ABOUT US AND THIS BOOK

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For more information about our services and products, or to order our books, please contact us or visit our websites: www.educasia.org and www.curriculumproject.org

Graphic design and layout by Katherine Gibney: www.accurateyak.carbonmade.com
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**Introduction**

**Think English Elementary**

is the first half of a 12 unit English course designed for adult learners from Myanmar. It is useful for Myanmar people who want to communicate in English including:

- People who work with English speakers
- University students who want to supplement their English studies
- Post-secondary students who want to improve their English
- Adult education courses and programs
- Teachers who want communicative teaching ideas for their classes
- Teachers who want locally relevant material to supplement a commercial English course
- People who travel abroad

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.

**Components of Think English**

The Student’s Book 1-6 has 6 units, each with a structural, functional and skills focus. Every unit includes a Learning Strategies section, where students look at ways they can improve their own language learning, and a Practice section covering language studied in that unit.

At the back of the book there are:

- A section of **Pairwork** activities for Partner A and Partner B
- Two **Revision** sections where students review the language covered in Units 1-3 and 4-6
- A **Language Reference** containing information about the main language and grammar points covered in each unit, a phonetic chart and a world map
- **Audio scripts**

For additional learning materials resources, links, visit our websites: [www.educasia.org](http://www.educasia.org) in Myanmar and [www.curriculumproject.org](http://www.curriculumproject.org) in Thailand.
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<th>Topics and functions</th>
<th>Skills</th>
<th>Review and progress test</th>
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</table>

**Listening strategies:** techniques for learning and using new words.
**Reading:** comprehension, Spelling, Writing: sentence composition.
**Writing strategies:** detecting and correcting spelling and composition mistakes.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Structure</th>
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<th>Learner training</th>
<th>Review and progress test</th>
</tr>
</thead>
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| Unit 4 Times and activities | • Present simple verbs  
• Negative forms  
• Wh- questions  
• Prepositions of time  
• Adverbs of frequency | • Times and days  
• Daily and weekly routines  
• Likes and dislikes  
• Meeting people  
• Fill-in forms | **Listening**: intonation and style  
**Speaking**: questions, stress pronunciation  
**Reading**: comprehension  
**Writing**: filling in forms | Listening strategies: techniques for identifying learning goals | Unit 4 practice Progress Test 3-4 |
| Unit 5 Food and numbers | • There is/there are  
• Countable and uncountable nouns  
• Some/any/much/ many | • Large Numbers  
• Food, drinks and recipes  
• Shopping  
• Ordering food and drinks  
• Amounts and measurements | **Listening**: identifying information  
**understanding indications**  
**Speaking**: vowel pronunciation, describing scenes, giving orders  
**Reading**: identifying information  
**Writing**: descriptive essays | Writing strategies: detecting and correcting spelling mistakes and essay composition | Unit 5 practice |
| Unit 6 Houses and direction | • Prepositions of place  
• Modal verbs: can/can’t  
• Present continuous | • Houses and furniture  
• Permission and possibility  
• Present/current activities  
• Directions  
• Time zones | **Listening**: identifying main points  
**Speaking**: inquiry  
**Reading**: for gist  
**Writing**: songwriting | Learning strategies: using bilingual dictionary | Unit 6 practice Progress Test 5-6  
Revision Test 4-5-6 |
1. Meeting new people

1.1 Introducing yourself

A: Look at the picture and listen to audio (002:A)
What's happening?

Hi. My name's Tin Tin Nyo. What's your name?

Pleased to meet you Tin Tin Nyo. My name's Jessica. I'm from Australia. Where are you from?

I'm from Mandalay.
B: Listen (002).
Match the person and the place.

1. Tin Tin Nyo  Australia
2. Jessica  India
3. Khin Zaw  Mandalay
4. Apsara  Hpa-an
5. Paul  China
6. Paw Mu  England
7. Lee  Sittwe
8. Madhu  Thailand

C: Fill in the gaps.
Listen and check.

1. (b) ‘I am Khin Zaw. I am _______ Sittwe.’
2. ‘Pleased to meet you, Khin Zaw. _______ Paw Mu I am from Hpa-an.’
3. (c) ‘_______ Paul, I am from _______ _______ are you from?’
4. ‘Hi, Paul _______ Apsara I am _______ Thailand’
5. (d) ‘Hi, I am Lee _______ your name?’
6. ‘_______ to meet you, Lee _______ name is Madhu’ _______ from India _______ are you from?
7. I am from _______.

D: Work in pairs.
Practise this conversation. When you finish, change roles.

Partner A  Hi. My name’s___________.
            What’s your name?
Partner B  I’m___________.
            Pleased to meet you _____________.
            Where are you from?
Partner A  I’m from _____________.

E: Close your books.
Practice the conversation with different partners.

1.2 Learn about your classmates

A: Who is in your class? Where are they from? Write four students’ names and their hometowns.

<table>
<thead>
<tr>
<th>Name</th>
<th>Hometown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B: Practise in pairs.
1.3 Introducing other people

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

This is Paul. He’s from England.

Hi Paul.

Hello.

This is Paw Mu. She’s from Australia.

Hi Paw Mu.

Hello, Jessica.

Hello, Khin Zaw. Hello, Ma Khaing. I’m Madhu, and this is Amit and Devi. We’re from India.

1.4 Introducing your class

A: Work in groups of three. Introduce your partner to another group.

B: Listen (003). Point to:

1. Khin Zaw
2. Jessica
3. Madhu
4. Paw Mu
5. Ma Khaing
2. The verb to be and personal pronouns

2.1 Personal pronouns

A: Listen to audio (004).
Fill in the gaps.

1. This is Paul ________’s from England.
2. This is Jessica ________’s from Australia.
3. This is Khin Zaw and Ma Khaing ________’re from Sittwe.
4. _____ Madhu, and this is Amit and Devi ________’re from India.

B: Look at the pictures.
Fill the gaps.

1. ________’re from America
2. ________’s from Bagan
3. ________’s from Yangon
4. ________’re from France
5. ________’m Sarah Hill
6. Where are ________ from?

C: Write sentences about these people.

1. Alison/Canada This is Alison. She’s from Canada.
2. David/New Zealand
3. Koji and Takako/Japan
4. Mi Mi/Bago
2.2 The verb to be

A: Complete the table.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>Paul Smith</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>a student.</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td>from Mandalay.</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>my father.</td>
</tr>
<tr>
<td>It</td>
<td></td>
<td>our car.</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>OK.</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>friends</td>
</tr>
</tbody>
</table>

B: Are the sentences correct or wrong?

1. You is female.
2. They are Myanmar people.
3. He am a teacher.
4. We is from France.
5. I are a student.
6. She are nice.

C: Fill the gaps.

1. I + am = I’m
2. She + is = ________
3. He + ________ = he’s
4. You + are = ________
5. ________ + are = we’re
6. ________ + ________ = they’re
7. ________ + is = Paul’s
8. Paw Mu + is = ________

D: Dictation. Listen to audio (005) and fill the gaps

I’m Madhu, _______________ husband Amit. _______________ a doctor. _______________ daughter Devi. _______________ student. _______________ outside our apartment _______________ Mumbai. _______________ India.

2.3 Word order and agreement

A: Circle the verbs and underline personal pronouns.

Eg. Mimi is from Bago. She is a student
1. Madhu and Amit are doctors. They are from India.
2. This is Devi. She is a student.
3. I am Lisa. This is Paul. He is a teacher. We are from England.
4. This is a bicycle. It is from China.

B: Order the words to make sentences. Add capital letters and full stops where necessary.

1. is / retired / my father
   My father is retired
2. outside / Paul, Lisa / and / Wayne / are
3. from / are / China / you
4. apartment / small / is / our
5. Jessica and I / from / Australia / are
6. I / a student / am
7. on the chair / is / your key
8. is / that dog / big
2.4 Questions and answers

**A:** Order the sentences.

1. am / a student / I 
   I am a student.
2. you / are / ? / a teacher
3. from / are / we / Myanmar
4. he / from / ? / Australia / is

**B:** Group brainstorm. What questions can you ask when you meet someone?

- What?
- Where?
- How?

**C:** Make a class list on the board.

**D:** In pairs, ask and answer the questions on the board.

---

3. Conversation

3.1 How are you?

**A:** What's happening?

- Good morning Tin Tin Nyo. How are you?
- Not too bad.
- Fine thanks, Lee. How about you?

**B:** Put the conversations in order.

1. Not too bad
2. Good morning Tin Tin Nyo. How are you?
3. Fine thanks, Lee. How about you?

**C:** Listen and check (006).

**D:** Practise the conversations from A and B in pairs.
3.2 Starting a conversation

A: Classify these phrases into greetings, questions and answers. Write the phrases in the table.

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>good evening</td>
<td>how’s it going?</td>
<td>I’m well</td>
</tr>
<tr>
<td>good morning</td>
<td>fine, thanks</td>
<td>hello</td>
</tr>
<tr>
<td>good afternoon</td>
<td>good morning</td>
<td>not so bad</td>
</tr>
<tr>
<td>How are you?</td>
<td>OK</td>
<td>hi</td>
</tr>
</tbody>
</table>

B: Make conversations from the table. Go around the room and practise them.

C: Look at this list. When do you use these phrases?

1. See you later
2. Goodbye
3. Bye
4. Nice to see you

3.3 Making conversation

A: Listen to audio (007). Which conversation is more formal?

B: Listen and repeat (007).

C: Work in pairs. Make a conversation.

Partner A: Greeting, question
Partner B: Answer, question
Partner A: Answer, ending
Partner B: Ending

D: Perform your conversation.
4. Possessive adjectives and numbers

4.1 Possessive adjectives

A: What is another way to say...?

1. She’s Alison.  
   Her name is Alison.
2. He’s Khin Zaw.  
3. They’re Koji and Takako.  
4. I’m Lee.

B: Do you know these things? Tick (✓) if you can see them in your classroom.

1. notebook  
2. bicycle  
3. pen  
4. chair  
5. phone  
6. umbrella  
7. computer  
8. desk  
9. watch  
10. CD  
11. cup  
12. key  
13. spoon  
14. bag

C: Listen (008). Match the people with the things.

D: Listen and repeat (008).

4.2 Is this your...?

A: Listen (009).
What is the problem?

B: Listen and repeat (009).

C: Practise the conversation in groups of four.
4.3 Numbers

A: Pronounce the numbers you know.

8 0 5 1 7 4 3 9 2 6

B: Drill the numbers. Read the words.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Two</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Three</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Four</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Five</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Six</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Seven</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Eight</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>Nine</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>Ten</td>
<td>100</td>
</tr>
</tbody>
</table>

C: Fill the gaps.

What is ______ phone number? ______ phone number is ____ 0974 123856. And yours?

D: Practise in pairs.

E: Create a phone directory.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Countries and nationalities

5.1 Countries

A: Group brainstorm. Make a list of all the countries you know.
B: Look at the world map. The letters in the country names are in mixed order. What are they?

![World Map]

1. naaach  2. nedlagn  3. susira  4. diina  5. ewn elanaz  6. npaaj

e.g. Canada  7. het USA  8. cnaefr  9. hosut arifac  10. nainc  11. aslurtara  12. rkoae

C: Look at the map of Southeast Asia. What are the names of the numbered countries?

![Southeast Asia Map]

1. Bangladesh
2.
3.
4.
5.
6.
7.
8.
9.
10.
5.2 Nationalities

A: Listen and answer the questions (010).

1. Where’s Jessica from?
2. What nationality is she?
3. Where’s Paw Mu from?
4. What nationality is she?

B: Complete the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>Cambodian</td>
</tr>
<tr>
<td>England</td>
<td>Australian</td>
</tr>
<tr>
<td></td>
<td>Indonesian</td>
</tr>
<tr>
<td>The USA</td>
<td>Lao</td>
</tr>
<tr>
<td>Korea</td>
<td>French</td>
</tr>
<tr>
<td></td>
<td>Thai</td>
</tr>
<tr>
<td>Myanmar</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>Bangladeshi</td>
</tr>
<tr>
<td>China</td>
<td>Russian</td>
</tr>
<tr>
<td></td>
<td>South African</td>
</tr>
<tr>
<td></td>
<td>Canadian</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Filipino</td>
</tr>
<tr>
<td></td>
<td>Singaporean</td>
</tr>
</tbody>
</table>

C: Listen (011). Were you correct?

D: Listen and repeat (011).

5.3 Pronunciation: Countries and nationalities

A: How many syllables does each word in 5.2B have? Put them in categories in the chart to the right.

<table>
<thead>
<tr>
<th>Syllables</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 syllable</td>
<td>Laos, Lao</td>
</tr>
<tr>
<td>2 syllables</td>
<td>England</td>
</tr>
<tr>
<td>3 syllables</td>
<td>India</td>
</tr>
<tr>
<td>4 syllables</td>
<td>Cambodia</td>
</tr>
<tr>
<td>5 syllables</td>
<td>Singaporean</td>
</tr>
</tbody>
</table>

B: Listen and check (012). Were you correct?
C: Look back through Unit 1 and answer the questions.

1. What nationality is David? He’s English.
2. What nationality are Madhu and Amit?
3. What nationality is Apsara?
4. What nationality is Tin Tin Nyo?
5. What nationality are you?
6. What nationality is your teacher?

D: Ask and answer the questions in pairs.

E: Do a Mill Drill activity. Go around the room. Ask questions and answer from the cards.

What’s your name? Marie Dupont.
How do you spell it? M-a-r-i-e D-u-p-o-n-t.
Where are you from? I’m from Paris.
What’s your nationality? I’m French.

6. Phrasebook: Classroom language

6.1 Instructions

A: Match the picture with the instruction.

1. Look at page 15.
2. Listen and repeat.
3. Look at the board.
4. Work in pairs.
5. Work in groups of four.
6. Don’t write.
7. Stop talking.
8. Answer the questions.

Today’s class is...
6.2 I don’t understand

A: Listen to the audio (014). Who are the speakers?

B: Listen and repeat (014).

Page 21?
Exercise 3?

C: Practise the dialogue in pairs.

D: In pairs, take turns giving and obeying instructions.

D: Work in pairs. Write your own conversation. Use different instructions, e.g.

1. Please work in pairs and answer questions 5 to 10.
2. Sorry, I don’t understand.
3. Work in pairs.
4. Which page?
5. No, pairs. Two people. Answer the questions.
6. Which questions?
7. 5 to 10.

E: Practise your conversation. Present it to the class.

7. Learning strategies: Vocabulary

7.1 Learning words

A: How do you learn new words? Discuss in groups.

B: In your group, choose one way that you like to learn new words. Present your idea to the class.
7.2 Make vocabulary cards

A: Look at the vocabulary list on page 12. Find 10 words in the list that you don’t know well.

B: How can you remember these words? Look at each box to the right and tick the methods you use.

C: Take a small piece of card. On one side, write the new word. On the other side, write or draw something to help you remember. Look at the examples below:

Repeat this activity with 10 new words.

7.3 Use vocabulary cards

A: How can you use vocabulary cards?
Discuss.

B: Put your vocabulary cards in your pocket or bag. Take them out when you have free time.
UNIT 1

Practice makes perfect...

A: Order the words to make sentences.

1. name / What / your / 's / ?  
   What's your name?
2. name / My / Zaw Min / is
3. student / am / a / I
4. Zaw Min / meet / Pleased / you / to
5. I / Danny / 'm / is / my / and / Bryan / this / brother
6. from / England / We / 're

B: Match the question with the answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What's your name?</td>
<td>A. No, I'm Bangladeshi</td>
</tr>
<tr>
<td>2. Are you Indian?</td>
<td>B. He's Korean</td>
</tr>
<tr>
<td>3. What nationality is Rain?</td>
<td>C. Reza</td>
</tr>
<tr>
<td>4. Is that my bag?</td>
<td>D. Sittwe</td>
</tr>
<tr>
<td>5. Where's Khin Zaw from?</td>
<td>E. No, it's his bag</td>
</tr>
</tbody>
</table>

C: Match the phrase with the reply.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hello.</td>
<td>A. Fine, thanks</td>
</tr>
<tr>
<td>2. Nice to meet you</td>
<td>B. Bye</td>
</tr>
<tr>
<td>3. How are you?</td>
<td>C. And you</td>
</tr>
<tr>
<td>4. Goodbye.</td>
<td>D. Hi</td>
</tr>
<tr>
<td>5. Nice to see you!</td>
<td>E. It's good to see you, too</td>
</tr>
</tbody>
</table>

D: Replace the underlined words with pronouns.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daw Yee Yee Khaing is from Myanmar.</td>
<td>She's from Myanmar</td>
</tr>
<tr>
<td>OR She is from Myanmar</td>
<td></td>
</tr>
<tr>
<td>U Than Tun is a doctor</td>
<td></td>
</tr>
<tr>
<td>Ko Reh and Kaw Meh are from Kayah State.</td>
<td></td>
</tr>
<tr>
<td>Paul is English</td>
<td></td>
</tr>
<tr>
<td>My brother and I are students.</td>
<td></td>
</tr>
<tr>
<td>Madhu, Amit and Devi are Indian.</td>
<td></td>
</tr>
<tr>
<td>The dog is outside.</td>
<td></td>
</tr>
<tr>
<td>My sister is in America</td>
<td></td>
</tr>
<tr>
<td>My friends are Japanese.</td>
<td></td>
</tr>
<tr>
<td>Your pen is in my bag.</td>
<td></td>
</tr>
<tr>
<td>My father is retired</td>
<td></td>
</tr>
<tr>
<td>My bicycle is from China</td>
<td></td>
</tr>
</tbody>
</table>

E (part 1): Circle the correct word.

Joe:
E.g. Hi! My name 'm /'s /'re Joe and
this am / is / are my wife, Susan,
and our three children. My son Kevin 'm / 's / 're a teacher and
my daughters Natalie and Debbie am / is / are students.
We 'm / 's / 're American. And you?
E (part 2): Circle the correct word.

Soe Reh
6. Nice to meet you. I’m / ’s / ’re
7. Soe Reh and this am / is / are my friend, Yan Naing. We
8. ’m / ’s / ’re from Yangon. I
9. ’m / ’s / ’re a doctor and
10. Yan Naing ’m / ’s / ’re retired.

F: Add the correct form of to be.
1. A: Hi, I’m Andy.
2. A: What ________ your name?
3. MM: I ________ Maung Maung.
4. MM: Where ________ you from?
6. A: Where ________ you from?
7. MM: I ________ from Mandalay.
   A: Nice to meet you, Maung Maung.

G: Write the questions.
1. A. How are you?
   B. B: I’m well.
2. A. _______________
   B. Jane.
3. A. _______________
   B. J - A - N - E.
4. A. _______________
   B. I’m from Australia.
5. A. ______ your friend’s ______?
   B. Margo.

H: Pronunciation: How many syllables?

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian</td>
<td>2</td>
</tr>
<tr>
<td>Bangladeshi</td>
<td>2</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
</tr>
<tr>
<td>Cambodia</td>
<td>4</td>
</tr>
<tr>
<td>Canadian</td>
<td>5</td>
</tr>
</tbody>
</table>

I: Translate these into your language.

<table>
<thead>
<tr>
<th>Work in groups of three.</th>
<th>Stop reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t look at your book.</td>
<td>Look at page 56.</td>
</tr>
<tr>
<td>Answer the questions.</td>
<td>Work in pairs.</td>
</tr>
</tbody>
</table>

J: Nationalities crossword.

Clues across
1. A person from South Africa
5. A person from Singapore
7. A person from Vietnam
9. A person from India
11. A person from the USA
12. A person from Laos
13. A person from Russia
15. A person from China
16. A person from Canada

Clues down
2. A person from Indonesia
3. A person from Bangladesh
4. A person from Malaysia
6. A person from Japan
10. A person from Cambodia
14. A person from Thailand
Think English Elementary

Student's Book

Unit 1

Activity (n) Instructions (n)

And you? Introduce (v)

Answer (n, v) Key (n)

Apartment (n) Learn (v)

Ask (v) Letter (n)

Bag (n) List (n)

Bicycle (n) Listen (v)

Blue (adj) Look at (v)

Board (n) Map (n)

Card (n) Match (v)

Cd (n) Meet (v)

Chair (n) Name (n)

Check (v) Nationality (n)

Circle (n, v) New (adj)

Complete (v) Nice to see you

Computer (n) Not so bad

Conversation (n) Notebook (n)

Correct (n, v) Ok

Country (n) Order (v)

Cup (n) Outside (n)

Desk (n) Page (n)

Discuss (v) Pair (n)

Doctor (n) Partner (n)

Exercise (n) Pen (n)

Excuse me Phone (n)

Fine thanks Pleased to meet you

Formal (adj) Pocket (n)

Free time Retired (adj)

Friend (n) See you later

Good afternoon Sentence (n)

Good evening Small (adj)

Good morning Sorry (adj)

Goodbye Speak (v)

Greeting (n) Spell (v)

Group (n) Spoon (n)

Hometown (n) Stop (v)

How about you? Student (n)

How are you? Syllable (n)

House (n) Talk (v)

How's it going? Teacher (n)

Hungry (adj) Text (n)

Thing (n) Watch (n)

Tired (adj) Well (adj)

Umbrella (n) What's happening?

Underline (v) Word (n)

Understand (v) Work (v)

Vocabulary (n) Write (v)

L: Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

<table>
<thead>
<tr>
<th>activity (n)</th>
<th>instructions (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>and you?</td>
<td>introduce (v)</td>
</tr>
<tr>
<td>answer (n, v)</td>
<td>key (n)</td>
</tr>
<tr>
<td>apartment (n)</td>
<td>learn (v)</td>
</tr>
<tr>
<td>ask (v)</td>
<td>letter (n)</td>
</tr>
<tr>
<td>bag (n)</td>
<td>list (n)</td>
</tr>
<tr>
<td>bicycle (n)</td>
<td>listen (v)</td>
</tr>
<tr>
<td>blue (adj)</td>
<td>look at (v)</td>
</tr>
<tr>
<td>board (n)</td>
<td>map (n)</td>
</tr>
<tr>
<td>card (n)</td>
<td>match (v)</td>
</tr>
<tr>
<td>CD (n)</td>
<td>meet (v)</td>
</tr>
<tr>
<td>chair (n)</td>
<td>name (n)</td>
</tr>
<tr>
<td>check (v)</td>
<td>nationality (n)</td>
</tr>
<tr>
<td>circle (n, v)</td>
<td>new (adj)</td>
</tr>
<tr>
<td>complete (v)</td>
<td>nice to see you</td>
</tr>
<tr>
<td>computer (n)</td>
<td>not so bad</td>
</tr>
<tr>
<td>conversation (n)</td>
<td>notebook (n)</td>
</tr>
<tr>
<td>correct (n, v)</td>
<td>ok</td>
</tr>
<tr>
<td>country (n)</td>
<td>order (v)</td>
</tr>
<tr>
<td>cup (n)</td>
<td>outside (n)</td>
</tr>
<tr>
<td>desk (n)</td>
<td>page (n)</td>
</tr>
<tr>
<td>discuss (v)</td>
<td>pair (n)</td>
</tr>
<tr>
<td>doctor (n)</td>
<td>partner (n)</td>
</tr>
<tr>
<td>exercise (n)</td>
<td>pen (n)</td>
</tr>
<tr>
<td>excuse me</td>
<td>phone (n)</td>
</tr>
<tr>
<td>fine thanks</td>
<td>pleased to meet you</td>
</tr>
<tr>
<td>formal (adj)</td>
<td>pocket (n)</td>
</tr>
<tr>
<td>free time</td>
<td>retired (adj)</td>
</tr>
<tr>
<td>friend (n)</td>
<td>see you later</td>
</tr>
<tr>
<td>good afternoon</td>
<td>sentence (n)</td>
</tr>
<tr>
<td>good evening</td>
<td>small (adj)</td>
</tr>
<tr>
<td>good morning</td>
<td>sorry (adj)</td>
</tr>
<tr>
<td>goodbye</td>
<td>speak (v)</td>
</tr>
<tr>
<td>greeting (n)</td>
<td>spell (v)</td>
</tr>
<tr>
<td>group (n)</td>
<td>spoon (n)</td>
</tr>
<tr>
<td>hometown (n)</td>
<td>stop (v)</td>
</tr>
</tbody>
</table>

M: Circle the different word. How is it different?

1. Phone / Key / Small / Umbrella
   The others are nouns.

2. Desk / Chair / Teacher / CD

3. Country / Student / Doctor / Teacher

4. Listen / Activity / Look / Repeat

5. Good morning / Fine, thanks / Good afternoon / Hello

6. Nice to see you / Not so bad / Fine, thanks / I'm well

7. Washing machine / Hometown / Country / Nationality

8. Tired / Small / Hungry / Stop

9. Answer / Board / Pen / Book

10. Desk / Cup / Name / Spoon

N: Match the sentence parts.

1. Listen
2. Look
3. Write
4. Stop
5. Answer
6. Work
7. Don't
8. Look
9. Read

Write

the text.

the questions.

at page 7.

and repeat.

talking.

at the board.

your name.

in groups of three.
UNIT 2
FAMILY AND JOBS

Structures: Present simple questions and answers | The possessive (‘s) | Singular and plural nouns
Topics and Functions: Families and relationships | Personal information | Age and jobs | Polite phrases
Skills: Listening for details | Reading for gist | Spelling and paragraph composition
Reading strategies: Skimming and rephrasing

1. Family life

1.1 Families

A: What words do you know for relatives?

Grandmother  Brother  Father

B: Look at the pictures of Khin Zaw’s family and Paul’s family. Who are these people.

C: Listen to audio (015). Were you correct?
D: Complete the sentences for the families.

1. Khaing Khaing is Khin Zaw's sister.
2. Zaw Zaw Aung is Khin Zaw's _________.
3. Htay Htay is Khin Zaw's _________.
4. Thandar Win is Khin Zaw's _________.
5. Thandar Win is Htay Htay’s _________.
6. Aye Ko and Zarni Aung are Khin Zaw’s _________.
7. Si Si Poe is Khin Zaw’s _________.
8. Lisa is Paul’s _________.
9. Wayne is Paul’s _________.
10. Albert is Paul’s _________.
11. Janet is Paul’s _________.
12. Albert and Janet are Paul’s _________.
13. Nelson and Diego are Paul’s _________.
14. Albert and Janet are Wayne’s _________.
15. Janet is Wayne’s _________.
16. Albert is Wayne’s _________.
17. Wayne is Janet and Albert’s _________.

