another country?* **Elicit** or **pre-teach** *passport, visa, separate*.
- Establish the situation. Amit wants to go to Cambodia. He wants to know the rules, so he emails Cambodian immigration.
 - Students read the text and complete the sentence.

Answers: Devi/his daughter, week, his friends.

Grammar Focus

- Students read the rule and fill the gaps.

Answers:

1. have to, has to
2. don't have to, doesn't have to
3. do we have to, does Su Su have to
4. do, doesn't.

- B** • Establish the situation - Cambodian immigration doesn't reply to his email, so he rings them.
- Students match the answers and the questions from A.

Answers:

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

- C** • Play audio 139. Students listen and check.
- Play the audio two or three times. Students listen and repeat.
 - In pairs, students **roleplay** the conversation.

- D** • Students discuss the question. The answer will depend on current laws.

Possible answer: In July 2012, all tourists needed a visa to visit Burma.

- E** • Students discuss the question. The answer will depend on current laws.

Possible answer: In July 2012, all tourists have to stay in a registered hotel. They can't stay with their friends in a private house.

3.2 Come to Bhutan

- A** • **Brainstorm** about Bhutan. Do students know anything about Bhutan?

- *Bhutan is close to Burma, but doesn't share a border.*
- *A lot of people from ethnic minority groups leave Bhutan as refugees. They go to Nepal and India and live in refugee camps.*

- B** • Students read the statements, and **predict** whether they are true or false.

- C** • **Pre-teach** *tradition, protect, land (place), independent, festival, nature, wonderful*.
- Students read the text and check whether their predictions were correct.

Answers: 1. T 2. T 3. T 4. F 5. T 6. T

- Discuss anything students don't understand.

- D** • In groups or as a class, students discuss the meanings of the words and phrases. They can use their own language.

Answers:

1. Someone who organises transport, food and accommodation themselves.
2. Someone who travels cheaply, and stays in cheap accommodation. They usually carry a backpack, not a suitcase.
3. A stamp in your passport that gives permission to enter a country.
4. To cross a border by land, not fly in.
5. A very old temple/pagoda.
6. A group of people who ride bicycles around with a tour guide.
7. A group of people under a tour guide. The tour company organises their transport and accommodation.
8. To stop your land and culture from changing in negative ways.

- E** • In groups, students make charts of the advantages and disadvantages of reducing tourist numbers, and charging tourists a lot of money. They can use their own language.

Possible answers:

Advantages: protect land, culture and traditions, fewer people is better for the environment, people don't want to become like foreigners.

Disadvantages: only rich people come, hard for local people to talk to foreigners, maybe some culture change and outside ideas are useful.

- F** • Discuss whether this policy would be good or bad for Burma. Encourage all students to say their opinions.

Extra idea

In groups, students discuss this and write their opinions on a large piece of paper. Each group presents their ideas to the class.

3.3 Fact or opinion?

- A** • **Elicit** the difference between *facts* and *opinions*.

Language / culture notes

A **fact** is a true statement based on reasons and/or evidence. It is independent of anyone's mind. *John is 6 ft tall* is a fact - you can easily test and prove it to be true.

Opinions depend on feelings or beliefs. *John is very tall* is an opinion - there is no way to decide if it is true or false.

- Students read the sentences and decide if they are facts or opinions.

Answers:

1. opinion
2. opinion
3. fact
4. opinion
5. opinion
6. fact

- B** • In groups, students write 5 facts and 5 opinions about Burma.

- C** • Groups give their facts and opinions to another group. Groups identify which statements are facts and which are opinions.

4 Movement

4.1 Across Mrauk-U

- A** • Individually or in pairs, students match the prepositions with the pictures.

Answers:

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

- B** • Establish the situations - Khin Zaw is telling Paul how to get to Koe Nawin Pagoda.
- Play audio 140 two or three times. Students listen, and put the pictures in order.
 - If this is too difficult, allow them to look at the audioscript.

Answers:

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

- Discuss anything students don't understand.

- C** • Play audio 140 two or three times. Students listen and repeat.

- D** • Write the paragraph on the board. Students say it.
- Erase 10% of the words. Students say the whole paragraph.
 - Erase another 10% of the words. Students say the paragraph. Continue to erase, until students are saying the paragraph from memory.

4.2 Across Burma by road

- A** • Discuss travel in Burma. Do people travel regularly? How do they get around? What are the main problems? Have you, or any of the students, had an unusual journey?
- In pairs, students discuss their travel experiences in Burma.

- B** • Students look at the map and identify the places where the roads go.
- Students fill the gaps.

Answers:

1. Thailand
2. Taunggyi, Kyaing Tong, Tachilek, Thailand
3. China

- C** • Students write a sentence about A14, using prepositions of movement.

Possible answer: AH14 starts in Mandalay and goes through Lashio and Muse to China.

