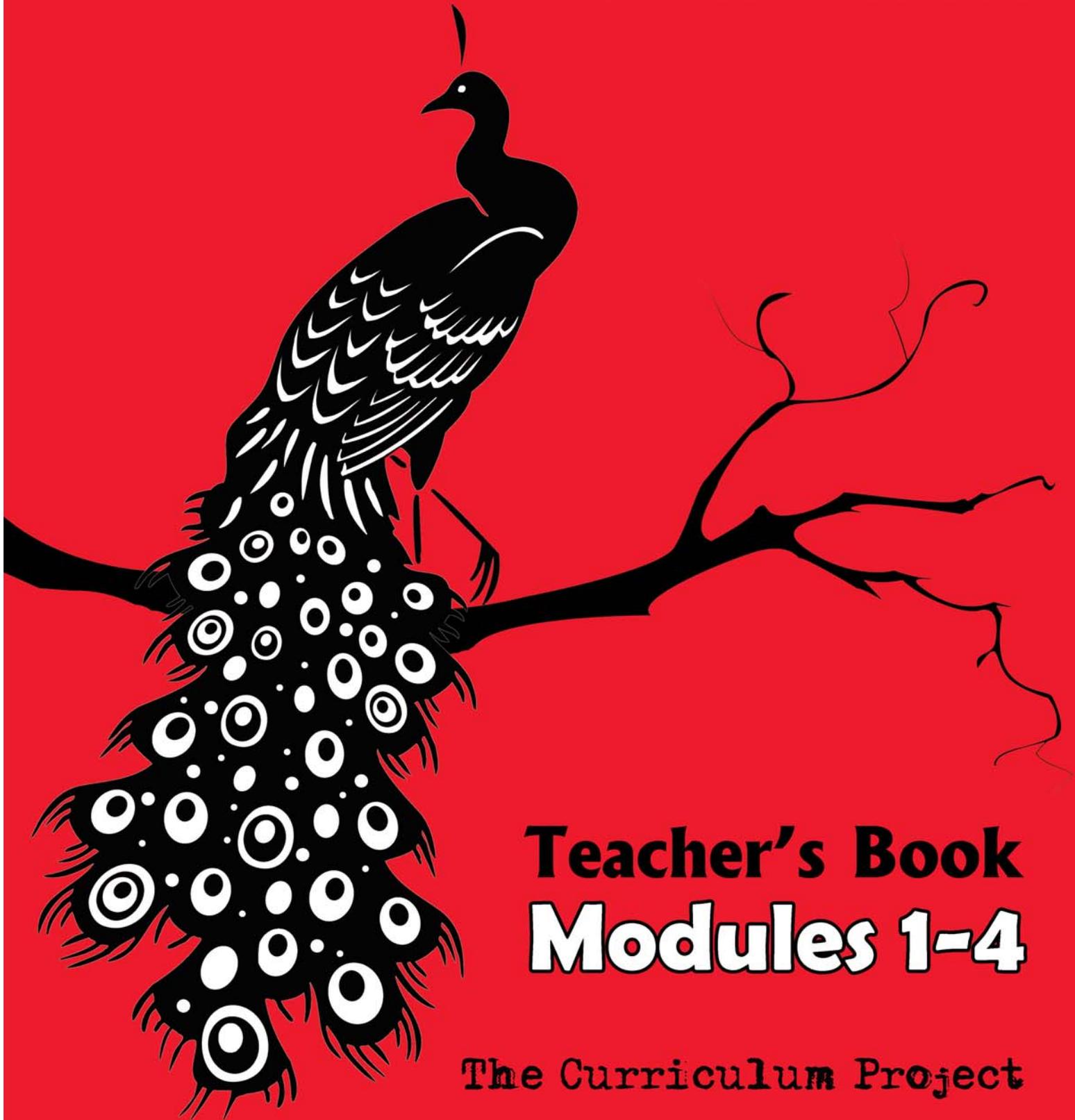


# General English

An English language course for adult and post-10 learners

**Pre-intermediate**



**Teacher's Book**  
**Modules 1-4**

The Curriculum Project

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# Introduction

## Welcome to General English Pre-intermediate

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

It is useful for:

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

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

## What's different about General English?

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

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

## Curriculum for YOUR context

We have developed **General English** with the needs of the Burmese classroom in mind.

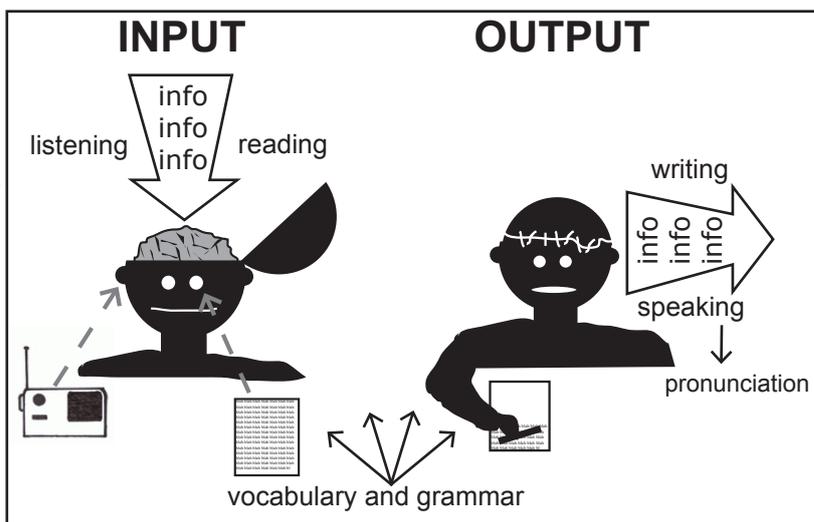
- We focus on the language and skills that people from Burma need to communicate effectively in English.
- We do not assume that teachers or students are familiar with Western cultural norms. International settings are fully explained.
- **General English** has a world knowledge, social awareness and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

# Methodology

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

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

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



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

## Components of General English

**General English** consists of a Student's Book, a Teacher's Book and audio recordings for the listening activities. Additional material is on the CD accompanying the Teacher's Book and can also be downloaded from our website, [www.curriculumproject.org](http://www.curriculumproject.org).

### 1. Student's Books

The Student's Books comprise twelve modules - organised into Modules 1-4, 5-8 and 9-12 - each with a structural, functional and skills focus, plus a learner training section where students look at ways they can improve their own language learning. The last section of each module is a **Practice** section covering language studied in that module. At the back of the book there are:

- three **Revision** sections where students review the language covered in Modules 1-4, 5-8 and 9-12
- a **Language Reference** containing information about the structures taught in each module, a list of irregular verbs, and a world map
- **Additional Material** for use in pairwork activities
- **Audioscripts**

### 2. Teacher's Books

The Teacher's Books contain detailed teaching instructions and answers to exercises interleaved with pages from the Student's Books. At appropriate points, **Language/Culture Notes** explain specific linguistic and cultural features of English-speaking countries, and **Extra Ideas** boxes suggest activities for further practice. In addition, Teacher's Books feature:

- an **Introduction** with advice on how to use the course most effectively: ways to adapt it to suit your class; ideas for extra practice exercises and activities; explanations of frequently-used terms; and suggested extra materials to supplement the course.
- **Progress Tests**, one for every two modules, to let you know how well students can understand and use the language and skills practised in the book.
- Teacher's Book 1-4 has a **Placement Test** to check whether **General English Pre-intermediate** is at the right level for your students. The back of the book is a CD including audio recordings in MP3 format, Adobe PDF versions of the Student's Book and Teacher's Book, and some additional resources that you may find useful. The audio is also available on cassette.

# How do I use General English Pre-intermediate?

## 1. Is it the right level for my students?

This edition of **General English** is a *pre-intermediate* course. It starts at a high elementary level, and the final few modules are at an early intermediate level. If you are not sure whether students are at the right level to study this, give them the **Placement Test** (pages 1X-XIV).

If it is much too difficult, students should study an *elementary* or *beginner* course. If it is much too easy, students should study an *intermediate* or *upper-intermediate* course.

## 2. My students find this quite easy, but they are not ready to study an intermediate course.

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

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

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

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

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

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

- Most of the listening exercises are easy to make into reading exercises, using the **Audioscripts**.
- You can read out the scripts yourself, or get students to read them to the rest of the class.

## 6. How can I check that they are learning?

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

## 7. I do not have much time. This course is too long.

- Teach it quickly, skipping sections and exercises that are time-consuming, too easy, too hard or not very useful for your class. Use the **Progress Tests** and **Practice** and **Review** sections to decide what to focus on.

# Extra activities and exercises

## Vocabulary and Grammar Exercises

Below are some basic exercises you can use to provide more practice with vocabulary or grammar items. You can use these to review language covered previously and to check students' understanding of language, either in class or as homework.

At the back of the Student's Book there is a **Language Reference** section. This outlines the form and use of the language covered in each module. At the end of each module there is also a **Vocabulary review** page listing key vocabulary from the module. You can use the following simple exercises with your class to check students' understanding and provide extra practice with this language.

### 1. Gap-fill

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

1. My sister \_\_\_\_\_ in a factory.
2. I \_\_\_\_\_ bananas.
3. Ali and Saw Htoo don't \_\_\_\_\_ pork.

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

**like eat work**

or 1. My sister \_\_\_\_\_ in a factory. (*work*)

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

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

This can focus on grammar and/or vocabulary.

### 2. Matching

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

- |               |                  |
|---------------|------------------|
| 1. Cows       | don't eat meat   |
| 2. My parents | doesn't eat meat |
| 3. Lu Meh     | don't eat meat   |

Or vocabulary with definitions.

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

### 3. Order the sentence

This exercise gives practice in sentence structure.

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

### 4. Word snake

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

comfortablefryborrowpacketattendslowly

### 5. Substitution drill

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

I don't like swimming.

Students repeat. Write a word on the board (or say it) so the students have to change the sentence:

dogs            I don't like dogs

Students repeat. Continue providing new words so students can change the sentence. You can change the target structure too:

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

### 6. Correct the sentence

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

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

or vocabulary items:

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

### 7. Answer the question

This can be highly controlled (few possible answers):

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

or low controlled (many possible answers).

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

### 8. Write the question

Students write the question to answers supplied.

1. \_\_\_\_\_?            In Mandalay.
2. \_\_\_\_\_?            Yes, she does.

### 9. Complete the sentence

Students finish a sentence.

1. I want \_\_\_\_\_.
2. My teacher doesn't go \_\_\_\_\_.

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

## Extra Class Activities

Here are some additional activities you can use in class to provide students with more speaking and listening practice. Some of these are already mentioned in the book, and some are different.

### 1. Speaking stick

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

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

### 2. Whispers

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

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

### 3. Race to write

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

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

### 4. Matching sentence halves

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

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

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

### 5. Backs to the board

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

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

### 6. Disappearing paragraph

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

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

### 7. Pair dictation

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

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

### 8. Quiz

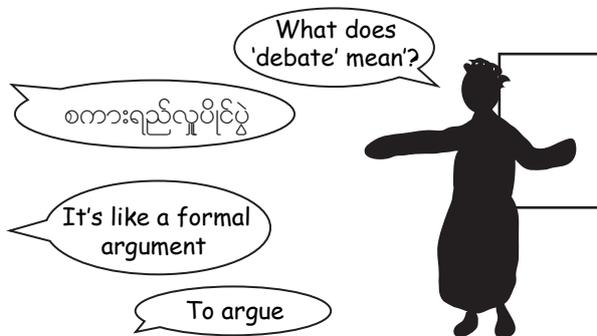
Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions.

Groups read their questions, and other groups try to answer. The first group to get an answer right gets a point for their team.

# Some terms used in the Teacher's Book

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

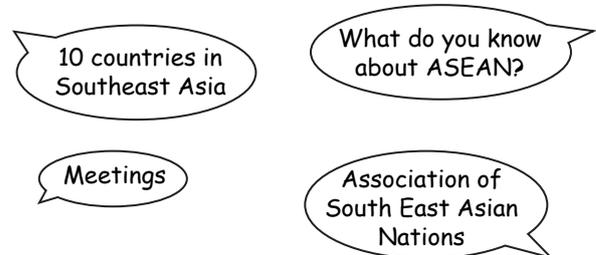
**Elicit** means to get students to provide answers, opinions or ideas (instead of the teacher giving these to the students).



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

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

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



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

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

## Using students' first language (L1)

Sometimes you might need to use L1 to:

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

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

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

# Supplementary resources

**General English** provides broad, general coverage of pre-intermediate level structures, skills and vocabulary. If your students want extra practice in one of these areas, there are other resources available.

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

Curriculum Project's **Reading and Writing Modules** focus specifically on reading and writing skills. As of June 2009 CP have produced **Writing Journals and Book Reviews, Describing People and Pictures** and **Narrating Past Events**. These are available from [www.curriculumproject.org](http://www.curriculumproject.org).

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

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

**The internet** has many useful English learning resources, from easy news items to pronunciation practice. See [www.curriculumproject.org](http://www.curriculumproject.org) for links to some of these sites.

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

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

## A few last words...

**General English** was developed to match the needs of adult learners from Burma. Priority was given to students at a *pre-intermediate* level of English because high school graduates, on average, are at about this proficiency level. *Beginner* and *elementary* level materials are under development, and should be available by 2010-2012. A more academic English course with a reading/writing and study skills focus is also planned, at *intermediate* level.

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

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

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

**[www.curriculumproject.org](http://www.curriculumproject.org)**



# Placement Test

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

## Marking guide

### 1. 12 points

Give one point for each correct answer.

