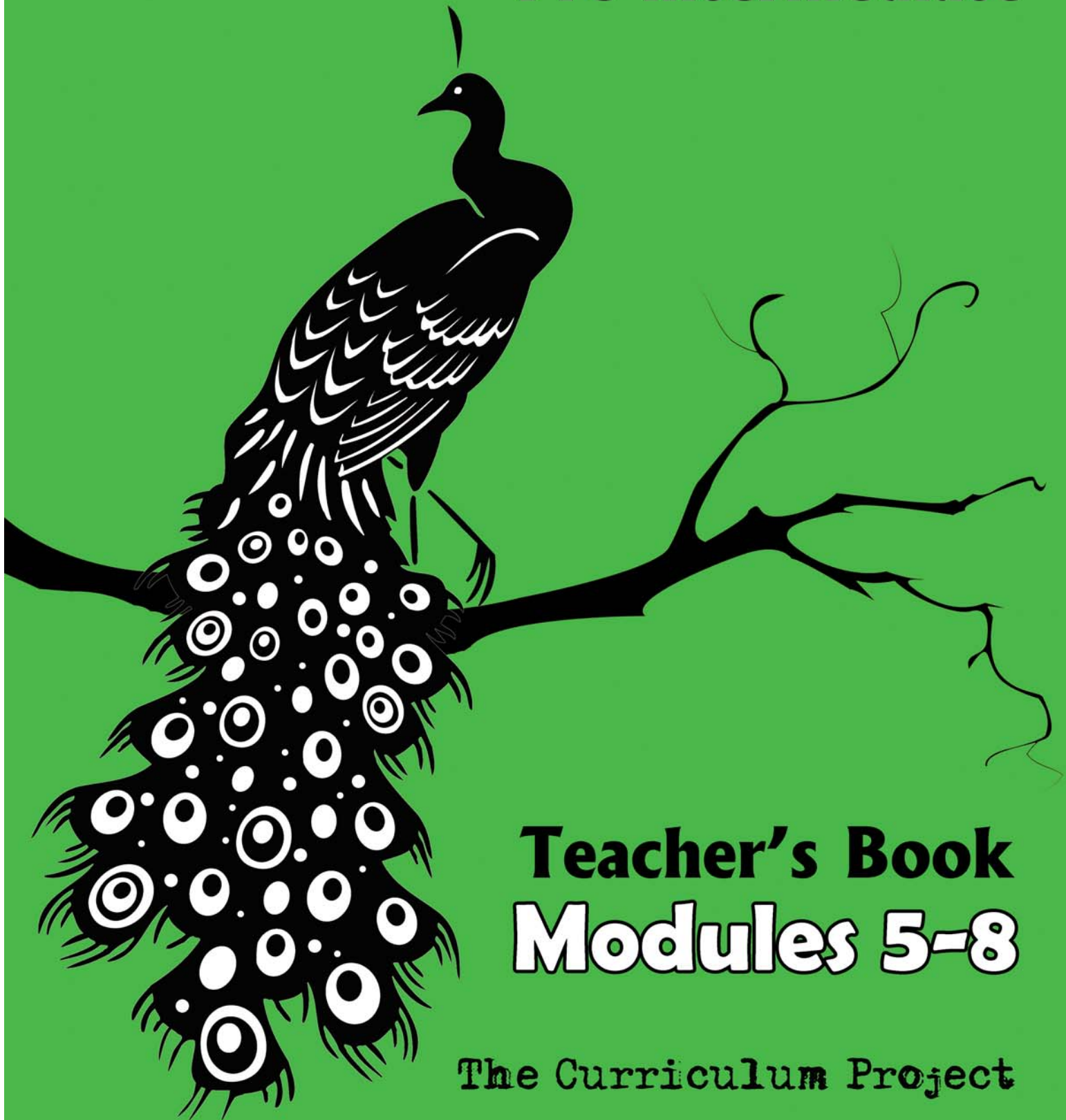


# General English

An English language course for adult and post-10 learners

**Pre-intermediate**



**Teacher's Book**  
**Modules 5-8**

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.

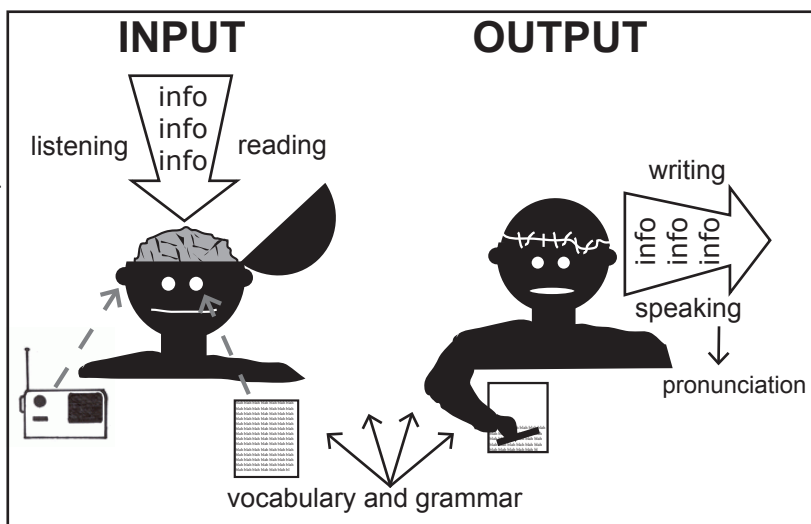
- We focus on the language and skills that people from Burma need to communicate effectively in English.
- We do not assume that teachers or students are familiar with Western cultural norms. International settings are fully explained.
- **General English** has a world knowledge, social awareness and 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 IX-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

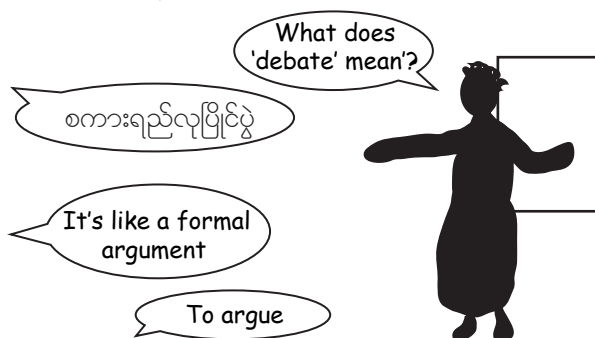
Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions.

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



# Module Five

## 1. The Present Perfect (1)

This section introduces the present perfect tense in its most common use: past action with a present result.

It focuses on:

- things that have just happened
- changes
- preparations
- *yet* and *still*

The present perfect is a difficult tense to learn properly, so don't expect your students to use it correctly all the time.

### 1.1 It's just happened

- A.** Discuss mobile phones. Do your students have experience of mobile phones? What are the advantages and disadvantages of them?
- B.** Tell students to look at the pictures and text. Explain that the man, Bee Bee, has just got a mobile phone. He likes to call his girlfriend all the time and tell her everything he is doing.  
**Elicit/explain** the meaning of *heading home* (going home).  
**Elicit** the difference between the *italic* and **bold** verbs.

**Answer:**

- *The italic verbs are what is happening now (at the moment of speaking). They are in the present continuous tense.*
- *The bold verbs are about things that have recently finished. They are in the present perfect.*

Tell students to read the first part of the **Present Perfect (1)** section of the **Language Reference**. They should stop reading before the **Statements** section.

- C.** Students match the pictures with the speech bubbles.  
Check students understand the meaning of *just* (it shows it happened a very short time ago).
- D.** Play audio 5.1. Students listen and check.

**Answers:**

- I've just washed my hair.*
- I've chopped the onions and chillies.*
- We've cooked the food. It's delicious!*
- I've left the house.*
- I've just arrived at your place.*

#### Extra Idea

**Demonstrate** this structure with actions, e.g. write something on the board. While you are writing, say 'I'm writing on the board'. When you've finished, say 'I've written on the board'. You can practise the third person by getting a student to do an action and getting others to make sentences during and after, e.g. *She's drawing a picture. She's drawn a picture.*

## 1.2 Forming the present perfect

**A.** Students complete the rules. They can look at the sentences in **1.1** if necessary. If it is too hard, tell them to look at the **Present perfect (1): Statements** section of the **Language Reference**.

**Answers:** 1. *the past participle* 2. *has, have, has* 3. *we've, she's, the dog's*

**B.** Students complete the chart by writing the past participles.

**Answers:** a. *opened, decided* b. *taught, had* c. *written, seen*

**C.** Students identify the differences between the three groups of verbs.

**Answers:** **Group a** *is regular verbs.*

**Group b** *is irregular verbs where the past simple and past participle are the same.*

**Group c** *is irregular verbs where the past simple and past participle are different.*

**D.** Students classify the verbs into the groups. If necessary, refer them to the list of irregular verbs on page 82 of the Student's Book.

**Answers:** a. *love, attend, vote, turn, analyse, arrive*

b. *sell, get, win, put, buy, bring, sit*

c. *eat, do, break, get, ride, come, drink, take*

**E.** Students think of more examples of verbs to go into each group.

After a couple of minutes, make a class list on the board, and get students to correct any verbs that have gone into the wrong category.

**F.** If you have enough time and space, have a **Team Verb Competition**.

Divide the class into two teams.

Give one member of each team a pen or a piece of chalk, and call out a verb in its base form, e.g. *see*.

The teams' representatives come to the board, and write the past participle, e.g. *seen*. The first person to write the correct form gets a point for their team.

Continue until all team members have had at least one turn. The team with the most points is the winner. There is a list of irregular verbs on page 82 of the Student's Book.

### Language/Culture Notes

**Get** has two past participle forms: **got** and **gotten**. *Gotten* is mostly used in informal American English. It is not very common in Britain or in formal English of any kind. This course uses *got* as it is the most widely accepted form.

## 1.3 What's just happened?

**A.** Discuss the pictures. **Elicit** students' ideas about what has happened, and what the people are saying in each picture.

**B.** Play audio 5.2. Students listen, and identify what has happened. **Elicit**/explain that in British English *nil* is used to mean *zero* or *nothing* when giving sports scores, e.g. *3-0* is *three-nil*.

**Answers:**

1. *She's got a scholarship to study in Chiang Mai.*

2. *They've lost an important football match.*

3. *A tree's fallen on his house.*

## 1.4 Cause and effect

**A.** Students complete the sentences using the present perfect with *just*.

There are many possible answers to this exercise.

**Possible answers:**

2. *Ma Naung is very tired because she's just played a football match.*

3. *The children are angry because they've just lost their toys.*

4. *Aung Win's got no money because he's just rented a bigger house.*

5. *Lisa and Jimmy are late for school because they've just missed the bus.*

6. *Nang Seng has a lot of money because she's just sold some gold.*

**B.** Ask a student: *Why are Min Min's hands green?* They should answer: *Because he's just painted the house.*

Put students in pairs and tell them to ask and answer similar *why* questions about the other sentences:

*Why is Ma Naung tired? Why are the children angry? Why has Aung Win got no money?*

*Why are Lisa and Jimmy late for school? Why has Nang Seng got a lot of money?*

They should take turns, so each student has a chance to ask and answer every question.

## 1.5 Things have changed

This exercise focuses on changes: saying what is different between the past and the present.

**A.** Read the text about Mya Mya. **Elicit** the facts about her in the past:

*She was in school; she was studying; she didn't wear glasses; she had very long hair; she was applying for nursing training.*

Look at the picture, and establish the facts about her now:

*She's a nurse; she's got short hair; she's wearing glasses.*

Establish what has changed (using the present perfect):

*She's started nursing training / become a nurse; she's cut her hair; she's started wearing glasses.*

Write sentences on the board to show how we use the present perfect to say what has changed between the past and now, e.g. →

<u>in the past</u>	<u>now</u>
She had long hair	She's got short hair
	She's cut her hair

Students look at the pictures and read the information.

They write sentences about the changes, using the present perfect tense.

**Answers:**

3. *She's started wearing glasses.*

4. *She's cut her hair.*

5. *She's become a nurse.*

6. *Say Paw has had a baby.*

7. *She's stopped working in an office.*

8. *Ko Aye has got fatter and healthier.*

9. *They've moved to the country.*

10. *Johnny has left prison.*

11. *He's shaved his beard.*

12. *He's written a book.*

13. *He's started smoking a pipe.*

**B.** Students write sentences about themselves describing things that have changed, and tell their partner.

## 1.6 Getting ready

**A. Pre-teach** *stuff, worry*. Introduce the listening text. Explain that Aung Mon is about to go to a job interview, and his wife San San Aye is helping him get ready. Discuss – have any students been to a job interview? What do they need to prepare before they go?

**Pre-teach** *CV (curriculum vitae – a record of your education and employment; called resume [rez-yoo-may] in North America), to pack, certificates*.

Play audio 5.3 twice. Students tick on the chart whether Aung Mon has done each thing.

**Answers:** *done – put on a new shirt, remembered his glasses, packed his certificates and brushed his teeth. not done – cleaned his shoes or prepared his CV.*

**B.** Play audio 5.3 again. There are two things Aung Mon hasn't done. Students listen and write down what Aung Mon says about these things.

**Answers:** cleaned shoes – *no, I haven't* prepared CV – *I haven't prepared my CV*

**C.** Students complete the grammar rule.

**Answer:** subject + have/has + *not* + past participle

**D.** Students try to remember how many questions San San Aye asked. If this is too hard, play the audio again.

**Answer:** 5

**E.** Students complete the grammar rule.

**Answer:** have/has + subject + past participle

Tell students to read the **Present Perfect (1): Questions and answers** section of the the **Language Reference**.

**F.** Students work in pairs. They are preparing for an important meeting. First, they should decide what the meeting is about, and who is going to attend. Give them a couple of minutes to decide, then ask a few pairs about this. **Pre-teach** *checklist* (list of things you need to do) and *agenda*. Each pair writes a *checklist* of things they need to do for the meeting. **Elicit** some suggestions, and help them with useful vocabulary, e.g. *write an agenda, organise transport/security/food, set up the tables, clean the room*.

**G.** Each pair writes and practises a conversation about getting ready for the meeting. They can use Aung Mon and San San Aye's conversation as a model, if necessary. Give them 5-10 minutes to prepare. Then pairs perform their conversations to the class. If possible, they should not read their conversation to the class; they should perform it from memory.

## 1.7 yet and still

- A.** With a strong class, tell students to correct the explanation before looking at the **Language Reference**. If you think this will be too difficult, tell students to read the **yet** section of the **Language Reference** first.

**Answer:**

Yet shows that *we think something will happen* (OR: ...that *we expect something to happen*). We use it in *negative* statements and questions. Normally, *yet* goes *at the end of a clause*.

- B.** Students put yet in the correct place. Sometimes there is more than one correct answer, but these are the most common in modern colloquial English.

2. I haven't seen the photos from the ceremony yet.
3. We're organising a conference, but we haven't invited anyone yet.
4. Have you met my sister yet?
5. We haven't made a decision yet, so we should continue the discussion.

- C.** With a strong class, tell students to correct the explanation before looking at the **Language Reference**. If you think this will be too difficult, tell students to read the **still** section of the **Language Reference** first.

**Answer:**

Still shows a situation is *unchanged*. We usually put it *before* the main verb but *after* the verb *to be*.

- D.** Students fill the gaps with sentences that include *still* or *yet*. There is more than one possibility for some of them.

**Possible answers:**

3. *she's still here.*
4. *Have you found your keys yet?*
5. *Does Tin Tin still live with his parents?*
6. *Are you feeling better yet?*
7. *I'm still reading it.*
8. *he's still single.*
9. *Are they still living in Pegu?*
10. *Have the kids gone to sleep yet?*

## 1.8 Positive and negative

*This exercise is quite easy. If your students don't need further practice with this structure, skip it.*

- A.** Students look at the pictures, and write a positive and a negative sentence in the present perfect about each situation.

**Answers:**

- b. *She's got some good news. She's hasn't got some bad news.*
- c. *They've got married. They haven't got divorced.*
- d. *They've lost the game. They haven't won the game.*

- B.** Students read the text, and write the verbs in the correct forms.

**Answers:**

- He has done his homework  
he hasn't packed his bag yet  
Ko Ko hasn't woken him up.  
They haven't had breakfast yet.  
Ko Ko hasn't made it.  
They haven't fed the chickens and pigs yet.

## 1.9 I've already done it

**A. Pre-teach** *visa* (a stamp or sticker in your passport that gives permission to enter a country), *suit* (a formal matching jacket and trousers, or skirt and trousers). Students read the conversation and tick the things that Nang Seng has got.

**Answers:** *visa, suit.*

**Elicit** the use of *already*. (We use *already* to show that something has been done earlier than expected.) Then tell students to read the ***already*** section of the **Language Reference**.

**B.** Students respond to the statements using *already* and *yet*.

**Possible answers:** 1. *I've already studied it.* 2. *No, not yet.*

**C.** Establish the situation: two people are about to have a party and are getting ready. They have a list of things they need to do. Students write sentences using *yet* and *already* to describe what they have and haven't done.

**Answers:** *They've already cooked the food.* *They haven't bought the drink yet.*  
*They've already cleaned the house.* *They haven't lit the candles yet.*

## 2. Present Perfect or Past Simple?

This section contrasts the present perfect and past simple tenses. This is quite difficult – English language learners usually need many years of practice with this until they can produce these tenses accurately every time.

### 2.1 Which tense?

**A.** Students read the conversation and identify the tense used in each sentence.

**Answers: Past simple:** *Why did you do that? I didn't like washing and combing it.*

**Present perfect:** *What have you done to your hair? I've cut it short.*

**B.** Students look at the two sentences and decide what time period is the main focus of each sentence.

**Answer:**

- *'I've cut it short' focuses on the situation now. The main idea in this sentence is that now her hair is short (a past action with a present result).*
- *'I didn't like washing and combing it' focuses on a past situation. It describes a completed situation in the past.*

Tell students to read the **Present perfect or past simple? (1)** section of the **Language Reference**.

**C.** Students choose the correct tense: present perfect or past simple.

**Answers: a.** 'Has he woken up yet?' 'Yes. He woke up an hour ago.'

**b.** 'Did you go into town last weekend?' 'No, but I went two weeks ago.'

**c.** 'Err, I'm not sure. I've forgotten it.'

**d.** 'She hasn't come home from work yet.'

**e.** 'No, sorry. I've broken my toe.' 'When did you do that?'

### 2.2 Listening: What's the situation?

**A.** Introduce the activity: in each picture, something has happened. Talk about each picture – get students to guess what has happened.

**Pre-teach** *accountant*. Play audio 5.4. Students match each conversation with a picture.

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

**B.** Play audio 5.4 again. Stop after each conversation to give students enough time to write their answers.

**Answers: 1. a.** *He's lost his glasses.*

**3. a.** *She's sold her motorbike.*

**b.** *They're on the table.*

**b.** *She rides a bicycle. / She goes everywhere by bicycle.*

**2. a.** *He's had a baby.*

**4. a.** *She's broken her arm.*

**b.** *(They met) at work.*

**b.** *She had an accident on her bike.*

**Elicit** or point out the use of different tenses in the answers:

- **present perfect** for actions that have a result in the present (**1a, 2a, 3a, 4a**)
- **past simple** for completed actions in the past (**2b, 4b**)
- **present simple** for states (**1b**) and habits (**3b**)

## 2.3 Find someone who...

- A.** Students walk around the class asking each other if they have done the activities on the list today. When they find someone who has done one of the activities, they ask when they did it. You may want to write an example conversation on the board:

*A: Have you done your homework today?*

*B: Yes, I have.*

*A: When did you do it?*

*B: At half past nine.*

- B.** In pairs, students tell each other who has done what, and when they did it.

## 3. Clothes

Section 3 is about clothes: vocabulary of common clothing, classifying clothing, what different clothes are made of, and appropriate clothing for different situations. There is also a section on describing clothing (and other items) which don't translate into English.

### 3.1 Vocabulary: Casual and formal clothes

- A. Pre-teach** *casual* (informal) and *formal*.

Students **brainstorm** a list of clothing and other things they wear, and put them into categories.

Write them on the board. Make sure they include the following:

**Possible answers:**

**casual:** *sunglasses, T-shirt, jeans, shorts, flip-flops, sweater, sunglasses*  
(also called *jumper, jersey* and *pullover* in British English)

**formal:** *suit, tie*

**both:** *sandals, shoes, skirt, belt, trousers, hat, shirt (short-sleeved and long-sleeved), socks, dress, coat, jacket, vest, blouse* (a woman's shirt), *boots, jewellery (earrings, necklace, bracelet, ring, etc.)*

#### Language/Culture Notes

**Footwear** is a general word that means any type of clothes you wear on your feet (except socks). **Boots, shoes, slippers, flip-flops** and **sandals** are all types of footwear.

In most English-speaking countries, **slippers** are warm shoes that people wear inside when it is cold. In Asia, many people use the word **slippers** for the type of shoe in the picture. In Britain and America these are called **flip-flops**, and in Australia they are called **thongs**.



- B. Elicit** a list of footwear (and socks), clothes to wear in cold weather, and jewellery.

### 3.2 What are they wearing?

- A. Pre-teach** *top* (something you wear over your upper body – a shirt, jumper, jacket, etc.) and *cloak*. Students write sentences about the people in the picture.

**Possible answers:**

**A** – *He's wearing a pinni / Burmese jacket and a longyi.*

**B** – *She's wearing a Kachin top / Kachin shirt.*

**C** – *He's wearing a Pa-O hat and jacket.*

**D** – *She's wearing a Kayan dress, belt and cloak.*

**E** – *He's wearing a Shan jacket and trousers.*

**F** – *She's wearing a Karen top / Karen shirt.*

- B.** Go through the information in the box with the students, and clarify anything they don't understand. Discuss the traditional clothes from the students' cultures. What would be the best way to describe these clothes to an English-speaking person?