- D** • Students choose two or three of these cities, and write directions from their home.
- They tell a partner.
 - If you have time, have students who wrote directions to the same place compare and agree on the best directions.

5 Tourism in Burma

5.1 Punctuation: Sentences

- A** • Individually or in pairs, students look at the text and decide whether it is easy to read.
- They count the sentences.

Answer: 3

Grammar Focus

- Students read the rule and fill the gaps.

Answers:

1. capital letters
2. full stops, question marks

- B** • **Pre-teach** *enough*.

- Students read the sentences, and add full stops, question marks, and capital letters.

Answers:

3. Is the number of tourists in Burma increasing?
 4. The number of independent tourists is increasing but the number of tourists on group tours is decreasing.
 5. Yangon doesn't have enough hotel rooms for the tourists.
 6. The government wants to build more hotels in Burma.
 7. Can tourism cause problems in a country?
- Discuss anything students don't understand.

5.2 Capital letters

- A** • **Brainstorm** the uses of capital letters for proper nouns. Student list types of proper nouns. Write their answers on the board.
- **Elicit** *people's names, organisation names, titles (Ms/Mr/Thakin, etc.) towns and cities, countries, nationalities, ethnic groups, religions, days of the week, months, festivals.*
 - The word *I* is not a proper noun, but it is always capitalised.
- B** • **Pre-teach** *official, careful, carefully, transparency* (clearness, you can see it easily)
- Students read the sentences, and add full stops and capital letters.

- C** • Students put the sentences in the correct order to make a paragraph.

Answers: Tourism can be good or bad for Burma. Dr Andrea Valentin from Tourism Transparency - www.tourismtransparency.org - studies tourism in Burma. She went to Naypidaw in June 2012 and spoke to tourism officials and businesses. She said tourism can help development, but we have to be careful. Moe Kyaw runs a small guesthouse in Bagan. He agrees with Dr Valentin. Bad tourism is bad for the country so we have to plan carefully, he says.

- D** • Students discuss, in their first language if useful, tourism in Burma.
- Students write a 50-100 word paragraph about their ideas.
 - When you mark it, give 40% for good ideas, and 30% for correct grammar and vocabulary, and 30% for correct punctuation.

6 Phrasebook: Accommodation

6.1 Hotels and guesthouses

- A** • Discuss the difference between a hotel and a guesthouse. (Hotels are usually more expensive than guesthouses.)
- B** • Students classify the words and phrases into cheaper and more expensive.
- Encourage them to discuss these, use dictionaries or ask you if they have problems.

Possible answers:

cheaper - dormitory, fan, single, shared bathroom

more expensive - air-con, swimming pool, private bathroom, double, wi-fi

- C** • Read the people's opinions. Ask prompt questions - What is important to Jessica? What is important to Madhu and Amit?
- Students discuss what hotel/guesthouses they like. *Do they want to pay only a little money? What do they need to be comfortable? Do they need facilities like wi-fi or air-con?*

6.2 Checking in

- A** • **Elicit** the meaning of *check in* (to arrive at a hotel/guesthouse and arrange to stay there).
- **Pre-teach** *guest, non-profit, social enterprise* (a business that also does some community development work), *balcony, standard and deluxe* (basic rooms and bigger rooms with more facilities).
 - Students read the advertisement for the Picturebook. Discuss anything they don't understand.
 - Students read the mixed order conversation. They decide who is speaking - the guest, or the receptionist.

- B** • Play audio 141. Students listen and check.

Answers: 1. R 2. R 3. R 4. R 5. G 6. R
7. G 8. G 9. G

- Play audio 141 two or three times. Students listen and repeat.

- C** • Students put the sentences in order.
- Play audio 141. Students listen and check.

Answers: 2, 7, 6, 5, 4, 8, 1, 9, 3

- D** • In pairs, students practise the conversation.

- E** • In pairs, students **roleplay** checking into the Picturebook. Partner A is the receptionist, Partner B is a guest. Ask about the facilities listed. Use the advertisement for information.

6.3 Checking out

- A** • **Elicit** the meaning of *check out* (to pay your bill and arrange to leave a hotel/guesthouse).
- **Pre-teach** *receipt*.
 - Play audio 142 two or three times. Students listen and fill the gaps.

- B** • Play audio 142. Students listen and check.

Answers:

1. check out
2. enjoy
3. lovely
4. 1500 baht
5. receipt

- Play audio 142 two or three times. Students listen and repeat.

- C** • **Elicit** reasons that the guest wants a receipt.

Possible answers: They might be travelling for work, and they need a receipt so they can get the money back from their company/organisation.

- D** • In pairs, students **roleplay** checking out of the Picturebook. Partner A is the receptionist, Partner B is a guest. Arrange to pay the bill and leave.

7 Learning Strategies: Writing 3

7.1 More mistakes

- A** • If students studied Units 1-6, they should remember the mistake symbols. If not, guess.