E: Complete the family tree

```
Albert   Janet
       _________
      |        |
      |        |
      |        |
      _________
      |        |
      Lisa    _________
```

F: Draw a family tree for Khin Zaw’s family

1.2 The possessive ’s

A: Look at this sentence. What does the first ’s mean? What about the second ’s?

My uncle’s my father’s brother.

B: How do you pronounce ’s?

Albert is Paul’s brother. Albert is Paul’s father. He’s Janet’s husband.

C: Work in pairs. Point to people in the pictures on page 18 and talk about their relationships. Can you hear your partner using ’s correctly?

1.3 Your family

A: Answer the questions.

1. Do you have any brothers? How many?
2. Do you have any sisters? How many?
3. Do you have any aunts? How many?
4. Do you have any children? How many?

B: Draw your family tree.

C: Work in pairs. Ask and answer questions about your family tree.
1.4 Other people

A: What other people do you know? Make a list.

B: Listen to audio (016). Which photo are they talking about?

C: Show a photo (or draw a picture) of someone you know. Ask and answer questions in pairs.

2. Asking about people

2.1 Age and numbers

A: Number practice. Listen to audio (017) and write the numbers.

B: Do the Pair Dictation activity.

C: Look at these profile pictures. How old are the people? Guess the ages.

D: Work in pairs. Ask and answer questions about these people, your family and your class.
2.2 Personal information

A: What words do you know to ask and answer about personal information?

B: Look at this form. What is it? How do you use it?

ID CARD
Name Jack Millot
Age 45 Gender Male
From France Job Administrator
Marital status Married
Phone 07881624725
Email address jmillot1970@mail.com
Address Flat 9, Building 5, Street 21, Paris, France

C: Fill the gaps and answer the questions about personal information.
1. What is your __________?
2. __________ is your gender?
3. __________ are __________ from?
4. What is your __________?
5. __________ __________ married?
6. __________ your contact details?

D: Work in pairs. Ask questions to complete the form about your partner

ID CARD
Name __________
Age _____ Gender _____
From _____ Job _________
Marital status _________
Phone __________________
Email address __________________________
Address _________________________________

2.3 Positive and negative forms

A: Listen to Jessica and Khin Zaw in audio (018). Do they know each other well?

B: Listen again (018). Complete the answers.

1. Is Khin Zaw from Japan? __________, he’s not.
2. Is Jessica Australian? __________, she is.
4. Is Sittwe in Rakhine State? __________, it is.

C: Complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Yes,</th>
<th>No,</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am.</td>
<td>‘m not.</td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>‘re not.</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>is.</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**D: Substitution Drill. Say answers.**

**E: Answer these questions.**

1. Are you from Myanmar?
2. Are you Shan?
3. Are you married?
4. Are you 30 years old?
5. Is your teacher tall?
6. Is Hpa-an in Kayin State?
7. Is Bangkok in Cambodia?
8. Is Barack Obama Canadian?
9. Is Queen Elizabeth young?
10. Are chickens dangerous?

**2.4 Pen Pals**

**A: Read the email.**

To: Aye Chan Thu <ayechanthu@mail.com  
Subject: Hello from London

Dear Aye Chan Thu,

My name is Tom and I am 37 years old. I am English and I live in London. I live with my wife Emily, our son John and daughter Lizzy. They are both seven years old because they are twins.

I am a teacher. I love my job because I spend a lot of time with students. My wife is a nurse and she helps ill people in the hospital.

How about you? I look forward to your answers.

Best wishes,

Tom

**B: You are Aye Chan Thu. Write back to Tom.**
3. Jobs

3.1 Are you a dancer?

A: Do you remember the people from Unit 1 and Unit 2? Answer the questions.

1. Is Tom a dancer?
   No, he isn’t. He’s a teacher.
2. Is Emily a teacher?
3. Are Madhu and Amit farmers?
4. Is Devi a doctor?
5. Is Ben a dancer?
6. Are you a student?

B: What other jobs do you know?

C: What do these people do?

1. He’s a tour guide.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
3.2 What do you do?

**A:** What do teachers do? What do nurses do? What do shopkeepers do?  
Group brainstorm.

Nurses  Teachers  Shopkeepers

**B:** Listen to audio (019). Are your answers correct?

**C:** Match the sentence halves.

1. Journalists work in restaurants  
2. Farmers work in hospitals  
3. Businesspeople grow rice  
4. Taxi Drivers write news  
5. Doctors wear uniforms  
6. Cooks look after children  
7. Police officers drive taxis  
8. Parents make money

**D:** Answer the questions.

1. What do tour guides do?  
2. What do students do?  
3. What do soldiers do?  
4. What do you do?
3.3 Rob’s job

**A:** This is Rob from 2.1. What do we know about him?

**B:** Rob is a teacher trainer. What do teacher trainers do?

**C:** Listen to audio (020). Are the sentences true or false? If false, write a true one.

1. Rob’s from Australia.
   - False. He’s from New Zealand
2. He’s a teacher trainer.
3. He works in factories.
4. He works in England and America.
5. He teaches teachers.
6. He has four grandchildren.

4. The present simple

4.1 Verbs

**A:** What verbs can you see in exercise 3.2C?

**B:** How many true sentences can you make? Choose one word from Column 1, one from Column 2 and one from Column 3.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>have</td>
<td>in houses</td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td>babies</td>
<td></td>
</tr>
<tr>
<td>Cats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>clothes</td>
<td></td>
</tr>
<tr>
<td>live</td>
<td>newspapers</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>to work</td>
<td></td>
</tr>
</tbody>
</table>

**C:** Complete these sentences. How many true sentences can you make?

1. I live...
   - I live in a house
   - I live in Yangon
   - I live in Myanmar
   - I live with my cats
2. I work...
3. I read...
4. I listen to...
5. I wear...

**D:** Group brainstorm. In groups, write sentences starting with:

English language learners...
4.2 Verb endings

A: Here are some pictures of Khin Zaw and Khaing Khaing at work. What are their jobs?

B: Listen to audio (021). Were you correct?

C: Listen again to audio (021). Complete these sentences.

1. I ________ in Yangon.
2. I ________ tourists famous places.
3. We ________ to Shwedagon Pagoda, Sule Pagoda and Kandawgyi Lake.
5. She ________ in a hospital.
6. She ________ after sick people.

D: Complete the chart.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>work</td>
<td>in an office</td>
</tr>
<tr>
<td>_______</td>
<td>live</td>
<td>in Thailand</td>
</tr>
<tr>
<td>we</td>
<td>speak</td>
<td>English</td>
</tr>
<tr>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>works</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>lives</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>speaks</td>
<td></td>
</tr>
</tbody>
</table>

E: Look at audio script (021) at the back of the book. Re-write the audio script so that Khaing Khaing is speaking.

F: Listen to audio (022) and check.

G: Listen to audio (022) and repeat.

4.3 Spelling

A: Write the verbs in the correct form.

1. Paw Mu ________ (have) two jobs. She
2. ________ (teach) children at an
3. international school and she ________ (teach) Myanmar to foreigners at night.
4. Madhu and Amit are from India, but they ________ (live) in Yangon. They
5. ________ (work) for an NGO. They ________ (have) one daughter, Devi.
6. She’s 10 years old. She ________ (study) at the international school. Paw Mu is her
7. teacher. She ________ (go) to school at 8am
8. Jessica ________ (study)
9. Myanmar. She ________ (go) to Paw Mu’s house every day at 6pm
10. Paw Mu ________ (work) very hard
11. She ________ (live) with her 4 children, her parents and her grandmother.
12. She ________ (make) money for all her family.
B: What are the spelling rules?

1. Most verbs: add s
   I work - it works  I live - he lives
2. Verbs ending in s, ch, sh or x: add ______
   I teach - she teaches
3. Most verbs ending in y: add ______
   I study - she studies
4. A few verbs are irregular.
   I have - it has  I go - he goes

4.4 pronunciation

A: In pairs, say the text from 4.3A. Check each other’s pronunciation of the verb endings.

B: Listen to audio (023). Check and repeat.

5. How many?

5.1 Singular and plural

A: Answer these questions.

1. How many children do you have?
2. How many brothers and sisters do you have?
3. How many languages do you speak?
4. How many boxes do you see?
5. How many men are in the class?
6. How many women are in the class?
7. How many babies are in the class?
8. How many countries are in ASEAN?

B: Circle the nouns in exercise A.

C: Write the singular forms of the nouns.

D: What are the rules for spelling plural nouns?
E: What do you know? Fill the gaps with a singular or plural noun.

1. May Sweet is a singer.
2. Haiti, Peru and Bhutan are ______.
3. Kyaw Hein and Angelina Jolie are ______.
4. Hindi, Kaya and Spanish are ______.
5. A whale is an ______.
6. Islam, Christianity and Buddhism are ______.
7. Paris is a ______.
8. Accountant and taxi driver are ______.
9. Potatoes are ______.

F: In pairs, ask and answer questions.

5.2 Demonstrative pronouns

A: Answer the questions.

B: In pairs, ask and answer about things in the classroom.

5.3 Pronunciation

A: Listen to audio (024). Circle the words you hear.

1. language languages
2. tree trees
3. teacher teachers
4. sister sisters
5. umbrella umbrellas
6. baby babies
7. box boxes
8. journalist journalists
9. nurse nurses
10. office offices

B: Listen to audio (025) and repeat
THINK ENGLISH ELEMENTARY  
STUDENT'S BOOK  
UNIT 2  
29

C: How do you say this?

That's my sister's dog. It eats rabbits.

D: There are four words in that sentence that end in s. Explain why they end in s.

5.4 More numbers

A: How do you say these numbers?

<table>
<thead>
<tr>
<th>600</th>
<th>190</th>
<th>713</th>
<th>666</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>2,941</td>
<td>9999</td>
<td>2,080</td>
</tr>
<tr>
<td>3,002</td>
<td>8,573</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B: Listen and check (026).

C: Listen and repeat (026).

D: Pair Dictation. Write 10 numbers between 1 and 9,999. Read them to your partner. They write. Then write the numbers your partner says.

E: What do you have...?

1. about 100 of
2. about 1,000 of
3. about 9,000 of

6. Phrasebook: Polite phrases

6.1 Excuse me

A: Look at these pictures. What is happening?
6.2 Sorry

A: When do we use sorry?

B: Listen to audio (027) When does Jessica use sorry?

C: Work in pairs or groups of three. Do a role play with sorry.

B: Listen to audio (028) When does Jessica use sorry?

C: Listen to audio (027) again. When do we use excuse me?

D: Work in pairs or groups of three. Do a role play with excuse me.

7. Learning strategies: Reading

7.1 English around you

A: What do you read in your own language? Make a list.

Books, newspapers, magazines.

B: In your country, what things are written in English? Make a list.

Hotel names.
7.2 Skimming a newspaper

A: What is in a newspaper? Make a list.

Pictures, articles, advertisements.

B: Look at the newspaper article on the right. What is it about? How do you know?

Floods in Bangladesh leave half a million people homeless

RAGING floods have covered low-lying, densely populated areas of northern Bangladesh.

The flooding has left half a million people homeless, washing away roads and crops.

Rivers continue to flow above the dangerous level because of heavy rain upstream in India.

The government of Bangladesh said it is sending relief supplies including food and medicine to flood-hit areas.

C: In groups, read the newspaper article. Summarise it in your own language.

D: Compare your summary with another group. Do they have the same information?

7.3 Graded readers

A: Do you know about graded readers? Do you have any graded readers? Why are graded readers useful?

B: Discuss how you can get graded readers.
UNIT 2

Practice makes perfect

A: Fill the gaps with the correct form of the present simple.

My name is __________.
Kelly, and I ________ a student.
I ________ to school.
I ________ Chinese and Japanese.
My family ________ in London.
I ________ a brother and a sister.
My sister Tracey ________ divorced.
She ________ two children - her daughter Tasha ________ 3, and her son Nigel ________ 5.
Tracey ________ a taxi and her ex-husband, Greg, ________ the children.
My brother Darren ________ single.
He ________ in an office.
My Mum’s name ________ Kathy and my Dad’s name ________ Bruce.
My parents and my Uncle Mike ________ a shop.
Sometimes they ________ Tracey’s children at the shop.

B: Complete Kelly’s family tree.

C: Fill the gaps.

1. Bruce is Darren’s ________.
2. Kathy is Nigel’s ________.
3. Kelly is Darren’s ________.
4. Tasha is Greg’s ________.
5. Tasha is Kathy’s ________.
6. Nigel is Darren’s ________.
7. Kelly is Tasha’s ________.
8. Bruce is Kathy’s ________.
9. Tracy is Greg’s ________.
D: Complete the answers.
1. Are you from England? Yes, I am.
2. Is Kelly tall? Yes, __________.
3. Are your parents French? No, __________.
4. Are we students? Yes, __________.
5. Are Tom and Win Htwe businesspeople? Yes, __________.
6. Am I your friend? Yes, __________.
7. Is Darren married? No, he __________.
8. Is the cat in the tree? No, __________.
9. Is Yangon in Myanmar? Yes, __________.
10. Am I late? No, __________.

E: Fill the gaps.
1. Thet Aung ______ with his brothers, his sister, ______ father and his grandmother in Pathein. He ______ in a market and ______ English at a language school at night. He works very ______.
2. Claire and Chris ______ farmers from Australia. They sell their fruit and vegetables in the market. They have ______ children, Jonah and Hugo. Aye Aye Lwin is ______ cook. She works in a ______. She cooks food. She ______ in the restaurant. Her mother and children live ______ Bago, but the restaurant is in Yangon. On Sundays she ______ home to Bago.

F: Answer the questions.
1. Is Thet Aung married?
2. Is his house in Kachin state?
3. Is his family big?
4. Are Claire and Chris farmers?
5. Is Hugo a student?
6. Is Aye Aye Lwin a lawyer?
7. Are her children in Yangon?

G How many syllables?
1. language 2
2. languages 10. niece
3. bicycle 11. hospitals
4. bicycles 12. uncles
5. office 13. journalist
6. watches 14. journalists
7. tourist 15. grandmother
8. restaurant 16. grandparents

H. Write the number.
1. Two thousand, seven hundred and twenty-four.
   2,724
2. One thousand, six hundred and two.
3. Five thousand, one hundred and eighty.
4. Nine thousand and thirty-three.

I. Match and make true sentences.
1. doctors work in hospitals
2. nurses wear uniforms
3. cooks work in schools
4. waiters work with food
5. teachers grow things
6. businesspeople look after people
7. students work with money
8. parents farmers
9. soldiers
10. shopkeepers
11. police officers
K. Match the sentence parts.
1. Listen
2. Look
3. Write
4. Stop
5. Answer
6. Work
7. Don’t
8. Look
9. Read

write
the text
the questions
at page 7
and repeat
talking
at the board
your name
in groups of three

L. Translate these into your own language.
1. Sorry.
2. Excuse me.
3. I’m late.
4. He’s divorced.
5. How old are you?
6. Read page 264.
7. Stop talking and look at the board.
8. Stop talking and look at the board.
9. Work in groups of five.

M: Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

| actor (n) | famous (adj) |
| age (n) | farmer (n) |
| animal (n) | foreigner (n) |
| article (n) | fruit (n) |
| baby (n) | graded reader (n) |
| boss (n) | grandchildren/daughter/son (n) |
| box (n) | grandparents/father/mother (n) |
| boy/girlfriend (n) | grow (v) |
| businessperson (n) | guess (v) |
| city (n) | hard (adv) |
| class (n) | hospital (n) |
| cook (n, v) | husband (n) |
| count (v) | idea (n) |
| cousin (n) | inforination (n) |
| dancer (n) | international (adj) |
| dangerous (adj) | IT (n) |
| different (adj) | job (n) |
| divorced (adj) | journalist (n) |
| draw (v) | language (n) |
| drive (v) | late (adj) |
| email address (n) | lawyer (n) |
| ex- (prefix) | lonely (adj) |
| look after (v) | sick (adj) |
| look forward to (v) | single (adj) |
| married (adj) | soldier (n) |
| meat (n) | spend time (v) |
| money (n) | study (v) |
| nephew (n) | summarise (v) |
| news (n) | tall (adj) |
| newspaper (n) | taxi driver (n) |
| niece (n) | teach (v) |
| nurse (n) | tour guide (n) |
| office (n) | tourist (n) |
| people (n) | trainer (n) |
| photo/photograph (n) | tree (n) |
| place (n) | uniform (n) |
| plastic bag (n) | vegetable (n) |
| police officer (n) | waiter (n) |
| profile picture (n) | wear (v) |
| rat (n) | wife (n) |
| relationship (n) | year (n) |
| religion (n) | young (adj) |
| restaurant (n) | |
| nice (n) | |
| secretary (n) | |
| sentence (n) | |
| shop assistant (n) | |
| shopkeeper (n) | |
N. Crossword.

Clues across:
1. Chickens are not ______.
5. She makes cars in a ______.
6. Yangon is a ______.
8. The cook works in a ______.
12. ______.
13. Soldiers ______ uniforms.
15. 1.
16. He is ______. He has no friends.

Clues down:
1. My brother and I are ______. He is tall, and I am short.
2. ______ to meet you.
3. Nurses look after______ people.
7. She is 2. She is ______.
9. She’s not married, she’s ______.
10. Read the newspaper ______.

4. 11. 14.
UNIT 3
PEOPLE AND THINGS

1. Describing things

Topics and Functions: Advertisements | Describing things and people
| Appearance and personality | Body parts
Structure: Articles: a/an | Adjectives | Adverbs of degrees | Schwa (/ə/)
Learner training: Writing strategies: Detecting and correcting spelling and composition mistakes
Skills: Telephone conversations | Vowel sounds pronunciation | Correcting written errors

1.1 Advertisements

A: Where do you see advertisements?

B: Read these advertisements and match the text to the pictures.

1. It’s new! It’s very small! Save your documents, pictures, songs and videos!
2. Good, easy, cheap! Everyone likes these delicious...
3. Are you an important person? It’s fast, sexy and black. It’s expensive and so are you!

C: Listen to audio (029). Were you correct?
1.2 What is it like?

A: What is an adjective?

B: Underline the adjectives in 1.1B.

C: What are they like? Write adjectives for:

1. Zappo flash drive
2. Yum Yum noodles
3. Luxuria car

D: Complete the sentences with words from the adverts.

1. The Luxuria car isn’t cheap, it’s __________.
2. It’s not slow, it’s __________.
3. The Zappo flash drive isn’t old, it’s __________.
4. It’s not big, it’s __________.
5. Yum Yum noodles aren’t horrible, they’re __________.
6. They’re not expensive, they’re __________.

1.3 Synonyms

A: Which words in 1.1 are synonyms of:

1. Little = __________
2. Excellent = __________
3. Quick = __________

B: Use the adjectives in 1.1, 1.2 and audio (029) to complete these sentences.

1. This chicken curry is __________.
2. This is an __________ exam. I know all the answers.
3. I can’t afford a computer. They are very __________.
4. The cooking pot is __________ I need a __________ pot.
5. My motorbike is __________ I want a __________ motorbike.

1. A car 3. A fish curry
2. An exam 4. A flower

1.4 Colours

A: What colours do you know?

B: Match the words to the descriptions.

Charcoal  Snow  Grass  Pig
Blood  Elephant  Sun  Sky

1. It’s green. It’s outside under your feet. People walk on it.
2. It’s big, yellow and hot. Animals and plants need it.
3. It’s a big, grey animal. It lives in the jungle in Asia and Africa.
4. It’s red. It’s in your body. People and other animals have it.
5. It’s black. It’s made from trees. People cook with it.
6. It’s white and cold and comes from the sky. You see it on mountains.
7. It’s usually blue. It’s over your head. Birds fly in it.
8. This animal is pink and black. It lives on farms and in gardens. Some people eat it.

C: Fill the gaps with a colour.

1. I have a ________ bag.
2. I live in a ________ house.
3. My pen is ________.
4. Rice is usually ________.
5. Flowers are many colours: ________, ________, and ________.
6. In Myanmar, schoolchildren wear ________ longyis.
7. My teacher’s shirt is ________.

D: Write a short description of something. Don’t say the thing. Read your description to a partner. Can they guess what it is?

It’s a big, black and white animal. It eats grass. It gives milk. It’s a cow.

2. Articles

2.1 a/an + noun

A: Look through Unit 3. List examples of a and an.

<table>
<thead>
<tr>
<th>A</th>
<th>An</th>
</tr>
</thead>
<tbody>
<tr>
<td>A list</td>
<td>An old friend</td>
</tr>
</tbody>
</table>

B: Complete the rules:

1. If a word starts with a vowel sound, use ________
2. If a word starts with a consonant sound, use ________

C: Why do we use a university, not an university. Can you think of any more words like this?
D: What are the things? Write sentences.

1. It's a computer

2.2 a/an + adjective + noun

A: Match these adjectives and nouns.

1. Beautiful
2. Small
3. Old
4. American

cat
apartment
tourist
business

B: Write a or an in the gaps

1. I live in ______ beautiful apartment.
2. ____ old, black cat called Charles.
3. We have ____ small business.
4. He's ____ clever, friendly young man.
5. We have ____ American tourist.

C: Listen to audio (030). Were you right?
2.3 Word order

A: What do you have in your bag? Take one thing from your bag. Describe it. Give your thing to your teacher.

My notebook is large. My pen is cheap and blue.

B: Whose are the things?

That's Dave's cheap blue pen. That's Ko Zaw Oo's large notebook.

C: Complete the grammar rules with to be and noun.

1. Adjective + __________.
2. __________ + adjective.

D: Put the words in the correct order.

1. a/bicycle/I/new/have/
2. bicycle/new/My/is

E: Put the words in the correct order.

Green Happy Easy Chinese Old

1. This exercise is __________.
2. I like __________ food.
3. My grandparents are __________. They are 92.
4. I'm __________ today.
5. That's the teacher's bag. My bag is the __________ bag.

F: How many true sentences can you make?

1. I live in a __________ house.
2. My English teacher is __________.
3. I have a __________ family.
4. English class is __________.

2.4 Listen and draw

A: Listen to audio (031). Draw what you hear.

C: Design a listen and draw activity. Draw pictures in a 2x2 grid. Tell your partner what to draw for each section.

### 3. Describing people

#### 3.1 Is she a good teacher?

A: What adjectives can you use to describe a teacher?

B: Listen to audio (032). What does the man want? Why does he talk to Jessica?

C: Listen to audio (032) again. Jessica describes her Myanmar language teacher, Paw Mu. Which photo is Paw Mu?

D: Which adjectives does Jessica use to describe Paw Mu? Listen and check.
E: Which adjectives describe Paw Mu? Look at the list and complete the table.

<table>
<thead>
<tr>
<th></th>
<th>Tall</th>
<th>Thin</th>
<th>Happy</th>
<th>Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She is not</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 What are they like?

A: Look at the adjectives in 3.1E. Classify them into appearance, personality or neither.

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Personality</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

C: Make a list of synonyms and antonyms.

D: Describe a friend to a partner.

B: Add any other people adjectives that you know.

3.3 Describe them

A: Write sentences about these people. How many can you write in three minutes?

B: Listen to audio (033) and check.

C: Listen to audio (033) and repeat.
### 3.4 Your body

**A:** Do you know your body? shake your:

1. Arms
2. Hair
3. Eyes
4. Legs
5. Stomach
6. Feet
7. Hands
8. Neck

**B:** Now do these things:

1. Point to your ears.
2. Look at your back.
3. Shake hands with your neighbour.
4. Stand on one leg.
5. Touch your mouth.
6. Hold your nose.

**C:** Play Thingy says. Stand up and listen to audio (034). If you do or say the wrong thing, sit down. The winner is the last person standing.

---

### 3.5 How do they look?

**A:** Who are these people? What do you know about them?

**B:** What words would you use to describe them?

- Beautiful
- Handsome
- Black
- White
- Pink
- Ugly
- American
- Myanmar
- Tall
- Short
- Thin
- Fat
- Old
- Young
- English
C: What other adjectives can you use for them? Make lists.

<table>
<thead>
<tr>
<th>Barack Obama</th>
<th>Nay Toe</th>
<th>Angelina Jolie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D: Are these sentences true or false? If false, make it into a true sentence.

1. Barack Obama has long hair.
2. He’s black.
3. He has a big nose.
4. He is very old - about 80 years old.
5. He’s quite handsome.
6. Nay Toe is very young.
7. He’s fat.
8. He has light skin.
9. He has dark hair.
10. Angelina Jolie has long hair.
11. She’s quite young – about 40.
12. She’s Asian.

3.6 Very and quite

A: What are the differences between these pairs of sentences?

1. He’s short. He’s very short.
2. She’s rich. She’s quite rich.

B: Who is who? Myat Cho is quite old. U Zeya is very old. Rosy is very young. Ma Ma Hlaing is young. Abdul is old. Tin Tin is quite young.

1. ____________ is 1 year old.
2. ____________ is 15 years old.
3. ____________ is 25 years old.
4. ____________ is 65 years old.
5. ____________ is 85 years old.
6. ____________ is 100 years old.

C: Write a description of a person in your class or a famous person. Find a partner and describe your person. Can they guess who it is?

4. Describe your life

4.1 An email home

A: Do you remember Tom from Unit 2? What do you remember about him?

B: Look at the email on the next page. Where is he now? What does he do now?
To: Emily <emily@mail.com
Subject: Hi from Yangon

Dear Emily, Lizzie and John,

How are you? I teach at Bright Star Free School. I teach English to teenagers aged 13-18 years. My job’s interesting. It’s difficult but fun. The students are lovely – friendly and clever. Their families are poor so they can’t afford school fees.

