

THE GOVERNMENT OF
THE REPUBLIC OF THE UNION OF MYANMAR
MINISTRY OF EDUCATION

TEXTBOOK
ENGLISH
Grade 6



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နိုင်ငံတော်မှ အခမဲ့ ထောက်ပံ့ပေးပါသည်။

BASIC EDUCATION CURRICULUM, SYLLABUS AND TEXTBOOK COMMITTEE

2019-2020

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ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။

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INTRODUCTION

In this course you will be working with your teacher and other students in your class to develop new skills and knowledge that will help you to understand more about English and how it is used in the real world. You will learn to solve problems and think creatively. In some lessons you will work in pairs or in groups and at other times you will work as a class or individually. We hope you will find these lessons interesting.

This Grade 6 English Textbook covers 7 main content areas: Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Syntax, and Functional Language.

How you will be learning – THE FIVE C'S

Your teacher will use the 5 C's as important 21st century skills for learning that will enable you to participate actively in all lessons:

- ✓ Collaboration – in lessons you will work in groups, to share ideas with your classmates and to find solutions together.
- ✓ Communication – you will develop verbal and non-verbal communication skills in reading, writing, speaking and listening in all subjects, not only in language lessons.
- ✓ Critical thinking and problem solving – you will be given interesting problems to solve – finding and explaining solutions, looking for and correcting errors.
- ✓ Creativity and innovation – thinking “outside the box” is an important 21st century skill. You will be encouraged to explore new ideas and solve problems in new ways.
- ✓ Citizenship – you will take part in the school community and develop fairness and conflict resolution skills.

What you will know and be able to do at the end of the grade

At the end of this Grade 6 English Textbook you will be able to:

- understand words and expressions in the listening texts and dialogues.
- give responses and express your opinions through pair work and group work.
- deal with common, everyday situations in an English-speaking environment.
- perform a variety of real-life tasks through role-plays, guessing games, information-gap activities, and projects, which promote your interactive skills.
- read and understand a variety of reading materials: postcards, letters, notes, leaflets, brochures, advertisements, emails and stories, which will develop an interest in learning.
- develop vocabulary related to the lesson topics and use the acquired vocabulary in communicative situations.
- produce a writing outcome of the given text types by using questions, prompts and suggestions.
- understand and use the grammatical structures in communicative situations.
- develop an interest in local and regional knowledge and culture.
- promote Higher Order Thinking Skills in your learning process.

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Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 1 <i>Communication</i> <i>Collaboration</i>	<ul style="list-style-type: none"> • Greeting people • Introducing oneself • Leave-taking 	<ul style="list-style-type: none"> • Holiday greetings • Talking about places
Unit 2 <i>Communication</i> <i>Collaboration</i>	<ul style="list-style-type: none"> • Hobbies and ambitions • Asking for and giving personal information 	<ul style="list-style-type: none"> • Talking about personal details
Unit 3 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Places in a city • Asking and answering questions 	<ul style="list-style-type: none"> • Shops in a market • Different kinds of food • Going shopping
Review 1	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 1, 2 and 3 	
Project 1 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To use a simple holiday postcard • To write a holiday postcard 	
Poem 1	Poem: <i>The owl</i> by Edward H. Richards	
Unit 4 <i>Communication</i> <i>Collaboration</i>	<ul style="list-style-type: none"> • Words that go with go, do, play • Talking about hobbies and families 	<ul style="list-style-type: none"> • Different kinds of food • Expressing likes and dislikes
Unit 5 <i>Communication</i> <i>Collaboration</i>	<ul style="list-style-type: none"> • Making appointments • Nationalities and countries 	<ul style="list-style-type: none"> • Talking about personal interests • Making appointments
Unit 6 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Ordering food and drinks • Talking about prices 	<ul style="list-style-type: none"> • Food items • Health benefits
Review 2	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 4, 5 and 6 	
Project 2 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To recognize different food groups and sort different types of food into the food groups • To review vocabulary related to food 	
Poem 2	Poem: <i>Early to bed and early to rise</i> by Benjamin Franklin	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> • Season's greetings • Describing weather and places 	<ul style="list-style-type: none"> • Writing a postcard 	<ul style="list-style-type: none"> • Greetings
<ul style="list-style-type: none"> • Present simple • Talking about a friend 	<ul style="list-style-type: none"> • Writing about your daily life 	<ul style="list-style-type: none"> • Asking for and giving personal information
<ul style="list-style-type: none"> • Prepositions of place • Asking for and giving directions 	<ul style="list-style-type: none"> • Things in a room • Describing a room 	<ul style="list-style-type: none"> • Giving directions
<ul style="list-style-type: none"> • To provide summative assessment of student learning 		
<ul style="list-style-type: none"> • To successfully complete the project by working collaboratively in small groups 		
<ul style="list-style-type: none"> • Verbs expressing likes and dislikes • Adverbs of frequency 	<ul style="list-style-type: none"> • Hobbies and free time activities • Different kinds of food and drink 	<ul style="list-style-type: none"> • Talking about habits and routines
<ul style="list-style-type: none"> • Countries, nationalities and capitals • Present simple 	<ul style="list-style-type: none"> • Filling in a form • Writing about myself 	<ul style="list-style-type: none"> • Describing places
<ul style="list-style-type: none"> • Countable and uncountable nouns • Weight and measure 	<ul style="list-style-type: none"> • Food and weight • Making a shopping list 	<ul style="list-style-type: none"> • Ordering food and drinks • Talking about prices
<ul style="list-style-type: none"> • To provide summative assessment of student learning 		
<ul style="list-style-type: none"> • To successfully design a healthy food diagram and create a poster about healthy food by working collaboratively in small groups 		

Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 7 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> Choosing the best words to describe a person 	<ul style="list-style-type: none"> Clothes and footwear
Unit 8 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking & Problem Solving</i>	<ul style="list-style-type: none"> Describing numbers and quantities Shopping Asking about prices 	<ul style="list-style-type: none"> Different kinds of shops Advertisements, leaflets and brochures
Unit 9 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i> <i>Citizenship</i>	<ul style="list-style-type: none"> Stationery items Making requests 	<ul style="list-style-type: none"> Identifying stationery items Things in the classroom
Review 3	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 7, 8 and 9 	
Project 3 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> To revise and practise using vocabulary about clothes and stationery items To create a flyer in groups to advertise items for sale at a school funfair 	
Poem 3	Poem: The rainbow by Christina Rossetti	
Unit 10 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> Sports Parts of the body Seeing a health professional for a sports injury 	<ul style="list-style-type: none"> Sports stars
Unit 11 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> Talking about school Classroom rules 	<ul style="list-style-type: none"> School rules Library rules
Unit 12 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> Talking about shapes 	<ul style="list-style-type: none"> Different shapes Instructions and directions
Review 4	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 10, 11 and 12 	
Project 4 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> To identify different sports and equipment To give a presentation on their favourite sport in groups 	
Poem 4	Poem: The butterfly by Rick Hunter	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> • Comparatives and superlatives 	<ul style="list-style-type: none"> • Describing people 	<ul style="list-style-type: none"> • Describing people
<ul style="list-style-type: none"> • Uncountable nouns • Quantifiers • How many / How much 	<ul style="list-style-type: none"> • Things I wish to buy 	<ul style="list-style-type: none"> • Describing numbers • Asking about prices
<ul style="list-style-type: none"> • Possessive pronouns • Modals: <i>can, can't, could and couldn't</i> 	<ul style="list-style-type: none"> • The use of 'have' 	<ul style="list-style-type: none"> • Making requests and offers
<ul style="list-style-type: none"> • To provide summative assessment of student learning 		
<ul style="list-style-type: none"> • To successfully complete the project by working collaboratively in small groups 		
<ul style="list-style-type: none"> • Present continuous • Sports and sports equipment 	<ul style="list-style-type: none"> • A sports star • Favourite sports 	<ul style="list-style-type: none"> • Asking for and giving information about sports and injuries
<ul style="list-style-type: none"> • The use of <i>can</i> and <i>may</i> • The use of <i>must, mustn't</i> and <i>can't</i> 	<ul style="list-style-type: none"> • How to write a short note 	<ul style="list-style-type: none"> • Talking about school and school rules
<ul style="list-style-type: none"> • Adjectives describing shapes • The use of imperatives with sequence words 	<ul style="list-style-type: none"> • Describing shapes 	<ul style="list-style-type: none"> • Describing shapes • Giving instructions and directions
<ul style="list-style-type: none"> • To provide summative assessment of student learning 		
<ul style="list-style-type: none"> • To successfully complete the project by working collaboratively in small groups 		