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

### 2. 12 points

Give two points for each correct answer.

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

### 3. 11 points

Give one point for each correct answer.

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

### 4. 10 points

Give one point for each correct answer.

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

### 5. 15 points

Give one point for each correct answer.

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

### 6. 5 points

Give one point for each correct answer.

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

### 7. 10 points

Give one point for each correct answer.

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

## What do the scores mean?

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

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

# General English Pre-intermediate Placement Test

Time allowed: 60 minutes

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

12 points

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

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

<sup>9.</sup> \_\_\_\_\_ I get into university, my parents want me to study law. But I am <sup>10.</sup> \_\_\_\_\_ interested in medicine. Being a scientist is probably just <sup>11.</sup> \_\_\_\_\_ being a doctor, but I <sup>12.</sup> \_\_\_\_\_ really like to work with children.

## 2. Read the story and choose the correct answers.

12 points

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

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

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

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

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

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

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

### 2. What did he try on next?

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

### 3. Which item did Nasreddin like best?

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

### 4. How many people argued with Nasreddin?

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

### 5. Why was the shopkeeper angry when Nasreddin left?

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

### 6. What did Nasreddin actually pay for?

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

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

**11 points**

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

**4. Fill in the gaps to make correct sentences.**

**10 points**

**Hser Moo:** Hi Ko Oo. How are you ?

**Ko Oo:** I'm OK. I haven't seen you for ages! Where have <sup>1.</sup> \_\_\_\_\_ ?

**Hser Moo:** Oh, I've been away for a while. A few months ago, my grandmother <sup>2.</sup> \_\_\_\_\_ ill, so I went back to Papun to look after her. She's fine now.

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

**Hser Moo:** Oh, you mean my job as an office assistant? I quit that job before I went home. That job was terrible, and it <sup>3.</sup> \_\_\_\_\_ even well-paid. I need to find a more interesting <sup>4.</sup> \_\_\_\_\_ with better pay. The problem is that there just <sup>5.</sup> \_\_\_\_\_ many jobs around at the moment.

**Ko Oo:** Hey, you know, my uncle runs an English Language school. Maybe you could get a job at his school. You <sup>6.</sup> \_\_\_\_\_ visit him.

**Hser Moo:** OK, where is the school?

**Ko Oo:** It's on 6th Street. Do you know <sup>7.</sup> \_\_\_\_\_ that is?

**Hser Moo:** Is it near the library?

**Ko Oo:** Yes, it's right <sup>8.</sup> \_\_\_\_\_ to it. If you come on Saturday morning, I'll <sup>9.</sup> \_\_\_\_\_ you to my uncle.

**Hser Moo:** That's great! <sup>10.</sup> \_\_\_\_\_ a lot!

**5. Choose the correct answer.**

**15 points**

**Example:** I a my grandmother every week.

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

1. Right now, Saw Htoo \_\_\_\_\_ his bicycle to work.

- a.** ride      **b.** rode      **c.** is riding      **d.** has ridden

2. Did you like \_\_\_\_\_ food at the party last night?

- a.** a      **b.** an      **c.** the      **d.** not

3. The book you gave me was the \_\_\_\_\_ book I've read in years!

- a.** interesting      **b.** more interesting      **c.** most interesting      **d.** less interesting

4. You don't have to shout. I \_\_\_\_\_ hear you very well.

- a.** may      **b.** can      **c.** must      **d.** should

5. Are you going to the market? Can you buy some garlic? We don't have \_\_\_\_\_.

- a.** any      **b.** none      **c.** some      **d.** few

6. *Mi Mi:* The phone is ringing!    *Tin Tin:* Thanks, \_\_\_\_\_ get it.

- a.** I have      **b.** I am going to      **c.** I'll      **d.** I am

7. \_\_\_\_\_ to Myitkyina?

- a.** are you ever go      **b.** were you ever go      **c.** did you ever been      **d.** have you ever been

8. I \_\_\_\_\_ all day, I am really tired now!

- a.** am working      **b.** will work      **c.** have been working      **d.** had been working

9. *Zin Mar:* Oh, no, I missed my plane!    *Tun Zaw:* You \_\_\_\_\_ left the house earlier.

- a.** may have      **b.** should have      **c.** must have      **d.** would have

10. Hlaing Min talked to the woman \_\_\_\_\_ had won the lottery.

- a.** which      **b.** who      **c.** whom      **d.** whose

11. More than a million cars \_\_\_\_\_ in the Philippines since 2002.

- a.** are producing      **b.** were produced      **c.** have produced      **d.** have been produced

12. I \_\_\_\_\_ help you fix your bicycle unless you let me borrow it for one week.

- a.** don't      **b.** didn't      **c.** won't      **d.** am not

13. Naw Moo's parents \_\_\_\_\_ have let her go to university in Rangoon if they didn't have some relatives there she could stay with.

- a.** don't      **b.** didn't      **c.** won't      **d.** wouldn't

14. Before I went to primary school, I \_\_\_\_\_ to read and write in 3 languages.

- a.** had already learned      **b.** have already learned      **c.** am learning      **d.** will have learned

15. I think my computer is broken. I've tried \_\_\_\_\_ the button, but it won't switch on.

- a.** press      **b.** the press      **c.** pressed      **d.** pressing

**6. Complete the questions.**

**5 points**

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

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

**10 points**

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

# Answer Sheet

Name: \_\_\_\_\_

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

/ 12

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

/ 12

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

/ 11

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

/ 10

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

/ 15

6. 1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

/ 5

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

/ 10

**Total Score:**

/ 75

# Module One

## 1. Introductions

This section deals with introductions:

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

### 1.1 An introduction to introductions

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

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

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

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

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

- Answers: formal:**
- *Would you like a drink?* - *Yes, please.*
  - *This is U Tin Maung from the school. And this is Di Green from the International Development Association.*
  - *Pleased to meet you, Ms Green.* - *Please, call me Di.*
  - *How do you do? I'm David Johnson.* - *How do you do?*
- informal:**
- *Hi Mi Chan. How are you?* - *I'm OK. Very busy!*
  - *Jane, this is Htun Htun. And this is Si Si.* - *Hi, Htun Htun. Hi, Si Si.*
  - *Have some cake.* - *OK. Thanks.*

#### Extra Idea

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

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

#### Language/Culture Notes

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

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

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

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

F. Play the audio. Students check their answers.

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

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

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

4 - e *I'm Tin Maung.*

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

6 - a *Tin Maung.*

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

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

9 - c *D-i.*

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

## 1.2 Introducing yourself

A. Students write the answers to the questions.

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

C. Elicit how people communicate the basic information.

Answers:

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

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

3. *I live in (Mae Sot/Pagan/Australia).*

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

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

Answers:

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

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

Students ask and answer these questions in pairs.

## 1.3 Social English

Check students understand *similar*.

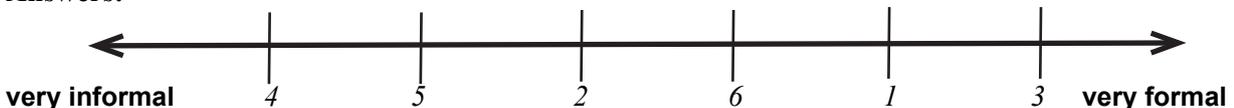
Discuss the topic. You may want to discuss it in L1 (students' first language). Find out students' ideas about greetings. What do they say in their language(s)?

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

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

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

Answers:



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

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

**Answer:**

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

## 1.4 Introducing other people

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

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

**Answers:**

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

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

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

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

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

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

**B. Roleplay.** In groups of three, students practise introducing each other formally and informally. After they have spent some time practising, get each group to perform one introduction to the class. The class can vote on the best introduction.

## 2. The Present Simple

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

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

### 2.1 Love and marriage

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

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

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

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

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

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

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

**Answers:**

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

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

**Possible answers:**

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

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

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

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

**Answers:**

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

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

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

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

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

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

## 2.2 Listening: And after that?

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

**Answers:**

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

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

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

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

**B.** Students write short paragraphs about their morning routine.

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

## 2.3 Interview

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

**Answers:**

1. *No, she doesn't.*

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

3. *Yes, he does.*

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

5. *Yes, they do.*

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

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

**Answer:**

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

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

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

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

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

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

## 2.4 *be* and *do*

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

Answer:

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

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

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

Possible answers:

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

## 2.5 *yes/no* questions

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

Possible answers:

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

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

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

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

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

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

## 3. Adverbs of Frequency

### 3.1 How do you get around?

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

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

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

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

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

### 3.2 On Saturdays

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

## 4. *wh*- Questions

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

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

### 4.1 General knowledge

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

**Answers:**

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

- B.** Students work in pairs. Student A looks at this page; Student B looks at page 66. Students ask and answer the questions, and tell the other pair which ones they got right. (The answers are upside down in a box under the questions.)
- C.** In their pairs, students write two general knowledge questions, each with one right and two wrong possible answers. They should know which is the correct answer. Each student in turn reads one question to the class, including the possible answers, and students write down their answers. After everyone has read their questions, check the answers. Who got the most right? If you have a very large class, you can do this in groups instead: pairs make two questions, then get into groups of eight or more and ask the questions.

## 4.2 Question words

**A. Brainstorm** a class list of question words: *what, where, who, why, when, how*. Then get students to think of the different questions that you can make with *how*: *how many, how far, how long, how often, etc.*

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

**Answers:**

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

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

**Answers:**

**where** – a place

**when** – a time

**how** – a way

**who** – a person

**what time** – a time

**how much/how many** – an amount

**what** – a thing

**why** – a reason

**how often** – a frequency

**D.** Students make questions.

**Answers:**

2. *Where do they live?*

3. *What do crocodiles eat?*

4. *Where do you keep your rice?*

5. *What time do you eat breakfast?*

6. *Why does he read books?*

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

8. *Where do you use English?*

### 4.3 Pairwork: Ban Ki-moon

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

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

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

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

Students work in pairs. Partner A looks at this page; Partner B looks at page 66.

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

**Student A's questions:**

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

**Student B's questions:**

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

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

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

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

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

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

### 4.4 Interview

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

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

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

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

## 5. Pronunciation: Present Simple Verb Forms

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

### 5.1 Syllables

- A. Students read the text, and circle the verbs. Play audio 1.6: students listen.
- B. Check that students understand *syllables*. Students classify the verbs into one and two syllables.

**Answers:**

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

**Two syllables:** *finish, study, practise*

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

**Answers:**

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

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

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

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

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

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

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

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

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

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

### 5.2 Checking pronunciation

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

- A. Students write a short paragraph about themselves, using Khaing Win as a model. They read this to a partner.
- B. Students listen to their partner's paragraph and take notes.
- C. Students change partners, and read the paragraph they wrote about their first partner.
- D. When listening, students check carefully for correct pronunciation of third person verb endings.

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

- A. Play audio 1.8. Students listen to the sentences and notice the pronunciation of *doesn't* and *don't*.
- B. Students practise saying the sentences with a partner, focusing on *don't* and *doesn't*.

## 6. Friendship, Romance and Family

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

- family relationships
- friendships
- romantic relationships

### 6.1 Who's who?

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

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

**Answers:**

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

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

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

**Possible answers:**

**his grandfather:** - *about 80 years old*

**his older sister:** - *a doctor*

- *husband is a doctor*

- *they have a one year old daughter*

**his best friend:** - *his name is Ko Naing*

- *lives in Zaw Aye's house*

- *goes home to his village in school holidays*

**C.** Students answer the questions:

**Answers:**

1. *his friend*

2. *his brother-in-law*

### 6.2 Family members

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

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

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

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

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

**Possible answers:**

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

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

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

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

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

## 6.3 Your people

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

## 6.4 Khaing Win and Mi Lwin – a love story

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

*get engaged* – to formally decide that you plan to marry

*go out together* – to be boyfriend/girlfriend

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

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

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

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

### Answers:

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

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

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

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

### Language/Culture Notes

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

## 7. Writing: Filling in a Form

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

### 7.1 Personal information

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

**Answer key:**

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

#### Language/Culture Notes

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

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

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

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

### 7.2 Complete the form

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

Students answer the questions with information about themselves.

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

**Possible answers:**

1. *AUNG KYAW SOE*

2. *AK Soe*

3. Circle the appropriate title.

*Mr* / *Ms* / *Mrs* / *Miss* / *Dr* / *Other*

4. **a.** *Lashio*    **b.** *Burma*

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

6. *Burmese, Shan, English, Chinese*

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

**Answer:**

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

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

## 8. Thinking about Learning

This section aims to make students aware of the language learning process. They think about the reasons why they are learning English, and how they can improve their learning.

### 8.1 Your opinion of education

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

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

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

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

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

#### Language/Culture Notes

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

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

**C.** Ask students if they like the song. Get opinions in English or L1. Check that students understand the multiple choice options.

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

### 8.2 Think about your language learning

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

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

### 8.3 How can you improve?

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

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

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

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. Write the verb

Answers:

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

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

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

#### B. Positive and negative

Answers:

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

#### C. Adverbs of frequency

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

#### D. *wh*- questions

Answers:

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

#### E. What's the question?

There are many possible answers to this exercise.