The head teacher, my boss, is Daw Tin Tin Nyo. She’s tall and very fat. She’s serious but kind. Her family’s rich and important. They have a big house and three cars. She funds the school.

Love from Tom

---

C: His wife and children live in England. He emails them every week.

D: Read the email again and answer the questions:

1. Are the students at Bright Star rich?
2. Is Paul’s job easy?
3. What’s Daw Tin Tin Nyo’s job?
4. What are her family like?
5. Are they rich?
6. How many houses does she have?

4.2 A letter

A: Look at the letter to the right. What does Khin Zaw describe? Circle the topics from the boxes below.

Girlfriend  Hometown  Job  House
Parents  Study  Friends  Boss  City

B: Add correct adjectives to the letter.

C: Do the Disappearing Paragraph with Khin Zaw’s letter to Joey.

Dear Joey,

I live in Yangon now. Yangon is _________, but _________ I have a job at Golden Myanmar Tours as a tour guide.

My boss is a _________ woman called Apsara. She’s _________ and very _________ I like Yangon. I have some _________ friends here.

I hope you will come and visit me one day.

Your friend,

Khin Zaw
4.3 What is your life like?

A: Think about your life. What’s happening? Make a list of topics to talk about. Discuss your list with a partner.

B: Choose three topics and write notes about them, e.g.

- Job: Difficult
- Speak English
- House: Small
- Live with brothers
- Brothers: Clever
- Kind
- Taxi driver

C: Write a short letter to an old friend.

5. Focus on pronunciation: Vowels 1

5.1 a/an

A: Say the following. How do you pronounce a and an?

1. I’m a businesswoman.
2. I live in a beautiful apartment.
3. I have an old black cat called Charles.
4. We have a small business.
5. It’s a tour company.
6. We work in a new office.
7. We employ a tour guide.
8. He’s a clever, friendly young man.
9. We have an American tourist in the office.

B: Listen to audio (030) and check. Repeat.
5.2 /ə/

A: The /ə/ sound is very important in English. You hear it in a and an.

/ə/
I’m a businesswoman.

Where else can you hear it in this sentence?

B: Listen to audio (030) again and circle the /ə/ sounds in each sentence in 5.1A.

C: What are these things. Listen to audio (035), repeat and point.

D: Point, ask and answer questions in pairs.

E: Point, ask and answer questions about the people in Unit 2, 3.1.

5.3 /ə/ in words

A: Where are the /ə/ sounds in these words?

1. Banana 6. Aeroplane
2. Newspaper 7. Student
3. Umbrella 8. Farmer
5. Apartment 10. Soldier

B: Listen to audio (036). Check and repeat.

C: Ask and answer questions about things and people in the class.
5.4 Some other vowels

A: What are these sounds?
1. Banana /a: /
2. Newspaper /u: /
3. Bed /e/
4. Tree /i: /
5. Fish /i/

B: Listen to audio (037). Check and repeat.

C: What are these sounds?

1. Farmer /a: /
2. Key /u: /
3. Head /e/
5. Apartment /i/
6. Tell /e/
7. Speak /a: /
8. Listen /u: /
9. Student /e/
10. Desk /i: /
11. Teeth /i/
12. Arm /e/
B: Listen and put the lines in order:

There's a green one and a pink one
And they all look just the same
Little boxes made of ticky tacky
Little boxes on the hillside
And a blue one and a yellow one
And they're all made out of ticky tacky
Little boxes, little boxes, little boxes all the same
And they all get put in boxes, little boxes all the same
And they all look just the same
And there's doctors and there's lawyers and there's business executives
And they're all made out of ticky tacky
And the people in the houses all go to university
And they all have pretty children and the children all go to school
And they all get put in boxes, and they all come out the same
And the children go to summer camp, and then to the university
And they all play on the golf course and drink their martini dry
And the boys go into business and marry and raise a family
And they're all made out of ticky tacky and they all look just the same
And they all get put in boxes just the same
And a blue one and a yellow one
There's a green one and a pink one

C: List the adjectives in this song.

D: Find one example of each sound in the first verse.

E: A lot of musicians perform this song. Listen to audio (039). Which do you like best?

F: What is this song about?

6. Phrasebook: Telephones 1

6.1 Answering the phone

A: Do you answer the phone in English? What do you say?

B: Khin Zaw has two phones – a work phone and a personal phone. Listen and match the conversation with the picture.
**C:** How does Khin Zaw answer the phone?

**D:** In which conversation is he talking to his boss? In which conversation is he talking to his friend?

---

**E:** Listen to audio (041). Are these people using a work or personal phone?

1. 4.
2. 5
3. 6

**F:** How do you answer the phone at work or school? How do you answer a personal phone?

---

### 6.2 Asking for someone

**A:** How do you ask for someone on the phone?

**B:** Put these conversations in order.

1. - Mum, is Dad there?
   - Thanks.
   - Hi darling. Yes, he’s here. Amit!
   - Hi, Madhu Reddy.

2. - I’m sorry, she’s not here at the moment.
   - Ok, thanks. I’ll call back later.
   - Good morning, Health Rescue International.
   - Good morning. Is Amit Reddy there? This is Paw Mu from YSIS.

3. - Hello. Is Daw Tin Tin Nyo there, please?
   - Hello Sayama. This is Jessica Lomax.
   - Tin Tin Nyo speaking.

**C:** Listen to audio (042), check and repeat.

**D:** Fill the gaps to describe the situation

1. Madhu Reddy wants to speak to her father. Her mother answers the phone.
2. ________ wants to speak to ________. He is not there.
3. ________ answers the phone. ________ wants to speak to her.

**E:** Work in pairs. Write conversations for these situations.

1. You want to speak to your friend. Your friend’s brother answers the phone.
2. You work for Interfish. Phone MyanMart. You want to speak to Barry Ho. He is not there at the moment.
3. Phone the UNDP. You want to speak to Sarah Camp. She answers the phone.

**F:** Practise your conversations. Perform one for the class.
7. Learning strategies: Writing

7.1 Mistakes

A: Look at this essay. Add a suitable title.

___________________________

1. My brother works for a small NGO
2. Help for Poor Children. HPC has two offices, in Bago and Yangon. My brother
3. works in Bago. He a secretary. He
4. answer the phone and writes letters
5. and emails. The job is quite difficult.
6. My brother study English language.
7. He goes to English class every day. He
8. needs English for his job. He English on
9. the telephone and write English in
10. emails and letters.

B: How many mistakes are there? Circle the mistakes.

Spelling  Verb endings  Missing words

C: Correct the mistakes.

D: Do you make the same mistakes when you are writing? Make a class list of writing mistakes.

Word order  Spelling

7.2 Check your writing

A: Write a short essay (50-70 words) about your job or studies.

B: Read your essay. Carefully check for each type of mistake. Give it to a partner or teacher to check again.
A Use the adjectives to describe the people and things.

- Rich
- Expensive
- Tall
- Old
- Nice
- Beautiful
- Clever
- Happy
- Difficult

1. Winnie is rich and __________
2. Winnie’s car is __________
3. Ko Oo is __________
4. Ko Oo’s exam is __________
5. Soe Reh is __________ and __________
6. Soe Reh’s hat is __________
Thiha Lwin and May Thandar Htun live in Mandalay. They are businesspeople. They have three shops. The shops sell cars and motorbikes. Thiha Lwin and May Thandar Htun are quite rich. He is short and fat, and she is tall and thin. They have a beautiful large house near the river. They live with their two children Min Min and Cho Cho Aung. Min Min is quiet and clever. He studies computers, English, Chinese and French. Cho Cho Aung is lazy and very bossy. The children go to an international high school.

Mandeep’s a tall, handsome man from Amritsar, India. He’s a journalist. His job is quite difficult, but very interesting. He lives with his boyfriend, John. John’s American. He’s a lovely, kind man. He’s a teacher. He teaches very young children. His students are two, three and four years old. His job’s fun. Mandeep and John live in a small apartment in Bangkok.

Read the text and answer the questions:

1. What does Thiha Lwin do?
2. Where is their house?
3. Where do John and Mandeep live?

Choose the correct sentence.

1. Thiha Lwin and May Thandar Htun are / aren’t poor.
2. They have three / four shops and a house.
3. Their house is big / small.
4. They have two / three children.
5. Min Min / Cho Cho Aung is lazy.
6. Min Min and Cho Cho Aung are about 6 / 16 years old.
7. Mandeep is ugly / handsome.
8. His job / apartment is difficult.
9. His boyfriend, John, is Indian / American.
10. John is nice / horrible.
11. He looks after / teaches young children.

Put the words in the correct order.

1. girlfriend / a / I / beautiful / have
   I have a beautiful girlfriend
2. motorbike / is / fast / my / very
3. we / important / have / an / meeting
4. are / delicious / noodles / these
5. is / new / my / computer / excellent.
6. lovely / children / are / your / and / friendly
7. our / big / is / grey / dog / and
8. has / my / an / interesting / friend / job
9. my / is / short / and / mother / clever / kind.
10. a / small / ears / brother / and / my / has / nose / big

Fill the gaps to describe the people. There are many possible answers.

1. The girl is quite __________ - about ten years old.
2. She has _________ hair. She’s very _________.
3. The man has _________ hair and a ________ nose. He’s quite ________.
Read this text. Write a or an in the gaps.

I have a big family. I have 3 brothers and 3 sisters. My brothers are Zack, Mike and Robin. My sisters are Jane, Sandra and Trisha. Zack’s 16 years old. He studies English at school in New York. He’s a clever student. Mike’s 26 years old. He’s a cook. He makes delicious food! Robin is 32 years old. He’s a rich businessman. He has an expensive apartment and a fast car. Jane is 30 years old. She has an interesting job. She’s a journalist. She works all around the world. Sandra teaches at an international school in Malaysia. She’s a good teacher. She’s 24 years old. Trisha’s a soldier. She works in Afghanistan. She has a dangerous job. She’s 33 years old.

Complete the sentences. Add very or quite.

1. Zack is quite clever. His marks are good, but not excellent.
2. Mike makes delicious food. His restaurant is famous.
3. Robin’s apartment is expensive. It costs 2,000,000 dollars.
4. Jane’s job is interesting but she wants to be a lawyer.

Translate these conversations into your own language.

1. Hi, Nandar speaking.
   Hi, is Uncle there?
   Yes, he’s here.
   Thanks.
2. Good morning, MyanMart.
   Good morning. Is U Soe Htut there? This is Nguyen Li from GCMB.
   I’m sorry, he’s not here at the moment.
   OK, thanks. I’ll call back later.
3. Hello, Central Hospital.
   Hello, is Dr Win there, please?
   Dr Win speaking.
   Hello. This is Mary Lim.

Identify the mistakes in the text. Look for spelling, verb endings and missing words.

Hi Tin Tin,
I’m Sandra, Andy’s sister. I work Malaysia. I teaches at an international school. I work quite hard, but the work is fun. I with young children - my students about 6 years old.

Malaysia is interesting country. The food is delishious. I live with my Malaysian friend, Laila. She have an apartment here. It’s small, but quite nice.

Sandra

Rewrite the text correctly.
Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

<table>
<thead>
<tr>
<th>a lot of (adj)</th>
<th>employ (v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertisement (n)</td>
<td>everyone (prn)</td>
</tr>
<tr>
<td>afford (v)</td>
<td>exam (n)</td>
</tr>
<tr>
<td>arm (n)</td>
<td>excellent (adj)</td>
</tr>
<tr>
<td>back (n)</td>
<td>expensive (adj)</td>
</tr>
<tr>
<td>beautiful (adj)</td>
<td>eye (n)</td>
</tr>
<tr>
<td>black (adj)</td>
<td>fat (adj)</td>
</tr>
<tr>
<td>blood (n)</td>
<td>fee (n)</td>
</tr>
<tr>
<td>brown (adj)</td>
<td>flash drive (n)</td>
</tr>
<tr>
<td>business (n)</td>
<td>flower (n)</td>
</tr>
<tr>
<td>busy (adj)</td>
<td>foot (n)</td>
</tr>
<tr>
<td>buy (v)</td>
<td>free (adj)</td>
</tr>
<tr>
<td>call back (v)</td>
<td>friendly (adj)</td>
</tr>
<tr>
<td>charcoal (n)</td>
<td>fun (n, adj)</td>
</tr>
<tr>
<td>cheap (adj)</td>
<td>garden (n)</td>
</tr>
<tr>
<td>clever (adj)</td>
<td>grass (n)</td>
</tr>
<tr>
<td>cold (adj)</td>
<td>green (adj)</td>
</tr>
<tr>
<td>colour (n)</td>
<td>grey (adj)</td>
</tr>
<tr>
<td>company (n)</td>
<td>hair (n)</td>
</tr>
<tr>
<td>dark (adj)</td>
<td>hand (n)</td>
</tr>
<tr>
<td>delicious (adj)</td>
<td>handsome (adj)</td>
</tr>
<tr>
<td>difficult (adj)</td>
<td>happy (adj)</td>
</tr>
<tr>
<td>document (n)</td>
<td>head (n)</td>
</tr>
<tr>
<td>downtown (n)</td>
<td>head teacher (n)</td>
</tr>
<tr>
<td>dry (adj)</td>
<td>hold (v)</td>
</tr>
<tr>
<td>ear (n)</td>
<td>horrible (adj)</td>
</tr>
<tr>
<td>easy (adj)</td>
<td>important (adj)</td>
</tr>
</tbody>
</table>

What are these words?

1. Not young
2. Red + yellow
3. Good to eat
4. Very pretty
5. All people

6. Plants, vegetables and flowers grow here
7. You put this in a computer
8. You sing this
9. Not the same
10. Small

Name the body parts:

1. Head
2. Ear
3. Neck
4. Arm
5. Leg
6. Hand
7. Foot
8. Skin
9. Head
10. Heart
1. Days and times

1.1 Saturday

A: What do you do on Saturdays? Make a list and compare it with a partner.
B: Read Khin Zaw and Jessica’s conversation and match the times with the pictures of Jessica’s schedule on the previous page.

Khin Zaw Hi! I’m bored - I’m at work. Do you work on Saturdays?
Jessica Hi Khin Zaw. I’m at home. No, I don’t work on Saturdays.
Khin Zaw What do you do on Saturdays?
Jessica Usually I get up at 10am. Then I go to the market at 11 and buy food. I cook and eat lunch at about 12.30. At 2pm my friend Lee comes to my house and we study Myanmar. I go by bus to Myanmar class at 6 o’clock. At night I usually go to a restaurant with friends. At 11pm I got to bed. What do you do?
Khin Zaw I start work at 8.45 and drink coffee. I finish at 5. At 7 o’clock, we have dinner. At 8 o’clock I watch TV, then at 10.30 I go to bed.

C: Fill the gaps using information from the chart.

1. Jessica gets up at 10am.
2. She ______ at 11am
3. She ______ at 12.30.
4. She ______ at 6pm
5. Khin Zaw ______ at 8.45am.
6. He ______ at 5 pm.
7. He ______ at 7 pm.
8. He ______ at 8 pm.
9. He ______ at 10.30 pm.

D: Answer the questions.

1. What time do you get up?
2. What time do you have breakfast?
3. What time do you go to English class?
4. What time do you have dinner?
5. What time do you go to bed?

E: In pairs, ask and answer the questions. Tell the class about your partner.

G: In pairs, ask and answer questions about your day.

1.2 What time is it?

A: Look at the clock faces and match each with the correct time.

Eg. Quarter to ten  4. Ten past nine
2. Half past nine  5. Five past nine
3. Twenty to ten  6. Nine o’clock
B: Write the times. Use the times in Exercise A to help you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01:15</td>
<td>Quarter past one</td>
</tr>
<tr>
<td>2</td>
<td>02:20</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>02:25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>03:35</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>04:50</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>04:55</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>05:05</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>06:30</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>07:40</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>08:00</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>10:10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12:45</td>
<td></td>
</tr>
</tbody>
</table>

C: Listen (043), check and repeat.

D: Play Time Bingo. Follow your teacher’s instructions.

### 1.3 Telling the time

#### A: Are these times the same or different?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ten past two</td>
<td>Two ten</td>
</tr>
<tr>
<td>2</td>
<td>Quarter past three</td>
<td>Three fifteen</td>
</tr>
<tr>
<td>3</td>
<td>Twenty past five</td>
<td>Five twenty</td>
</tr>
<tr>
<td>4</td>
<td>Twenty to five</td>
<td>Five twenty</td>
</tr>
<tr>
<td>5</td>
<td>Five to eight</td>
<td>Eight fifty-five</td>
</tr>
<tr>
<td>6</td>
<td>Five past nine</td>
<td>Nine oh five</td>
</tr>
</tbody>
</table>

#### B: Write the times.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03:50</td>
<td>It’s ten to four</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It’s three fifty</td>
</tr>
<tr>
<td>2</td>
<td>06:15</td>
<td>It’s quarter past six</td>
</tr>
<tr>
<td>3</td>
<td>01:25</td>
<td>It’s twenty-five past one</td>
</tr>
<tr>
<td>4</td>
<td>10:20</td>
<td>It’s twenty past ten</td>
</tr>
<tr>
<td>5</td>
<td>01:35</td>
<td>It’s twenty-five to two</td>
</tr>
<tr>
<td>6</td>
<td>05:05</td>
<td>It’s five past five</td>
</tr>
</tbody>
</table>

C: Listen (044) and check.

### 1.4 Lee’s day

#### A: This is Jessica’s classmate, Lee. What can you remember about him? What do you think he does each day?

#### B: Listen (045) to Lee talking about his day. Were you right?

#### C: In pairs, discuss and write down everything you can remember about his day.
1.5 Parts of the day

**A:** When does Lee do these things? Listen and complete the table.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B:** In groups list things people usually do in a day and when they do them.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.6 What day is it?

**A:** Put the days of the week in the correct order.

1. _____ Monday _____
2. _______________
3. _______________
4. _______________
5. _______________
6. _______________
7. _______________

**B:** Answer these questions.

1. What day is it today?
2. What day was it yesterday?
3. What day will it be tomorrow?
4. What day comes after Saturday?
5. What day comes before Wednesday?
6. What days do you go to English class?

1.7 Your week

**A:** Fill in this timetable with your regular activities. Include everything that you do in a week.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6am-9am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12noon-3pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3pm-6pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm-9pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9pm-midnight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B: Work in pairs. Ask and answer questions about what you do in a week.

C: Tell the class some interesting things about your partner’s week.

2. Questions and answers

2.1 Sunday evening at the teashop

A: Khin Zaw is at a teashop. Jessica, Lee and Paw Mu walk in. Listen and fill the gaps with the phrases in the boxes.

B: Circle the correct verb for each sentence. Listen and check your answers.

C: Complete the grammar rules for questions with do and does.

1. In yes/no questions, we use ______ with I, you, we and they.
2. We use ______ with it, he and she.
2.2 About you

A: Match these questions and answers.

1. Does Khin Zaw have any brother and sisters? a. No, she doesn’t.
3. Do Jessica and Lee study every day? c. Yes, it does.
4. Does Tin Tin Nyo eat pork? d. Yes, he has two brothers and two sisters.
5. Does Hledan have good teashops? e. Yes, they do.

B: Answer the questions about yourself.

1. Do you have any brothers and sisters? 2. Do you live in Hledan? 3. Do you study every day? 4. Do you eat pork? 5. Does your town have good teashops?

C: Write five more yes/no questions.

D: Interview your partner. Ask the ten questions from B and C.

D: Tell another student about your partner.

2.3 Negative forms

A: Put the sentences in the correct order.

1. don’t / I / tea / drink
2. We / don’t / any children / have
3. have / a mother / They / don’t
4. work / on /Saturdays / She / doesn’t
5. He / come / from / doesn’t / Zimbabwe

B: Complete the grammar rules for do and does.

1. In negative sentences with I, you, we and they, we use ______
2. In negative sentences with he, she and it, we use ______

C: Fill the gaps with the correct negative form.

1. Jessica ______ have red hair.
2. Devi ______ have any brothers or sisters.
3. I ______ eat mohingha.
4. Madhu and Amit ______ work on Sundays.
5. They ______ start work at 9am.
### 2.4 Meet Matty

**A:** Listen to Matty talk about what he likes and doesn’t like. Put them in the correct columns.

<table>
<thead>
<tr>
<th>British movies</th>
<th>American action movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hip-hop</td>
<td>Rock music</td>
</tr>
<tr>
<td>Spicy food</td>
<td>Swimming</td>
</tr>
<tr>
<td>Sport</td>
<td>Football</td>
</tr>
</tbody>
</table>

**B:** Look at these questions then complete the grammar rules with *be* and *do*.

1. Does she like football?
2. Are you a teacher?
3. Do you live in Myanmar?
4. Is the curry delicious?

With present simple questions we use:

- _____ with verbs.
- _____ with nouns and adjectives.

**C:** Write the questions for Matty’s answers.

1. Are you married? No, I’m single.
2. ___________ No, I’m English.
3. ___________ No, I live in Yangon.
4. ___________ No, I’m not. I’m a teacher.
5. ___________ No, I don’t. I teach adults.

### 2.5 What do you like?

**A:** Answer these questions about yourself.

1. Do you like football?
2. Do you like hip-hop music?
3. Do you like Korean TV shows?
4. Do you like Mondays?
5. Do you like cats?

**B:** What other things do you like? What don’t you like? Make a list.

**C:** Work in groups. Make a group poster of your likes and dislikes.
3. Wh– questions

3.1 We’re from Mumbai

A: Listen (049). Madhu and Amit talk to Tin Tin Nyo. Who gives each answer? Listen and write the correct name next to each answer.

1. We’re from Mumbai. Madhu
2. Over 10 million.
3. Three. Hindi, English and now some Myanmar
4. We live in Myanmar.
5. We go in the school holidays.
6. We stay with my parents.
7. The beautiful old buildings.

B: Complete the questions.

1. _____ are you from?
2. _____ people live in Mumbai?
3. _____ languages do you speak?
4. _____ do you visit India?
5. _____ do you stay with there?
6. _____ do you like about Mumbai?

C: Fill the gaps with wh- question words.

1. We use _____ to ask about places.
2. We use _____ to ask about times and dates.
3. We use _____ to ask about things.
4. We use _____ to ask about numbers.
5. We use _____ to ask about people.

3.2 Barack Obama

A: Look at the pictures of Barack Obama. Complete the chart about things you know, and things you want to know.

<table>
<thead>
<tr>
<th>Things I know about Barack Obama</th>
<th>Things I want to know about Barack Obama</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B: Work in pairs. Partner A, look at page 110. Partner B, look at page 112. Order the questions, and ask the other group. Use the information to fill the gaps.

C: Look at your chart from A. Do you know more about Barack Obama?
3.3 Learn about each other

A: Do Swap Questions.

B: What questions can you ask to find out who you are? make a list.

C: Do Who am I?

4. Frequency

4.1 Mosquitoes

A: What diseases do mosquitoes cause?

B: Read the text and write the underlined words in the correct place on the line (scale) at the bottom of the page.

Four dangerous mosquitoes

The Anopheles mosquito is black, brown and white. They live in all Asian countries, in Africa and in America. They bite at night. They sometimes cause malaria.

Yellow fever mosquitoes are black and white. They always bite in the evening and in the morning. They cause yellow fever and dengue fever.

The Asian tiger mosquito is also black and white. They bite in the day or in the evening. At night they rest. They usually live in gardens or forests. The Asian tiger mosquito causes dengue fever.

Culex fatigans mosquitoes are brown or black. They never bite in the afternoon; only at night. They cause elephantitis.

C: Complete the sentences using the adverbs of frequency.

1. Male mosquitoes never bite humans or animals (never)
2. Mosquitoes live near water. (always)
3. They live for one or two weeks. (usually)
4. They live for four weeks. (sometimes)
5. Female mosquitoes lay 200 - 300 eggs. (usually)
6. Mosquitoes cause HIV. (never)

D: Complete the sentences using in and at.

1. Yellow fever mosquitoes bite in the evening.
2. They rest ______ the afternoon.
3. They bite ______ the morning.
4. Asian tiger mosquitoes rest ______ night.
5. Anopheles mosquitoes bite ______ the day.
6. Asian tiger mosquitoes bite ______ night.
7. They live ______ gardens and forests.
4.2 The Mosquitoes

A: What is a band? Do you know any famous bands? What is your favourite band?

B: Unscramble the names of the instruments using the letters below.

1. tcirclee urtiga  2. smurd  3. assb trigua

C: This is Raúl. Read and answer the questions.

I’m Raúl and I’m a singer. Our band is called The Mosquitoes. We’re from Cornwall in England. We play Spanish music. Pedro and Chico play electric guitar. Torre plays the drums and José plays bass guitar. I get up at half past one every afternoon I sing songs and I cook lunch. Sometimes José cooks.

Pedro and Chico never cook or clean. We practice every afternoon at three o’clock. We finish our practice at five o’clock. We always go out and drink beer at night. We usually get home at three o’clock in the morning. We play on Saturday nights in bars. I sometimes sing in a restaurant on Sundays.

1. Where are The Mosquitoes from?
2. What does José do?
3. What kind of music do they play?
4. Does Chico play the drums?
5. When does Raúl get up?
6. Does Pedro cook?
7. When do The Mosquitoes practice?
8. When do they play?
9. When do they usually get home?
10. Does Raúl sing on Sundays?
4.3 Your life

A: Fill the gaps and make the statements true for your life.

1. I sometimes sleep in the afternoon.
2. I always ______ in the evening.
3. I usually ______ on Sundays.
4. I sometimes ______ at the weekend.
5. I never ______ in the morning.

B: Fill the gaps with never, sometimes, usually or always.

1. I ______ cook in the morning.
2. I ______ get up at 10 am.
3. I ______ read books in bed.
4. I ______ have an English class on Tuesday afternoons.
5. I ______ chase cats in the street.

C: Write a paragraph about your daily routine.

D: Find a partner. Tell your partner about your routine.

E: Join with another pair to form a group. Tell the group about your partner’s routine.