UNIT 1

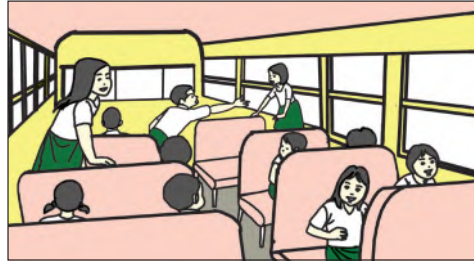
Lesson 1: Greeting, introducing and leave-taking

• greeting people	• introducing oneself	• leave-taking
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Listening

1 Look at the picture. What can you see?

1. What do you see in the picture?
2. What are the children doing?
3. Where do you think they are going?



2 Listen and tick the names, places and expressions that you hear.

- Aung Aung Aye Aye Su Hlaing
 Yangon Bago Monywa
 Bye! See you! Hello!

3 Read Dialogue 1 and check your answers.

Dialogue 1: On the school bus

Aung Aung: Excuse me, I'm Aung Aung. I'm from Grade 6. What's your name?

Su Hlaing: I'm Su Hlaing.

Aung Aung: Are you a Grade 6 student?

Su Hlaing: No, I'm from Grade 7.

Aung Aung: Where are you from?

Su Hlaing: I'm from Yangon.

Aung Aung: Oh, this is my stop. OK, bye! Nice to meet you ... Sorry, what's your name again?

Su Hlaing: Su Hlaing.

Aung Aung: Nice to meet you, Su Hlaing.

Su Hlaing: Bye, Aung Aung. See you!

4 Say something about the picture.

1. What do you see in the picture?
2. Where are the children?
3. What are they doing?



5 Listen and tick the names, places and expressions that you hear.

- May Thu Su Su Nyi Lay
 Mandalay Monywa Yangon
 Excuse me! Goodbye. Bye!

6 Read Dialogue 2 and check your answers.

Dialogue 2: In the playground

May Thu: Excuse me! Are you Su Su's brother?

Nyi Lay: Yes, that's right. I'm Nyi Lay.

May Thu: How do you do, Ko Nyi Lay? I'm Su Su's friend.

Nyi Lay: Oh, Really? What's your name?

May Thu: May Thu.

Nyi Lay: Nice to meet you, May Thu.

May Thu: Nice to meet you, too.
Are you from Mandalay?

Nyi Lay: Yes, I'm from Mandalay. And you?

May Thu: I'm from Yangon. I like playing on the swing. And you?

Nyi Lay: I like playing football. Oh, I'm late for class! See you next time.
Goodbye.

May Thu: Bye!

Speaking

1 Listen and Match.

- | | | |
|------------------------|---|-------------------------------|
| 1. Hi! | → | a. Bye! |
| 2. How are you? | | b. Hello! |
| 3. Where are you from? | | c. How do you do? |
| 4. Nice to meet you. | | d. Nice to meet you, too. |
| 5. How do you do? | | e. You too. |
| 6. Goodbye. | | f. I'm from Mandalay. |
| 7. Have a nice day! | | g. I'm fine, thanks. And you? |

Useful Language

Greeting people	Introducing oneself	Leave-taking
Hi!	Nice to meet you.	Bye!
Hello!	Nice to meet you, too.	Goodbye.
Good morning.	How do you do?	Have a nice day!
How are you?	Excuse me, are you ...?	See you.

2 Go around the class and greet 3 students. Write their names.

Name

Student 1 _____

Student 2 _____

Student 3 _____

3 Work in groups. Introduce yourself by using the following speaking cards.

Khin Khin Pathein Age: 11	Nu Nu Mandalay Age: 11	Bo Bo Pyay Age: 12	
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Lesson 2: Greetings from postcards

- holiday greetings
- talking about places

Reading

1 Match the pictures with the words in the box.

backpack cave crab prawn palace seagull seashells waterfall



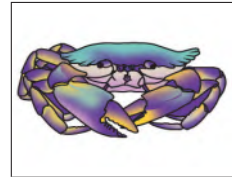
1. _____



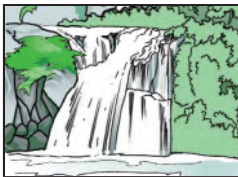
2. _____



3. _____



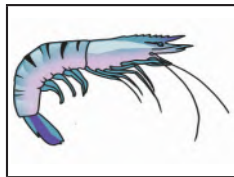
4. _____



5. _____



6. _____



7. _____



8. _____

2a Read the given postcards. Where are these postcards from?

1. Postcard 1 is from _____
2. Postcard 2 is from _____
3. Postcard 3 is from _____

2b Which postcard has holiday greetings?

Postcard 1

<p style="text-align: right; margin-bottom: 20px;"><i>20th April, 2019</i></p> <p><i>Hi KK,</i></p> <p><i>I wish you were at Ngapali with me, picking up seashells along the shore. Every day, I eat seafood – crabs and prawns. They are fresh and delicious. (Prawn is very expensive.) The weather is fine. It's sunny and breezy. We swim in the sea in the morning and evening, but take a rest in the bungalow all afternoon. While my sister and I are swimming, Mum and Dad enjoy walking along the shore. I'll bring a nice seashell necklace for you.</i></p> <p><i>Yours,</i></p> <p><i>Mie Mie</i></p>	<p><i>Kay Khine</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p><i>No. 123, Myoma Road</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p><i>Lashio</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
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Postcard 2

<p style="text-align: right;">26th December, 2019</p> <p>Hi Zin Zin, Merry Christmas and Happy New Year from Pyin Oo Lwin! I'm now in the National Kandawgyi Gardens and I'm thinking about you. You like flowers and fresh fruits, right? There are lots of strawberries here, and I think you'll be happy if you see them. The swans swimming in the lake are lovely. The weather is cool and pleasant! We went to the waterfall and Peik Chin Myaung Cave yesterday. I've learnt a lot from this visit. Come along with me next time.</p> <p>Love, Tin Zar</p>	<p>Zin Mi Mi Lwin</p> <hr/> <p>No. 234, Main Road</p> <hr/> <p>Thanlyin, Yangon</p> <hr/>
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Postcard 3

<p style="text-align: right;">16th October, 2019</p> <p>Hi Mum and Dad, I miss you. I'm doing fine. Please don't worry about me. Our teachers are taking care of us. Every day, we walk for 10 miles to the villages around Shwebo. I've been to Hanlin, an ancient city, Maha Nandar Lake and the old palace. The weather is fine. I think I'm getting stronger. (I can carry my heavy backpack easily.) The best thing I like about the trip is the food here. It's so delicious. (Especially different kinds of peas and beans.) I'll be back next week.</p> <p>See you soon, Thura</p>	<p>U Tun Aung</p> <hr/> <p>No. 9, Mingyi Road</p> <hr/> <p>Taungoo</p> <hr/>
--	--

3 Read the postcards again and complete the table.

Postcard No.	From whom	To whom	Food and drink	Weather
			strawberries	
3	Thura			
		Kay Khine	crabs and prawns	sunny and breezy

4 Read the postcards again and answer the following questions.

1. What did Mie Mie do along the shore at Ngapali?
2. Why did Mie Mie eat crabs and prawns there?
3. What is the weather like in Pyin Oo Lwin in December?
4. What are the interesting places in Shwebo?
5. Why did Thura think he was getting stronger?