Answers: wrong word, verb ending, missing word, spelling, extra word, word order.

- B** • Students read the example and identify the two mistake symbols.

Answers: punctuation (including capitalisation), tense

- C** • Students read the text. There is one of each mistake type. They identify these, and use the symbol.

Answers:

1. lives V
2. as a cleaner works in a hotel. ^Pwe're
3. a guesthouse^Bohol
4. toorists ^{Sp} so their ^{ww}can
5. in \ the sea. My wife write ^T

7.2 Checking your written work

- A** • In class or for homework, students write a short essay about a trip they have taken.

- They swap essays with a partner.

- B** • Students go carefully through their partner's essay, looking for examples of each mistake type. They mark each mistake with the mistake symbol.

- C** • Students take their essays back, and correct their mistakes.

- Students rewrite their essays without the mistakes.
- If you mark it, mark for these eight types of mistakes. Use symbols.

Unit 11 Practice

A Answers:

1. Take / Get
2. Fly
3. over
4. Get / Take
5. from
6. Meet
7. Check in
8. Lie
9. Rent
10. along
11. see

B Possible answers:

1. F. They're going to take a taxi to the airport. / They're not going to take a bus to the airport.
2. F. They're going to take a plane.
3. F. They're going to fly over the sea to Seaville.
4. T
5. F. They're not going to stay at the Stormy Beach Hotel. / They're going to stay at the Ocean Hotel.
6. T
7. F. They're going to rent bicycles. / They aren't going to rent a car.
8. F. They're going to see some animals. / They're going to see some whales.

C Answers:

1. 'm going to meet
2. 's not going to pass
3. Are you going to see
4. Is Mi Mi going to get
5. are going to move
6. 're not going to like
7. Is that dog going to come

D Answers:

2. 1
3. 10
4. 9
5. 2
6. 19
7. 10

E Answers:

1. fact
2. opinion
3. fact
4. fact
5. opinion
6. fact
7. fact
8. opinion
9. opinion

F Answers:

- Will:** Hi Ko Gyi. Can you help me?
- Ko Gyi:** Of course.
- Will:** I've got a meeting at Dagon University. How do I get there?
- Ko Gyi:** Take bus number 45 in front of Myanmar International School. Get off at Golden Park.
- Will:** What do I do after that?
- Ko Gyi:** You can walk but it's quicker to take a linecar from there.
- Will:** Fine, thanks.
- Ko Gyi:** No problem.
- Will:** What are you going to do today?
- Ko Gyi:** There's a new movie on at the cinema so I'm going to see it. Tomorrow Hla Hla Win's got a party. Do you want to come with me?
- Will:** OK.
- Ko Gyi:** Let's meet at 8 at Mahabandoola Garden.

G Answers:

1. He's going to a meeting at Dagon University.
2. (The bus stop in front of) Myanmar International School.
3. Golden Park. Because it's quicker.
4. He's going to see a new movie.
5. They're going to go to Hla Hla Win's party.
6. At Mahabandoola Garden.

H Answers:

2. You have to meet Nang Naing Htun.
3. You have to email Roger.
4. You don't have to order books for the school.
5. You don't have to organise a staff meeting.
6. You have to fill in a job application.
7. You don't have to call Mi Mi Hlaing.
8. You don't have to buy onions or chilli.

I Answers:

1. doesn't have to
2. has to
3. has to
4. have to
5. has to
6. Does
7. have to
8. doesn't
9. Do
10. have to
11. don't

J Answers:

Across

5. enough
7. receipt
8. east
10. fact
12. relax
15. lesson
16. fan
17. single

Down

1. port
2. distance
3. airport
4. face
6. guest
9. wages
11. careful
13. can't
14. west

Unit 12: Science and Experience

1 Space

1.1 The Galaxy Song

- A** • **Brainstorm** about *space*. What do students know about it? Ask **prompt questions** - *How many planets do you know? What else is in space? How far are we from the Sun?*
- Write students' ideas on the board.

- B** • Individually or in pairs, students match the words and definitions. Encourage them to use dictionaries if possible.

Answers:

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

- C** • **Pre-teach** *planet, star, amazing, unlikely, Earth, miles an hour* (a unit of measurement for speed. Kilometres per hour is another).
- Individually or in pairs, students read the song, and fill the gaps with the numbers in the box.
 - This song is quite difficult. Don't expect students to understand all of it. It is most useful if they focus on the numbers, and understand what they mean.

- D** • Play audio 143 two or three times. Students listen and check their answers.

Answers:

1. 900
2. 19
3. 40,000
4. 100
5. 100,000
6. 16,000
7. 3000
8. 30,000
9. 200
10. 12,000,000

Language / culture notes

Bugger is slang - its most common use is an exclamation when you are annoyed. If you drop a glass, or hurt yourself a little you might say *Bugger!* It is not very strong. **Shit** is used in a similar way, but is a bit stronger.