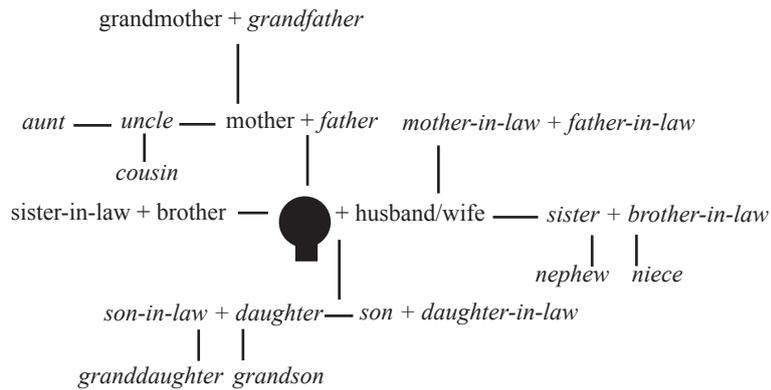
Some possible answers:

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

## F. Family

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

**Possible answer:**



## G. Conversation

There are many possible answers to this exercise.

**Some possible answers:**

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

## H. Crossword

**Answers:**

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

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

## 9.2 Vocabulary review

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

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

**B. Answers:**

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

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

# Module Two

## 1. Classroom Language

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

- language for doing class activities
- language for checking understanding

### 1.1 Instructions

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

**Answers:**

**Read** – Conversation 1

**Listen** – Conversation 3

**Speak** – Conversations 2 and 4

**Write** – Conversation 3

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

**Answers:**

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

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

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

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

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

**C.** Individually or in pairs, students write as many instructions as they can think of using these verbs. Give them a time limit of 3-5 minutes, then make a class list on the board.

If you like, do this as a **group brainstorm competition**: students brainstorm in groups, and the winner is the group which can think of the most instructions within the time limit. Check that students have correct sentences.

**D.** In pairs, students give instructions to each other from **C**. One student gives an instruction, and the other student mimes the action. Encourage students to be creative in their responses.

### 1.2 Classroom questions

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

**Answers:**

1. How do you say လိုခိုရေး in English ?

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

3. Can you repeat that, please?

OR Can you say that again, please?

4. Sorry, I don't understand.

5. How do you spell 'exactly' ?

6. Please write that on the board.

7. What does 'recently' mean ?

8. What do you call this in English?

9. What s 'conversation' in Burmese?

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

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

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

**Possible answers:**

1. 'What does this word mean?' 2. 'Can you please repeat that?' 3. 'I'm sorry, I don't understand.'

## 2. What is Where?

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

### 2.1 Behind the door

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

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

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

Read the sentences, and establish which rooms they describe.

**Possible answers:**

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

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

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

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

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

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

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

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

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

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

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

**Possible answers:**

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

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

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

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

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

Students compare sentences in pairs.

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

## 2.2 What's in your classroom?

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

Answers:

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

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

Answers:

- There are 14 desks in her classroom.*
- There is a blackboard.*
- There isn't a whiteboard.*
- There aren't any computers.*
- There are about 20 cassettes.*
- There is a map.*
- There isn't a teacher in the classroom.*

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

## 2.3 Going to the city

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

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

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

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

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

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

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

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

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

#### Extra idea

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

**A:** *Is there a hotel here?*

**B:** *No, there isn't.*

Encourage the tourist to ask very stupid questions!

## 2.4 In the city

- A.** Students look at the picture. Time exactly three minutes, then tell them to stop. If you don't have much time, or you think they don't need three minutes, you can give them just one or two minutes.
- B.** They turn to page 66, and answer the questions *without* looking back at the picture.

Answers:

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

### 3. *have got*

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

#### 3.1 Complaining students

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

**Answers:**

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

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

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

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

**Answers:**

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

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

#### 3.2 What have you got?

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

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

**Answers:**

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

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

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

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

### 3.3 Find someone who...

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

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

*Have you got three brothers?*

*Have you got an English storybook?*

*Have you got a watch?*

*Have you got two cats?*

*Have you got red shoes?*

*Have you got a hat?*

*Have you got parents from different ethnic groups?*

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

- three brothers *Myat Sann*

- a watch *Salai Aung*

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

### 3.4 Describe the people

Ask students if they know who Kofi Annan is.

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

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

**Answers:**

1. *Kofi Annan's got a beard.*

2. *He hasn't got black hair. / He's got grey hair.*

3. *He hasn't got a small nose. / He's got a big nose.*

4. *Nane Annan hasn't got black hair. / Nane Annan's got blond/light-coloured hair.*

5. *She hasn't got a moustache.*

6. *She's got a necklace.*

7. *Kofi and Nane Annan haven't got hats on.*

8. *They haven't got big ears. / They've got small ears.*

### 3.5 Pairwork: The office

The pictures of the offices on pages 23 and 67 are similar, but there are nine differences.

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

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

*How many books are there?*

*Is there/Have you got a glass in your picture?*

*Where's the picture ?*

*Is the rubbish bin next to/on/under the desk ?*

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

**Answers:**

- *There's a computer on page 23, and a typewriter on page 67.*

- *There's one person in the picture on page 23, and two people on page 67.*

- *There isn't a window on page 23 (but there is on page 67).*

- *There are three drawers on page 23, and five drawers on page 67.*

- *There are two flowers on page 23, and four flowers on page 67.*

- *There isn't a telephone on page 23 (but there is on page 67).*

- *There are some bananas on page 23 (but there aren't any on page 67).*

- *There are two chairs behind the desk on page 23 (but there aren't any on page 67).*

- *There are six books on page 23, and three books on page 67.*

## 4. More About *there*

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

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

### 4.1 In the bedroom

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

**Answer:**

*There's a radio on the desk.*

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

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

**Answers:**

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

### 4.2 The town of Wonderville

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

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

**Answers:**

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

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

## 5. Transport and Travel

This section deals with transport issues

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

### 5.1 Vocabulary

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

### 5.2 How to get there

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

**Answers:**

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

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

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

**Answers:**

*Aeroplane* - **Advantages:** fast/quick

- **Disadvantages:** expensive

*Train* - **Advantages:** fast, comfortable, cheap, can see the countryside

- **Disadvantages:** foreigner prices

*Bus* - **Advantages:** cheap

- **Disadvantages:** slow, uncomfortable, crowded

### 5.3 Trains, buses and planes

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

**Possible answer:**

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

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

**Possible answer:**

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

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

### 5.4 How do I get there?

- A.** Students **brainstorm** a list of questions they might ask if they need to go somewhere. It might be useful to get them to imagine they need to go somewhere, e.g. Mandalay, and to think of how they would find information they need to get there.

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

**Answers:**

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

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

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

**Answers:**

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

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

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

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

**Probable answers:**

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

## 5.5 A trip to Namhkam

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

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

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

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

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

Were any guesses right?

**Answers:**

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

## 5.6 Adjectives to describe transport

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

Check understanding of the words in the speech bubbles.

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

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

**Answers:**

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

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

**Language/Culture Notes**

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

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

## 6. Pronunciation: Syllables, stress and schwa

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

### 6.1 Syllables and stress

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

**Answers:**     *advantage*     *interview*     *corner*  
                   *separated*     *cupboard*     *nationality*  
                   *culture*           *negative*     *mountain*

### 6.2 /ə/ Schwa

- A.** Play audio 2.8 again. Students listen carefully and identify the schwa sounds. They should circle them on the word list in 6.2.
- Answers:**     (*advantage*)     *interview*     (*corner*)  
                   (*separated*)     (*cupboard*)     (*nationality*)  
                   (*culture*)           (*negative*)     (*mountain*)

- B.** Put students in pairs.

## 7. Writing: Describing a Place

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

### 7.1 Conjunctions

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

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

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

**Answers:**

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

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

**Answers:**

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

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

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

**Answers:**

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

### 7.2 In a place

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

**Answers:**

**Opening** – *Dear Mike, Greetings from Singapore!*

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

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

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

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

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

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

**Closing** – *Love, Maung Bo*

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

#### Extra Idea

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

## 8. Thinking about Learning: Needs and Priorities

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

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

### 8.1 Why do you want to learn English?

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

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

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

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

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

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

- Answers:** *specific situations:* read labels and instructions

talk to NGOs and doctors

*skills/knowledge:* speaking

listening

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

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

Write the results on the chart.

Each student completes a chart for him/herself.

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

#### Language/Culture Notes

**Needs analysis** and **needs assessment** are processes used to identify what people need. If people want to start a new project, they often do a needs analysis first, so they know what are the most useful things to do. In language learning, a needs analysis can include:

- why s/he needs to learn the language
- what situations s/he will use the language in
- what knowledge and skills s/he should prioritise

### 8.2 Priorities

- A.** Students decide on their priorities for studying English. First they think about their weakest points. Then they look at what skills and language they need most. Their priorities will be the skills they need most, that they are also weak at. This is what they should be practising in their free time.
- B.** Students think of things they can do to improve their weak points. After they have thought of their own ideas, get students to read the list of language improvement strategies on page 67.

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. Classroom English

Answers:

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

#### B. What's in the room?

Possible answers:

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

#### C. Is there a...?

Answers:

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

#### D. there is / have got

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

Questions:

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

Answers:

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

#### E. Transport vocabulary

Answers:

**human:** foot, bicycle, boat, trishaw

**animal:** elephant, horse, camel, buffalo cart

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

## F. Translate

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

## G. Complete the conversation

Answers:

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

## H. Pronunciation

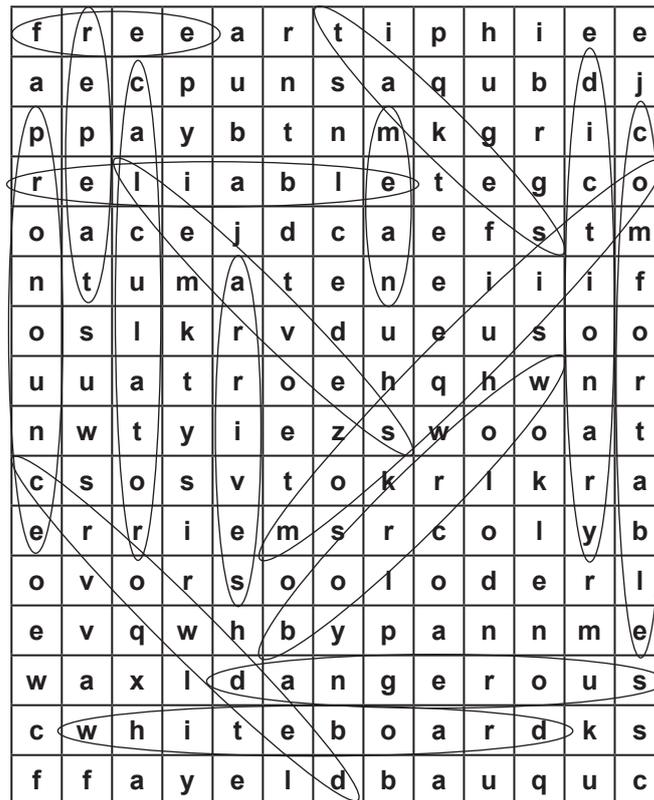
Answers:

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

## I. Word Search

Answers:

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



## 9.2 Vocabulary review

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

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

**B. Answers:**

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

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

If it is too easy, change the rules:

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

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

**Test**

On page 88 there is a test of the language and skills from Modules 1 and 2. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 91

# Module Three

## 1. What's Happening Now?

This section focuses on two uses of the present continuous:

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

### 1.1 Imagining

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

**Possible answer:**

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

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

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

Ask some students to read out their sentences.

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

#### Language/Culture Notes

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

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

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

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

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

## 1.2 Bad behaviour

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

**Possible answers:**

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

**B. Pre-teach lecture, issues.**

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

Play audio 3.1. Students listen and answer the questions.

**Answers:**

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

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

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

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

### 1.3 Present simple and continuous

**A.** There are many possible answers.

**Possible answers:**

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

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

#### Extra idea

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

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

### 1.4 What's happening in your life?

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

**A. Brainstorm** possibilities for each situation on the board.

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

**Possible answers:**

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

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

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

## 1.5 Listening: We're busy

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

**Answers:**

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

**B.** Students answer the questions.

**Answers:**

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

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

**Answers:**

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

## 2. Song: Tom's Diner

This section provides extra listening practice using the present continuous.

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

### 2.1 In a diner

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

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

**Answers:**

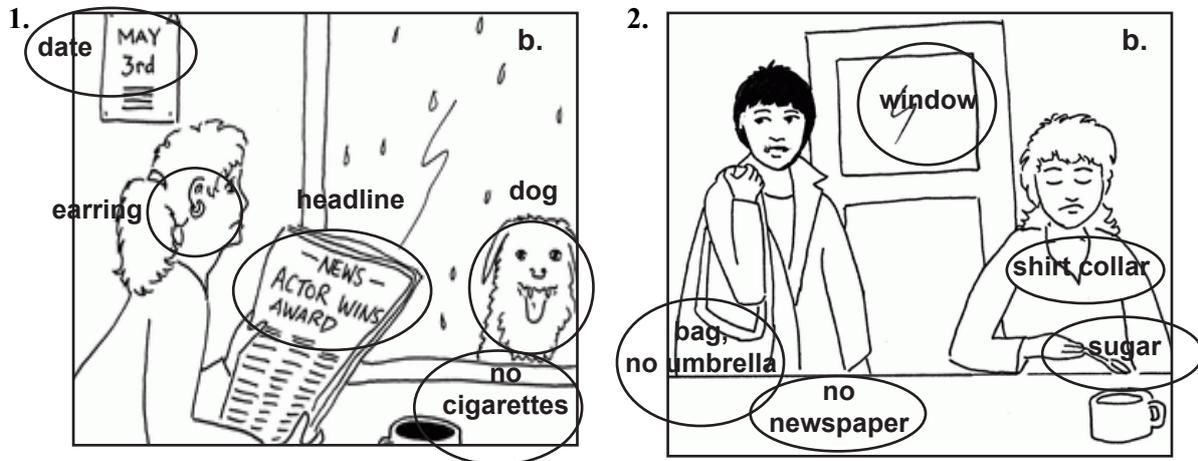
- reflection** – *e. what you see when you look in a mirror*
- shake** – *d. to quickly move something from side to side*
- pour** – *h. to put water, or other liquid, in something*
- argue** – *b. to disagree or quarrel with someone*
- pretend** – *a. to make people think wrong things about you*
- horoscope**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

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

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

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

**Answers:**



Students make sentences describing the differences, e.g.