5. Filling in forms 1

5.1 Application forms

COURSE APPLICATION FORM
Fill in the form in BLOCK CAPITALS

| Name: | NANG KHAM BWAR |
| Address: | MYAE PHYU VILLAGE, TAUNG-GYI, SOUTHERN SHAN STATE, MYANMAR |
| Date of birth: | 27/05/1993 |
| Marital status: | SINGLE |
| Occupation: | SHOP ASSISTANT |
| Email: | bwar.rose@gmail.com |
| Phone: | 081-543285 |

A: Look at the application form. Answer the questions.

1. What is this application for?
2. What are block capitals?
3. What information is not in block capitals? Why?
4. How old is this person now?
5. What word is like ‘occupation’?
6. Is this person married?
7. Is this person a man or a woman?
B: Look at the information to the right. Use it to complete the blank application form.

**COURSE APPLICATION FORM**

<table>
<thead>
<tr>
<th>Name:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>2</td>
</tr>
<tr>
<td>Date of birth:</td>
<td>3</td>
</tr>
<tr>
<td>Marital status:</td>
<td>4</td>
</tr>
<tr>
<td>Gender:</td>
<td>M/F</td>
</tr>
<tr>
<td>Occupation:</td>
<td>6</td>
</tr>
<tr>
<td>Email:</td>
<td>7</td>
</tr>
<tr>
<td>Phone:</td>
<td>8</td>
</tr>
</tbody>
</table>

C: What is this person’s educational background? What are their hobbies?

| Educational background: | SECONDARY EDUCATION COMPLETION CERTIFICATE
FIRST AID AT WORK CERTIFICATE |
|-------------------------|----------------------------------|
| Hobbies: | CYCLING
COOKING
WATCHING FILMS |

D: Find a partner. Ask questions about their education and hobbies and fill in the form with their information. Then they fill in the form with your information. Swap forms and check.

<table>
<thead>
<tr>
<th>Educational background:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobbies:</td>
<td></td>
</tr>
</tbody>
</table>

5.2 Pronunciation of wh- questions

A: Match the wh- word with the word that sounds the same.

1. What  
   a. blue /u:/
2. When  
   b. brown /au/
3. Where  
   c. get /e/
4. Who  
   d. hot /e/
5. How  
   e. chair /eə/

B: Listen to the questions (050). What do you notice about the verb and pronoun after the wh- word?

C: Listen and repeat (050).

D: Listen again (050). Underline the sentence stress in each question.

1. What’s your name?  
2. Where do you live?  
3. What’s your address?  
4. What’s your date of birth?  
5. What’s your marital status?
6. What do you do?  
7. What’s your occupation?  
8. What’s your email address?  
9. What’s your phone number?

E: Do a Roleplay. Work in pairs: A is the receptionist at a language centre. B is a new student.
6. Phrasebook: People you know

6.1 Meeting an old friend

A: What do you say when you meet an old friend?

B: Write the text in the speech bubbles from the boxes below.

C: Listen and check (051).

D: Fill the gaps to tell the story.

Paw Mu __________ a young man on the street. He says "__________". She thinks, but can’t remember him. Is he one of the __________ boys from the international school, now grown up? She asks "__________". She is wrong - his name is __________. Paw Mu feels __________.

E: What could Mark do differently?

6.2 Polite phone calls

A: Why do you phone people?

B: Listen to the conversations in audio (052). Are they polite or impolite?
7. Learning strategies: What do you learn?

7.1 Main learning points

A: Look back at 1.1A in Unit 4: What do you do on Saturdays? Make a list and compare it with a partner. Why do you do this exercise? Tick all reasons.

1. to prepare you for the topic
2. to make the topic interesting
3. to learn new grammar
4. to practice writing skills
5. to find out what language you know about the topic

B: Look back at 1.1.B in Unit 4: Read Khin Zaw and Jessica’s chat and match the places with the pictures. Why do you do this exercise? Tick all the reasons.

6. to talk about your experience
7. to understand new language
8. to practise new grammar
9. to know about Jessica’s day
10. to use new language

C: What are the main learning points of:
1. In Unit 4, 1.1.C
2. In Unit 4, 1.1.D, E and F

Choose from 1-10 in the boxes above.

D: What are the main learning points of:
1. In Unit 4, 4.2.B
2. In Unit 4, 2.4.C

E: What are the main learning points of this section: In Unit 4, 7.1?

7.2 Today’s lesson

A: Write down everything you learned in today’s lesson

- the reason to do brainstorm

B: Work in pairs. List, in order, everything you did in today’s lesson.

D: Put your charts on the wall and look at other groups’ charts.

C: Join another pair to make a group of four. Use a chart like this.

<table>
<thead>
<tr>
<th>What we did</th>
<th>Why we did it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorm</td>
<td>to think about a new topic</td>
</tr>
</tbody>
</table>
UNIT 4
Practice makes perfect

A Look at the table and write about these people.

<table>
<thead>
<tr>
<th></th>
<th>Jean</th>
<th>Nang Seng</th>
<th>Ou and Lili</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Myanmar</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have a car</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Eat meat</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Wake up early</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. Jean speaks Myanmar. He has a car. He doesn’t eat meat. He doesn’t wake up early.
2. Nang Seng...
3. Ou and Lili...

B Write the times

1. three twenty 03.20
2. five to nine
3. quarter past one
4. twenty five to five
5. quarter to ten
6. 06.35 six thirty five
7. 01.20
8. 05.40
9. 11.30
10. 03.05

C Write the correct times.

1. Ten past four/4.10
2. __________
3. __________
4. __________
5. __________
6. __________

D This is Yao Ming’s week. Fill the gaps to make true sentences.

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
</tr>
<tr>
<td>Start work</td>
<td>9am</td>
<td>8.30am</td>
<td>8am</td>
<td>9am</td>
<td>11am</td>
</tr>
<tr>
<td>Eat lunch</td>
<td>12pm</td>
<td>12pm</td>
<td>12pm</td>
<td>12pm</td>
<td>1.15pm</td>
</tr>
<tr>
<td>Study</td>
<td>6.30pm</td>
<td>4pm</td>
<td>6.30pm</td>
<td>6.30pm</td>
<td>no</td>
</tr>
<tr>
<td>Go to bed</td>
<td>10pm</td>
<td>11pm</td>
<td>10pm</td>
<td>11pm</td>
<td>2.30am</td>
</tr>
</tbody>
</table>

1. Yao Ming never gets up at 8am
2. He _____ gets up at 7am
3. He _____ starts work at 8.30am
4. He _____ eats lunch at 12pm but _____ he eats lunch at 1.15pm
5. He _____ studies English at 6.30pm
6. He _____ studies English on Fridays
7. He _____ goes to bed at 10pm, and _____ goes to bed at 11pm. On Fridays he goes to bed at _____
Using the chart from D, write the parts of the day.

1. Yao Ming gets up in the **morning**
2. He starts work in the ________
3. He eats lunch in the ________
4. He usually studies English in the ________, but on Tuesdays he studies English in the ________
5. He usually goes to bed at ________, but on Friday he goes out and goes to bed in the ________

Complete the diagram with the words.

Never | Always | Sometimes | Usually

Read about Siriporn’s week and answer the questions.

1. What time does Siriporn wake up on Monday?
2. What time does she go to bed on Monday?
3. What does she do on Wednesday afternoons?
4. What does she do on Friday evenings?
5. What time does she catch the bus to go to her parents’ house at the weekend?
6. What does she do on Saturday nights?
7. What days does she go to university?
8. What days does she study at home?
9. What days does she meet her boyfriend?
10. What time does she go home on Sunday?

Here is an interview with Siriporn.

Choose the correct verb and answer the questions.

1. Do/Does you go to university every day?
   No, I don’t. I go to university on Monday, Wednesday and Thursday.
2. Do/Does you wake up early every day?
3. Do/Does your friends meet you after class?
4. Do/Does your boyfriend phone you on Monday?
5. Do/Does you live with your parents?
6. Do/Does your mum cook lunch on Saturday?
7. Do/Does you check your emails every day?

I’m Thai and I’m 19 years old. I’m a university student. I go to university on Monday, Wednesday and Thursday every week. On these days, I usually wake up at 7am. At 7.30am, I have breakfast and watch TV. I go to university at 9 am - my first class is at 9.30am.

At 12.30, I have my lunch I go to class again at 1.30pm for 3 hours. After the afternoon class, I meet with my friends and go shopping I go home at 6pm and I cook dinner. After dinner, my boyfriend phones me. At about 8 pm, I study for about one hour and then I go to bed and read.

On Tuesdays and Fridays, I usually wake up late. At about 10.30am, I have breakfast and read the newspaper. I have a shower and then check my email. I have lunch at about 1 pm. After lunch, I study for about 4 hours. At 6pm, I usually go to a restaurant and have dinner with my boyfriend. At about 10pm, I go home, have a shower, check my email and watch TV.

On Saturdays and Sundays, I usually go to visit my mother and father. I catch a bus on Saturday at about 9am, and get there at 11. My dad cooks lunch and we eat at around 12.30pm. On Saturday evenings, we usually eat dinner and listen to the radio. We sometimes visit our friends and relatives. I usually call my boyfriend and then go to bed at about 11 pm. I catch a bus back home at 6pm on Sunday.
I Complete the form for Siriporn.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation:</td>
<td></td>
</tr>
<tr>
<td>Nationality:</td>
<td></td>
</tr>
<tr>
<td>Marital Status:</td>
<td>Gender:</td>
</tr>
</tbody>
</table>

II Translate the phrases into your own language.

1. I remember your face, but I can’t remember your name.
2. I'm your old student.
3. Are you busy?
4. Do you get up early?
5. I don’t like cats.

III Write the questions.

1. What’s your address?
2. 020 9876 5432
3. No, I’m not married
4. I’m a lawyer
5. I like rock music
6. I usually wake up at 8am
7. I go to the market on Monday
8. Yes, I like bananas
9. No, I don’t speak French

IV Tick the words and phrases you know.

In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

| about (adv) | day (n) |
| adult (n) | dinner (n) |
| always (adj) | dislike (v) |
| application (n) | DJ (n) |
| band (n) | drink (v) |
| bar (n) | eat (v) |
| bed (n) | everything (pron) |
| bear (n) | favourite (adj) |
| bite (v) | fill in (v) |
| bored (adj) | find out (v) |
| boring (adj) | finish (v) |
| breakfast (n) | food (n) |
| buy (v) | football (n) |
| cause (v) | get up (v) |
| check email (v) | go to bed (v) |
| clean (v) | grow up (v) |
| clock (n) | half (n) |
| cook (v) | hate (v) |
| daily (adv) | help (v) |
| dance (n, v) | hip-hop (n) |
| date (n) | HIV (n) |
| date of birth (n) | holiday (n) |
| holiday (n) | rule (n) |
| home (n) | sex (male/female) (n) |
| interview (n, v) | shower (n) |
| leader (n) | singer (n) |
| like (v) | sometimes (adv) |
| live (v) | spicy (adj) |
| lunch (n) | sport (n) |
| marital status (n) | start (v) |
| market (n) | stay (v) |
| mosquito (n) | swap (v) |
| movie (n) | swimming (n) |
| near (adj) | teashop (n) |
| never (adv) | textbook (n) |
| night (n) | think (v) |
| now (adv) | time (n) |
| occupation (n) | today (n) |
| open (v, adj) | tomorrow (n) |
| phrase (n) | TV (n) |
| play (v) | use (v) |
| pork (n) | wake up (v) |
| prepare (v) | walk (v) |
| quarter (n) | want (v) |
| radio (n) | watch (v) |
| reason (n) | water (n) |
| receptionist (n) | week (n) |
| rest (v) | world (n) |
| rock music (n) | wrong (adj) |
| routine (n) | yesterday (n) |
Crossword.

Clues across:
1. Single, married, divorced
5. I like __________ in the water.
8. Today is a __________ so I’m not at work.
9. She doesn’t __________ pork.
11. __________ Saturdays I visit my parents.
12. He listens to the news on the ________.
15. Not young
16. Food in the evening

Clues down:
1. This causes malaria and dengue fever
2. What’s the ______ ? 3pm.
3. Food you eat at about 12pm.
4. Please fill in the ______.
6. The journalists ______ the world leader.
7. Wednesday, Friday, Sunday
10. ______ is Monday. Tomorrow is Tuesday.
13. The shops ______ at 8am.
14. She plays the guitar in a __________.
UNIT 5
FOOD AND NUMBERS

This unit
Structure: There is/there are | Countable and uncountable nouns | Some/any/much/many
Topics and Functions: Large numbers | Food, drinks and recipes | Shopping |
Ordering food and drinks | Amounts and measurements
Skills: Identifying information | Describing scenes | Giving orders | Descriptive essays
Learner training: Writing strategies: detecting and correcting spelling mistakes and essay composition

Around the world

1.1 The world in numbers

A: How many people are there in your family? How many people are there in your class? How many people are there in your country? How many people are there in the world?

B: Match the words with the numbers.

1. One thousand
2. One hundred thousand
3. One million
4. One billion

A: a. 1,000,000,000
   b. 1,000
   c. 100,000
   d. 1,000,000

C: Write these amounts in numbers.

1. Two million, three hundred and fifty thousand, two hundred - 2,350,200
2. Two hundred thousand and fifty.
3. Thirty five thousand.
4. One million, two hundred thousand, five hundred.
5. Three billion, four million, seven hundred and eighty thousand.
D: Match the numbers with the sentences below.

1. 1,000,000,000
2. 7,000,000,000
3. 925,000,000
4. 1,300,000,000
5. 2,400,000,000
6. 317,000,000
7. 100,000

1. 7,000,000,000 people in the world
2. Muslims in the world
3. Buddhists in the world
4. people in China
5. people in the USA
6. member states of the UN
7. number of UN peacekeepers
8. major religions in the world
9. people who have no religion

E: Complete the sentences using there is and there are.

1. there is 1.3 billion people in China.
2. there are over 190 million people in Brazil.
3. there are four main religions in the world.
4. there are about 2 billion Christians around the world.
5. there are UN peacekeepers in 16 countries.
6. there are 193 member states in the United Nations.
7. there is a UN organisation called the Group of 77.

F: Choose the best words to complete the grammar rule:

1. We use there is/are with singular nouns.
2. We use there is/are with plural nouns.

G: Write the questions in the correct order.

1. there / many / in / Asia / how / are / people ?
2. Africa / there / how / are / people / many / in ?
3. people / Europe / are / many / how / in / there ?

H: Match the questions in G with these answers.

742 million 4 billion 1 billion

Around the world in numbers

Population
The world's population is over 7 billion people. Half the world's population live in only six countries. There are over 1.3 billion people in China and over 1.2 billion in India. In the USA there are 317 million and there are 253 million people in Indonesia. Brazil has over 202 million people and in Pakistan there are 185 million people.

Religion
There are six major religions in the world: Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism. About 30% (3 billion people) are Christian. There are about 2.4 billion Muslims, 1 billion Buddhists and about 1 billion Hindus. About 925 million people don't have a religion.

The United Nations
The United Nations (UN) is a large international organisation. There are 193 member states in the UN. In the UN, there are many organisations. The General Assembly meets every year and talks about important issues in the world. There are people from all member countries in the General Assembly. The UN works for world peace and there are 100,000 UN peacekeepers. They work in 16 countries around the world. There is an organisation of developing countries in the UN. It is called the Group of 77.
1.2 The world in pictures

A: Group brainstorm. What things are there in the classroom? How many? Make a list.

B: Look at these pictures of classrooms from around the world. Match the country with the classroom.

1. USA
2. India
3. Kenya
4. Myanmar
5. Singapore
6. Bangladesh

C: Work in pairs. Describe one of the pictures below in three sentences. Can your partner identify it?

D: Are these classrooms the same as yours or different?

1.3 Things around you

A: Look around you. Are these statements true or false?

1. In this classroom there isn’t a board.
2. There aren’t any chairs.
3. There isn’t a teacher.
4. There aren’t any dogs.

B: Write three true negative statements about your classroom.

C: Do a Substitution Drill.

There are two dogs in the room.

There aren’t any dogs in the room.
2. Hometowns

2.1 Paul’s hometown

A: Answer the questions about your town.
1. Are there any cinemas in your town?
2. Is there a hospital?
3. How many markets are there?
4. How many schools are there?
5. Is there a university?

B: Paul’s hometown is Hull, in England. Look at the photographs. What do you think Paul says about his hometown?

C: Read Paul’s description of Hull.

I live in Hull in England. Hull is a big city. About 260,000 people live in Hull. There are over 100 schools in the city and there is a university. At the university, there are about 20,000 students. My son Wayne is a student at the university. He studies computer science. There is also a medical school.

There are three hospitals and four cinemas in the city. There are also four markets. There are many famous people from Hull. For example, Dean Windass is a football player from Hull, Paul Heaton is a musician from Hull, and Norman Cook is a very famous DJ. My son likes Norman Cook’s music.

I like Hull. There are good restaurants and shops. At night it is beautiful. Hull has four big parks. I walk in the park with my dog every evening. I like the football team here, too. They’re called Hull City FC. I watch them play every weekend. Do you know them?
D: Are these statements true or false? If they’re false, correct them.

1. There are over 100 universities in Hull.
2. Wayne studies at the medical school.
3. There are three hospitals and four cinemas in the city.
4. Dean Windass is a DJ from Hull.
5. Paul doesn’t like Hull FC.

E: Answer the questions.

1. How many people study at the university in Hull?
2. Who studies at the medical school?
3. Does Paul like Norman Cook?
4. Are there any restaurants in Hull?
5. What does Paul do in the evenings?
6. What does Paul do at the weekend?

2.2 Your hometown

A: What information does Paul give about his home town? Read the text again and list the main points.

B: What information do you know about your hometown? Write a short essay (120-150 words) about your hometown.

C: Look at Learning Strategies in Unit 3 and check your work for mistakes.

3. Preparing for a party

3.1 Food

A: What is your favourite food? Favourite vegetable? Favourite fruit? Favourite drink?

B: Look at the pictures of foods. Do you know their names? Write the food you know.
3.2 Shopping for a party

A: Amit and Madhu are having a party. What do people do before they have parties?

B: Listen to the conversation (054). Tick the words you hear in the boxes below.

C: What main dishes can the guests at Madhu and Amit’s party eat? What can they drink?

D: Are these things countable or uncountable?

1. oranges 3. bananas 5. onions 7. noodles 9. beer
2. apples 4. chicken 6. vegetables 8. rice 10. orange juice

3.3 Countable and uncountable

A: Listen again to audio (054) and fill the gaps.

B: Complete the grammar rule:

We use ______ or ______ with single countable nouns, and ______ with plural and uncountable nouns.

C: Write a, an or some in the gaps.

3.4 Some and any

A: Listen again (054) and fill the gaps.

1. We have ______ tea leaf salad.
2. We don’t have ______ fruit salad.
3. Do we have ______ vegetables?
4. Get ______ carrots and ______ chillis.
5. Do we have ______ beer?

B: Look at the grammar rules and complete the sentences for plural and uncountable nouns.

1. We use some in positive sentences.
2. We use any in negative sentences and questions.

1. Madhu and Amit have ______ bananas.
2. They have ______ oranges and apples.
3. Do we have ______ vegetables?
4. No, we don’t have ______ vegetables.
5. Is there ______ water?
6. Yes, there’s ______ water.

C: What food do you have in your house? What don’t you have? Write a list of foods in your house.

D: In pairs, ask and answer questions about the food on your list.

4. Amounts

4.1 Shopping in the market

A: Where do you usually go shopping? Markets? Supermarkets? Do you buy things in kilograms, pounds and ounces or viss?

B: Match the words with the percentages and the fractions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Percentage</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter</td>
<td>75%</td>
<td>1/4</td>
</tr>
<tr>
<td>Half</td>
<td>25%</td>
<td>3/4</td>
</tr>
<tr>
<td>Three quarters</td>
<td>50%</td>
<td>1/2</td>
</tr>
</tbody>
</table>
C: Amit is in the market. Listen to his conversation and fill the gaps with the quantities.

1. _____ pineapples
2. _____ kilograms of mangoes
3. _____ papaya
4. _____ kilogram of carrots
5. _____ small bag of chillis
6. _____ packet of noodles
7. _____ bottles of beer
8. _____ bottles of orange juice

4.2 Pancakes

A: What is a recipe? What are ingredients?

B: Do you know what pancakes are? Do you like them? What are the ingredients for pancakes?

C: Decide whether the ingredients above are countable or uncountable.

D: We use measures or containers to make uncountable nouns countable. Kilograms are measures. What other measures do you know?

E: How do you cook them? Put the pictures in order.

F: Listen to audio (056) and check.
4.3 At the party

A: Look at the pictures. Are the things countable or uncountable?

B: Match the statements with the pictures and fill the gaps.

1. There is some ______.
2. There are lots of ______.
3. There aren’t many ______.
4. There is some ______ on the toast.

C: Complete the grammar rule.

We use there is/are with uncountable nouns.

D: Look at the words. Write them on the arrow.

Lots of  A lot of  Some
Not any  Not much  Not many

Not any
E: Look at the picture of the party and fill the gaps.

1. There are some children.
2. There are _____ adults.
3. There is _____ rice.
4. There is _____ cake.
5. There are _____ plates.
6. There are _____ glasses.
7. There are _____ cats.
8. There are _____ dogs.

F: Write some sentences that are true about things in this classroom.

4.4 How many people?

A: Read the conversation between Amit and Paul and fill the gaps.

Paul: Do you have a big family?
Amit: Yes. Very big. I have two brothers and two sisters. Madhu has three brothers and we have ______ cousins. What about you?
Paul: I’ve only got a small family. I ______ relatives.
Amit: How many brothers and sisters do you have?
Paul: I ______ brothers or sisters. My wife has a brother. He lives in America now.
Amit: Oh. We have ______ friends in the USA. Where do they live?
Paul: Washington DC.
Paul: I like the USA but plane tickets are expensive.
Amit: Yes. We want to go but we ______ time.
Paul: My wife wants to go but we ______ money.
Amit: We ______ money. My wife has parties every week and spends it all.

B: Listen (057) and check.

C: Complete the sentences so they are true for you.

1. I _____ cousins in Myanmar.
2. I _____ friends in the USA.
3. I _____ money in my pocket.
4. I _____ English books at home.
5. I _____ beer at home.
5 Focus on pronunciation: Vowels 2

5.1 Some more vowels

A: How do you pronounce this sound? 
/ɜ:/

bird  work  world  purse  learn

B: Listen (058), check and repeat.

C: Put these words into groups.

Farm  Money  Cat  Shirt  Study

Tomato  Much  Word  Onion

Cousin  Adult  Glass  Half  One

Cabbage  Turn  Salad  Young

D: Listen (059), check and repeat.

E: Can you add any other words to the groups?

/a/  /æ/  /ɜ/

March

F: Say these sentences.

1. My father and mother go to work early.
2. My brother studies world languages.
3. Add the onions and cabbage to the curry.

G: Listen to audio (060), check and repeat.

5.2 More and more vowels

A: What are these sounds?

1. ten  /e/
2. apple  /æ/ 
3. plate  /e/ 
4. not  /ɔ/ 
5. short  /ɔ/ 

B: Listen to audio (061), check and repeat.
C: Use the words in the boxes to describe the pictures.

Lots of  Two tall  Eight  Four
White  Very short

D: In pairs, ask and answer questions about the things.

What's that?

That's a black pen.

6. Phrasebook: Ordering food and drink

6.1 In a restaurant

A: Are there any restaurants near your house? What food do they sell?

B: Lee is in a small restaurant in Singapore. Fill the gaps with the sentences in the boxes below.

Waiter Can I help you?
Lee ______
Waiter Here you are.
Lee ______
Waiter Anything else?
Lee A glass of water, please.
Lee ______
Waiter That's $6.50 altogether.
Lee Ok. Thank you.
Waiter ______

Please may I see the menu?
Here is your change.
May I have the bill?
I’d like pork curry and rice.
C: Listen to the conversations (062) and complete the prices on the menu.

**GREEN CURRY**
A spicy curry with coconut milk
- Vegetable ................................................ $ 5.00
- Chicken .................................................. $ 5.50
- Pork ........................................................ 1.
- Fish ........................................................ 2.

**RICE & NOODLES**
Thai-style fried rice and noodles
- Fried rice with vegetables....................... $ .00
- Fried rice with chicken/pork................. 3.
- Fried noodles with vegetables............... $ 3.00
- Fried noodles with chicken/pork........... 4.

D: Listen (062) and repeat.

E: Practise the conversation from B in pairs. Use different food and drink from the menu.

6.2 A mistake

**A:** Do you drink coffee? What kind of coffee do you like?

**B:** Listen to the conversation (063). What kind of coffee does Paul like?

**C:** Answer the questions.

1. Where does this conversation happen?
2. What’s the problem?
3. What happens in the end?

**D:** Cover the page and try to retell the story from memory.

**E:** In pairs, write a conversation. Use a different mistake. Here are some ideas.

1. Real tea/tea mix
2. Pork curry/chicken curry
3. Fried rice/fried noodles
7. Learning strategies: Writing 2

7.1 More mistakes

A: Look at this essay. Add a suitable title.

I from come a city -
Wellington, in New Zealand. It’s the capital city of New Zealand. There are 397,000 of people in Wellington. New Zealand is to a very beautiful country. There are a lots of beaches and mountains. There are a lot of birds. People come to New Zealand to look at birds. There aren’t much other animals.

There aren’t any snakes or crocodiles, and there aren’t many mosquitoes. We don’t have any malaria in New Zealand. It is quite difficult to go to New Zealand. There aren’t other countries nearby, so aeroplane tickets are very expensive.

B: Find the mistakes.

<table>
<thead>
<tr>
<th>Word order</th>
<th>Extra words</th>
<th>Wrong words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C: In Unit 3, you focused on mistakes in spelling, verb endings and missing words. Match the mistake types from Units 3 and 4 with the symbol.

ww V A SP \ /

D: Write the correct symbol next to each mistake.

E: Swap essays with a partner. Look at the symbols and correct their mistakes.

7.2 Check your writing

A: Write a short essay (50-70 words) about your favourite town or city.

B: Give your essay to another student. Look at their essay, and write symbols for mistakes in word order, extra words and wrong words.