Lesson 3: Greetings for special events

- | | |
|----------------------|---------------------------------|
| • season's greetings | • describing weather and places |
|----------------------|---------------------------------|

Vocabulary

1 Match the greeting cards with the appropriate greetings.

- | | | | | |
|-----------------|--------------|----------------|-----------------|----------------|
| Happy New Year! | Merry X'mas! | Happy Holiday! | Happy Birthday! | Get Well Soon! |
|-----------------|--------------|----------------|-----------------|----------------|



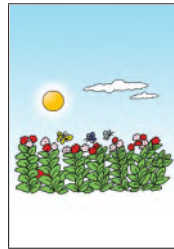
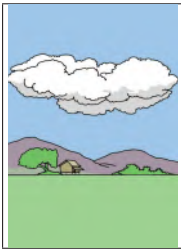
(a) _____ (b) _____ (c) _____



(d) _____ (e) _____

2 Match the pictures with the adjectives in the box.

- | | | | | |
|-------|-------|--------|-------|-------|
| snowy | windy | cloudy | rainy | sunny |
|-------|-------|--------|-------|-------|



(a) _____ (b) _____ (c) _____ (d) _____ (e) _____

3 Fill in the blanks using the words in Exercise 2.

1. The wind is blowing strongly. It is too _____ for a picnic.
2. In winter, it is cold and _____.
3. Don't forget to take your umbrella. It's going to be a _____ day.
4. Let's go for a walk. It is _____.
5. It is _____. I think it will rain soon.

4 Ask and answer the questions about these pictures. The first one is given as an example.



1. Is it cloudy?
No, it's not cloudy.
It's sunny.



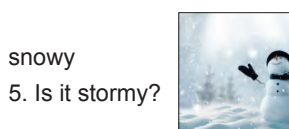
2. Is it sunny?
No, it's not sunny.
It's _____.



3. Is it snowy?
No, _____.
It's _____.



4. Is it windy?
No, _____.
_____.



5. Is it stormy?
_____.
_____.

5 Underline the adjectives in the sentences below.

1. Mandalay is a big city in Myanmar.
2. Kalaw is a very clean town in Shan State.
3. Pyin Oo Lwin is beautiful with flowers in almost every part of the town.
4. My hometown is small and quiet.
5. Yangon is busy and noisy.

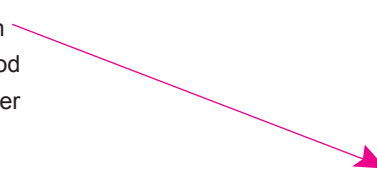
6 Join the nouns and the adjectives as shown below.

Column A

1. Bagan
2. seafood
3. weather
4. fruit
5. beach

Column B

- a. fresh
- b. fine
- c. delicious
- d. sandy
- e. ancient



Lesson 4: Let's send a postcard!

- writing a postcard

Writing

1 Match the items in Column A with those in Column B.

Column A

1. Pyin Oo Lwin
2. The weather
3. The white swans in the lake
4. Flowers
5. The children

Column B

- a. are colourful.
- b. are very happy.
- c. is scenic.
- d. is fine today.
- e. are lovely.

2 Make as many meaningful sentences as you can.

I Nay Pyi Taw The fruits My house The weather The flower	am/ is/ are (not)	young. fine. big. fresh. beautiful. small.
---	-------------------	---

3 Fill in the blanks with the given words and phrases.

- (a) It is sunny (b) See you on Monday (c) Hi Myat Mon (d) a wonderful holiday
 (e) swimming

<p style="text-align: right; margin: 0;"><i>12th April, 2019</i></p> <p>(1) _____,</p> <p><i>We're having (2)_____ here at Chaung Thar Beach. It is a very pleasant beach. We are staying in a bungalow near the beach. It's got a beautiful garden. There are lots of things to do here. People are (3)_____, windsurfing, and playing football. (4) _____. We can play football on the white sandy beach. I love it. Are you having a good time in Taunggyi?</i></p> <p>(5)_____!</p> <p><i>Love,</i> <i>Kay Kay</i></p>	<p><i>Myat Mon</i></p> <p>_____</p> <p><i>No. 5, Myittar Street</i></p> <p>_____</p> <p><i>Magway</i></p> <p>_____</p>
---	--

4 Read the postcard in Exercise 3 and complete the table using the expressions below.

- See you on Monday!
- Kay Kay
- a wonderful holiday
- It is sunny.
- Hi Myat Mon,

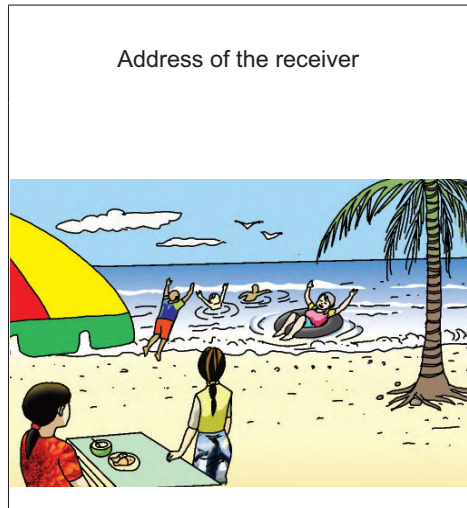
Greeting	1.	<i>Hi Myat Mon,</i>
Feelings/ thoughts	2.	
Weather	3.	
Leave-taking	4.	
Signature	5.	

5 In groups, think about the following points and write your own postcards using five sentences.

- place
- weather
- what you can see
- feelings / thoughts
- what you can do

Hi (Name),	Date
Information you want to give	

See you soon! / Love, / Yours,	
Signature	



UNIT 2

Lesson 1: Tell me about you!

- | | |
|-------------------------|--|
| • hobbies and ambitions | • asking for and giving personal information |
|-------------------------|--|

Listening

1 Match the pictures with the hobbies in the box.

- | | | | | |
|--------------------|------------------|----------|--------------|--------------------|
| cycling | dancing | drawing | flying kites | gardening |
| listening to music | playing football | swimming | skipping | playing the guitar |



1. _____



2. _____



3. _____



4. _____



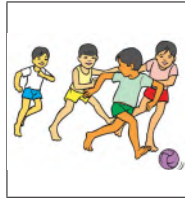
5. _____



6. _____



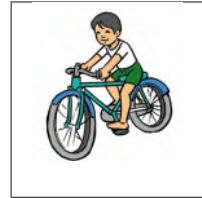
7. _____



8. _____



9. _____



10. _____

2 Listen and check your answers. Then, listen again and repeat.

3 Match the pictures with the occupations in the box.

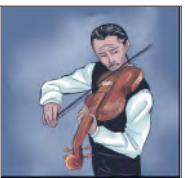
- | | | | | |
|--------------|-------|--------|--------|--------|
| TV announcer | chef | doctor | judge | lawyer |
| violinist | nurse | pilot | sailor | singer |



1. _____



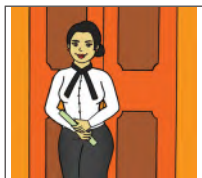
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

4 Listen and check your answers. Then, listen again and repeat.

5a Listen to Aung Aung talking about himself. Circle True or False.

- | | | | |
|-----------------------------------|---------|---|-------|
| 1. He lives in Nay Pyi Taw. | (T) / F | 5. His school finishes at 12:00 noon. | T / F |
| 2. He's 13 years old. | T / F | 6. His favourite food is fried noodles. | T / F |
| 3. He has two sisters. | T / F | 7. His hobby is playing football. | T / F |
| 4. His school starts at 9:00 a.m. | T / F | 8. His ambition is to become a pilot. | T / F |

5b Listen again and check your answers.

Speaking

1 Match the questions in Column A with the answers in Column B.

- | A | B |
|--------------------------------|----------------------------|
| 1. What's your name? | a. ... fried chicken. |
| 2. Where do you live? | b. ... to be a lawyer. |
| 3. What's your hobby? | c. ... Thet Thet. |
| 4. What's your ambition? | d. ... in Nay Pyi Taw. |
| 5. What's your favourite food? | e. ... listening to music. |

2 Check your answers with your friend. Practise the dialogue in pairs. Then, write your answers in complete sentences.

3 Complete the card with your personal information.

Name _____
 Address _____
 Hobby _____
 Ambition _____
 Favourite food _____

Useful language

- What's your name?
- Where do you live?
- What's your hobby?
- What's your ambition?
- What's your favourite food?

