General English
An English language course for adult and post-10 learners

Pre-intermediate

Student’s Book
Modules 1-4

The Curriculum Project
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Module One

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

1. Introductions

1.1 An introduction to introductions

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

B. Number the missing sentences 1-7.
   - No, thank you.
   - How do you do?
   - Pleased to meet you, Ms Green.
   - I’m OK. Very busy!
   - Hi, Htun Htun. Hi, Si Si.
   - Yes, please.
   - OK. Thanks.

1.1 C. Listen and check.

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

<table>
<thead>
<tr>
<th>formal</th>
<th>informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like a drink?</td>
<td>Yes, please.</td>
</tr>
<tr>
<td>Have some cake.</td>
<td>OK. Thanks.</td>
</tr>
</tbody>
</table>
E. Without looking back, try to order the conversation.
   a. Tin Maung.
   b. Pleased to meet you, Ms Green.
   c. D-i.
   d. Can you spell that, please?
   e. I'm Tin Maung.
   1 – f. This is U Tin Maung from the school.
       And this is Di Green from the International Development Association.
   g. T-i-n M-a-u-n-g. How do you spell your name?
   h. Ton Mun... I'm sorry, could you say that again, please?
   i. Please, call me Di. I'm sorry, what's your name?

1.2 F. Listen and check.

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

1.2 Introducing yourself

A. Complete the conversation about yourself.
   What's your name? I'm...
   I'm sorry, could you say that again, please?
   Can you spell that, please?

B. Ask and answer the questions in pairs.

1.3 Social English

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

A. Practise these short conversations.

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

B. Rank the conversations from very informal to very formal.
1.4 Introducing other people

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

a. __________ and __________

b. __________ and __________

c. __________ and __________

d. __________, __________ and __________

e. __________ and __________

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

2. The Present Simple

2.1 Love and marriage

A. Why do people get married? Brainstorm reasons people get married.

B. What do people like to do in their free time? In groups, make lists using these verbs.

listen to...  read...  play...

watch...  visit...  go...

C. These women are married. Read what they say about themselves.
Here are their husbands. Who is married to whom?

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

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

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

1.4 D. Listen. Were you correct?

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

<table>
<thead>
<tr>
<th></th>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>I work in an office</td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td>He goes to teashops</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td></td>
<td>We don't want more than six kids</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. What do these couples argue or disagree about?

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

If you are single, complete this chart. If you are married, complete this chart.

<table>
<thead>
<tr>
<th>My ideal partner</th>
<th>✓</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>My husband/wife</td>
<td>✓</td>
<td>×</td>
</tr>
</tbody>
</table>

H. Tell other students about your partner or ideal partner.
2.2 Listening: And after that?

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

1. What does Abdul do in the morning?
   He eats breakfast.
   1. He takes a shower.
   He listens to the radio.
   He reads the newspaper.

2. What does Hannah do in the morning?
   She watches TV.
   She goes to work.
   She makes coffee.
   She exercises.

3. What does Tze Ming do after school?
   She eats dinner.
   She watches TV.
   She listens to music.
   She studies.

4. What does Maung Shwe do in the evening?
   He eats dinner.
   He reads.
   He watches TV.
   He puts his children to bed.

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

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

First you brush your teeth, then you get dressed.

No, I get dressed first.

2.3 Interview

A. What do you remember about the people in exercise 1.1? Answer these questions, but don’t look at the page!

1. Does San San Aye watch videos?
2. Does Myint Myint San have six children?
3. Does Aung Mon go to university?
4. Does Michael grow flowers?
5. Do Ma Sein and Min Min like music?
6. Do San San Aye and Aung Mon argue?

B. Look at the questions in A. How do you form questions in the present simple tense?
Fill the gaps.
We use the auxiliary verb __________, then the __________, then the __main verb__.

C. You are going to interview another student about her/his habits. Think of some questions beginning with do. Write a list of questions.

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

Do you read story books?
Yes, sometimes.

E. Tell the class about your partner.

Ma Ma sometimes reads story books.
2.4 be and do

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

Complete the rule with be and do.
In the present simple we use:
• _____ with verbs.
• _____ with nouns, pronouns and adjectives.

B. Complete these sentences and questions.
1. I am
2. I’m not
3. My mother isn’t
4. She doesn’t
5. What do
6. What does
7. What is
8. What are
9. Are you
10. Do you

2.5 yes/no questions

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

B. Ask and answer these questions in pairs.

C. Tell the class about your partner.

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

3. Adverbs of Frequency
3.1 How do you get around?

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

What about you? How often do you walk to work?
B. Answer these questions using an adverb of frequency.

How often do you travel by…?
1. bicycle  
2. boat  
3. car  
4. horse  
5. motorbike  
6. bus  
7. aeroplane  
8. trishaw

3.2 On Saturdays

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

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

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

4. wh- Questions

4.1 General knowledge

A. Read these questions and choose the right answers.

1. What do zebras eat?
   • fish  
   • grass  
   • meat

2. Where does pizza come from?
   • Italy  
   • India  
   • England

3. When do Australian people celebrate New Year?
   • January  
   • April  
   • December

4. What does a baker sell?
   • fruit and vegetables  
   • clothes  
   • bread and cakes

5. Where do polar bears live?
   • the North Pole  
   • the South Pole  
   • Africa

6. Why do people use alarm clocks?
   • to cook food  
   • to wake up  
   • to clean their houses

7. What do people do in a cinema?
   • play basketball  
   • listen to music  
   • watch movies

8. What is in an omelette?
   • sugar and milk  
   • eggs and water  
   • rice and oil

Partner A: ask your partner these questions.

1. What do sharks eat?
   • fish  
   • plants  
   • bread

2. Where do kangaroos live?
   • Afghanistan  
   • Europe  
   • Australia

3. When does snow fall?
   • in the cold season  
   • in the hot season  
   • in the rainy season

4. What does a carpenter make?
   • furniture  
   • shoes  
   • drinks

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

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

B. Khaing Win lives in Australia. He goes to English classes there. Match the questions and answers.
   
   1. Why does he need English?
   2. When does the term begin?
   3. What do they do in class?
   4. What time does the class start?
   5. Where does he study English?
   6. How often does he speak English?
   7. How do students learn to speak English?
   8. How much does the class cost?
   9. Who does he speak with?

   a) Every day.
   b) At the City College in Melbourne.
   c) It's free.
   d) They speak, read, write and listen to English.
   e) Because he wants to study at university.
   f) 8:30.
   g) On February 27.
   h) His friends and classmates.
   i) They practise all the time.

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

<table>
<thead>
<tr>
<th>If the question starts with…</th>
<th>the answer is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>a place</td>
</tr>
<tr>
<td>when</td>
<td></td>
</tr>
<tr>
<td>how</td>
<td></td>
</tr>
<tr>
<td>who</td>
<td></td>
</tr>
<tr>
<td>what time</td>
<td></td>
</tr>
<tr>
<td>how much / how many</td>
<td></td>
</tr>
<tr>
<td>what</td>
<td></td>
</tr>
<tr>
<td>why</td>
<td></td>
</tr>
<tr>
<td>how often</td>
<td></td>
</tr>
</tbody>
</table>

D. Write questions using question words from exercise C.

1. Does it cost five thousand kyat? Ten thousand kyat? Fifteen thousand kyat?
   How much does it cost?

2. Do they live in Mandalay? Hpa-an? Magwe?

3. Do crocodiles eat fruit? Fish? People?

4. Do you keep your rice in the kitchen? The storeroom? The bathroom?

5. Do you eat breakfast at 6 o'clock? Half past seven? Twenty to nine?

6. Does he read books because he enjoys it? For homework? To get information?

7. Do you want 100 kyat? 1,000 kyat? 1,000,000 kyat?

8. Do you use English at school? At work? At home?
4.3 Pairwork: Ban Ki-moon

What do you know about the United Nations? What do you know about Ban Ki-moon?

B. Read this text. There is some missing information.
What questions do you need to find this information?

Ban Ki-moon

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

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

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

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

4.4 Interview

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

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

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

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

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

D. Put it on the wall. Go around and read the other paragraphs. Can you guess which paragraph is about which classmate?
5. Pronunciation: Present Simple Verb Forms

5.1 Syllables

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

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

<table>
<thead>
<tr>
<th>one syllable</th>
<th>two syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>finish</td>
</tr>
</tbody>
</table>

C. Write about Khaing Win.

He comes from Rakhine State...

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

E. Listen and check.

F. Play The Disappearing Paragraph.

G. What’s the rule?

If a verb ends in a **z**, **ch**, **sh**, **th** or **th** sound, add another syllable.

H. How many syllables are there in these verbs?

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

5.2 Checking pronunciation

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

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

Read your paragraph to a partner.

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

5.3 doesn’t and don’t

A. Listen to these sentences.

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

B. Practise saying the sentences with a partner.

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

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

D. Listen, and check your partner’s pronunciation.
6. Friendship, Romance and Family
6.1 Who’s who?

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

<table>
<thead>
<tr>
<th>his grandfather</th>
<th>his mother</th>
<th>his father</th>
<th>his aunt</th>
<th>his uncle</th>
<th>his older sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>his younger sister</td>
<td>his brother</td>
<td>his friend</td>
<td>his niece</td>
<td>his sister’s husband</td>
<td>his cousin</td>
</tr>
</tbody>
</table>

Who is who? What do you think?

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

<table>
<thead>
<tr>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td>his grandfather</td>
</tr>
<tr>
<td>his older sister</td>
</tr>
<tr>
<td>his best friend</td>
</tr>
</tbody>
</table>

C. Answer these questions:
1. Which person is not a relative? 2. What’s the word for his sister’s husband?

6.2 Family members

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

father-in-law  great-aunt

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

C. Pairwork. Ask your partner about her/his family. Use Do you have a…?
When you answer, give more information about that person.

Do you have a nephew?  No, I don’t.

Do you have a grandfather?  Yes I do.
He lives in Mandalay.
6.3 Your people

A. How many relatives do you have? Make a list.

- uncles 5
- grandmothers 1

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

- my friends
- my neighbours

6.4 Khaing Win and Mi Lwin – a love story

A. The verbs in the box are all about love and marriage. What happens first? Put them in order. Do the other students have the same answer?

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

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

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

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

C. Re-tell the story without looking at it.
7. **Writing: Filling in a Form**

7.1 **Personal information**

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

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

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

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

7.2 **Complete the form**

A. Follow these instructions:

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

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

C. Complete the following form with your personal information.

---

**Healthy Living Sports Club**

**Membership Application**

*Please write in capital letters.*

Title: 
Address: 

First Name: 
City: 

Family Name: 
Postcode: 

Nationality: 
Telephone Number: 

Occupation: 
Signature: 

Date of Birth: 
Date:
8. Thinking about Learning: Language Learning

8.1 Your opinion of education

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

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

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

C. Do you like the song?
What do you think ‘another brick in the wall’ means in this song?

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

Do you think education is ‘another brick in the wall’?

8.2 Think about your language learning

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

Speaking
Vocabulary
thinking

B. Are you good at these things?

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

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

8.3 How can you improve?

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

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

9.1 Exercises

A. Write the verb

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

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

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

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

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

B. Positive and negative

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

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

Complete these sentences about Mi Mi and her parents.

1. She listens to rock music, but she doesn’t listen to news programmes. __________

2. They go to the theatre, but they don’t go to parties. __________

3. They are hungry, but they aren’t thirsty.

4. They smoke, but they don’t speak English.

5. She plays volleyball, but she doesn’t play chess.

6. They are teachers, but they don’t work in a school.

7. They don’t like the city, but they are happy.

8. She uses a computer, but she doesn’t use a typewriter.

C. Adverbs of frequency

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

1. I __________ smoke cigarettes.

2. I __________ study English in the evenings.

3. I __________ get up before 6am.

4. I __________ eat Indian food.

5. I __________ play sports at the weekend.

6. I __________ ride a motorbike.

D. wh- questions

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

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

1. (Somchai / come from) __________

2. (Somchai / feel when he speaks English) __________

3. (Somchai / feel this way) __________

4. (Somchai / want to be) __________

5. (Somchai / speak English) __________

6. (Somchai / feel angry) __________

E. What’s the question?

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

1. When do you get up? __________

   At 5.30.

2. What __________

   Burmese, Chinese, Kachin and English.

3. __________

   Because I want to talk to people in English.

4. __________

   My parents and my brother.

5. __________

   In a small house near the river.

6. __________

   I do my homework, and sometimes I visit my friends.

7. __________

   I usually walk.
F. Family
Make a family tree. Put these family members on it.

<table>
<thead>
<tr>
<th>mother</th>
<th>son</th>
<th>father</th>
</tr>
</thead>
<tbody>
<tr>
<td>daughter</td>
<td>grandmother</td>
<td>aunt</td>
</tr>
<tr>
<td>grandfather</td>
<td>uncle</td>
<td>grandchild</td>
</tr>
<tr>
<td>father-in-law</td>
<td>grandson</td>
<td>mother-in-law</td>
</tr>
<tr>
<td>brother</td>
<td>brother-in-law</td>
<td>sister</td>
</tr>
<tr>
<td>sister-in-law</td>
<td>cousin</td>
<td>son-in-law</td>
</tr>
<tr>
<td>niece</td>
<td>nephew</td>
<td>daughter-in-law</td>
</tr>
</tbody>
</table>

grandmother + ________

mother + ________

sister-in-law + brother — [ ] + husband/wife

G. Introduction
You are talking to Mei Tze. What do you say?
Write the conversation.

1. Hello. How are you?

2. Fine, thanks.

3. Mei Tze.

4. China. And you?

5. I'm a doctor.

6. No, thanks. I'm not hungry.

7. Nice to meet you too. Goodbye!

H. Crossword

Across
1. I don’t ___ with you. You’re wrong.
2. A musical instrument with strings.
3. Where do you come ___?
4. I usually meet my ___ at the weekend.
5. She ___ dinner at 7pm.
6. Would you like tea ___ coffee?
7. My father listens to the news on the ___.
8. I ___ drink tea. I drink 20 cups every day.
9. ___ to meet you!
10. The month after May.
11. He has an important ___ — he's a doctor at the city hospital.
12. ___ you like some cake?
13. She studies English ___ Japanese.
14. Do you ___ by bus?
15. Someone who lives near you.
16. I don’t ___ meat. I'm a vegetarian.
17. Min Min doesn’t ___ getting up early.

Down
2. Where do you come from?
3. What do you do in your ___ time?
4. He never goes to ___ to eat.
5. Do you live with your ___?
6. What time do you ___ dinner?
7. My sister’s daughter.
8. We usually play ___ after school.
9. ___ you like some cake?
10. Do you ___ by bus?
11. Someone who lives near you.
12. I don’t ___ meat.
   I’m a vegetarian.
9.2 Vocabulary review

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

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

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

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

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

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

1. Classroom Language

1.1 Instructions

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

read _____ listen _____ speak _____ write _____

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>collect them and give them to me</td>
<td></td>
<td>listen carefully</td>
<td></td>
</tr>
</tbody>
</table>

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

Read… the text, the story on page 33,
Listen to… the teacher, your partner,
Write…
Discuss…
Repeat…
Answer…
Work… in pairs,
Practice…

D. Work in pairs. Partner A: give an instruction from C. Partner B: follow partner A’s instruction.

1.2 Classroom questions

A. These requests contain mistakes. Correct them.

1. How do say မြစ်မှု in English?
2. How to pronounce R-H-Y-M-E?
3. Can you repeat that again, please?
4. Sorry, I’m not understand.
5. How do you ‘exactly’ spell?
6. Please that on the board.
7. What means ‘recently’?
8. How do you call this in English?
9. What ‘conversation’ in Burmese?
10. Can I borrow pen?