C: Get your essay back and fix the mistakes. Give it to your teacher to mark.
**UNIT 5**

**Practice makes perfect**

**A** Complete the sentences using the table showing the worth of food made in different countries each year:

<table>
<thead>
<tr>
<th></th>
<th>Thailand</th>
<th>China</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>$6,059,404</td>
<td>$36,561,286</td>
<td>$1,930,780</td>
</tr>
<tr>
<td>Chicken</td>
<td>$1,187,831</td>
<td>$11,948,791</td>
<td>$18,989,434</td>
</tr>
<tr>
<td>Eggs</td>
<td>$422,939</td>
<td>$19,289,017</td>
<td>$4,012,061</td>
</tr>
<tr>
<td>Milk</td>
<td>$209,078</td>
<td>$9,534,923</td>
<td>$22,797,609</td>
</tr>
</tbody>
</table>

1. Thailand makes six million, fifty nine thousand, four hundred and four dollars worth of rice.
2. China makes ________ dollars worth of eggs.
3. The U.S.A. makes ________ dollars worth of milk.
4. China makes ________ dollars worth of chicken.
5. Thailand makes ________ dollars worth of milk.
6. The U.S.A. makes ________ dollars worth of rice.
7. China makes ________ dollars worth of rice.
8. Thailand makes ________ dollars worth of chicken.

**B** Butter Island is a very small island near the U.S.A. Look at the information and write a paragraph about Butter Island.

There are two restaurants on Butter Island. There isn’t a cinema.

<table>
<thead>
<tr>
<th></th>
<th>Restaurants</th>
<th>Shops</th>
<th>Markets</th>
<th>Cinemas</th>
<th>Schools</th>
<th>Parks</th>
<th>Beaches</th>
<th>Mountains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**C** Write the questions.

1. any / are / there/ restaurants?
2. is / there / beach / a ?
3. many / cinemas / are / how / there ?
4. are / mountains / any / there ?
5. a / market / there / is ?
6. shops / many / there / are / how

**D** What are the ingredients? Write a, an or some.

- Mohinga
  1. Some noodles
  2. _______ beans
  3. _______ fish
  4. _______ egg
  5. _______ garlic

- Mango and sticky rice
  6. _______ mango
  7. _______ sugar
  8. _______ milk
  9. _______ rice

- Egg curry
  10. _______ eggs
  11. _______ tomato
  12. _______ onion
  13. _______ curry powder
Choose the correct word.

Shopkeeper: Hi, can I help you?
Maria: 1. bottles (bottle/bag/kilogram) of beer, 2. _________ (bag/packet/bottle) of orange juice, 3. _________ (a/an/some) onion, and 2 4. _________ (bag/packets/kilogram of noodles, please.

Shopkeeper: Hi, can I help you?
Aye Aye: 5. _________ (bottle/packet/kilogram) of apples, 6. _________ (a/an/some) pineapple, and a 7. _________ (bag/packet/bottle) of chillies, please.

Shopkeeper: Hi, can I help you?
David: 8. _________ (kilogram/packet/bottle) of potatoes, 9. _________ (a/an/some) mangoes, and a 10. _________ (packet/bag/bottle) of rice, please.

Fill the gaps.

My name is Andy. I work ______1. an IT company. I'm from Hong Kong. Hong Kong ______2. a small city but there ______3. a lot of people. People make a lot ______4. money but it is expensive to live ______5. Hong Kong. Not many people live in houses, but lots of people live in ______6. For an apartment with 2 rooms, it is ______7. $3,000 U.S. every month.

7,055,071 ______8. live in Hong Kong. ______9. are many shops, cinemas and restaurants. I ______10. like shopping, but I go to the cinema in the evenings and I usually eat in ______11. at night. People like rice and noodles. Food ______12. also expensive because it comes ______13. China and other countries. Fruit and vegetables ______14. from Thailand and the Philippines, and meat comes from Australia. There are lots of parks, beaches, mountains and about 200 islands.

About 60% of people here don't ______15. a religion and 40% have ______16. religion. I don't have a religion. There are about 15 million Buddhists and 600,000 Christians. There are ______17. many Muslim or Hindu people. Hong Kong is a very international city. A lot of people ______18. Chinese. There are also ______19. English, Filipino, American, Australian and Indian people.

Are these sentences true or false? If false, correct them.

1. There aren't many people in Hong Kong.
   False. There are a lot of people in Hong Kong.
2. About 7 million people live in Hong Kong.
3. It is cheap to live in Hong Kong.
4. People don't like noodles.
5. There are lots of shops, cinemas and restaurants.
6. There are around 200 islands in Hong Kong.
7. Lots of people live in houses.
8. People don't make much money.
9. About 40% of people don't have a religion.
10. There are one and a half million Buddhists in Hong Kong.

Answer the questions.

1. What does Andy do?
2. How much is an apartment with 2 rooms?
3. In the evenings, where does Andy eat?
4. Why is food expensive?
5. In Hong Kong, where do fruit and vegetables come from?
6. How many Christians live in Hong Kong?
7. How many Muslims live in Hong Kong?
8. What nationalities live in Hong Kong?

Put the conversations in order.

1. a. I'd like fried rice with vegetables, please.
   b. Here you are.
   c. Can I help you?
   d. A glass of orange juice, please.
   e. What would you like?
   f. Yes, please. Can I see the menu?
   g. Anything else?

2. a. That's $4.00.
   b. Here's your change. Thank you.
   c. Can I have the bill, please?
   d. OK, thank you.
Tick the words and phrases you know. In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

Translate these phrases into your own language.

1. There isn’t any bread
2. Is there any water?
3. I have some onions in the cupboard.
4. I don’t have any brothers or sisters.
5. Please can I have some coffee with no sugar?
6. Can I have the bill, please?
7. Here’s your change.
8. Can I help you?

Which word is different?

1. thousand / billion / kilogram / million
2. crocodile / bird / potato / mosquito
3. bottle / purse / packet / bag
4. cinema / park / mountain / beach
5. mango / onion / papaya / orange
6. frying pan / plate / glass / menu
7. peace / organisation / population / team
8. salt / sugar / chilli / beef

What food and drink can you find?

<table>
<thead>
<tr>
<th>add (v)</th>
<th>juice (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>anything else?</td>
<td>kilogram (n)</td>
</tr>
<tr>
<td>apple (n)</td>
<td>main (adj)</td>
</tr>
<tr>
<td>beach (n)</td>
<td>mango (n)</td>
</tr>
<tr>
<td>beef (n)</td>
<td>member (n)</td>
</tr>
<tr>
<td>bill (n)</td>
<td>menu (n)</td>
</tr>
<tr>
<td>billion (n)</td>
<td>milk (n)</td>
</tr>
<tr>
<td>bird (n)</td>
<td>million (n)</td>
</tr>
<tr>
<td>bottle (n)</td>
<td>onion (n)</td>
</tr>
<tr>
<td>butter (n)</td>
<td>orange (n)</td>
</tr>
<tr>
<td>cabbage (n)</td>
<td>organisation (n)</td>
</tr>
<tr>
<td>can I help you?</td>
<td>packet (n)</td>
</tr>
<tr>
<td>carrot (n)</td>
<td>papaya (n)</td>
</tr>
<tr>
<td>change (n)</td>
<td>park (n)</td>
</tr>
<tr>
<td>cheese (n)</td>
<td>party (n)</td>
</tr>
<tr>
<td>chilli (n)</td>
<td>peace (n)</td>
</tr>
<tr>
<td>cinema (n)</td>
<td>pineapple (n)</td>
</tr>
<tr>
<td>coconut (n)</td>
<td>plate (n)</td>
</tr>
<tr>
<td>coffee (n)</td>
<td>population (n)</td>
</tr>
<tr>
<td>crocodile (n)</td>
<td>potato (n)</td>
</tr>
<tr>
<td>describe (v)</td>
<td>purse (n)</td>
</tr>
<tr>
<td>developing country (n)</td>
<td>real (adj)</td>
</tr>
<tr>
<td>durian (n)</td>
<td>salad (n)</td>
</tr>
<tr>
<td>early (adj)</td>
<td>salt (n)</td>
</tr>
<tr>
<td>extra (adj)</td>
<td>sugar (n)</td>
</tr>
<tr>
<td>flour (n)</td>
<td>tea leaf salad (n)</td>
</tr>
<tr>
<td>frie (adj)</td>
<td>team (n)</td>
</tr>
<tr>
<td>frypan (n)</td>
<td>thousand (n)</td>
</tr>
<tr>
<td>glass (n)</td>
<td>ticket (n)</td>
</tr>
<tr>
<td>identify (v)</td>
<td>tomato (n)</td>
</tr>
<tr>
<td>issue (n)</td>
<td>turn (v)</td>
</tr>
</tbody>
</table>
Clues across:
1. People in a country
5. I like ______ coffee, not coffee mix
6. Place to watch movies
7. Chickens made this.
11. 365 days.
12. People eating and drinking together.

Clues down:
1. Place to put money
2. Not war
3. ______ the correct answer.
4. I play in a football ______
8. Drink tea from a ______
9. Place to drink beer.
10. Where ______ you going?
UNIT 6

Houses and directions

Topics and Functions: Houses and furniture | Permission and possibility | Directions | Time zones
Structures: Prepositions of place | Modal verbs: can/can’t | Present continuous
Skills: Identifying main points | Inquiry, negotiation
Learner training: Learning strategies: Using bilingual dictionaries

1. Where does it go?

1.1 Furniture

A: Group brainstorm. What furniture is in the house?

<table>
<thead>
<tr>
<th>Living room</th>
<th>Kitchen</th>
<th>Bedroom</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B: Listen (064). Jessica has a new apartment. Khin Zaw and his friend are helping her move her things. Which room does this furniture go in?

C: Listen (064) and tick the furniture you hear.
1.2 Prepositions of place

A: Write the prepositions in the sentences.

1. The ball is next to the box.
2. The ball is ________ the box.
3. The ball is ________ the box.
4. The ball is ________ the box.
5. The ball is ________ the box.
6. The ball is ________ the boxes.
7. The ball is ________ the box.
8. The ball is ________ the box.

B: Work in pairs. Take two things and put them near each other. Ask and answer questions.

Where’s the pencil?

It’s under your bag.

C: Substitution drill. Say the sentences.

There’s a pen on the table.

There’s a pen under the table.

Under

Banana

D: Look at this desk and read the sentences. What other sentences can you write about the picture?

1. There’s a cup behind the computer.
2. There’s some water next to the box.
3. There’s a report under the books.
4. There are some keys in the cup.
5. There’s a banana under the computer.
6. There are some ants on the computer.

E: In pairs, ask and answer questions about the picture.

F: Listen again (064), and draw a diagram of Jessica’s living room.
1.3 Is there a clinic near here?

**A:** This is Jessica’s new neighbourhood. Look at the map. Where can Jessica go if…?

1. ...she wants to meet a friend, drink tea and talk for a few hours.
2. ...she wants to buy a shirt.
3. ...she’s sick.
4. ...she wants to buy food.

**B:** Answer the questions.

1. Is there a high school?
2. Is Jessica’s apartment next to the river?
3. Where’s the clothes shop?
4. Are there any MyanMart stores near Jessica’s apartment?
5. What’s on Chit Street?

**C:** Partner A, look at page 111. Partner B, look at page 113. Ask and answer questions to complete your map.

**D:** Write a description of your town or neighbourhood.
2. Can and can’t

2.1 Renting an apartment

A: When you rent a new apartment or house, what things do you do? Make a list.

B: Lee wants to move to a new apartment. He has lots of questions to ask the house owner. Fill the gaps with correct verbs.

1. Can foreigners ______ here?
   Yes, they can.

2. How much does it ______ to rent?
   250,000 Kyat a month.

3. Can I ______ by the month?
   No, you can’t. Please pay six month’s rent.

4. Can I ______ to immigration and register?
   No, you can’t. But I can register you at the office.

5. Can I ______ in today?
   No, sorry. You can’t move in today. You’re not registered.

6. Where can I ______ drinking water?
   There’s a shop in the street.

C: Listen (065) and check.

D: Complete the grammar rules for can, using the words in the boxes.

rest of sentence  can  subject
verb  wh- word  can’t

1. positive statements: subject + can + verb + rest of sentence

2. negative statements: _____ + _____ + _____ + _____

3. yes/no questions: _____ + _____ + _____ + _____

4. wh- questions: _____ + _____ + _____ + _____

2.2 Permission and possibility

A: Look at the pictures. What does each person want? Order the questions.

- check
- I
- a dictionary
- pen
- I
- ?
- where
- my
- can
- emails
- find
- ?
- borrow
- the doctor
- when
- see
- we
- can
- ?
- your toilet
- use
- can
- my son
- ?
- smoke
- can
- I
- in here
- ?
2.3 Pronunciation: Can and can’t

A: Listen again to Lee’s conversation with the house owner (065). How do you pronounce can? How do you pronounce can’t?

B: Listen again (065). What is the vowel sound in can/can’t? Put the sentences in the correct column.

1. Can foreigners live here?
2. Yes they can.
3. Can I pay every month?
4. No, you can’t.
5. You can’t move in today
6. Where can I buy drinking water?

C: Listen (066). Identify the situations.

D: Listen (066) and tick the sentences you hear.

1. I can read that sign.
   I can’t read that sign.
2. Can I use your pen?
   Can’t I use your pen?
3. I can meet you tomorrow.
   I can’t meet you tomorrow.
4. You can buy batteries here.
   You can’t buy batteries here.

E: Listen (066) and repeat.

3. Talking about now

3.1 What job are they doing?

A: What jobs are there in NGOs? Make a class list.

B: Write appropriate answers for the questions on the previous page.

C: Do Swap Questions

My name’s Kay Thi. I’m a Programme Officer at an NGO in Yangon. It’s 9am and I’m in the office. I’m sitting at my desk and drinking coffee. I’m tired. I’m sending an email to the Director. He’s in Bangladesh. He’s having a meeting with some donors. They’re waiting for my email and the internet isn’t working.
B: Read and listen (067) to the text from 3.1A and decide if the statements are true or false. Correct the false statements.

1. Kay Thi works in a school.
2. She’s the director.
3. She’s eating mohingha.
4. She’s tired.
5. She’s talking on the phone to the director.
6. The director is in Bangkok.
7. He’s having a meeting with some donors.
8. Kay Thi’s phone isn’t working.

C: Look at the pictures of people. What are they doing? Fill the gaps with the words in the boxes.

sell/vegetables  harvest/rice
help/patient  teach/her students
cook  drive/taxi

2. She’s a nurse. ________________

3. He’s a farmer. ________________

4. He’s a chef. ________________

5. She’s a shopkeeper. ________________

6. She’s a teacher. ________________
3.2 What’s Paw Mu doing?

A: Sayama Paw Mu is busy. She teaches at an international school in the day, has Myanmar language students in the evening and has two small children. What’s she doing in these pictures?

B: Paw Mu is talking to people on the phone. Listen (068) and complete the table.

<table>
<thead>
<tr>
<th>Caller</th>
<th>Subject</th>
<th>What Paw Mu is doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 Positive and negative forms

A: Read these sentences. Match them with the short negative statements.

1. Sayama is singing
2. I’m writing with a pen
3. You’re smoking a cigarette
4. The students are talking
5. We are working in pairs
6. John’s dancing

a. No, he isn’t.
b. No, she isn’t.
c. No, I’m not.
d. No, they aren’t.
e. No, we aren’t.
f. No, you aren’t.

B: Make the sentences in Exercise A negative.

1. Sayama isn’t singing
C: Complete the grammar rules for the present continuous tense.

i. Positive: 
   a. I + am + verb-ing
   b. you/we/they + _____ + verb-ing
   c. he/she/it + _____ + verb-ing

ii. Negative: 
   a. I + _____ + verb-ing
   b. you/we/they + _____ + verb-ing
   c. he/she/it + _____ + verb-ing

iii. Questions: 
   a. _____ + I + verb-ing
   b. _____ + you/we/they + verb-ing
   c. _____ + he/she/it + verb-ing

D: Play Guess the Mime.

Are you making a speech?
Are you singing a song?
Are you eating a curry?

4. Time zones

4.1 Midnight in London

A: It is midnight in London. Listen (069) to Martin talk about what he is doing.

It’s 12 o’clock on Sunday night. I’m working in a hospital in London. There are lots of people here tonight. They’re waiting for the doctors and the nurses. I’m listening to a patient and writing notes about his problem. He has a broken foot. He’s talking to me and showing me his foot. I’m thinking about his injury and about how I can treat him.
4.2 Where in the world?

A: It is midnight in London. Martin is working in a hospital. But other people are also busy. Read the texts and match them with the pictures.

1. It’s 3 am on a cold Monday morning. Tatyana is going to work. She works far from home and is taking a bus. She doesn’t want to be late for work. The bus is late, and the line is long. The bus comes and people are pushing each other to get on. Tatyana can’t get on.

2. It’s 6 pm on Sunday. Saner is a graffiti artist. He’s painting the wall of an old building. There are lots of old buildings in the city to paint. Saner works with other artists. Usually they work at night but now they are taking photographs for their website.

3. It’s midday on Monday and Azmi is picking up his son, Eshan, from playgroup. Azmi is a single parent. He works in the mornings while Eshan is at playgroup, and in the afternoons he looks after Eshan. Here’s Eshan. He’s running to meet his Dad. He’s picking him up and throwing him into the air.

4. It’s 7 o’clock on Sunday evening. Phoebe is a student. She’s working in a restaurant downtown. She hates her job and she’s tired. She’s taking orders and serving food and drinks to the customers. One of the customers is complaining about his coffee.
5. Listening

5.1 Song: Sailing

A: The title of this song is Sailing. Look at the pictures. What do you think it's about?

B: Listen to the song (070). Use the words in the boxes to fill the gaps.

<table>
<thead>
<tr>
<th>try</th>
<th>sail</th>
<th>fly</th>
<th>near</th>
<th>can</th>
<th>die</th>
<th>pass</th>
<th>home</th>
</tr>
</thead>
</table>

1. I am __________ 1. I am __________ 2. __________ 3. again across the sea
   I am __________ 4. stormy waters
   To be __________ 5. you, to be free
2. I am __________ 6. I am __________ 7. Like a bird across the sky
   I am __________ 8. __________ 9. high clouds
   To be with you, to be free.
3. Can you hear me, can you hear me
   Through the dark night far away
   I am __________ 10. forever __________
   To be with you who __________ 11. say

D: What is this song about? Choose the correct answer.

1. a holiday on a boat
2. being a bird
3. loving someone far away
4. being in the dark

C: Look at these pictures. Where are they? Who are the people? What are they doing and where are they going? Write a paragraph about the person in each picture.
5.2 Songwriting

A: Look at Verse 1. Each line answers a question. Which line answers which question?

1. What are you doing?  
   I am sailing, I am sailing
2. Why are you doing that?  
3. Where are you going?

B: Here are some other answers. Make them into another verse.

my friend’s house, near the shop
walking, forever talking
be near you, drink tea
walking

C: Write another verse to this song.

6. Phrasebook: Shopping

6.1 In a department store

A: What things can you buy in department stores? Do you shop in them? Do you like them?

B: Apsara is in a department store. Listen (071). Does she buy the blanket?

C: Listen and answer the questions.

1. Where are the blankets from?  
2. Why doesn’t Apsara buy the blanket?  
3. What time does the shop close?

D: Listen and repeat. Work in pairs. You are in a department store. Use these phrases to write conversations.

1. plates / China / 20,000 Kyat / 9.30am-7pm Monday-Friday
2. computer desks / Thailand / 100,000 Kyat / 8am-10pm every day

E: Roleplay. Practise your conversations. Partner A is a customer. Partner B is a shop assistant.
A: What things can you buy at markets? What is the difference between a department store and a market?

C: Put the conversation in order.

1. These are nice. 7,000 Kyat. How much for three?
2. We have these blankets.
3. These are 5,500 Kyat, and these are 7,000 Kyat.
4. How much are they?
5. OK, I’ll take them.
6. 21,000 Kyat. You can have them for 20.
7. 18,000. That’s a good price.
8. Hello. Do you have any blankets?
9. Hello.
10. 20,000? That’s quite expensive. How about 15,000?

B: Apsara is now at a market. Listen (072). Does she buy the blankets?

D: Listen (072) and repeat.

E: Write conversations about the pictures.

7. Learning strategies: Bilingual dictionaries

7.1 What is a bilingual dictionary

A: What information is in a bilingual dictionary? What can you use a bilingual dictionary for?

B: What part of the dictionary can you use in these situations?
   1. You are reading a magazine and you see the word inflation. You want to know the meaning of the word.
   2. You are talking to an English-speaking friend. You need to leave because you have a You want to explain this.
   3. You are writing a postcard to a friend in Australia. You want to describe some of the foods you like but don’t know what they are called in English.

4. You are listening to the radio and you hear the word climate. You think you know this word but you are not sure and you want to check it.
UNIT 6
Practice makes perfect

A. Look at the picture. Are these statements true or false? If false, write a true sentence.

1. There is a newspaper in front of the TV.
   False. There is a newspaper on top of the TV.
2. There are no chairs in the living room.
3. There is a table in the bedroom.
4. There is a man in the kitchen.
5. There are some apples on the kitchen table.
6. There are two beds in the bedroom.
7. There is a lamp in the living room.
8. There’s a guitar under the bed.

B. Answer the questions

1. Where is the bathroom? Next to the kitchen.
2. What furniture is in the bedroom?
3. Where is the TV?
4. Are there any books in the house?
5. What is in the bathroom?
6. What is the man doing?
7. Where is the clock?
8. Is the woman playing the guitar?
9. How many bananas are in the house?

C. What do these signs mean?

1. No smoking
2. No swimming
3. Pay Here
4. No eating
5. Register Here
D Write the job.
1. I am selling fruit. I'm a shopkeeper.
2. Min Zaw and Su Su are cooking food. They are ______.
3. Kookai is going to school. She is a ______.
4. Ahmed is working in a hospital. He's a ______.
5. My aunt and uncle are not working. They're ______.
6. Tong is growing rice. He is a ______.
7. Liu is teaching teachers. He is a ______.
8. Ma Hla Than is wearing a uniform. She is a ______.

E Read the conversation. Answer the questions.

Wendy: Hi Thida, how are you today?
Thida: I'm OK, I'm studying for my exam but I'm bored!
Wendy: Oh. When is your exam?
Thida: On Tuesday. It's scary! I can't remember anything.
Wendy: Can I help?
Thida: Can I borrow your dictionary?
Wendy: Of course.
Thida: Thanks! So what are you doing?
Wendy: I'm moving into my new apartment today.
Thida: Where's your new apartment?
Wendy: It's near Dagon. Can I borrow some money? I can't afford the rent this month.
Thida: How much do you need?
Wendy: $450.
Thida: That's a lot of money - I don't have a lot of money. Sorry.

1. What is Thida doing?
2. When is her exam?
3. Can she remember anything?
4. Can Wendy help Thida?
5. What does Thida borrow?
6. Where is Wendy moving to?
7. How much money does she want to borrow?
8. Can she borrow money from Thida?

F Write the correct verb form.
1. John is looking at a beautiful bird at the beach. (look)
2. I'm sorry, but I can't hear you. My sisters ______. (play music)
3. Usually I ______ in a small company, but now I ______ a book about business. (work, write)
4. Jim and Julie usually ______ at the teashop, but today they ______ at a restaurant. (meet, meet)
5. I ______ today because I'm sick. (not work)
6. ______ today? No I ______ any money. (go, not have)

G Read the text and complete the table.

Mie Tze is an English teacher at a university in Kunming. She is driving to work. She lives about 1 hour from the university and she is late. She is driving fast!
She teaches from 9.30am to 12.30pm. She is thinking about her class and her students. In the afternoons, she has a meeting and then she usually goes to her office to do some work.

Rex lives in Sydney. He is riding his bicycle. He is going to the department store. He is stopping next to a bus stop. He has a phone call. He is an artist. He always works at home. His apartment is opposite the beach. He swims every morning. In the evenings, he goes to the cinema.

<table>
<thead>
<tr>
<th>Mie Tze</th>
<th>Rex</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are they doing now?</td>
<td>What do they usually do?</td>
</tr>
<tr>
<td>1. Do you have any red bags?</td>
<td>a. Thailand.</td>
</tr>
<tr>
<td>2. How much is this sofa?</td>
<td>b. At 10pm.</td>
</tr>
<tr>
<td>3. Do you have any cheaper ones?</td>
<td>c. I’m looking for a computer desk.</td>
</tr>
<tr>
<td>4. What time do you close?</td>
<td>d. Sorry, we only have black bags.</td>
</tr>
<tr>
<td>5. Can I help you?</td>
<td>e. I’m sorry, there aren’t any left.</td>
</tr>
<tr>
<td>6. Where are these tables from?</td>
<td>f. It’s $120.</td>
</tr>
</tbody>
</table>
Translate these phrases into your own language.

1. Can I use your computer?
2. You’re not registered.
3. There’s an ant on the table.
4. The cat is under the chair.
5. Is there a market near here?
6. I’m eating mohingha.
7. These blankets are made in Cambodia.
8. What time do you open?

Tick the words and phrases you know.
In your notebook, write definitions, examples and/or translations for the words and phrases you find difficult.