- My name's _____.
- I live in _____.
- My hobby is _____.
- My ambition is to become _____.
- My favourite food is _____.

4 Ask questions to get personal information about your friend. Complete the card.

Name _____
 Address _____
 Hobby _____
 Ambition _____
 Favourite food _____

5 Tell the class about your friend using the information on the card.

My friend's name is _____.
 He / She lives in _____.
 His / Her favourite food is _____.
 His / Her hobby is _____.
 His / Her ambition is to become _____.

Lesson 2: Talking about families

- talking about personal details

Reading

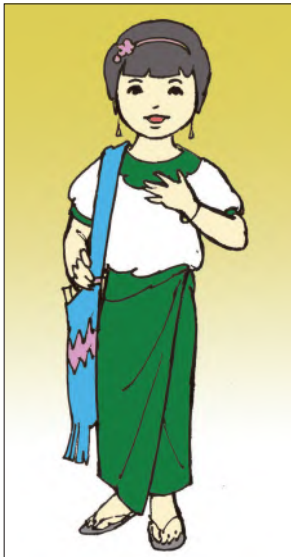
1 Match the questions (1-6) with the answers (a-f).

1. How old are you?	a. ... noodles.
2. How many brothers and sisters do you have?	b. ... mum, dad, two brothers, two sisters and me.
3. What's your hobby?	c. ... eleven.
4. What's your favourite food?	d. ... seven.
5. How many people are there in your family?	e. ... two brothers and two sisters.
6. Who are they?	f. ... reading stories.

2 Check your answers with your friend. Then, practise the dialogue.

3 Work in pairs. Ask and answer the questions to complete the text about Moe Moe.

Student A: Ask Student B questions to complete the text. Then, listen to him / her and answer the questions.

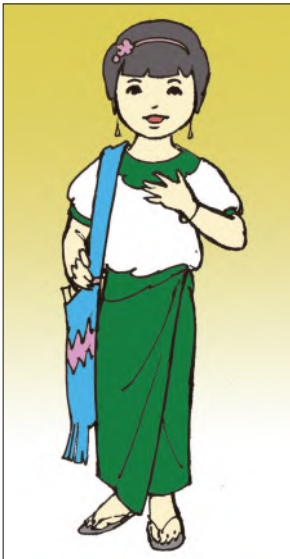


Her name's Moe Moe. She is (1) _____ years old. She has a twin brother. Her school is near her home. The school starts at (2) _____ in the morning and finishes at 3:00 in the afternoon. Her favourite food is (3) _____. Her hobby is drawing. She uses colour pencils to draw pictures. Her ambition is to become a (4) _____. There are four people in her family. She lives in (5) _____ with her mum, dad and her twin brother.

Student A's questions

- How old is she?
- When does her school start?
- What's her favourite food?
- What's her ambition?
- Where does she live?

Student B: Listen to Student A and answer the questions. Then, ask him / her questions to complete the text.



Her name's (1) _____. She is 12 years old. She has (2) _____ brother. Her school is near her home. The school starts at 9:00 in the morning and finishes at 3:00 in the afternoon. Her favourite food is sandwich. Her hobby is (3) _____. She uses colour pencils to draw pictures. Her ambition is to become a painter. There are (4) _____ people in her family. She lives in Mandalay with her (5) _____.

Student B's questions

- What's her name?
- How many brothers and sisters does she have?
- What's her hobby?
- How many people are there in her family?
- Who does she live with?

4 Read the text and cross out the ones in the boxes that are not true for Mie Mie.

7 family members

~~4 family members~~

May 2006

Shan noodles

a blue pencil case

going to school on foot

going to school by bike

Top Star

Naing Naing

strawberries

a pink dress and pink shoes

gardening

skipping

Hi, I'm Mie Mie. I was born in May 2006. Now, I'm 12 years old. I've got one younger sister. She is 3 years younger than me. My grandparents and my aunt live with us. So, there are seven people in my family. We live in Pyin Oo Lwin. My sister and I go to school by bike. It takes about 15 minutes to get to school. We like Shan noodles and strawberries very much. My hobbies are reading and gardening. My sister likes skipping but I don't. I'm happy to water plants in the garden. My sister's favourite colour is pink. I always choose things mostly in blue. My family love music. My dad's favourite is rock music. *Top Star* is his favourite band. Mum and aunt like pop songs. My sister and I like rap. Naing Naing is my favourite singer.

Lesson 3: My best friend

- | | |
|------------------|--------------------------|
| • present simple | • talking about a friend |
|------------------|--------------------------|

Grammar

1 Read the text and underline the verbs in the present simple.

My Best Friend

My best friend is Haymah. She lives next door to me. We go to the same school but we are in different classes. I walk to school, but Haymah goes there by bike because she always gets up late.

After school, we do our homework first and then we watch TV. I like sports programmes, but Haymah does not like them. She thinks they are boring. She loves music.

She has a big family. She has three sisters and one brother. I play with them under the tree in front of her house. Her grandma always cooks delicious food for us.

2 Complete the table to make affirmative and negative sentences in the present simple.

	Affirmative	Negative
I	like fish.	_____.
We	_____.	do not like fish.
You	like fish.	_____.
They	_____.	do not like fish.
He	likes fish.	_____.
She	_____.	does not like fish.
It	likes fish.	_____.

3 Complete the sentences with the correct form of each verb in the box. Use the present simple.

boil have go cook (not) drink build watch rain leave teach

- | | |
|--|---|
| <p>1. My granny _____TV after dinner.</p> <p>2. It _____a lot in coastal regions.</p> <p>3. The earth _____round the sun.</p> <p>4. Birds _____nests to lay their eggs.</p> <p>5. Water _____at 100°C.</p> <p>6. I _____a shower at 8:00 a.m. and then I go to school.</p> | <p>7. My aunt _____ coffee at night.</p> <p>8. My dad _____ home at 7:30 in the morning.</p> <p>9. My elder brother _____ me English every evening.</p> <p>10. My mum _____ delicious meals for us.</p> |
|--|---|

We use the present simple to talk about :

- a. things that we do regularly
- b. something that happens regularly
- c. things that are true and do not change

4 Say why the present simple is used in the sentences in Exercise 3.

e.g. Sentence 1 - (a)

5a Write an affirmative sentence and a negative sentence for each picture using the present simple.



1. She (live) in a big house.
She (live) in a flat.



2. She (have) a sister.
She (have) a brother.



3. He (get) up early on Sundays.
He (stay) in bed late on Sundays.



4. He (walk) to school.
He (go) to school by school bus.



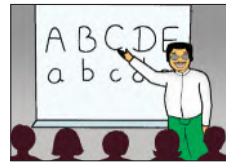
5. Her mum (work) in a bank.
Her mum (work) in a school.



6. Her dad (be) a farmer.
Her dad (be) a sailor.



7. He (have) a bike.
He (have) a motorcycle.



8. His dad (teach) English.
His dad (teach) Maths.

5b Check your answers with your friend.

6a Complete the following questions.

- | | |
|--|-------------------------------------|
| 1. How old _____ you? | 6. What do you _____ for breakfast? |
| 2. Where do you _____, in a flat or a house? | 7. How do you _____ to school? |
| 3. What does your father _____? | 8. What do you _____ after school? |
| 4. How many brothers and sisters do you _____? | 9. What do you _____ after dinner? |
| 5. When do you _____ up in the morning? | 10. When do you _____ to bed? |

6b In pairs, ask your friend the questions. Take notes of his / her answers.

6c Write a short paragraph about your friend in your exercise book.

Lesson 4: Daily routine

- writing about your daily life

Writing

1a Look at the following daily activities. Tick (✓) the activities that you do. Add some more activities if necessary.