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

1. What does… mean?
2. Can you spell…?
3. How do you say… in English?
4. What’s… in Burmese?
5. How do you pronounce…?

C. What do you say in these situations?

1. You don’t know the meaning of a word.
2. You didn’t hear the teacher’s instructions.
3. You don’t understand something.
2. **What is Where?**

2.1 **Behind the door**

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

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

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

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

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

E. Which room are these things in?

<table>
<thead>
<tr>
<th>police officer</th>
<th>bucket</th>
<th>computer</th>
<th>telephone</th>
<th>drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet</td>
<td>cell</td>
<td>photocopier</td>
<td>prisoners</td>
<td>cigarettes</td>
</tr>
<tr>
<td>money</td>
<td>sweets</td>
<td>chair</td>
<td>lock</td>
<td>calculator</td>
</tr>
</tbody>
</table>

What else might be in the rooms?
Write a few sentences about each room.
Show your sentences to another student. Did you imagine the same things?
2.2 What’s in your classroom?

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

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

C. Listen to Kyi Kyi talking about her classroom. What’s in her classroom? What’s not in her classroom?

<table>
<thead>
<tr>
<th>✓</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>a blackboard</td>
<td>computers</td>
</tr>
</tbody>
</table>

D. These sentences are false. Write true statements about Kyi Kyi’s classroom.
   1. There aren’t any desks in her classroom. There are 14 desks in her classroom.
   2. There isn’t a blackboard.
   3. There’s a whiteboard.
   4. There are some computers.
   5. There aren’t any cassettes.
   6. There aren’t any maps.
   7. There’s a teacher in the classroom.

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

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

2.3 Going to the city

A. Kyaw Kyaw is moving to a big city to live with his uncle. He doesn’t know the city at all. He wants to write a letter, asking his uncle about the city. What questions can he ask? Make a list.
   - Are there any animals?
   - Is there a cinema?

B. Read Kyaw Kyaw’s letter.

Dear Uncle,

I have some questions about the city. Are there any animals? I want to bring my dog. Are there any dogs in the city? Also, I like watching movies. Is there a cinema? What about sports - is there a football pitch? Is there a swimming pool?

How do people travel? Are there any bicycles? Are there any buses? Is there a train?

Love from your nephew Kyaw Kyaw.
C. Look at this table. It shows what there is in the city. Use this information to complete Uncle’s reply.

<table>
<thead>
<tr>
<th></th>
<th>✓</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>cinema</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>football pitch</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>swimming pool</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>bicycles</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>buses</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>train</td>
<td>×</td>
<td></td>
</tr>
</tbody>
</table>

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

Love,
Uncle

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

2.4 In the city

A. Look at this picture for three minutes. Try to remember as much as you can.

B. Now turn to page 66 and answer the questions.

There’s a big lake in Mi Mi’s home town. There isn’t a high school.
3. **have got**

3.1 **Complaining students**

A. **Do you know these words?**

- complain
- dormitory
- mosquito
- rat
- support

B. **These students have just arrived at their new school. They aren’t happy.**

Fill the gaps with *has/have/hasn’t/haven’t got*, and *is/are/isn’t/aren’t*. Use contractions if possible, e.g. *He’s got* (not *He has got*).

- The boys’ dormitory ____ a television or a video.
- We ____ a swimming pool. I want a swimming pool.
- The school ____ a computer teacher, so we can’t learn computer skills.
- The girls’ dormitory ____ a lot of mosquitoes, and ____ many mosquito nets.
- Any computers in the school.
- A big rat in the kitchen. I hate rats.

C. **Listen and check.**

D. **Now listen to their teacher.**

Which student has got wrong information?

---

**3.2 What have you got?**

A. **Read the dialogue.**

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

B. **Use the dialogue to answer the questions.**

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

---

E. **Answer the questions.**

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

Who do you support: the teachers or the students?

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

Have you got...?

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

Make lists.

**I’ve got...**
**I haven’t got...**

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

E. **Tell the class about your partner.**
3.3 Find someone who...

Go around the room and ask questions. Find someone who’s got:
- three brothers
- a watch
- red shoes
- parents from different ethnic groups
- an English story book
- two cats
- a hat

3.4 Describe the people

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

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

3.5 Pairwork: The office


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

How many... are there?
Where’s the...?
Have you got a... in your picture?
Is the... next to/on/under the...?
4. More About there
4.1 In the bedroom

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

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

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

<table>
<thead>
<tr>
<th>Single countable noun</th>
<th>There is no teacher in the class.</th>
<th>There isn’t a teacher in the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural noun</td>
<td>There are no students in the class.</td>
<td>There aren’t any students in the class.</td>
</tr>
<tr>
<td>Uncountable noun</td>
<td>There is no water in the cup.</td>
<td>There isn’t any water in the cup.</td>
</tr>
</tbody>
</table>

They have the same meaning.

B. Look at your classroom. What things are in it?
   Write sentences about the things below, using there is/are (no), e.g.

<table>
<thead>
<tr>
<th>chairs</th>
<th>elephants</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are some chairs.</td>
<td>There are no elephants.</td>
</tr>
</tbody>
</table>


4.2 The town of Wonderville

A. Read the politician’s speech about his town of Wonderville.
   Fill the gaps with the positive or negative forms of there is/are.

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

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

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

B. Listen and check.
5. Transport and Travel

5.1 Vocabulary

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

by bicycle  by elephant

Which ones have you used?

B. Look at the types of transport in your list.
Rank them:
- From fastest to slowest
- From most expensive to cheapest
- From most comfortable to least comfortable

5.2 How to get there

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

'I usually fly. I leave home at 7.30 in the morning. The plane ________ Mingaladon Airport at about 8.30. It ________ in Moulmein by 9.15, so the journey ________ less than one hour. It's expensive - it ________ about $50 - but it's very fast.'

'I go by train, because I like to look at the countryside. I catch the 8.00 train, which ________ Moulmein at 1.00. The train is faster and more comfortable than the bus, and cheaper than the plane. Except that I have to pay foreigner prices! For me, it ________ $25, but people from Burma only ________ 8,000 kyat.'

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

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

<table>
<thead>
<tr>
<th></th>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane</td>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.3 Trains, buses and planes

A. Someone is describing the train journey from Rangoon to Mandalay. Match the first and second halves of the sentences, and write them as a paragraph.

I usually go __________ the night train. It costs __________ at about eight o’clock in the morning. I always catch __________ about fourteen hours. It leaves Rangoon Railway Station __________ by train. It arrives in Mandalay __________ at 6.00pm. The whole journey takes __________ 12,000 kyat.

I usually go by train. It costs...

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

<table>
<thead>
<tr>
<th>Bus</th>
<th>Plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the bus station. 10,000 kyat.</td>
<td>From Mingaladon airport. 50,000 Kyat.</td>
</tr>
<tr>
<td>Morning. Eleven hours. Leaves 5.15am.</td>
<td>Afternoon. One hour. Leaves 3.30pm.</td>
</tr>
<tr>
<td>Arrives 4.15pm.</td>
<td>Arrives 4.30pm.</td>
</tr>
</tbody>
</table>

5.4 How do I get there?

A. If you want to go somewhere, what questions can you ask?

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


C. Listen to the questions, and repeat.

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

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

E. In pairs, practise asking and answering the questions. Use different answers if you like.
F. Neil wants to visit his friend Htoo Aung, who lives in Mae Pa. He phones and asks how to get there. Read the text, then look at Htoo Aung’s answers. What are Neil’s questions?

1. Q: **How do I get to your house**?  
   A: By motorbike, car or linecar.
2. Q: **What**?  
   A: By linecar.
3. Q: ____________?  
   A: 10 baht.
4. Q: ____________?  
   A: About ten minutes.
5. Q: ____________?  
   A: At 6.00 in the morning.
6. Q: ____________?  
   A: On the main road.
7. Q: ____________?  
   A: You can walk.

5.5 A trip to Namhkam

| A. Have you ever been to Namhkam?  
What do you know about Namhkam? |
| B. Read the text.  
Guess the missing information. |

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

5.6 Adjectives to describe transport

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

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

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

3. The tickets cost a lot but they’ve got lovely, large, soft seats. 
   - fast
   - slow

4. They don’t cost much, but they have a lot of accidents. 
   - safe
   - dangerous

5. Sometimes they come and sometimes they don’t, so very few people use them. 
   - unpopular
   - crowded

27 Module 2
B. What journeys do you often make? What type of transport do you use? Complete two more rows of this chart. Leave the other two blank.

<table>
<thead>
<tr>
<th>from</th>
<th>to</th>
<th>transport</th>
<th>takes</th>
<th>cost</th>
<th>adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>the pagoda</td>
<td>the river</td>
<td>on foot</td>
<td>2 hours</td>
<td>free</td>
<td>slow, cheap</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Where do you go? From the pagoda to the river.
How do you get from the pagoda to the river? On foot.
How long does it take? 2 hours.
How much does it cost? It's free.
What's it like? It's slow but it's cheap.

6. Pronunciation: Syllables, stress and schwa

6.1 Syllables and stress

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

<table>
<thead>
<tr>
<th>advantage</th>
<th>separated</th>
<th>interview</th>
<th>cupboards</th>
<th>corner</th>
<th>nationality</th>
<th>mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td>culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 syllables</th>
<th>3 syllables</th>
<th>4 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>advantage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Listen and check.

Most English words have one syllable that is stronger than the others. This is called the stress. Stressed syllables are usually louder, longer and clearer than unstressed (weak) ones. For example, we say ‘TEA-chuh’ (not ‘TEA-CHER’ or ‘tea-CHER’). Stress is a very important part of pronunciation in English. If you don’t get it right, people may not understand you.

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

6.2 /ə/ Schwa

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

A. Listen again, and circle the schwas, e.g. advantage

B. Practise saying the words with a partner.

C. Think: how are stress and schwa related?
7. **Writing: Describing a Place**

7.1 **Conjunctions**

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

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

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

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

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

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

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

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

7.2 **In a place**

A. Read the postcard and identify the following parts of it:
   - Opening
   - Place description
   - Accommodation
   - Present activity
   - Earlier activities
   - Possible plans for later
   - Next meeting between writer and reader
   - Closing

B. Write a description of a place that you know.
   Write about the interesting places that are there (e.g. teashops, restaurants, mountains, temples), and the different ways to get there (e.g. bus, train, boat). Include at least three sentences using and, but, or and so.

---

Dear Mike,

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

Love, Maung Bo

---

Michael Hunt
486a Apple Road
Westown 7510
Northopia
8. Thinking about Learning: Needs and Priorities

8.1 Analyse your needs

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

<table>
<thead>
<tr>
<th>Needs Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
</tr>
</tbody>
</table>