### 3.3 Clothes from different cultures

- A.** Look at the pictures, and introduce the exercise: these women are all traditional dancers from different countries. The dancers are from New Zealand, Scotland, Hawaii and South Africa.

**Pre-teach** *embroidered, flax* (a plant with thick fibres that is often used to make clothes), *headband* (small strip of material to wear around your head), *jade, spin*.

Explain that *poi* is a Maori (pronounced *mau-ree*) word, with no English translation.

Students identify the Maori woman.

**Answer:** 2

Get students to identify the *poi* in the picture.

*They are the round white balls at her waist – they are attached to long strings. Part of Maori dancing is to spin poi.*

- B. Pre-teach** *cotton*. Using their dictionaries if necessary, students identify what each woman is wearing.

**Answers:**

1. 3 – a *waistcoat* is a sleeveless jacket.
2. 4 – *straw* is dried grass.
3. 1

C. Look at the pictures below. Students guess what country these people are from.

**Pre-teach** *turban* (cloth worn around the head to make a hat), *silk*, *decorate*, *leather*, *beads*, *thick*, *wrap*. Play audio 5.5 two or three times. Students listen and match the descriptions with the pictures.

**Answers:**

A. 2 B. 1 C. 4 D. 3

What countries or ethnic groups do these people come from?

**Answers:**

1. India 2. Afghanistan 3. Zulu (Zulu people live in Southern African countries) 4. Japan

D. There are many words from different languages in this text: *chapan* (the Afghan jacket), *sari* (the Indian dress), *kimono* (the Japanese costume) and *isicholo* (the Zulu hat).

Ask students questions about the pictures. If necessary, play the audio again.

- What's the *chapan* made of? (wool)
- What's the *sari* made of? (cotton or silk)
- What's the *kimono* made of? (don't know exactly – probably cotton or silk)
- What are traditional Japanese shoes made of? (wood)
- What's the *isicholo* made of? (straw and beads)
- What's the Zulu skirt made of? (leather and beads)
- What's the Zulu necklace made of? (beads)

Ask students questions about the clothes they are wearing, e.g.

What's your shirt made of? What are your shoes made of?

### 3.4 When do you wear...?

A. Discuss when people wear foreign-style clothes, and when they wear clothes from their own culture.

**Pre-teach** *traditional*, *festival*, *ceremony*. Students read the text.

B. Students choose five of the items of clothing, and write sentences about when they wear them, e.g.

*I wear a hat when it's sunny.*

C. **Pre-teach** *hunting*. Students write lists of three things that people wear in each situation, e.g.

a. *football boots, shorts, T-shirt*

Make a class list on the blackboard.

### 3.5 Working clothes

A. Introduce the text – explain that three people are going to talk about what they wear to work.

**Pre-teach** *attractive*, *actually*. Play audio 5.6, and pause after each speaker.

Students match the speaker to the picture, and complete the first column of the chart.

Play audio 5.6 again. Students make notes about the clothes.

**Answers:**

	Picture	Clothes
A	3	Short shirt, high heels, make-up (the clothes that some people think are attractive or 'sexy').
B	2	Comfortable clothes – jeans, shorts, T-shirts, jumper. No make-up. Sometimes a long-sleeved shirt.
C	1	Smart, formal clothes – suit, tie, black shoes and socks.

B. **Brainstorm** a list of what students know about the jobs from the audio.

**Answers:**

1. Private school. School fees are expensive. Must dress in formal, smart clothes.
2. NGO. Casual office so can wear casual clothes. Has air-con.
3. Expensive restaurant. Have to dress attractively so men buy more drinks. Sometimes the men are rude.

## 4. Possession

This section looks at different ways to express possession:

- possessive adjectives
- possessive pronouns
- the possessive 's

### 4.1 Whose shoes?

- A.** Look at the picture. Get students' ideas about who owns which shoes – the high-heeled shoes, the boots, the sandals, the flip-flops and the sports shoes.
- B.** Students complete the table, changing possessive adjective structures (*my, your*, etc.) into possessive pronoun structures (*mine, yours*, etc.) or possessive nouns structures (noun + 's). If this is too difficult, tell students to read the **Possessives** section of the **Language Reference** before they answer.

**Answers:**

*They're yours.*

*They're hers.*

*They're Si Si's.*

*They're ours.*

*They're theirs.*

Tell students to read the **Possessives** section of the **Language Reference** if they have not already.

- C.** Students use the information to complete the chart.

**Answers:**

	high heels	boots	sports shoes	flip-flops	sandals
rubber			<i>Angela</i>	<i>Khin Khin</i>	
silk	<i>Si Si</i>				
leather		<i>Aung Aung</i>			<i>Baw Baw</i>

### 4.2 Expressing possession

- A.** Elicit different ways students know to express possession, e.g.

*Possessive pronouns, adjectives and nouns (the possessive 's), to own, belongs to...*

Elicit some examples:

*The bag is mine. It's my bag. I own the bag. The pen belongs to me. It's Aung Mon's bag.*

- B.** Students fill the gaps with the correct possessive pronoun or possessive noun.

**Answers:**

- Whose umbrella is this? Is it yours ?  
- No. Mine is green. Perhaps it's Tin Tin Nyo's .
- Which is better, our school or theirs ?  
- Ours . It's got better teachers.
- Excuse me, is that bag yours ? I think it's mine .  
- Oh, I'm sorry. They look the same – both bags are white.
- Is this Sai Lek's coat? I need to borrow it.  
- The blue coat is his . This one is Naw Moo's coat, I think.  
- No, hers is green. Maybe this one is the teacher's .

### 4.3 Pronouncing the possessive 's

- A. Students read and repeat the sentences.
- B. Play audio 5.7. Students check their pronunciation, and make sure they are saying the final 's. Play the audio a few more times: students repeat.
- C. In pairs, students say the sentences again, and check each other's pronunciation of the final 's.
- D. This is a version of the **Speaking Stick** activity.  
One student gives another student one of their possessions, and says *It's mine*.  
That person gives it to another person, and says *It's (the owner's name)'s*.  
It gets passed from person to person, until it gets back to its owner.  
There should be many things moving, in different directions, at the same time.

## 5. Pronunciation: Short Forms

This section focuses on forming and pronouncing contractions with auxiliaries, *not*, and *be*.

### 5.1 Contractions

- A. Students make contracted forms by matching the subject with the verb, and the verb with *not*. In number one there are 19 possible forms, and number two has 10.
- B. Play audio 5.8. Students listen and check their answers. You might want to write them on the board.

Answers:

- 1. *I've, I'm, I'll*                      *you've, you'll, you're*                      *we've, we'll, we're*  
*she's, she'll*                      *they've, they'll, they're*                      *where's*  
*that's*                      *here's*                      *Aung Mon's*  
*the house's*
- 2. *aren't isn't wasn't weren't won't haven't hasn't didn't can't couldn't*  
(NOT: *willn't*)

- C. Play audio 5.8 again. Students listen and repeat each contraction.

Tell students to read the information in the box.

## 5.2 Contractions in context

A. **Pre-teach** *persuade*. Students read the text, and make contractions where possible.

There are 15 possible contractions in this text.

B. Play audio 5.9. Students listen and check their answers.

**Answers:**

I'm waiting at the bus stop with my sister. The bus hasn't arrived yet. We're going to a small village near Loikaw to visit our Auntie. Loikaw's a long way away. Auntie's been sick, but she's better now. In her village there wasn't any medicine. The medic didn't have any. The village hasn't got a car so she couldn't travel easily. Some of her neighbours walked to Loikaw and got her medicine. I don't know about her illness – maybe it was malaria. She's quite old so her health isn't so good, but she likes to live alone. She doesn't want to leave her village. We're trying to persuade her to come and live with us.

C. Play audio 5.9 again. Stop it after each sentence so students can repeat.

### Extra Idea

Do a **Disappearing Paragraph** activity with the paragraph above. Write the paragraph on the board, and tell students to repeat it. Erase about 10% of the words. Students say the paragraph, including the missing words. Erase another 10% of the words. Students repeat. Continue erasing until the board is empty, and students say the paragraph from memory.

## 6. Shopping

This section focuses on the language used for shopping and bargaining. There is a short reading text about different cultures' approaches to bargaining.

### 6.1 Shopping around the world

A. Discuss the questions – get a few students to talk about their recent shopping experiences.

B. Students read the text, and do the vocabulary matching exercise.

**Answers:**

- |             |             |             |
|-------------|-------------|-------------|
| 1. <i>d</i> | 3. <i>b</i> | 5. <i>e</i> |
| 2. <i>f</i> | 4. <i>a</i> | 6. <i>c</i> |

### 6.2 People buying things

A. Introduce the exercise – three people are bargaining, in different countries (Thailand uses *baht*, the USA uses *dollars* and Burma uses *kyat*). **Pre-teach** *advertisement*. Play audio 5.10 two or three times. Students listen, and write the missing information.

**Answers:**

**Conversation 1:** The shirt cost 175 baht.

**Conversation 2:** The motorbike cost 7,000 dollars.

**Conversation 3:** The fish cost 800 kyat.

B. **Roleplay.** Students work in pairs. Partner A is selling something, and decides on a price. Partner B is buying it, and wants a lower price. They practise a few conversations. Get a few pairs to perform a conversation to the class. Encourage creative acting!

If necessary, **demonstrate** this with a strong student, and go over useful shopping phrases first:

- |                            |                            |                              |
|----------------------------|----------------------------|------------------------------|
| - How much for (3 kilos)?  | - Can I have a discount?   | - I can give you (600 kyat). |
| - How about (5,000 kyat) ? | - Is that your last price? |                              |

Students can also refer to the audioscript.

## 7. Writing: Punctuation

### 7.1 Capital letters, commas, full stops and apostrophes

- A.** Before students read the information, **brainstorm** when and where we use capital letters in English. Students read the information. Clarify anything they don't understand. Students correct the sentences.

Answers:

1. Min Min and Deborah went to a very nice Indian restaurant on Christmas Day.
2. The film Titanic won many awards in 1997.
3. One of the most important English writers of the sixteenth century was William Shakespeare.
4. She has a job as the Director of Training at Microsoft Corporation.
5. They are quite an unusual family: the wife is Catholic, the husband is Jewish and their son is Buddhist.

- B.** **Pre-teach pause.** Before students read the information, **brainstorm** when and where we use commas in English.

Students read the information. Clarify anything they don't understand. Students correct the sentences.

Answers:

1. My neighbourhood is noisy, crowded and very hot.\*
2. Now that he is retired he spends most of his time in London, England.
3. His birth date is October 9, 1956.
4. There was so much food at the reception: fish, seafood, meat, vegetables and desserts.\*

\*NOTE: In American English a comma is usually placed after the final adjective in a list, e.g. fish, seafood, meat, vegetables, and desserts, but in British English this is usually omitted (as in sentences 1 and 4).

- C.** Students read the information. Clarify anything they don't understand. Students correct the paragraph.

Answers:

I work for a small organisation. It helps poor children. Some children can't go to school because their parents are poor. My organisation pays school fees, buys school uniforms and builds boarding houses. Some children can't go to school because there is no school in their village. My friends have built four boarding houses in large towns. They've built them in Bhamo, Lashio, Shwebo and Zizaw, Kachin State. The organisation is called Access Education.

Before students read the information about apostrophes, **brainstorm** when and where we use apostrophes in English.

Then students read the information. Clarify anything they don't understand.

D. Students correct the paragraph.

Answers:

*I've* got one sister and one brother. My eldest sister lives in Thailand and *she's* a nurse. Her *husband's* a lawyer. My brother lives in England and *he's* still in school. My *sister's name's* Kathy, and my *brother's name's* John. *John's cat's* name is Tiger, and his *dog's name's* Lucky. *We're* a close family, but we *don't* see each other very often.

E. Students write a paragraph about their family. When you check it, look for correct use of capital letters, full stops, commas and apostrophes.

## 8. Thinking about Learning: Vocabulary (2)

This section follows up on the vocabulary learning ideas discussed in Module 4. In this module, students discuss different techniques for learning and remembering key vocabulary.

### 8.1 How do you like to learn?

A. **Pre-teach** *topic, remind, prefer* (to like something more than other things).

Read the different methods that the students use, and check your students understand each method.

Students talk about which of these methods they use. Which are their favourite methods?

What other ways do they like to learn vocabulary? **Brainstorm**, and write a list on the board.

*Make the point that different students learn in different ways. There is no 'best' way to learn vocabulary. If students get the opportunity to try different techniques, they can identify the ones that work best for them.*

*Exercises B and C will take quite a long time, so you can skip them if you don't think they will be very useful or if you are short of time.*

B. This is an experiment that you are going to do with your class. It is important to follow these steps closely.

**Step 1** – Write these words on the board:

*dissertation significant trend mediate anthropology crucial collapse factor adjacent*

**Step 2** – Translate these words into students' L1. Students copy the words and translations.

**Step 3** – Give students exactly five minutes to learn the words. They can do anything they like – talk to each other, write, use a dictionary, ask you for more information...

**Step 4** – Observe what they are doing, what techniques they are using. How many students are:

- *working individually?*      - *testing each other in pairs or groups?*
- *working silently?*              - *saying the words?*                      - *looking in a dictionary?*
- *asking you for help?*      - *writing the words down?*              - *using other techniques?*

**Step 5** – After five minutes, tell them to stop. Now, distract them. Do something completely different for a few minutes – talk about homework, ask some quiz questions, discuss an upcoming festival...

**Step 6** – Test the students to see how many words they remember. They get a fresh piece of paper and cover any notes they have made. Say the word in L1, and they write down the word in English. Find out who was able to remember the most words (don't worry about exact spelling).

C. Discuss the different ways that students used to remember the words. If you have a large class, students can do this in groups before discussing it as a class.

### 8.2 Vocabulary learning strategies

A. Read through the strategies, and clarify anything that students don't understand.

B. *If you don't have time to do this in class, tell students to do this for homework, and move on to exercise C.* Students try out these strategies with the words from the **Vocabulary review** section. Discuss which strategies they prefer, and why. Make the point that different strategies work for different people.

C. Discuss which other strategies students have identified that help them to learn vocabulary.

If you like, tell them to use some of these with the vocab from this module for homework, and discuss the students' experiences in the next class.

## 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. What's the rule?

Students complete the puzzle.

Answers: 1. *put* 2. *brought* 3. *eaten* 4. *washed* 5. *seen* 6. *gone* 7. *got*  
8. *spoken* 9. *broken* 10. *written* 11. *left* 12. *been* 13. *cut* 14. *taken*

These sentences are all examples of the present perfect tense.

#### B. Make sentences

Answers:

2. *He's stopped smoking.*
3. *They haven't arrived yet.*
4. *We've seen all these.*
5. *We haven't made it yet.*
6. *She's studied a lot.*
7. *I've met a really nice girl.*
8. *I haven't bought you a present.*
9. *They've played two football matches.*

#### C. just and yet

Answers:

2. I 've just seen her.
3. They 've just arrived .
4. I haven't read it yet .
5. I haven't done it yet .
6. I haven't decided yet .
7. We 've just finished building it.
8. I haven't told him yet .

#### D. Present perfect or past simple

Answers:

1. I 've built a new house. I finished it yesterday.
2. I saw her five minutes ago.
3. They 've arrived already. They caught the train yesterday.
4. I haven't read it yet.
5. I was sick last week, so I didn't go to school on Friday.
6. I haven't decided .
7. Have you had your dinner yet?
8. Did he like the plan?  
I don't know. I haven't spoken to him yet.

## E. *still, yet and already*

### Answers:

2. My brother hasn't had a job since December. He's still looking for one.
3. 'I want to borrow your book.' 'That's fine. I've already finished it.'
4. Ni Ni hasn't graduated yet. She's still studying.
5. 'Where's U Lwin? Has he arrived yet?'  
'He's already left. He came at 6, and left at 6.30.'
6. 'Are you still waiting for the bus? I think it's already gone.'
7. 'Do you want to eat with us?' 'No thanks. I've already eaten.'
8. 'Are your parents still living in Pagan?' 'No, they've already moved to Mandalay.'
9. 'Where does Oo Reh work?'  
'I don't know. Maybe he still works in the factory, or maybe he's already got a new job.'
10. 'We haven't done it yet because she wants to wait.'

## F. What are the clothes?

### Answers:

1. *shorts*
2. *headscarves*
3. *belts*
4. *socks*
5. *suits*
6. *necklaces*

## G. *be made of*

### Possible answers:

- *A hat is usually made of cotton or wool but some hats are made of bamboo, leather or plastic.*
- *Boots are usually made of rubber, leather or plastic.*
- *A bag is usually made of plastic, cotton, wool or leather.*
- *A house is usually made of wood or bamboo.*

## H. Possessives

### Answers:

2. *These books are hers.*
3. *The necklace is Kyi Kyi's.*
4. *This shirt is his.*
5. *Those bags are Saw Htoo's.*
6. *That house is theirs.*
7. *That coat is my father's.*
8. *Those cakes are mine.*
9. *This cup of tea is yours.*
10. *This money is his.*
11. *These cows are my friend's.*
12. *That motorbike is ours.*

## I. Write the reply

There are many correct replies; here are some examples.

### Possible answers:

2. *What about that?*
3. *That's expensive – can I have a discount?*
4. *How much for two?*
5. *OK. Here's 2,500 kyat.*

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Five. 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. *cotton, leather, plastic, rubber (silk is also OK)*
2. *casual*
3. *staff*
4. *bargain*
5. *congratulations*
6. *non-*
7. *conference*
8. *century*
9. *matter*
10. *prefer*
11. *private*
12. *expect*

**C.** Students choose five words from the wordlist and make up gap-fill sentences using these words. They should make sure that there is only one possible answer for each question. For example, *I like to wear \_\_\_\_\_* is a bad question because there are many possible answers (*boots, jewellery, silk, wool, cotton, make-up...*). A better question is: *Rings, necklaces and bracelets are all types of \_\_\_\_\_* because there is only one sensible answer (*jewellery*).

They give them to a partner to solve.

NOTE: There will probably be lots of mistakes in the questions. Don't worry too much about this. It is still useful for students to practise making these questions, partly because it helps them revise the words, partly because it gives them extra writing practice, and partly because some of them may become teachers in the future and they may have to write questions like this for their students.

You can also do some activities from the **Vocabulary review** sections of Modules 1-4.

# Module Six

## 1. Quantity

This section looks at quantity, and how to express it:

- expressions of quantity used with countable and uncountable nouns
- expressions of quantity used to make requests and offers

It includes three intensive listening exercises designed to demonstrate and familiarise students with how these expressions are used in daily conversation.

### 1.1 What do we need?

**A. Brainstorm** the ingredients people need to make pork curry.

**B.** Look at the picture. What ingredients does Bee Bee have?

**Answers (from left to right):**

**Top shelf:** *a bag of rice, long beans, radishes, morning glory, pumpkin*

**Bottom shelf:** *lettuce, cabbage, eggplants (aubergines), eggs, carrots, tomatoes, cucumbers*

**C.** Students decide what ingredients Bee Bee will need to buy to make pork curry.

**D.** Establish the situation: Bee Bee is asking his mother to buy some things for him, so he can make a special pork curry for his girlfriend.

Play audio 6.1. Students identify what Bee Bee wants his mother to buy.

**Answers:** *pork, cooking oil, potatoes, onions, garlic, chilli*

**E.** Play audio 6.1 again two or three times. Students write the phrases used to talk about each item.

**Answers:**

**2.** *Can you please buy some things for me?*

**3.** *Is there any cooking oil in the house? Please get some oil.*

**4.** *Have we got any eggs? We've got some eggs.*

**5.** *We haven't got any onions.*

**6.** *There are some beans.*

**7.** *We haven't got a large knife. Can you get a knife, too?*

*There's a new knife in the cupboard.*

**F. Elicit** the meaning of *countable* and *uncountable nouns*. If necessary, tell students to read the **Countable and uncountable nouns** section of the **Language Reference**.

Students use the answers in **E** to work out the rules about *a/an*, *some* and *any*, and complete the chart.

**Answers:**

	singular countable nouns	plural countable nouns	uncountable nouns
positive sentences	<i>a/an</i>	<i>some</i>	<i>some</i>
negative sentences	<i>a/an</i>	<i>any</i>	<i>any</i>
questions	<i>a/an</i>	<i>any/some</i>	<i>any/some</i>

## 1.2 a/an, some and any

**A. Pre-teach** any words from the stories that you don't think your students will understand.

Students read the texts and fill the gaps.

**Answers:**

1. Yesterday I invited some important visitors to my house. I bought some biscuits from the shop, and some cakes from the market. Then I remembered I didn't have any coffee, so I went back and bought some coffee and a tin of milk. When I arrived home, I found I didn't have any hot water! There wasn't any wood or charcoal, so I couldn't heat the water. I sent my little brother to buy some charcoal and some sugarcane juice. Fortunately, my visitors didn't want any coffee. They liked the sugarcane juice.

2. I was on a train in Mandalay, and I saw a man with a large packet of tea standing by the open window. As I watched, he took some tea and threw it out the window. Then he threw out some more.

'Why are you doing that?' I asked.

'To keep the kangaroos away', he replied.

'But there aren't any kangaroos in Burma', I said.

'You see,' he said. 'It works!'

**B.** Students make sentences about the things they have in their bags (or pencil cases or pockets if they don't have a bag with them), and tell a partner. They make sentences about things they don't have in their bags, and tell their partners – encourage students to be as creative as possible with this activity!

## 1.3 some and any in questions

**A.** Students look at the questions. Some of the questions use *some*. Try to **elicit** from the students what type of questions use *some* – what is the function of the questions that use *some*?