- | | | | |
|-------------------------------|----------------------|-------------------|------------------|
| do homework | do the washing-up | get up | go to school |
| go to bed | have breakfast | have dinner | have lunch |
| lay the table for dinner | listen to teachers | listen to music | make the bed |
| pack the school bag | sweep the floor | study the lessons | take a bath |
| take part in class activities | take the rubbish out | watch TV | water the plants |

1b Put your daily activities in the correct column(s).

Morning	Afternoon	Evening
get up		

2 Put the following sentences about Aung Aung’s daily routine in the correct order. The first one is done for you.

- a. He has breakfast and gets ready for school. ()
- b. He lays the table for dinner. ()
- c. His class finishes at 12:00 noon and he goes home. ()
- d. He has lunch and studies his lessons after that. ()
- e. He walks to school at 6:40 a.m. ()
- f. Aung Aung gets up at 5:30 in the morning. (1)
- g. His class starts at 7:00 in the morning. ()
- h. He studies his lessons from 8:00 p.m. to 10:00 p.m. ()
- i. He listens to his teachers and takes part in class activities. ()
- j. Then, he makes his bed and goes to bed. ()
- k. After dinner, he watches TV and has a chat with his family. ()
- l. He helps his father water the plants in the garden and takes the rubbish out in the evening. ()

3 Write a paragraph on “My Daily Routine”.

4 In pairs, ask the following questions. Give short answers.

1. When do you get up in the morning?

_____ .

2. When do you have breakfast?

_____ .

3. What do you do before you go to school?

_____ .

4. When do you go to school?

_____ .

5. How do you go to school?

_____ .

6. What do you do at school?

_____ .

7. When do you go back home?

_____ .

8. When do you study your lessons?

_____ .

9. What do you do before dinner?

_____ .

10. When do you go to sleep?

_____ .

5 Write a paragraph on 'My Friend's Daily Life'.

My friend's name is _____. He / She gets up at ...

UNIT 3

Lesson 1: Talking about your city

- places in a city
- asking and answering questions

Vocabulary

1a Look at the pictures. What do you think they are?

1b Match the pictures with the words in the box.

airport	gym	park
playground	restaurant	supermarket



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 Match the places with what you can see or do there.

Places

1. airport
2. bank
3. supermarket
4. gym
5. hotel
6. restaurant
7. museum
8. park
9. playground

What you can see or do there

- a. You can do physical exercise there.
- b. You can buy food, drinks, household items, etc. there.
- c. You can stay and have meals there.
- d. You can see planes arrive and leave there.
- e. You can save or borrow money there.
- f. You can walk, play and relax there.
- g. You can buy and eat a meal there.
- h. Children can play there.
- i. You can see objects of artistic, cultural or historical interest there.

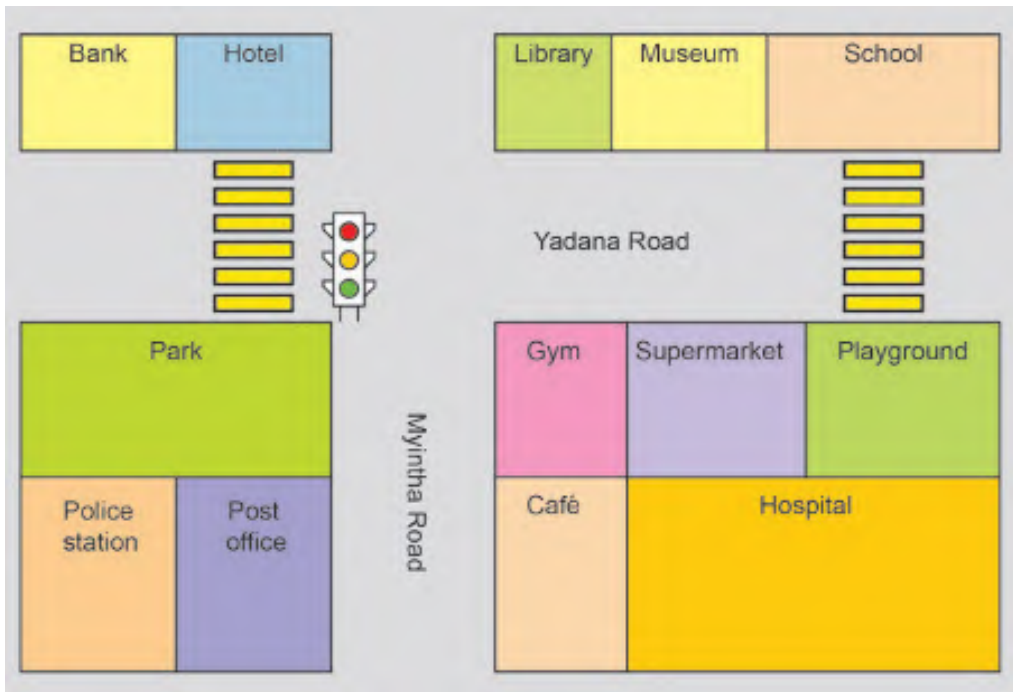
Listening and speaking

1 Listen and repeat.

airport	hospital	park	railway station
bank	hotel	playground	restaurant
café	library	police station	school
gym	museum	post office	supermarket

2 Look at Exercise 1. Listen and tick (✓) the places you hear.

3 Look at the picture. What do you see in the picture?



4a Where are they? Complete the dialogue.

- A: Where is the hotel? B: It's next to the _____.
- A: Where is the museum? B: It's between the _____ and the school.
- A: Where is the gym? B: It's next to the _____.
- A: Where is the bank? B: It's opposite the _____.
- A: Where is the park? B: It's opposite the _____ near the zebra crossing.

4b Check your answers with your friend. Practise asking and answering the questions.

Lesson 2: At the market

- | | | |
|---------------------|---------------------------|------------------|
| • shops in a market | • different kinds of food | • going shopping |
|---------------------|---------------------------|------------------|

Reading

1 Look at the pictures. Match the pictures with the shops given in the box.

- | | | |
|-----------------------|-----------------------------|---------------------------|
| butcher's
toy shop | fishmonger's
flower shop | greengrocer's
grocer's |
|-----------------------|-----------------------------|---------------------------|



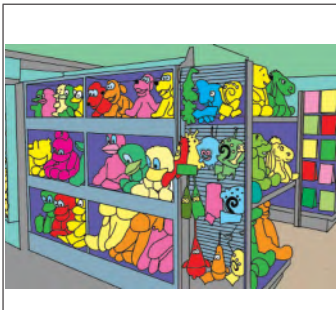
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 Match the things in Column A with the shops in Column B.

Column A

1. meat
2. fruits and vegetables
3. food and household items
4. dolls and toys
5. fish and prawns

Column B

- a. greengrocer's
- b. toy shop
- c. butcher's
- d. fishmonger's
- e. grocer's

3 Read the text and answer the questions.

My name is Nyo Nyo and I'm twelve years old. I like going to the market with my mum on Sundays. We always walk to the market. The market is located on a wide street. At the corner of the market street, there is a place for cars to park. There is also a taxi rank and a trishaw stand next to the car park. Shoppers can come by car, taxi or trishaw. The market is a busy place. It is noisy with sellers and shoppers selling and buying things. Roadside shops along the market street welcome the shoppers first. There are flower shops and food stalls selling fritters, mohinga, coconut noodles, steamed sticky rice and steamed peas. The delicious smell from the food stalls attracts the shoppers to come and have a bite. In the market, we can see clothes shops, toy shops, greengrocers', and grocers' next to each other. Shoppers can buy fish at the fishmongers'. The butchers' are opposite the fishmongers' and we can buy meat there. I enjoy going to the market because I can eat the food I like and look at all the interesting things there. Going to the market always makes me feel happy.

1. When does Nyo Nyo go to the market?
2. How does Nyo Nyo go to the market?
3. Where is the market located?
4. Where is the car park?
5. Which shops does a shopper see first?
6. What do the sellers sell at food stalls?
7. Which shops does Nyo Nyo see in the market?
8. What does a fishmonger sell?
9. Where can Nyo Nyo buy meat?
10. Why does Nyo Nyo enjoy going to the market?

4a Make a shopping list of at least five things.