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

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

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

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

**Answers:**

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

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

### 3. There's Something Happening

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

#### 3.1 There's a boy reading a comic

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

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

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

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

**Answers:**

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

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

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

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

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

Can they guess what picture you are describing?

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

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

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

#### 3.2 Buildings you know

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

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

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

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

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

Get some students to describe their house to the class.

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

### 3.3 Pairwork: Listen and draw

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

Students work in pairs. Partner A looks at this page; Partner B looks at page 68. Each partner has different sections with drawings.

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

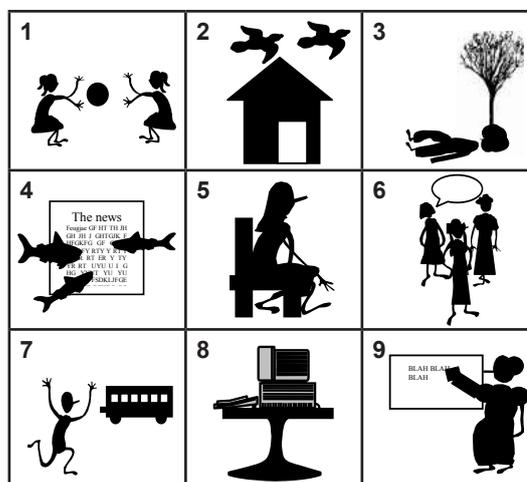
Then Partner B describes a section to Partner A, who draws it.

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

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

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

Don't worry about the quality of the drawing!



## 4. Eating and Drinking

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

- vocabulary for common foods
- processes for food preparation

### 4.1 What do you eat?

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

**Answers:**

**Back** – cooking oil, bananas, cabbage

**Middle** – yellow beans, carrots, fish

**Front** – fishpaste, pork, eggs, salt

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

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

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

**Answers:**

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

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

**Manufactured** – cooking oil, sugar, sometimes fishpaste

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

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

**Suggestions:**

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

**Language/Culture Notes**

Most **foods** can be countable or uncountable, e.g.

- we say *some potato* if the potato is made into a mixture, or cut up into small pieces.
- we say *a potato* or *some potatoes* if the potatoes are whole.

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

## 4.2 Pizza and pasta

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

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

**Answers:**

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

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

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

Answers:

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

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

D. Students answer the questions.

Answers:

1. *Both pizza and pasta, if you don't include any meat – neither has to include meat. In this example the pizza is vegetarian, but the pasta includes meat.*

2. *Pizza. Some types of pasta can take this long as well, but usually pasta cooks in 5-20 minutes.*

3. *Pasta. You can eat pizza with a knife and fork too, but most people just use their hands.*

4. *Pizza.*

### 4.3 Recipes

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

**Brainstorm** a list of possible ingredients.

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

Possible answers:

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

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

Answer:

e. *Chop the meat, onions, and garlic.*

d. *Mix them together with an egg, some flour and a little oil.*

c. *Make them into small, flat cakes. Cook these in a little oil.*

a. *Cut the bread rolls in half, and toast them a little.*

f. *Put the meat cakes in between the two halves of the bread rolls.*

b. *Add some tomato, lettuce and onion. It's ready to eat!*

C. Students match the verbs with the noun phrases.

Answers:

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

*chop – the onions, the fish*

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

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

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

*make – small, round cakes, bean curry*

*boil – the water in the pot*

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

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

## 5. More Food

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

### 5.1 Food and containers

A. Students **brainstorm** a list of containers. Write them on the board.

B. Students match the food or drink that can go in these containers.

There are many possible answers, as many things can go into many containers, but here are the more common combinations:

Answers:

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

*A can of... oil, beer, fish*

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

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

*A jar of... oil, fishpaste, sweets*

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

#### Language/Culture Notes

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

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

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

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

A **can** is made of metal.

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

### 5.2 Food and health

A. Students think of a shop they know, and write down some of the things that are in the shop. They should also record the container.

B. Students classify their food into *healthy*, *not very healthy* and *unhealthy*.

There are many possible answers to this – usually foods that are more natural (such as rice, fruit, vegetables and eggs) are healthy. Many manufactured foods such as Mama noodles, sweets and soft drinks are unhealthy.

Many foods such as meat and sugar are unhealthy if you eat too much of them.

C. Students write four sentences or short paragraphs about their eating habits, e.g.

*I eat rice, fishpaste and yellow beans every day. I also drink tea and coffee every day.*

D. Students decide whether they are healthy eaters or not, and give themselves a score out of 10. 1 = very unhealthy eater, 10 = very healthy eater.

Get a few students to explain their scores, and why they gave themselves that score.

#### Language/Culture Notes

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

### 5.3 Roleplay: In the shop

A. Put students in groups of three or four, with one shopkeeper per group and the rest customers. Shopkeepers write ten things they are selling in their shop.

Each student writes three things they need to buy (and the container or quantity).

They should not show each other what they have written!

B. Customers try to buy the things on the list. If it is also on the shopkeeper's list, they can buy it. If not, they should go to another shopkeeper. Students keep trying until they have bought all their things. Encourage students to have conversations: *'How much does it cost?'* *'That's 100 kyat'*, etc. After a few minutes, stop them, and get some other students to be shopkeepers.

## 6. Likes and Dislikes

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

### 6.1 What does Mel like?

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

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

**Answers:**

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

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

**Answers:**

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

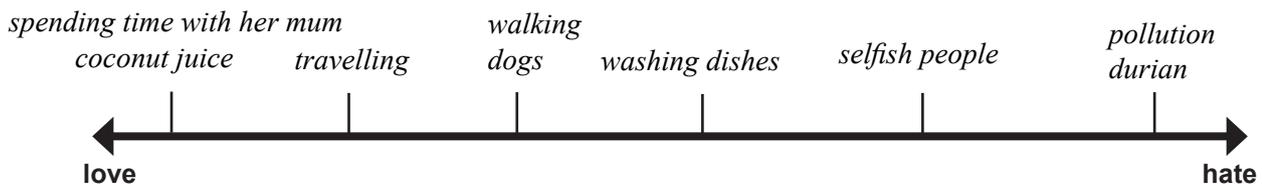
Draw a chart on the board explaining the structure:

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

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

**D.** Students rank these things on the chart.

**Answers:**



### 6.2 What do you like?

**A.** Students match the faces to the phrases.

**Answers:**

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

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

### 6.3 Elizabeth's problem

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

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

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

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

**Answer:**

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

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

## 6.4 Questionnaire: What type of person are you?

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

## 7. Writing: Describing a Process

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

### 7.1 Giving instructions

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

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

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

**Answers:**

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

Elicit the tense of the verbs.

**Answer:**

*The verbs are all in the present simple.*

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

**Answers:**

1. *Eat lots of fruit and vegetables.*

2. *Get some exercise.*

3. *Drink lots of water.*

4. *Sleep 8 hours every night.*

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

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

- D. Some possible answers:**

*Walk at least 30 minutes every day.*

*Avoid eating too much sugar and salt.*

*Don't smoke cigarettes or drink too much alcohol.*

*See a doctor when you are sick.*

*Stay away from mosquitoes.*

## 7.2 Signal words

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

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

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

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

4 – Third, be on time!

1 – First, find out about the company.

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

3 – Second, dress formally for the interview.

5 – Fourth, be polite during the interview.

### Language/Culture Notes

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

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

• *How to send an email*

• *How to get a visa*

• *How to organise a party.*

• *How to cook a meal*

• *How to study for an exam*

• *How to take a photo.*

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

## 8. Thinking about Learning: Resources

This section looks at resources – what things are available to help the English language learning process.

### 8.1 Resources for language learning

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

### Language/Culture Notes

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

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

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

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

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

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

### Extra idea

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

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. Present continuous

Answers:

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

#### B. Present simple or continuous?

Answers:

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

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

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

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

#### C. Write the questions

Answers:

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

### D. Crossword: Verb + -ing

Answers:

*Across: 2. going*

*4. staying*

*7. making*

*9. talking*

*11. getting*

*13. riding*

*14. having*

*15. running*

*Down: 1. doing*

*3. lying*

*5. taking*

*6. smoking*

*8. waiting*

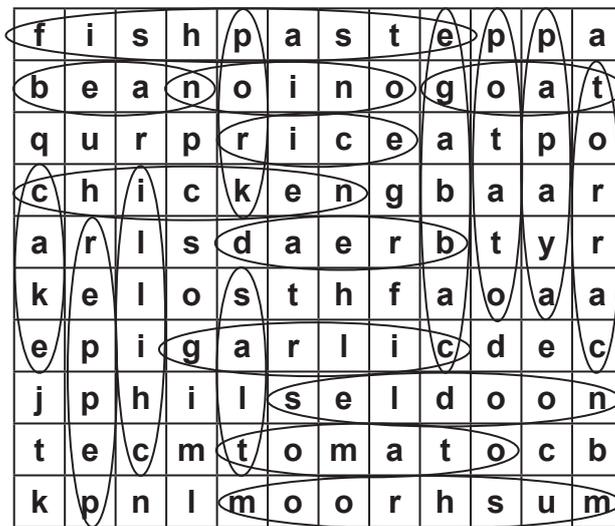
*10. reading*

*12. driving*

### E. Food search

Answers:

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



### F. Containers

Possible answers:

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

### G. Likes and dislikes

Answers:

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

## 9.2 Vocabulary review

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

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

**B. Answers:**

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

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

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

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

# Module Four

## 1. What Happened?

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

- positive and negative sentences
- questions

### 1.1 Famous people

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

**Answers:**

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

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

**Answers:**

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

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

**Answers:**

- sing*
- fight*
- liberate*
- win*
- struggle*
- receive*
- be*
- discover*

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

**Answers:**

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

## 1.2 Listening: Dee Dee and the Kangaroo

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

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

**B.** Play audio 4.1 two or three times.

**Answers:** *D, B, A, C*

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

## 1.3 Prediction: Nelson Mandela

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

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

**C.** Students turn to page 68 and read the text. They compare their paragraph to the text. Tell them not to worry if their predictions are not completely accurate. They should just check if the meanings are similar.

## 2. Questions and Answers about the Past

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

### 2.1 Simon Bolivar

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

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

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

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

**B.** Students put words in the right order.

**Answers:**

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

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

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

## 2.2 An interview about yesterday

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

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

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

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

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

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

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

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

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

## 2.3 *be* and *do* in the past

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

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

**B.** Students complete the rules.

**Answers:**

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

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

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

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

**Answers:**

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

## 2.4 Wangari Maathai

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

## 2.5 Pairwork: Asking about Che Guevara

*This is a pairwork activity – Student A looks at this page; Student B looks at page 68.*

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

**Answers: Partner A**

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

**Partner B**

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

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

Both students should have the complete text:

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

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

## 2.6 More information

- A. Pre-teach elect.** Students look back at the information about about Sirimavo Bandaranaike, Britney Spears and Marie Curie on page 50, and decide which woman each sentence is about.
- B.** There are texts about these women on page 96 of the Teacher's Book. Copy and cut these out. Choose three or six students, and give them each a handout about one of the women. Other students ask them *yes/no* questions to test whether their guesses are correct. **Elicit** one or two examples. The questions are:

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

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

**Answers:**

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

## 2.7 Past time expressions

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

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

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

**Answers:**

2. *last week*

3. *last week / a week ago*

4. *six months ago*

5. *two days ago*

6. *last night*

7. *this morning*

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

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

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

## 2.8 When did you last...?

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

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

**Answers:**

1. *when he was 16*

2. *yesterday*

3. *last week*

4. *this morning*

5. *in March*

6. *three days ago*

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

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

**Possible answer:**

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



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

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

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

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

### 3. Pronunciation: Past Simple Verb Forms

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

#### 3.1 Verb endings

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

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

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

**Answers:**

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

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

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

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

**D.** Play audio 4.5. Students listen and check.

**Answers:**

- t* – *liked, worked, finished, asked, punished*  
*d* – *answered, remembered, rolled*  
*ed* – *hated, decided, waited, landed, shouted, pointed, trusted*

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

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

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

## 3.2 Pairwork: Two truths, one lie

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

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

## 3.3 3-2-1: Your life story

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

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

# 4. In the House

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

## 4.1 Vocabulary: What's in your house?

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

**Possible answers:**

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

*bedroom* – shelves, mirror, lamp, drawers, cupboard

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

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

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

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

**Possible answers:**

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

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

*plastic* – drawers, shelves, mirror, chair

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

## 4.2 Describing rooms

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

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

**B.** Students decide which adjective can describe which item.

**Answers:**

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

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

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

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

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

**Answers:**

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

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

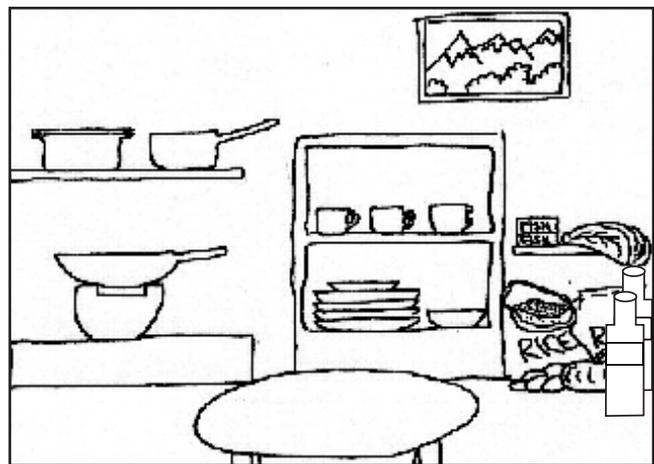
## 4.3 Pairwork: Listen and draw

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

**A. Pre-teach supplies.** Play audio 4.7 two or three times. Students listen, and draw what they hear; they should try to include all the things in the description. Give them a few minutes to do their drawing, then play the audio again to check.