Which words from the list are:
1. Places in a town or neighbourhood?
2. Things you find in a house

| ant (n) | living room (n) |
| artist (n) | mat (n) |
| bathroom (n) | medicine (n) |
| battery (n) | mirror (n) |
| bedroom (n) | move (v) |
| behind (prep) | neighbourhood (n) |
| between (prep) | next to (prep) |
| blanket (n) | notes (n) |
| bookshelf (n) | on (prep) |
| borrow (v) | opposite (prep) |
| broken (adj) | paint (v) |
| bus stop (n) | pass (v) |
| clinic (n) | patient (n) |
| close (v) | pick up (v) |
| clothes (n) | postcard (n) |
| cloud (n) | primary school (n) |
| complain (v) | problem (n) |
| cupboard (n) | push (v) |
| department store (n) | register (v) |
| dictionary (n) | rent (n, v) |
| die (v) | report (n) |
| director (n) | river (n) |
| donor (n) | sail (v) |
| door (n) | sell (v) |
| drawers (n) | shop (n) |
| far (adj) | sign (n) |
| feed (v) | sink (n) |
| fly (v) | smoke (v) |
| fridge (n) | sofa (n) |
| give (v) | store (n) |
| harvest (n, v) | stove (n) |
| high (adj) | straight (adj) |
| high school (n) | throw (v) |
| hear (v) | toilet (n) |
| immigration (n) | translation (n) |
| in front of (prep) | treat (v) |
| injury (n) | try (v) |
| internet (n) | under (prep) |
| kitchen (n) | use (v) |
| lamp (n) | wait (v) |
| left (adj) | website (n) |
| line (n) | window (n) |
Crossword

Clues across:
1. A person not from your country
7. I’m writing a ______ to my aunt.
10. That’s ______ house. We live there.
11. There’s a sofa and a table in our ______.
13. I ______ up at 6am.
15. The bookshelf is next ______ the TV.
17. He is standing on one ______.
18. Please ______.
19. The IT manager is making a ______.

Clues down:
2. Her house is ___________ Myanmart.
   (on the other side of)
4. not far
5. The colour of blood
6. I sleep ______ my blanket at night.
8. People sometimes ______ about food in restaurants.
9. Can I please _____ your bicycle?
12. Would you like a fried _____ on top of your rice?
13. Cows eat this.
14. In football you can’t ______ the ball.
16. I
Use this page for your notes.
Use this page for your notes.
UNIT 3

2.4 Listen and draw: Partner A

UNIT 4

3.2 Barack Obama: Group A

Read the text. What information do you need to fill the gaps?

Barack Obama is the President of the USA. He comes from _____ 1. in the USA. His wife’s name is Michelle. She’s a lawyer. They have _____ 3. children. They live in the White House in Washington DC. Every day, he gets up at _____ 5. and eats breakfast with his family. He starts work at 9 am. He checks his emails and reads letters. He has lunch at around midday. He eats _____ 7. In the afternoon he has meetings and talks to world leaders. In the evening he helps his daughters do their homework and eats dinner with _____ 9. After dinner, he works. He goes to bed very late.

1. does / from / he / where / come?
2. children / they / have / how / do / many?
3. up / get / does / he / when?
4. what / eat / lunch / for / he / does?
5. dinner / who / with / he / does / eat?
UNIT 5

4.2 Pancakes: Partner A

Read the recipe. What information do you need to fill the gaps? Make questions using how much/how many. Ask your partner the questions and fill the gaps.

Pancakes – ingredients

(1) cups of flour
(3) a spoon of salt
3 spoons of sugar
2 cups of milk
(5) eggs
3 spoons of butter
(7) cups of water
half a spoon of lemon juice

UNIT 6

1.3 Information gap map: Partner A

Work in pairs. You want to find the high school, the primary school, the water shop, the clinic, the shoe shop and the department store. Find out where they are. Ask your partner questions about his/her map.
UNIT 3

2.4 Listen and draw: Partner B

1  2  3  4  5  6

UNIT 4

3.2 Barack Obama: Group B

Read the text. What information do you need to fill the gaps?

Barack Obama is the President of the USA. He comes from Hawaii in the USA. His wife’s name is Michelle. She’s a __________ 2. They have two children. They live in __________ 4. in Washington DC. Every day, he gets up at 6.30am and eats breakfast with his family. He starts work at __________ 6. He checks his emails and reads letters. He has lunch at around midday. He eats hamburgers. In the afternoon he has meetings and talks to __________ 8. In the evening he helps his daughters do their homework and eats dinner with his family. After dinner, he __________ 10. He goes to bed very late.

2. does / wife / his / what / do ?
4. they / where / do / live ?
6. start / does / he / work / when ?
8. to / talk / who / he / does ?
10. dinner / after / does / what / do / he ?

Ask the questions to Group A. Use their answers to fill the gaps.
UNIT 5

4.2 Pancakes: Partner B

1 Read the recipe. What information do you need to fill the gaps? Make questions using how much/how many. Ask your partner the questions and fill the gaps.

Pancakes – ingredients

<table>
<thead>
<tr>
<th>2 cups of flour</th>
<th>2 eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>half a spoon of salt</td>
<td>(6) of butter</td>
</tr>
<tr>
<td>______ (2) spoons of sugar</td>
<td>3 cups of water</td>
</tr>
<tr>
<td>______ (4) of milk</td>
<td>______ (8) of lemon juice</td>
</tr>
</tbody>
</table>

UNIT 6

1.3 Information gap map: Partner B

1 Work in pairs. You want to find the tea shop, the market, the restaurant, the clothes shop, the bus stop and the hospital. Find out where they are. Ask your partner questions about his/her map.
Revision for units 1, 2 & 3

A: Introducing People

Introduce two people you know (person A & person B) and answer questions about them.

<table>
<thead>
<tr>
<th>Person A</th>
<th>Person B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is he/she from? Where is he/she from?</td>
<td>Hi, I want you to meet ______________________ (name). This is __________________________ (name).</td>
</tr>
<tr>
<td>What is his/her nationality? What is his/her nationality?</td>
<td></td>
</tr>
<tr>
<td>What is his/her relationship to you? What is his/her relationship to you?</td>
<td></td>
</tr>
<tr>
<td>What is his/her occupation? What is his/her occupation?</td>
<td></td>
</tr>
</tbody>
</table>

B: Describing Things

Put in 3 adjectives for the nouns.

1. The rice is __white, soft, and tasty ________________________________
2. The sky is __________________________________________________________________
3. My bag is __________________________________________________________________
4. My parents’ house is __________________________________________________________________
5. The elephant is __________________________________________________________________
6. The flowers are __________________________________________________________________
7. The water is ____________________________________________________________________
C: What do they look like?

Describe the appearance of the women in the pictures.

D. Short Answers

Read the text and give short answers to the questions below.

Amit and Rahul are brothers. They are from a village. Now, Rahul lives in the city. He is in the city to study. Amit is in the village with their parents. He helps them on the family farm. Rahul calls his family every week and tells them about life in the city. There are tall buildings and many places to eat and play. There are also people from all over the country. Rahul asks Amit to come and see him in the city. Amit doesn’t want to go. He is happy in the village. Because he misses Rahul, he finally visits him in the city.

1. Does Amit enjoy life in the country? Yes, he does.
2. Is Amit happy to go to the city?
3. Do Amit and Rahul live together?
4. Do Amit and his parents call Rahul when he is in the city?
5. Does Rahul work in the city?
6. Are people from all over the country in the city?
7. Are their parents farmers?

E: Spelling Mistakes

Correct any spelling mistakes in the text. Some words are spelled wrong because of grammar.

My sister is a very clever child. She can write and do well in her exames. Her friends don’t try very hard in all their classs. They’re interested in other thing. She study every night. They don’t study because they watches moves. In the end, when exam day comies, her hard work help her to do well in her exames. It’s proud of my sister and her success in school.
F: Nationalities

Write down the nationalities of the people on the map.

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yadu</td>
<td>Indian</td>
</tr>
<tr>
<td>Nipa</td>
<td></td>
</tr>
<tr>
<td>Siriporn</td>
<td></td>
</tr>
<tr>
<td>Aisah</td>
<td></td>
</tr>
<tr>
<td>Halim</td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
</tr>
<tr>
<td>Ngan</td>
<td></td>
</tr>
</tbody>
</table>

G: Matching Occupations

Match the occupation with what the person does with a line.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus driver</td>
<td>Serves you food at restaurants</td>
</tr>
<tr>
<td>Chef</td>
<td>Takes care of a store</td>
</tr>
<tr>
<td>Police officer</td>
<td>Cooks you food</td>
</tr>
<tr>
<td>Nurse</td>
<td>Checks your blood pressure</td>
</tr>
<tr>
<td>Waiter</td>
<td>Protects you from bad people</td>
</tr>
<tr>
<td>Tour guide</td>
<td>Shows your neighborhood to foreigners</td>
</tr>
<tr>
<td>Shopkeeper</td>
<td>Drives a bus</td>
</tr>
</tbody>
</table>
H: Singular vs. Plural Nouns

Fill in the blanks with the nouns in the boxes in singular or plural form.

Box | Tiger | Nationality | Potato | Dancer | Knife | Man
--- | --- | --- | --- | --- | --- | ---

1. There are some _______men_________ looking for you.
2. The zoo has some _________________________ from India.
3. I want to see my sister in a show. She is an amazing _____________________________.
4. We need more ________________________________ for the kitchen.
5. My uncle’s farm grows _______________________________
6. People at my work are different ______________________________
7. Put all your photos in a _______________________________

I: Word Jumble

Rewrite the words in the right order.

E.g  a/I/student/am  I am a student.
1. is /this/an/song/old  ____________________________________________
2. I/cleaning/am/house/messy/my  __________________________________
3. restaurant/you/ good /a/know/do (?) _____________________________
4. is/a/she/person/friendly  ________________________________________
5. like/I/grey/don’t/shirts/these  ________________________________
6. I/exam/important/ain/have  _____________________________________

J: Vowels and Their Sounds

Put the words under the right vowel sounds

Far | Newspaper | Meat | Bed | Teeth | Sea | Fish
--- | --- | --- | --- | --- | --- | ---
Delicious | Rest | Miss | Red | Do

| /a/ | /u/ | /e/ | /i/ | /I/ |
K: First Words on the Phone

Write the phone conversations for the different situations.

1. You want to speak to your boss, Shwe Li, but her secretary answers the phone first. Shwe Li come to the phone.
2. You work for Red Cross and you are calling UNICEF. You call Adam Jones, but he is currently not there.
3. You call World Vision and someone answers the phone. You want to speak to U Kyaw Thein. The person answering the phone is him.

<table>
<thead>
<tr>
<th>Secretary:</th>
<th>You:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You:</td>
<td>Shwe Li:</td>
</tr>
<tr>
<td>You:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNICEF staff:</th>
<th>You:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You:</td>
<td>UNICEF staff:</td>
</tr>
<tr>
<td>You:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U Kyaw Thein:</th>
<th>You:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You:</td>
<td>U Kyaw Thein:</td>
</tr>
<tr>
<td>You:</td>
<td></td>
</tr>
</tbody>
</table>

L: Check Your Knowledge

Think about all the things you learned in Units 1-3. Complete this checklist. Give a score of 1-5. How much can you do each one? 1 = very badly 5 = very well. Which ones have the lowest score? What can you do to improve?

<table>
<thead>
<tr>
<th>I can...</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce myself and friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start and end a conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify countries and their nationalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about people’s possessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow classroom instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the relation between family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask about people’s occupations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use polite phrases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skim through a newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for someone on the phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell singular and plural nouns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revision for units 4, 5 & 6

A: Wh- Questions

Fill in the blanks with a wh- word.

1. Q: What are you reading? A: Myanmar Times
2. Q: ____________ is the nearest bus stop? A: It is on the next street.
3. Q: ____________ are you eating for dinner? A: Pork and tea leaf salad
4. Q: ____________ are they showing the movie? A: 2:15 pm
5. Q: ____________ are you going home? A: I need to rest.
6. Q: ____________ is the bottle of milk? A: It is on the table.

B: Time in Numbers

Write the time in numbers.

1. six thirty 6:30
2. twenty past two
3. quarter to five
4. half past one
5. three ten
6. quarter past seven
7. five forty three
8. ten to four

C: Apply

Fill in your information on the application form.

<table>
<thead>
<tr>
<th>COURSE APPLICATION FORM</th>
<th>Marital status:</th>
<th>Gender: M/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of birth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D: Vowels and Their Sounds

Put the words under the right vowel sounds

<table>
<thead>
<tr>
<th>Now</th>
<th>Learn</th>
<th>Care</th>
<th>Chair</th>
<th>Black</th>
<th>Late</th>
<th>Out</th>
<th>That</th>
<th>Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot</td>
<td>Eight</td>
<td>Long</td>
<td>Girl</td>
<td>Bird</td>
<td>Rat</td>
<td>Where</td>
<td>Brown</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ao/</th>
<th>/ea/</th>
<th>/a/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/3:/</th>
<th>/æ/</th>
<th>/ei/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E: Numbers

Write these amounts into numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>one hundred forty five thousand</td>
<td>145,300</td>
</tr>
<tr>
<td>2</td>
<td>thirty four million five hundred</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>fifteen thousand and six</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>eight billion seventy million five hundred and thirty thousand</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>four hundred thirty million six hundred thousand</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>thirty eight thousand</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>one million two hundred forty three thousand</td>
<td></td>
</tr>
</tbody>
</table>

F: Na Na’s Schedule

Read the sentences about Na Na and fill in her schedule with the time and activities.

She wakes up at 5:30 am on Sundays, Mondays, and Wednesdays.
She always goes to university at 10:00 am.
She sometimes sleeps at 7:30 pm.
She usually visits her parents at 3:30 pm.
She sometimes reads books at 3:30 pm.
She sometimes takes a shower at 8:30 am.
She never visits her parents on Sundays.
She goes to the cinema at 7:30 pm on Wednesdays, Thursdays, and Sundays.
Sunday Monday ______day Wednesday ______day ______day ______day
8:30 am Wake up Wake up Wake up

G: Food names

Write the names of the food in the pictures. Write the nouns in singular form. Circle if the food is a countable or uncountable noun.

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Carrots</th>
<th>C</th>
<th></th>
<th>Name</th>
<th>U/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name</td>
<td>Carrots</td>
<td>C</td>
<td></td>
<td>Name</td>
<td>U/C</td>
</tr>
<tr>
<td>2</td>
<td>Name</td>
<td>U/C</td>
<td></td>
<td></td>
<td>Name</td>
<td>U/C</td>
</tr>
<tr>
<td>3</td>
<td>Name</td>
<td>U/C</td>
<td></td>
<td></td>
<td>Name</td>
<td>U/C</td>
</tr>
<tr>
<td>4</td>
<td>Name</td>
<td>U/C</td>
<td></td>
<td></td>
<td>Name</td>
<td>U/C</td>
</tr>
<tr>
<td>5</td>
<td>Name</td>
<td>U/C</td>
<td></td>
<td></td>
<td>Name</td>
<td>U/C</td>
</tr>
<tr>
<td>6</td>
<td>Name</td>
<td>U/C</td>
<td></td>
<td></td>
<td>Name</td>
<td>U/C</td>
</tr>
</tbody>
</table>

H: Before the Nouns

Fill in the blanks with *a/an/some/any*

1. The company is giving ___some___ jobs to people.
2. I have ______ important places to go today.
3. We bought ______ orange and ______ onions.
4. There is _____ test tomorrow.
5. We are reading from ______ newspaper.
6. Do you have ______ green tea?
7. Please give me ______ rice.
8. There isn’t ______ homework today.
9. Our teacher has _______ good news.
I: Items in Saw Mu’s Baggage

Look at the list of items in Saw Mu’s baggage. Write the amount of each item with *any, a lot of, not many, not much, or some*. Change the noun into plural form if needed.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>10</td>
</tr>
<tr>
<td>Notebook</td>
<td>0</td>
</tr>
<tr>
<td>Tissue box</td>
<td>5</td>
</tr>
<tr>
<td>Blanket</td>
<td>9</td>
</tr>
<tr>
<td>Water bottle</td>
<td>10</td>
</tr>
<tr>
<td>Pants</td>
<td>1</td>
</tr>
<tr>
<td>Rice packet</td>
<td>2</td>
</tr>
</tbody>
</table>

Eg. chair  There are a lot of chairs.
1. Shirt ______________________________________
2. Notebook ____________________________________
3. Tissue box _________________________________
4. Blanket _________________________________
5. Water bottle _____________________________
6. Pants _________________________________
7. Rice packet ______________________________

J: On the Table

Write where an object is in the picture. Use *there is* and the words in the brackets.

Eg. chair  There is a cup behind a keyboard.
1 [keyboard in front of] ________________________________
2 [pen on top of] ________________________________
3 [yellow folder between] ________________________________
4 [colouring pencil inside] ________________________________
5 [calendar next to] ________________________________
6 [notebook under] ________________________________
**K: Sentence Forms**

Write *can* and verb-ing sentences with the word in the brackets and different forms. Use *I* as the subject noun.

<table>
<thead>
<tr>
<th></th>
<th><strong>Can</strong> sentences</th>
<th><strong>Verb-ing Sentences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive</strong></td>
<td>[music/can/play]</td>
<td>[play/music]</td>
</tr>
<tr>
<td></td>
<td><em>I can play music</em></td>
<td></td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>[come/can/not/Saturdays]</td>
<td>[on Saturdays/come/not]</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
<td>_______________________</td>
</tr>
<tr>
<td><strong>Wh-question</strong></td>
<td>[clean/when/can/the house]</td>
<td>[clean/when/the house]</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
<td>_______________________</td>
</tr>
<tr>
<td><strong>Yes/no question</strong></td>
<td>[the dictionary/use /can]</td>
<td>[the dictionary/use]</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
<td>_______________________</td>
</tr>
</tbody>
</table>

**L: Check Your Knowledge**

Think about all the things you learned in Units 4-6. Complete this checklist. Give a score of 1-5. How much can you do each one? 1 = very badly 5 = very well. Which ones have the lowest score? What can you do to improve?

<table>
<thead>
<tr>
<th>I can...</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about my daily schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer questions in short form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say how often something happens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deal with large numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shop for groceries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order food and drink</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe where things are in my home or neighbourhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make requests or offers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for permission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bargain at the market</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the difference between present and present continuous verbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A: Introducing People

Student’s answers
Eg. Hi, I want you to meet Kumar. He is from India. His nationality is Indian. He is my co-worker. He is a web designer.

B: Describing Things

Student’s answers
• Eg. The sky is big, blue, and cool.
• My bag is brown, heavy, and smooth.
• My parents’ house is wooden, spacious, and warm.
• The elephant is grey, large, and strong.
• The flowers are colorful, fragrant, and nice.
• The water is cold, clear, and wet.

C: What do they look like?

Person A
She’s a young and beautiful woman. She has long blonde hair and sunglasses.

Person B
She’s a young and happy woman. She has brown hair and is wearing a t-shirt.

Person C
She is beautiful and has dark skin. She has black hair and is wearing earrings.

D: Short Answers

2. No, he isn’t.
3. No, they don’t.
4. No, they don’t.
5. No, he doesn’t
6. Yes, they are.
7. Yes, they are.
E: Spelling Mistakes

My sister is a very clever child. She can write and does well in her exams. Her friends don’t try very hard in all their classes. They’re interested in other things. She studies every night. They don’t study because they watch movies. In the end, when exam day comes, her hard work helps her to pass her exams. I’m proud of my sister and her success in school.

F: Nationalities

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vadu</td>
<td>Indian</td>
</tr>
<tr>
<td>Nipa</td>
<td>Bangladeshi</td>
</tr>
<tr>
<td>Siriporn</td>
<td>Thai</td>
</tr>
<tr>
<td>Aisah</td>
<td>Malaysian</td>
</tr>
<tr>
<td>Halim</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Maria</td>
<td>Filipino</td>
</tr>
<tr>
<td>Ngan</td>
<td>Vietnamese</td>
</tr>
</tbody>
</table>

G: Matching Occupations

- Chef – cooks you food
- Policeman – protects you from bad people
- Nurse – checks your blood pressure
- Waiter – serves you at restaurants
- Tour guide – shows your neighbourhood to foreigners
- Shopkeeper – takes care of a store

H: Singular Vs. Plural Nouns

2. tigers
3. dancer
4. knives
5. potatoes
6. nationalities
7. box

I: Word Jumble

1. This is an old song.
2. I am cleaning my messy house.
3. Do you know a good restaurant?
4. She is a friendly person.
5. I don’t like these grey shirts.
6. I have an important exam.
### J: Vowels and Their Sounds

<table>
<thead>
<tr>
<th>/a/</th>
<th>/u/</th>
<th>/e/</th>
<th>/i/</th>
<th>/ɪ/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far</td>
<td>Choose</td>
<td>Rest</td>
<td>Teeth</td>
<td>Miss</td>
<td></td>
</tr>
<tr>
<td>Banana</td>
<td>Do</td>
<td>Red</td>
<td>Meat</td>
<td>Delicious</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newspaper</td>
<td>Bed</td>
<td>Sea</td>
<td>Fish</td>
<td></td>
</tr>
</tbody>
</table>

### K: First Words on the Phone

**Students’ answers**

<table>
<thead>
<tr>
<th></th>
<th>可以说的内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>Hello, is Shwe Li there?</td>
</tr>
<tr>
<td>Secretary:</td>
<td>Yes, she is here. Wait a moment.</td>
</tr>
<tr>
<td>You</td>
<td>Thanks.</td>
</tr>
<tr>
<td>Shwe Li</td>
<td>Hi, this is Shwe Li.</td>
</tr>
<tr>
<td>UNICEF staff:</td>
<td>Hello, this is UNICEF.</td>
</tr>
<tr>
<td>You</td>
<td>Good morning, is Adam Jones there, please?</td>
</tr>
<tr>
<td>UNICEF staff:</td>
<td>I’m sorry. He is not here at the moment.</td>
</tr>
<tr>
<td>You</td>
<td>Ok thanks, I will call back later.</td>
</tr>
<tr>
<td>U Kyaw Thein:</td>
<td>Hello, this is World Vision.</td>
</tr>
<tr>
<td>You</td>
<td>Hello, is U Kyaw Thein there?</td>
</tr>
<tr>
<td>U Kyaw Thein:</td>
<td>This is U Kyaw Thein speaking</td>
</tr>
<tr>
<td>You</td>
<td>Hi U Kyaw Thein. This is <strong>student name</strong>___.</td>
</tr>
</tbody>
</table>

### L: Check Your Knowledge

**Students’ answers**
A: Wh- Questions

2. Where
3. What
4. When
5. Why
6. Where

B: Time in numbers

2. 2:20
3. 4:45
4. 1:30
5. 3:10
6. 7:15
7. 5:43
8. 3:50

C: Apply

Students’ answers, e.g.

COURSE APPLICATION FORM

<table>
<thead>
<tr>
<th>Name:</th>
<th>Van lian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>45 pandisodan St, Yangon, Myanmar</td>
</tr>
<tr>
<td>Date of birth:</td>
<td>7 May 1985</td>
</tr>
</tbody>
</table>

Marital status: Married
Gender: M/F
Occupation: Computing teacher
Email: lian85@mail.com
Phone: 093420123

D: Vowels and Their Sounds

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/ea/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>care</td>
<td>chair</td>
<td>hot</td>
</tr>
<tr>
<td>where</td>
<td></td>
<td>long</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/ei/</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn</td>
<td>late</td>
</tr>
<tr>
<td>girl</td>
<td>eight</td>
</tr>
<tr>
<td>bird</td>
<td>make</td>
</tr>
</tbody>
</table>
E: Numbers

2. 34,000,500  
3. 15,006
4. 8,070,530,000  
6. 38,000
5. 430,600,000  
7. 1,243,000

F: Na Na’s Schedule

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am</td>
<td>Wake up</td>
<td>Wake up</td>
<td>Take a shower</td>
<td>Wake up</td>
<td>Take a shower</td>
<td>Take a shower</td>
<td>Take a shower</td>
</tr>
<tr>
<td>10.00am</td>
<td>Go to University</td>
<td>Go to University</td>
<td>Go to University</td>
<td>Go to University</td>
<td>Go to University</td>
<td>Go to University</td>
<td>Go to University</td>
</tr>
<tr>
<td>3.30pm</td>
<td>Read books</td>
<td>Visit Parents</td>
<td>Visit Parents</td>
<td>Visit Parents</td>
<td>Visit Parents</td>
<td>Visit Parents</td>
<td>Read books</td>
</tr>
<tr>
<td>7.30pm</td>
<td>Go to Cinema</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Go to Cinema</td>
<td>Go to Cinema</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
</tbody>
</table>

G: Food Names

2. Rice…U  
3. Fish…U/C (depends)  
4. Water…U  
5. Beef…U  
6. Egg…C  
7. Milk…U  
8. Papaya…C  
9. Chillie/Chillies…C  
10. Banana…C  
11. Mango…C

H: Before the Nouns

2. some  
3. an…some  
4. a  
5. a  
6. any  
7. some  
8. any  
9. some

I: Items in Saw Mu’s Baggage

1. There are many shirts.  
2. There are not any notebooks.  
3. There are some tissue boxes.  
4. There are many blankets.  
5. There are a lot of water bottles.  
6. There are not many pants.  
7. There are not many rice packets.
J: On the Table

1. There is a keyboard in front of a cup.
2. There is a pen on top of a notebook.
3. There is a yellow folder between a pink and blue folder.
4. There is a colouring pencil inside a cup.
5. There is a calendar next to a blue folder.
6. There is a notebook under a pen.

K: Sentence Forms

<table>
<thead>
<tr>
<th></th>
<th>“Can” sentences</th>
<th>Verb-ing Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>[music/can/play]</td>
<td>[play/music]</td>
</tr>
<tr>
<td></td>
<td>I can play music</td>
<td>I’m playing music.</td>
</tr>
<tr>
<td>Negative</td>
<td>[come/can/not/Saturdays]</td>
<td>[on Saturdays/come/not]</td>
</tr>
<tr>
<td></td>
<td>I can’t come on Saturdays</td>
<td>I’m not coming on Saturdays.</td>
</tr>
<tr>
<td>Wh-question</td>
<td>[clean/when/can/the house]</td>
<td>[clean/when/the house]</td>
</tr>
<tr>
<td></td>
<td>When can I clean the house?</td>
<td>When am I cleaning the house?</td>
</tr>
<tr>
<td>Yes/no question</td>
<td>[the dictionary/use/can]</td>
<td>[the dictionary/use]</td>
</tr>
<tr>
<td></td>
<td>Can I use the dictionary?</td>
<td>Am I using the dictionary?</td>
</tr>
</tbody>
</table>

L: Check Your Knowledge

Students’ answers
UNIT 1

Pronouns and possessive adjectives

*I, you, she, he, we, they*, and *it* are pronouns. We use them to replace nouns. *My, your, our, their, his, her* and *its* are possessive adjectives. We use them before nouns.