4b In pairs, ask your friend where you can buy the things on your shopping list.

1. A: Excuse me, where can I buy chicken?
B: At the butcher's.
2. A: _____.
B: _____.

<p style="text-align: center;">My shopping list</p> <ul style="list-style-type: none"> • chicken • _____ • _____ • _____ • _____

Useful language	
<ul style="list-style-type: none"> • Excuse me. • Where can I buy _____? • Where can I get _____? • I need to buy _____. • What about _____? • Thank you. 	<ul style="list-style-type: none"> • You can buy it / them at the _____. • You can get it / them at the _____. • At the _____. • I'm sorry. I don't know. • You're welcome. • It's my pleasure.

Lesson 3: Where is it?

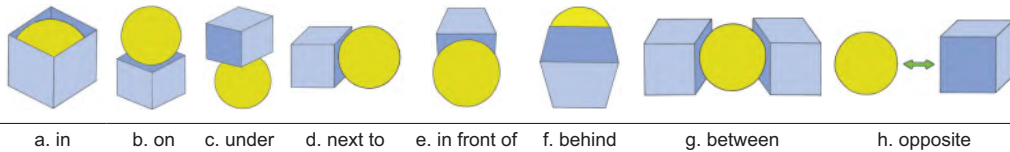
- | | |
|---|--|
| <ul style="list-style-type: none"> • prepositions of place | <ul style="list-style-type: none"> • asking for and giving directions |
|---|--|

Grammar

A Prepositions of place

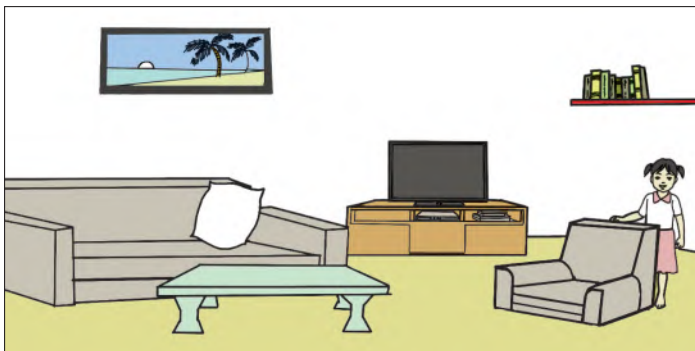
A preposition is a word that links a noun or a pronoun to other words in a sentence. There are some prepositions that show places.

1 Look at the pictures.



- | | |
|---|---|
| <p>a. The ball is in the box.
 b. The ball is on the box.
 c. The ball is under the box.
 d. The ball is next to the box.</p> | <p>e. The ball is in front of the box.
 f. The ball is behind the box.
 g. The ball is between the boxes.
 h. The ball is opposite the box.</p> |
|---|---|

2 Look at the picture. In pairs, name the items that you see and tell each other where they are.



3 Underline the correct prepositions.

- | | |
|--|--|
| <p>1. A: Where's the girl?
 B: She is behind / next to the sofa.</p> <p>2. A: Where are the books?
 B: They are in / on the shelf.</p> <p>3. A: Where is the picture?
 B: It is under / on the wall.</p> | <p>4. A: Where is the TV?
 B: It is on / behind the cabinet.</p> <p>5. A: Where is the cushion?
 B: It is next to / on the sofa.</p> |
|--|--|

B Giving directions

We use imperatives to give directions.



Go along the road.

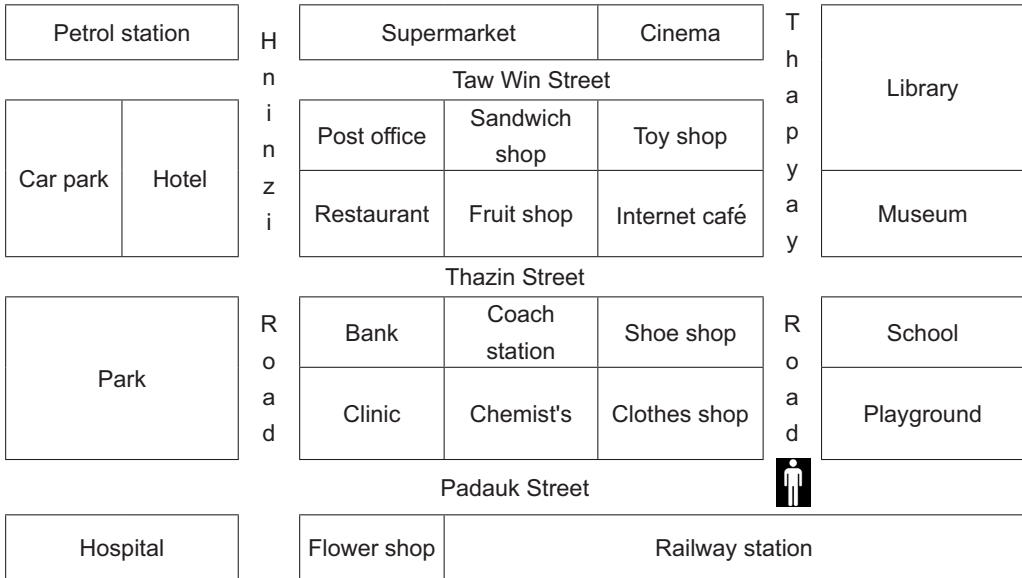


Turn right.



Turn left.

4 Look at the picture. What places do you see?



5 Give directions using the words in the box. The first one is done for you as an example.

go along (2)	turn left (2)	turn right
--------------	---------------	------------

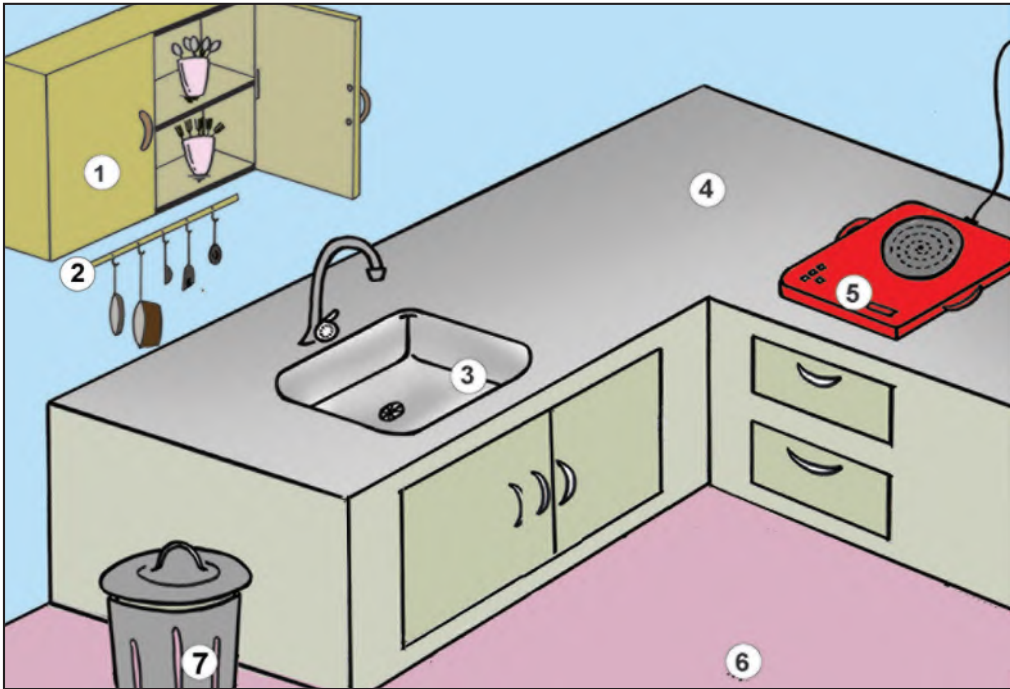
- | | |
|--|---|
| <p>1. A: Where is the school?</p> <p>2. A: Can you tell me where the bank is?</p> <p>3. A: Excuse me, do you know where the restaurant is?</p> <p>4. A: How do I get to the post office?</p> <p>5. A: I'd like to go to the library.</p> | <p>B: (1) <u>Go along</u> Thapyay Road. The school is next to the playground.</p> <p>B: Go along Padauk Street, and (2) _____ at Hninzi Road. The bank is on your right, opposite the park, next to the clinic.</p> <p>B: Go along Thapyay Road. (3) _____ at Thazin Street. It's on your right, next to the fruit shop.</p> <p>B: Go along Thapyay Road. Then (4) _____ at Taw Win Street. It's on your left, next to the sandwich shop.</p> <p>B: (5) _____ Thapyay Road. The library is on your right, next to the museum.</p> |
|--|---|