Bugger all is idiomatic. It means very little or none.

- E** • Play audio 143 two or three times. Students listen, read and decide whether the sentences are true or false.

Answers:

1. T
2. T
3. F - it is always expanding

- F** • In groups, students summarise the first six lines of the song in easier English.
- They should not spend a long time doing this. Remind them if they can't do one part, they should move on to the next.

Possible answer:

- You are on a planet turning around at 900 miles an hour.
- The planet is going round the Sun at 90 miles a second.
- The Sun and stars are moving at a million miles a day.
- Also, we are going around in a spiral at 40,000 miles an hour as part of the Milky Way galaxy.
- There's 100 billion stars in the galaxy. It is 100,000 light years wide.
- At the widest point it's 16,000 light years wide, but near us it's 3000 light years wide.

- G** • If possible, groups write their lines on a large piece of paper. They put their lines on the wall.
- Students walk around reading other groups' lines.

1.2 The Earth, Sun and Moon

- A** • Students read the sentences about the Earth, Moon and Sun. Individually or in pairs, they classify them into events happening now and regular actions.

Answers:

1. now
2. regular
3. now
4. regular
5. now
6. regular
7. now

Grammar Focus

- Students complete the grammar rules.

Answers:

1. present simple
2. present continuous

- B** • Students fill the gaps using the correct form of the verbs on the right,

Answers:

1. goes, is staying
2. isn't working, are having
3. doesn't like, loves

1.3 The scientist

- A** • Discuss the questions.

Answers:

- Scientists try to explain the world using evidence and reason.
- Some scientists work in laboratories - these are building/rooms with scientific equipment in them.
- Scientists do experiments in laboratories.

- B** • **Pre-teach** *these days, machine, TV programme, radio programme.*

- Students read the text and answer the questions.

Answers:

1. England
2. Switzerland
3. building a machine
4. He's travelling around the world talking about his work.

Grammar Focus

- Students read the example and complete the phrases from the text.

Answers: days, the, this

1.4 *this week, this month, this year*

- A** • Students complete the questions with appropriate verbs.

Possible answers:

1. working
2. doing
3. reading
4. listening

- B** • Students write questions, using the present continuous, about events around now.

- C** • Students go around the room asking and answering questions.

- D** • Students tell the class a few things they found out about their classmates.

- In a large class, do this in groups.

- E** • Students write sentences that are true for them. They don't write their names on the paper.

- F** • Students put their sentences on the wall. They go around reading the sentences, trying to guess who wrote them.

- This activity can take a long time, so skip it if you like,

2 Measuring things

2.1 Metric units

- A** • Discuss units of measurement. Which ones do students know? Write them on the board. Make sure they include ones from earlier in the unit - *miles per hour* and *light years*.

- B** • Students order the units from smallest to largest.

Answer: millimetres, centimetres, metres, kilometres

- C** • Individually or in pairs or groups, students match the questions and answers.
- They put the correct adjectives in the gaps.

Answers:

- | | |
|------------|------------|
| 1. d. tall | 3. a. long |
| 2. c. wide | 4. b. deep |

- D** • Play audio 144 two or three times. Students listen and write the measurements.

Answers:

- a. 6 metres
- b. four and a half metres
- c. 30 centimetres
- d. 60 centimetres
- e. 30 centimetres

2.2 More about space

- A** • **Pre-teach** *distance*, *diameter*.

- Students read the information in the box, and choose the correct answer.

- B** • Play audio 145 two or three times. Students listen and check their answers.

Answers: 1. b 2. a 3. c

- C** • Students write questions about the facts using the words in the box.
- If necessary, **demonstrate** with the first one.

Possible answers:

- 1. How old is the Earth/Sun/Moon/universe?
- 2. How far is the Moon?
- 3. How big is the Moon?

- D** • **Brainstorm** a class list of questions with *how* about the classroom.

- In pairs, students ask and answer the questions.

- E** • In groups, students write three *how* questions with three possible answers.

- Groups give their multiple choice questions to another group, which answers them.

2.3 Pronunciation: Voiced and unvoiced consonants

- A** • **Pre-teach** *cab* (an American word for a taxi) and *cap* (a type of hat), *pack* (backpack).
- Students say the sounds and words.

- B** • Play audio 146 two or three times. Students listen, check and repeat.

- **Elicit** or explain that the ones on the top row are voiced (like /ð/ in Unit 8), and the bottom row is unvoiced (like /θ/). They can put their fingers on their throat to check.

- C** • **Elicit** which sounds are the same or similar in students' first language(s).

Possible answer: Burmese has all of the sounds:

/b/ and /p/ = ဝ and ဖ; /d/ and /t/ = ဒ and တ; /g/ and /k/ = ဂ and က. However, it also has sounds in between those pairs: ဝ်, ဖ် and တ်. When speakers of Burmese (and many other Asian languages) speak English, they usually use those 'middle' sounds, not the correct unvoiced ones. To native English speakers, this can be confusing: *pea* sounds like *bee*, etc.