<table>
<thead>
<tr>
<th>pronoun</th>
<th>possessive adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>This is my pen.</td>
</tr>
<tr>
<td>you</td>
<td>Those are your bags.</td>
</tr>
<tr>
<td>she</td>
<td>This is her bicycle.</td>
</tr>
</tbody>
</table>

We use *’s* to make nouns possessive.

- This is Na Na’s shirt. This shirt is Na Na’s.

**The present simple: to be (1)**

We use the present simple for:

1. Repeated events.
   - I am hungry in the morning.
   - She’s busy on the weekends.

2. Things that are true for a long time.
   - They are doctors.
   - He is young.

<table>
<thead>
<tr>
<th>Statements</th>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I’m</td>
<td>I’m not</td>
</tr>
<tr>
<td>He She</td>
<td>He She</td>
<td>He She</td>
</tr>
<tr>
<td>She She</td>
<td>’s married</td>
<td>isn’t married</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>We You They</td>
<td>We You They</td>
<td>aren’t</td>
</tr>
</tbody>
</table>
Imperatives

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

2. Negative imperatives use don’t.
   • Don’t come back.
   • Don’t talk.

UNIT 2

The present simple: to be (2)

Questions and answers
To make yes/no questions with to be, we put the verb before the subject.
1. Yes/no questions and short answers:
   statement: He is from Singapore.
   question: Is he from Singapore?
   answer: • Yes, he is. NOT: Yes, he’s.
   • No, he isn’t.

2. Wh- questions
   • Where is he from?
   • Who are his parents?
   NOT: Where he is from?
   • Who his parents are?

The present simple

Positive statements

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

Spelling: Third person singular positive verb forms:

- For most verbs we add -s.
- When the verb ends in -ch, -sh, -s, -x or -z we add -es.*
- When the verb ends in a consonant + -y remove the -y and add -ies.
- When the verb ends in a vowel + -y, add -s.

* Also: do—does, go—goes

Negative statements

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

NOTE: After do/don’t/doesn’t, we always use the base form of the verb.
   • She doesn’t live here
   NOT: She doesn’t lives here.
**be or do?**

In present simple questions and negative statements we use:

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

2. *Be* with nouns, pronouns, adjectives, adverbs, prepositions, etc.
   - Are you Ko Ko?  NOT: Do you Ko Ko?
   - They aren’t hot.  NOT: They don’t hot.
   - Is she at home?  NOT: Does she at home?

**Single and plural nouns**

1. To make most nouns plural, add **-s**.
   - one key  •  two keys
   - one bicycle  •  two bicycles

2. Add **-es** to nouns ending in **-sh, -ch, -ss and -x**
   - one class  •  two classes
   - one box  •  two boxes

3. If a noun ends in a consonant + **y**, remove the **y** and add **-ies**.
   - one city  •  two cities
   - one baby  •  two babies

4. Some nouns are irregular.
   - one child  •  two children
   - one man  •  two men
   - one mosquito  •  two mosquitoes
   - one knife  •  two knives

**this, that, these and those**

We use *this* and *that* with single nouns and *these* and *those* with plural nouns.

- This is my daughter.
- These are my daughters.
- That dog is fat.
- Those dogs are fat.

**UNIT 3**

**Adjectives**

Adjectives modify (change or describe) nouns.

They can:

1. Follow the verb to be.
   - The bus is slow.
   - My brother is tall.

2. Go before the noun.
   - The slow bus costs 500 kyat
   - The tall man is David.

**a and an**

*a* and *an* are used before a single noun – *a/an + noun*

1. Use *a* before a consonant sound.
   - It’s a dog, not a cat.
   - I have a motorbike.

2. Use *an* before a vowel sound.
   - That’s an apple, not an orange.
   - They live in an apartment.
a/an + adjective + noun
1. Use a before a consonant sound.
   • That’s a big rat.
   • He has a red umbrella.
2. Use an before a vowel sound.
   • This is an American car.
   • We have an old house.

NOTE: Use a before a vowel with a consonant sound and an before a consonant with a vowel sound.
• It’s a university  NOT: It’s an university
• Meet in an hour.  NOT: Meet in an hour.

UNIT 4

The present simple

Questions and answers
1. Yes/no questions

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

2. wh- questions

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

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>subject</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>I/you/we/they</td>
<td>eat?</td>
</tr>
<tr>
<td>When</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>does</td>
<td>she/he/it</td>
</tr>
<tr>
<td>How much</td>
<td></td>
<td>know?</td>
</tr>
</tbody>
</table>

3. Short answers

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>subject</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes,</td>
<td>I/you/we/they</td>
<td>do live</td>
</tr>
<tr>
<td></td>
<td>she/he/it</td>
<td>here</td>
</tr>
<tr>
<td>No,</td>
<td>I/you/we/they</td>
<td>don’t live</td>
</tr>
<tr>
<td></td>
<td>she/he/it</td>
<td>doesn’t here</td>
</tr>
</tbody>
</table>

• Where do you live?
NOT: Where do you live?
• When does she go to work?
NOT: When she does go to work?

Adverbs of frequency

We usually put the adverb of frequency:
1. After the verb to be.
   • I’m always late for work.

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

   Usually and sometimes can also go at the start or the end of a clause.
   • Usually Tom gets up at 6 o’clock.
   • Aung Aung gets angry sometimes.
   • Usually I don’t have breakfast.
## UNIT 5

there is / are

### Positive statements

<table>
<thead>
<tr>
<th>Singular</th>
<th>Uncountable</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is</td>
<td>a cat.</td>
<td>are</td>
</tr>
<tr>
<td></td>
<td>some oil.</td>
<td>some dogs.</td>
</tr>
</tbody>
</table>

### Negative statements

<table>
<thead>
<tr>
<th>Singular</th>
<th>Uncountable</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There isn’t</td>
<td>a cat.</td>
<td>aren’t</td>
</tr>
<tr>
<td></td>
<td>any oil.</td>
<td>any dogs.</td>
</tr>
</tbody>
</table>

### Questions and answers

In questions, we put the verb before the subject.

1. Yes/no questions and short answers
   - **Statement:** There is a cinema.
   - **Question:** Is there a cinema?
   - **Answer:** • Yes, there is. NOT: Yes, there’s.
   - • No, there isn’t.
   - • No, there’s not.

2. **Wh- questions**
   - **Question:** How many people are there in the village?

### Countable and uncountable nouns

1. Some nouns are countable. We can count them.
   - three apples
   - seven bags
   - a thousand dollars
   - They have a singular and plural form.
   - I want an apple.
   - I want four apples.

2. Some nouns are uncountable. We cannot count them.
   - three waters
   - seven oils
   - a thousand petrols
   - They have only one form.
   - I want some water.
   - NOT: I want four waters.

### Some and any

1. We use *a/an* in all kinds of sentences.
   - I need a box.
   - He doesn’t work in an office.
   - Is there a bus stop here?

2. We use *some* in positive statements.
   - I’ll get some sugar.
   - I want some friends.

3. We use *any* in negative statements and most questions.
   - There isn’t any milk.
   - Is there any pork in the fridge?

4. We use *some* in requests and offers.
   - Would you like some coffee?
   - Can I borrow some money?
**Much and many**

1. We use *much* with uncountable nouns in questions and negative statements.
   - *How much* orange juice do we have?
   - There isn’t *much* furniture in the house.

2. We use *many* with countable nouns in questions and negative statements.
   - *How many* people are here?
   - There aren’t *many* books.

---

**UNIT 6**

**Prepositions of place**

Prepositions of place describe a thing’s relationship to another thing.

- The pen is *on* the table
- There’s a boy *under* the house

---

**Can and can’t**

We use *can* to:

1. Talk about ability.
   - I *can* play the guitar quite well.
   - Phyu Phyu *can’t* run very fast.

2. Ask for and give (or refuse) permission.
   - *Can* I please use the toilet?
   - You *can’t* smoke in here.

3. Make requests and offers.
   - *Can* you open the window, please?
   - *Can* I help you?

*Can* is a modal auxiliary verb.

**Statements**

<table>
<thead>
<tr>
<th>subject</th>
<th>modal</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can</td>
<td>fly.</td>
</tr>
<tr>
<td>He</td>
<td>can’t</td>
<td>dance.</td>
</tr>
<tr>
<td>She</td>
<td>can</td>
<td>come.</td>
</tr>
<tr>
<td>It</td>
<td>can’t</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>can’t</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>can</td>
<td></td>
</tr>
</tbody>
</table>

1. We always use the base form of the verb after *can*. There is no *-s* in the third person singular.
   - *She can* wait.  NOT: *She can waits.*

**Questions and answers**

To make questions with modals, we put the modal before the subject.

1. **Yes/no questions**
   - statement:  They *can* go.
   - question:  *Can* they go?
   - answer:  • *Yes,* they *can.*
   - • *No,* they *can’t.*

2. **Wh- questions**
   - Where can we go?
   - How many languages *can* you speak?
The present continuous

We use the present continuous to talk about:

1. Things happening at the time of speaking.
   - I’m brushing my teeth.

2. Things happening around now.
   - She’s working a lot these days.

Statements

We make the present continuous with the auxiliary verb to be and the present participle (verb-ing).

<table>
<thead>
<tr>
<th></th>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I’m</td>
<td>I’m not</td>
</tr>
<tr>
<td>You</td>
<td>You’re</td>
<td>You aren’t</td>
</tr>
<tr>
<td>We</td>
<td>We’re</td>
<td>We aren’t sitting</td>
</tr>
<tr>
<td>They</td>
<td>They’re</td>
<td>They aren’t thinking</td>
</tr>
<tr>
<td>She</td>
<td>She’s</td>
<td>She isn’t singing</td>
</tr>
<tr>
<td>He</td>
<td>He’s</td>
<td>He isn’t</td>
</tr>
<tr>
<td>It</td>
<td>It’s</td>
<td>It isn’t</td>
</tr>
</tbody>
</table>

Spelling

1. For verbs that end in -e, we remove the -e and add -ing.
   - write—writing
   - use—using

2. For verbs with a short vowel and only one consonant, we double the consonant and add -ing.
   - run—running
   - stop—stopping

Questions and answers

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

1. Yes/no questions and short answers

statement: He is wearing a red shirt.

question: Is he wearing a red shirt?

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

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

Present simple or continuous?

1. We use the present simple for repeated events (e.g. habits) and things that are true for a long time.
   - I watch TV every night.
   - Rabbits eat grass.

   We often use these expressions with the present simple:
   never, sometimes, usually, always, every day/week/month, on Saturdays

2. We use the present continuous for things happening at the moment of speaking.
   - Be quiet! I’m watching TV.
   - Look! The water’s boiling.

   We often use these expressions with the present continuous:
   at the moment, now, right now, today, this morning/week/month/year
# Phonetic chart

## Vowel sounds

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʌ/</td>
<td>cup, money</td>
</tr>
<tr>
<td>/ɑː/</td>
<td>car, father</td>
</tr>
<tr>
<td>/æ/</td>
<td>rat, black</td>
</tr>
<tr>
<td>/e/</td>
<td>bed, head</td>
</tr>
<tr>
<td>/ə/</td>
<td>banana, mother</td>
</tr>
<tr>
<td>/ɜː/</td>
<td>girl, learn</td>
</tr>
<tr>
<td>/ɪ/</td>
<td>sit, big</td>
</tr>
<tr>
<td>/iː/</td>
<td>see, meat</td>
</tr>
<tr>
<td>/ɔː/</td>
<td>hot, long</td>
</tr>
<tr>
<td>/ɔɪ/</td>
<td>four, tall</td>
</tr>
<tr>
<td>/ʊ/</td>
<td>good, put</td>
</tr>
<tr>
<td>/uː/</td>
<td>blue, two</td>
</tr>
<tr>
<td>/eɪ/</td>
<td>eye, five</td>
</tr>
<tr>
<td>/aʊ/</td>
<td>now, out</td>
</tr>
<tr>
<td>/eə/</td>
<td>eight, late</td>
</tr>
<tr>
<td>/əʊ/</td>
<td>home, open</td>
</tr>
<tr>
<td>/ɔɪ/</td>
<td>boy, noise</td>
</tr>
<tr>
<td>/eə/</td>
<td>where, chair</td>
</tr>
<tr>
<td>/ɪə/</td>
<td>ear, here</td>
</tr>
<tr>
<td>/ʊə/</td>
<td>tourist, cure</td>
</tr>
</tbody>
</table>

## Consonant sounds

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>bad, cabbage</td>
</tr>
<tr>
<td>/d/</td>
<td>dog, bed</td>
</tr>
<tr>
<td>/f/</td>
<td>five, half</td>
</tr>
<tr>
<td>/g/</td>
<td>get, bag</td>
</tr>
<tr>
<td>/h/</td>
<td>hello, how</td>
</tr>
<tr>
<td>/j/</td>
<td>yes, yellow</td>
</tr>
<tr>
<td>/k/</td>
<td>cat, black</td>
</tr>
<tr>
<td>/l/</td>
<td>leg, little</td>
</tr>
<tr>
<td>/m/</td>
<td>man, tomato</td>
</tr>
<tr>
<td>/n/</td>
<td>no, ten</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>singer, thing</td>
</tr>
<tr>
<td>/p/</td>
<td>pen, map</td>
</tr>
<tr>
<td>/r/</td>
<td>red, sorry</td>
</tr>
<tr>
<td>/s/</td>
<td>see, class</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>she, fish</td>
</tr>
<tr>
<td>/t/</td>
<td>tea, meet</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>check, watch</td>
</tr>
<tr>
<td>/θ/</td>
<td>think, both</td>
</tr>
<tr>
<td>/ð/</td>
<td>this, mother</td>
</tr>
<tr>
<td>/v/</td>
<td>vase, five</td>
</tr>
<tr>
<td>/w/</td>
<td>window, what</td>
</tr>
<tr>
<td>/z/</td>
<td>busy, lazy</td>
</tr>
</tbody>
</table>

**NOTE:** These are based on British pronunciation.
002 1.1.1 – Introducing yourself

TTN: Hi. My name’s Tin Tin Nyo. What’s your name?
Jess: Pleased to meet you, Tin Tin Nyo. My name’s Jessica. I’m from Australia. Where are you from?
TTN: I’m from Mandalay.

Khin Zaw: I’m Khin Zaw. I’m from Sittwe.
Paw Mu: Pleased to meet you, Khin Zaw. I’m Paw Mu. I’m from Hpa-an.

Paul: I’m Paul. I’m from England. Where are you from?
Apsara: Hi, Paul. My name’s Apsara. I’m from Thailand.

Lee: Hi. I’m Lee. What’s your name?
Madhu: Pleased to meet you, Lee. My name’s Madhu. I’m from India. Where are you from?
Lee: I’m from China.

003 1.1.3 – Introducing other people

TTN: This is Paul. He’s from England.
Paul: Hi.
Man: Hello.
Woman: Hi, Paul.

Woman: Paw Mu, this is Jessica. She’s from Australia.
Jessica: Hi, Paw Mu.
Paw Mu: Hello, Jessica.

Man: This is Khin Zaw and Ma Khaing. They’re from Sittwe.
Khin Zaw: Hi.
Khaing: Hi.
Woman: Hello, Khin Zaw. Hello, Ma Khaing. I’m Madhu, and this is Amit and Devi. We’re from India.
Man: Hi.
Woman: Hello.
004 1.2.1 – Pronouns

1. This is Paul. He’s from England.
2. This is Jessica. She’s from Australia.
3. This is Khin Zaw and Ma Khaing. They’re from Sittwe.
4. I’m Madhu, and this is Amit and Devi.
   We’re from India.

005 1.2.2 – Short forms

Madhu: I’m Madhu, and this is my husband
   Amit. He’s a doctor. This is my daughter
   Devi. She’s a student. They’re outside our
   apartment. It’s in Mumbai. We’re from India.

006 1.3.1 – How are you?

Lee: Good morning, Tin Tin Nyo. How are you?

TTN: Fine thanks, Lee. How about you?

Lee: Not too bad.

007 1.3.3 – Ending a conversation

M: Good afternoon. How are you?
W: Very well, thanks. How about you?
M: Fine, thanks.
W: Nice to see you. Goodbye.
M: Goodbye.

W: Hi, how’s it going?
M: I’m OK. And you?
W: Not so bad.
M: See you later.
W: Bye.

008 1.4.1 – Possessive adjectives

It’s my chair.
This is her bag.
That’s their bicycle.
This is my cup, and that’s my spoon.
This is our computer and our CD.
That’s their key.

That’s his desk. See, it’s his notebook and his pen.
That’s my watch. It’s not your watch.
Is that your phone? No, it’s his phone.
That’s her umbrella, on the table.

009 1.4.2 – Is this your...?

Man 1: Excuse me, is this your notebook?
Woman 1: No, it’s not my notebook. Maybe it’s her notebook. Excuse me, is this your notebook?

Woman 2: No, it’s not my notebook. Maybe it’s his notebook. Excuse me, is this your notebook?
Man 2: Yes, that’s my notebook. Thank you!
010 1.5.2 (A) – Nationalities

Paw Mu: Where are you from, Jessica?
Jessica: I’m from Sydney.
Paw Mu: Oh, you’re Australian.

Jessica: Yes, I’m Australian. How about you, Paw Mu?
Paw Mu: I’m from Hpa-an. I’m Kayin.
Jessica: Oh, right.

011 1.5.2 (B, C) – Nationalities

Cambodia
Cambodian
England
English
Australia
Australian
Indonesia
Indonesian
The USA
American
Laos
Lao
Korea
Korean
France
French
Thailand
Thai
Myanmar
Myanmar

India
Indian
Bangladesh
Bangladeshi
China
Chinese
Russia
Russian
South Africa
South African
Canada
Canadian
Malaysia
Malaysian
The Philippines
Filipino
Singapore
Singaporean

012 1.5.3 – Countries and nationalities

1 Syllable: Laos, Lao, France, French, Thai
2 Syllables: England, English, Thailand, Myanmar, Myanmar, China, Chinese, Russia, Russian
3 Syllables: Korea, Korean, India, Indian, Bangladesh, Canada, Malaysia, Malaysian,
4 Syllables: Australia, Australian, Cambodia, Cambodian, Indonesia, Indonesian, the USA, American, Bangladeshi, South Africa, South African, Canadian, the Philippines, Filipino
5 Syllables: Singaporean

Singapore

013 1.6.1 – Instructions

1. Look at page 15.
2. Listen and repeat.
3. Look at the board.
4. Work in pairs.
5. Work in groups of five.
6. Don’t write.
7. Stop talking.
8. Answer the questions.

014 1.6.2 – I don’t understand

Teacher: OK class. Read the text on page 29 and answer the questions in exercise 3.
Student: Sorry, I don’t understand.
Teacher: Read the text on page 29.
Student: Page 21?
Teacher: Yes. Exercise 3.
015 2.1.1 – Families

Khin Zaw: Hi Paul. How are you?
Paul: I’m well. And you?
Khin Zaw: OK.
Paul: Is that your family?
Khin Zaw: Yes, that’s my father, U Zaw Zaw Aung, and my mother, Daw Htay Htay.
Paul: Who is this woman?
Khin Zaw: My aunt, Daw Thandar Win. She’s my Mum’s sister. She lives with us.
Paul: And these are your brothers and sisters?
Paul: And the little girl?
Khin Zaw: She’s my baby sister Si Si Poe. She’s four. Do you have a family photo?
Paul: Yes, here’s my family in the back garden. My wife Lisa and my son Wayne.
Khin Zaw: Who are the others?
Paul: My parents – my mother Janet and my father, Albert. They are 85 years old, now.
Khin Zaw: And the two young men? They’re not your brothers?
Paul: No, they’re our friends Nelson and Diego. They live next door.

016 2.1.4 – Other people

Woman 1: Hi Tracey.
Woman 2: Hi Debbie. Nice photo – who is he?
Woman 1: This is my friend Ben. He’s 32. He’s a dancer.
Woman 2: Is he your boyfriend?
Woman 1: No, he’s not my boyfriend. He’s my friend.
Woman 2: Oooh...
Woman 1: He’s not my boyfriend. He’s my FRIEND.
Woman 2: Is he single?

017 2.2.1 – Age

17, 25, 70, 39, 12, 40, 14, 82, 80, 16, 18, 66, 10, 18, 90, 21, 60, 30, 13, 58, 15

018 2.2.3 – Short answers

Jessica: Hi. Are you Thein Naing?
Khin Zaw: No, I’m not. My name’s Khin Zaw.
Jessica: Oh, sorry Khin Zaw. My name’s Jessica. Are you from Japan?
Khin Zaw: No, I’m not. I’m Myanmar. Are you...Australian?
Jessica: Yes, I am. I’m from Sydney. What about you?
Khin Zaw: I’m from Sittwe.
Jessica: Sittwe? Is that near Mandalay?
Khin Zaw: No, it’s not. It’s in Rakhine State.
Khaing: Hi.
Khin Zaw: Jessica, this is Khaing Khaing.
Jessica: Hi. Are you guys married?
Khin Zaw: No, we’re not. She’s my sister. Are you married?
Jessica: No, I’m not.
019 2.3.2 – What do you do?

Interviewer: What do you do?
Man 1: I’m a nurse. I work in a hospital. I wear a uniform.
Interviewer: And what about you?
Woman: I sell fruit and vegetables. I work in the market. I’m a shopkeeper.

Interviewer: And are you a teacher?
Man 2: Yes, I am. I work in a language school. I teach English and Chinese.

020 2.3.3 – Rob’s job

My name’s Rob. I’m from New Zealand and I’m a teacher trainer. I work in schools. I work all around the world – in New Zealand, Australia, Thailand and Myanmar. I teach teachers – I show them different ideas and techniques. When I’m not at work, I spend time with my three grandchildren.

021 2.4.2 (B, C) – Verb endings

Khin Zaw: I’m a tour guide and I work in Yangon. I show tourists famous places. We go to Shwedagon Pagoda, Sule Pagoda and Kandawgyi. My sister lives in Sittwe. She’s a nurse. She works in a hospital. She looks after sick people.

022 2.4.2 (F, G) – Verb endings

Khaing: I live in Sittwe. I’m a nurse. I work in a hospital. I look after sick people. My brother’s a tour guide and he works in Yangon. He shows tourists famous places. They go to Shwedagon Pagoda, Sule Pagoda and Kandawgyi.

023 2.4.4 – Pronunciation (verb endings)

Paw Mu has two jobs. She teaches children at an international school and she teaches Myanmar to foreigners at night. Madhu and Amit are from India, but they live in Yangon. They work for an NGO. They have one daughter, Devi. She’s 10. She studies at the international school. Paw Mu is her teacher. She goes to school at 8am. Jessica studies Myanmar. She goes to Paw Mu’s house every day at 6pm. Paw Mu works very hard. She lives with her 4 children, her parents and her grandmother. She makes money for all her family.

024 2.5.3A – Pronunciation

1. language 4. sister 7. box 10. offices
2. tree 5. umbrellas 8. journalists
3. teachers 6. babies 9. nurses
025 2.5.3 (B) – Pronunciation

1. language  languages
2. tree  trees
3. teacher  teachers
4. sister  sisters
5. umbrella  umbrellas
6. baby  babies
7. box  boxes
8. journalist  journalists
9. nurse  nurses
10. office  offices

026 2.5.4 – More numbers

600 190 713 666 1000 2941 9999 2080 3002 8573

027 2.6.1 – Excuse me

Jessica: Excuse me, is this Theinbyu Lan?
Man: [replies in Myanmar]
Jessica: Excuse me, is this Theinbyu Lan?
Woman: No, Theinbyu Lan is over there.
Jessica: Thank you.

Jessica: Excuse me... excuse me... excuse me... oh – sorry... excuse me

Khin Zaw: Excuse me! Excuse me... Jessica!
Jessica: Hi, Khin Zaw... Oh, my bag! Thank you!
Khin Zaw: That’s OK.

Jessica: Excuse me, Khin Zaw...
Khin Zaw: Yes?
Jessica: Do you have an email address?

Khin Zaw: Nice to meet you again.
Jessica: Yes, you too. Mmm. Oh, it’s 4 o’clock. I’m late.
Khin Zaw: OK – well...
Jessica: Bye, Khin Zaw, and thanks again.
Khin Zaw: Bye...
Jessica: Excuse me, Khin Zaw...
Unit 3

029 3.1.1 – Advertisements

It’s new! It’s very, very small! Put it in your computer and save your documents, pictures, songs and videos! You need a Zappo flash drive. Buy one now!

Good, easy, cheap food for all the family. Everyone likes these delicious meals. Yum Yum noodles – now only 300 kyat at... Myanmart.

Are you an important person? Drive this. It’s fast, sexy and black. It’s expensive, but so are you... The 2011 Luxuria car. Other people can’t afford it.

030 3.2.2 – a/n + adj + noun (Apsara)

I’m Apsara. I’m a businesswoman. I’m Thai, but I live in Yangon. I live in a beautiful apartment on Anawratha Road with my girlfriend Nok and an old black cat called Charlie.

We have a small business – it’s a tour company. We take tourists around Myanmar. We work in a new office downtown. We employ a tour guide – Khin Zaw. He’s a clever, friendly, young man, but he’s lazy. Today, we have an American tourist in the office who wants to go to Bagan. KHIN ZAW! Come here.

031 3.2.4 – Listen and draw

In 1, draw a large tree.
In 2, draw a young girl.
In 3, write an easy word.
In 4, draw an ugly chicken.
In 5, write an English name.
In 6, draw a short, fat man.

032 3.3.1 – Is she a good teacher?

Man: Excuse me, Jessica. Are you a student here?
Jessica: Oh hello. Yes, I study Myanmar language.
Man: Who is your teacher?
Jessica: Her name’s Paw Mu. She also works at the international school.
Man: Paw Mu... Is she tall, fat and quite young?
Jessica: No. She’s short and thin. She’s about 35 years old.