B. Min Zaw is studying English. He works for an HIV prevention organisation. Complete the chart about Min Zaw.

```
<table>
<thead>
<tr>
<th>main purpose</th>
<th>specific situations</th>
<th>skills/knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>read medical reports and magazines</td>
<td>medical vocabulary, reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

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

C. Now do the same for you.

<table>
<thead>
<tr>
<th>main purpose</th>
<th>specific situations</th>
<th>skills/knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8.2 Priorities

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

*weak + important = high priority*

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

What are your English learning priorities?

B. What can you do to improve your priority areas? Make a list of the things you can do. After you have made your list, read the text on page 67.
9. Practice

9.1 Exercises

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

B. What’s in the room?
Here is a living room.
Complete these sentences about it.

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

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

D. there is / have got
Kiki is a very difficult tourist.
She’s visiting your area, and she wants to know what she can do there.
Write the questions.
e.g. airport / got
   Has Mae La Oon got an airport?
   hospital / there
   Is there a hospital?
1. swimming pool / got
2. museum / there
3. teashops / got
4. restaurants / there
5. mountains / there
6. hotel / got
7. disco / got
8. shops / there
Now write the answers to her questions.
e.g. Has Mae La Oon got an airport?
   No, it hasn’t.
   Is there a hospital?
   Yes, there is. It’s on the main street.

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

<table>
<thead>
<tr>
<th>foot</th>
<th>elephant</th>
<th>horse</th>
<th>motorbike</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>truck</td>
<td>bicycle</td>
<td>aeroplane</td>
</tr>
<tr>
<td>camel</td>
<td>taxi</td>
<td>buffalo</td>
<td>cart</td>
</tr>
<tr>
<td>linecar</td>
<td>train</td>
<td>bus</td>
<td>trishaw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>human</th>
<th>animal</th>
<th>motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. Translate
Translate this dialogue into your own language.

Stacey - How do I get to the city?
Aung Ko - I usually go by bus.
Stacey - How much does it cost?
Aung Ko - 40 baht.
Stacey - What time does it leave?
Aung Ko - Every morning at 9am.
Stacey - How long does it take?
Aung Ko - 4 hours.
Stacey - Where does it leave from?
Aung Ko - You can catch it on the main road.

G. Complete the conversation
You want to visit your friend. What do you say? Write the conversation.

2. By bus.
3. Every 30 minutes.
4. About an hour.
5. 200 kyat.

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

1. motor 2 syllable 3 answer
4. complain 5. buffalo 6. neighbourhood

I. Word search
What are these words? Find them in the box.

1. Sorry, I don’t understand. Can you repeat that please?
2. The teacher uses a marker to write on the ___.
3. Can I use your pen? I’ll give it back to you later.
4. I don’t have a computer net in my room.
5. The opposite of ‘safe’.
6. The train is more reliable because the seats are soft.
7. It costs 0 baht. It’s free.
8. How do you say A-N-S-W-E-R?
9. The linecar is not very dangerous. It never arrives on time.
10. I use a dictionary when I don’t know how to spell a word.
11. What does ‘recently’ mean?
12. A whiteboard is a machine you use for maths.
13. The train leaves Rangoon at 7:30 and arrives at 10:30.
14. I don’t like to take the bus. It’s always really dangerous so there are never any seats.
15. It takes one hour to get from my house to school.
9.2 Vocabulary review

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

<table>
<thead>
<tr>
<th>Accident (n)</th>
<th>Crowded (adj)</th>
<th>Narrow (adj)</th>
<th>Request (n, v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation (n)</td>
<td>Discuss (v)</td>
<td>Needs analysis (n)</td>
<td>Result (n)</td>
</tr>
<tr>
<td>Advantage (n)</td>
<td>Dormitory (n)</td>
<td>Of course (adv)</td>
<td>Rubbish (n)</td>
</tr>
<tr>
<td>Analyse (v)</td>
<td>Entertainment (n)</td>
<td>On foot (adv)</td>
<td>Seafood (n)</td>
</tr>
<tr>
<td>Apartment (n)</td>
<td>Flash drive (n)</td>
<td>On time (adv)</td>
<td>Share (v, n)</td>
</tr>
<tr>
<td>At the moment (adv)</td>
<td>Football pitch (n)</td>
<td>Phrasebook (n)</td>
<td>Situation (n)</td>
</tr>
<tr>
<td>Beard (n)</td>
<td>Greetings (n)</td>
<td>Plan (n, v)</td>
<td>Specific (adj)</td>
</tr>
<tr>
<td>Borrow (v)</td>
<td>Home town (n)</td>
<td>Point (n)</td>
<td>Speech (n)</td>
</tr>
<tr>
<td>Building (n)</td>
<td>Human (n, adj)</td>
<td>Pollution (n)</td>
<td>Sunglasses (n)</td>
</tr>
<tr>
<td>Bus station (n)</td>
<td>Identify (v)</td>
<td>Popular (adj)</td>
<td>Support (v, n)</td>
</tr>
<tr>
<td>Carefully (adv)</td>
<td>Imagine (v)</td>
<td>Possible (adj)</td>
<td>Swimming pool (n)</td>
</tr>
<tr>
<td>Choice (n)</td>
<td>Instructions (n)</td>
<td>Poster (n)</td>
<td>Theatre (n)</td>
</tr>
<tr>
<td>Clear (adj)</td>
<td>Journey (n)</td>
<td>Prevention (n)</td>
<td>Transport (n, v)</td>
</tr>
<tr>
<td>Clinic (n)</td>
<td>Lamp (n)</td>
<td>Priority (n)</td>
<td>Trip (n)</td>
</tr>
<tr>
<td>Comfortable (adj)</td>
<td>Linecar (n)</td>
<td>Public (adj, n)</td>
<td>Type (n)</td>
</tr>
<tr>
<td>Complain (v)</td>
<td>Lock (n, v)</td>
<td>Recently (adv)</td>
<td>Whole (adj)</td>
</tr>
<tr>
<td>Countryside (n)</td>
<td>Medical (adj)</td>
<td>Reliable (adj)</td>
<td>Wonderful (adj)</td>
</tr>
<tr>
<td>Crime (n)</td>
<td>Mosquito net (n)</td>
<td>Report (v, n)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

1. What’s Happening Now?

1.1 Imagining

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

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

   I’m travelling to…
   I’m wearing…
   I’m eating…
   I’m drinking…
   I’m feeling…

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

   Where are you going?
   Are you eating?
   What are you eating?
   How are you feeling?
1.2 Bad behaviour

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

<table>
<thead>
<tr>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
</tr>
<tr>
<td>talk</td>
</tr>
<tr>
<td>smoke</td>
</tr>
<tr>
<td>phone</td>
</tr>
<tr>
<td>cry</td>
</tr>
<tr>
<td>drink</td>
</tr>
<tr>
<td>listen</td>
</tr>
<tr>
<td>read</td>
</tr>
<tr>
<td>study</td>
</tr>
<tr>
<td>throw</td>
</tr>
</tbody>
</table>

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

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

C. Play *Keep Talking* with Picture c. The first person says a sentence about the picture. The next person says a different sentence about the picture. Continue until nobody can think of any new sentences.

D. Imagine you are one of the people in Picture b. What are you doing? What are you thinking about? Write about what is happening around you.
1.3 Present simple or continuous?

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

- I’m a greengrocer.
  She sells fruit and vegetables. At the moment, she’s working. She’s helping a customer. She’s selling fruit and vegetables.

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

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

- Do you eat meat? Sometimes, at dinner.
- Are you eating meat now? No, I’m not.

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

1.4 What’s happening in your life?

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

<table>
<thead>
<tr>
<th>study</th>
<th>drink</th>
<th>read</th>
<th>sleep</th>
<th>take medicine</th>
<th>play football</th>
<th>dance</th>
<th>throw water</th>
<th>have fun</th>
<th>go out</th>
<th>work hard</th>
<th>visit friends</th>
</tr>
</thead>
</table>

- I’ve got three big examinations this week. I’m studying every day. I’m not going out a lot.
- Mi Mi’s ill in bed. She’s got malaria.
- It’s the water festival!

B. What’s happening in your life? What are you doing? What are you not doing? Tell the class.
1.5 Listening: We’re busy

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

<table>
<thead>
<tr>
<th>Is s/he...</th>
<th>Woman</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>very busy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>studying for an exam?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>getting ready for visitors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading a novel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moving mats?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking after a sick relative?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking for a new house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking for a job?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Answer the questions.

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

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

1. woman’s is at staying who house the?
2. need house why a she does large?
3. man why the is hard-working?
4. exams are when his?

A large family.
Because a lot of people will come to stay.
He has exams soon.
In three months.

2. Song: Tom’s Diner

2.1 In a diner

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

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

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

B. Match these words with the definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>reflection</td>
<td>to make people think wrong things about you</td>
</tr>
<tr>
<td>shake</td>
<td>to disagree or quarrel with someone</td>
</tr>
<tr>
<td>pour</td>
<td>funny cartoons in newspapers</td>
</tr>
<tr>
<td>argue</td>
<td>to quickly move something from side to side</td>
</tr>
<tr>
<td>pretend</td>
<td>what you see when you look in a mirror</td>
</tr>
<tr>
<td>horoscope</td>
<td>to lift something</td>
</tr>
<tr>
<td>funnies</td>
<td>you pay at this table in a shop</td>
</tr>
<tr>
<td>cathedral</td>
<td>to put water, or other liquid, in something</td>
</tr>
<tr>
<td>hitch</td>
<td>to make something neat, tidy or straight</td>
</tr>
<tr>
<td>straighten</td>
<td>to see and know about something</td>
</tr>
<tr>
<td>stockings</td>
<td>warm clothes women wear over their legs</td>
</tr>
<tr>
<td>counter</td>
<td>a type of fortune-telling, often printed in newspapers and magazines</td>
</tr>
<tr>
<td>notice</td>
<td></td>
</tr>
</tbody>
</table>
C. Listen to the song. Which picture is correct – a or b?

1. ![Picture A]  ![Picture B]

2. ![Picture A]  ![Picture B]

D. Circle the differences between 1a and 1b, and between 2a and 2b.
Make sentences comparing the pictures.
Then compare your answers with another student.

E. Fill the gaps using information from the song.

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

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

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

Start your song with I am sitting in the...
3. There’s Something Happening

3.1 There’s a boy reading a comic

A. Look at the picture.

| There’s a boy reading a comic. | There are some girls. They’re talking. |

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

3.2 Buildings you know

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

a. There’s a dog sleeping in the corner.

b. There’s a teacher writing on the blackboard.

c. There are some students sitting quietly.

d. There’s a woman picking up her pen.

e. There’s a man wearing a white shirt.

f. There are some people walking around outside the classroom.

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

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

Partner A: look at this picture.
Partner B: look at the picture on page 68.

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

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

4. Eating and Drinking
4.1 What do you eat?

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

- yellow beans
- fishpaste
- pork
- fish
- salt
- eggs
- cooking oil
- cabbage
- carrots
- bananas

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

<table>
<thead>
<tr>
<th>I often eat...</th>
<th>I don’t often eat...</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>natural</th>
<th>manufactured</th>
</tr>
</thead>
</table>
D. Have a group brainstorm competition about food. In groups, list as many types of food as you can.

E. What questions can you ask about food? Make a list of questions.
   What’s your favourite food?

F. Ask and answer your food questions in pairs.

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

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

4.2 Pizza and pasta

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

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

<table>
<thead>
<tr>
<th>cheese</th>
<th>tomatoes</th>
<th>eggs</th>
<th>noodles</th>
<th>garlic</th>
<th>oil</th>
<th>peppers</th>
<th>spices</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggplant</td>
<td>meat</td>
<td>mushrooms</td>
<td>flour</td>
<td>onions</td>
<td>carrots</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Listen to the audio. A man is describing how to make pizza and pasta. Which ingredients are for pizza? Which ingredients are for pasta?

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

4.3 Recipes

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

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

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix</td>
<td>the oil and the onions</td>
</tr>
<tr>
<td></td>
<td>the fish</td>
</tr>
<tr>
<td>chop</td>
<td>three eggs and some sugar</td>
</tr>
<tr>
<td></td>
<td>the lemon juice</td>
</tr>
<tr>
<td>cook</td>
<td>some salt</td>
</tr>
<tr>
<td></td>
<td>the water in the pot</td>
</tr>
<tr>
<td>add</td>
<td>small, round cakes</td>
</tr>
<tr>
<td>put</td>
<td>the flour with the chilli and potatoes</td>
</tr>
<tr>
<td>make</td>
<td>bean curry</td>
</tr>
<tr>
<td>boil</td>
<td>the garlic to the sauce</td>
</tr>
</tbody>
</table>

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

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

First, chop the cabbage and mix it with the sugar and the chilli...
5. **More Food**

5.1 **Food and containers**

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

B. What food and drink can you get in these containers?
   
   Match the possible pairs.

   - A bottle of... *biscuits* *oil* *flour*
   - A can of... *rice* *milk* *coffee*
   - A packet of... *tomatoes* *honey*
   - A bag of... *cigarettes* *tea*
   - A jar of... *sweets* *fishpaste*
   - A carton of... *salt* *fish*

5.2 **Food and health**

A. Think of a shop you know, and make a list of food and drink you can buy there. What containers do they come in? Include these on the list.
   
   *bottles of lemonade*

B. Are these foods and drinks *good for you* (healthy) or *bad for you* (unhealthy)?
   
   Put them into three categories: healthy, not very healthy and unhealthy.

<table>
<thead>
<tr>
<th>health</th>
<th>not very healthy</th>
<th>unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>(eat a lot of this)</td>
<td>(eat some of this, but not a lot)</td>
<td>(don’t each much of this)</td>
</tr>
</tbody>
</table>

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

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

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

5.3 **Roleplay: In the shop**

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

B. The customers try to buy their things from the shop. If the shopkeeper has got it on their lists, they can sell it to the customer. If the shopkeeper hasn’t got it on their list, the customers can’t buy it at that shop, and have to go to a different shop. Try to buy all the things on your list.
6. Likes and Dislikes
6.1 What does Mel like?
A. This is Mel. She’s going to talk about her likes and dislikes.
What do you think she likes?
Tick the things you think Mel likes.
- walking
- coconut juice
- dogs
- durian
- travelling
- spending time with her mum
- selfish people
- pollution

B. Listen and check.

C. What does she say about each thing? Listen again, and write the phrase that she uses.
- walking: I like walking
- travelling
- coconut juice
- spending time with her mum
- washing dishes
- dogs
- selfish people
- durian
- pollution

D. Rank them from love to hate.

6.2 What do you like?
A. Match the faces to the phrases.

B. Make true sentences about yourself.
Use these words and phrases:
1. fishpaste
2. playing football
3. the hot season
4. reading
5. doing homework
6. mosquitoes
7. swimming
8. pop music
9. English class

6.3 Elizabeth’s problem
Elizabeth lives in Rangoon. She has a problem. She wants your opinion.

A. Read about Elizabeth’s problem.

B. Work in groups. What is Elizabeth’s problem? What can she do? Give her some suggestions.
6.4 Questionnaire: What type of person are you?

A. Do you know these adjectives? ambitious fun relaxed
   Do you think you are ambitious, fun or relaxed? You can be more than one!

B. Answer this questionnaire about yourself. Use a dictionary if necessary.
   For each answer, give yourself points:

<table>
<thead>
<tr>
<th>Do you like...</th>
<th>Do you like...</th>
<th>Do you like...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. studying?</td>
<td>1. going to parties?</td>
<td>1. sleeping?</td>
</tr>
<tr>
<td>2. making money?</td>
<td>2. gossip?</td>
<td>2. eating sweets?</td>
</tr>
<tr>
<td>3. going to meetings?</td>
<td>3. sports?</td>
<td>3. watching movies?</td>
</tr>
<tr>
<td>4. listening to the news?</td>
<td>4. visiting friends?</td>
<td>4. listening to music?</td>
</tr>
<tr>
<td>5. exercise?</td>
<td>5. jokes?</td>
<td>5. hammocks?</td>
</tr>
<tr>
<td>Total score _____</td>
<td>Total score _____</td>
<td>Total score _____</td>
</tr>
</tbody>
</table>

C. Add up your scores. The left column is ambitious. The middle column is fun. The right column is relaxed. Which is your highest score?

D. Compare your scores with a partner. What is his or her highest score?
   Tell someone else about your partner.

7. Writing: Describing a Process

7.1 Giving instructions

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

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

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

   What tense are the verbs in a-e?

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

How to stay healthy

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

1. Eat lots of fruit and vegetables.

D. Write three more instructions on how to stay healthy.
7.2 Signal words

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

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

B. Put the following steps in the correct order.

How to do well in a job interview

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

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

8. Thinking about Learning: Resources
8.1 Resources for language learning

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

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

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

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

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

Total ______

Is this more or less time than you thought?
9. Practice
9.1 Exercises

A. The present continuous

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

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

Su Htet: Hello, dear. Is everything alright?

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

B. Present simple or continuous?

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

<table>
<thead>
<tr>
<th>behave</th>
<th>sleep</th>
<th>help</th>
<th>fight</th>
</tr>
</thead>
<tbody>
<tr>
<td>wash</td>
<td>watch</td>
<td>kick</td>
<td>cook</td>
</tr>
</tbody>
</table>

Lily usually helps her parents. But she ______now. She ______television.

Min Ko is a quiet child. He usually sleeps in the afternoon. However, he ______now. He ______with the dog.

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

Su Htet usually ______dinner. She enjoys cooking, and she’s a good cook. But she’s not cooking tonight.

Robert ______. He doesn’t usually cook. He ______the dishes after dinner.

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

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

C. Write the questions

Here are some answers. Write the questions.

1. Who is looking after the children today?
   Robert.

2. __________?
   He’s kicking Robert.

3. __________?
   They’re fighting.

4. __________?
   She’s a nurse.

5. __________?
   No, she’s working today. Robert’s looking after the children.

6. __________?
   It’s 7.00.

7. __________?
   Three children: Chit Po, Min Ko and Lily.
D. Crossword: Verb + -ing
Complete the crossword. All the answers end in -ing.

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

**Across**
2. ‘Where are you _______?’  ‘To the cinema.’
4. They’re _______ with their relatives.
7. I’m _______ a poster for history homework.
9. There’s someone _______ on the phone at the moment – you can use it soon.
11. He’s putting on his clothes. = He’s _______ dressed.
13. There’s a girl _______ her bike in the park.
14. Are you _______ a good time?
15. ‘Why is that man _______?’  ‘He’s trying to catch the bus.’

**Down**
1. He can’t come out. He’s _______ his homework.
3. She’s sick. She’s _______ in bed.
5. He’s _______ the children to school in the car.
6. That boy’s _______ a cigarette!
8. They’re standing at the bus stop. They’re _______ for a bus.
10. She’s _______ a book in the living room.
12. ‘Slow down! You’re _______ too fast!’

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