Lesson 4: My favourite room

- | | |
|--------------------|---------------------|
| • things in a room | • describing a room |
|--------------------|---------------------|

Reading

1 Label the things in the picture with the words in the paragraph.



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

2 Choose the correct title for the paragraph below:
My Bedroom, My Kitchen, My Living Room

I am Aung Aung. I live with my parents in an apartment. There are four rooms – a living room, two bedrooms and a kitchen. The room I like best is the kitchen. It is a big room. It is also our dining room because we have our meals there. It is at the back of the apartment. Pink tiles cover the floor. It has two windows. One window looks over the street and the other one looks over the backyard. The kitchen gets lots of sunlight and fresh air. It is light and airy. Inside the **cabinet** above the kitchen counter are **spoons, forks, knives, plates, bowls, cups** and **saucers**. On the rack above the sink are **frying pans, cooking pots,** and **ladles**. There is a stove and a sink. The waste bin is beside the sink. There are **four chairs, two stools and a wooden table** in the kitchen. The kitchen is always clean. I help my mother clean the kitchen and do the washing-up. As we spend a lot of our time in the kitchen, it is my favourite room at home.

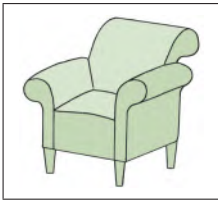
3 Complete the list with the words in bold in the paragraph.

Furniture	Kitchen utensils
cabinet, _____	spoons, _____

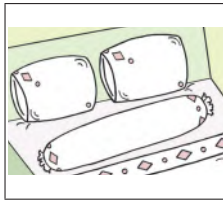
4 Find the adjectives in the paragraph that Aung Aung uses to describe his kitchen.

Writing

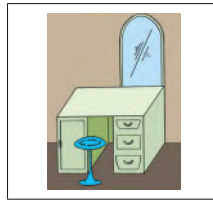
1 Look at the pictures. In which room can you find them?



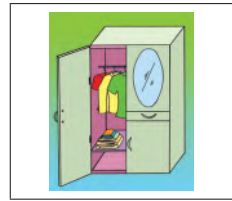
armchair



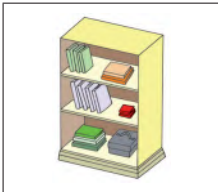
pillow and bolster



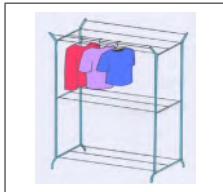
dressing table



wardrobe



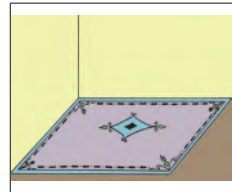
bookcase



clothes horse



lamp



carpet

2 Think about your bedroom. Answer the questions.

1. Do you have your own bedroom or share it with someone else?
2. Where is your bedroom?
3. Is it big or small?
4. What is the colour of the walls?
5. Does it get fresh air?
6. Does it have a window? What can you see from the window?
7. Does it get lots of sunlight?
8. What pieces of furniture are there in your room?
9. What do you usually do in your room?
10. Do you like your room? Why?

3 Write a paragraph on “My Bedroom” using your answers in Exercise 2.

My name is _____. I live in a house / an apartment.

4 Describe your bedroom to your friend.

Review 1

1 Circle the odd one out.

- | | | | |
|----------------|---------------|----------------|------------------|
| 1. (a) windy | (b) sunny | (c) cloudy | (d) tidy |
| 2. (a) teacher | (b) cooker | (c) engineer | (d) farmer |
| 3. (a) cooking | (b) swimming | (c) hiking | (d) skating |
| 4. (a) table | (b) chair | (c) pot | (d) desk |
| 5. (a) museum | (b) chemist's | (c) fruit shop | (d) clothes shop |

2 Complete the sentences with the correct form of the verbs given in brackets.

- Every summer, we _____ (go) to Chaung Tha.
- My brother _____ (play) football at weekends.
- Pyin Oo Lwin _____ (have) a pleasant climate.
- It _____ (not be) sunny today.
- My mother _____ (wash) her hair on Saturdays.

3 Match the greetings in Column A with the responses in Column B.

Column A

- Hello, Phyu Sin.
- How are you?
- Have a nice day!
- How do you do?
- Nice to meet you.

Column B

- How do you do?
- Nice to meet you, too.
- Hi, Pyae Sone.
- You too. Bye!
- Fine, thank you.

4 Complete the sentences using the prepositions below.

above between in in front of on

- The books are _____ the shelf.
- The teacher is standing _____ the class.
- The clock is _____ the blackboard in our classroom.
- Kaung Kaung sits _____ Bo Bo and Tun Tun.
- His bag is _____ the drawer.

5 Look around the class. In pairs, ask and answer the questions.


- Where is the blackboard?
- Where is the dustbin?
- Where is the clock?
- Where is the teacher's chair?
- Where are your books?

Project 1

In groups, write a holiday postcard.

1. Choose a place you like.
2. Draw a picture or find a picture from a newspaper or a magazine for the postcard.
3. Discuss with your friends and write what you can see and do there.
4. Start your postcard with a greeting.
5. Include your personal feelings.
6. Use 'be + adjective' to describe weather and places.
7. End your postcard with leave-taking and signature.

Study the sample postcard before you start your project.

<p style="text-align: right;"><i>29th April, 2019</i></p> <p>Hello Thiri,</p> <p>We are having a wonderful time in Chaung Tha. There are lots to do here. The sandy beach is beautiful and not far from the hotel. Chaung Tha is famous for its fresh and yummy seafood. The weather is fine. The people are kind and helpful. The beach is really good for hiking, jogging and cycling. See you soon!</p> <p>Love, Muyar</p>	<p>Thiri</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>No.10, Aung Mingalar Street</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>Bago</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 
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Poem 1**THE OWL****Pre-reading**

1. When can you usually see an owl?
2. Where can you find it?
3. What does it eat?

**1 Read the poem.****THE OWL**

A wise old owl sat on an oak,
The more he saw the less he spoke,
The less he spoke the more he heard,
Why aren't we like that wise old bird?

Edward H. Richards

2 Answer the following questions.

1. Where was the owl?
2. How many lines are there in the poem?
3. Find the word that rhymes with 'oak'.
4. Find the word that rhymes with 'heard'.
5. What adjectives are used to describe the owl?

UNIT 4

Lesson 1: Talking about your family and free time

- | | |
|--|--|
| <ul style="list-style-type: none"> • words that go with <i>go, do, play</i> | <ul style="list-style-type: none"> • talking about hobbies and families |
|--|--|

Listening and speaking

1 Listen and repeat.

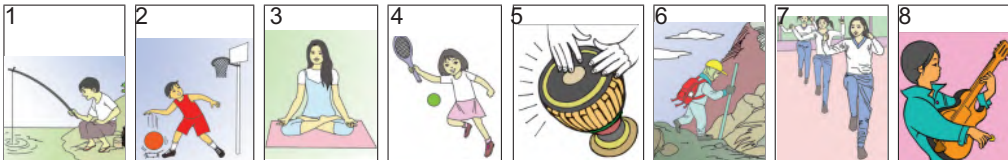
go	climbing	do	judo	play	badminton	play	the drums
	diving		karate		basketball		the flute
	fishing		yoga		football		the guitar

2 Put the following words in the correct column.

aerobics the piano skating swimming gymnastics tennis

go	do	play

3 Match the pictures with the hobbies from Exercises 1 and 2. The first one is done for you.



- | | |
|----------------------|----------|
| 1. <u>go fishing</u> | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

4 Listen to Bannyar, Haymah, Thiha, and Thazin talking about themselves. Write down the name of each speaker. The first one is done for you.