**Answer:**

*Questions where you offer or request something.*

**B.** Students write questions for the situations, using *some* or *any*. They can use the example structures, or use other structures, e.g. *Have you got... Do you have... Do you want... Can I have...*

**Possible answers:**

2. Are there **any** textbooks in the room?

3. Do you have **any** orange juice?

4. Would you like **some** biscuits?

5. Have you got **any** grandchildren?

6. Can I have **some** more water, please?

7. Is there **any** noise outside?

**C.** In pairs, students ask and answer their questions. They can use either *Yes/No* + subject + auxiliary (e.g. *No, I haven't; Yes, there are*) or *Yes, please / No, thank you*. You might want to **demonstrate** this first, and write some appropriate answers on the board for students to refer to.

**D.** In pairs, students write a dialogue, following the instructions in the boxes. Encourage them to be creative and to make the dialogue sound natural.

**Possible answers:**

**A:** *Would you like some tea?*

**B:** *No, thanks. Can I have some water?*

**A:** *Yes, here's some water. Do you want some coffee?*

**B:** *Yes, please.*

**A:** *Would you like some sugar?*

**B:** *Yes, please. Do you have any milk?*

**A:** *Sorry, we haven't got any milk.*

**B:** *No problem. Thanks for that. Goodbye!*

**E.** Get some pairs to perform their dialogues to the class.

## 1.4 Quantity expressions

**A.** Students read the texts. Clarify anything they don't understand.  
Students identify which text refers to which topic.

**Answers:** *Hobbies* – 1   *Food* – 3   *Clothing* – 2   *Exercise* – 4

**B.** Students identify the quantity expressions from the texts. If they have difficulty with this, go through the texts as a class, and get students to underline the quantity expressions:

*lots of, quite a lot of, very few, not any, a lot of, hardly any, not much, a few, very little*

Students decide whether these expressions can be used for countable or uncountable nouns, or both. They complete the chart.

**Answers:**

**Countable** – *very few, a few*

**Both countable and uncountable** – *loads of, hardly any, quite a lot of, not any, a lot of, hardly any*

**Uncountable** – *not much, very little*

Tell students that *loads of* is a little bit stronger than *lots of* but is very informal. **Elicit** or point out other quantity expressions, and put them in the chart, e.g. *not many* (countable) and *a little* (uncountable).

**C.** Students order the quantity expressions.

**Answers:**



**D.** Tell students to read the **Quantity expressions** section of the **Language Reference**.

Students answer the questions. They should use a quantity expression or a yes/no answer.

**Possible answers:**

1. *He gets very little exercise.*
2. *Yes, he's got a lot of ties.*
3. *No, he wears hardly any jewellery.*
4. *I've got a few books.*
5. *I earn very little money.*
6. *No, there aren't many women in this class.*
7. *Yes, I've learned quite a lot of English in this class.*

**E.** Students write questions using *much* and *many* following the examples in **D**. In pairs, they ask and answer these questions. Get a few pairs to do this in front of the class.

**F.** Students complete the grammar rules.

**Answer:** 1. *negative*   2. *negative*

**G.** Students decide whether the sentences are true or false.

**Answers:** 1. *True*   2. *False. There is quite a large Muslim population in the north of China.*

3. *False. Singapore doesn't sell oil to other countries.*   4. *True*   5. *False. George W Bush hasn't made any movies.*   6. *False. There are a lot of mountains in Burma.*

**H.** Student write six sentences about themselves using each of the quantity expressions.

**I.** Students rewrite the sentences so they are true. There are a few correct answers for each.

**Possible answers:**

1. *A lot of* students want to attend university.
2. There *aren't any* people on the moon.
3. There are *lots of* mosquitoes in Burma.
4. There's *hardly any* rain in February.
5. *Quite a lot of* people speak English.
6. Teachers earn *very little* money.
7. There's *lots of* rice in Asia.

## 1.6 In the library

- A.** Introduce the exercise – explain that this is a photo of the social studies section of the Lek Tho Teacher’s Training College Library. Students match each topic with its definition.

**Answers:**

**History** – *The study of the past*

**Politics** – *The study of power relationships*

**Psychology** – *The study of the human mind*

**Gender** – *The study of being male or female*

**Environment** – *The study of land, water, air and living things*

**Geography** – *The study of the world’s surface, countries, societies, etc.*

**Economics** – *The study of money, goods and services*

**Religion** – *The study of beliefs*

**Development** – *The study of improving living conditions*

- B.** Elicit definitions of the words, or get students to check unknown words in their dictionaries.

- C.** Students **predict** the conversation. Ask students a few questions, e.g.

*Are there many history books?*

*Are there a lot of psychology books? Why not?*

Get students to make sentences, using expressions of quantity, about each topic.

**Possible sentences:**

*There are a lot of / lots of books on history / geography / health*

*There are quite a lot of books on environment / development*

*There are a few / not many books on politics / gender*

*There are very few / hardly any books on economics / religion / psychology*

- D.** Play audio 6.2. Students see if any of their sentences are mentioned on the audio:

*...a lot of books on history and geography.*

*...very few books on psychology or religion.*

*...not many books on politics.*

- E.** Play audio 6.2 two or three times. Students answer the questions.

**Answers:**

1. *Local groups.*

2. *Mostly from overseas.*

3. *They are written for people in Western countries – they aren’t so relevant to people here.*

4. *No, hardly any.*

5. *Most psychology books are too difficult.*

6. *Mostly in English, some in Myanmar, a few in Kayin and Kachin.*

7. *Yes.*

- F.** Students discuss what they would like to read from the library.

## 1.7 Practice with countable and uncountable nouns

- A. Students classify the nouns into countable and uncountable, using their dictionaries if necessary. If you like, give them a time limit to complete this exercise.

Answers:

**Countable:** *birthday community interview neighbour blanket culture (usually) factory holiday journey situation container jar onion programme vegetable army key opinion shower village assistant ceremony CV discount meal wedding idea person*

**Uncountable:** *air breakfast information toothpaste development environment (usually) fruit advice bamboo cloth education furniture stuff research love*

- B. Students write sentences about their classroom. They can use any nouns, not just the ones in A. Check they use the correct type of noun.

Answers:

1. There are a lot of (*countable noun*).
2. There are lots of (*countable noun*).
3. There isn't much (*uncountable noun*).
4. There are very few (*countable noun*).
5. There aren't many (*countable noun*).
6. There is quite a lot of (*uncountable noun*).
7. There are hardly any (*countable noun*).
8. There's very little (*uncountable noun*).

Get some students to read some sentences to the class. Does the class agree with the sentences?

- C. Students write questions that make the answers true. They can either write about themselves, or well-known facts.
- D. Students practise the questions and answers in pairs. Get a few pairs to read their questions and answers to the class.

## 2. Complaints

This section looks at the language of complaints and introduces the structures *too much/many* and *not enough*. There is also an exercise on expressing cause and effect with *so*. Before you start, **pre-teach** *complaint*.

### 2.1 *too* and *enough*

- A. Introduce the exercise: students will look at some problems of living in towns and cities, and hear some people complaining about their place. Look at the items in the box, and check that students understand these words. Do students think each item is a good or a bad thing? Which could be both good and bad?

- B. Look at the examples in the corner of the picture. Point out that:

- we use *too much/many* and *not enough* when there is a problem.
- we use *too much* with uncountable nouns and *too many* with countable nouns.
- we use *not enough* with both countable and uncountable nouns.

If students need further information, refer them to the ***too* and *enough*** section of the **Language Reference**. Students predict what the speakers on the audio will say and make sentences with the words in the box, using *too much/many* and *not enough*.

- C. Play audio 6.3 two or three times. Students look at the audioscript and check their sentences.

Answers:

1. *There's too much traffic*, and *too much pollution and noise* from all these cars and motorcycles.
2. *There aren't enough trees*. I love birds, but here there isn't anywhere for birds to live. *There isn't enough water* in this city either. Sometimes we can't wash in the mornings.
3. *There are too many police*. There are police on every corner these days. And *there are too many tourists*.
4. *There aren't enough schools*. My six year old daughter has fifty students in her class. That's too big. And *there's too much rubbish* in the streets. It smells awful.
5. *There's too much crime* – I'm afraid to go out at night. My friend's bicycle got stolen last week. *There aren't enough restaurants or cinemas*.

- D. Students write three complaints about the place they live, using *too much/many* and *not enough*.

- E. Students take turns to read out their complaints in groups of 5-8 (or to the whole class if you have a small class). What are the most common complaints?

## 2.2 What are their problems?

**A.** Students look at the pictures. **Elicit** students' ideas on why these people are annoyed. Students complete the sentences with their own ideas.

**Possible answers:**

1. There are too many news programmes. There isn't enough sport.
2. There's too much noise. There are too many students. There aren't enough books.

**B.** Students make notes of things they want to complain about: their home, school, health, etc. In pairs, students complain to each other, using *too* and *enough*, e.g.

*At home my brothers argue too much. There aren't enough job opportunities in my area.*

## 2.3 Cause and effect

*This activity is quite easy. If your students don't need more practice with *too* and *enough*, you can skip this.*

**A. Pre-teach** *cause, effect*. Students make sentences by matching the causes and effects using *so*.

**Answers:**

1. *There isn't enough charcoal so I can't cook dinner.*
2. *There's too much salt in this soup so it tastes awful.*
3. *There were too many people on the bus so it was a very uncomfortable journey.*
4. *I spent too much money so I can't pay my rent.*
5. *I don't get enough exercise so I'm very unhealthy.*
6. *I drink too much coffee so I can't sleep at night.*
7. *We don't have enough petrol so we can't drive the car.*
8. *There aren't enough teachers here so some children can't go to school.*

**B.** Students write their own sentences, using *too* and *enough* with *so*.

Get some students to read their sentences to the class.

## 3. Measurement

This section reviews containers, which students looked at in Module 3, and introduces and practises units of measurement. It focuses on the metric system of measurements (metres, kilograms, millilitres, etc.), not the imperial system (feet, pounds, pints, etc.).

### 3.1 Units of measurement

**A.** Students decide if the nouns are countable or uncountable.

**Answer:** *They are all uncountable.*

**B.** Students put the nouns into appropriate containers.

**Answers:**

1. A bag of (all these things can come in bags).
2. Six bottles of milk / water / fishpaste / oil.
3. Another jar of coffee / fishpaste.
4. A large tin of milk / fishpaste / oil.
5. Half a cup of (all these things can come in cups).
6. Two cartons of milk / coffee.

#### Language/Culture Notes

Uncountable things can be counted when you put them into containers, e.g. *some rice becomes a sack of rice, or five kilograms of rice*. This is because containers are countable nouns.

Discuss what happens when you put the nouns into containers. Explain the information in the box.

C. Look at the examples. Students fill the gaps with a unit of measurement. Check they understand that these units, like containers, are countable nouns.

Answers:

1. Two metres of string.
2. Half a litre of oil.

Explain that you can also use units of measurement, e.g. *kilos/kilograms*, with countable nouns, e.g. *apples*. Liquids and materials are usually uncountable.

6. Two kilograms / kilos of bananas.
7. Half a kilogram / kilo of onions.

3. 200 grams of tea.
4. A litre of fruit juice.
5. Ten kilos / kilograms of pork.

8. 200 grams of chillies.
9. A kilo / kilogram of biscuits.
10. Ten kilos / kilograms of yellow beans.

D. **Pre-teach** *weight* (pronounced the same as 'wait'), *length* and *volume*. Students complete the sentences.

Answers:

*We measure length using metres and kilometres.*

*We measure volume using litres and millilitres.*

E. **Brainstorm** units of measurement and make a class list on the board, e.g. *pound, mile, viss* (1.6 kgs).

### 3.2 Pairwork: Listen and draw

*This activity takes a long time, so skip it if necessary.*

**Pre-teach** *scales* (a machine used to weigh things).

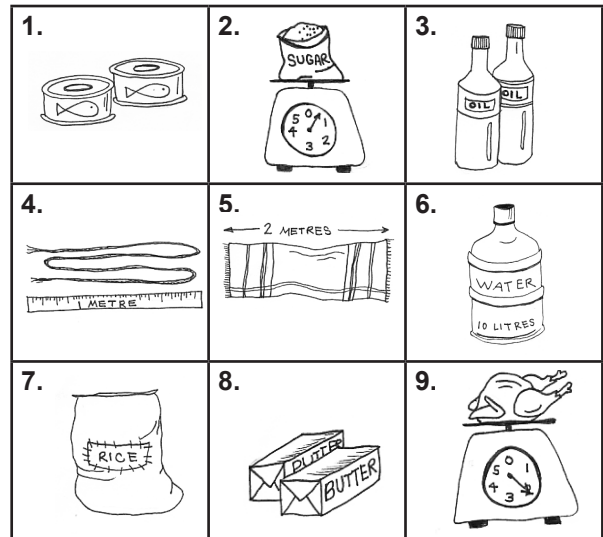
Students work in pairs. Partner A looks at this page, and Partner B looks at page 68. Each partner has different sections with drawings in them.

Partner A describes a section to Partner B, who draws it. Then Partner B describes a section to Partner A, who draws it. They continue until they have the same picture, which should look a little like this one:

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

1. *There are two cans of fish.*
2. *There's half a kilo of sugar on some scales.*
3. *There are two bottles of oil.*
4. *There are four metres of rope / string.*
5. *There are two metres of cloth.*
6. *There are ten litres of water. / There is a ten-litre bottle of water.*
7. *There's a bag of rice.*
8. *There are two kilos of chicken. / There's a two-kilo chicken.*
9. *There are two packets of butter.*

Don't worry about the quality of the drawing!



### 3.3 Gap-fill dictation: The shopping trip

A. Play audio 6.4 two or three times. Students write the words they hear. For each *ping* sound, they draw a line. When they have finished, tell them to compare their writing with a partner's. Do they agree? Then tell them to look at audioscript 6.4 and correct any mistakes.

Answers:

*I needed two \_\_\_\_\_ of rice and more \_\_\_\_\_, because there were so many relatives in my house! I went to the market. I bought the rice, and also a \_\_\_\_\_ of potatoes, a packet of \_\_\_\_\_ and two litres of \_\_\_\_\_. After this, I was very thirsty, so I sat down and drank a \_\_\_\_\_ of juice. On the way home, I stopped at the fish shop and bought two \_\_\_\_\_ of fish for dinner. I'm cooking it with \_\_\_\_\_ and a few spices. All my relatives are hungry!*

B. Students fill the gaps, using their own ideas. Encourage imagination!

Possible answers:

*I needed two kilos of rice and more fishpaste, because there were so many relatives in my house! I went to the market. I bought the rice, and also a bag of potatoes, a packet of biscuits. and two litres of oil. After this, I was very thirsty, so I sat down and drank a bottle of juice. On my way home, I stopped at the fish shop and bought two kilos of fish for dinner. I'm cooking it with vegetables and a few spices. All my relatives are hungry!*

## 4. The Present Perfect (2)

This section looks at the present perfect to describe continuing situations – things that started in the past and continue until now. It introduces the prepositions *for* and *since*, which are often used with this tense.

### 4.1 How long?

A. Students read the text and answer the questions.

**Answers:** *She lives in Rangoon. She works at the Global Learning Centre. She stays in an apartment near Kandawgyi.*

B. Students decide which actions in the text are finished, and which are still happening

**Answers:** **Finished** – *lived in Hong Kong, stayed in a guesthouse, moved to an apartment*  
**Still happening** – *has lived in Rangoon, has been in her apartment for three weeks*

C. Students answer the questions using full sentences, e.g. *I live in Nu Po. I've lived here for eight years.*

D. Tell students to read the **Present perfect or past simple? (2)** section of the **Language Reference**. In pairs, students tell each other where they work, study and/or live. Get some pairs to tell the class.

### 4.2 *for* and *since*

A. Students look at the picture. **Elicit** what is happening – they're waiting for a bus. **Pre-teach** *nearly*. Play audio 6.5 two or three times. Students complete the sentences. They will need to figure out what time people arrived, based on how long they've been there and the time now (nearly 12 o'clock).

**Answers:**

1. The woman arrived at 11.00. She's been there since 11.00.

2. The man arrived at 9.00. He's been there for nearly/almost three hours.

3. The family arrived at 11.50. They've been there for nearly/almost ten minutes.

**Elicit** or point out the rule for using *for* or *since*:

- We use *for* with periods of time (*five minutes, a week, three years*).

- We use *since* with a point in time (*last week, this morning, 9.30, February, 1998*).

Tell students to read the ***for* and *since*** section of the **Language Reference**.

B. Students fill the gaps with *for* or *since*.

**Answers:** 1. *since* 2. *for* 3. *since* 4. *for* 5. *since* 6. *for* 7. *since* 8. *since*

### 4.3 Aung Mon and San San Aye

A. Students read the text, and fill the gaps using *for* and *since*.

**Answers:**

2. She has worked for Central Accountants since 1994.

3. She has known Aung Mon since 2003.

4. They have been married since 2005.

5. They have lived in Insein Township for (four) years. (*in 2009*)

6. They have had a computer for six months.

B. Students write two answers to each question – one using *for*, one using *since*. The *for* answers depend on when they are written.

**Answers (in March 2009):**

2. *since 1994 / for fifteen years.*

4. *since September 2005 / for four and a half years.*

3. *since 2003 / for six years.*

5. *since February / for one month.*

C. Students make true sentences about themselves, using *for* or *since*.

**Possible answers:**

1. I've lived here since 1998.

5. I've known my best friend since 2002.

2. I've lived here for five years.

6. I've had my green jacket since 1999.

3. I've studied English for ten years.

7. I've been a teacher for a few weeks.

4. I've had a radio for three weeks.

## 5. Health

This section looks at health issues:

- parts of the body
- common problems, and how to express them
- cures for illnesses, and how to have a healthy life

### 5.1 Body parts

- A. Pre-teach** *torso* and *organs*. Students **brainstorm** a list of body parts in each category. If you like, do it as a **group brainstorm competition**. Write lists on the board. Make sure they include the following:

**Answers:**

**head and neck:** *face, chin, mouth, lips, teeth, nose, ears, throat*

**arms:** *shoulders, elbows, wrists, hands, fingers, thumbs*

**torso:** *chest, breasts (women only), stomach, back*

**legs:** *knees, ankles, feet, toes*

**organs:** *brain, heart, lungs, liver, kidneys, skin*

Explain the information in the box.

- B.** *This activity requires quite a lot of space and takes quite a lot of time. Skip it if necessary.*

Play **Thingy Says**. Stand in front of the class, and

get everyone to stand up. Say ‘Thingy says, touch your (body part)’. Students do what you tell them.

Explain that if you don’t say ‘Thingy says,’ they should not obey. If they do, they are out, and they must sit down. If they touch the wrong body part, they are also out.

Continue until a few students are left. Then get one of them to be ‘Thingy’.

Repeat the activity until it is clear that most students know the body parts well.

If this is too easy, add other verbs: ‘Thingy says shake your arm/stamp your foot/nod your head’, etc.

(NOTE: This is a good warm-up activity for later classes.)

#### Language/Culture Notes

In English, **hand** only refers to the part below the wrist, including the palm and fingers. It does not include the part between the wrist and elbow – that is part of the *arm*. We use **upper arm** for the part between the shoulder and elbow, and **lower arm** for the part between the elbow and the wrist.

Likewise, **foot** is only the part below the ankle, not including the part between the ankle and the knee. We can say **lower leg** for that part, and **upper leg** for the part above the knee.

### 5.2 At the clinic

- A. Pre-teach** *joints, ache* [pronounced *ake*], *hurt, pain, sore, rash* and *fever*.

Get students’ ideas about what this man’s illness is.

- Answer:** *dengue fever* – although it could be many other things, as these symptoms are common with many illnesses.

- B.** Use the text to focus on the words *ache, sore, pain* and *hurt*.

Point out that:

- *pain* is a noun (*I’ve got a pain.*)      • *hurt* is a verb (*It hurts.*)
- *ache* can be a verb or a noun. (*It aches. / I’ve got an ache.*)
- *ache* is also a suffix. We can talk about a *headache*, a *backache*, a *toothache*...
- *sore* is usually an adjective. (*I’ve got a sore shoulder.*)

Students fill the gaps.

**Answers:**

My stomach hurts.

I’ve got a pain in my stomach.

My stomach aches.

I’ve got a sore stomach.

- C. Pre-teach** *symptoms* (pronounced *simp-tumz*). In groups, students try to think of the symptoms for malaria, a cold and a broken leg.

- D.** Students choose a different health problem – not one already mentioned in this section – and think of the symptoms for it.

In pairs, they describe their symptoms to their partner, who tries to identify the problem.

If you like, get some students to describe the symptoms to the class. Can the class guess?

### 5.3 Be careful!

- A.** Look at the pictures. **Elicit** students' ideas about the situation: What has happened? What is the problem? Play audio 6.6. Students match the conversation with the picture.

**Answers:** Picture 1 – c    Picture 2 – b    Picture 3 – a

- B.** See if students can do this from memory first. If not, play audio 6.6 again two or three times. Students match the sentences with the conversations.

**Answers:**

- |   |   |
|---|---|
| 1. He went to a party. – b              | 5. He can't stand up. – a                 |
| 2. He slipped and fell over. – a        | 6. He decided to lie down. – b            |
| 3. He tried to lift a heavy bag. – c    | 7. He thinks he has broken something. – a |
| 4. He doesn't like cigarette smoke. – b | 8. He's got a sore back. – c              |

### 5.4 Cures

- A.** Students make as many useful sentences as they can, matching problems with solutions. **Elicit** students' ideas – what do they do in these situations?

Discuss the structure: *if/when* + present simple + present simple. This is sometimes called the *zero conditional*. We use it to talk about things that are always or generally true, e.g.

*If it's sunny, clothes dry quickly.*

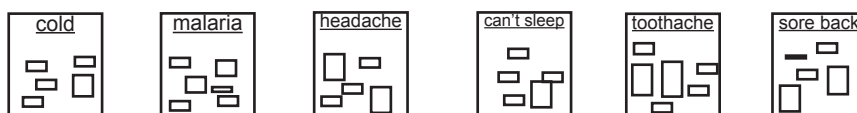
*If you drink coffee, you can't sleep.*

*When people get angry, their faces go red.*

*When I have free time, I like to read novels.*

Tell them that in this type of sentence, *if* and *when* usually have the same meaning.