- D** • **Elicit** the difference between the pairs of words. (Note: *Kay* is a name.)

- Play audio 147 two or three times. Students listen and tick the words they hear.

Answers: gay, dry, pig, bill, Paul, class, back, hard, built, write, bought, rode

- E** • **Pair Dictation.** Students each choose words from **A** and **D** and take turns speaking and writing their partner's words.

- Students check each other's words.

- F** • Play audio 148 two or three times. Students listen and say the mispronounced word correctly.

- **Elicit** that the mispronounced ones all use the Burmese 'middle' consonant instead of the unvoiced one.

Answers: 1. coat 2. pack 3. write 4. built 5. cap

- **Elicit** how mispronunciation could change the meaning of the sentences, e.g. *built* is in the past, *build* is present.

- G** • Do **Write Yourself In**. Students work in pairs and write three sentences about themselves, using *I* and the sounds from 2.3.

- H** • Do **Pair Dictation**. In pairs, students dictate their sentences to their partner. They also correct any pronunciation mistakes, even if they can understand the words.

3 Have you...

3.1 ...been to Singapore?

- A** • Individually or in pairs or groups, students identify the flags.

Answers:

1. Thailand
 2. Malaysia
 3. Singapore
 4. South Korea
- B** • Play audio 149. Students listen and tick the flags of the countries mentioned.
- C** • Play audio 149 again. Students listen and read the text.
- **Elicit** the situation - Lee, Jessica and Khin Zaw are talking about places they have been. Jessica tells them she is moving to Singapore.
 - Students write sentences about who has been where.

Possible answers:

- Jessica's been to Thailand but she hasn't been to Singapore.
- Khin Zaw hasn't been to Thailand.
- Khaing Khaing's been to Thailand, but she's only been to Mae Sai.
- Lee's been to Thailand and Malaysia, but he hasn't been to Singapore

Grammar Focus

- Students read the rules and do the exercises.

Answers:

1. **a.** have, has
b. have not/haven't, has not/hasn't
2. **a.** 've
b. 's
3. see, give, take, buy, meet, stay, have, make, cook, go/be, want, drink, eat, ride, fly
- **Elicit** or explain that *been* is the past participle of both *go* and *be*. (*Gone* is also a past participle of *go*, but it has a different meaning.)
4. saw, gave, took, bought, met, stayed, had, made, cooked, was/were/went, wanted, drank, ate, rode, flew
5. stay, cook, want. The past participles are *stayed*, which ends in a /d/ sound, *cooked* (ends in /t/) and *wanted* (/ɪd/).

3.2 Where have you been?

- A** • Have any students been to the countries in 3.1? Have a brief discussion about these countries, if possible.
- B** • Students fill the gaps with *have* or *haven't* to make true sentences.
- C** • Students fill the gaps with places to make true sentences.
- D** • Students write more sentence about them and people they know.
- They tell a partner.

3.3 Have you seen a ghost?

- A** • Students read the questions and match them with the pictures.

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

- B** • In pairs, students ask and answer the questions about themselves.
- Don't worry if they don't use the correct answer forms yet - they will learn them in the following exercises.
- C** • Students put the questions in order, and write the missing part of the answers.

Answers:

1. Have you ever worked at an NGO?
No, I haven't.
 2. Has Mie Mie Poe ever lived in Hpa-an?
No, she hasn't.
 3. Have we been to this place before?
Yes, we have.
- Discuss anything students don't understand.

Grammar Focus

- Students read the rules and fill the gaps.

Answers:

1. Have, you
2. questions, Have, ever
3. have, haven't, has, hasn't

- D** • Students tick the things they have done.
- They go around the room, asking other classmates *Have you ever eaten snake?* etc. They only ask one question to each student.
 - If the classmate replies *Yes, I have*, they tick the *y/n*. column. If they reply *No, I haven't*, they cross the *y/n* column.
 - They then ask for more information, e.g. *Where did it happen? How old were you?*
 - You might want to **demonstrate** this with a good student first.
- E** • Students report their information to another student.

3.4 Have you ever worked for your community?

- A** • **Brainstorm** useful things students can do for their communities. Use the words in the box for ideas.
- Make a class list on the board or a large sheet of paper.
- B** • **Pre-teach** *volunteer, environmental, collect, donation, street children, youth, wonderful*.
- Play audio 150 two or three times. Students listen and decide who has done what. They write this in the table.

Answers:

- Jessica: recycled plastic, cleaned rivers
- Paw Mu: taught free English classes, collected donations, helped street children
- Khin Zaw: nothing

- C** • Play audio 150. Students listen and answer the questions.