```
fish paste pepper
bean oin og oaat
quq prices eat potato
chick engbaar
arlsdaerbyr
kelosthfaaaoa
epicarlicdec
jphielsdoon
tecmtomatocb
kpnlimoorhsum
```

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

G. Likes and dislikes
Make sentences about Lu Lu Aung’s likes and dislikes.

1. dogs
   She hates dogs.
2. living in the city
3. her job
4. cleaning her house
5. papayas
9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know.
Write a translation for each word. List the words you don’t know.

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
<th>C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice (n)</td>
<td>eggplant (n)</td>
<td>manufactured (adj)</td>
</tr>
<tr>
<td>ambitious (adj)</td>
<td>excited (adj)</td>
<td>meat (n)</td>
</tr>
<tr>
<td>attend (v)</td>
<td>explain (v)</td>
<td>meeting (n)</td>
</tr>
<tr>
<td>behaviour (n)</td>
<td>feel (v)</td>
<td>mind (v, n)</td>
</tr>
<tr>
<td>bilingual (adj)</td>
<td>flat (adj)</td>
<td>mushroom (n)</td>
</tr>
<tr>
<td>biscuit (n)</td>
<td>floor (n)</td>
<td>natural (adj)</td>
</tr>
<tr>
<td>bottle (n)</td>
<td>flour (n)</td>
<td>noodles (n)</td>
</tr>
<tr>
<td>breathe (v)</td>
<td>fun (n)</td>
<td>notice (v, n)</td>
</tr>
<tr>
<td>cabbage (n)</td>
<td>garlic (n)</td>
<td>novel (n)</td>
</tr>
<tr>
<td>carton (n)</td>
<td>gossip (n, v)</td>
<td>nowadays (adv)</td>
</tr>
<tr>
<td>cheese (n)</td>
<td>herbs (n)</td>
<td>oil (n)</td>
</tr>
<tr>
<td>cheroot (n)</td>
<td>hold (v)</td>
<td>onion (n)</td>
</tr>
<tr>
<td>chop (v)</td>
<td>hope (v)</td>
<td>opinion (n)</td>
</tr>
<tr>
<td>comic (n)</td>
<td>ingredients (n)</td>
<td>packet (n)</td>
</tr>
<tr>
<td>compare (v)</td>
<td>issues (n)</td>
<td>peppers (n)</td>
</tr>
<tr>
<td>container (n)</td>
<td>jar (n)</td>
<td>pick up (v)</td>
</tr>
<tr>
<td>continue (v)</td>
<td>joke (n, v)</td>
<td>pour (v)</td>
</tr>
<tr>
<td>customer (n)</td>
<td>lecture (n)</td>
<td>pretend (v)</td>
</tr>
<tr>
<td>definition (n)</td>
<td>lettuce (n)</td>
<td>questionnaire (n)</td>
</tr>
<tr>
<td>dishes (n)</td>
<td>liquid (n)</td>
<td>real (adj)</td>
</tr>
</tbody>
</table>

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

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

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

I tidied my desk before I left work today.
Module Four

the past simple – famous people – time expressions – in a house –
adverbs of degree – restaurants – na

1. What Happened?
1.1 Famous people

A. Do you know any of these people? What do you know about them? Who is who?

Muhammad Ali       Sirimavo Bandaranaike       Wangari Maathai       Simon Bolivar
Nelson Mandela       Britney Spears       Marie Curie       Che Guevara

B. Match each person with what they did, and fill the gaps.

1. **Britney Spears** sang ‘Whoops I did it Again’.
2. ____________ fought revolutions in South America in the 1950s and 1960s.
3. ____________ liberated six South American countries from colonialism.
4. ____________ won the world heavyweight boxing championship nine times.
5. ____________ struggled to end apartheid in South Africa.
6. ____________ received the Nobel Peace Prize in 2004.
7. ____________ was the world’s first woman prime minister.
8. ____________ discovered radium.

C. Look at the verbs used in B. What tense are these verbs? What is the base form of these verbs?
Which verbs are regular, and which are irregular?
1.2 Listening: Dee Dee and the kangaroo

A. You are going to hear a joke about a man, Dee Dee, and a kangaroo. Here are some pictures about the story, but they are not in order. Work in groups. What do you think happens in the story?

B. Listen to the joke and put the pictures in order.

C. In groups, retell the story.

1.3 Prediction: Nelson Mandela

You are going to read a text about Nelson Mandela. The text contains these words and phrases:

- struggled...
- apartheid...
- law in the 1940s...
- participated in student action...
- South Africa’s first black law firm...
- the military wing of the African National Congress...
- arrested him in 1962...
- 30 years in prison...
- got out of prison in 1990...
- ended in 1994...
- black people voted...
- first black president...
- from 1994 to 1999.

A. Work in groups. Do you understand the words and phrases? Use a dictionary if necessary.

B. What do you think the text will say about Nelson Mandela? Write a paragraph using the words and phrases in the box. Begin like this:

Nelson Mandela struggled to end apartheid in South Africa. He...

C. Read the text on page 68. How good were your predictions?

2. Questions and Answers about the Past

2.1 Simon Bolivar

A. Here is some more information about Simon Bolivar.

Simon Bolivar fought against _______________. He was born in 1783 in Venezuela. He fought against the Spanish from 1813 until _______________. He was made _______________ of the countries he liberated. He had many problems _______________ and eventually _______________. He died in 1830. People in many different countries respect him, and Bolivia is named after him.

What information is missing? What questions do you need to ask to get this information?
2.2 An interview about yesterday

A. You are going to interview your partner about yesterday. Make yes/no questions using the verb in italics and one of the words or phrases on the right.

- drink: tea, coffee, water...?
- go to: the cinema, the library, the shop...?
- visit: your friend, your auntie, the teacher...?
- eat: ice-cream, fishpaste, beans...?
- listen to: the news, English music, Burmese music...?
- do: your homework, the dishes, a crossword...?
- go: swimming, dancing, shopping...?
- speak: Chinese, English, Mon...?
- have: a wash, a party, dinner...?
- play: chess, football, the guitar...?
- be: happy, bored, angry...?

B. Listen to the interview.

C. Interview some classmates about yesterday. Use your ten questions.

2.3 be and do in the past

A. Complete these sentences in the past simple.

1. Ko Ko _____ a student last year.
2. Some dinosaurs _____ very large.
3. ____ you awake at 11pm yesterday?
4. ____ you finish your essay last night?
5. Ma Sein _____n’t brush her teeth.
6. Aung Aung _____n’t very happy yesterday.

B. Complete the rules.

1. The form of the verb to be in the past simple is
   • __________ with I, s/he and it.
   • __________ with you, we and they.
2. In questions we use:
   • __________ with nouns and adjectives.
   • __________ with verbs.
3. In negative statements, we use:
   • __________ with nouns and adjectives.
   • __________ with verbs.

C. Fill the gaps with the correct form of be or do. The sentences are all in the past simple tense.

1. ____ he go to the shop?
2. ____ you tired in the meeting?
3. She _____n’t like the party yesterday.
4. Ma Ma and Kyi Than _____n’t go to the wedding because they _____ busy.
5. My grandfather _____ very lazy. He _____n’t work.
6. Daw Win _____ a doctor last year, but now she’s a businesswoman.
7. Thibaw Min _____ King from 1878 to 1885.
8. _____ Jenny sick yesterday? I _____n’t see her at the market.
9. He _____n’t a student last year. He worked in his father’s shop.
2.4 Wangari Maathai
A. Read the information about Wangari Maathai. Why do you think she won the Nobel Peace Prize?

Wangari Maathai received the Nobel Peace Prize. She was born in Kenya in 1940. She taught at university, and joined the National Council of Women of Kenya. She founded the ‘Green Belt’ movement. She spoke at the United Nations several times, and became an MP.

B. There is not much information in this text. What other things could you ask about Wangari Maathai? Work in groups, and make a list of questions about her.

Where…? When…? What…? Was…? Did…?

4.3 C. Listen to the audio. Did you hear the answers to any of your questions?

2.5 Pairwork: Asking about Che Guevara
Work in pairs. Partner A: look at this page. Partner B: look at page 68.

A. Read the text about Che Guevara. Use a dictionary if necessary. There is some information missing from the text. What questions do you need to ask to get this information?


Che Guevara fought revolutions in _____________(1). He trained as a doctor in Argentina, but took up guerilla warfare in _____________(2). He wanted better conditions for poor people of the world. He worked with _____________(3), and they created a communist government in Cuba. He left Cuba in 1966, and went to _____________(4). He taught guerilla warfare skills to local groups in these countries. The Bolivian government caught and killed him in 1967.

B. Ask your partner the questions, and write the answers in the text.

2.6 More information
A. Here are some sentences about Sirimavo Bandaranaike, Britney Spears and Marie Curie. Match the information with the people.

1. She studied physics at university in Paris.
2. She performed in the TV show ‘Mickey Mouse Club’.
3. When she was 17, she made a record called ‘Baby One More Time’.
5. She met her husband at university.
6. She made three other successful records.
7. She was on TV when she was young.
8. Sri Lankans elected her prime minister three times.
9. Her husband died in 1906.
11. She married a dancer.
12. She won two Nobel Prizes, for chemistry and physics.

B. Your teacher will give some students more information about these three women. Ask them yes/no questions about the women to check your guesses.
2.7 Past time expressions

It is now the afternoon of Friday the 15th of September. Here are some parts of a man’s diary.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday March 15</td>
<td>To Pyay</td>
</tr>
<tr>
<td>Friday September 8</td>
<td>Clinic 9am</td>
</tr>
<tr>
<td>Thursday September 14</td>
<td>Meeting 3.30pm, Dinner at restaurant 8pm</td>
</tr>
<tr>
<td>Wednesday September 6</td>
<td>Party 9.00pm</td>
</tr>
<tr>
<td>Wednesday September 13</td>
<td>Mum and Dad</td>
</tr>
<tr>
<td>Friday September 15</td>
<td>Tea with John 10am</td>
</tr>
</tbody>
</table>

A. Complete these sentences with a past time expression. Use one word or phrase from Box 1 and one from Box 2 to make the time expressions. You can use the words and phrases more than once.

1. He attended a meeting **yesterday afternoon**.
2. He went to a party
3. He saw a medic
4. He travelled to Pyay
5. He visited his parents
6. He had dinner at a restaurant
7. He had tea with John

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>six months</td>
<td>afternoon ago</td>
</tr>
<tr>
<td>yesterday</td>
<td>morning</td>
</tr>
<tr>
<td>last</td>
<td>week</td>
</tr>
<tr>
<td>two days</td>
<td>night</td>
</tr>
<tr>
<td>a week</td>
<td>six months</td>
</tr>
<tr>
<td>this</td>
<td>two days</td>
</tr>
</tbody>
</table>

B. In pairs, ask and answer questions using the time expressions in A.

2.8 When did you last...?

A. Listen to Ko Shwe answering these questions. Write his answers in the table.

<table>
<thead>
<tr>
<th>When did you last...</th>
<th>Ko Shwe</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. go on holiday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. go to a restaurant?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. go to the movies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. play sport?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. go to a party?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. visit friends or relatives?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Listen to the audio. How often does Ko Shwe go out? Mark his position on this scale.

C. Work in pairs. Interview your partner, and write their answers on the table. Mark your partner on the scale. People who go out a lot and like meeting people are **sociable**. Who is the most sociable person in the class?
3. Pronunciation: Past Simple Verb Forms
3.1 Verb endings

A. These pictures tell the story of a schoolboy called Maung Maung. What order do the pictures go in?

B. Here is Maung Maung’s story. Put each verb into the past simple.

Maung Maung was a good student.

1. Teachers always _________ (like) Maung Maung.
2. He _________ (work) hard at school.
3. He always _________ (finish) his work first.
4. He always _________ (answer) questions correctly.
5. He _________ (remember) all his lessons.
6. The other students _________ (hate) Maung Maung.
7. One day, they _________ (decide) to get revenge.
8. They _________ (roll) a piece of paper into a ball.
9. They _________ (wait) for the teacher to turn his back.
10. They threw the paper ball and it _________ (land) on the teacher’s head.
11. The teacher was really angry. He _________ (shout) at the class.
12. ‘WHO DID THAT?’ He _________ (ask).
13. All the students _________ (point) at Maung Maung.
14. But the teacher _________ (trust) Maung Maung.
15. The teacher _________ (punish) the other students.

C. How do you pronounce the endings of these past verbs? -t, -d or -ed? Put a tick in the correct column.

D. Listen and check.

E. Close your book. In groups, tell Maung Maung’s story.
3.2 Pairwork: Two truths, one lie

A. Think of three sentences about yourself in the past simple. Two sentences should be true, one should be a lie.
B. Tell your sentences to your partner. Can they identify your lie? Can you identify their lie?
C. Change partners, and tell your three sentences to another person.

3.3 3-2-1: Your life story

A. You are going to speak for three minutes about yourself. What can you talk about? Think about it. Make a mind map, e.g.

```
ME

education

interests

family

grandparents

 history

born in...

primary

?```

B. Work in pairs. Tell your life story to your partner. You must talk for three minutes.
C. Change partners. Now tell your life story in two minutes.
D. Change partners again. Now tell your life story in one minute.

4. In the House
4.1 Vocabulary: What’s in your house?

A. What furniture do you know? What other things do people have in their houses?
   - drawers
   - frying pan

B. What rooms do you usually put them in. Make lists.

<table>
<thead>
<tr>
<th>kitchen</th>
<th>bedroom</th>
<th>living room</th>
<th>bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>frying pan</td>
<td>bed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. What is this furniture made of? Put it into categories.

<table>
<thead>
<tr>
<th>wood or bamboo</th>
<th>metal</th>
<th>plastic</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>basket</td>
<td>fork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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4.2 Describing rooms

A. What adjectives can you use to describe rooms? Do you know the adjectives below? What are their opposites?

- cool
- spacious
- messy
- dark
- clean
- comfortable
- large

B. Which of the adjectives in A can describe the following? Some adjectives can describe more than one.

1. a room
2. a table
3. a cooker

C. Read what these people say about their houses.

D. Listen to the people talking. Their descriptions are a little different from the texts in C. For each text, find five differences from the spoken descriptions.

4.3 Pairwork: Listen and draw

A. Listen to the description of the room. Draw it.


4.4 Adverbs of Degree

5.1 How short are they?

A. These people are all short. Read the text, and identify who is who.

Ni Ni is extremely short – she’s only 1 metre tall. Johnny is also really short, but he’s taller than Ni Ni. He’s 1m 15 cm. Roi Ja is very short – she’s 1 m 20 cm. Dennis is fairly short – he’s 1 m 40 cm. U Zagara is quite short too – he’s 1m 50 cm. He’s not very tall, anyway.

B. Which words and phrases in the text are adverbs of degree?
C. Put the phrases from B in order, from tallest to shortest.

Dennnis grew up and became a businessman. He's now very rich. He's got a really big house and a nice car. Sai Leik grew up and became a farmer. He's quite poor, but he's got enough money. He's got a fairly small house, and a very old motorbike. He likes his life – he has a very happy family.

One day, Sai Leik wrote to Dennis, and invited his family to come and visit…

D. Answer these questions.
1. How tall is Khin Khin? She's quite short.
2. How tall are you?
3. How clever is your teacher?
4. How far is it to Myitkyina?
5. How hungry are you?
6. How dangerous are mosquitoes?
7. How big is your home town?
8. How interesting is this lesson?

Do you know any other adverbs of degree?

5.2 Relatives from the city

A. Look at the picture. What is happening?

B. Read the text.
C. The visit is finished. Dennis and his family left ten minutes ago, and Sai Leik is discussing the visit with his wife, Ma Ma Than. Read the conversation, and fill the gaps with an adverb or an adjective. More than one answer is possible for some of them.

Sai Leik: Well, darling! What did you think?
Ma Ma Than: That was a really _______ car. I think it was very expensive!
Sai Leik: Yes, he told me it cost three hundred million kyat.
Ma Ma Than: His wife is _______ pretty. How old is she?
Sai Leik: She's very _______ - Dennis told me she's only 25.
Ma Ma Than: She was _______ rude. She said our house is _______!
Sai Leik: She's _______ beautiful, but not very _______.
Ma Ma Than: The daughter was funny! She asked so many questions - she didn't know what a goat was! She asked me how to plant paddy.
Sai Leik: She's _______ clever. Dennis told me she won the top student prize at her school.
Ma Ma Than: And the little boys are lovely.
Sai Leik: Yes, but really _______ as well! They threw stones at the ducks.
Ma Ma Than: So, do you want to move to the city?
Sai Leik: Never! I like our beautiful farm! We are very _______ here. Dennis never smiled, and he always talked about money, money, money…
Ma Ma Than: Will we see them again?
Sai Leik: Well, he invited us to the city next month. Do you want to go?

D. Dennis and his wife, Fifi, are driving home. Write their conversation about Sai Leik’s house.

6. Restaurants
6.1 In a restaurant

A. What do you do in a restaurant? Have you ever been to a restaurant? B. Look at the picture. Who are the people? What are they doing?