- B.** Students write about themselves, and what they do in each situation. They discuss these problems in pairs. Get some students to explain their cures to the class.
- C.** Each pair takes two pieces of paper, and writes down their cures for two of the problems in **B**. Make sure they don't write the name of the illness on the paper! Collect all the cures from the students.
- D.** Put students in groups of four or five. Give each group some of the cures. The group decides what illness or problem each cure is for, and classifies them under that problem. Get all the groups to put the cures for each problem together. If possible, get six large sheets of paper, one for each problem, put them on the wall, and get the groups to stick the cures on them. Then, if possible, students go around the room and check that their cures are recommended for the right problem.



If you have a crowded classroom, you might want to collect the cures and then give one to each student, or give two cures to each pair. They then identify what problem the cure is for.

For small classes, get the class to work together on sorting out the cures, but the students must not tell others what their own cures (the ones they wrote) are for.

### 5.5 A healthy lifestyle

- A.** Have a class discussion about ways to stay healthy.
- B. Pre-teach** *regularly* (often, frequently). Students read the questions. Clarify anything they don't understand. In pairs, students interview each other using the questionnaire. Then check they know which ones indicate good health (2 and 8), and which ones bad health (1, 3, 4, 5, 6, 7, 9 and 10).
- C.** Students add up their partner's score and read the results analysis. They tell their partner. If you like, get a few students to report briefly to the class about their partner, e.g.

*Ma Aye scored 9, so she is quite healthy. However, she smokes and drinks too much, and doesn't eat enough fruit and vegetables.*

## 6. Making Appointments

This section focuses on making appointments: contacting people and arranging a convenient time to meet. There is no new language taught in this section; it is mostly fluency practice for previously met structures and functions.

### 6.1 Making an appointment

- A. Brainstorm** situations in which students might need to make an appointment. Ask students if they have done this recently, and what the situation was. Was it easy or difficult?

**Elicit** phrases that people might use to arrange an appointment.

Write students' suggested phrases on the board.

- B.** Establish the situation by reading the text. Play audio 6.7. Students listen and fill the gaps.

**Answers:**

**U Aung:** Hello?

**Cho Cho:** Hello, is U Aung there, please?

**U Aung:** This is U Aung. How can I help you?

**Cho Cho:** I'm Cho Cho from the Teacher Training College Library. I'd like to make an appointment to meet with you.

**Cho Cho:** That's fine.

**U Aung:** OK, see you then.

**Cho Cho:** Thank you. See you on Monday.

- C. Pre-teach** *inconvenient*. In pairs, students decide on alternative things Cho Cho could say.

**Possible answers:**

1. *I'm sorry, I'm busy on Monday. How about Tuesday?*
2. *I'm sorry, 11.30 is not possible for me. Can we meet later?*
3. *I'd like to talk about our school library. We're trying to get some money to buy more books.*

- D.** In their pairs, students choose one of the situations from C and write a conversation about it using the format of the conversation in B.

- E.** Pairs practise their conversations. Get a few pairs to perform their conversations to the class.

### 6.2 An appointment with Ban Ki-moon

- A.** Check that students know of Ban Ki-moon (the Secretary-General of the United Nations since 2006).

Establish the situation: each student is a journalist working for *Freedom* magazine. They want to interview Ban Ki-moon when he visits their town. They are phoning him to make an appointment. Students fill the gaps in the conversation with their own ideas.

**Possible answers:**

**You:** Hello. I'm (student's name) from *Freedom* magazine. I'd like to interview you when you are in (your town).

**Ban Ki-moon:** Well, I'm very busy that day. I'll look at my schedule. Hmm...

**You:** Are you free at 11.30?

**Ban Ki-moon:** Sorry, I'm meeting the NGOs at 11.30.

**You:** How about quarter to four?

- B.** In pairs, students write the rest of the conversation. They can either agree to meet, or decide that it's not possible. Get a few pairs to perform their conversations to the class.

## 7. Writing: Informal Letters and Emails

This section looks at the language and formats used in informal letters and emails. If your students are unfamiliar with email, you can use this as an introduction to electronic communication.

### 7.1 Informal letters

Students read the introduction. Clarify anything they don't understand.

**A.** Review the words *formal* and *informal* (*formal* in this context means official, following requirements, and *informal* means casual, relaxed and unofficial.)

Elicit some times when you might send an informal letter or email.

**Possible answers:**

- To invite someone to a casual event (e.g. a party, a meal)
- To congratulate a friend on a special occasion (e.g. graduation, promotion)
- To thank a friend or family member for something (e.g. a gift, staying at their house)
- To tell a friends some news, and ask about what is happening in their lives

**B. Pre-teach** *ages* (an informal word meaning a long time), *barbecue* (an outdoor party where you cook meat and/or vegetables outside over a charcoal fire), *make it* (to manage to come) and *greeting*. Students read the letter and identify the different parts.

**Answers:**

1. June 21, 2009
2. Hi Htoo Aung!
3. How are you? ... Let us know if you can make it (Tel. 0813610095).
4. Hope to see you soon,
5. Neil

**C. Pre-teach** *reject* and *accept*. Match the types of informal letters on the left (1-4) with the phrases on the right (a-d):

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

### 7.2 Emails

**Pre-teach** *automatically*. Students read the introduction. Clarify anything they don't understand.

**A. Pre-teach** *available*. Students read the email and identify the different parts.

**Answers:**

1. htwehtwe442@bizmail.com
2. sansanaye@centralaccounting.com
3. job news
4. 21/01/09
5. Hi Ma San San Aye,
6. How are you? I hope you and Ko Aung Mon are well.
7. I've quit my job... Are you free on Thursday?
8. See you soon, and say hi to Ko Aung Mon from me!
9. Love, Htwe Htwe xxx

NOTE: The xxx at the end of an email or letter represents kisses. People sometimes include this when they are writing to very close friends or relatives.

**B.** Students identify the main point of this email, and write a short summary.

**Possible answer:**

Htwe Htwe has quit her job and wants a new one. She wants to meet Ma San San Aye.

**C.** Students write an informal letter or email inviting a close friend or relative to a party. When you check it, see that they have included all the relevant information (*a greeting, details about why, when and where the event is happening, contact information and a closing*).

## 8. Thinking about Learning: Language Awareness

This section is about languages and communication. It looks at:

- what is a ‘native speaker’
- formal and informal language learning

### 8.1 Who’s speaking?

*This is a trick exercise. It is not possible to know what people’s voices sound like from their photographs, except whether they are male or female (and maybe age)!*

**A.** Play audio 6.8, pausing after each speaker. Students listen, and try to match the photos with the spoken voices.

**B.** In groups, students discuss how and why they decided who was who.

**Answers:** Nicolas – 5   Ros – 3   Tun Tun – 2   Tze Ming – 4   Tanny – 1

### 8.2 Native speakers?

**A.** In groups, students listen to audio 6.8 again, and decide who they think is a native speaker and who speaks English as a foreign language.

**Answers:** *Native speakers* – Ros (Australian), Tze Ming (American)

*Non-native speakers* – Nicolas (French), Tanny (Thai), Tun Tun (Burmese).

**B.** There are opinions only! There are no objective answers to this.

#### Language/Culture Notes

There is a lot of debate over what is a **native speaker** of English. For example, is someone a native speaker if he was born in Burma, both parents are Burmese nationals, and they moved to Australia when he was 10?

In some countries, such as Singapore, Nigeria, India and the Philippines, many people speak English as a first language, and others never learn English, depending on their family background. Other people, from many countries, go to an English-medium school and speak another language at home. Many of these people are completely fluent in English.

One common view is that people who *use* English (not just learn it as a school subject) in early childhood are native speakers. Others see it as a matter of fluency: perfect structural and vocabulary control, using one of the standard ‘native’ pronunciations (US, Indian, New Zealand, Jamaican, etc.).

**C.** These two recordings are of people speaking. One is from New Zealand, one is from Burma. Pre-teach qualifications. Play audio 6.9 two or three times: students decide which speaker is easier to understand.

**One opinion:**

*The Burmese speaker is slower, and perhaps her accent is more familiar to students. She stops sometimes to think about what she is saying. The New Zealander is very fast, but her pronunciation is more accurate.*

Point out to students that if they go on to work in an organisation or to study, a lot of the English they use will be with non-native speakers (Europeans, Africans, people from other Asian countries). It is very useful for students to hear as many different types of English as they can – native and non-native – in many different accents.

### 8.3 Formal and informal language learning

**A.** Students think about the languages they can speak. Which ones can they read and write?

**B.** Discuss the difference between learning formally (by studying it systematically, usually with a teacher), and informally (through seeing, hearing and using it in daily life). In pairs or groups, students discuss the questions about each language they speak.

*Often, formal study of grammar, vocabulary and pronunciation is done with non-native languages, not native languages. However, in some places the native language is taught formally at school, and some people learn non-native languages without formal study.*

**C.** In pairs or groups, students discuss the advantages and disadvantages of formal and informal language learning.

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. Countable or uncountable?

Answers:

**Countable:** qualification, roof, solution, appointment, disease, pocket, instructions, language, receipt, divorce, interview

**Uncountable:** pollution, fruit, development, traffic, wool, make-up, meat, entertainment, advice

#### B. some and any

Answers:

1. There's some water in the bucket.
2. There aren't any goats in the compound.
3. He wants some more friends.
4. My parents haven't got any trees in their garden.
5. Are there any children in your house?
6. Could I borrow some shampoo?
7. We are waiting for some visitors.
8. I haven't heard any news on the radio.

#### C. Offers and requests

There are a few possible correct answers.

Possible answers:

1. *Would you like some sugar for your coffee?*
2. *Do you want some cake?*
3. *Would you like some fruit?*
4. *Can I please borrow some money?*
5. *Can I have some more pens for the class?*
6. *Could I have some more tea, please?*

#### D. Quantifiers

Answers: 1. quite a lot of 2. not much 3. 's hardly got any. 4. some 5. any

#### E. few and little

Answers: 1. very little 2. a few 3. very few 4. a little 5. a few 6. very few  
7. very little 8. a little

#### F. too much/many

Answers:

- He drinks too much beer.
- He eats too much meat.
- He smokes too many cigarettes.
- She watches too much TV.
- She eats too many cakes.
- She drinks too much coffee.

#### G. not enough

Possible answers:

1. We want to go to the conference, but there isn't enough time. / we haven't got enough time. / we don't have enough time.
2. We're trying to grow a vegetable garden, but we haven't got enough seeds. / we don't have enough seeds. / there aren't enough seeds.
3. The students can't go to school because there aren't enough teachers.
4. I'm trying to write a report, but I haven't got enough information. / I don't have enough information.
5. I want to invite you over for dinner, but we haven't got enough food. / we don't have enough food. / there isn't enough food.
6. The organisation needs a new computer, but there isn't enough money. / they don't have enough money. / they haven't got enough money.

## H. Measurement

Answers:

2. metres (or centimetres)
3. grams (or kilograms)
4. grams (or kilograms)
5. litres (or millilitres)
6. metres (or centimetres)
7. litres
8. millilitres (or litres)

## I. Containers

Answers:

1. packet, sometimes box or tin
2. bag, sometimes box
3. carton, sometimes can or bag
4. jar, bottle, tin
5. bowl, plate, bag

For 6-10, many answers are possible.

Possible answers:

6. fruit, oil
7. cigarettes, sweets
8. jam, sweets
9. fish, beans
10. juice, milk

## J. for and since

Answers:

- |          |           |
|----------|-----------|
| 1. for   | 6. since  |
| 2. since | 7. for    |
| 3. since | 8. since  |
| 4. for   | 9. for    |
| 5. since | 10. since |

## K. Making an appointment

Answers:

- I'd like to make an appointment to see Ms Park, please.
- Is it important?
- Yes, it's quite important.
- OK. Can you come here tomorrow afternoon?
- Yes, I can.
- How about 2.30?
- Yes, that's fine.

## L. Body and health crossword

The clues for this are in two parts. The body parts are in the picture, and the conversation gives information about what the problem is. Students read the conversation, and look at the letters in the gaps to see which body part is the clue. Other clues refer to diseases or symptoms.

Answers:

- Across:** 1. malaria 5. knee 6. teeth 7. eye 8. heart 12. one 13. ear 14. do  
**Down:** 1. mouth 2. ankle 3. fever 4. stomach 8. head 9. toe 10. sore 11. fell

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Six. 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. *social studies*
2. *reject*
3. *workshop*
4. *skin*
5. *appointment*
6. *elbow, joints, throat, wrist*
7. *beliefs*
8. *librarian*
9. *communicate*
10. *experience*
11. *quantity*
12. *heat*

**C.** Divide students into two teams. Give one member from each team a word from the wordlist. They mime the word to the rest of their team (no speaking aloud). The first team to guess the word gets a point for their team.

You can also do some activities from the **Vocabulary review** sections of Modules 1-5.

### **Test**

On page 93 there is a test of the language and skills from Modules 5 and 6. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 96.

# Module Seven

## 1. Predicting the Future

This section looks at ways to predict the future, using the structure *will* in positive and negative sentences and question forms.

### 1.1 Fortune telling

**A. Introduce** the activity: discuss fortune telling. Have any students been to a fortune teller? What did they say? Were any predictions correct?

**B.** Tell students to look at the picture and establish the situation: a woman is visiting a fortune teller to get predictions about her future life. Students look at the words and phrases in the box. Clarify anything they don't understand. (NOTE: *happily ever after* is a phrase used in stories to mean that someone lived happily until their death.)

What do students think the fortune-teller is predicting? **Elicit** students' ideas, and write some on the board.

**C.** Play audio 7.1 two or three times. Students listen, and check their predictions. Were any correct?

**Answers:**

*You will go to university, and graduate with very high marks.*

*You will meet a handsome American man.*

*You will like him a lot.*

*He will ask you to marry him.*

*At first, you won't agree.*

*But later, you will marry him and move to America.*

*Your parents will be unhappy.*

*You won't like America.*

*You will have a beautiful baby daughter.*

*You will miss your family.*

*You will all return to your country.*

*Everyone will live happily ever after.*

**D.** Check students understand that *won't* is a contraction of *will not*.

Copy the chart onto the board. Students complete the chart using the grammar terms.

**Answers:**

**Column 1** – subject

**Column 2** – modal verb

**Column 3** – base verb

**Elicit** some more examples of sentences with *will* and *won't*.

Tell students to read the ***will*** and **Modal auxiliary verbs: General** sections of the **Language Reference**, but NOT the **Questions and answers** part yet – they will look at that later.

**E.** Students decide whether the sentences are grammatically correct or not, and correct the wrong ones.

**Answers:**

1. *wrong* (She will take you...)

2. *right*

3. *wrong* (He will be...)

4. *wrong* (Eh Soe will eat with us...)

5. *right*

6. *right*

**F.** Students read the situation, and use the verbs in the box to make predictions.

**Possible answers:**

2. *She won't pass her exams. She'll fail them.*
3. *He'll miss his bus. He won't catch it.*
4. *She'll stay in bed. She won't go to the party.*
5. *They'll lose the game. They won't win.*

**G.** Students make four predictions – two with *will* and two with *won't* – about what will happen tomorrow.

**H.** Get some students to read their predictions to the class. Do people agree with these predictions?

## 1.2 Questions with *will*

**A.** Students complete the chart, using the grammar terms.

**Answers:**

- Column 1 – question word*
- Column 2 – modal verb*
- Column 3 – subject*
- Column 4 – verb*

**B.** Students write *yes/no* or *wh-* questions with *will*.

**Answers:**

2. *How many ducks will we need?*
3. *What time will the car leave? / When will the car leave?*
4. *Will it rain tomorrow?*
5. *Will there be food at the party?*
6. *Where will you go tomorrow?*
7. *When will I see you again?*
8. *How much will the books cost?*
9. *Will the meeting start on time?*
10. *Will the new teacher be single?*

## 1.3 Roleplay: Tell a fortune

**A.** *Exercise A is optional. If you don't have much time, you can skip it. If you choose to do this section, do not spend much time on it – just have a brief discussion then move onto the roleplay.*

Discuss what students know about fortune telling. How do people do fortune telling in the students' communities? Do they know of any ways of telling fortunes that are not used in their communities? Look at the pictures and text, and clarify anything the students don't understand.



## 2. Probability

This section introduces various structures for expressing probability and possibility:

- the modal auxiliary verb *might*
- *will probably* and *probably won't*
- *maybe* and *perhaps*

It focuses on degrees of probability, and how to express them.

### 2.1 It might happen

- A.** Tell the students to close their books, then establish the situation: Aung Mon is going away for a job interview, and his wife San San Aye is advising him about what he should take with him.

Play audio 7.2. Students listen, and write a list of the things she suggests he take.

**Answers:** *an umbrella, money, a warm jacket, an extra shirt.*

- B.** Students open their Student's Books. Play audio 7.2 again, and students identify the reasons San San Aye recommends he take the items.

**Answers:** 2. *more money – he might need to stay overnight.*

3. *warm jacket – he weather might be cold.*

4. *extra shirt – he might get dirty on the bus.*

- C.** Look at the items pictured. San San Aye thinks Aung Mon should take them. In pairs or individually, students think of reasons he might need them. They write sentences advising Aung Mon to take the items.

<b>Possible answers:</b>	<b>telephone:</b>	<i>You might need to call someone.</i>
	<b>bottle of water:</b>	<i>You might get thirsty.</i>
	<b>camera:</b>	<i>You might want to take some photos.</i>
	<b>notebook and pencil:</b>	<i>You might want to write something.</i>
	<b>hat:</b>	<i>You might get cold. / It might be very sunny.</i>

- D.** Brainstorm a class list of other things he could take, and why.

### 2.2 might

- A.** Elicit the use of *might* (to show that you are not sure about something). Tell students to read the *might* section of the **Language Reference**.

Students write sentences using *might*, expressing the same information in the sentences.

**Answers:**

2. *I might see him again.*

3. *Si Si might be late.*

4. *My friends might visit me.*

5. *He might be sick.*

6. *She might come.*

7. *They might invite us.*

8. *My brother might study next year.*

9. *He might be Thai.*

10. *She might be playing her piano.*

- B.** Students complete the conversation, using *might* and the verbs in brackets.

**Answers:** • *he might be* in the library. • *You might find* him in his room

• *he might be* asleep.

• *She might know*.

### 2.3 The next three years

- A.** Students write prediction sentences using the structures in the box. They should use their real opinions.

Check by prompting, e.g. 'go overseas?', and pointing to students one by one. They give their predictions, e.g. 'I probably won't go overseas.'

- B.** Tell students to read the **Probability** section of the **Language Reference**. Students write five predictions about their future life, using the structures provided.

- C.** Students tell their predictions to the class. If you have a large class, get students to tell a partner or group.

#### Extra Idea

Instead of **C**, students write their predictions on pieces of paper. Number these, and put them up on the classroom wall. Students go around the class reading the papers, and guessing which student wrote each paper. Of course, this activity only works if they don't already know each other's handwriting.

### 3. *if...*

This section deals with uses of *if* and *when*. It introduces the first conditional, and revises the zero conditional, which students looked at in Module 6.

#### 3.1 Global warming

- A.** Discuss global warming. Do students know what it is? Write their ideas on the board. How will it impact on student's lives? Write up their ideas about that too. Only spend about 5-10 minutes on this exercise, and don't worry if students are not sure.
- B.** Look at the pictures. What do they show? **Elicit** ideas about how global warming might affect the things in the pictures.
- C. Pre-teach** *temperature, gas, policy, climate, increase*. Ask students if they understand the words in bold in the text. Discuss the meanings of these words, and write definitions on the board if necessary.
- global warming:** *the world's temperature is getting hotter.*  
**fossil fuels:** *something you burn to get energy that comes from very old, dead plants and animals.*  
**carbon dioxide:** *a gas that is produced when something is burned.*  
**atmosphere:** *the area surrounding the earth.*  
**deforestation:** *cutting down forests.*  
**absorb:** *to take in and hold something, such as a gas or liquid.*  
**sea level:** *the height of water in the sea.*  
**storm:** *very bad weather with strong wind and rain.*  
**flood:** *when water temporarily rises and covers the land.*  
**hurricane:** *a very bad tropical cyclone (storm), with winds over 74 miles per hour.*

Students read the text. Clarify anything they don't understand.

Then they match the sentence halves.

- Answers: 1.** *If there are fewer trees, there will be more carbon dioxide in the atmosphere.*  
**2.** *If sea levels rise, many areas will be under water.*  
**3.** *If there are more mosquitoes, more people will get malaria.*  
**4.** *If people can't grow food crops, they won't have enough to eat.*

- D.** Students identify the tenses used to make the first conditional.

**Answer:** *The first half is present simple. The second half is future with 'will'.*

- E.** Students complete the sentences using a phrase with *will*.

**Possible answers:**

- If a village floods, the people there will need a new place to live.*
- If plants can't live in an area, animals will have problems.*
- If there isn't enough food, people will move to a new area.*
- If people can grow different food crops, they will suffer less from global warming.*

- F. Pre-teach** *products, the public, fault, taxes, damage, agriculture, blame, lead to*. Play audio 7.3, two or three times if necessary. Students listen, and list the suggestions to try to reduce global warming.

**Answers:**

- use less fossil fuels	- don't buy things you don't need
- don't use cars or motorbikes – walk or cycle	- don't burn rubbish
- don't fly – take buses and trains	- plant trees
- don't use air conditioning – use a fan	- reduce deforestation
- turn off lights when you're not using them	

- G.** Play audio 7.3 again. Students listen and identify what Lucy says about the items listed.