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

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



## 5. Adverbs of degree

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

### 5.1 How short are they?

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

**Answers:**

*left to right – Dennis, Ni Ni, Roi Ja, Johnny, U Zagana*

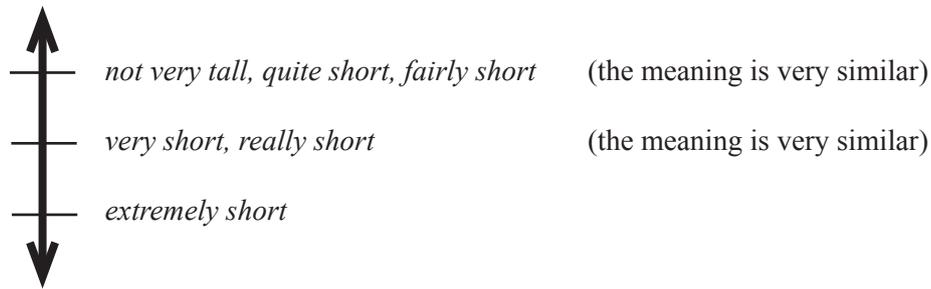
**B.** Students read through the text, and decide which words and phrases are adverbs of degree. If necessary, refer them to the **Adverbs of degree** section of the **Language Reference**.

**Answers:**

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

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

Answers:



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

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

Write them on the board.

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

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

*a lot* is similar in degree to *very*.

#### Language/Culture Notes

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

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

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

Students answer the questions.

## 5.2 Relatives from the city

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

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

B. Students read the text and check their predictions.

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

**Possible answers:**

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

*Ma Ma Than:* His wife is very pretty.

*Sai Leik:* She's very young – Dennis told me she's only 25.

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

*Sai Leik:* She's quite beautiful, but not very nice.

*Sai Leik:* She's really clever.

*Sai Leik:* Yes, but really naughty as well!

*Sai Leik:* Never! I like our beautiful farm! We are very happy here.

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

## 6. Restaurants

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

### 6.1 In a restaurant

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

**Language/Culture Notes**

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

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

- C. **Pre-teach** *anything else?*, *that's all* and *change (n)*. Listen to the audio. Students identify which picture goes with which conversation.

**Answer:**

*Picture 1 – Conversation 1*

*Picture 2 – Conversation 2*

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

**Language/Culture Notes**

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

In many other languages such as Burmese, the equivalent phrases are not so common. For example, people in Burma do not often say ကျေးဇူးပြုပီး မန်(န်)ယူ ရနိုင်မလား when they want a menu.

## 6.2 What's on the menu?

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

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

**Answers:**

1. *All the soups, green salad, plain rice, fried rice with tofu*      2. *Tea*

**C.** In pairs, students make conversations like in 6.1: Student A is a waiter; Student B a customer. They order food from the menu and pay the bill. Then they swap roles.

## 6.3 Roleplay

**A.** In groups, students design a menu. They choose their own dishes for it, and give them prices. Encourage students to be as creative, funny and interesting as possible.

**B.** Students do a **roleplay**, with a waiter and some customers. They make a dialogue about ordering food and paying the bill, practise it and perform it to the class. They should use as many phrases from audio 4.8 as possible, and any others they know.

Get students to vote on the best (funniest? most accurate? best acted?) roleplay, and give a small prize.

# 7. Writing: Telling a Story

This section looks at adverbs and their role in writing narrative stories. It primarily focuses on adverbs of manner, and builds on the adverbs of frequency and degree that students have already studied.

## 7.1 Adverbs

**A. Pre-teach slippery.**

Students read the story, and circle the adverbs. Explain any unfamiliar words, or tell them to look in a dictionary.

**Answers:** *heavily, carefully, happily, fluently, fairly, suddenly, dangerously, loudly, quickly, fortunately, immediately, thankfully*

**B.** Students write out the story without adverbs. If you don't have much time, just tell them to ignore the adverbs and read it to themselves, or in pairs.

**Answer:**

*It was raining as Gam H pang walked across the bamboo bridge. He looked down the path, and saw me sitting under a tree. He waved, and called out, 'Let's make a cup of tea!' in Chinese. Gam H pang speaks Chinese, and he's teaching me. I'm a slow student. We saw a man carrying a heavy load towards the old bridge. 'Be careful!' Gam H pang cried, but the man didn't understand. I thought. Perhaps he spoke Chinese? I called out to him 'SIU SUM!'. He understood. He stopped, and looked at me.*

Discuss this with the class – does it make sense? Points to include or **elicit**:

*A lot of the meaning is missing if you don't use adverbs, although it is still grammatically correct. It's not very interesting without adverbs.*

## 7.2 Storytelling

**A. Pre-teach** *synonym*. Students match the adverbs and their synonyms, using their dictionaries if necessary.

**Answers:**

- especially – *most importantly*
- fortunately – *luckily*
- approximately – *about*
- unnecessarily – *without a need*
- immediately – *right now*
- exactly – *no more and no less than*
- unfortunately – *unluckily*
- eventually / finally – *after a long time; in the end*

**B.** Students fill the gaps with the adverbs from the base words in the box. There are a few possible correct answers; here are the most likely.

**Possible answers:**

1. *quietly*
2. *immediately*
3. *quickly*
4. *angrily*
5. *Fortunately*
6. *approximately*
7. *Eventually*

**C.** Pre-teach *lifestyle* (the way that you live). Students put the adverbs on the right into this story. Sometimes more than one place is possible, but here are the most natural places.

**Answers:**

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

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

**D.** Students plan to write a story. Individually or in pairs or groups, they think about what to include, and make a story plan. There are some suggestions for stories in the Student's Book, or students can choose their own. Remind them that the story will be a lot more interesting if they include adverbs.

When you check their stories, look for correct use of adverbs, and mark on how interesting the story is as well as correctness.

## 8. Thinking about Learning: Vocabulary (1)

This section focuses on vocabulary, and the difference between active and passive vocabulary.

### 8.1 How do you feel about learning vocabulary?

- A. Pre-teach** *express* (to say what you think or feel) and *get round it* (to find a way to manage a problem). Students read what the people say about learning vocabulary and match the people with the sentences.

**Answers:** Htet Khaing *doesn't need so many words...*

Leah *wants a wide vocabulary...*

Discuss the advantages and disadvantages of each opinion.

- B.** Give students about 30-60 seconds to decide whether they are similar to Leah or Htet Khaing (or neither), and to think about their opinions about learning vocabulary. Then put them in groups to discuss the issues. For example, do they find learning vocabulary easy or difficult? Do they think it is very important or not? Is it interesting or boring? If you like, get one member of each group to report to the class about each group member's opinions.

### 8.2 Active and passive vocabulary

- A.** Explain the difference between *understanding* a word when you hear or see it in context and *using* a word (being able to use it appropriately in speaking and writing). If you can understand a word, it is part of your passive vocabulary. If you can use a word, it is part of your active vocabulary. Students discuss the questions.

**Answer:**

*Estimates of the passive vocabulary of an educated native speaker vary between 50,000 and 250,000 words. This includes members of the same word family, e.g. advise, advised, advising, advice, advisor, advisory, advisable, inadvisable, etc.*

**B. Answer:** *Approximately 10,000.*

**C. Answer:** *They can probably use about 10,000 for their native language(s).*

### 8.3 Knowing a word

- A.** Go through the points as a class. Clarify anything students don't understand. Ask if students think all these points are important. Do students think these points are all equally important? Look at the chart. Explain *passive* and *active* vocabulary. *Passive* means that you can recognise and understand the word. *Active* means you can use the word. Students probably have a much larger *passive* English vocabulary than *active*.
- B.** In groups, students find out the meanings of these six words and phrases, using their dictionaries if possible. If that isn't possible, they can ask you:
- *we use a spanner for tightening nuts and bolts*
  - *twerp is a slang word for a stupid person (it is not very rude – people sometimes use it to joke with their friends – but you don't use it formally)*
- C.** Students discuss their decisions in groups, and agree as a group on which points (1-8) are useful for each word. Then discuss it as a class.
- D.** Students think of what type of words they should learn. Ask some students what they think. They might suggest words about their interests (e.g. sports, reading, music), useful words for future study (e.g. medical words if they want to study medicine) or words that are very common in everyday English (which is mostly what they are learning in this course).

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. The past simple

Answers:

- i. 1. *were* 2. *lived* 3. *cooked* 4. *put* 5. *went* 6. *lived* 7. *went*  
8. *knocked* 9. *looked* 10. *were* 11. *went* 12. *saw* 13. *was*  
14. *tried* 15. *was* 16. *was* 17. *ate*
- ii. 1. *saw* 2. *didn't sit* 3. *was* 4. *didn't like* 5. *liked* 6. *sat* 7. *broke*  
8. *became* 9. *weren't* 10. *was* 11. *fell* 12. *arrived* 13. *saw*  
14. *were* 15. *shouted* 16. *ran* 17. *didn't stop* 18. *didn't go*

#### B. Positive and negative

Answers:

1. *San San Aye had a shower.*
2. *Aung Mon didn't go to the shops.*
3. *San San Aye didn't make a cake.*
4. *Aung Mon watched television.*
5. *San San Aye read the newspaper.*
6. *Aung Mon lost his umbrella.*
7. *San San Aye didn't take the dog for a walk.*
8. *San San Aye rode the motorbike to work.*
9. *Aung Mon wore green trousers.*

#### C. Questions and answers

Answers:

1. *What time did you eat? / When did you eat?*
2. *Where did you eat?*
3. *What did you eat?*
4. *Who did you eat with?*
5. *How much did it cost?*
6. *What did you do after dinner?*
7. *How did you get home?*
8. *What time did you get home? / When did you get home?*

#### D. Conversation gap-fill

Answers:

- Paw Paw:** *I went to Bangkok last month.*
- Than Than Win:** *Really? Did you have a good time?*
- Paw Paw:** *Yes, it was very interesting.*
- Than Than Win:** *Where did you stay? In a hotel?*
- Paw Paw:** *No, I stayed in a friend's flat.*
- Than Than Win:** *And What did you do?*
- Kyi Kyi:** *Well, she took me to the palace, but we didn't see the king.*

## E. Past time expressions

Answers:

1. *ago*
2. *Last*
3. *Last*
4. *Two days ago*
5. *morning*
6. *Last*
7. *This*

## F. Adverbs of degree

Possible answers:

Britney Spears is really/very rich. She's got over 100 million dollars. Bill Gates is also really/very rich. He's the richest man in the world – he's got 56 billion dollars. I think my Aunt is quite/fairly rich. She bought a large, new car, and she lives in a big house. Her husband is quite/fairly rich too – he owns a computer business. Today, I feel a bit rich. I found \$10 on the street. I bought some new CDs and ate dinner in a restaurant.

## G. Sentences about houses

Answers:

1. *There are two bedrooms in my house.*
2. *Our bedroom is spacious and comfortable / comfortable and spacious.*
3. *We've got a large bed made of wood.*
4. *There's a metal bookshelf under the window.*
5. *I usually put a vase of flowers on the table.*
6. *The room is always very tidy.*

## H. In a restaurant

There is more than one correct answer for some gaps.

Possible answers:

**Customer:** Excuse me, have you got any fish today?

**Waiter:** Yes, we have. We've got fried fish, fish soup and fish curry.

**Customer:** I'll have the fish curry.

**Waiter:** OK. Would you like anything to drink?

**Customer:** A small bottle of beer, please.

**Waiter:** Is that all?

**Customer:** Mmm, how much is the cake?

**Waiter:** 25 baht .

**Customer:** OK, I'll have some chocolate cake.

## I. Crossword

Answers:

**Across:** 1. *struggled* 2. *who* 4. *cool* 6. *relatives* 7. *prison* 9. *spacious* 13. *customer*  
14. *new* 15. *read* 16. *ate*

**Down:** 1. *sociable* 2. *waiter* 3. *uncle* 5. *clean* 7. *president* 8. *out*  
10. *put* 11. *spent* 12. *grew* 13. *Che*

## 9.2 Vocabulary review

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

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

**B. Answers:**

1. *lifestyle*
2. *struggle*
3. *rude*
4. *liberate*
5. *cooker; stove*
6. *research*
7. *suddenly*
8. *lazy*
9. *fortunately*
10. *let*
11. *crowd*
12. *local*

**C.** Students make vocabulary cards. They go through the vocabulary from Modules 1-4 and choose some words they find difficult. They write these words on small pieces of cardboard or paper, with a translation on the back. Encourage them to look at these whenever they have a few free minutes, such as when they are sitting on a bus, or waiting for class to start.

You can also do some activities from the **Vocabulary review** sections of Modules 1-3.

**Test**

On page 92 there is a test of the language and skills from Modules 3 and 4. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 95.