Useful Vocabulary
waiter customer menu order bill

4.8 C. Listen to the conversations. Which conversation goes with which picture?

D. Listen to the audio again, and practise the conversations in pairs.

E. Translate the conversations into your language.
6.2 What’s on the menu?

A. Look at this menu. Do you know all this food and drink?

B. Answer these questions about this restaurant.
1. What food can vegetarians eat?
2. What is the cheapest drink?
3. What is your favourite food on the menu?
4. What is your favourite drink on the menu?

C. Work in pairs. One person is a waiter, and the other is a customer. Practise conversations using the menu.

6.3 Roleplay

A. Work in groups of three or four. Design a menu for your restaurant. Choose the food that you want to sell, and how much it costs. Be creative – you can make your menu as interesting as you like!

B. Do a roleplay. One person is a waiter, the others are customers. Make conversations ordering food and requesting the bill. Perform your conversation to the class.

7. Writing: Telling a Story

7.1 Adverbs

A. Circle the adverbs in this story.

It was raining heavily as Gam Hpang walked carefully across the slippery bamboo bridge. He looked down the path, and saw me sitting under a tree. He waved, and called out happily, ‘Let’s make a cup of tea!’ in Chinese. Gam Hpang speaks Chinese fluently, and he’s teaching me. I’m a fairly slow student. Suddenly, we saw a man carrying a dangerously heavy load towards the old bridge. ‘Be careful!’ Gam Hpang cried loudly, but the man didn’t understand. I thought quickly. Perhaps he spoke Chinese? I called out to him ‘SIU SUM!’ Fortunately, he understood. He stopped immediately, and looked at me thankfully.

B. Rewrite this paragraph without adverbs. Is it still correct? What do you notice about it?
Adverbs tell us about a verb, adjective or another adverb. An adverb of manner tells us how somebody does something or how something happens. Many adverbs of manner are made from an adjective + ly:
quick—quickly  bad—badly  happy—happily  careful—carefully  terrible—terribly

7.2 Storytelling

A. Here are some common adverbs. Match them with their synonyms or definitions.

- especially
- fortunately
- approximately
- unnecessarily
- immediately
- exactly
- unfortunately
- eventually / finally

most importantly
unluckily
no more and no less than
right now
after a long time; in the end
about
luckily
without a need

B. Complete the following story with the adverbs from the box. Use each adverb once only. Use a dictionary if necessary.

Yesterday I was in the market. As I looked at some vegetables, a man 1.____ came up behind me, put his hand into my bag and took my wallet. I 2._____ tried to catch him, but he ran 3._____ through the crowd. I shouted 4._____ for someone to stop him, but he was very fast. 5._____, someone pushed him and he fell to the ground. I went over to him and took back my wallet. I was lucky. In my bag was 6._____ 200 dollars – my mother gave me this money to buy a new TV. 7._____ I bought the vegetables and the TV and went home to tell my family.

C. Read this story. There are some adverbs beside each line. Decide where the adverbs can go in the line, and write them in.

really
especially
finally
unfortunately
exactly
unnecessarily
approximately
eventually
immediately

Kyaw Kyaw wanted to live with his favourite uncle in the city. He liked his uncle's house, he liked his uncle's shop and he liked his uncle's lifestyle. There were so many things to do in the city.

When Kyaw Kyaw graduated from high school, his parents sent him to stay with his uncle. His uncle couldn't meet him at the bus station, but Kyaw Kyaw had the address of his uncle's apartment. He asked the bus driver how far the apartment was, and the driver replied that it was five kilometres from the station. He didn't want to spend money on a taxi, as he didn't have a lot of money. He walked for three hours, and it started raining. He was very cold and wet when he got to his uncle's apartment. He thought, 'This place is horrible. I want to go back home'.

D. Write your own story. Start by thinking about these things.

1. Where and when did it happen?
2. Who was there?
3. What happened?
4. What was the final result?

Here are some ideas:
- Write about a time in your life when something went wrong (an accident, a misunderstanding...).
- Write about a surprising event in your life (won a prize, fell in love...).
- Write about the happiest day of your life.
8. Thinking about Learning: Vocabulary (1)

8.1 How do you feel about learning vocabulary?

A. Leah and Htet Khaing have different feelings about learning English vocabulary.

I really like learning new words. I think it’s so important if you want to express yourself well.

Leah, Israel

I don’t think it’s necessary to learn lots of new words. I can always get round it somehow if I don’t know the exact word.

Htet Khaing, Burma

Who thinks what?

______________ doesn’t need so many words. S/he uses the words s/he knows in all situations.

______________ wants a wide vocabulary, so s/he can say exactly what s/he means.

B. Who are you similar to? How do you feel about learning English vocabulary?
Discuss in groups.

8.2 Active and passive vocabulary

A. How many words do you think an average educated native speaker of English can understand?

2,000  5,000  10,000  20,000  50,000

200,000  500,000

B. How many words do you think an average educated native speaker of English can use?

2,000  5,000  10,000  20,000  50,000

200,000  500,000

C. How many words do you think you can use in your own language?
What other languages can you speak? How many words do you think you can use in each?

8.3 Knowing a word

A. What do you think ‘knowing’ a word means?
Look at this list:

1. to understand it when it is written and/or spoken
2. to remember it when you need it
3. to use it with the correct meaning
4. to use it with the correct grammar
5. to pronounce it correctly
6. to know which other words you can use with it
7. to spell it correctly
8. to use it in the right situation

It depends on whether you want to understand it passively or use it actively.

Passive vocabulary: When you hear or read it, you understand it.

Active vocabulary: You can use it when speaking or writing.

B. Here is a list of words and phrases. Find out their meanings and then decide, for each one, which of points 1 to 8 are important to you. You may decide that you don’t need to know some of these words at all.

spokesperson to knit Look out! spanner beneficial twerp

C. Compare your decisions with other students.

D. What kinds of words do you think would be most useful for you to learn? Why?
9. Practice

9.1 Exercises

A. Past simple story

This is the popular English children’s story ‘Goldilocks’.

i. Fill the gaps with the correct forms of the verbs in the box. You can use some verbs more than once.

<table>
<thead>
<tr>
<th>try</th>
<th>live</th>
<th>be</th>
<th>cook</th>
<th>look</th>
<th>go</th>
<th>knock</th>
<th>put</th>
<th>eat</th>
<th>see</th>
</tr>
</thead>
</table>

Once upon a time there (1)_____ three bears: Father Bear, Mother Bear and tiny little Baby Bear. They (2)_____ in a great big wood. One day, Father Bear (3)_____ a delicious soup for the family and (4)_____ it into bowls: a large bowl for Father Bear, a medium bowl for Mother Bear and a little bowl for Baby Bear.

To give the soup some time to cool down, the three bears (5)_____ for a walk.

Goldilocks (6)_____ near the Bear family. She (7)_____ to the house of the three bears. She (8)_____ at the door. She (9)_____ through the windows. But the Bears (10)_____ not there. So Goldilocks (11)_____ inside.

In the kitchen Goldilocks (12)_____ the soup. She (13)_____ very hungry, so she (14)_____ the soup in the large bowl – too hot. The soup in the medium bowl (15)_____ too cold, but the soup in the little bowl (16)_____ delicious and Goldilocks (17)_____ it all.

ii. Fill the gaps with the correct forms of the verbs in the box – some are positive and some are negative. You can use some verbs more than once.

<table>
<thead>
<tr>
<th>fall</th>
<th>like</th>
<th>arrive</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>go</td>
<td>be</td>
</tr>
</tbody>
</table>

Goldilocks (1)_____ three chairs. She (2)_____ in the large chair because it (3)_____ too hard. She (4)_____ the ordinary chair either – too soft. She (5)_____ the little chair, so she (6)_____ on it. Unfortunately it (7)_____ into pieces.

Goldilocks suddenly (8)_____ very tired. The large bed and the medium bed (9)_____ comfortable. The little bed, however, (10)_____ fine. Goldilocks (11)_____ asleep.

After a while, the three bears (12)_____ home. They (13)_____ Goldilocks in Baby Bear’s bed. They (14)_____ very angry and (15)_____ loudly. Goldilocks (16)_____ outside and (17)_____ until she got home. She (18)_____ to the Bears’ house again.

B. Positive and negative

San San Aye and her husband, Aung Mon, never do the same things on the same day.

For example, yesterday

San San Aye listened to the radio.
Aung Mon didn’t listen to the radio.

What else happened (or didn’t happen) yesterday?

1. Aung Mon didn’t have a shower.
2. San San Aye went to the shops.
3. Aung Mon made a cake.
4. San San Aye didn’t watch television.
5. Aung Mon didn’t read the newspaper.
6. San San Aye didn’t lose her umbrella.
7. Aung Mon took the dog for a walk.
8. Aung Mon didn’t ride the motorbike to work.
9. San San Aye didn’t wear green trousers.

C. Questions and answers

Write the wh- questions.

1. Did you eat at 6.00? at 6.30? at 8.00?
2. Did you eat in a restaurant? in a teashop? at home?
3. Did you eat tofu curry? chicken soup? mohinga?
4. Did you eat alone? with your family? with Si Si?
5. Did it cost 100 kyat? 200 kyat? 550 kyat?
6. After dinner, did you see a movie? go for a walk? go home?
7. Did you go home by bus? by car? on foot?
8. Did you get home at 8.30? 9.30? 12.00?

D. Conversation gap-fill

Complete the conversation. Use the past simple tense.

Paw Paw : (I / go / Bangkok) __________

last month.

Than Than Win: Really? (you / have) __________
good time?

Paw Paw: Yes, (it / be) __________ very

interesting.

Than Than Win: (where / you / stay) __________

in a hotel?

Paw Paw: No, (I / stay) __________ in a

friend’s house.

Than Than Win: And (what / you / do) __________

me to the palace, but (we / not / see) __________
the king.
E. Past time expressions

This is Nang Seng’s diary. Now is 3pm on May 23. Fill the gaps.

1. Three months __________ she went to a wedding.
2. ____ month she moved house.
3. ____ week she visited her aunt.
4. ____, she bought some books.
5. Yesterday _____ she had a meeting.
6. _____ night she caught a bus to Bago.
7. _____ morning she had breakfast with Daw Lay.

G. Sentences about houses

Put these words in order to make sentences.

1. house there two in bedrooms my are
2. and spacious bedroom our is comfortable
3. got a we’ve of large wood bed made
4. metal a the window bookshelf under there’s
5. flowers of a table vase on usually the I put
6. very room always is the tidy

H. In the restaurant

Fill the gaps in this dialogue.

Customer: ________ me, have you got any fish today?
Waiter: Yes, __________. We’ve got fried fish, fish soup and fish curry.
Customer: I’ll have the fish curry.
Waiter: OK. Would ____________?
Customer: A small _________ of beer, please.
Waiter: 25 baht.
Customer: Mmm, ________ is the cake?
Waiter: _____________.
Customer: OK, _________ some chocolate cake.

I. Crossword

Across
1. Simon Bolívar __________ to end colonialism.
2. ______ was the first woman prime minister of Sri Lanka?
3. The bedroom is really __________ and comfortable.
4. I don’t like visiting my parents and other ______.
5. Nelson Mandela spent 30 years in ______.
6. There’s lots of room in my house – it’s quite ______.
7. The ______ ordered a fish curry with rice.
8. The opposite of old.
9. I ______ the newspaper before I went to bed last night.

Down
1. A person who enjoys meeting other people is ______.
2. The ______ took my order about an hour ago.
3. My father’s brother is my ______.
4. Ni Ni’s kitchen is always ______ and tidy.
5. Bill Clinton was the ______ of the United States.
6. I went ______ of the house and walked down the street.
7. Did you ______ salt in the rice?
8. May May ______ a lot of money on her new car.
9. When he ______ up, he became rich.
10. Guevara wanted better conditions for poor people.
9.2 Vocabulary review

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

- arrest (v)
- average (n, adj)
- bill (n)
- change (n, v)
- colonial (adj)
- common (adj)
- conditions (n)
- cooker (n)
- create (v)
- crowd (n)
- dark (adj)
- dirt (n)
- discover (v)
- elect (v)
- encourage (v)
- eventually (adv)
- exactly (adv)

- favourite (adj, n)
- fluent (adj)
- fortunately (adv)
- found (v)
- immediately (adv)
- join (v)
- lazy (adj)
- lay (n)
- lifestyle (n)
- load (n, v)
- local (adj)
- look out (v)
- lucky (adj)
- medic (n)
- messy (adj)
- mirror (n)
- movement (n)
- order [food] (v, n)
- participate (v)
- path (n)
- perform (v)
- point (v)
- prediction (n)
- punish (v)
- push (v)
- receive (v)
- research (n, v)
- respect (n, v)
- revenge (n)
- revolution (n)

- roll (v)
- rude (adj)
- fortunately (adv)
- join (v)
- immediately (adv)
- load (n, v)
- local (adj)
- receive (v)
- research (n, v)
- respect (n, v)
- revolution (n)
- roll (v)
- salad (n)
- several (adj)
- société (adj)
- spacious (adj)
- struggle (n, v)
- successful (adj)
- suddenly (adv)
- supplies (n)
- tofu (n)
- vote (v, n)
- wave (v)

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

1. The way you live.
2. To try hard, against many difficulties.
3. Not polite.
4. To free a country.
5. Name two things you can use to cook food.
6. You do this when you want to find out about something.
7. Happening quickly, and when you don’t know it will happen.
8. If someone doesn’t work hard, you call them this.
10. To allow, to give permission.
11. A lot of people in one place.
12. From nearby, in your community.

C. Look back at the wordlists from the last four Modules. Are there any words you have difficulty with? Write these on small pieces of cardboard or paper. Write the translation on the back. Carry these around in your bag or pocket, and look at them when you have a few minutes free.
1.4.1 General knowledge

Where do giraffes live?
• Africa
• South America
• India

What does a tailor make?
• computers
• clothes
• food

A. Where do giraffes live?
\- Africa
\- South America
\- India

B. Ask your partner these questions.
1. Where do giraffes live?
2. What does a tailor make?
3. When do Australians celebrate New Year?
\- January
\- April
\- December
4. Where do Kurdish people come from?
\- China, Korea and Japan
\- Canada, the US and Mexico
\- Turkey, Iran and Iraq


1.4.3 Pairwork: Ban Ki-moon

A. What do you know about the United Nations? What do you know about Ban Ki-moon?

B. Read this text. There is some missing information.
What questions do you need to find this information?

Ban Ki-moon

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

His wife’s name is __________. They have three children. They live in __________, near the United Nations headquarters. In their free time they like listening to music and __________.

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

C. Ask your partner the questions, and write the information.

2.2.4 In the city

Answer these questions about the picture on page 21. Don’t look at the picture!

1. How many people are there in the taxi?
2. How many dogs are there?
3. Are there any horses in the picture?
4. How many birds are there?
5. Is there a police officer in the picture?
6. What is there on the roof of the building on the right?
7. How many buses are there on the road?
8. How many bicycles are there outside the cinema?
2.3.5 Pairwork: The office

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

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

2.8.2 Priorities

Language Improvement Strategies

Speaking
- Find a friend or friends who are also learning English, and agree to only speak English to each other for a fixed period, e.g. an hour a day or two days a week.
- Read simple English books to your younger siblings.
- Speak English whenever you can, e.g. to your teachers, to your parents (if they speak English)
- Sing English songs.

Listening
- Watch English language movies.
- Listen to the audio of graded readers while reading them (if available).
- Listen to English language programmes on the radio, and watch English language TV.
- Listen to English songs and try to write down the words, or read the words while listening.

Reading
- Get some graded readers (books written in simplified English) from a library or bookshop.
- Watch movies with English subtitles.
- Read the text in other textbooks, e.g. Headway, New Interchange, Language in Use.

Writing
- Write letters in English to your friends or classmates.
- Write stories from your culture that you know well.
- Write a journal (diary) of what you do and what you think every day/week.