Answers:

1. Yes, she has. In Australia.
2. people in the Delta.
3. No, he hasn't.
4. He's going to start a youth organisation for Rakhine and Rohingya people.

- D** • Play audio 150. Students identify the questions used to ask about experience.

Answer: Have you ever done community work?

- E** • In pairs, students ask and answer questions with ever about the activities in **A**, e.g. *Have you ever recycled plastic?*
- F** • Students make lists of things they have done, and things they would like to do one day.
- G** • In class or for homework, students write two paragraphs - the first about their past experience with community work, and the second about their future plans to do community work, if they have any.
- Students **peer-correct** each other's work using the marking system from **11.7**.
 - If you mark students' work, focus on correct use of present perfect and *going to*, and whether the student has written interesting, original ideas.

4 Computers

4.1 The history of computers

- A** • **Pre-teach** *invent, create*.
- Individually or in pairs or groups, students look at the pictures and **predict** the answers to the questions.
 - Students read the statements, and **predict** whether they are true or false.
- B** • Play audio 151 two or three times. Students listen and check their answers.

Answers:

1. In 1938
2. Germany
3. A German scientist

- C** • Students fill the gaps with words from the box.

- D** • Play audio 151. Students listen and check.

Answers:

1. Russia
 2. cupboards
 3. televisions
 4. laptops
 5. human
- Discuss anything students don't understand.

- E** • Students close their books. In pairs, they remember what the text says about these topics.

Possible answers:

1. There were no computers.
2. very big, sometimes bigger than cupboards or rooms
3. different from the first computers, usually PCs, desktops and laptops, getting better and better, some can walk, talk and understand human speech. Because of internet and mobile phones, more important than before.

4.2 The parts of a computer

- A** • Discuss computers. Have students ever used a computer? What for? What sort of computers have they used?

- **Brainstorm** uses for a computer.

- B** • Students look at the picture and label the parts.

Answers:

- a. speakers
- b. flash drive
- c. monitor
- d. keyboard
- e. CD/DVD drive
- f. case
- g. UPS
- h. mouse

- C** • Students unjumble the letters to complete the computer types

1. desktop
2. laptop

- D** • Students label the parts of the laptop.

- a. monitor
- b. keyboard
- c. touchpad (also called a *trackpad*)
- d. external CD/DVD drive

- E** • Students list the differences between the two types of computer and discuss which one is more useful, why and for whom.

Possible answers:

- Desktops are cheaper, harder to steal, and generally more comfortable to use (e.g. bigger monitor and keyboard). They are good for use in offices or homes.
- Laptops are portable (you can carry them around with you) and smaller. They are good if you need to take your computer to a lot of places.

5 Modern technology

5.1 The digital divide

- A** • Look at the pictures and discuss *digital divide*. Have students seen this phrase before? What do they think it means?
- Write these dictionary definitions on the board.
digital - *involving the use of computer technology*
divide - *difference, separation*
 - **Elicit** students' definitions of digital divide and write them on the board.
- B** • **Pre-teach** *internet cafe, web, search, resources, improve*.
- Individually or in pairs, students read the text and choose the best answers.

Answers:

1. c is the best answer. a, b, and d are part of the text, but the main point is c.
 2. d
 3. c
- Discuss anything students don't understand.
- C** • In pairs or groups, students choose the best title for the text.
- Answer:** b is the best answer. a is not relevant, c is only part of the text - too specific, and d is too general.
- D** • In pairs or groups, students choose the best conclusion to the text.

Answer: b is the best answer. a is not relevant and c is only part of the text - too specific.

5.2 Causes of the digital divide

- A** • In groups, students make cause and effect chains (or webs) about the digital divide. Look back at **10.2.3** for examples of cause and effect chains and webs.
- Groups put their chain/web on the wall.
 - Students go around looking at other groups' cause and effect chains/webs.
- B** • Discuss possible solutions to the digital divide. Encourage students to be creative.

5.3 Telephones in Burma

- A** • Discuss telephones. Do many students own mobile phones? Are they common in your town? What do people use them for? Are landlines common? Which is more useful, mobiles or landlines? Why?
- B** • **Pre-teach** *remote, coverage, treatment, emergency*.
- Students read the text, and identify what it says about the topics.

Answers:

1. They are expensive, so poor people can't afford them.
2. They don't have phone lines or mobile coverage.
3. Perhaps they can sell phones more cheaply. More people can buy them and the companies can make more profit.

- C** • Students read the text, and identify the parts of the text.

Answers:

1. Phones in Burma
2. Phones are expensive so poor people can't afford them. Also, some places are very remote and don't have phone lines or mobile phone coverage
3. They can't phone for medical treatment in an emergency.
4. Perhaps phone companies can increase coverage and sell cheaper phones. More people can buy them and the phone companies can make more profit.

- D** • Students write about 100 word articles about the digital divide, with a title, explanation of the problem, example of the problem and possible solution.
- They give to a partner to **peer-correct**.
 - If you mark it, check for clear explanation, example and solution. Don't prioritise grammar and spelling.