# Additional Material

## 1.4.1 General knowledge

from page 7

**B. Work in pairs. Partner B: look at this page. Partner A: look at page 7.**  
Partner B: ask your partner these questions.

- Where do giraffes live?
  - Africa
  - South America
  - India
- When do Australians celebrate New Year?
  - January
  - April
  - December
- What does a tailor make?
  - computers
  - clothes
  - food
- Where do Kurdish people come from?
  - China, Korea and Japan
  - Canada, the US and Mexico
  - Turkey, Iran and Iraq

Where do giraffes live:  
Africa, South America  
or India?

Answers: 1. Africa 2. clothes 3. January 4. Turkey, Iran and Iraq

## 1.4.3 Pairwork: Ban Ki-moon

from page 9

**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

from page 21

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

- How many people are there in the taxi?
- How many dogs are there?
- Are there any horses in the picture?
- How many birds are there?
- Is there a police officer in the picture?
- What is there on the roof of the building on the right?
- How many buses are there on the road?
- How many bicycles are there outside the cinema?

### 2.3.5 Pairwork: The office

from page 23

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

from page 30

#### 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

from page 40

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...

1	2 	3 
4	5 	6 
7 	8	9

### 4.1.3 Prediction: Nelson Mandela

from page 51

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

from page 53

Work in pairs. Partner B: look at this page. Partner A: look at page 53.

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?

1. Where                      2. When                      3. Who                      4. Where



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.

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.

read play visit listen watch go like

1. I watch Indian movies.
2. My best friend...
3. I...
4. My father...
5. My cousin doesn't...
6. I...
7. My aunt...

## 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. you / work
4. you / go / in the mornings
5. time / you / get up
6. you / vegetarian
7. you / like / to do / in the evening
8. your cousin / watch Indian movies
9. your / 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.

always usually often sometimes never

	days
has a cup of tea with breakfast	365
smokes	0
goes swimming	30
walks to work	200
listens to music	150
reads the newspaper	220

1. She always 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 <sup>1</sup>\_\_\_\_\_ 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 <sup>2</sup>\_\_\_\_\_ a lamp, but there <sup>3</sup>\_\_\_\_\_ any books on the desk. On the wall there are some photos, but there <sup>4</sup>\_\_\_\_\_ a clock. We've got a cat so there <sup>5</sup>\_\_\_\_\_ any mice in our apartment. In the kitchen there's a refrigerator, but there <sup>6</sup>\_\_\_\_\_ 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.

### Trip Information

The train station.  
14,000 kyat.  
15 hours. Departs 8:00pm.  
Arrives 11:00am.

### Vocabulary

catch   get to   cost   take   leave

*You can catch the train at...*

## J. Adjectives

Which adjective fits each statement?

- 'The train to my house only costs 400 kyat!'
- 'San San Aye and Tin Tin aren't together any more.'
- 'Everybody was dressed in their best clothes'
- 'Their buses always arrive on time.'
- 'I always feel well. I never need to see a doctor.'
- 'He really likes going out and meeting new people.'

c h e a p  
 \_ \_ \_ \_ a \_ \_ \_ \_ \_  
 \_ \_ \_ \_ m \_ \_ \_ \_  
 \_ \_ \_ \_ \_ \_ \_ l \_ \_  
 \_ \_ e \_ \_ \_ \_ \_ \_ \_  
 \_ \_ \_ 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 (stay) here for a week. We<sup>1</sup> \_\_\_\_\_ (arrive) here on Tuesday. The trip here was quite long because we<sup>2</sup> \_\_\_\_\_ (take) a bus. The flights were very expensive! The sun<sup>3</sup> \_\_\_\_\_ (shine) and it's very hot. We<sup>4</sup> \_\_\_\_\_ (sit) on the beach and I<sup>5</sup> \_\_\_\_\_ (drink) coconut juice. We<sup>6</sup> \_\_\_\_\_ (do) this every day! We<sup>7</sup> \_\_\_\_\_ (wake up), have a cup of coffee at our hotel, then we<sup>8</sup> \_\_\_\_\_ (go) to the beach. We<sup>9</sup> \_\_\_\_\_ (not/work) here. I<sup>10</sup> \_\_\_\_\_ (not/bring) my computer or my notebooks to the beach. Yesterday we<sup>11</sup> \_\_\_\_\_ (take) a boat to a small island nearby. It was really beautiful. Right now we<sup>12</sup> \_\_\_\_\_ (not/swim) because we're both tired. We<sup>13</sup> \_\_\_\_\_ (swim) this morning and then again after lunch. We<sup>14</sup> \_\_\_\_\_ (watch) the fishing boats in the ocean at the moment. Aung Mon<sup>15</sup> \_\_\_\_\_ (read) his book, but I<sup>16</sup> \_\_\_\_\_ (not/read). I<sup>17</sup> \_\_\_\_\_ (write) postcards!

Jack Greer  
263 Sydney Road  
Brunswick  
Victoria 3082  
Australia

Take care, San San Aye

## 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, <sup>1</sup> \_\_\_\_\_ the vegetables (onions, tomatoes, carrots, etc.). Next, <sup>2</sup> \_\_\_\_\_ some oil into a frying pan and heat it. <sup>3</sup> \_\_\_\_\_ the vegetables into the frying pan and <sup>4</sup> \_\_\_\_\_ them for a few minutes. Then, <sup>5</sup> \_\_\_\_\_ some cooked rice and <sup>6</sup> \_\_\_\_\_ it with the vegetables. <sup>7</sup> \_\_\_\_\_ the vegetables and rice for a few more minutes and then add some fish sauce and chillies.

put  
chop  
cook  
add  
mix  
fry  
pour  
make

## M. Containers

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

### Bottle

ilo oil  
twear

### Bag

lurof  
urags

### Can

reeb  
ifhs

### Carton

kilm  
gseg

## 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.

a football   2 movie tickets   some DVDs   a phone   some chicken curry   a book  
 some new shoes   some empty coconuts   a letter   a train ticket   some clean clothes

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 <sup>1.</sup>\_\_\_\_\_ was great! I flew there, so it only took <sup>2.</sup>\_\_\_\_\_ hours. And it was cheap too. I only paid <sup>3.</sup>\_\_\_\_\_ kyat for my ticket. The weather there was really cold. I wore a <sup>4.</sup>\_\_\_\_\_ every day. I bought some <sup>5.</sup>\_\_\_\_\_ for my parents, and it was easy to buy things because they spoke <sup>6.</sup>\_\_\_\_\_ there. Best of all, I saw <sup>7.</sup>\_\_\_\_\_, 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.

not very   quite   **really**   very   a bit

Most of the people in my English class are great. My teacher, Daw Nu, is <sup>1.</sup> really helpful! She always repeats things when we need it, and she never gets angry. Aung Shwe is also <sup>2.</sup>\_\_\_\_\_ friendly. He helps explain what new words mean when I don't know and he never laughs at me. Kyaw Zwa is <sup>3.</sup>\_\_\_\_\_ nice, but sometimes he makes too much noise. I'm not so sure about Ko Win because he's <sup>4.</sup>\_\_\_\_\_ talkative – he doesn't say much. One more thing. The classroom is <sup>5.</sup>\_\_\_\_\_ 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?

I can...	1	2	3	4	5
discuss my daily routine					
ask and answer questions in the past and present					
talk about my family					
introduce myself and other people					
describe towns and villages					
discuss and advise about transport					
identify my English learning needs and priorities					
talk about what's happening now					
discuss food and recipes					
talk about my life history					
order food in a restaurant					
understand active and passive verbs					

# Revision Answers: Modules 1-4

## A. Free time activities

### Possible answers:

2. *My best friend listens to music.*
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?*  
*9am.*
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.*
6. *I read a book on Sunday morning.*
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.

# Language Reference

## Module One

### The present simple

We use the present simple for:

- Repeated events.
  - I eat dinner at 7pm.
  - She plays football on Saturdays.
- Things that are true for a long time.
  - They live in Mandalay.
  - We like fishpaste.

### Positive statements

subject	verb	
I/You/We/They	live	in Sittwe.
	work	
She/He/It	lives	
	works	

### Spelling

Third person singular positive statement verb forms:

For most verbs we add <b>-s</b> .	read cost	reads costs
When the verb ends in <b>-ch, -sh, -s, -x or -z</b> we add <b>-es</b> .*	watch mix	watches mixes
When the verb ends in a consonant + <b>-y</b> remove the <b>-y</b> and add <b>-ies</b> .	study fly	studies flies
When the verb ends in a vowel + <b>-y</b> , add <b>-s</b> .	buy stay	buys stays

\* Also: do—does, go—goes

### Negative statements

subject	auxiliary	base	
I	don't (do not)	live work	here.
You			
We			
They			
He	doesn't (does not)		
She			
It			

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

auxiliary	subject	base	
Do	I/you/we/they	live	here?
Does	she/he/it		

#### 2. Short answers

Yes,	I/you/we/they	do	live here.
	she/he/it	does	
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

positive			negative		
I	'm	married.	I	'm not	Chinese.
He	's		He	isn't	
She			She		
It			It		
We	're	We	aren't		
You		You			
They		They			

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:

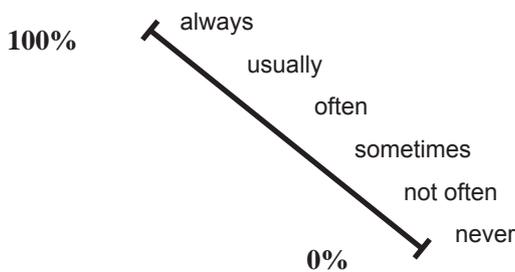
### 1. *Do* with verbs.

- **Do** you like fish? NOT: ~~Are you like fish?~~
- It **doesn't** live here. NOT: ~~It isn't live here.~~

### 2. *To be* with nouns, pronouns, adjectives, adverbs, prepositions, etc.

- **Are** you Ko Ko? NOT: ~~Do you Ko Ko?~~
- They **aren't** happy. NOT: ~~They don't happy.~~
- **Is** it at home? NOT: ~~Does it at home?~~

## Adverbs of frequency



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

singular	There	's	a cat
uncountable		(is)	some oil
plural		are	some dogs

### Negative statements

singular	There	isn't	a cat
uncountable			any oil
plural		aren't	any dogs

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. NOT: ~~Yes, there's.~~  
• No, there isn't. / No, there's not.

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

subject	auxiliary	base	
I/You/We/ They	've haven't	got	three dogs. straight hair. an older sister.
She/He/It	's hasn't		

NOTE: 've = have, 's = has, n't = not

## 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:

- Follow the verb to be.
  - The bus **is slow**.
  - My brother **is tall**.
- 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:

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

## Statements

We make the present continuous with the auxiliary verb *to be* and the present participle (verb-*ing*).

positive			negative		
I	'm	sitting.	I	'm not	sitting.
You			You		
We	're	thinking.	We	aren't	thinking.
They		leaving.	They		leaving.
She	's		She	isn't	
He			He		
It			It		

## 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.

NOT: I ~~am disagreeing~~ with you.

• I don't remember your name.

NOT: I ~~am not remembering~~ 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.

NOTE: These sentences are in the present simple tense. Here, the present participle is an adjective.

# Module Four

## The past simple

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

### Statements

#### 1. *to be*

I	was	hungry	yesterday.
She/He/It	wasn't		
We	were weren't	at home	last year.
You		a teacher	
They			

#### 2. Regular verbs

For most verbs we add <i>-ed</i> .	wash fix	washed fixed
When the verb ends in <i>-e</i> , we add <i>-d</i> .	hate love	hated loved
When the verb ends in a short vowel and a single consonant, we double the consonant and add <i>-ed</i> .	stop trap	stopped trapped
When the verb ends in <i>-y</i> , we change the <i>-y</i> to <i>-ied</i> .	carry try	carried tried

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

I	didn't (did not)	play football.
She/He/It		do the dishes.
We/You/They		eat fish.

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

Did	I	move house?
	She/He/It	see the movie?
	We/You/They	finish the job?

#### 2. Short answers

Positive			Negative		
Yes,	I She/He/It We/You/They	did.	No,	I She/He/It We/You/They	didn't.

#### 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

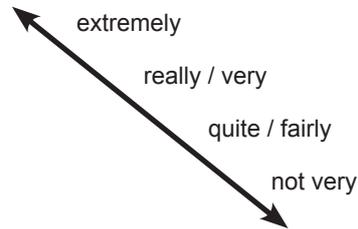
1. We use **this** to talk about times earlier in the same day/month/year.
  - Ma Ma did her homework **this** morning.
  - = Ma Ma did her homework today, in the morning.
2. We use **last** to talk about the most recent day/week/month/year.
  - My grandmother died **last** year.
  - (It is 2009. My 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* • in 2008
  - months* • in January
  - seasons* • in the rainy season
  - most parts of the day* • in the morning
2. We use **on** with:
  - days* • on Friday
  - dates* • on the 8th of June
  - specific parts of the day* • on Tuesday evening
3. We use **at** with:
  - times* • at 6.30
  - the weekend* • at the weekend
  - night* • 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.