Vocabulary and grammar are improved by using English in the above situations, but extra exercises can also help.

Vocabulary
- When reading anything, make a note of new words and look up the meanings in a dictionary.
- Think of a topic (e.g. transport) and look in a bilingual dictionary for words and phrases on that topic that you don’t know (e.g. fare, trishaw, on time).
- Ask a classmate or friend to read your writing and correct your vocabulary mistakes.
- Do exercises in vocabulary practice books.

Grammar
- When reading or listening, pay attention to the structures they use (tenses, word order, etc.). Think about why the writer/speaker chose that structure for that situation.
- Ask a classmate or friend to read your writing and correct your grammar mistakes.
- Do exercises in grammar practice books.
3.3.3 Pairwork: Listen and draw

Work in pairs.
Partner B: look at this picture.
Partner A: look at the picture on page 40.

Partner A: choose a box with a picture in it (1, 4, 7 or 9). Describe the picture to Partner B. S/he will draw it.

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

In section 3, there’s a man sleeping under a tree...

4.1.3 Prediction: Nelson Mandela

Nelson Mandela struggled to end apartheid in South Africa. He studied law in the 1940s, and participated in student action against apartheid. He started South Africa’s first black law firm in 1952. He joined the military wing of the African National Congress (ANC), an illegal organisation. The police arrested him in 1962, and he spent nearly 30 years in prison. He got out of prison in 1990. Apartheid ended in 1994, and black people voted for the first time. Nelson Mandela became South Africa’s first black president. He was president from 1994 to 1999.

4.2.5 Pairwork: Asking about Che Guevara

Che Guevara fought revolutions in South America. He trained as a doctor in ____________ (1), but took up guerilla warfare in the 1950s. He wanted ____________ (2). He worked with Fidel Castro, and they created a communist government in Cuba. He left Cuba in ____________ (3), and went to other South American and African countries. He taught guerilla warfare skills to ____________ (4) in these countries. The Bolivian government caught and killed him in 1967.

A. Read the text about Che Guevara. Use a dictionary if necessary. There is some information missing from the text. What questions do you need to ask to get this information?


B. Ask your partner the questions, and write the answers in the text.

C. How could you get more information about Che Guevara?
   Where could you go to get more information?
Revision: Modules 1-4

A. Free time activities
What do you, your friends and your family members do in your free time? Use these verbs to make sentences.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>words</td>
<td>Indian movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Personal information
Read about Akira and then complete these sentences to make them true about him.
Use 's / isn’t / don’t / doesn’t.

My name's Akira.
I come from Osaka, Japan. I'm 32 years old and I'm a policeman. I like to cook Italian food in my free time. I'm very busy, but I'm happy with my life. I'm married with one child - a lovely girl named Tomoko.

1. His name’s Akira.
2. Akira ________ come from China.
3. He ________ 30 years old.
4. Akira ________ a doctor.
5. He ________ single.
6. He ________ married.
7. He and his wife ________ have 3 children.
8. He ________ happy.

C. Questions
Make up wh- or yes/no questions using the words provided and any other words you need. Then answer the questions. Use the present simple tense.

1. your / best friend / play / football
   Does your best friend play football?
   Yes, he does.

2. eat / for breakfast
   What do you eat for breakfast?
   Rice and fish.

3. work

4. go / in the mornings

5. time / you / get up

6. you / vegetarian

7. like / to do / in the evening

8. your cousin / watch Indian movies

9. English class / start

10. your / aunt / like / watching TV

11. you / speak / Shan

D. Adverbs of frequency
Look at how often Ma Hla does things each year. Use these adverbs to make them true about Ma Hla.

<table>
<thead>
<tr>
<th>activity</th>
<th>days</th>
</tr>
</thead>
<tbody>
<tr>
<td>has a cup of tea with breakfast</td>
<td>365</td>
</tr>
<tr>
<td>smokes</td>
<td>0</td>
</tr>
<tr>
<td>goes swimming</td>
<td>30</td>
</tr>
<tr>
<td>walks to work</td>
<td>200</td>
</tr>
<tr>
<td>listens to music</td>
<td>150</td>
</tr>
<tr>
<td>reads the newspaper</td>
<td>220</td>
</tr>
</tbody>
</table>

1. She ________ has a cup of tea with breakfast.
2. She ________ smokes.
3. ________ she goes swimming.
4. She ________ walks to work.
5. She ________ listens to music.
6. She ________ reads the newspaper.
E. Classroom language
Write the correct question for each situation.
1. You want to know what ‘rhyme’ is in Burmese.
   What’s ‘rhyme’ in Burmese?
2. You don’t have a pencil.
3. You don’t know how to spell ‘carefully’.
4. You would like your teacher to say something again.
5. You need to know what a ‘spanner’ is.
6. You don’t know how to pronounce ‘moustache’.

F. What’s in Petchaburi?
Look at the information about Petchaburi, Thailand in the box and write five more sentences with there is / isn’t / are / aren’t.

1. There is a police station in Petchaburi.
2.
3.
4.
5.
6.

| police station | yes |
| cinemas       | no  |
| hospital      | yes |
| buses         | yes |
| swimming pool | no  |
| schools       | yes |

G. Your best friend
Describe your best friend. What does she or he look like? What does she or he like and dislike? Use the expressions in the box.

*blue eyes     short hair     a moustache     drinking coffee     riding a bicycle*
*black hair     a hat     big ears     eating mohinga     travelling by train*

e.g. My friend Tin Tin has got short black hair. He hasn’t got a moustache...

H. Home
Read Daw Phyu’s description of her apartment in Rangoon. Fill the gaps.
I live in an apartment in Rangoon with my family. There’s a sofa in the living room. There 1. _______ a fan, so it’s nice and cool when there’s electricity. Next to the sofa there’s a small desk. On the desk there 2. _______ a lamp, but there 3. _______ any books on the desk. On the wall there are some photos, but there 4. _______ a clock. We’ve got a cat so there 5. _______ any mice in our apartment. In the kitchen there’s a refrigerator, but there 6. _______ no windows, so it’s very dark.

I. Mandalay to Myitkyina
Your friend wants to take the train from Mandalay to Myitkyina. Use the trip information and vocabulary below to tell her about the journey.

<table>
<thead>
<tr>
<th>Trip Information</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The train station. 14,000 kyat. 15 hours. Departs 8:00pm. Arrives 11:00am.</td>
<td>catch get to cost take leave</td>
</tr>
</tbody>
</table>

You can catch the train at...
J. Adjectives
Which adjective fits each statement?

1. 'The train to my house only costs 400 kyat!'  
   c h e a p

2. 'San San Aye and Tin Tin aren't together any more.'  
   a    m    l

3. 'Everybody was dressed in their best clothes'  
   m  i

4. 'Their buses always arrive on time.'  
   l

5. 'I always feel well. I never need to see a doctor.'  
   c

6. 'He really likes going out and meeting new people.'  
   c

K. A Postcard from Ngapali Beach
Fill the gaps in this postcard with the correct tenses of the verb in brackets: present simple, present continuous and past simple.

Dear Jack,
Greetings from Ngapali Beach! Aung Mon and I are staying here for a week. We arrived here on Tuesday. The trip here was quite long because we took a bus. The flights were very expensive! The sun shine and it's very hot. We sit on the beach and I drink coconut juice. We do this every day! We wake up, have a cup of coffee at our hotel, then we go to the beach. We don’t work here. I don’t bring my computer or my notebooks to the beach. Yesterday we took a boat to a small island nearby. It was really beautiful. Right now we don’t swim because we’re both tired. We swim this morning and then again after lunch. We watch the fishing boats in the ocean at the moment. Aung Mon read his book, but I didn’t read. I write postcards!

Take care, San San Aye

Jack Greer
263 Sydney Road
Brunswick
Victoria 3082
Australia

L. How to make fried rice
Complete the instructions for making fried rice with the words in the box. Use each word once.

It’s easy to make fried rice if you follow these instructions! First, put the vegetables (onions, tomatoes, carrots, etc.). Next, chop some oil into a frying pan and heat it. Add the vegetables into the frying pan and mix them for a few minutes. Then, add some cooked rice and fry it with the vegetables. Fry the vegetables and rice for a few more minutes and then add some fish sauce and chillies.

M. Containers
What kinds of things are in these containers? Identify the words.

<table>
<thead>
<tr>
<th>Bottle</th>
<th>Bag</th>
<th>Can</th>
<th>Carton</th>
</tr>
</thead>
<tbody>
<tr>
<td>ilo</td>
<td>lurof</td>
<td>reeb</td>
<td>kilm</td>
</tr>
<tr>
<td>oil</td>
<td>urags</td>
<td>ifhs</td>
<td>gseg</td>
</tr>
<tr>
<td>twear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
N. What did you do at the weekend?
Imagine that it is Monday morning. You look around your room and see things that you used for your weekend activities. Write about seven activities that you did.

<table>
<thead>
<tr>
<th>a football</th>
<th>2 movie tickets</th>
<th>some DVDs</th>
<th>a phone</th>
<th>some chicken curry</th>
<th>a book</th>
</tr>
</thead>
<tbody>
<tr>
<td>some new shoes</td>
<td>some empty coconuts</td>
<td>a letter</td>
<td>a train ticket</td>
<td>some clean clothes</td>
<td></td>
</tr>
</tbody>
</table>

e.g. I played football on Saturday afternoon with some friends.

O. A bad phone line
Imagine you are talking to your friend on the phone. You can’t hear her very well. Write down the questions you need to ask about the missing information.

Hi! So, my trip to 1. _______ was great! I flew there, so it only took 2. _______ hours. And it was cheap too. I only paid 3. _______ kyat for my ticket. The weather there was really cold. I wore 4. _______ every day. I bought some 5. _______ for my parents, and it was easy to buy things because they spoke 6. _______ there. Best of all, I saw 7. _______, a place I’ve wanted to see for many years. It was a great trip!

1. Where did you go?

P. Ni Ni’s English class
Read about Ni Ni’s English class. Complete the sentences with an adverb of degree from the box. Use each adverb once.

Most of the people in my English class are great. My teacher, Daw Nu, is 1. _______ helpful! She always repeats things when we need it, and she never gets angry. Aung Shwe is also 2. _______ friendly. He helps explain what new words mean when I don’t know and he never laughs at me. Kyaw Zwa is 3. _______ nice, but sometimes he makes too much noise. I’m not so sure about Ko Win because he’s 4. _______ talkative – he doesn’t say much. One more thing. The classroom is 5. _______ small, too. There isn’t much room to move in there when we do speaking activities.

Q. Check your knowledge
Think about all the things you have learned while studying Modules 1-4. Complete this checklist. Give yourself a score of 1-5: 1 = very badly, 5 = very well.

Which ones have the lowest scores? What can you do to improve your ability in them?

<table>
<thead>
<tr>
<th>I can…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss my daily routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ask and answer questions in the past and present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about my family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>introduce myself and other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe towns and villages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss and advise about transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify my English learning needs and priorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about what’s happening now</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss food and recipes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about my life history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>order food in a restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand active and passive verbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Free time activities
Possible answers:
3. I read poetry.
4. My father goes to the movies.
5. My cousin doesn’t play chess.
6. I like to play soccer.
7. My aunt visits her friends.

B. Personal information
Answers:
2. Akira doesn’t come from China.
3. He isn’t 30 years old.
4. Akira isn’t a doctor.
5. He isn’t single.
6. He is married.
7. He and his wife don’t have 3 children.
8. He is happy.

C. Questions
The questions will be similar, but the answers will be different for each student.
Possible answers:
3. Do you work? / Where do you work?
Yes, I do. / At the post office.
4. Where do you go in the mornings?
I go to work.
5. What time do you get up?
7 o’clock.
6. Are you vegetarian?
No, I’m not.
7. What do you like to do in the evening?
Study English.
8. Does your cousin watch Indian movies?
No, he doesn’t.
9. When does your English class start? /
What time does your English class start?
9 am.
10. Does your aunt like watching TV?
Yes, she does.
11. Do you speak Shan?
Yes, I do.

D. Adverbs of frequency
Answers:
2. never
3. sometimes
4. usually/often
5. often
6. usually

E. Classroom language
There are a few different ways to ask these questions.
Possible answers:
2. Can I please borrow a pencil?
3. How do you spell ‘carefully’?
4. Can you say that again, please?
5. What does ‘spanner’ mean?
6. How do you pronounce ‘m-o-u-s-t-a-c-h-e’?

F. What’s in Petchaburi?
Answers:
2. There aren’t any cinemas in Petchaburi.
3. There is a hospital in Petchaburi.
4. There are buses in Petchaburi.
5. There is no swimming pool in Petchaburi.
6. There are schools in Petchaburi.

G. Your best friend
Everybody’s answers will be different, but here is an example:
Possible answers:
My friend Tin Tin has got short black hair. He hasn’t got a moustache or blue eyes. He’s got big ears and a hat. He likes drinking coffee, eating mohinga and riding a bicycle. He doesn’t like travelling by train.

H. Home
Answers:
1. is
2. is
3. aren’t
4. isn’t
5. aren’t
6. are

I. Mandalay to Myitkyina
Possible answers:
You can catch the train at the train station. It costs 14,000 kyat. It takes 15 hours. It leaves at 8:00pm. It arrives at 11:00am.

J. Adjectives
Answers:
2. separated
3. formal
4. reliable
5. healthy
6. sociable
K. A postcard from Ngapali Beach
Answers:
1. arrived  2. took  3. is shining  4. are sitting  
5. am drinking  6. do  7. wake up  8. go  
9. are not working/don’t work  10. didn’t bring  
11. took  12. are not swimming  13. swam  
14. are watching  15. is reading  
16. am not reading  17. am writing.

L. How to make fried rice
Answers:
1. chop  2. pour  3. put  4. fry/cook  
5. add  6. mix  7. cook/fry

M. Containers
Answers:
Bottle - water  
Bag - flour, sugar  
Can - beer, fish  
Carton - milk, eggs

N. What did you do at the weekend?
Possible answers:
2. I went to the movies on Saturday night.  
3. I watched some DVDs on Friday evening.  
4. I talked on the phone a lot.  
5. I cooked chicken curry for my friend on Sunday.  
7. I bought some new shoes.  
8. I washed my clothes on Sunday night.

O. A bad phone line
There are a few possible correct answers.  
Possible answers:  
2. How long did the flight take?  
3. How much did you pay for your ticket?  
4. What did you wear?  
5. What did you buy for your parents?  
6. What language did they speak?  
7. What did you see?

P. Ni Ni’s English class
Answers:
2. very  3. quite  4. not very  5. a bit

Q. Check your knowledge
Answer the questionnaire and make a plan for improving your weakest skills.
Module One

The present simple

We use the present simple for:

1. Repeated events.
   • I eat dinner at 7pm.
   • She plays football on Saturdays.

2. Things that are true for a long time.
   • They live in Mandalay.
   • We like fishpaste.

Positive statements

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>in Sittwe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>live</td>
<td></td>
</tr>
<tr>
<td>She/He/It</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>works</td>
<td></td>
</tr>
</tbody>
</table>

Spelling

Third person singular positive statement verb forms:

For most verbs we add -s.

<table>
<thead>
<tr>
<th>verb</th>
<th>read</th>
<th>costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td>reads</td>
<td></td>
</tr>
</tbody>
</table>

When the verb ends in -ch, -sh, -s, -x or -z we add -es.*

<table>
<thead>
<tr>
<th>verb</th>
<th>watch</th>
<th>watches</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix</td>
<td>mixes</td>
<td></td>
</tr>
</tbody>
</table>

When the verb ends in a consonant + -y remove the -y and add -ies.