6 Phrasebook: Appointments and Goodbyes

6.1 Making an appointment

- A** • Play audio 152 and **elicit** the situation.

Possible answers: A man is phoning to arrange a meeting with Apsara the next day.

- B** • Play audio 152 two or three times. Students listen and order the events.

Answer: b, f, c, a, d, e

- C** • Students discuss the questions.

Possible answers:

1. It is a formal business conversation. Apsara and Taka have not met before.
2. available

- D** • In pairs, students rewrite the conversation as if Apsara had answered the phone.

Possible answer:

Apsara - Golden Myanmar Tours. Can I help you?

Man - This is Taka Murokami from Kyoto Airlines. I want to meet Ms Apsara Maneewan. Is she free tomorrow?

Apsara - This is Apsara Maneewan. I am available tomorrow after 4pm. Can you come at 4?

Man - That's fine. Thank you.

- Students practise their conversations.

- E** • In pairs, students **roleplay** the situations on pages 74 and 76.
- Get a few pairs to perform a conversation to the class.

6.2 See you in Singapore

A • Look at the picture and **elicit** the situation.

Answer: Jessica is going to get on a plane. Khin Zaw, Khaing Khaing and Lee are saying goodbye.

B • **Pre-teach** *miss* (feel sad because someone is not with you).

- Play audio 153 two or three times. Students listen and answer the questions.

Answers:

1. Singapore
2. April
3. work for a newspaper
4. in Singapore
5. no, she doesn't
6. the food, the buildings in Yangon, her friends
7. she needs to make money

C • Students fill the gaps with words from the dialogue.

Answers:

1. see you
2. miss you

D • In groups of 3 or 4, students write a **roleplay** where they say goodbye to someone.

- Groups perform their **roleplay** to the class.

7 Learning Strategies: Using a monolingual dictionary

7.1 What's inside?

- If possible, bring one or more monolingual learner's dictionaries to class.

A • **Elicit** the definition of *monolingual dictionary*.

Answer: a dictionary in one language (e.g. English/English). In Unit 6 we looked at *bilingual* dictionaries (ones with two languages).

B • Individually or in pairs, students decide which of these is usually in a monolingual dictionary.

Answers: 1. y 2. y 3. n 4. n 5. y 6. y 7. y

7.2 Alphabetical order

A • **Elicit** the order of words in a dictionary.

Answer: alphabetical order (the order of letters in the alphabet)

B • **Elicit** what other parts of this book have words listed in alphabetical order.

Answer: the word lists in the Practice sections of each unit.

C • Students put the words in alphabetical order.

Answers:

different	improve
difficult	resource
digital	situation
example	solution
expand	source
expensive	uniform
experience	universe
external	university
extra	volunteer

7.3 A dictionary entry

A • Students match the parts of the dictionary entry with 7.1 B - 1, 2, 5, 6, 7.

Answers:

1. /ɪm'pru:v/
2. improve
5. *My English is improving.*
6. to become better
7. *verb*

Language / culture notes

Most monolingual dictionaries use an apostrophe (') to mark the main **stress**, e.g. in /ɪm'pru:v/ it shows that the stress on the second syllable - *improve*.

B • Students read the dictionary entry for *volunteer*. **Elicit** the reason for two separate dictionary entries.

Answer: They are different parts of speech. *Volunteer* is both a verb and a noun.

C • Discuss the advantages and disadvantages of a monolingual dictionary (compared to a bilingual dictionary).

Possible answer:

advantages - more detailed information, accurate pronunciation, no translation mistakes
disadvantages - more difficult to understand, especially for lower level learners

Unit 12 Practice

A Answers:

2. Frankie usually eats meat but today she's eating only vegetables.
3. Johnny usually studies at night but today he's watching movies.
4. Seng Ja and I usually walk to work but today we're taking the bus/catching the bus/getting the bus
5. Laila and Mahmoud usually relax after work but today they are exercising/doing some exercise.
6. The cats usually sleep inside but today they're sleeping outside.

B Answers:

1. likes
2. doesn't understand
3. is
4. is thinking
5. is using
6. helps
7. teaches
8. is teaching
9. are learning

C Answers:

now - is teaching, are learning

both - is thinking

around now - is using

D Answers:

2. My mother has not studied at university.
3. How many people have been to the moon?
4. Has Lorena ever been to the USA?
5. Which countries have you visited?
6. Has he ever seen a whale?
7. Ko Ko and Saw Reh have not eaten pizza,
8. She has taught English and maths.
9. Have you ever built a house?
10. How high has she flown?

E Answers:

2. Have you been to Kandawgyi park?
3. No, she hasn't.
4. Have they met me before?
5. Have you ridden an elephant?
6. Yes, he has.
7. No, I haven't.
8. Yes, she has.