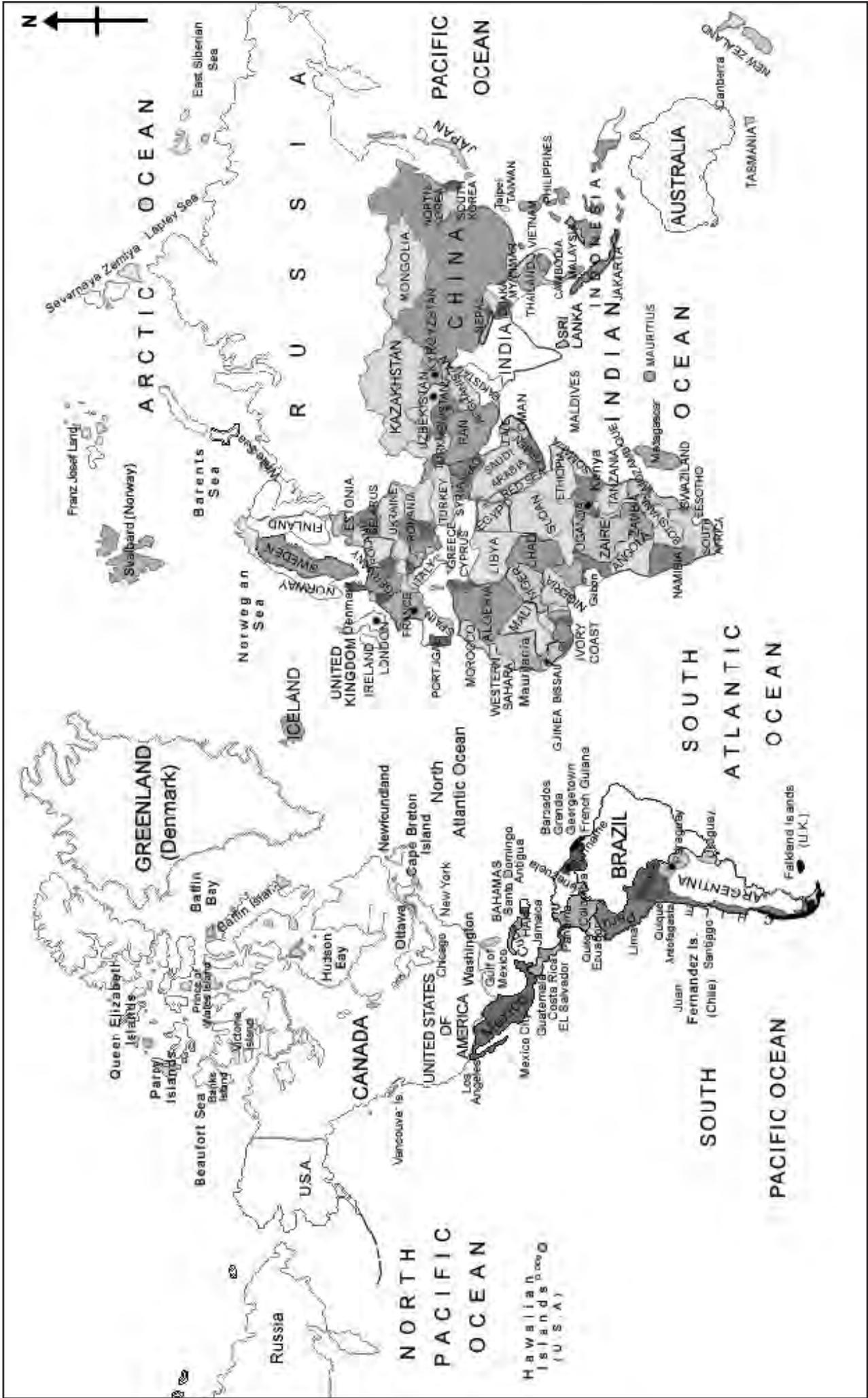
We put the adverb of degree before the adjective.

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

# Irregular Verbs

base	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit

base	past simple	past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



# Audioscripts

## 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.

**M:** How do you do? I'm David Johnson.

**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

We don't need no education  
We don't need no thought control  
No dark sarcasm in the classroom  
Teachers, leave them kids alone  
Hey! Teacher! Leave us kids alone  
All in all you're 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

Ugggh! 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?

What time does it arrive?

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

advantage

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

There's a woman on the outside  
Looking inside does she see me  
No she does not really see me  
Cause she sees her own reflection  
And I'm trying not to notice  
That she's hitching up her skirt  
And while she's straightening her stockings  
Her hair has gotten wet  
  
Oh, this rain it will continue  
Through the morning as I'm listening  
To the bells of the cathedral  
I am thinking of your voice...

### 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 to 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.

**Customer:** Thank you. Bye.

**Waiter:** Bye.

# Test for Modules 1 and 2

## 1. Verbs

Complete the sentences with the correct verb form.

Example: I like football, but I don't like volleyball. (*like / not like*)

- What do elephants **a.** \_\_\_\_\_? (*eat*)
- My baby daughter **b.** \_\_\_\_\_ milk. She **c.** \_\_\_\_\_ rice. (*drink / not eat*).
- On Sundays, Thida **d.** \_\_\_\_\_ to English classes, and her sisters **e.** \_\_\_\_\_ their parents. (*go / visit*)
- Does your brother usually **f.** \_\_\_\_\_ his homework? (*do*)
- Ko Oo never **g.** \_\_\_\_\_ by motorbike. He often **h.** \_\_\_\_\_ the bus. (*travel / take*)
- San Aye and Eh Eh **i.** \_\_\_\_\_ from Hpa-an. (*come*)

	<b>9 points</b>
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## 2. wh- questions

Write a *wh-* question for each question in this exercise.

Example: Does it cost fifty kyat? One hundred kyat? Two hundred kyat?  
How much does it cost?

- Does he play football for exercise? because he enjoys it? because his friends play?  
\_\_\_\_\_?
- Do your parents live in Burma? in England? in South Africa?  
\_\_\_\_\_?
- Do you get up at 5.00? at 6.00? at 8.30?  
\_\_\_\_\_?
- Is the box under the table? on the chair? in the cupboard?  
\_\_\_\_\_?
- Is your sister a doctor? a teacher? a student?  
\_\_\_\_\_?

	<b>10 points</b>
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## 3. Introductions

Min Min is introducing Su Su to Zaw Zaw. Complete the conversation. The first one has been done for you.

- Min Min:** Su Su, this is my brother Zaw Zaw. Zaw Zaw, this is Su Su.
- Zaw Zaw:** **a.** \_\_\_\_\_.
- Su Su:** Pleased to meet you, too.  
**b.** \_\_\_\_\_?
- Zaw Zaw:** I'm a teacher.
- Su Su:** **c.** \_\_\_\_\_?
- Zaw Zaw:** I usually teach high school students.
- Su Su:** **d.** \_\_\_\_\_?
- Zaw Zaw:** Yes, I do - I like it very much. And what about you? What do you do?
- Su Su:** **e.** \_\_\_\_\_, but I want to find a job in an office.
- Zaw Zaw:** Oh, I see, **f.** \_\_\_\_\_?
- Su Su:** No, thanks. I don't smoke.

	<b>12 points</b>
--	------------------

## 4. Family

Complete the sentences.

Example: Your mother's mother is your grandmother.

- Your father's sister is your \_\_\_\_\_.
- Your daughter's husband is your \_\_\_\_\_.
- Your son's son is your \_\_\_\_\_.
- Your mother's brother is your \_\_\_\_\_.
- Your father's brother's son is your \_\_\_\_\_.
- Your mother and father are your \_\_\_\_\_.

	<b>6 points</b>
--	-----------------

**5. Travel**

This is a description of a trip from Taunggyi to Mandalay. Match the parts of the sentences. The first one has been done for you.

- I usually go \_\_\_\_\_ 1,300 kyat.  
 a. It costs \_\_\_\_\_ the fast bus.  
 b. I usually try to catch \_\_\_\_\_ for 30 minutes on the way.  
 c. It leaves Taunggyi \_\_\_\_\_ by bus.  
 d. It arrives at the Mandalay Bus Station \_\_\_\_\_ about 8 hours.  
 e. It stops for lunch \_\_\_\_\_ at 8 o'clock in the morning.  
 f. The whole journey takes \_\_\_\_\_ around 4 in the afternoon.

	<b>6 points</b>
--	-----------------

**6. Syllables**

How many syllables are in these words?

Example: banana   3  

- a. mistake \_\_\_\_\_ c. twins \_\_\_\_\_ e. comfortable \_\_\_\_\_ g. introduction \_\_\_\_\_  
 b. passenger \_\_\_\_\_ d. government \_\_\_\_\_ f. partner \_\_\_\_\_ h. business \_\_\_\_\_

	<b>8 points</b>
--	-----------------

**7. Multiple choice** Choose the correct answer.

- a. 'How \_\_\_\_\_ do you go to English class?'  
 'I usually go on Tuesdays and Thursdays.'  
 i. usually ii. every iii. often iv. much
- b. My sister \_\_\_\_\_ a new boyfriend.  
 i. 's got ii. 've got iii. have iv. got
- c. \_\_\_\_\_ any cinemas in this town.  
 i. There is ii. There are  
 iii. There isn't iv. There aren't
- d. There are \_\_\_\_\_ buses to Pyay today.  
 i. do ii. any iii. no iv. see
- e. 'Turn to page 12, and \_\_\_\_\_ paragraph 3.'  
 i. You read ii. read iii. reads iv. reading
- f. 'Would you like a drink?'  
 'Yes please. I \_\_\_\_\_ very thirsty.'  
 i. do ii. 'm iii. does iv. would
- g. Ko Oo \_\_\_\_\_ speak English.  
 i. don't ii. doesn't iii. isn't iv. are not
- h. Would you like tea \_\_\_\_\_ coffee?  
 i. or ii. but iii. so iv. be
- i. \_\_\_\_\_ you eat meat?  
 i. Be ii. Are iii. Is iv. Do
- j. I go to work \_\_\_\_\_ train.  
 i. in ii. by iii. on iv. of

	<b>10 points</b>
--	------------------

**8. About yourself** Answer these questions about you. Write one sentence for each question.

- a. What do you usually do in the morning?  
 b. What is there in your classroom?  
 c. How do you get to class?  
 d. Why do you learn English?  
 e. How often do you speak English?  
 f. What do you do?  
 g. What is your marital status?

	<b>14 points</b>
--	------------------

## 9. Vocabulary

Match the words with their definitions. Not all the words are used.

Example:

banana airport dog grandmother

- a. *your mother's mother* grandmother  
b. *a long, yellow or green fruit* banana

1. guess title boring advantage public lamp

- a. *you use this when it is dark*  
b. *not interesting*  
c. *the name of a book, picture or text*

2. interview beat especially point reliable swimming pool

- d. *someone who will usually do what they promise to do*  
e. *to hit someone a lot*  
f. *to ask someone questions*

3. agree home town marital status wonderful shower priority

- g. *something that you should do before you do other things*  
h. *if you are married or not*  
i. *place where you were born or grew up*

4. carefully complain specific improve divorce pollution

- j. *to stop being married*  
k. *things that make air or water dirty*  
l. *to say that you are not happy with something*

5. fluency neighbour polite share linear widowed

- m. *the opposite of 'rude'*  
n. *someone who lives very close to you*  
o. *a type of public transport*

15 points

## 10. Describe the picture

Write five sentences about this picture.

a.

b.

c.

d.

e.



10 points

# Test for Modules 1 and 2 - Answers

## 1. Verbs

Give 1 point for each correct answer.

**Answers:**

- |                |            |
|----------------|------------|
| a. eat         | f. do      |
| b. drinks      | g. travels |
| c. doesn't eat | h. takes   |
| d. goes        | i. come    |
| e. visit       |            |

## 2. wh- questions

Give 2 points for each correct question. Take 1 point off for a minor mistake. Take two points off for a mistake in the wh- question structure.

**Answers:**

- Why does he play football?
- Where do you parents live? **or** Which country do your parents live in?
- When/What time do you get up?
- Where is/Where's the box?
- What does your sister do? **or** What's your sister's job?

## 3. Introductions

Give 2 points for each correctly completed sentence. Give full points even if there are some minor mistakes. Take 1 or 2 points off for more important mistakes. Don't give any points for answers that don't make sense in the conversation.

**Possible answers:**

- Pleased to meet you. **or** Nice to meet you, too.
- What do you do?
- Who do you teach? **or** Who are your students?
- Do you like your job? **or** Do you like teaching?
- I don't work at the moment. **or** I don't have a job now. **or** I am a student. **or** I work with for \_\_\_\_\_ **or** I take care of my baby daughter. etc.
- Would you like a cigarette?

## 4. Family

Give 1 point for each correct answer

**Answers:**

- |               |            |
|---------------|------------|
| a. aunt       | d. uncle   |
| b. son-in-law | e. cousin  |
| c. grandson   | f. parents |

## 5. Travel

Give 1 point for each correctly matched sentence.

**Answers:**

- It costs 1,300 kyat.
- I usually try to catch the fast bus.
- It leaves Taunggyi at 8 o'clock in the morning.
- It arrives at the Mandalay bus station around 4 o'clock in the afternoon.
- It stops for lunch for 30 minutes on the way.
- The whole journey takes about 8 hours.

## 6. Syllables

Give 1 point for each correct answer.

**Answers:**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| a. 2 | b. 3 | c. 1 | d. 3 | e. 4 | f. 2 |
| g. 4 | h. 2 |      |      |      |      |

## 7. Multiple choice

**Answers:**

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

## 8. About yourself

Give 2 points for each answer that answers the question. Take 1 point off if the answer has minor mistakes, or is not a complete sentence.

## 9. Vocabulary

Give 1 point for each correctly matched word.

**Answers:**

- |             |                   |              |
|-------------|-------------------|--------------|
| a. lamp     | b. boring         | c. title     |
| d. reliable | e. beat           | f. interview |
| g. priority | h. marital status | i. home town |
| j. divorce  | k. pollution      | l. complain  |
| m. polite   | n. neighbour      | o. linecar   |

## 10. Describe the picture

Give 2 points for each correct sentence that describes the picture. Take 1 point off for minor mistakes.