**Answers: 1.** bicycles: *You will get exercise if you ride one.*  
**2.** rubbish: *Don't burn it, as this puts more carbon dioxide into the atmosphere.*  
**3.** trees: *Plant them. They absorb carbon dioxide.*  
**4.** governments: *Afraid to increase taxes on fossil fuels because they might damage the economy. Afraid of businesses, as they might cause problems if they lose money and the government tries to control them.*

### 3.2 The first conditional

**A.** Students read the information. Clarify anything they don't understand. They fill the gaps with the present simple or *will* + verb.

**Answers:** 2. We 'll be late if we don't leave soon.

3. If I go out for a few minutes, will you watch the baby?.

4. We won't move to the city if I find a job here.

5. You will have more friends if you are nice to people.

6. Will you still love me if I leave you?

Point out that in the first conditional:

- The *if* clause is usually in the present simple, and the main clause usually uses *will*.
- We usually use a comma if the *if* clause comes first, but not if the main clause is first.

**B.** Students do the **Conditional Consequences** activity. Give students the example sentence. The first student takes the main clause, and turns it into an *if* clause, adding a new main clause. The next student does the same with the new sentence. Continue until nobody can think of another sentence, and start with a new sentence, e.g. *If it rains tomorrow, the roads will get muddy.* or *If I get a lot of money, I'll give it to my teacher.* If you have a large class, the activity can be done in groups.

### 3.3 *if* and *when*

**A.** Students read the conversation, and put it in order. There are a few other possible ways to do this, but this is the most likely.

**Possible answers:**

1 – *Goodbye... Don't forget to call me.*

2 – *OK, I'll phone when I get to the bus station.*

3 – *And send me a postcard.*

4 – *OK, I'll send a postcard when I get to Bangkok.*

5 – *Do you have enough money?*

6 – *I think so, but if I don't have enough, I'll borrow some from Uncle Bob.*

7 – *And be careful!*

8 – *Don't worry, I'll contact you if I have any problems.*

Ask students what they think is the relationship between the speakers.

**Answer:** *Probably parent and child, or any older relative and younger relative.*

**B.** Elicit students' ideas as to when we use *if*, and when we use *when*.

**Answer:** **When** – *the situation in the condition clause is sure to happen.*

**If** – *the situation in the condition clause might happen.*

e.g. *When I go to Bagan, I'll buy a new hat.*

*If I go to Bagan, I'll buy a new hat.*

The speaker is definitely going to Bagan.

The speaker might go to Bagan.

**C.** Students fill the gaps with *if* or *when*.

**Answers:** 1. *When* 2. *If* 3. *If* 4. *when* 5. *when*

### 3.4 Conditionals with other modals

This section looks at variations on the zero conditional (general truths) and first conditional (possible futures), with different modal verbs. Point out that *will* is not the only modal auxiliary you can use in the first conditional – *can*, *should*, *might*, *may* and *must* are also common. We can use *ought to*, *have to*, *need to* and *going to* as well. They are not modal verbs but they work in a similar way.

**A.** Students match the sentence halves.

**Answers:**

a. If he touches me, *I'm going to hit him.*

b. I can buy a car *if I get a lot of money.*

c. If you have a problem, *I might help you.*

d. When you get up, *you should have a shower.*

e. If you want to learn Chinese, *you should speak with Chinese people.*

f. Rivers are quite dangerous *if you can't swim.*

g. When you go to university, *you'll have to work really hard.*

h. If I don't post the letters now, *I must do it later.*

**B.** Students complete the sentences.

**Possible answers:**

1. *...I can buy a computer.*

2. *...if you want to pass your exam.*

3. *...I'll work in a factory.*

4. *...we can eat.*

5. *...if we finish our work quickly.*

6. *...if people help each other.*

7. *...when I finish work.*

8. *...I'll never speak to you again.*

9. *...we should go to a movie.*

10. *...it might bite someone.*

## 4. Places and Directions

This section deals with places: what they are, what people do there, and how to get to them. It covers:

- vocabulary of common buildings and geographical features
- describing and evaluating different places
- asking and answering about directions.

### 4.1 Indoors and outdoors

- A.** Students **brainstorm** a list of places. Make sure they know NOT to write proper nouns like Sittwe, Dagon Township, Malaysia, The Golden City Restaurant, etc. If necessary, give them a few examples. Write the list on the board. Make sure they include the following:

*river, office, railway station/train station, forest, bus stop, factory, post office, fields/paddy fields/paddies, mountain, beach, park, playground, swimming pool, police station, island, sports ground/stadium, bank, clinic/hospital, hill, café/restaurant/teashop, internet café, airport*

- B.** Students decide which places are indoors and which are outdoors. Some places can be both.

**Answers:**

**indoors:** *office, factory, post office, police station, bank, clinic/hospital, internet café*

**outdoors:** *river, forest, bus stop, fields/paddyfields, mountain, beach, park, playground, island, sports ground/stadium, hill*

**both:** *railway station, swimming pool, café/restaurant/teashop, airport*

- C.** Students put a tick beside all the places they have been to in their lives.

Get students to tell their partner, then perhaps the class, about their list, e.g.

*I've been to an office, a factory and a river, but I haven't been to a post office, a swimming pool or a railway station.*

Make sure they use *or* to join items with a negative verb (*haven't been*), and *and* for ones with a positive verb (*have been*).

### 4.2 Around town

- A.** Establish the situation: these groups of people are visiting a town, and want to know what they can do. **Pre-teach** *nature*. Students read what the visitors say. Clarify anything they don't understand. Students identify each of the places in the pictures on pages 39 and 40.

**Answers:**

**a.** church   **b.** cinema   **c.** library   **d.** temple/pagoda   **e.** mosque   **f.** park  
**g.** teashop   **h.** zoo   **i.** museum   **j.** mountain   **k.** lake   **l.** river   **m.** playground  
**n.** nightclub   **o.** sports ground/sports field/football ground   **p.** theatre

Explain the information in the box.

#### Language/Culture Notes

The word **nightclub** (or just **club**) is the same in Burma. However, in Western countries, and many non-Western countries such as Thailand, most nightclubs do not have sex workers. Both men and women go there simply to drink, socialise and dance.

**B.** Students match each group of visitors with places they might visit.

**Possible answers:**

1 – **students:** library, mosque, church, temple, zoo, museum, theatre

2 – **relax:** cinema, teashop, park, river, lake

3 – **sports:** park, river, lake, mountain, sports ground

4 – **nightlife:** nightclub

5 – **children:** library, cinema, park, zoo, playground

6 – **nature:** park, river, lake, mountain

**C.** In groups, students write six lists of places these visitors could go in their area.

Write class lists on the board.

### 4.3 Listening: Living in Chiang Mai

**A.** Read the introduction, and establish the situation: Alice and U Ba Shwe are teachers from Burma who are living and working in Chiang Mai, Thailand.

**Pre-teach** *twice*, *work permit* (official document that allows people from outside the country to work legally), *cost of living* (how much money you need for daily expenses), *entertainment* (things you can do for enjoyment), *pollution* and *plenty* (enough or more than enough).

Play audio 7.4. Students listen, and decide who talks about which things. They mark it on the table.

**Answers:**

	Alice	U Ba Shwe
1. cost of living	✓	✓
2. entertainment	✓	
3. food	✓	
4. security		✓
5. pollution		✓
6. education	✓	✓

**B.** Play audio 7.4 again. Students write what the people say about each issue.

They don't need to write exactly what the person says, just the main points.

**Possible answers:**

2. **entertainment:** Alice says there is a lot to do – it's busy and exciting.

3. **food:** Alice says there's plenty of different types of cheap food: Thai, Burmese, Chinese and Western.

4. **security:** U Ba Shwe says security is bad – his wife is afraid to leave the house.

5. **pollution:** U Ba Shwe says it's polluted and there's too much traffic and too many people.

6. **education:** U Ba Shwe says his children can't go to school there. Alice says she attends English classes twice a week.

**C.** Students write sentences about these six issues in their own area.

Get them to read their sentences to the class.

Do most of them have similar or different opinions?

## 4.4 How do I get to...?

**A.** Brainstorm questions Paw Paw might want to ask to find out about the neighbourhood. Write their questions on the board, e.g.

- *Is there a market near your house?*
- *Where's the clinic?*
- *How do I get to the park?*

**B.** If necessary, review prepositions of place and movement with them first:

**place:** *behind, in front of, between, next to, near, opposite, in, on, at*

**movement:** *across, into, out of, past, around, through, up, down, under, over*

Students match the phrases with the pictures. Clarify anything they don't understand.

**Answers:**

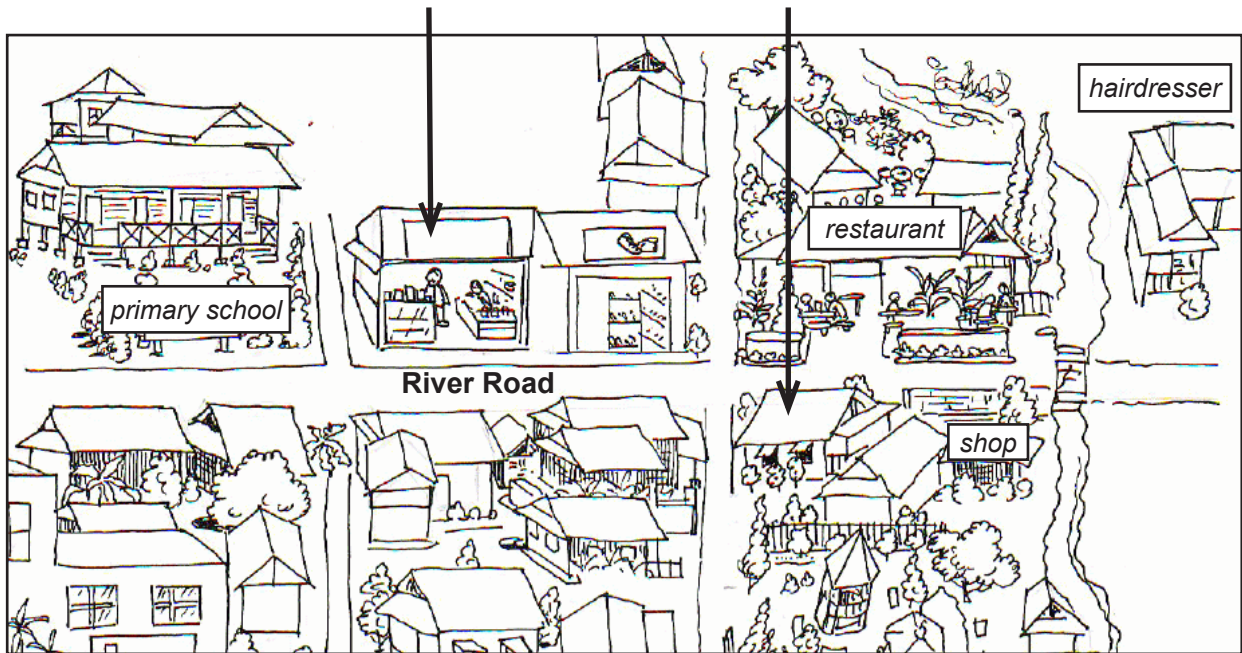
1. *Go past the park*
2. *Turn right into Bridge Street*
3. *Go through the market*
4. *Go around the market*
5. *Go down Central Street*
6. *Take the second left*

**C. Pre-teach documents.** Play audio 7.5 two or three times. Students identify where Lu Lu Aung's house and the photocopy shop are.

**Answers:**

*photocopy shop*

*Lu Lu Aung's house*



**D.** Students follow the directions, and identify where they are.

**Answers:**

1. *the hairdresser*
2. *the restaurant*
3. *the cinema*

**E.** Students look at the map, and write some directions. There are several possible answers.

**Possible answers:**

1. *Go out onto Park Street, turn left, cross over Central Street and the petrol station is on your right.*
2. *Go down Park Street a little bit, and you'll see it on your right.*
3. *Turn left into Central Street, and take the second right into Station Road. When you get to River Road, turn left, and the teacher's house is on the left, opposite the primary school.*
4. *Go down River Road, and take the second right into Park Street. Walk through the park, and across Central Street. Go around the market.*

## 4.5 In your neighbourhood

**A.** Students identify the places where people can do the activities listed.

**Answers:**

1. *shop/market/supermarket*
2. *bus stop/bus station*
3. *cinema*
4. *hairdresser/barber*

They then think of the most convenient place to do this near their class, and write directions to them.

**B.** In pairs, students give and receive directions. You may want to demonstrate an example dialogue first, e.g.

**A:** *Excuse me, is there a market near here?*

**B:** *Yes, there is. It's behind the high school. Go down Forest Street, turn left into 24th Street, and the school is on your right. The market is behind it.*

## 5. Pronunciation: Silent Letters

This section provides practice of common words containing silent letters.

### 5.1 Code puzzle

**A.** Students say the words to themselves, and decide which letter is not sounded.

**Answers:**

- |                     |                    |
|---------------------|--------------------|
| 1. <i>whisper</i>   | 5. <i>cupboard</i> |
| 2. <i>mechanic</i>  | 6. <i>hour</i>     |
| 3. <i>chemistry</i> | 7. <i>sign</i>     |
| 4. <i>catm</i>      | 8. <i>knock</i>    |

**B.** Play audio 7.6. Students listen and check their answers.

Play the audio again. Students repeat. Do this again if necessary.

**C.** Students write the silent letters in the gaps and spell a message.

**Answer:** *You have nearly finished Module Seven, page forty-two. Good luck!*

**D.** *This activity gives extra practice of the words in A and B. Skip it if you don't think your students need extra practice of these, or if you are short of time.*

Students write sentences using as many of the words as possible. (If you have a big class, you can do this in pairs or groups.)

For each sentence, they get one point if they use one word, two points if they use two words, etc.

After five minutes, they count up their scores and read their sentences to the class. (If you have a big class, students can check their sentences with other students in groups.) If the sentences are incorrect, take away points. Which student (or pair or group) got the most points?

## 5.2 Common silent letters

**A.** In pairs or individually, students decide which of these words have a silent *h*, and which have a sounded *h*.

**Answers:** **Silent:** *when, white, whisky, honest, ache*    **Sounded:** *perhaps, hotel, home, whole*

**B.** In pairs or individually, students decide which of these words have a silent *w*, and which have a sounded *w*.

**Answers:** **Silent:** *two, wrist, wrong, answer, who*    **Sounded:** *away, wing, west, wheel, walk*

**C.** In pairs or individually, students decide which of these words have a silent *k*, and which have a sounded *k*.

**Answers:** **Silent:** *knife, knowledge, knee, know*    **Sounded:** *kick, kill, awake, kiss, break, kitten*

**D.** In pairs or individually, students decide which of these words have a silent *b*, and which have a sounded *b*.

**Answers:** **Silent:** *bomb, comb, debt, climb*    **Sounded:** *obey, number, bus, beer, biscuit, bath, rob*

**E.** In pairs or individually, students decide which of these words have a silent *p*, and which have a sounded *p*.

**Answers:** **Silent:** *psychology, receipt*    **Sounded:** *appear, peace, cup, grandparents, escape, put, rope*

**F.** Tell students to shut their books. Play audio 7.7. Students listen, and write down the sentences they hear.

Play it again so they can check their answers. Get them to repeat if you like.

**Answers:**

1. *I keep my comb in the cupboard next to my knives.*
2. *I wrote the wrong answers in my psychology exam.*
3. *I fell down and hurt my wrist, and now my knee aches too.*
4. *Two hours ago I ate a whole chicken.*
5. *Who took my white shirt?*
6. *He's an honest man, but he drinks a lot of whisky.*
7. *When will she pay her debts?*
8. *That truck's got eight wheels, so it can climb large mountains.*
9. *She has the knowledge of chemistry to make bombs.*
10. *Please read the sign, and then knock on the door.*
11. *The mechanic wants a receipt for the work.*
12. *Be calm, and whisper if you need to speak.*

*The next two activities might take a long time, so if your students don't need more practice with silent letters, omit G and H and move onto Section 6.*

**G.** Students write three sentences, each using two or more words with silent letters.

**H.** Students do a **pair dictation**. Partner A reads her/his sentences aloud; Partner B writes. Then they swap roles, and check each other's writing.

## 6. Contradicting

This section revises short answers to *yes/no* questions, and shows how you can use the same structures to contradict statements you disagree with.

### 6.1 Listen and answer

Everything in this section has been covered in Modules 1-7, but you may like to go over the forms of short answers for the various structures before doing the exercises.

**A.** Play audio 7.8. The audio will ask a question. Students answer with a short answer. They should answer truthfully! Repeat this two or three times, so students get plenty of practice. Try getting different students or groups to answer, e.g. *front row, boys, group 2*.

If they need more practice, you could get them to test each other in pairs, using the audioscript at the back of the Student's Book.

**B.** In pairs, students write a list of *yes/no* questions. They join with another pair. Pair A asks a question. Pair B answers. Then they change roles. Pair B asks; Pair A answers.

## 6.2 Listen and contradict

- A.** Play audio 7.9. The audio will say a false statement. Students contradict it.  
Play all the questions, students answer.  
Repeat this two or three times, so students get plenty of practice.  
Try getting different students or groups to answer, e.g. *front row, males, group 2*.
- B.** In pairs, students write a list of false statements.  
They join with another pair. Pair A reads a statement; Pair B contradicts.  
Then change roles. Pair B states; Pair A contradicts.

## 7. Writing: Formal Letters and Emails

This section follows on from the section on informal letters and emails in Module 6. It looks at rules and common phrases for writing formal, official correspondence.

### 7.1 Formal letters

**Elicit** occasions when you write formal letters and emails.

**Possible answers:**

- *To answer a job advertisement*
- *To ask for information from a company or organisation*
- *To complain*

Students read the rules for formal letters. Clarify anything they don't understand.

- A. Pre-teach** *signature, in reference to (about), grateful, bachelor's and master's (degree courses) and look forward to.* Students read the letter and identify the different parts.

**Answers:**

1. *26E Anawrahta Road, Rangoon, Burma*
2. *Ms Stefanie Gray, Northopia University, Northopia 46QT55*
3. *July 30, 2007*
4. *Dear Ms Gray,*
5. *I am writing in reference to your science scholarship programme in 2010.*
6. *I recently graduated from the Rangoon Academy of Arts and Sciences with a bachelor's degree in environmental science. I would be grateful if you could send me some more information about master's courses in environmental science. I would also like some information about scholarships for these courses.*
7. *I look forward to hearing from you.*
8. *Yours sincerely,*
9. *Myo Win*

- B. Pre-teach** *look into (investigate; find out about), I am afraid that... (unfortunately; I regret that), postage, enquire.*  
Students order the sentences.

**Answers:**

- 5 – Please could you...
- 6 – Yours faithfully,
- 1 – Dear Sir/Madam,
- 4 – I am afraid that I have not received my book yet.
- 2 – I am writing to enquire about...
- 3 – On the 29th of March I ordered...

- C. Pre-teach** *require.* Students decide whether the phrases are formal or informal.

**Answers:** 1. *I* 2. *F* 3. *F* 4. *I* 5. *F* 6. *F* 7. *I* 8. *I* 9. *F* 10. *F*

#### Language/Culture Notes

In formal letters we open with **Dear Sir/Madam** if we don't know the exact person we need to write to, or if we don't know whether we are writing to a woman or a man.

If we don't use the name in the opening, we end with **Yours faithfully**.

When we greet them by name (*Dear Mr Winter, Dear Diana Green*), we end with **Yours sincerely**.

## 7.2 Formal emails

Students read the rules for formal emails. Clarify anything they don't understand. *Emoticons* are little faces or other pictures that some people put in emails or text messages, e.g. :- ( or 😊

**A.** Students look through the email and identify the mistakes. There are six.

**Answers:**

- *Hi U Win Htut* (should be Dear U Win Htut)
- *I'm* (x 2; should be *I am*)
- *2* (should be *to*)
- *u* (should be *you*)
- *See you soon* (should be *Yours sincerely*)
- the :- ) should not be there

**B.** Students write a formal letter or email to enquire about what courses are available at Singapore College. When you check students' writing, make sure they include all the points listed in 7.1, and that the language they use is formal, correct English.

## 8. Thinking about Learning: Communication Strategies

This section looks at different communication strategies, and what happens when communication is difficult. It goes through several commonly used techniques, and looks at situations in which you can use them.

### 8.1 Situations

**A.** Discuss each of the three situations. **Elicit** ideas from students about how they would deal with each situation. Write their ideas on the board.

**B.** Students match words and definitions.

**Answers:**

*repeat* – to say the same message again

*rephrase* – to say the same message using different words

*clarify* – to make the message clearer

*translate* – to say the same message in a different language

*check* – to ask if you understood the message correctly

**C. Pre-teach repair.** Play audio 7.10 a few times. Students work in pairs.

They listen to the conversations, decide which strategy is being used and complete the sentences.

**Possible answers:**

1. In conversation 1, the woman checks.

2. In conversation 2, the woman repeats and rephrases the message.

3. In conversation 3, the woman checks and the man rephrases and translates.

Discuss these strategies. Can students think of situations where they have used them? This discussion might be better in students' L1.

Get them to describe to the class what happened.

### 8.2 Pairwork: Shopkeepers and customers

**A.** Give each student a picture of an object (book, plate, table, bag of rice, etc.). Tell them not to show it to other students. (If you don't have pictures, give them a piece of paper with the name of the object written on it.) Tell them they are going to be customers in a shop, and they have to communicate to the shopkeeper that they want to buy the item in the picture. They prepare which strategies they will use – what is the best way to communicate what they want? They are not allowed to use their L1 or the word in English.

**B.** Put students in pairs. They **roleplay** shopkeepers and customers. Partner A is the customer. S/he has to communicate what s/he wants to buy without using L1. Partner B is the shopkeeper. S/he has to try to guess what the customer wants. (Partner B can guess in their L1 if they want.) Then they change roles.

If you like, get students to change pictures/words with another pair, and repeat the activity.