F Answers:

1. amazing
2. central
3. collect
4. create
5. feel
6. flag
7. invent
8. miss
9. monitor
10. moon
11. mouse
12. planet
13. recycle
14. remote
15. star
16. sun

G Answers:

1. True
2. True
3. True
4. False. She's going to start work at 10pm.
5. False. He hasn't heard it.
6. False. He is waiting for his brother.
7. True
8. False. He hasn't had a holiday for a long time.
9. True
10. False. It's 2 metres wide.
11. False. He's saving them on a flash drive and a laptop .

H Answers:

2. 45 cm
3. 60 cm
4. long (*wide* is also OK in some contexts)
5. tall / high
6. millimetres long

I Answers:**Across**

1. centimetre
5. laboratory
7. moon
8. create
11. resource
13. far
14. example
16. mum
18. ear
19. external

Down

1. collect
2. took
3. eaten
4. volunteer
6. remote
9. ever
10. too
12. come
13. feel
15. pen
17. me

Resources

Unit 7, 6.2 D: *Mill Drill*. Copy and cut out one card for each student.

Tigers are more dangerous than mosquitoes.	Burmese food is more delicious than American food.
Books are more interesting than movies.	Running is healthier than swimming.
English is more difficult than Burmese.	Birds are more beautiful than people.
The hot season is more difficult than the rainy season.	Bicycles are better than cars.
Shopping is boring.	Holidays are expensive.
Maths is difficult.	Sugar is unhealthy.
Friends are important.	There's a lot of electricity in this place.
There aren't any good restaurants near here.	There's a good market near here.
There are a lot of fish here.	English classes are easy.

Resources

Unit 8, 1.4 F: Mix and Match. Copy and cut out one card for each student. Give the first parts of the sentences to half the students and the second parts of the sentences to the other half.

The Buddha	was born in India, 2,500 years ago.
Aung San	was born in Magwe, in 1915.
Bo Aung Kyaw and Ko Ba Hein	were Burmese student leaders.
U Nu and U Thein Sein	were Burmese prime ministers.
Yangon	was the capital city of Burma in 2003.
Mandalay	was the capital city of Burma in 1883.
U Razak	was a Burmese Muslim leader.
The Pyu people	were the first people in Burma.
Aung San's parents	were from Magwe.
Aung San's father	was a lawyer.

Resources

Unit 8, 7.1 B and C: *Teach Each Other*. Copy and cut out one card for each student.

a. Some people like grammar. They enjoy learning new rules, and putting together pieces of a language. These people are often good at maths and problem-solving. These people sometimes need to practise their speaking, reading, writing and listening. Grammar rules are more useful when you use them in daily language.

b. It is usually easier to learn a grammar structure if you see examples of it first. After that, learning the rule is useful. The more examples you see, the more you can understand how it works. In *Think English*, we give examples of the grammar structure in a text. Then we have exercises to help you understand the rules.

c. After you see the new structure, use it. Write sentences with the new structure. Say it to your friends. Don't worry if you make mistakes. If you see or hear the new structure, you can understand more about correct use. The more you see, hear and use the structure, the more you remember it.

d. Sometimes mistakes are a problem. They are a problem when people don't understand you, or when people think you are saying something different. However, most grammar mistakes are small, and they don't cause problems. Don't worry much about small mistakes. The more you practise, the better your grammar will become.

e. Many classes practise grammar by repeating examples. This is one exercise to help you improve your language. However, you also need to use the new language in real situations. Use the new structure in speaking. If your partner understands you, good. Use it in writing as well. Ask someone to read it. If they understand it, good.

General English Elementary:

Draft Edition Modules 7-12

General English Elementary: Draft Edition Modules 7-12 is the second half of a 12 Module elementary English course specially designed for adult learners from Burma.

General English Elementary: Draft edition Teacher's Book features:

- a comprehensive introduction, with an outline of methodology used, some extra activities and advice on where to find other resources
- 6 Modules, each focusing on particular topics, functions and structures
- 6 thorough Practice sections, one at the end of each Module
- a detailed Language Reference
- Transcripts of the audio recordings
- Photocopiable (or hand-copiable) communicative class activities

General English Elementary Draft edition is:

- context-appropriate – it focuses on the skills, topics and structures that people from Burma need to communicate in international situations.
- easy to understand – it does not assume prior knowledge of other cultures. New language is presented in situations familiar to learners from Burma, and cultural and linguistic norms of English-speaking countries are given extra explanation.
- easy to use – the Teacher's Book contains clear, step-by-step instructions. The only equipment you need is a board, pens or chalk, and a CD or MP3 player.
- comprehensive – the course provides thorough coverage of elementary structures, functions and skills. There is more practice, revision and testing than in most other coursebooks.
- mature – General English is designed to broaden students' knowledge of the world and develop thinking skills. Topics include environmental, political, social and development issues.