<table>
<thead>
<tr>
<th>verb</th>
<th>study</th>
<th>studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>flies</td>
<td></td>
</tr>
</tbody>
</table>

When the verb ends in a vowel + -y, add -s.

<table>
<thead>
<tr>
<th>verb</th>
<th>buy</th>
<th>buys</th>
</tr>
</thead>
<tbody>
<tr>
<td>stay</td>
<td>stays</td>
<td></td>
</tr>
</tbody>
</table>

* Also: do—does, go—goes

Negative statements

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don’t (do not)</td>
<td>live</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>work</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>here.</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>doesn’t (does not)</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: After do/don’t/doesn’t, we always use the base form of the verb.

• She doesn’t live here
  NOT: She doesn’t lives here.

Questions and answers

1. yes/no questions

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>subject</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I/you/we/they</td>
<td>live</td>
</tr>
<tr>
<td></td>
<td>she/he/it</td>
<td>here?</td>
</tr>
<tr>
<td>Does</td>
<td>she/he/it</td>
<td>work</td>
</tr>
</tbody>
</table>

2. Short answers

| Yes, | I/you/we/they | do |
|      | she/he/it   | does |
| live here. |
| No,  | I/you/we/they | don’t |
|      | she/he/it   | doesn’t |

3. wh- questions

These have the same word order as yes/no questions. The question word goes at the beginning.

• Where do you live?
  NOT: Where you do live?

• When does she go to work?
  NOT: When she does go to work?

to be in the present simple

Statements

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ‘m</td>
<td>I ‘m not</td>
</tr>
<tr>
<td>married.</td>
<td></td>
</tr>
<tr>
<td>He ‘s</td>
<td>He isn’t</td>
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<tr>
<td>Chinese.</td>
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<tr>
<td>You ‘re</td>
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<tr>
<td>She It</td>
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<tr>
<td>We They</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: ‘m = am, ‘s = is, ‘re = are, n’t = not

Questions and answers

To make yes/no questions with to be, we put the verb before the subject.

1. yes/no questions and short answers

STATEMENT: He is from Singapore.

QUESTION: Is he from Singapore?

ANSWER: • Yes, he is.  NOT: Yes, he’s.
• No, he isn’t.

STATEMENT: You are a student.

QUESTION: Are you a student?

ANSWER: • Yes, I am.  NOT: Yes, I’m.
• No, I’m not.  NOT: No, I am’t.
2. *wh*- questions
   - Where is he from?
     *NOT:* Where he is from?
   - Who are his parents?
     *NOT:* Who his parents are?

**be or do?**

In present simple questions and negative statements we use:

1. *Do* with verbs.
   - Do you like fish?
   - It doesn’t live here.

2. *To be* with nouns, pronouns, adjectives, adverbs, prepositions, etc.
   - Are you Ko Ko?
   - They aren’t happy.
   - Is it at home?

**Adverbs of frequency**

*100%*

always
usually
often
sometimes
not often
never

*0%*

We usually put the adverb of frequency:

1. After the verb *to be*.
   - I’m often late for work.

3. After an auxiliary verb.
   - Snakes don’t usually bite people.

2. Before other verbs.
   - We sometimes play football at the weekend.

*Usually, often and sometimes* can also go at the start or the end of a clause.
   - Usually Tom gets up at 6 o’clock.
   - Aung Aung gets angry sometimes.
   - Often I don’t have breakfast.

**Module Two**

**Imperatives**

1. We use imperatives to give orders and instructions. We form them with base form of the verb.
   - Answer these questions.
   - Do your homework.

2. Negative imperatives use *don’t*.
   - Don’t hit me.
   - Don’t talk loudly.

**there is/are**

**Positive statements**

<table>
<thead>
<tr>
<th>singular</th>
<th>uncountable</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s</td>
<td>(is) a cat</td>
<td>are</td>
</tr>
<tr>
<td>some oil</td>
<td>some dogs</td>
<td></td>
</tr>
</tbody>
</table>

**Negative statements**

<table>
<thead>
<tr>
<th>singular</th>
<th>uncountable</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There isn’t</td>
<td>(isn’t) any oil</td>
<td>aren’t</td>
</tr>
<tr>
<td>some oil</td>
<td>some dogs</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** There isn’t/aren’t any and there is/are no have the same meaning:

• There is no water. = There isn’t any water.
• There are no dogs. = There aren’t any dogs.

**Questions and answers**

In questions, we put the verb before the subject.

1. *yes/no questions and short answers*

   **STATEMENT:** There is a cinema
   **QUESTION:** Is there a cinema?
   **ANSWER:** • Yes, there is.  • No, there isn’t.

   **STATEMENT:** There are some computers.
   **QUESTION:** Are there any computers?
   **ANSWER:** • Yes, there are.  • No, there aren’t.

2. *wh*- questions

   • How many people are there in the village?

**have got**

1. The meaning is usually the same as *there is/are*.
   - The house has got three bedrooms.
   = There are three bedrooms in the house.

2. The meaning is the same as *have*.
   - I’ve got a big dictionary.  = I have a big dictionary.

BUT: *Have* is:

a. More formal.
b. More common in American English.
c. Used with actions.
   - I have dinner at 7pm.
   *NOT:* I have got dinner at 7pm.
d. Used in all tenses.
   - I had long hair last year.
   *NOT:* I had got long hair last year.
   - I will have long hair soon.
   *NOT:* I will have got long hair soon.
**Statements**

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>'ve/haven't</td>
<td>got three dogs, straight hair, an older sister.</td>
</tr>
<tr>
<td>She/He/It</td>
<td>'s has't</td>
<td></td>
</tr>
</tbody>
</table>

**Questions and answers**

To make questions, we put have/has in front of the subject.

1. **yes/no questions and short answers**
   - **STATEMENT:** We have got a new manager.
   - **QUESTION:** Have we got a new manager?
   - **ANSWER:**
     - Yes, we have. **NOT:** Yes, we've. **NOT:** Yes, we do.
     - No, we haven't. **NOT:** No, we haven't got.
   - **STATEMENT:** She has got a mosquito net.
   - **QUESTION:** Has she got a mosquito net?
   - **ANSWER:**
     - Yes, she has. **NOT:** Yes, she's got. **NOT:** Yes, she does.
     - No, she hasn't. **NOT:** No, she hasn't got.

2. **wh- questions**
   - What colour hair has he got?
   - How much rice have we got?

**Adjectives**

Adjectives modify (change or describe) nouns. They can:

1. Follow the verb to be.
   - The bus is slow. My brother is tall.
2. Go just before the noun.
   - The slow bus costs 500 kyat.
   - The tall man is David.

**Module Three**

**The present continuous**

We use the present continuous to talk about:

1. Things happening at the time of speaking.
   - I'm brushing my teeth.
2. Things happening around now.
   - She's working a lot these days.

**Spelling**

1. For verbs that end in -e, we remove the -e and add -ing.
   - write—writing
   - use—using
2. For verbs with a short vowel and only one consonant, we double the consonant and add -ing.
   - run—running
   - stop—stopping

**Questions and answers**

To make questions, we put the verb to be in front of the subject.

1. **yes/no questions and short answers**
   - **STATEMENT:** He is wearing a red shirt.
   - **QUESTION:** Is he wearing a red shirt?
   - **ANSWER:**
     - Yes, he is. **NOT:** Yes, he's.
     - No, he isn't.

2. **wh- questions**
   - Who is she speaking to?
   - Where are you going?

**Present simple or continuous?**

1. We use the present simple for repeated events (e.g., habits), and things that are true for a long time.
   - I watch TV every night.
   - Water boils at 100 degrees centigrade.
   - We often use these expressions with the present simple:
     - never, sometimes, often, usually, always, every day/week/month, on Saturdays

2. We use the present continuous for things happening at the moment of speaking.
   - Be quiet! I'm watching TV.
   - Look! The water's boiling.
   - We often use these expressions with the present continuous:
     - at the moment, now, right now, today, this morning/week/month/year
**State verbs**

Some verbs talk about *states* – situations that do not change quickly. The following are some examples of state verbs:

- like, love, prefer, hate, mind, understand, agree, disagree, believe, remember, know, want, need

We do not usually use this kind of verb in continuous tenses.

- I disagree with you.
- I don't remember your name.

**There is/are + v-ing**

*There is/are + subject + v-ing* (present participle) describes what is happening.

- There is a man riding a bike.
  = There is a man. He is riding a bike.
- There are some birds singing loudly.
  = There are some birds. They are singing loudly.

**Module Four**

**The past simple**

We use the past simple to talk about completed events in the past.

**Statements**

1. *to be*

<table>
<thead>
<tr>
<th>I</th>
<th>She/He/It</th>
<th>was</th>
<th>wasn’t</th>
<th>hungry at home</th>
<th>yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>weren’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Regular verbs

<table>
<thead>
<tr>
<th>For most verbs we add <em>-ed</em>.</th>
<th>wash</th>
<th>fixed</th>
<th>washed</th>
<th>fixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the verb ends in <em>-e</em>, we add <em>-d</em>.</td>
<td>hate</td>
<td>loved</td>
<td>hated</td>
<td>loved</td>
</tr>
<tr>
<td>When the verb ends in a short vowel and a single consonant, we double the consonant and add <em>-ed</em>.</td>
<td>stop</td>
<td>trapped</td>
<td>stopped</td>
<td>trapped</td>
</tr>
<tr>
<td>When the verb ends in <em>-y</em>, we change the <em>-y</em> to <em>-ied</em>.</td>
<td>carry</td>
<td>tried</td>
<td>carried</td>
<td>tried</td>
</tr>
</tbody>
</table>

NOTE: When the verb ends in *-t* or *-d*, we pronounce the final syllable *-ed*.

- wanted
- needed

**3. Irregular verbs**

Many common verbs are irregular – there are no rules. You just have to learn them.

- *go*: They went to Dawei last month.
- *win*: I won the match on Tuesday.

The verb is the same for all subjects.

- I left at 6 o’clock.
- He left at 6 o’clock.
- They left at 6 o’clock.

**4. Negative statements**

<table>
<thead>
<tr>
<th>I</th>
<th>She/He/It</th>
<th>didn’t (did not)</th>
<th>play football.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She/He/It</td>
<td></td>
<td></td>
<td>do the dishes.</td>
</tr>
<tr>
<td>We/You/They</td>
<td></td>
<td></td>
<td>eat fish.</td>
</tr>
</tbody>
</table>

NOTE: After *didn’t* we use the base form of the verb.

- We didn't like it.  NOT: We didn't liked it.

**Questions and answers**

*to be*

To make questions, we put the verb *to be* in front of the subject.

1. *yes/no questions and short answers*

   STATEMENT: She was born in 1954.

   QUESTION: Was she born in 1954?

   ANSWER: • Yes, she was. • No, she wasn’t.

2. *wh-* questions

   - When was she born?
   - Who were you with last night?

**Other verbs**

1. *yes/no questions*

<table>
<thead>
<tr>
<th>Did</th>
<th>She/He/It</th>
<th>move house?</th>
<th>She/He/It</th>
<th>see the movie?</th>
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</thead>
<tbody>
<tr>
<td>We/You/They</td>
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</tbody>
</table>

2. Short answers

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes,</td>
<td>I</td>
</tr>
<tr>
<td>She/He/It</td>
<td>did.</td>
</tr>
<tr>
<td>We/You/They</td>
<td></td>
</tr>
<tr>
<td>No,</td>
<td>She/He/It</td>
</tr>
<tr>
<td>We/You/They</td>
<td>didn’t.</td>
</tr>
</tbody>
</table>

3. *wh-* questions

   - When did he do his homework?
   - How much did they spend?

NOTE: In questions we always use the base form of the verb.

- What did he buy?  NOT: What did he buys?
Past time expressions

1. We use **this** to talk about times earlier in the same day/month/year.
   - Ma Ma did her homework **this** morning.
   
   = Ma Ma did her homework today, in the morning.

2. We use **last** to talk about the most recent day/week/month/year.
   - My grandmother died **last** year.
     (It is 2009. My grandmother died in 2008.)

3. We use **ago** to measure time between a past event and now.
   - I got married **three months ago**.
     (It is April. I got married in January.)
   
   **NOT:** I got married **last three months**.

4. We use **when** to connect two events.
   - I lived in Lashio **when** I was young.
   - I was happy **when** I met my boyfriend.

Prepositions of time

1. We use **in** with:
   - **years**
   - **months**
   - **seasons**
   - **most parts of the day**
   - • in 2008
   - • in January
   - • in the rainy season
   - • in the morning

2. We use **on** with:
   - **days**
   - **dates**
   - **specific parts of the day**
   - • on Friday
   - • on the 8th of June
   - • on Tuesday evening

3. We use **at** with:
   - **times**
   - **the weekend**
   - **night**
   - • at 6.30
   - • at the weekend
   - • at night

Adverbs of degree

Adverbs of degree tell us about the **intensity** (strength) or **amount** of an action, an adjective or another adverb. We often use the following adverbs of degree to modify adjectives.

- extremely
- **really / very**
- **quite / fairly**
- **not very**

We put the adverb of degree before the adjective.

- Careful! That knife is **really sharp**.
- This curry is **not very nice**.
## Irregular Verbs

<table>
<thead>
<tr>
<th>base</th>
<th>past simple</th>
<th>past participle</th>
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</thead>
<tbody>
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<td>be</td>
<td>was/were</td>
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</table>

<table>
<thead>
<tr>
<th>base</th>
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<tr>
<td>lose</td>
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1.1 - Introductions
A: Hi Mi Chan! How are you?
B: I’m OK. Very busy!
C: Jane, this is Htun Htun. And this is Si Si.
D: Hi, Htun Htun. Hi, Si Si.
E: Have some cake.
F: OK. Thanks.
G: Would you like a drink?
H: Yes, please.
I: No, thank you.
J: This is U Tin Maung from the School. And this is Di Green from the International Development Association.
K: Pleased to meet you, Ms Green.
L: Please, call me Di.
N: How do you do?

1.2 - Order the conversation
A: This is U Tin Maung from the School. And this is Di Green from the International Development Association.
B: Pleased to meet you, Ms Green.
C: Please, call me Di. I’m sorry, what’s your name?
B: I’m Tin Maung.
C: Ton Mun… I’m sorry, could you say that again, please?
B: Tin Maung.
C: Can you spell that, please?
B: T-i-n M-a-u-n-g. How do you spell your name?
C: D-i.

1.3 - Introducing other people
a. This is U Tin Maung from the School. And this is Di Green from the International Development Association.
b. This is Soe Aung. He’s Daw Sein’s son. You know Daw Sein, San San Aye’s sister.
c. James, this is Sarah. Sarah’s an English teacher. James is a maths teacher.
d. This is my brother Kyaw Kyaw. He likes playing the guitar and singing.
e. This is Mei Tze. She’s from China.

1.4 - Who’s who?
San San Aye: Aung Mon and I want a good life with enough money. I work in an office, and he’s studying to be a lawyer. Sometimes we argue about money. He goes to teashops and buys tea for his friends, but I never go out – I don’t like spending money. We both like reading. He reads law books and I read books about people in different countries.

Myint Myint San: We have a large family. We have four children already and we want two more. We don’t want more than six kids though – our house is too small! I don’t like cooking but Michael does. He doesn’t have time to cook on weekdays but he makes delicious food at the weekends. We both like gardening, and we make extra money when we sell fruit and vegetables. We don’t have a TV but Michael wants to buy one. He likes watching TV, especially action movies. I hate action movies!