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. *will* and *won't*

Possible answers:

2. *She won't pass her maths exam.*
3. *I won't get married.*
4. *The school committee will have a meeting next week.*
5. *The party will be fun.*
6. *Htay Htay and Mi Mon won't be in class tomorrow.*
7. *The teacher will be annoyed.*
8. *There will be a lot of people at the game.*
9. *Su Su will meet us at 5.00.*
10. *There won't be any dinner tonight.*

#### B. Questions with *will*

Answers:

1. *What will he eat?*
2. *When will Khaing Oo leave?*
3. *Who will we invite?*
4. *How many people will come?*
5. *When will they get married?*
6. *Where will the teachers eat?*
7. *What will Ko Ko do after school?*
8. *How far will we walk?*
9. *How will my aunt travel?*
10. *How much oil will you need?*

#### C. *might*

Answers:

2. *might wake*
3. *might slip*
4. *might bite*
5. *might not like*
6. *might break*
7. *might need / might want*
8. *might not come*
9. *might need / might want*
10. *might not eat*

#### D. Probability

Answers:

*Nang Seng is going to a conference in China. At the conference she will make a speech and she will organise a workshop. She's sure about that. But she doesn't know where she will stay. She will probably stay with friends, but her friends might be away. She probably won't stay in a hotel. She doesn't like hotels. She is interested in Chinese history and culture, so in her free time she will probably go to the museum, and she might go to the theatre. She might go shopping, but she hasn't got much money. Some of her friends want to go out at night, but she won't go out dancing. She hates dancing.*

#### E. *if* and *when*

Answers:

2. *I'm going to the meeting. I'll tell you about it when I get home.*
3. *If we don't do something now, it'll be too late.*
4. *I'm going to the shop. If Ko Ko calls when I'm out, I'll call him back.*
5. *We'll visit my uncle when we go to Magwe.*
6. *We'll be late if we don't hurry.*

#### F. Conditionals and modals

Answers:

1. *I might come to the party if I'm not busy.*
2. *My sister can fight really well when she has to.*
3. *When you finish your homework you can visit your friends.*
4. *If you like fish, you should visit Ni Ni's seafood restaurant.*
4. *If you can speak Shan, it's easier to learn Thai and Lao.*

## G. Directions

### Possible answers:

2. Turn right out of the hospital and go down Main Street. Cross Grass Street and River Road, and the big house is on your right.
3. Go left onto Main Street. Cross River Road, and the teashop is on your right, between the clothes shop and the shoe shop.
4. Go left on Grass Street and turn left into Main Street. Turn left again into River Road, and the bus station is on your right.

## H. Where are you?

### Answers:

2. the hospital
3. two houses
4. the bus station
5. the small houses

## I. Places

Students think of places they can go to do these activities. There are no exact answers to this, as many things can be done in many places.

### Possible answers:

- |   |   |
|---|---|
| 2. theatre, festival, nightclub, etc.   | 5. temple, mosque, church, monastery, etc.      |
| 3. football field, playground, stadium, volleyball court, swimming pool, etc. | 6. library                                      |
| 4. office, library, meeting room, school, etc.                                | 7. restaurant, teashop, café, noodle shop, etc. |
|   | 8. post office, post box                        |

## J. Contradicting

### Answers:

2. Yes, they are.
3. No, she isn't.
4. No, you're not.
5. No, you haven't.
6. No, they can't.
7. Yes, it will.
8. No, there aren't.

## K. Silent letters

### Answers:

Today I've got an ache in my wrist, a pain in my shoulder and a sore back. Yesterday I cut myself with a knife. I tried to lift a heavy cupboard, and hurt my back. I don't know how I do it! So I went to see three doctors. The first doctor gave me some medicine, and told me to take it when I eat dinner. The other was a psychologist. He asked me a lot of questions, e.g. 'Why do you think you have accidents?' He questioned me for two hours. The third examined my eyes. She said I needed to wear better glasses. She thinks I have the wrong glasses, and can't see danger. I will wait and see which doctor is right!

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Seven. 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. *repair*
2. *whisper*
3. *receipt*
4. *clarify*
5. *degree*
6. *increase*
7. *rise*
8. *annoy*
9. *logging*
10. *café*
11. *global*
12. *fossil fuels*

**C.** Students work in pairs. Both partners choose five words from the wordlist, without showing their other partner. They should choose words they know. They both say their words at the same time, and then try to write sentences using both the words.

You can also do some activities from the **Vocabulary review** sections of Modules 1-6.

# Module Eight

## 1. Comparing Things

This section is about comparison: comparing one thing / group of things to another. It looks at:

- comparative adjectives (with and without *than*)
- degrees of comparison

### 1.1 Which is better?

**A. Pre-teach** *concrete, convenient*. Look at the pictures, and read the conversations. Students identify all the things that are being compared.

**Answers:**

- Top picture:** *bamboo house and concrete house*  
**Middle picture:** *motorbike and bicycle*  
**Bottom picture:** *working on a farm and working in a factory*  
*country life and city life*

**B.** Students list the advantages and disadvantages of each thing, according to the speakers.

**Answers:**

	<b>advantages</b>	<b>disadvantages</b>
bamboo house	<i>cheaper, more environmentally friendly</i>	<i>weaker so it gets damaged easily</i>
concrete house	<i>bigger, stronger, cooler</i>	<i>more expensive</i>
motorbike	<i>faster, more fun, more convenient</i>	<i>more dangerous</i>
bicycle	<i>more enjoyable, more reliable</i>	<i>slower</i>
farming	<i>more independent, country life is healthier and more relaxing</i>	
working in a factory	<i>more regular, the pay is better, city life is more exciting</i>	<i>harder, city life more dangerous</i>

- C. In pairs, students ask and answer the questions.  
They should answer the questions according to their own opinions.  
Get a few students to explain their partners' answers to the class.

## 1.2 Forming comparatives

- A. Look at the examples in the box. Can students use this information to make rules about forming comparatives? **Elicit** the rules, and write them on the board.

**Answers:**

*For one syllable adjectives, add -er. (You sometimes have to double the consonant.)*

*For two syllable adjectives ending in -y, remove the -y, and add -ier.*

*For most other adjectives, use more.*

*A few adjectives are irregular. They don't follow any rule.*

- B. Students write replies to the remarks, using a comparative form.

**Possible answers:**

2. *Yes, but cats are more intelligent.*
3. *Yes, but mosquitoes are more dangerous.*
4. *Yes, but Japanese is more difficult.*
5. *Yes, but ours is better.*
6. *Yes, but April is hotter.*
7. *Yes, but Bangladesh is poorer.*
8. *Yes, but there are more in China.*
9. *Yes, but the nursery school is noisier.*

- C. Check that students understand the adjectives. **Elicit** the comparative forms.

**Answers:**

*more violent    more crowded    drier    more experienced    nicer*

- D. Students use the comparatives from C to add information to the sentences in B.

Encourage them to add other new comparatives, too.

**Examples:**

2. *Yes, but goats are more intelligent and nicer.*
3. *Yes, but tigers are more dangerous, and more violent.*
5. *Yes, but ours is better. We're also more experienced.*
6. *Yes, but April is hotter and drier.*
7. *Yes, but Bangladesh is poorer and more crowded.*

- E. In pairs, students practise the conversations. Partner A says one of the statements from B. Partner B responds, using their own replies. You may want to **demonstrate** this with a couple of strong students first.

- F. *This activity might not be possible with all classes. If your classroom doesn't have enough room, or your students don't need more practice with this structure, you can skip this.*

Have a **Team Adjective Competition**. Divide the class into two teams. If you have a large class, divide into three or four teams. Give one member of each team a pen, and call out an adjective. The teams' representatives come to the board, and write the comparative form. The first person to write the correct form gets a point for their team. Continue until all team members have had at least one turn. The team with the most points is the winner.

NOTE: *This activity is a very good warm-up/revision activity for the start of a lesson.*

Tell students to read the **Comparatives** section of the **Language Reference** if they need to review the rules.

### 1.3 Song: A Bigger Heart

Ask students if they can guess the meaning of the idiom *love triangle* (a situation where two people love the same person.)

**A. Pre-teach** *grow up, save [money], attention, wonderful, manager.*

Play audio 8.1. Students decide which person is which photo.

**Answers:** *Carol* is the woman. *Max* is the man on the left. *Tim* is on the right.

**B.** Play audio 8.1 again. Students answer the questions.

**Answers:**

1. *For 18 years.*
2. *He's a gardener.*
3. *He's nervous.*
4. *A month.*
5. *He's interesting and has exciting stories to tell.*
6. *Nearly every day.*
7. *Yes, she thinks they'll be friends forever.*
8. *Yes, he's had many girlfriends.*
9. *She's warm, friendly and fun to be with.*
10. *No, he hasn't. Not yet.*

**C. Pre-teach** *shiny, confident, responsible, dependable, wise, wide, warm (personality), fault, charming.*

Play audio 8.2. Students decide who is singing it.

**Answer:** *Tim.*

**D.** Play audio 8.2 again. Students listen, and fill the gaps. Sometimes they need to add *than* as well as the adjective.

**Answers:**

His arms are stronger than mine  
His legs are longer than mine  
His clothes are always cleaner  
And his trees are so much greener

But my heart is bigger than his  
And my love for you is stronger than his  
My love for you is stronger

His hair is shinier than mine  
His habits are tidier than mine  
His eyes are bluer  
And his faults are fewer

But my heart is bigger than his  
And my love for you is stronger than his  
My love for you is stronger

He's more intelligent  
Much more confident  
More charming and polite than me  
He's more responsible  
Much more dependable  
He's everything I long to be

His father is wiser than mine  
His smile is wider than mine  
He walks so much taller  
And his problems are smaller

But my heart is bigger than his  
And my love for you is stronger than his  
My love for you is stronger

**E.** Play audio 8.2 again. Students answer the questions.

**Answers:**

1. *Max*
2. *Max*
3. *Tim*
4. *Tim*
5. *He is neater, better organised*
6. *'There is more love in my heart than in his.'*

**F.** In pairs, students decide what Carol should do: marry Tim, marry Max, or neither? Then they get into groups and give their reasons for that opinion. Can they all agree? Then they tell the class. Take a class vote on what Carol should do.

## 1.4 Degrees of comparison

- A.** Look at the pictures, and check that students understand:
- we use *a bit* or *a little* when there is a small difference between things
  - we use *much* when there is a big difference between things (*a lot* is also possible but is less common in comparatives)

- B.** Students rewrite the example sentences, using opposite adjectives.

**Answers:**

2. *Box A is a little smaller than box B.*
3. *Box A is much smaller than Box C.*
4. *The black T-shirt is a bit/a little cheaper than the grey T-shirt.*
5. *The grey T-shirt is much cheaper than the white T-shirt.*

Tell students to read the **Degrees of comparison** section of the **Language Reference**.

- C.** Students write answers.

**Possible answers:**

2. *Today I feel much better than yesterday. / Yesterday I felt much worse than today.*
3. *I can carry a little/a bit more than my brother. / I am a little/a bit stronger than my brother.  
My brother can carry a little/a bit less than me. / My brother is a little/a bit weaker than me.*
4. *U Tin Gyi has much less hair than Si Si. / U Tin Gyi's hair is much shorter than Si Si's.  
Si Si has much more hair than U Tin Gyi. / Si Si's hair is much longer than U Tin Gyi's.*
5. *China has a much bigger population than New Zealand.  
China's population is much bigger than New Zealand's.  
New Zealand has a much smaller population than China.  
New Zealand's population is much smaller than China's.*

## 2. Superlatives

In this section, students look at superlative adjectives: how to compare one thing to the rest of a group. They also look at objective and subjective comparison – what is fact and what is opinion. **Elicit** or **pre-teach** *superlative*.

### 2.1 Schools

- A. Pre-teach** *facilities, campus*. Students read the texts. Clarify anything they don't understand. Students decide which of the three schools they like the best. Ask a few students which school they prefer, and why.

- B.** Students count and identify the superlative forms in the texts.

**Answers:** There are 16 superlative forms:

**Future Education Institute:** *most attractive teachers, newest buildings, most modern facilities, largest campus, most beautiful campus, most expensive school*

**Youth Learning Centre:** *poorest school, best teachers, most difficult entrance exams, students work hardest, best results*

**Slow Learning Programme:** *most relaxed, laziest teachers, biggest TV, nicest students, most delicious food.*

- C.** Put students in pairs or groups. Give them a few minutes to make rules for forming superlatives. If they find this difficult, tell them they are very similar to the rules for forming comparatives. **Elicit** some ideas from students, then tell them to read the **Superlatives** section of the **Language Reference**.

**D.** Pre-teach *easy-going, academic*. Students answer the questions, according to their own ideas.

**Possible answers:**

1. *Slow Learning Programme*

2. *Youth Learning Centre*

3. *Future Education Institute*

4. *Slow Learning Programme*

## 2.2 Do you agree?

**A.** Students read the statements, and decide whether they agree or disagree with them.

**B.** In pairs, students make conversations using the statements. Partner A makes one of the statements. If Partner B disagrees, s/he contradicts it using a more appropriate noun or adjective, e.g.

*The safest way to travel is by motorbike.*

- *No, the safest way to travel is by bus.*

OR - *No, the most dangerous way to travel is by motorbike.*

You may want to demonstrate this first.

If you like, get the students to give opinions about different subjects to the class, their group or their partner. Others have to reply with their opinions, using comparatives and/or superlatives, e.g.

- *Maths is the most interesting subject*

- *No, Social Studies is the most boring subject. English is much more interesting.*

## 2.3 Objective and subjective

**A.** The aim of this exercise is to show the difference between *objective* (factual) and *subjective* (according to opinion) statements. Students read the questions. Clarify anything they don't understand.

**B.** Students work in groups of four or five, or in pairs if it is a small class. Each group tries to find out the answers to the questions. They may know some answers already, but will need to ask questions of people in their group, and other groups. You may want to **elicit** some questions first:

*How many languages can you speak? What did you get in the last English test?*

When the first group has finished, see which group was fastest and most accurate.

If students do not have enough room to move around the class, put students in large groups, and tell them to individually find out the answers. Then check who was fastest and most accurate in each group.

**C.** Discuss *objective* and *subjective*, and the difference between them.

**Answers:**

• *The questions in A and B are all objective, as there are clear, factual answers to all of them.*

• *The questions in C are subjective, as they are based on people's opinions.*

**D.** Make class lists of objective and subjective questions, about things outside the class, using superlatives.

If you like, get students to ask and answer the questions in pairs, e.g.

*Q: What's the most beautiful place in Burma?*

*A: Myitkyina, in my opinion.*

**E.** Students identify which superlative statements from **2.1 A** are objective, and which are subjective.

**Answers:**

**Objective:** *newest buildings, most modern facilities, largest campus, most expensive school, poorest school, best results, biggest TV*

**Subjective:** *most attractive teachers, most beautiful campus, best teachers, most difficult entrance exams, students work the hardest, most relaxed, laziest teachers, nicest students, most delicious food*

## 2.4 World records

*Instructions and answers are on the next page.*

## 2.4 World records

**A. Pre-teach** *world record*, *the Vatican* (capital of the Roman Catholic Church, an independent country in Europe), *cheetah* (an animal similar to a leopard or tiger). Students use the information in the box to make sentences.

**Answers:**

2. *China has the largest population in the world.*
3. *Russia is the largest country in the world.*
4. *The whale is the largest animal in the world.*
5. *The cheetah is the fastest animal in the world.*
6. *The Nile is the longest river in the world.*
7. *Mount Everest is the highest mountain in the world.*

**B. Demonstrate** the *how + adjective* question structure.

Write this table on the board:

**Elicit** more examples of this structure.

Students make questions about these records.

How	far	can you throw a ball?
	fast	does it fly?
	big	is it?

- Answers:** 1. *How small is it?* 2. *How large/big is it?*  
 3. *How large/big is it?* 4. *How large/big is it?*  
 5. *How fast is it?* 6. *How long is it?* 7. *How high is it?*

**C. Pre-teach** *adult*, *square kilometres* (measure for area), *kilometres per hour / kph* (measurement for speed). Students guess the answers to each question.

**Elicit** three or four answers to each question, and write them on the board.

**D.** Play audio 8.3. If you like, for each question, find out which student's guess was the most accurate.

- Answers:** 1. *1,000 people* 2. *1.2 billion people* 3. *17 million square kilometres* 4. *25 metres*  
 5. *about 100 kilometres per hour.* 6. *6,695 kilometres* 7. *8,872 metre*

## 2.5 Pairwork: More world records

*This information gap pairwork exercise is quite difficult. Don't expect the students to use the correct structure in their questions; the aim is to communicate the information, by any words possible! Be very strict here with L1 – they should try to use only English.*

**A. Pre-teach** *royal family*, *tortoise*, *species*, *rare*, *survivor*, *continuously*, *salary*, *surrender*. Students work in pairs.  
 Partner A looks at page 54, Partner B looks at page 69. Students take some time to read the text, and think of the questions they need to get the missing information.

**B.** Students ask and answer about the missing information. Sometimes more than one question is possible, but the answer must be exactly the same as the text.

**Possible questions and answers:**

A's questions	B's answers	B's questions	A's answers
1. How old was Jeanne-Louise Calment when she died?	122	2. When were Kin Narita and Gin Kanie born?	1892
2. Where were Kin Narita and Gin Kanie born?	Japan	How old was Kin when she died?	107
3. When did William Meredith play for England?	1920	4. What was the oldest animal's name?	Tui Malila
How old was he?	45	When did Captain Cook give it to the Tongan royal family?	1777
4. When did Tui Malila die?	1965	5. What is the world's rarest animal?	a tortoise
6. How heavy was Robert Hughes?	484 kg	7. How long is the heaviest snake?	8.23 metres
7. How heavy is the heaviest snake?	183 kg	8. What is the population of Tokyo?	26.4 million
8. Which city has the largest population?	Tokyo	9. How long was the longest beard?	1.83 metres
10. How many people danced for 50 hours in India?	56	10. How long did people dance in India?	50 hours
11. Where is Usain Bolt from?	Jamaica	11. How far did Usain Bolt run?	100 metres
12. When did Zanzibar surrender?	9.45 am	12. When was the shortest war?	1896

### 3. Comparing Quantity

In this section, students look at ways to compare amounts and quantities:

- *more, less* and *fewer*
- *most, least* and *fewest*

A major focus is comparison of statistics.

#### 3.1 *more, less* and *fewer*

**A. Pre-teach** *pumpkin, ton*.

Students read the examples, and try to figure out the grammar rule for the use of *less* and *fewer*:

**Answer:** *We use less for uncountable nouns, fewer for countable nouns.*

Then tell students to read the *more, less and fewer* section of the **Language Reference**.

**B.** Students make sentences using the information.

**Answers:**

1. *Women have less blood than men. Men have more blood than women.*
2. *Jupiter has fewer moons than Saturn. Saturn has more moons than Jupiter.*
3. *The average family in the USA has fewer children than the average family in Indonesia.  
The average family in Indonesia has more children than the average family in the USA.*
4. *Cows eat more grass than sheep. Sheep eat less grass than cows.*

**C.** In pairs, students compare these things with their partners, and make sentences, e.g.

*I've got fewer sisters than Ko Ko. Naw Moo's got more teaching experience than me.*

If they are the same, they can say, 'We have the same amount of (teaching experience)' or '...the same number of (brothers)'.

#### 3.2 *most, least* and *fewest*

**A. Pre-teach** *barrel* (container for oil or other liquids, like in the picture in the Student's Book).

Students read the examples, and try to figure out the grammar rule for the use of *least* and *fewest*.

**Answer:** *We use least for uncountable nouns, and fewest for countable nouns.* (But explain the information in the box below.)

#### Language/Culture Notes

In informal English, some people use **less/least** with both countable and uncountable nouns, e.g. *less people*. However, some people think this is incorrect, and it should not be used in formal situations, so it is better to teach students to always use **fewer/fewest** with uncountable nouns.

Tell students to read the *most, least and fewest* section of the **Language Reference**.

**B. Pre-teach** *employ*. Students read the information about the three companies.

Individually or in pairs, students write sentences comparing the companies. There are a lot of possible answers. Here are some of the most likely.

**Possible answers:**

- MyanMart employs the most people.*
- Daw Hla's company employs the fewest men / the most women.*
- Interfish employs the fewest women / the most men.*

**C. Pre-teach** *billion* (a thousand million – 1,000,000,000), *second/third/fourth* + superlative, and *one of the* + superlative.

Students read the text about three rich people.

Individually or in pairs, students then write sentences comparing these people. They can use *more/most, less/least* and comparative adjectives.

There are a lot of possible answers. Here are some of the most likely.

**Possible answers:**

- Queen Elizabeth has less money than Madonna.*
- Queen Elizabeth has the least money.*
- Bill Gates has more money than Queen Elizabeth.*
- Bill Gates is the richest.*

### 3.3 Listening: The most and the fewest

**A.** Play audio 8.4. Students answer the questions.

**Answers:** 1. *Speaker B* (Lisu, Pa-O, Burmese, Shan, Thai, English, Chinese)

2. *Speaker A* (English)

3. *Speaker C* (most of Europe, Canada, US, Mexico, India, Sri Lanka, Nepal, Bangladesh)

4. *Speaker A* (has never been out of Britain)

5. *Speaker C*

6. *Speaker B*

7. *Speaker C*

8. *Speaker B*

9. *Speaker C* (speaks Spanish – people speak Spanish in Mexico)

10. *All* (people speak English in Australia)

**B.** Students find out the answers to the questions.

Try not to help them – let them figure out the easiest way to get this information without using their L1.

They should be able to figure out they have to ask other students, *How many languages do you speak?*

### 3.4 Random comparison

**A.** Students come up with creative ways to compare each two items.

**Elicit** a couple of example comparisons first, and write them on the board, e.g.

*A banana is quieter than a chicken.*

*I have more maths textbooks than houses.*

*A fish is better at swimming than a bicycle.*

Students think of their own ways to compare each pair of items.

In pairs, they tell their partner their comparisons.