# Test for Modules 3 and 4

**1. Tenses** Ohnmar is a journalist. Here is a page from her diary.  
Complete the questions and sentences. Today is Friday, and it's 9.15 am.

	Monday	Tuesday	Wednesday	Thursday	Friday
6 am	run around the park	run around the park	run around the park	run around the park	run around the park
9 am	meeting with Daw Than				speaking to journalists' committee
12 pm			interview Thai Prime Minister		
3 pm	interview Kofi Annan	pick up daughter from school		pick up daughter from school	meeting with photographers
6 pm			daughter's birthday party		interview David Beckham

- a. \_\_\_\_\_ every morning? *She runs around the park.*
- b. \_\_\_\_\_ on Monday at 9 am? *She met Daw Than.*
- c. \_\_\_\_\_? *She went to her daughter's birthday party.*
- d. On Tuesday and Thursday afternoons she always \_\_\_\_\_.
- e. \_\_\_\_\_ she interviewed Kofi Annan.
- f. At the moment \_\_\_\_\_.

	<b>12 points</b>
--	------------------

**2. wh- questions** Khin Khin went to Pagan last week. She is talking to her friend Sue.  
Write the questions.

Sue Hi Khin Khin! I visited your house last week, but you weren't home.  
Did you go to Heho? to Myitkyina? to Lashio?  
Where did you go?

Khin Khin Oh, I went to Pagan.

Sue Did you go by train? by elephant? by plane?  
a. \_\_\_\_\_?

Khin Khin By bus.

Sue Were the tickets 8,000K? 10,000K? 15,000K?  
b. \_\_\_\_\_?

Khin Khin 12,000 kyat.

Sue Did you go with U Lwin? with Si Si? with your parents?  
c. \_\_\_\_\_?

Khin Khin My sister and her husband.

Sue Did you go for a holiday? to work? to visit people?  
d. \_\_\_\_\_?

Khin Khin I wanted to see the pagodas.

Sue Did you stay in a hotel? with relatives? with friends?  
e. \_\_\_\_\_?

We stayed with my sister's friends.

	<b>10 points</b>
--	------------------

### 3. In a restaurant

Josie from Canada is visiting Burma. She is describing a restaurant she ate in last night. Fill the gaps with appropriate words.

Last night I ate dinner in a small restaurant near my house. The **a.** \_\_\_\_\_ was a nice young man with a friendly smile. He didn't speak much English, but I speak quite good Burmese, so this wasn't a problem. I **b.** \_\_\_\_\_ the chicken soup and the fish **c.** \_\_\_\_\_. I also got a **d.** \_\_\_\_\_ of cigarettes.

After I finished eating, I asked for the **e.** \_\_\_\_\_. It was 30,000 kyat! I thought this was a mistake. I looked at the **f.** \_\_\_\_\_ again. The soup was 600 kyat and the fish cost 1,400. The cigarettes cost 1,000. So the bill was really 3,000 kyat. The extra '0' was a mistake.

	<b>6 points</b>
--	-----------------

### 4. Present simple or continuous?

Fill the gaps using the correct form of the verbs in brackets.

**a.** Don't take the dictionary! I \_\_\_\_\_ it. (take, use)

**b.** He says he's really rich, but I \_\_\_\_\_ him. (not believe)

**c.** 'Hi, Ma Ma. Where \_\_\_\_\_ you \_\_\_\_\_?' (go)

'To my grandfather's. I always \_\_\_\_\_ him on Tuesdays. (visit)

**d.** Why do you have a car? You don't \_\_\_\_\_ it very often. (not drive)

**e.** 'Can you drive a car?' 'I \_\_\_\_\_ at the moment.. (learn)

	<b>6 points</b>
--	-----------------

### 5. Vocabulary

Choose the word to fill the gap. Not all the words are used.

Example:

banana   airport   dog   grandmother
--------------------------------------

**a.** I caught a plane from the airport.

**b.** The dog ate my dinner.

1. 

definition   exactly   bill   punish   lucky   conditions
---

**a.** Some teachers \_\_\_\_\_ students who don't do their homework.

**b.** I ate my dinner, paid the \_\_\_\_\_ and left the restaurant.

**c.** I didn't understand the word, so I read the \_\_\_\_\_ in the dictionary.

2. 

shout   advice   biscuit   decide   path   terrible
---

**d.** It was a \_\_\_\_\_ movie. I really hated it.

**e.** I rode my bicycle down the \_\_\_\_\_ to the market.

**f.** 'Don't \_\_\_\_\_. I can hear you easily.'

3. 

attend   immediately   stove   pour   flat   situation
--

**g.** 'Hurry up! We need to leave \_\_\_\_\_!'

**h.** First, you \_\_\_\_\_ the water into the bowl with the flour and eggs.

**i.** We cook our food on a \_\_\_\_\_.

4. 

rude   questionnaire   lazy   carton   lecture   selfish
--

**j.** I went to an interesting \_\_\_\_\_ at the university.

**k.** That man is very \_\_\_\_\_. He's wearing his shoes in the monastery.

**l.** I bought a \_\_\_\_\_ of milk.

5. 

average   opinion   meeting   lie   revenge   several
---

**m.** She says she is 25. That's a \_\_\_\_\_. I know she's only 18.

**n.** He stole my bag, so I got \_\_\_\_\_. I stole his car.

**o.** In my \_\_\_\_\_, television is very bad.

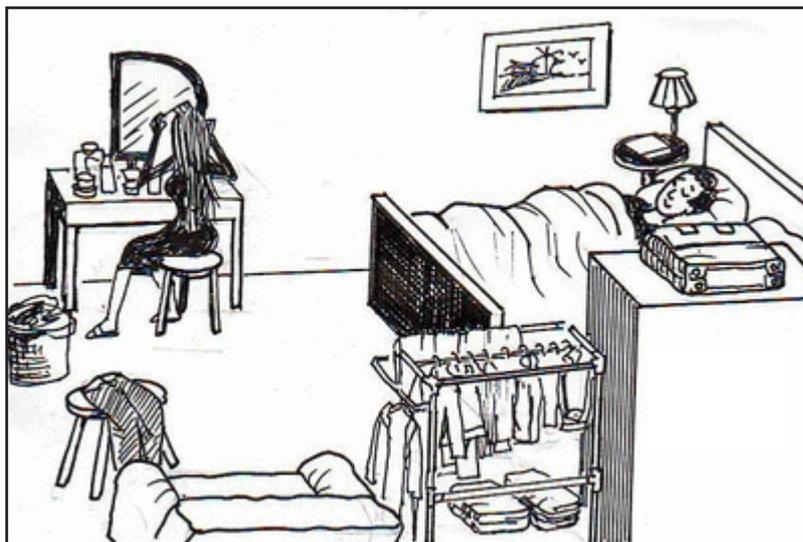
	<b>15 points</b>
--	------------------

### 6. In the bedroom

Correct these sentences about the picture.

**Example:** There's a tree next to the bed. *There's a Lamp next to the bed.*

- a. There are two men sleeping in the bed.
- b. There's a woman sitting in front of the cupboard.
- c. The woman's washing her hair.
- d. She's got short hair.
- e. The man is reading his book.
- f. His hair is very short.
- g. The bedroom is not very spacious.
- h. There's a window in the room.



16 points

### 7. Complete the sentences.

Finish these sentences. Write five or more words.

- a. At the moment, I'm \_\_\_\_\_
- b. Outside the classroom, there are some people \_\_\_\_\_
- c. My favourite food is \_\_\_\_\_
- d. I don't mind \_\_\_\_\_
- e. Yesterday, I \_\_\_\_\_
- f. Did you \_\_\_\_\_?
- g. In my house, \_\_\_\_\_
- h. My bedroom is \_\_\_\_\_
- i. Can I please have \_\_\_\_\_?
- j. What did \_\_\_\_\_?

20 points

### 8. Recipe

Write a recipe of some food you like. Use at least five of the following verbs for cooking. Write about 5 sentences.

chop   mix   cook   add   put   make   fry

15 points

# Test for Modules 3 and 4 - Answers

## 1. Tenses

Give two points for each correct sentence or question. Take one point off for minor mistakes. Take two points off for mistakes in the use of tenses or if it doesn't make sense. There are a few other possible answers:

### Possible answers:

- a. *What does Ohnmar do every morning?*
- b. *What did she do on Monday at 9am?*
- c. *What did she do on Wednesday at 6pm?*
- d. *On Tuesday and Thursday afternoons she always picks up her daughter from school.*
- e. *On Monday at 3pm she interviewed Kofi Annan.*
- f. *At the moment she is speaking to the journalists' committee.*

## 2. wh- questions

Give 2 points for each correct question. Give 1 point for sentences that don't use the past simple tense, or use the wrong question word. Give no points for a question that does not make good sense. There are a few correct answers for each.

### Possible answers:

- a. *How did you get there? How did you go there? How did you travel?*
- b. *How much were the tickets?*
- c. *Who did you go with? Who did you travel with?*
- d. *Why did you go there? What did you go for?*
- e. *Where did you stay? Who did you stay with?*

## 3. In a restaurant

Give 1 point for each correct answer. Some other answers might be possible, too.

- Answers:** a. *waiter*   b. *ordered*   c. *curry*  
d. *packet / box*   e. *bill*  
f. *menu* (*bill* is also possible)

## 4. Present simple or continuous?

Give 1 point for each correct answer.

- Answers:** a. *'m using*   b. *don't believe*  
c. *are you going, visit*   d. *don't drive*  
e. *'m learning*

## 5. Vocabulary

Give 1 point for each correctly matched word

- Answers:** a. *punish*   b. *bill*   c. *definition*  
d. *terrible*   e. *path*   f. *shout*   g. *immediately*  
h. *pour*   i. *stove*   j. *lecture*   k. *rude*  
l. *carton*   m. *lie*   n. *revenge*   o. *opinion*

## 6. In the bedroom

Give two points for each correct sentence. Give one point for sentences with minor mistakes. There are a few possible answers for each question.

### Answers:

- a. *There's one man sleeping in the bed.*
- b. *There's a woman sitting in front of the mirror.*
- c. *The woman's combing her hair.*
- d. *She's got long hair.*
- e. *The man is sleeping.*
- f. *His hair is quite short.*
- g. *The bedroom is quite spacious.*
- h. *There isn't a window in the room.*

## 7. Complete the sentences

Give two points for each correct sentence that uses the correct structure. Take off one point for minor mistakes. Give zero points if they have used fewer than five words. Many sentences are possible.

### Possible answers:

- a. *sitting a test / thinking about English / in the classroom*
- b. *carrying firewood / eating their lunch / wearing longvis*
- c. *fishpaste / pork curry with beans / ice cream*
- d. *cleaning my house / doing lots of homework / dogs*
- e. *went to the shops / met my friends / didn't do any homework*
- f. *like the movie? / go to class? / pass the exam?*
- g. *there are two bedrooms / we have pictures / you can meet my mother*
- h. *large and untidy / near the bathroom / my favourite room*
- i. *a cup of tea? / a sack of rice? / the fried rice with pork?*
- j. *you do yesterday? / the head teacher say? / you have for breakfast?*

## 8. Recipe

Give a mark out of 15 for this. Take off a few points for minor mistakes. Take off more points if it is very short, if it doesn't make sense or if there are a lot of major mistakes.

Handouts to the **More information** activity in Module 4, page 53.  
Make two copies of these texts, and give one each to six students.

### **Sirimavo Bandaranaike**

Sirimavo Bandaranaike became the world's first woman Prime Minister. The people of Sri Lanka first elected her Prime Minister in 1960, again in 1970, and once more in 1994. After she retired from politics, her daughter, Chandrika Bandaranaike Kumaratunga, became president of Sri Lanka and continued her mother's policies.



### **Marie Curie**

Marie Curie discovered radium. In the 1890s, she studied physics at the Sorbonne University in Paris. At university, she met her husband Pierre, and together they set up a research laboratory. He died in 1906, and she took over his job as head of physics at the university. She received two Nobel Prizes – the prize for physics in 1903, and chemistry in 1911.



### **Britney Spears**

Britney Spears sang 'Oops I did it again'. When she was a child, she performed in the TV show 'Mickey Mouse Club'. When she was 17, she made a record called 'Baby One More Time'. People all over the world bought this record, and she made three other successful records. In 2002, she starred in a movie 'Crossroads'. She got married twice. Her first marriage only lasted two days! She then married Kevin Federline, a dancer, in 2004.

# General English

## Pre-intermediate Modules 1-4

**General English Pre-intermediate is a communicative English language course designed for post-10 and adult learners from Burma. The course comprises Student's Books, Teacher's Books and audio recordings for Modules 1-4, 5-8 and 9-12.**

### **General English Pre-intermediate Teacher's Book features:**

- ◆ teacher's instructions interleaved with Student's Book pages
- ◆ teaching tips and extra activities
- ◆ a placement test and six progress tests
- ◆ a CD of audio recordings

### **General English Pre-intermediate is:**

- ◆ **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.
- ◆ **easy to use** - The Teacher's Book contains clear, step-by-step instructions. The only equipment you need is a board, pens or chalk, and a CD or cassette player.
- ◆ **comprehensive** - The course provides thorough coverage of pre-intermediate structures, skills and functions. There is more practice, revision and testing than in most other coursebooks.
- ◆ **mature** - General English is designed to broaden students' knowledge of the world and develop thinking skills. Topics include environmental, social and development issues.

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# TEACHER'S BOOK