Ma Sein: Min Min and I don’t have children because we’re too busy. We always go out at night. We both love music and dancing. We go shopping on Saturday afternoons – we spend a lot of money on clothes. I have 25 pairs of shoes, and Min Min has 20. He’s very handsome! We sometimes argue about alcohol – I don’t drink, but Min Min drinks a lot. I want him to stop drinking, but he doesn’t listen to me.

1.5 - And after that?
1. What does Abdul do in the morning?
Abdul: I usually get up at about seven. The first thing I do is take a shower. And let’s see… After I take a shower, I eat breakfast. When I finish breakfast, I usually read the newspaper. I only have about twenty minutes to read the paper. Then, I have to leave for work.

2. What does Hannah do in the morning?
Hannah: I make coffee as soon as I get up. I really need my cup of coffee in the morning. I don’t eat breakfast – I just have a cup of coffee. Anyway, after that I usually exercise. I do exercises for fifteen or twenty minutes. Then I’ve got to go to work. I have to be at the office by about nine.

3. What does Tze Ming do after school?
Tze Ming: After class, I usually study. I like to finish all my homework – reading, everything – before I eat dinner. So yeah, I study and then eat dinner. And after that I usually watch TV. I like watching the news and maybe a movie or a drama… or something.
4. What does Maung Shwe do in the evening?
Maung Shwe: Reading is my favourite hobby, so I like to spend my evenings doing that. But I get home from work around seven, so the first thing I do is have dinner with my family. After dinner, it’s time for my children to go to bed. I usually put them to bed at about… um… about eight o’clock. When that’s done, I can finally relax with a good book.

1.6 - Khaing Win: 1st person
I come from Rakhine State, but now I live in Australia. I teach Myanmar at a university near my house. I start work at 8.30 and finish at 4.00. I usually walk to work, but sometimes I go by car. I dress well for work – I always wear a tie. On Mondays I study English at night classes. I try hard with my English – I practise every day. At the weekend, I watch videos and fix my old car.

1.7 - Khaing Win: 3rd person
He comes from Rakhine State, but now he lives in Australia. He teaches Myanmar at a university near his house. He starts work at 8.30 and finishes at 4.00. He usually walks to work, but sometimes he goes by car. He dresses well for work – he always wears a tie. On Mondays he studies English at night classes. He tries hard with his English – he practises every day. At the weekend, he watches videos and fixes his old car.

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

1.9 - Who are they?
I’m Zaw Aye, and this is my favourite photo of my family. My grandfather is in the middle. He’s really old – about 80. My parents are next to him, on his right, with my little brother. My brother’s three. He’s really naughty. My aunt and uncle are on the other side, with my cousin. My younger sister’s behind my grandfather. She’s 14. That’s my older sister next to her. She’s a doctor. Her husband’s a doctor, too. They have a one year old daughter. The guy standing next to me is my best friend, Ko Naing. He lives in our house, too. He goes home to his village in the school holidays.

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

2.1 - Classroom language
1.
Teacher: Hello class. Did you all finish your homework exercises last night? Good. Ko Ko, please collect them and give them to me. Thanks. What, Mi Mi?
Student: Sorry, I was busy last night. I had to help my grandmother.
Teacher: OK, well do it tonight then. Now class, turn to page 65 and read the exercise at the top of the page.

2.
Teacher: Now we’re going to do a speaking exercise. Work with a partner. You can move your desks.
Student: Excuse me Saya, I don’t understand.
Teacher: Work in pairs. Saw Gyi, you can work with Ma Nge. Hla Hla, work with David...

3.
Teacher: Now I’m going to play the tape again. Listen carefully and make notes of the main points you hear.
Student: Do we repeat after the tape?
Teacher: No. Don’t repeat. Make notes of the main points. Don’t write everything you hear, just the main points.

4.
Teacher: I want you to work in groups of four or five. So get in groups, and discuss the village’s problems from the reading text. Mi Mi, one. Saw Gyi, two. Three. Four. One…
Student: Two.
Student: One.
Teacher: No no, you’re three. Start again. One…
2.2 - Kyi Kyi’s classroom
There are 14 desks in my classroom. There are 25 students, so most students share their desks. There’s a blackboard, but there isn’t a whiteboard. There aren’t any computers. I want a computer! There isn’t a video either, but there is a cassette player, and there are about 20 cassettes. There’s a world map on the wall, and there are some posters, too. Oh yeah, and there are about 30 plastic chairs. And a teacher – there’s usually a teacher! She’s not here at the moment, so there aren’t any teachers in our classroom right now.

2.3 - Complaining students
A: The girls’ dormitory’s got a lot of mosquitoes, and there aren’t many mosquito nets.
B: The boys’ dormitory hasn’t got a television or a video.
C: We haven’t got a swimming pool. I want a swimming pool.
D: The school hasn’t got a computer teacher, so we can’t learn computer skills.
E: There aren’t any computers in the school.
F: There’s a big rat in the kitchen. I hate rats.

2.4 - Complaining teacher
Uggh! We’ve got some new students and they like to complain! Complain, complain, complain! They want a swimming pool. Of course there isn’t a swimming pool here! We haven’t got computers. Well, there aren’t any computer teachers near here, and we haven’t got any money for computers anyway. Or televisions. Or videos. We just haven’t got any money. They say there aren’t many mosquito nets. That’s wrong. We’ve got a lot of mosquito nets. They don’t like the rats. Well, the cat died and we haven’t got a new cat yet.

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

Today there are 10,000 people in our beautiful town. We are all happy. There are no problems here. There are good jobs for all our people. There are good schools for all our children. There are nice houses for all our families. There are no police here. We don’t need them, because there is no crime. There are no guns. Our streets are clean. There is no rubbish, and no pollution. There are many parks, theatres and cinemas in our town. There is entertainment for everyone. And there is free public transport – buses and trains that go wherever you need to go.

There are many reasons why Wonderville is a great town. There is a good life for you here in Wonderville. Come and live in wonderful Wonderville!

2.6 - How do I get there?
Where’s the office?
How do I get there?
What’s the best way?
How often does it go?
What time does it leave?
How long does it take?
How much does it cost?

2.7 - A trip to Namhkam
Namhkam is a pretty town in the mountains 300 kilometres from Mandalay, in Myanmar. The best way to get there is by bus. It takes ten hours to get there and costs 12,000 kyat. You can’t get there by train because there isn’t a train line. You can also go by car – that costs about 50,000 kyat.

2.8 – Syllables, stress and schwa
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separated
culture
interview
cupboard
negative
corner
nationality
mountain

3.1 - Bad behaviour
I’m trying to listen to Daw Lay Lay. She’s talking about education issues in Myanmar – it’s really interesting. But the woman in front of me is talking on her telephone. She’s talking really loudly. All the other people are looking at her, but she won’t be quiet. Why doesn’t she go away? She’s standing and talking in the middle of a lecture! Everyone’s trying to listen to the speaker!
3.2 - We’re busy

**Woman:** Some friends are coming to stay with us for two months. They’re quite a big family, and at the moment we’re moving furniture around, and putting mats and blankets in all the rooms. There’ll be 13 of us altogether – no, 14. And my uncle has TB, so no one can sleep in his room. So some people will sleep in the living room, some people in our bedroom, and some people in the kitchen! We’re looking for a new house at the moment because we don’t find our house big enough if we have people to stay all the time.

**Man:** Well, at the moment I’m working really hard for my exams. They’re in about three months’ time, so I’m reading a lot at the moment, but it’s all for my exams. It’ll be really nice to read a good novel when the exams are over. And then I’m going to start looking for a job. I don’t know what’ll happen then.

3.3 - Tom’s Diner

I am sitting in the morning
At the diner on the corner
I am waiting at the counter
For the man to pour the coffee
And he fills it only half way
And before I even argue
He is looking out the window
At somebody coming in

‘It is always nice to see you’
Says the man behind the counter
To the woman who has come in
She is shaking her umbrella
And I look the other way
As they are kissing their hellos
And I’m pretending not to see them
And instead I pour the milk

I open up the paper
There’s a story of an actor
Who had died while he was drinking
It was no one I had heard of
And I’m turning to the horoscope
And looking for the funnies
When I’m feeling someone watching me
And so I raise my head

3.4 - My house

I’m closing my eyes now. OK… OK… I’m five years old. I’m in the living room. I’m reading a book. There’s a woman reading a book in a chair – it’s my grandmother. She’s wearing a brown dress with flowers on it. OK, there are two girls lying on the floor, playing a game. They’re my sisters. There’s a large dog sleeping beside the door. There are a lot of books in the room. All my family likes reading. Where’s my father? Oh, there’s a man walking into the room now. Yes, it’s my father. He’s picking me up and kissing me.

3.5 - Italian dishes

So what have we got to eat here? Well, this is a vegetarian pizza. To make pizza, all you need is flour, water and an egg, and some things to put on top. First you mix the flour and egg together with a little water. Mix them until you’ve got a soft dough. Make this dough into a flat, round shape and put it on a cooking pan. Chop the tomatoes, carrots, onions, garlic and eggplant, and put them on top of the dough. Then chop the cheese, and put it on top. Cook it in the oven for about 30 minutes.

I’ve got pasta with meat here. You can use any type of meat. First, cook the noodles. Then, cook the garlic, spices and onions in some oil with the meat. After ten minutes, add some vegetables – tomatoes are the most important, maybe some mushrooms, peppers or cabbage. Cook this for about twenty minutes – you may need to add more oil. Then put it on top of the noodles. You need to eat it with a fork.
3.6 - What does Mel like?
I like walking, especially in cold weather. I really like travelling – going to different places. I love coconut juice. I love spending time with my mum, but I don’t get to see her very often. I like dogs. I don’t like selfish people. I hate durian, and I hate pollution. I don’t mind washing dishes – it’s very boring, but it’s OK.

3.7 - What resources do you have?
I’ve got a radio at home, and I always listen to the news in English. At school there’s a television, but there aren’t any English programmes. We sometimes watch English movies on DVD. There’s a video camera there, too. Sometimes we get to make our own videos. Last year the first year students made a video of the school. It’s very funny to watch. There are no computers at school at the moment – last year we had one but it broke. Maybe we’ll get a new one. I hope we can get a computer because I want to use the internet. I’ve never seen the internet. But actually we couldn’t get the internet anyway because you need a telephone line and there isn’t one at the school.

Sometimes I go to my friend’s house and listen to English songs on his cassette player. That’s really fun, and useful, too. I can sing about 20 English songs now. He has some English story books, too. There are also a lot of books at school – story books and grammar books. I like to read newspapers in English – sometimes they’ve got English newspapers in the shop. I want to get English music magazines but I don’t know where to get them. Oh, also I’ve got an English-English dictionary. I want to get a dictionary in my language too. I probably learn the most English when I talk to my neighbour. She’s from India and she likes to speak English with me. This is very useful practice.

4.1 - Dee Dee and the Kangaroo
Dee Dee found a kangaroo outside his front door. He took the kangaroo to the police station. The policeman told him to take the kangaroo to the zoo. That evening, the policeman saw Dee Dee with the kangaroo again, at a bus stop. The policeman said, ‘I told you to take that kangaroo to the zoo.’ Dee Dee replied, ‘I took him the zoo. He really enjoyed it. Now we’re going to the cinema.’

4.2 - An interview about yesterday
A: Excuse me, I’m doing some research. Could you answer some questions, please?
B: Yes, of course.
A: Did you drink coffee yesterday?
B: Umm, yes, I did.
A: OK, and did you go to the cinema?
B: No, I didn’t. I spent most of the day in the library.
A: Did you visit your aunt?
B: No, I didn’t. I haven’t got any aunts here. They all live in Hpa-an.
A: Uh-huh. Did you eat fishpaste?
B: Yes, I had fishpaste for breakfast.
A: Did you listen to the news?
B: Yes… uh, no, no, I didn’t. Not yesterday.
A: Did you do the dishes yesterday?
B: Yes, I did them after breakfast.
A: And… did you go shopping?
B: Yes, I went shopping in the afternoon.
A: Did you speak Mon?
B: Yes, I did.
A: OK, and did you have a wash?
B: Yesterday? Umm, no, I didn’t. It was too cold.
A: OK. And did you play football?
B: No, I didn’t. I really enjoy playing football though.
A: One last question. Were you bored yesterday?
B: Ummm, no, I wasn’t. It was quite an interesting day.
A: Thank you very much.

4.3 - Wangari Maathai
Wangari Maathai received the Nobel Peace Prize in 2004. She was born in Kenya in 1940. She taught biology at university, and joined the National Council of Women of Kenya. In 1976 she founded the ‘Green Belt’ movement. The Green Belt movement encouraged poor women in Africa to plant 30 million trees. She spoke at the United Nations about environmental issues several times, and became an MP in 2002.
4.4 - When did you last…?

Interviewer: Hey Ko Shwe! When did you last go on holiday?
Ko Shwe: Holiday? Well, when I was 16 I went to Bagan for my sister’s wedding. I think that was the last time.

Interviewer: And when did you last go to a restaurant?
Ko Shwe: Ummm, there’s a small noodle shop near the house – I often eat lunch there. I ate lunch there yesterday.

Interviewer: When did you last go to the movies?
Ko Shwe: Last week. I saw a Kyaw Hein movie at the cinema. It was very funny.

Interviewer: When did you last play sport?
Ko Shwe: This morning I played caneball before class.

Interviewer: And when did you last go to a party?
Ko Shwe: Uhh, let me think… We had a school closing party in March. I went to that.

Interviewer: When did you last visit friends or relatives?
Ko Shwe: Mmmm… I visited my friends in Mawlamyine three days ago.

Interviewer: Thanks, Ko Shwe!

4.5 - Maung Maung

Maung Maung was a good student. Teachers always liked Maung Maung. He worked hard at school. He always finished his work first. He always answered questions correctly. He remembered all his lessons. The other students hated Maung Maung.

One day, they decided to get revenge. They rolled a piece of paper into a ball. They waited for the teacher to turn his back. They threw the paper ball and it landed on the teacher’s head. The teacher was really angry. He shouted at the class. ‘WHO DID THAT?’, he asked. All the students pointed at Maung Maung. But the teacher trusted Maung Maung. The teacher punished the other students.

4.6 - Describing rooms

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

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

4.7 - Draw the room

My favourite room is the kitchen, because I love cooking. There’s a cooker on the left, and a shelf with pots and pans above the cooker. We keep our plates and cups in a cupboard next to the cooker. In the middle of the room there’s a small round table. On the right there’s our food supplies – some bags of rice, some bottles of oil, some tins of fish, and vegetables. There’s a picture of some mountains on the wall.

4.8 - In a restaurant

Conversation 1

Customer: Can I have a menu, please?
Waiter: Here you are.
Customer: Thanks.
Waiter: Are you ready to order?
Customer: Yes, I’ll have the mushroom soup, and a green salad.
Waiter: Anything to drink?
Customer: Mmmm… a lemon juice.
Waiter: Mushroom soup, green salad and a lemon juice. Anything else?
Customer: No, that’s all, thanks.

Conversation 2

Customer: Excuse me.
Waiter: Is everything OK?
Customer: Can I have the bill, please?
Waiter: Mushroom soup… green salad… lemon juice. That’s 1800 kyat.
Customer: Here.
Waiter: And here’s your change.
Waiter: Bye.
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- 12 modules, each focusing on particular topics, functions and structures
- 12 thorough practice sections, one at the end of each unit
- 3 comprehensive review sections
- detailed language reference sections
- transcripts of all audio recordings

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- **context-appropriate.** The course focuses on the skills, topics and structures that Burmese students need to communicate in international situations.
- **easy to understand** - The course does not assume prior knowledge of other cultures. New language is presented in contexts familiar to students from Burma, and cultural and linguistic norms of English-speaking countries are given extra explanation.
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