Man: Oh right. Is she a good teacher?
Jessica: Yes, she’s excellent. She’s really nice – clever and friendly.
Man: I need a Myanmar language teacher. Can you give me her telephone number?
Jessica: Sure. 547-840. However, she’s very busy. She has a lot of work right now.
Man: OK, well, I’ll ring and see if she wants another student.
033 3.3.3 – Describe them

<table>
<thead>
<tr>
<th>He's fat.</th>
<th>He's not poor.</th>
<th>She's not short.</th>
<th>She's not fat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's short.</td>
<td>He's rich.</td>
<td>She's clever.</td>
<td>She's not stupid.</td>
</tr>
<tr>
<td>He's not thin.</td>
<td>He's not happy.</td>
<td>She's thin.</td>
<td>She's not rich.</td>
</tr>
<tr>
<td>He's young.</td>
<td>He's stupid.</td>
<td>She's happy.</td>
<td>She's poor.</td>
</tr>
<tr>
<td>He's not tall.</td>
<td>He's sad.</td>
<td>She's old.</td>
<td>She's not sad.</td>
</tr>
<tr>
<td>He's not clever.</td>
<td>He's not old.</td>
<td>She's tall.</td>
<td>She's not young.</td>
</tr>
</tbody>
</table>

034 3.3.4 – Your body

<table>
<thead>
<tr>
<th>Thingy says point to your feet</th>
<th>Thingy says look at your stomach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thingy says shake your hands</td>
<td>Thingy says point to your legs</td>
</tr>
<tr>
<td>Thingy says touch your hair</td>
<td>Thingy says look at your hands</td>
</tr>
<tr>
<td>Thingy says stand on one leg</td>
<td>Thingy says shake your arms</td>
</tr>
<tr>
<td>Shake your stomach</td>
<td>Point to your back</td>
</tr>
<tr>
<td>Thingy says point to your eyes</td>
<td>Thingy says touch your ears</td>
</tr>
<tr>
<td>Thingy says hold your stomach</td>
<td>Thingy says shake your mouth</td>
</tr>
<tr>
<td>Touch your eyes</td>
<td>Point to your ears</td>
</tr>
<tr>
<td>Thingy says hold your head</td>
<td>Things says touch your neck</td>
</tr>
<tr>
<td>Thingy says touch your back</td>
<td>Shake your neck</td>
</tr>
<tr>
<td>Hold your hands</td>
<td>Thingy says shake your hair</td>
</tr>
<tr>
<td>Thingy says shake your head</td>
<td>Thingy says hold your arms</td>
</tr>
<tr>
<td>Look at your feet</td>
<td>Thingy says shake your legs</td>
</tr>
<tr>
<td>Touch your mouth</td>
<td>Sit down</td>
</tr>
</tbody>
</table>

035 3.5.2 – /ə/ (schwa sound)

<table>
<thead>
<tr>
<th>It's a fish.</th>
<th>It's a rat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's a CD.</td>
<td>It's a computer.</td>
</tr>
<tr>
<td>It's a newspaper.</td>
<td>It's a key.</td>
</tr>
<tr>
<td>It's a tree.</td>
<td>It's an umbrella.</td>
</tr>
<tr>
<td>It's an aeroplane.</td>
<td></td>
</tr>
</tbody>
</table>

036 3.5.3 – /ə/ (in words)

<table>
<thead>
<tr>
<th>banana</th>
<th>computer</th>
<th>student</th>
<th>soldier</th>
</tr>
</thead>
<tbody>
<tr>
<td>newspaper</td>
<td>apartment</td>
<td>farmer</td>
<td></td>
</tr>
<tr>
<td>umbrella</td>
<td>aeroplane</td>
<td>journalist</td>
<td></td>
</tr>
</tbody>
</table>

037 3.5.4 – Some other vowels

<table>
<thead>
<tr>
<th>1. banana</th>
<th>3. bed</th>
<th>5. fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. newspaper</td>
<td>4. tree</td>
<td></td>
</tr>
</tbody>
</table>
038 3.5.5 (B) – Song: Little Boxes

Little boxes on the hillside
Little boxes made of ticky tacky
Little boxes, little boxes, little boxes all the same
There’s a green one and a pink one
And a blue one and a yellow one
And they’re all made out of ticky tacky
And they all look just the same
And the people in the houses all go to the university
And they all get put in boxes, little boxes all the same
And there’s doctors and there’s lawyers and business executives
And they’re all made out of ticky tacky and they all look just the same
And they all play on the golf course and drink their martini dry
And they all have pretty children and the children go to school
And the children go to summer camp and then to the university
And they all get put in boxes, and they all come out the same
And the boys go into business and marry and raise a family
And they all get put in boxes, little boxes all the same
There’s a green one, and a pink one
And a blue one and a yellow one
And they’re all made out of ticky tacky
And they all look just the same

039 3.5.5 – Song (E): Little Boxes

Little boxes on the hillside
Little boxes made of ticky tacky
Little boxes, little boxes, little boxes all the same
There’s a green one and a pink one
And a blue one and a yellow one
And they’re all made out of ticky tacky
And they all look just the same
And the people in the houses all went to the university
And they all get put in boxes, little boxes all the same
And there’s doctors and there’s lawyers and business executives
And they’re all made out of ticky tacky and they all look just the same

040 3.6.1 (B) – Answering a phone


B Khin Zaw: Hi, Khin Zaw speaking. Oh, hi Jessica. How are you?

041 3.6.1 (E) – Answering a phone

2 Madhu: Hi, Madhu Reddy.
3 Jessica: Hey, this is Jessica.
5 TTN: Hello, this is Tin Tin Nyo.
6 Amit: Good morning, Health Rescue International.
042 3.6.2 – Asking for someone

1 Madhu: Hi, Madhu Reddy.
   Devi: Hi Mum, is Dad there?

2 Person: Good morning, Health Rescue International.
   Paw Mu: Good morning. Is Amit Reddy there? This is Paw Mu from YSIS.
   Person: I’m sorry, he’s not here at the moment.
   Paw Mu: OK, thanks. I’ll call back later.

   Jessica: Is Daw Tin Tin Nyo there, please?
   TTN: Tin Tin Nyo speaking.
   Jessica: Hello Sayama. This is Jessica Lomax.

Unit 4

043 4.1.2 – Telling the time

1. Quarter past one.
2. Twenty past two.
3. Twenty-five past two.
4. Twenty-five to four.
5. Ten to five.
6. Five to five.

7. Five past five.
8. Half past six.
9. Twenty to eight.
10. Eight o’clock.
11. Ten past ten.
12. Quarter to one.

044 4.1.3 – Telling the time

1. It’s three fifty.
2. It’s six fifteen.
3. It’s one twenty-five.

4. It’s ten twenty.
5. It’s one thirty-five.

045 4.1.4 – Lee’s day

I wake up at about seven o’clock every day and listen to the radio. After breakfast I have a shower and get dressed. Then I check my emails and work until about noon. After that I walk to the market and buy food for the day, and go make lunch at home. After lunch I study Myanmar language – read my textbook and listen to the CD. In the evenings – well I have my Myanmar class at six. After class, at about eight, I go to a restaurant and have dinner and a beer. I go home about ten, have a shower, read my book and then go to bed at about eleven o’clock.
046 4.2.1 (A) – Sunday evening at the teashop

Do you come here every evening?
Jessica: Hey Khin Zaw. No, I don’t. I only
come here on Thursdays.
Paw Mu: I don’t.
Jessica: I usually eat in Hledan, near my
house.

Khin Zaw: Does Hledan have good teashops?
Jessica: Yes, it does. I go to the Golden Roti
everyday. It’s cheap and really delicious.
Khin Zaw: Do you like the food here?
Lee: Yes, I do. I love it, but Sayama Paw Mu
doesn’t.
Paw Mu: I hate it. I don’t like spicy food.

047 4.2.1 (B) – Sunday evening at the teashop

Khin Zaw: Jessica, do you go to Myanmar
class every week?
Jessica: Yes, I do.
Lee: Does Sayama Paw Mu teach every day?

Jessica: Yes, she does. Do you work every day?
Khin Zaw: No, I don’t. My office doesn’t open
on Sundays.

048 4.2.4 – Meet Matty

OK, about my likes and dislikes. Well, movies
first. I’m British, so I like British movies. I
don’t like American action movies, er, movies
with guns and fighting. They’re boring.
Music. I don’t like hip-hop and I don’t like
rock music. I love dance music, er, music DJs
play.

I don’t like sport much. Football! I hate
football. Swimming is OK. I like swimming.
Oh yes, and food. I love spicy food. Thai food
is my favourite.

049 4.3.1 – We’re from Mumbai

Madhu: We’re from Mumbai.
TTN: Is Mumbai a big city?
Amit: Yes, it is. It’s very big
TTN: How many people live there?
Amit: A lot. Over 10 million. People speak a
lot of different languages.
TTN: How many languages do you speak?
Amit: Three. Hindi, English and now some
Myanmar.
TTN: Do you live in India now?
Amit: No, we live in Myanmar.
TTN: Do you go back to India?
Amit: Yes, we do. We go every year.
TTN: When do you go to India?

Madhu: We go in the school holidays. Our
daughter goes to school here in Yangon, so
we don’t like to take her away from school.
TTN: Who do you stay with there?
Amit: We stay with my parents. They have a
large house by the sea.
TTN: What do you like about Mumbai?
Madhu: The beautiful old buildings.
Amit: Yes. I love the Haji Ali Mosque.
Madhu: And the Railway Station.
Amit: And it’s nice to be home – I like living
in Myanmar, but it is good to go home
sometimes too.
050 4.5.2 – Wh- questions

1. What’s your name?
2. Where do you live?
3. What’s your address?
4. What’s your date of birth?
5. What’s your marital status?
6. What do you do?
7. What’s your occupation?
8. What’s your email address?
9. What’s your phone number?

051 4.6.1 – Meeting an old friend

Student: Hello Sayama Paw Mu. Do you remember me?
Paw Mu: Er... Hello.
Student: I’m your old student.
Paw Mu: I remember your face, but I don’t remember your name. Are you... Bobby Thornwood?
Student: No. I’m Mark Waters. You don’t remember me!
Paw Mu: Oh. I’m sorry.

052 4.6.2 – Polite phone calls

A Teacher: Hello.
Student: Teacher, where are you now?
Teacher: Hello?
Student: Ha ha. Do you remember me?
Teacher: Hi. No, sorry. Who is this?
Student: I am your student. Do you know my name?
Teacher: What’s your name? I’m busy. Who are you?
Student: I’m Kyaw Day.
Teacher: Oh. Hi Kyaw Day. How are you?
Student: Yes, teacher. Where are you now?
Teacher: What do you want?
Student: I want to speak English with you.
Teacher: I’m at work. Please call back later. Bye.

B Teacher: Hello.
Thida: Hi, Matty, it’s Thida.
Teacher: Hey Thida. How are you?
Thida: Fine, thanks. You?
Teacher: OK.
Thida: Are you busy at the moment?
Teacher: It’s OK.
Thida: When’s my class today?
Teacher: Wait. It’s at, er, half past four.
Thida: OK, great. Thanks very much.
Teacher: OK. see you at four thirty.
Thida: Thanks. Bye.
Teacher: See you.
Unit 5

053 5.3.1 – Food


054 5.3.2 – Shopping for a party

Madhu: I love parties. Do we have all the food?
Amit: I don’t know – we have some tea leaf salad. We don’t have any fruit salad.
Madhu: What fruit do we have for the fruit salad?
Amit: We have lots of oranges and apples, and a pineapple.
Madhu: OK. Get some pineapples, some mangoes and a papaya. Do we have any bananas?
Amit: Yes.
Madhu: How many?
Amit: About 10.
Madhu: OK. We have some chicken, but do we have any vegetables for the chicken curry?
Amit: Not a lot. There are some onions in the cupboard, and some potatoes.
Madhu: OK, get some carrots, and get some chillis. We need some noodles too. We have a lot of rice, but I want to fry some noodles too. Do we have any beer?
Amit: Not much.
Madhu: OK, get some beer – oh and some orange juice. Some people don’t like beer.

055 5.4.1 – Shopping in the market

Seller: What would you like?
Amit: Some pineapples and mangoes, please.
Seller: How many pineapples?
Amit: Two, please
Seller: How many mangoes?
Amit: Two kilograms, please.
Seller: Anything else?
Amit: Yes. Papaya.
Seller: How many?
Amit: One papaya
Seller: Anything else?
Amit: Yes. I want some vegetables too. One kilograms of carrots. Oh, and some chilli.
Seller: How much do you want?
Amit: Not much. A small bag, please.
Seller: Anything else?
Amit: Some noodles, please.
Seller: How many?
Amit: One packet.
Seller: Anything else?
Amit: 10 bottles of beer and two bottles of orange juice.

056 5.4.2 – Pancakes

First you mix the eggs with the milk and the water. Then add the flour, and the salt. Mix it all together. This is pancake mix.
Put some butter in the frying pan, and put it on the cooker. Put some pancake mix in the frying pan. Cook it for four or five minutes on one side. Then turn it over and cook the other side.
057 5.4.4 – How many people?

Paul: Do you have a big family?
Amit: Yes. Very big. I have two brothers and two sisters. Madhu has three brothers and we have lots of cousins. What about you?
Paul: I’ve only got a small family. I don’t have many relatives.
Amit: How many brothers and sisters do you have?
Paul: I don’t have any brothers or sisters. My wife has a brother. He lives in America now.
Amit: Oh. We have some friends in the USA. Where do they live?

Paul: Washington DC.
Paul: I like the USA but plane tickets are expensive.
Amit: Yes. We want to go but we don’t have much time.
Paul: My wife wants to go but we don’t have much money.
Amit: We don’t have any money. My wife has parties every week and spends it all.

058 5.5.1 (B) – Some more vowels

<table>
<thead>
<tr>
<th>bird</th>
<th>world</th>
<th>learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>purse</td>
<td></td>
</tr>
</tbody>
</table>

059 5.5.1 (D) – Some more vowels

/ɑː/ farm, tomato, glass, half
/æ/ money, study, much, onion, cousin, one, young

/æ/ cat, adult, cabbage, salad
/ɔː/ shirt, word, turn

060 5.5.1 (G) – Some more vowels

My father and mother go to work early.
My brother studies world languages.

Add the onions and cabbage to the curry

061 5.5.2 – More and more vowels

ten  /e/  plate  /eɪ/  short  /ɔː/
apple /æ/  not /ə/
062 5.6.1 – In a restaurant

1 A: Excuse me, can I have the bill, please?
B: Yes. It’s $12.50 altogether?
A: $12.50?
B: Yes. The pork curry is $5.50 and the fish curry is $7.

2 A: Excuse me, how much is fried rice with chicken?
B: It’s $4.50.
A: And how much is the fried noodles with chicken?
B: That’s $3.50.
A: OK, thanks. I’d like the fried noodles, please.

063 5.6.2 – A mistake

1 Waiter: Can I help you?
Paul: I’d like a cup of coffee, please.
Paul: Oh, this has sugar in it. I don’t like sugar. Please can I have some coffee with no sugar?
Waiter: I’m sorry. Do you want real coffee?
Paul: Yes, please. I don’t like coffee mix.

2 Waiter: Is this OK?
Paul: Delicious. Thanks a lot.

Unit 6

064 6.1.1 – Where does it go?

Jessica: The sofa goes opposite the door. Can you put the small table next to the sofa?
KZ: What about the desk?
Jessica: Under the window. I can sit at my desk and look at the street. My computer goes on the desk.
KZ: And this bookshelf?
Jessica: Put it between the desk and the sofa.
Thanks for helping me.
KZ: That’s OK.
Jessica: Would you like a cup of tea?
KZ: Yes. Thanks.
Jessica: OK. Where can I buy tea?
KZ: There’s a shop next to this apartment.
Jessica: Right. Oh – where are my keys?
KZ: They’re behind the sofa.
6.2.1 – Renting an apartment

Lee: This is a nice apartment. Can foreigners live here?
HO: Yes, they can.
Lee: Great. How much does it cost to rent?
HO: 250,000 Kyat a month.
Lee: Can I pay by the month?
HO: No, you can’t. Please pay six month’s rent.
Lee: Can I go to immigration and register?
HO: No, you can’t, but I can register you at the office.
Lee: Can I move in today?
HO: No. I’m sorry. You can’t move in today. You’re not registered.
Lee: Oh, there’s no drinking water here. Where can I buy drinking water?
HO: There’s a shop in the street.

6.2.3 – Pronunciation: can and can’t

1. Man: I can’t read that sign. What does it say?
   Woman: [in Myanmar]... Don’t go here.
   Man: OK thanks.
   Woman: Can I use your pen?
   Man: Yes, sure. Here it is.

3. Man 1: Are you free tomorrow?
   Man 2: I can’t meet you tomorrow. I’m busy all day, sorry.
   Woman: I need some batteries.
   Man: You can buy batteries here.

6.3.2 – What are they doing?

My name’s Kay Thi. I’m the Programme Officer at an NGO in Yangon. It’s 9 am and I’m in the office. I’m sitting at my desk and drinking coffee. I’m tired. I’m sending an email to the Director. He’s in Bangladesh. He’s having a meeting with some donors. They’re waiting for my email and the internet isn’t working.

6.3.1 – What are they doing?

A. Paw Mu: Hello
   Jessica: Hi, Sayama, it’s Jessica.
   Paw Mu: Hi.
   Jessica: Sayama, I’m calling you about class tomorrow. It is OK to talk?
   Paw Mu: Please can you call later, I’m on the bus. I’m standing up and it’s difficult to talk.
   Jessica: OK, sorry Sayama. See you

B. Paw Mu: Hi Saya Carl. How are you?
   Saya Carl: Good, thanks. You?
   Paw Mu: OK. I’m writing the test for my students on Wednesday.
   Saya Carl: Oh, I want to talk to you about the test. We’re having a meeting about it now. Lots of students are sick so we want to have it next Monday.
   Paw Mu: Hello.
   Man: Hi, is this Sayama Paw Mu?
   Paw Mu: Yes.
   Man: Hi. My name’s Hans. I want to learn Myanmar. Can I meet you sometime?
   Paw Mu: Yes. Is today OK? I’m at home now, teaching a student. I finish at 8pm, is 8.30 OK for you?
   Man: Yes, thanks very much
   Paw Mu: Sorry, what is your name?
   Man: Hans. That’s H-A-N-S.
069 6.4.2 – Where in the world?

It’s 12 o’clock on Sunday night. I’m working in a hospital in London. There are lots of people here tonight. They’re waiting for the doctors and the nurses. I’m listening to a patient and writing notes about his problem. He has a broken foot. He’s talking to me and showing me his foot. I’m thinking about his injury and about how I can treat him.

070 6.5.1 – Sailing

I am sailing, I am sailing
Home again across the sea
I am sailing, stormy waters
To be near you, to be free
I am flying, I am flying
Like a bird across the sky

I am flying, passing high clouds
To be near you, to be free
Can you hear me, can you hear me
Through the dark night, far away?
I am dying, forever trying
To be with you, who can say

071 6.6.1 – In a department store

Assistant 1: Can I help you?
Apsara: Hello. Do you have any blankets?
Assistant 2: We have these blankets. They’re made in the USA.
Apsara: This is nice. How much is this blanket?
Assistant 2: It’s 35,000 Kyat.
Apsara: 35,000 Kyat? Do you have a cheaper one?
Assistant 2: I’m sorry, there aren’t any left. We only have these blankets.
Apsara: Hmm. I’ll think about it. What time do you close?
Assistant 2: We’re open 10am-8pm, seven days a week.
Apsara: Thank you.

072 6.6.2 – In the market

Assistant: Hello.
Apsara: Hello. Do you have any blankets?
Assistant: We have these blankets.
Apsara: Umm… How much are they?
Assistant: These are 5,500 Kyat, and these are 7,000 kyat.
Apsara: These are nice. 7,000 Kyat - How much for three?
Assistant: 21,000 Kyat. You can have them for 20.
Apsara: 20,000? That’s quite expensive. How about 15,000?
Assistant: 18,000. That’s a good price.
Apsara: OK, I’ll take them.
Copy and cut out enough for one card for each student.

Name: Keiko Honda
Hometown: Osaka
Nationality: Japanese

Name: Buppha Khamleuhan
Hometown: Vientiane
Nationality: Lao

Name: Brett Moran
Hometown: Ottawa
Nationality: Canadian

Name: Peter Chin
Hometown: Singapore
Nationality: Singaporean

Name: Olga Soldatova
Hometown: Moscow
Nationality: Russian

Name: Fikile Nkuna
Hometown: Cape Town
Nationality: South African

Name: Maria Corelli
Hometown: New York
Nationality: USA

Name: Gary Ellis
Hometown: Perth
Nationality: Australian

Name: Kasama Pumsiri
Hometown: Chiang Mai
Nationality: Thai

Name: Sadia Hasan
Hometown: Dhaka
Nationality: Bangladeshi

Name: Jacques Dulac
Hometown: Lyon
Nationality: French

Name: Susan Pottage
Hometown: York
Nationality: English

Name: Jay Kumar
Hometown: Bangalore
Nationality: Indian

Name: Amin Nur Fikry
Hometown: Penang
Nationality: Malaysian

Name: Myron De La Cruz
Hometown: Manila
Nationality: Filipino

Name: So Chenda
Hometown: Kampot
Nationality: Cambodian

Name: Tae Yeon Kim
Hometown: Seoul
Nationality: South Korean

Name: Pham An Thuy
Hometown: Hanoi
Nationality: Vietnamese
Each card is 9 squares. Copy and cut out one for each student.

Read out the words in random order and cross them off as you read.

<table>
<thead>
<tr>
<th>five to seven</th>
<th>twenty-five past one</th>
<th>ten past seven</th>
<th>five past nine</th>
<th>half past three</th>
<th>quarter to eight</th>
<th>quarter past three</th>
<th>twenty to four</th>
<th>quarter to nine</th>
<th>quarter past twelve</th>
<th>ten to three</th>
<th>twenty past six</th>
<th>ten past twelve</th>
<th>twenty-five past eight</th>
<th>five past eleven</th>
<th>five past two</th>
<th>half past six</th>
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</tbody>
</table>
Unit 4: 3.3A: Swap Questions

Copy and cut out enough for one question for each student.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does your mother do?</td>
</tr>
<tr>
<td>What do you do on Friday nights?</td>
</tr>
<tr>
<td>What do you do at the weekend?</td>
</tr>
<tr>
<td>What music do you like?</td>
</tr>
<tr>
<td>What movies do you like?</td>
</tr>
<tr>
<td>Where do you come from?</td>
</tr>
<tr>
<td>Where do you live?</td>
</tr>
<tr>
<td>Where do you go at Thingyan?</td>
</tr>
<tr>
<td>Where does your family live?</td>
</tr>
<tr>
<td>Who do you live with?</td>
</tr>
<tr>
<td>Who do you talk to every day?</td>
</tr>
<tr>
<td>Who do you eat dinner with on Sundays?</td>
</tr>
<tr>
<td>When do you get up?</td>
</tr>
<tr>
<td>When do you have breakfast?</td>
</tr>
<tr>
<td>When do you have dinner?</td>
</tr>
<tr>
<td>When do you go to bed?</td>
</tr>
</tbody>
</table>
### Unit 5: 4.4 D: Swap Questions

Copy and cut out enough for one question for each student.

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many hours do you study every week?</td>
<td>How many brothers and sisters do you have?</td>
</tr>
<tr>
<td>How many students are there in this class?</td>
<td>How many cousins do you have?</td>
</tr>
<tr>
<td>How many English books do you read every month?</td>
<td>How many movies do you watch every week?</td>
</tr>
<tr>
<td>How many people live in your hometown?</td>
<td>How many people live at your house?</td>
</tr>
<tr>
<td>How many days are there in a week?</td>
<td>How many months are there in a year?</td>
</tr>
<tr>
<td>How much is a bowl of mohingha?</td>
<td>How much is a small bottle of water?</td>
</tr>
<tr>
<td>Do you have much money?</td>
<td>Do you have much free time at the weekend?</td>
</tr>
<tr>
<td>Are there many books in your bag?</td>
<td>Are there many parks in your hometown?</td>
</tr>
</tbody>
</table>

THINK ENGLISH ELEMENTARY  
STUDENT’S BOOK  
HELP ME  
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### Unit 6: 2.2 C: Swap Questions.

Copy and cut out enough for one question for each student.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / wear / my shoes / in here</td>
</tr>
<tr>
<td>I / read / your Think English book</td>
</tr>
<tr>
<td>I / borrow / 500 MMK</td>
</tr>
<tr>
<td>where / I / buy / DVDs</td>
</tr>
<tr>
<td>what / I / wear / at the party tomorrow</td>
</tr>
<tr>
<td>who / I / talk to / about my headaches</td>
</tr>
<tr>
<td>where / I / eat / Shan food</td>
</tr>
<tr>
<td>where / I / buy / cheap English textbooks</td>
</tr>
<tr>
<td>where / I / learn / Chinese</td>
</tr>
<tr>
<td>where / I / buy / bus tickets to Dawei</td>
</tr>
<tr>
<td>I / use / my telephone / in class</td>
</tr>
<tr>
<td>I / have / your email address</td>
</tr>
<tr>
<td>where / I / buy / a sandwich and a coffee</td>
</tr>
<tr>
<td>where / I / sell / my old computer</td>
</tr>
</tbody>
</table>
Use this page for your notes.
The Think English series is for adult and post-secondary students. They follow standard structural syllabus, with functional, purpose-designed, skills and learning awareness syllabi. The series focuses on the specific needs, context and learning environment of Myanmar learners, while also including a lot of world knowledge content.

Think English Elementary Components:
- Units 1-6 Student’s Book, Teacher’s book, Audio CD
- Units 7-12 Student’s Book, Teacher’s book, Audio CD

Each module takes between 25 and 40 classroom hours, depending on use of extension activities.

The Student’s Book contains a language reference section, revision tests and audio scripts.

The Teacher’s Book contains supplementary materials including a placement test and progress tests.
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