**B.** Choose two students. They say their nouns. Then choose another student, who makes up a sentence comparing the two nouns.

Continue this until all students have had one or two chances to make comparisons.

*If you have a large class, do this activity in groups. This activity is also good as warm-up/review activity to do at the start of the next lesson.*

### 3.5 Usage Noughts and Crosses

*This activity reviews some non-comparative as well as comparative quantity expressions. It might take a long time, so if your students do not need to practise these, you can skip it.*

**Pre-teach** in a row (next to each other in a straight line).

Students work in groups of three or four, competing against another group.

Let students try to understand this game by reading the instructions, but clarify anything that they have difficulty with.

NOTE: The other team decides if each sentence is correct. If there is disagreement, they can ask the teacher.

## 4. Free Time

This section looks at free time activities:

- hobbies and crafts
- sports: equipment, places, people and competitions

### 4.1 Activities

- A.** Students **brainstorm** a list of activities. Write the list on the board. Make sure they include the following:

*swimming, chess, table tennis, dancing, playing musical instruments (guitar, piano, violin, etc.), running/jogging, basketball, football, knitting, reading, sewing, painting/drawing, cycling, badminton, collecting stamps, fishing, photography, caneball, hunting, making models, writing stories/poetry, collecting stamps, weaving, doing crosswords, watching TV/films/movies/DVDs*

- B.** Students decide which activities are used with *go*.

**Answers:** *swimming, dancing, running/jogging, cycling, birdwatching, motor racing, fishing, hunting*

- C.** Students decide which activities are used with *play*.

**Answers:** *chess, table tennis, basketball, badminton, caneball, musical instruments*

Tell students to read the **go, play and do** section of the **Language Reference**.

- D.** In pairs, students tell each other about which activities they do (or have done), and which ones they would like to try one day.

- E.** Students tell the class about their partners.

### 4.2 Things people do

- A.** Students decide which person or people are in each picture.

**Answers:**

- |                                  |                   |
|----------------------------------|-------------------|
| <b>a.</b> Nang Si                | <b>e.</b> Zaw Zaw |
| <b>b.</b> U Tin Oo and Daw Myint | <b>f.</b> Mi Chan |
| <b>c.</b> Mary                   | <b>g.</b> Ko Than |
| <b>d.</b> Saw Htoo               |                   |

- B.** Students look at the pictures, and read about the people. For each person, they write sentences using two ideas from the box, and one other free time activity.

**Possible answers:**

- 2. Saw Htoo** – *He loves cycling, and he often plays caneball. He also enjoys swimming in the river.*
- 3. Ko Than** – *He reads a lot of poetry, and sometimes he reads novels. He also wants to write a book.*
- 4. Mary** – *She plays the violin and the guitar, and she is very interested in traditional music.*
- 5. U Tin Oo and Daw Myint** – *They go to concerts every week. They love going to the theatre. They really like festivals and celebrations.*
- 6. Mi Chan** – *She knits, and she's very good at weaving. She likes painting, too.*
- 7. Zaw Zaw** – *He's the best chess player in the school, and he often does crosswords. He plays Scrabble sometimes, too.*

- C.** Students decide who they are the most similar to; which person they have the most in common with. Get a few students to explain their decision to the class. Does the class agree?

## 4.3 Sports

**A. Pre-teach equipment, competition. Brainstorm** sports words. Write the chart on the board, and try to think of as many sports words for each column as possible. Encourage students to use their dictionaries.

**Possible answers:**

sports	players	places	equipment	competitions
football	footballer	pitch, field, ground, stadium	ball	match
volleyball	player	court	ball	match
badminton	player	court	racquet, ball	match
tennis	player	court	racquet, ball	match
table tennis	player	table	bat/racket, ball	game, match
caneball	player	court	ball	match
basketball	player	court	ball	game
boxing	boxer	ring	gloves	round, match
running	runner	track		race
motor racing	driver	track	car	race
horse racing	jockey	track	horse	race
cycling	cyclist	track	bicycle	race
swimming	swimmer	pool		race

**B.** Students complete the crossword.

**Answers:** 1. *hit*                      5. *drive*                      9. *ground*                      13. *net*  
 2. *team*                              6. *ring*                      10. *goal*                      14. *field*  
 3. *track*                              7. *court*                      11. *bat*                      15. *table*  
 4. *players*                          8. *kick*                      12. *ride*

## 4.4 3-2-1: Sports

*This is a speaking fluency activity. The aim is to get students saying as much as possible about a topic. It is very important that you don't correct grammar or vocabulary in this exercise, as the aim is to get students to speak fluently and confidently.*

- A.** Introduce the activity. Tell students they will speak for three minutes about sports. (If this is too hard, make it 90 seconds.) You might want to brainstorm possible ideas for talking, e.g. *a sports event they have participated in, their favourite sport, why they like or dislike some sports*, etc. Students spend about five minutes making notes, writing down all the things they could talk about. They should not write out a speech, only brief notes.
- B.** Students work in pairs. One student talks about sport. The other listens. After exactly three minutes (or 90 seconds), they change roles.
- C.** Tell students they are going to talk on the same topic for two minutes (or 60 seconds), to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for two minutes (or 60 seconds), the other listens, then they change roles.
- D.** Tell students they are going to talk on the same topic for one minute (or 30 seconds), to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for a minute, the other listens, then they change roles.

## 4.5 Listening: Buzkashi

**A.** Discuss the picture. What do students think is happening?  
Explain that they are going to listen to someone talking about the Afghan sport of Buzkashi – a sport played on horseback, using a dead goat as the ‘ball’.

**B.** Elicit definitions of these words from the students. Encourage them to look them up in their dictionaries, if possible.

**Answers:**

*whip* – a long piece of rope on a stick, used to hit people or animals (can also be a verb)

*to protect* – to stop something from being injured or damaged

*fierce* – angry, violent, wild

*except* – not including

*deliberately* – doing something while wanting or planning to do it, not by accident

*opponent* – someone you are fighting or playing against

**C. Pre-teach** *detail, limit, skilled, horseback*. Play audio 8.5.

Students decide whether the statements are true or false.

**Answers:** 1. *true*

2. *true*

3. *false* – they sometimes last several days

4. *false* – they are not allowed to hit each other with their whips

5. *true*

**D. Pre-teach** *crowd, go wild* (to make a lot of noise to show that you are excited), *drag, fall apart, referee, whistle*. Play audio 8.6 two or three times. Students complete the sentences.

**Possible answers:**

1. First, you cut off the goat's head and legs.

2. Then you leave it in water to make its skin harder.

3. Sometimes, you fill the body with sand to make it heavier.

4. For important games, you use a calf instead of a goat.

**E.** Students think about it and tell their partner their reasons why they do or don't want to play it. Get some students to tell the rest of the class.

## 5. Ability

In this section students look at ways to express and compare ability, using the structure *good/better/best at*.

### 5.1 *good at*

**A.** Students read the text. Individually or in pairs, they figure out what expressions they need to fill the gaps.

**Answers:**

1. Aung Ko is not very good at English.

2. Nu Nu is good at languages, but she's no good at maths.

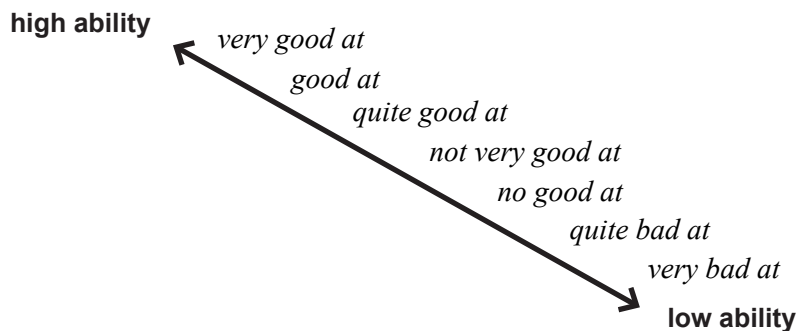
3. Naing Naing is not very good at science.

4. Naing Naing is very bad at English.

5. Mi Mi is really good at science.

**B.** Students rank the phrases according to ability.

**Answers:**



**C.** Copy the chart on the board. **Elicit** other ability expressions, e.g.

- *extremely good at, really good at, fairly good at, not bad at, not much good at, etc.*

- *can do something, can do something well, can't do something...*

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

## 5.2 Comparing ability

**A.** Read and discuss the opinion. Do students agree with it, or do they think women and men can be good at the same things?

**B.** Students look at the tasks on the chart, and decide who is the best at that in their families.

If it is a female family member, they write *F* in the chart.

If it is a male family member, they write *M* in the chart.

If nobody in their family does that activity, they write *nobody*.

Copy the chart onto the board. After students have completed their charts, find out the results for each task – get students to raise their hands for M or F in each task.

**C.** Students complete the sentences about themselves.

**Possible answers:**

1. I'm good at sports.

2. I'm very good at singing.

3. I'm no good at chess.

4. I'm better at maths than Ko Htut.

5. In my family, I'm the best at cooking.

**D.** Students look at the phrases and have a discussion about what they are good at and what they are not good at.

**Possible answers:**

*I'm no good at swimming.*

*I'm quite good at singing.*

*I'm better at English than my sister.*

*I'm not very good at volleyball.*

*I'm fairly good at organising my time.*

*I'm good at remembering people's names.*

## 6. Pronunciation: Sentence Stress

This section looks at sentence stress – which words should be emphasised in a sentence. It is similar to word stress, except that usually in a sentence, the content words (the words that contain most of the meaning of the sentence) are stressed, and the structure words (the ‘grammar words’), which do not have so much meaning, are weakened.

### 6.1 How many words?

**A.** Play audio 8.7. Students listen, and count the words in each sentence. (Contractions are one word.)

**Answers:**      1. 7 words                      2. 7 words                      3. 6 words                      4. 7 words  
                          5. 8 words                      6. 6 words                      7. 6 words                      8. 7 words


**B.** Play audio 8.7 again. Students write the sentences.

**Answers:**

- |  |   |
|--|---|
| 2. <i>What'll you do if they don't arrive?</i> | 5. <i>How will they get here if it's snowing?</i> |
| 3. <i>I'll write if I have time.</i>           | 6. <i>If she goes, will you stay?</i>             |
| 4. <i>We'll phone if the bus is late.</i>      | 7. <i>We'll take you if you like.</i>             |
|  | 8. <i>I won't come if you don't want.</i>         |

### 6.2 Stressed words

**A.** Play sentences 1, 2 and 3 again two or three times. Students listen and look at the stress patterns. To demonstrate, write sentence 1 on the board, with its stress pattern:

  
 If she asks, I'll tell her everything

Give students about a minute to try to figure out the answers to the questions. It is quite difficult to work out the rules so you may just have to tell them.

**Answers:**

*The ‘content words’ (the words that contain the important information) are stressed. These are usually:*

- |                     |                     |  |
|---------------------|---------------------|--|
| • <i>main verbs</i> | • <i>adjectives</i> | • <i>negative auxiliaries (e.g. can't, aren't)</i> |
| • <i>nouns</i>      | • <i>adverbs</i>    | • <i>question words</i>                            |

*The words that do not give important information are unstressed. These are usually:*

- |                       |                       |   |
|-----------------------|-----------------------|---|
| • <i>pronouns</i>     | • <i>articles</i>     | • <i>positive auxiliaries</i>           |
| • <i>prepositions</i> | • <i>conjunctions</i> | • <i>the verb to be (is, was, etc.)</i> |

**B.** Play sentences 4-8 a few times. Students match the sentences with the stress patterns.

**Answers:** a. 7    b. 5    c. 8    d. 4    e. 6

**C.** Play audio 8.7 a few more times. Students repeat. Check that they put the stress in the correct places.

**D.** Students practise the sentences in pairs, and check each other's sentence stress.

**E.** Students identify the stress in the sentences, then practise saying them in pairs.

**Answers:**

1. Where are you going?

2. I don't like bananas.

3. I work for my parents in their shop.

## 7. Writing: Linking Words

This section looks at linking words (transitions), including some that students will remember from Module 3 (Signal Words). It focuses on identifying advantages and disadvantages, and using them in persuasive writing. It also introduces some different parts to include in a short essay.

### 7.1 Advantages and disadvantages

- A.** In groups, students list the advantages and disadvantages of working as a teacher. Groups present their ideas. Make two lists on the board.
- B. Pre-teach** *develop, rewarding, working conditions, rural, tiring*. Students read the text, and identify the purpose or topic of each paragraph.

**Answers:**

Paragraph 1 – *The advantages of teaching*  
Paragraph 2 – *The disadvantages of teaching*  
Paragraph 3 – *Conclusion*

- C.** Explain that the text does not flow very well without linking words; there is no connection between ideas. The purpose of linking words is to make text run smoothly from point to point. Students insert the linking words into the essay. They are already in the correct order. Two of them are used here to join sentences, so students will have to change the punctuation when they combine sentences.

**Answers:**

I like teaching because it is more interesting than other jobs. Also, you do different things every day. I think it is the most useful job you can do as education is the most important way to develop our community. If you become a teacher, you know that you are helping your students to improve their lives. Therefore, teaching is more rewarding than other jobs.

However, there are many disadvantages to teaching. Firstly, it is very hard work. Secondly, the pay is very low – most other jobs pay more than teaching. For example, taxi drivers often earn more money than teachers. Most importantly, the working conditions are often very hard. Many schools have hundreds of students, but very few teachers. Rural schools are usually poorer than city schools, so rural teachers have a more difficult job.

In conclusion, I am happy to be a teacher. It is sometimes tiring, but I think it is the best job in the world.

- D.** Students identify the function of each of the linking words.

**Answers:** 1. *Therefore* 2. *In conclusion* 3. *because, as* 4. *For example* 5. *Also*  
6. *Firstly, Secondly* 7. *However* 8. *Most importantly*

- E.** Students put the linking words into the gaps.

**Answers:** 1. *However* 2. *because / as* 3. *also / most importantly* 4. *Therefore*  
5. *for example* 6. *also*

- F.** Students complete the sentences.

**Possible answers:**

1. Some children have to leave school because they have to work for their families.
2. Plastic bags are bad for the environment. Therefore, don't use them.
3. I'd like to buy a car, but petrol is expensive. Cars are also bad for the environment.
4. Some people are not very friendly. For example, my brother doesn't like other people.
5. People have children for many reasons, most importantly to look after them when they are old.

- G.** Students choose a topic to write about, and make lists of the advantages and disadvantages of their topic. They should write at least 3 paragraphs, using the example text as a model. When you check their essays, focus on correct use of the linking words.

## 8. Thinking about Learning: Listening Strategies

This section deals with some strategies students need for effective listening. It explains the two main types of listening: listening for gist (listening to get the main ideas), and listening for details (listening for specific important information). It might be easier to explain many of these ideas in the students' L1.

### 8.1 How do you listen?

- A.** Students read what these people think about listening. Discuss your students' opinions – do they agree more with Noi or Paul?

Students write a sentence describing their feelings about learning English. Get some students to read their sentences to the class. In groups of about four, students discuss listening to English. Each group selects a student to report back to the class.

- B.** Explain the activity. This text is about a Burmese woman in London. She asks for directions to Tottenham Court Road, but she can't understand these directions.

Play audio 8.8. What problems is she having? Why does she have difficulty understanding?

**Elicit** students' ideas.

**Possible answers:**

- *the man is speaking too fast*
- *she is unfamiliar with some of his expressions*
- *he is giving too much information*
- *she is unfamiliar with his accent*

Ask students if they ever have similar problems.

- C.** Play audio 8.9 at least three times. Students put a mark over the stressed syllables. (This is very difficult, so don't expect your students to do it perfectly.) NOTE: *right* at the end of the first sentence means something like *Do you understand?*, or *OK?* *Tube* is an informal name for underground trains in London.

**Answers:**

You go up to the top of the street, right?

Turn left, carry straight on, and you'll see the tube station on your right...

Go past that, turn left and you'll have Tottenham Court Road.

Ask students how the non-stressed words are different.

**Answer:**

*The words between the stressed words are reduced/weakened – they are faster, quieter and less clear.*

Ask students what kind of words are stressed. If they can't answer, ask: 'Are they important or unimportant words?'

**Answer:** *The important words, which have most of the meaning of the sentence, are stressed.*

Briefly explain stress timing to the students, using the information in the box below.

- D.** Give students a short time to think about this, then **elicit** ideas.

**Possible answer:** *If you concentrate on the stressed words, you'll get most of the message.*

### 8.2 Listening for gist

*See the next page for instructions and answers.*

#### Language/Culture Notes

In **stress-timed** languages such as English, German and Russian, some words are stressed (louder, longer, pronounced more clearly). The stresses are timed quite regularly (i.e. there is an almost equal amount of time between stressed syllables). The words between the stressed words are reduced (quiet, short, not pronounced clearly). This is why students can't hear every word clearly – this is normal English pronunciation!

In **syllable-timed** languages such as Burmese, Hindi, Thai and French, each syllable is given about the same amount of stress, and takes about the same amount of time. No syllables are reduced.

## 8.2 Listening for gist

*These conversations will probably be very difficult for the students, with many new words, unfamiliar situations, and fast speech in unfamiliar accents. ('Regional British accents' are accents from parts of Britain outside the London area; they are not heard very often by language learners so many people find them hard to understand.) Don't let students read the audioscript – the point is to focus on ways to understand difficult spoken language.*

**A.** Play audio 8.10. Students match the conversations with the pictures.

**Answers:**

*Conversation 1 – c      Conversation 2 – a      Conversation 3 – b*

**B.** Students listen, and write down the important words in each conversation, the words that helped them choose the pictures. They should try to do this from memory, but if necessary, play the audio again. Make class lists on the board. Listen again. Are these words stressed?

## 8.3 Listening for detail and gist

**A.** Explain *listening for detail* (listening to get specific pieces of information) and *listening for gist* (listening to get the general idea). Play audio 8.11. Students decide what type of listening is most appropriate in these situations: listening for detail or gist.

**Answers:**

*Conversation 1: detail – it is important to understand all the information.*

*Conversation 2: gist – it is only necessary to get the main points.*

**B.** Play Conversation 1 again. Students identify the important details.

**Answers:** *The address and phone number.*

**C.** Read through the situations; check that students understand them all.

Students work in groups of four or five. They decide what listening style is most appropriate.

Check their answers, and ask them to explain their choices.

**Answers:** 1. *gist*      3. *detail*      5. *detail*  
2. *detail*      4. *gist*      6. *gist*

**D.** Numbers 2, 3 and 5 involve listening for detail. Students identify the types of detail that might be important to understand.

**Possible answers:**

*2. Rules for the test, time of the test, types of questions, what you should bring...*

*3. Names of movies, times of movies, cost of movies, which movie theatre...*

*5. Lyrics of the song, where to put your fingers, how fast to play...*

**E.** Brainstorm some more listening situations, for both gist and detail listening. Make a class list on the board.

## 8.4 Listening problems

*This section is optional. If you don't have much time, or you don't think it will be useful for your students, you can skip it.*

**A.** In groups, students list problems that they have when they listen to English.

**B.** Get all the lists, mix them up, and give one to each group. (Make sure no group gets their own list back!) Each group looks at the other group's problems, thinks of some solutions, and writes them down.

**C.** Groups read out the other group's problems and their solutions. Does the class agree with the solutions?

If you have a very large class, form new groups that include one or two members of each of the original groups. Students can discuss the problems and solutions in groups, not with the whole class.

## 9. Practice

This section has two parts:

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

### 9.1 Exercises

#### A. Comparatives

Answers:

1. *Silver is cheaper than gold.*
2. *High school students are older than primary school students.*
3. *Plastic is lighter than metal.*
4. *The Sahara Desert is drier than Indonesia.*
5. *Driving is easier than flying.*
6. *Europe is richer than Africa.*

Students take the first letters of the adjectives in 1-6, to find the answer to 7:

7. *Mars is colder than Venus.*

#### B. More comparatives

Possible answers:

1. *They're also safer and faster.*
2. *She's also more popular and more famous.*
3. *They're also more useful and more boring.*
4. *It's also uglier and dirtier.*
5. *It's also more exciting and dirtier.*
6. *She's also kinder and more experienced.*
7. *It's also richer and more powerful.*
8. *It's also hotter and drier.*

#### C. Degrees of comparison

Possible answers:

2. *My father is a little taller than my mother.*
3. *I'm much healthier than my friend.*
4. *My teacher is much more intelligent than me.*
5. *Tigers are much more dangerous than dogs.*
6. *Inle lake is a bit more beautiful than the Irrawaddy River.*

#### D. Superlatives

This exercise is rather difficult and may take students quite a long time to do, so you may want to give it for homework. Or you could do it in class and give a prize to the first student to finish.

Answers:

- |              |             |
|--------------|-------------|
| a – Hla Hla  | e – Deborah |
| b – Bo Bo    | f – Fred    |
| c – Than Win | g – Kaythi  |
| d – Sita     |             |

#### Sentences

Answers:

1. *Si Si is the shortest students in the class.*
2. *Mosquitoes are the most dangerous animal in Asia.*
3. *U Tin Maung is the kindest person I know.*
4. *The roses are the most beautiful flowers in the garden.*
5. *This watch is the cheapest in the shop.*
6. *New Zealand is the furthest/farthest country from Britain.*
7. *Su Su is Ma Ma's best friend.*
8. *Mangoes are the most delicious fruit available here.*

## F. Comparison of quantity

Students write sentences based on the information in the chart.

**Possible answers:**

- French has the fewest native speakers.*
- Hindi has more native speakers than English.*
- Japanese has fewer native speakers than Spanish.*
- Etc.*

## G. good at

Students rephrase the sentences using *good/better/best at*. There are many possible ways to do this; here are some examples.

**Possible answers:**

1. *My sister is no good at table tennis.*
2. *I'm better at running than Nyi Nyi.*
3. *My parents are very good at teaching maths.*
4. *Daw Nu is the best weaver in the village.*
5. *You're really good at cooking.*
6. *Naw Moo isn't very good at riding a bicycle.*
7. *Mya Mya Than is the best at English in the class.*
8. *Devi is better at science than Ali.*

## H. Free time and sports

Students find the words, and answer the questions.

**Answers:**

1. *reading, music, knit, writing, chess, tennis, stamps, violin, guitar, badminton, game, team, dance, race, puzzle, track, competition, photography, collect, paint, poetry, ball, boxing, field*
2. *swimming, badminton, tennis, boxing*
3. *chess, boxing, football, badminton, competition, tennis, race*
4. *track, field*
5. *violin, guitar*

## I. Sentence stress

**Answers:**

1. What are you doing?
2. I'm good at English.
3. How's your sister?
4. I'm studying at university.
5. I like writing poetry.
6. My mother is shorter than me.

## J. Translation

Students translate the sentences into their L1.

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

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Eight. 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. *motor*
2. *appropriate*
3. *race*
4. *estimate*
5. *badminton, cycling, table tennis*
6. *knit*
7. *confident*
8. *rural*
9. *grow up*
10. *rare*
11. *sand, shell*
12. *salary*

**C.** Students choose words (or more if you have time). Give them a couple minutes to think of questions using these words. Then they ask and answer the questions in pairs.

If you have time, get them to change partners and ask more questions.

To make it harder, tell them each question must use two or three of the words in the text.

You can also do some activities from the **Vocabulary review** sections of Modules 1-7.

**Test**

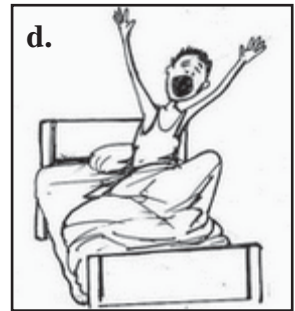
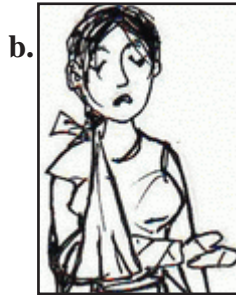
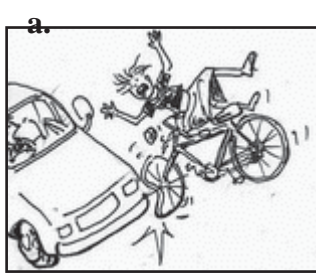
On page 97 there is a test of the language and skills from Modules 7 and 8. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 100.

# Test for Modules 5 and 6

## 1. What has happened?

Look at the pictures, and complete the sentences. Use the present perfect tense.

Example: a. His bicycle is broken because *he's just had an accident.*



b. She can't play volleyball because

c. She's excited because

d. He's tired because

	<b>6 points</b>
--	-----------------

## 2. Past simple and present perfect

Fill the gaps with either the past simple or the present perfect form of the verbs in brackets.

Dear Nyi Lay,

I 've been (be) in Rangoon for a week now, but I a. \_\_\_\_\_ (not see) Shwedagon Pagoda yet. Yesterday, I b. \_\_\_\_\_ (go) to Theingyi Market and I c. \_\_\_\_\_ (buy) you some T-shirts. I d. \_\_\_\_\_ (not go) to Bogyoke Aung San Market yet. People say it is really expensive!

I e. \_\_\_\_\_ (have) a lot of problems since I f. \_\_\_\_\_ (get) here. Last week in Mahabandoola Street, two teenagers g. \_\_\_\_\_ (steal) my bag. Since that day, I h. \_\_\_\_\_ (be) very careful. Last night I i. \_\_\_\_\_ (lock) my bedroom door before I went to sleep. Also, I j. \_\_\_\_\_ (be) sick for a few days now. I don't like the food here! How are you? k. \_\_\_\_\_ (you, do) today's homework yet? l. \_\_\_\_\_ (you, feed) the chickens before breakfast? I miss home!

Love from your brother,  
*Kyaw Kyaw*

	<b>12 points</b>
--	------------------

## 3. Vocabulary

Write the words.

Three types of casual clothes:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

To like something more than something else:

d. \_\_\_\_\_

To think that something is true:

e. \_\_\_\_\_

Good-looking, beautiful, pretty:

f. \_\_\_\_\_

Amount:

g. \_\_\_\_\_

Going to have a baby soon:

h. \_\_\_\_\_

Young people:

i. \_\_\_\_\_

When your body is hot because you are sick:

j. \_\_\_\_\_

People who work in an organisation or a company:

k. \_\_\_\_\_

To stop doing something:

l. \_\_\_\_\_

Three subjects you can study at university: m. \_\_\_\_\_

n. \_\_\_\_\_

o. \_\_\_\_\_

	<b>15 points</b>
--	------------------

#### 4. for and since

Read the paragraph about Win Win Thant.

Win Win Thant was born in **1975** in Pyay. She moved to Pegu to study in **1996**. She studied in Pegu for **one year** and then started teaching in a school in Pegu. She moved to Mandalay in **1998**. She got married **two years later** in **2000**, and moved to Mandalay with her husband and their little daughter. She got a job for the Sunflower school in **2001**, and became the head teacher **three years later**. They bought a house **last year**. It is now **2007**.

Complete the sentences using *for* or *since*.

Example: Win Win Thant has lived in Mandalay since 1998.

- a. She has \_\_\_\_\_ 1997.
- b. She \_\_\_\_\_ a year.
- c. She has \_\_\_\_\_ 7 years.
- d. She has \_\_\_\_\_ 2004.

	<b>8 points</b>
--	-----------------

#### 5. Short forms

Add contractions (short forms) to this paragraph.

*I've*  
~~I have~~ just started a new job. I am the Office Assistant at the Gold Star Company. Gold Star is a printing and photocopying business. My friend Mi Ma is also working there. She is the Accounting Assistant. We have worked there for three weeks now. It is an interesting job. I have got a problem because I do not know about computers. At my school, we did not have any computers because there was not any electricity. The company is training me to use their computers, but this makes problems with the staff at Gold Star. They are not very happy about this because they want training too.

	<b>12 points</b>
--	------------------

#### 6. Clothes

Answer the questions. Write a complete sentence for each.

Example: What do you usually wear to work? *I always wear a longyi and a white shirt.*

- a. What do you wear to a traditional dance event?
- b. What do you usually wear when you play sports?
- c. What do you usually wear at home?

	<b>6 points</b>
--	-----------------

#### 7. An appointment

Complete the conversations by choosing the correct answer.

1. Barry: Hello. I'm Barry Chan. I'd like to see Dr Say Say. Is she \_\_\_\_\_?

- i. appointment    ii. out    iii. available    iv. today

2. Thida: I'm sorry. She went out this morning, and she hasn't returned \_\_\_\_\_.

- i. yet    ii. now    iii. still    iv. already

3. Barry: \_\_\_\_\_ is she free later today?

- i. Where    ii. What time    iii. How    iv. How much

4. Thida: \_\_\_\_\_ 3pm?

- i. How about    ii. What    iii. When    iv. What time

*At 3 pm...*

Barry: Hello again. Is Dr Say Say back?

5. Thida: Oh, hello Barry. She's in a meeting. It started at 1, and they're \_\_\_\_\_ talking. Perhaps you can wait here.

- i. but    ii. very    iii. still    iv. yet

6. Barry: I'll come back at 3.30. \_\_\_\_\_ you soon!

- i. Wait    ii. Goodbye    iii. Meet    iv. See

	<b>6 points</b>
--	-----------------

### 8. Is it yours?

Fill the gaps with a correct possessive pronoun.

Example: Whose pen is this?  
Is it yours (your pen)?

- 'Excuse me, are those children a. \_\_\_\_\_ (your children)?'  
'Two are b. \_\_\_\_\_ (our children). The youngest one is c. \_\_\_\_\_ (my sister's child).'
- 'Is that Ma Hlaing's motorbike? It's very new!'  
'No, that's d. \_\_\_\_\_ (Jim's motorbike).  
e. \_\_\_\_\_ (Ma Hlaing's motorbike) is red.'
- 'Hey - where are you taking that bag? It's f. \_\_\_\_\_ (my bag)!'  
'Oh, sorry! I didn't know it was g. \_\_\_\_\_ (your bag).'

	<b>7 points</b>
--	-----------------

### 9. Quantity

These sentences are wrong.

Rewrite them to make them correct.

Example: There are *a lot of* kangaroos in Asia.  
*There are no kangaroos in Asia.*

- A lot of* people in Burma have aeroplanes.
- There are *hardly any* mosquitoes in the jungle.
- I've got *a lot of* penguins.
- Lots of* students in this class are wearing suits.
- There's *very little* rain in July.

	<b>10 points</b>
--	------------------

### 10. Shopping

Write the other half of this conversation.

Customer: Have you got any potatoes?

Shopkeeper: We've got these small potatoes.

Customer: a. \_\_\_\_\_

Shopkeeper: 350 kyat a kilo.

Customer: b. \_\_\_\_\_

Shopkeeper: 700 kyat.

Customer: c. \_\_\_\_\_

Shopkeeper: Ok, 600 kyat. They're very good potatoes.

Customer: d. \_\_\_\_\_

Shopkeeper: Here you are. Goodbye!

	<b>8 points</b>
--	-----------------

### 11. What's the matter?

Describe what is the problem with the people in the pictures. Write one sentence for each.

Example: Thingy has a toothache.



Thingy



a. Daw Lu Lu



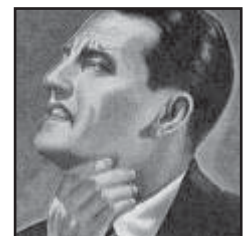
b. Min Min



c. Ma Aye



d. Ko Shwe



e. Andrew

- 
- 
- 
- 
- 

	<b>10 points</b>
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# Test for Modules 5 and 6 - Answers

## 1. What has happened?

Give two points for each correct answer. Take one point off for a minor mistake. Take two points off for a mistake in the present perfect.

**Possible answers:**

- b. ...*she's broken her arm.*
- c. ...*she's just received a love letter.*
- d. ...*he's just woken up / he's ill.*

## 2. Past simple and present perfect

Give one point for each correct answer.

- Answers:** a. *haven't seen* b. *went* c. *bought*  
d. *haven't been* e. *have had* f. *got* g. *stole*  
h. *have been* i. *locked* j. *have been*  
k. *Have you done* l. *did you feed*

## 3. Vocabulary

Give one point for each correct answer. There are other possible correct answers.

**Possible answers:**

- a-c. *jeans, T-shirt, shorts.* Most clothes can be casual, except *suits, ties* and *high-heeled shoes.*  
d. *prefer* e. *believe* f. *attractive* g. *quantity*  
h. *pregnant* i. *youth* j. *fever* k. *staff* l. *quit*  
m-o. *history, zoology, psychology etc.*

## 4. for and since

Give two points for each correct answer. Take one point off for minor mistakes.

**Answers:**

- a. *She has taught/has been a teacher since 1997.*
- b. *She has owned a house for a year.*
- c. *She has lived in Mandalay for 7 years / She has been married for 7 years.*
- d. *She has been a head teacher since 2004.*

## 5. Short forms

Give one point for each correct change.

**Answers:**

*I've* just started a new job. *I'm* the Office Assistant at the Gold Star Company. *Gold Star's* a printing and photocopying business. My friend *Mi Ma's* also working there. *She's* the Accounting Assistant. *We've* worked there for three weeks now. *It's* an interesting job. I *haven't* got a computer. I *don't* know about computers. In my school, we *didn't* have any computers. There *wasn't* any electricity. The *company's* training me to use their computers, but this makes problems with the staff at Gold Star. They *aren't* (or *They're* not) very happy about this because they want training too.

## 6. Clothes

Give two points for each correct sentence. Take one point off for minor mistakes. Take two points off if the sentence doesn't make sense. There are many possible answers.

**Possible answers:**

- a. *I wear my traditional clothes: a red striped longyi and a Karen shirt.*
- b. *I wear some shorts, a T-shirt, and running shoes. For football I wear football shoes.*
- c. *I usually wear an old longyi.*

## 7. An appointment

Give one point for each correct answer.

**Answers:**

- 1. *iii* 2. *I* 3. *ii* 4. *i* 5. *iii* 6. *iv*

## 8. Is it yours?

Give one point for each correct answer.

**Answers:**

- a. *yours* b. *ours* c. *my sister's* d. *Jim's*  
e. *Ma Hlaing's* f. *mine* g. *yours*

## 9. Quantity

Give two points for each correct answer. Take one point off for minor mistakes. The answers depend on the actual situation.

**Possible answers:**

- a. *Hardly any* people in Burma have aeroplanes.
- b. There are *a lot of* mosquitoes in the jungle.
- c. I *haven't got any* penguins.
- d. *A few* students in this class are wearing suits.
- e. There's *lots of* rain in July.

## 10. Shopping

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense.

**Possible answers:**

- a. *How much are they?*
- b. *How much for two kilos?*
- c. *Can I have a discount?*
- d. *OK – two kilos, please.*

## 11. What's the matter?

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense.

**Possible answers:**

- a. *Daw Lu Lu's got a cold./has a cold.*
- b. *Min Min's got a headache.*
- c. *Ma Aye's got a stomach ache.*
- d. *Ko Shwe's broken his arm.*
- e. *Andrew's got a sore throat.*

# Test for Modules 7 and 8

## 1. The future

Complete the sentences and questions with phrases from the box.

Example: **Zaw Zaw:** Do you think I'll pass my exam?  
**Ma Win:** You 'll probably pass, because you always study hard.

'll probably    probably won't    might    won't    will

1. **Aung Mon:** Tomorrow our team's playing. Will you come to watch?  
**San San Aye:** I a. \_\_\_\_\_ come, I'm quite busy. If I finish this report...  
**Aung Mon:** Come and watch! We b. \_\_\_\_\_ win - I feel lucky. However, the other team is quite good.
2. **Min Min:** Do you think it c. \_\_\_\_\_ rain tomorrow?  
**Saw Reh:** I don't think so. The sky looks really clear tonight.
3. **Teacher:** Please, don't forget to bring your dictionary to class tomorrow!  
**Students:** OK. We d. \_\_\_\_\_.
4. **Sai Awng:** What e. \_\_\_\_\_ you do next year?  
**Mi Chan:** I f. \_\_\_\_\_ study here, or I g. \_\_\_\_\_ go back to my home town. What about you?  
**Sai Awng:** I h. \_\_\_\_\_ work for my uncle. He asked me to join him. I like him very much, but I'm not 100% sure yet.

**8 points**

## 2. Directions

Write directions from your house to your classroom. Write 5 sentences. Use one of these phrases in each sentence:

go out    go past    go around  
 go through    turn left/right    go past  
 go down/up    take the second/third left/right

- a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_  
 e. \_\_\_\_\_

**10 points**

## 3. if and when

Complete the sentences.

Example: If you exercise every day, you will be strong and heal thy.

- a. If \_\_\_\_\_, you will be lonely.  
 b. When the hot season starts, \_\_\_\_\_.  
 c. If I \_\_\_\_\_, I can go out with you.  
 d. Elephants become angry when \_\_\_\_\_.  
 e. When I finish this exam, \_\_\_\_\_.  
 f. If all wars in the world stop, \_\_\_\_\_.

**12 points**

## 4. Contradicting

These sentences are wrong. Disagree with them.

- Example: Rabbits eat meat. No they don't. Rabbits eat plants.
- a. China is a small country. \_\_\_\_\_  
 b. The teacher is very rich. \_\_\_\_\_  
 c. Your parents come from Japan. \_\_\_\_\_  
 d. You are not an English language learner. \_\_\_\_\_  
 e. There are a lot of kangaroos in the school. \_\_\_\_\_  
 f. You've been to Africa. \_\_\_\_\_  
 g. You are wearing two hats at the moment. \_\_\_\_\_  
 h. There aren't any people in this room. \_\_\_\_\_

**16 points**

## 5. Vocabulary

Match the words with their definitions. Not all the words are used.

Example:

tea   airport   dog   grandmother

a. *your mother's mother* grandmother

b. *a hot drink* tea

1. aim   increase   fault   motor   stamp   grateful

a. *how you feel when someone helps you*

b. *make bigger*

c. *what makes cars move*

2. atmosphere   equipment   look forward to   calm   replace   fail

d. *to expect or wait for something you really want to do*

e. *opposite of succeed*

f. *it surrounds the Earth*

3. blood   crop   centigrade   playground   salary   fall apart

g. *a system used for measuring temperature*

h. *a red liquid inside your body*

i. *money you get for the work you do*

4. convenient   detail   rare   mosque   astrology   reduce

j. *easy to use*

k. *a place where Muslim people worship*

l. *to make less*

12 points

## 6. Superlatives

Read the information in the table, and write the questions.

Example: Who's got the smallest family?      Aye Aye. She's only got one child.

	age	salary per month	works	health	children
<b>Aye Aye</b>	25	10,000 kyat	every day	good	1 child
<b>Zaw Min</b>	42	600,000 kyat	Monday-Friday	bad	5 children
<b>Naing Lin</b>	58	2,500 kyat	very little	OK	6 children
<b>Lucy</b>	21	0	sometimes	very good	2 children

a. \_\_\_\_\_? Zaw Min. He earns a lot of money.

b. \_\_\_\_\_? Lucy. She's never sick.

c. \_\_\_\_\_? Lucy. She's only 21.

d. \_\_\_\_\_? Naing Lin. He's got 6 children.

e. \_\_\_\_\_? Aye Aye. She works every day.

10 points

## 7. Comparing

Complete these sentences using a comparative adjective.

Example: He is 21. His brother is 18. He is older than his brother.

- This bag is very expensive. Have you got anything \_\_\_\_\_?
- Her house is very close to the school. My house is much \_\_\_\_\_.
- You are talking very loudly. Can you be a little \_\_\_\_\_?
- You were very late today. Please arrive \_\_\_\_\_ tomorrow.
- This test is not easy. It's much \_\_\_\_\_ than the last test.
- My grandmother was very sick last week, so she went to the clinic. Now she is much \_\_\_\_\_.
- Their classroom is very clean. Ours is much \_\_\_\_\_.
- Love stories are very boring. I think action movies are much \_\_\_\_\_.

8 points

## 8. Comparing quantity

Read the information in the charts and fill the gaps with words from the box.

more    the most    fewer    the fewest    less    the least

Average earnings (per year)	
China	\$5,300
Burma	\$1,900
Cambodia	\$1,800

Barrels of oil used (per day)	
USA	20 million
China	6.5 million
Burma	20 thousand

- Chinese workers earn \_\_\_\_\_ money.
- Cambodian workers earn \_\_\_\_\_ money than Burmese workers.
- Cambodian workers earn \_\_\_\_\_ money.
- Burma uses \_\_\_\_\_ barrels of oil.
- China uses \_\_\_\_\_ barrels of oil than the USA, but \_\_\_\_\_ than Burma.

6 points

## 9. Activities

Answer these questions. Write one or two complete sentences for each question.

- What is your favorite sport?
- Why do you like it?
- Describe briefly how you play it.
- How many people do you need to play it?
- What equipment do you need for it?
- Are you good at it?
- What is a popular activity in your community?
- Who usually does it?
- Describe briefly how people do it.

18 points

# Test for Modules 7 and 8 - Answers

## 1. The future

Give a point for each correct answer.

**Answers:**

- a. *probably won't*   b. *'ll probably / might*  
c. *will*   d. *won't*   e. *will*  
f. *might / 'll probably*   g. *might*  
h. *'ll probably / might*

## 2. Directions

Give two points for each correct sentence. Take one point off for minor mistakes.

## 3. if and when

Give two points for each correct sentence. Take one point off for minor mistakes. Mark it as wrong if the sentence doesn't make sense.

**Possible answers:**

- a. *If you don't have any friends...*  
b. *...there won't be enough water.*  
c. *If I finish my work...*  
d. *...you beat them.*  
e. *...I'll go home and sleep.*  
f. *...everyone will be happy.*

## 4. Contradicting

Give two points for each correct response. Give one point for a correct contradiction, and one point for correct information. Mark it as wrong if the response doesn't make sense.

**Possible answers:**

- a. *No it isn't. It's a big country.*  
b. *No she isn't. She doesn't have much money.*  
c. *No they don't. They're from Burma.*  
d. *Yes I am. I'm learning English at the moment.*  
e. *No there aren't. There aren't any kangaroos in the school.*  
f. *No I haven't. I've never been to Africa.*  
g. *No I'm not. I'm not wearing a hat.*  
h. *Yes there are. There are about 15 people in the room.*

## 5. Vocabulary

- a. *grateful*   b. *increase*   c. *motor*  
d. *look forward to*   e. *fail*   f. *atmosphere*  
g. *centigrade*   h. *blood*   i. *salary*  
j. *convenient*   k. *mosque*   l. *reduce*

## 6. Superlatives

Give two points for each correct question. Take one point off for minor mistakes. Mark it as wrong if the question doesn't make sense.

**Possible answers:**

- a. *Who is the richest?*  
b. *Who is the healthiest?*  
c. *Who is the youngest?*  
d. *Who's got the biggest family/most children?*  
e. *Who is the most hard-working? / Who works the hardest/most?*

## 7. Comparatives

Give a point for each correct answer. There are other correct adjectives.

**Possible answers:**

- a. *cheaper*   b. *farther / further*   c. *quieter*  
d. *earlier*   e. *more difficult / harder*  
f. *healthier / better*   g. *dirtier*  
h. *more interesting*

## 8. Comparing quantity

Give a point for each correct answer.

**Answers:**

- a. *the most*   b. *less*   c. *the least*  
d. *the fewest*   e. *fewer; more*

## 9. Activities

Give two points for each correct answer. Take one point off for minor mistakes. Take two points off if it doesn't make sense. There are many correct answers.

# General English

## Pre-intermediate Modules 5-8

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.
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# TEACHER'S BOOK