- father - engineer
 - mother loves cooking
 - volleyball
 - shopping with parents
 - music
- Speaker: Thazin

- farmers
 - climbing mountains
 - play the flute
 - diving in the river
- Speaker: _____

- doctors
- two girls
- badminton
- guitar and piano

Speaker: _____

- doctor and teacher
- two brothers
- basketball and football
- swimming

Speaker: _____

5 Listen again and complete the table.

Hobbies	Who?
playing basketball	
travelling	
playing the guitar	
listening to K-pop music	

6 Listen and fill in the blanks.

My _____ is Thazin. I am from Lashio. I'm studying in Grade 6 now. My _____ are U Yan Shin and Daw Khin Yi. I have no brother or _____. I like _____ to K-pop music with my friends. On weekends, I _____ with my parents.

7 In pairs, tell each other about your family and hobbies.



Lesson 2: A happy family

- different kinds of food
- expressing likes and dislikes

Reading

1 Look at the emoticons and fill in the blanks with *love, like, dislike* or *hate*.

1. I _____ Indian food.		 ++ + - -- love like dislike hate
2. I _____ snakes.		
3. I _____ flying.		
4. I _____ ice-cream.		

2 Do you love, like, dislike or hate the following food and drinks? Draw emoticons under the pictures. The first one is done for you.

 dumplings	 coffee	 doughnuts	 chocolates	 porridge
1. + _____	2. _____	3. _____	4. _____	5. _____
 mohinga	 juice	 tea	 noodles	 pancakes
6. _____	7. _____	8. _____	9. _____	10. _____

3 Look at the emoticons you have chosen in Exercise 2, and write a sentence for each picture.

1. I like dumplings.

4 Read the passage.

My name is Thura. I live in Yangon. I am eleven years old. I am studying in Grade 6. My parents are U Kyaw Win and Daw Khin Ma Ma. My father is a doctor and my mother is a teacher. My younger brother Kyaw Swa is studying in Grade 4. We go to the same school. My grandmother, Daw Mya Mya lives with us. She is my mother's mother. She loves all of us, and we all love her too. The people in my family have different likes and dislikes.



Sports

I really like playing football. Kyaw Swa likes playing basketball. But, sometimes, he plays football with us. When he goes to the basketball court, I go along with him and watch him play basketball with his friends.

Entertainment

My father likes watching football matches, but my mother and my grandmother like watching movies on TV. Kyaw Swa and I like listening to music. Kyaw Swa loves hip-hop music, but I do not like it very much. I like pop music.



Food

My mother usually thinks carefully about what to cook every day because we have different likes and dislikes. My father and I love fish, but my brother doesn't. He likes meat. My grandmother doesn't eat meat. We all love vegetables.

On Sundays, my mother cooks delicious dishes for us, and we usually have a wonderful meal. Although we have different likes and dislikes, we never quarrel. We are a happy family.

4a Complete the table.

S r. No.	Name	Sports		Entertainment		Food	
		like	dislike	like	dislike	like	dislike
1	Daw Mya Mya	–	–		–		
2	U Kyaw Win	–	–		–		–
3	Daw Khin Ma Ma	–	–		–		–
4	Thura		–				–
5	Kyaw Swa		–		–		

4b Answer the questions.

1. How many people are there in Thura's family?
2. What does Thura's father do?
3. What are the hobbies of the two boys?
4. What kind of music does Thura listen to?
5. What type of food do they all like?

5 Choose two people from your family. Match the people and the food they like by drawing a line.

I	doughnuts
My father	dumplings
My mother	noodles
My brother	mohinga
My sister	pancakes

6 Tell the class what you and your family members like.

e.g. I like ...

My mother/ father/ sister/ brother ...

Lesson 3: Talking about habits and routines

- verbs expressing likes and dislikes
- adverbs of frequency

Vocabulary

1 Match the pictures with the sports in the box.

swimming	cycling	playing golf	diving
running a marathon	rowing	yachting	weightlifting



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

2 Circle the odd word. The first one is done for you.

- | | | | |
|---------------|------------|----------|---------------|
| 1. swimming | (golf) | rowing | yachting |
| 2. basketball | volleyball | football | weightlifting |
| 3. orange | guava | banana | potato |
| 4. chicken | fish | crab | prawns |
| 5. coffee | tea | milk | pancake |

3 Put a tick (✓) in the correct column for the sports and hobbies you like or dislike. Compare your list with your friend's. What do you like or dislike on your friend's list?

Sports and hobbies	😍	😊	😞	😡
cycling		✓		
playing basketball				
swimming				✓
listening to music				
playing the guitar				
travelling				

Useful language

A: I like cycling. What about you?
B: So do I.

A: I hate swimming.
B: Oh, really? I love it.

A: I don't like weightlifting.
B: Neither do I.

Grammar

Adverbs of frequency: *always, usually, generally, often, sometimes, seldom/ rarely/ hardly, never*

always	↑ 100% (at all times)	e.g. <i>I <u>always</u> get up at 6 o'clock.</i>
usually generally	about 85% (most often)	e.g. <i>I <u>usually</u> / <u>generally</u> go to school by bus.</i>
often	about 75% (many times)	e.g. <i>I can <u>often</u> help my dad in washing the car.</i>
sometimes	about 50% (at times: now and then)	e.g. <i>I am <u>sometimes</u> too lazy to do my homework.</i>
seldom/ rarely/ hardly	about 10% (not often)	e.g. <i>He is <u>rarely</u> late for meetings.</i>
never	0% (at no time)	e.g. <i>She <u>never</u> eats meat.</i>

1 Look at the diagram and fill the blanks with *always, usually, generally, often, sometimes, seldom, rarely, hardly or never*.

100%	↑	1. Mg Mg _____ goes to school by school bus.
85%		2. He _____ studies his lessons at night.
75%		3. His mother _____ cooks chicken.
50%		4. His brother _____ eats vegetables.
10%		5. His family _____ goes to the cinema on Sunday.
0%		6. His father _____ smokes.

2 In groups of 4, say one thing you usually do and one thing you never do.

e.g. I usually go climbing. I never run a race.

Lesson 4: What we like and dislike!

- | | |
|------------------------------------|-------------------------------------|
| • hobbies and free time activities | • different kinds of food and drink |
|------------------------------------|-------------------------------------|

Writing

1 Look at the pictures. In brackets, put a tick (✓) for the hobbies you like and a cross (×) for the hobbies you don't like.



fishing

1. ()



playing basketball

2. ()



playing the piano

3. ()



swimming

4. ()



playing the flute

5. ()



cycling

6. ()



weightlifting

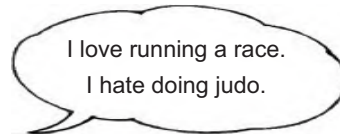
7. ()



dancing

8. ()

2 In pairs, tell your friend the hobbies you like or dislike. Use *like*, *love*, *dislike* and *hate*.



3 In Column A, write 3 sentences about your hobbies. In Column B, write 3 sentences about how often you do these hobbies.


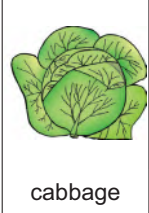


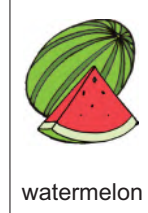
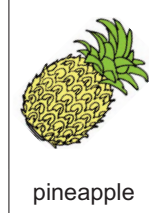


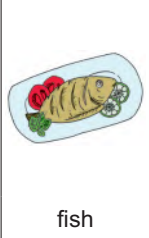
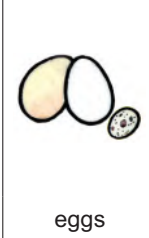

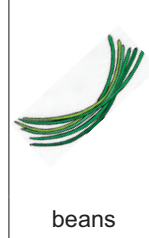




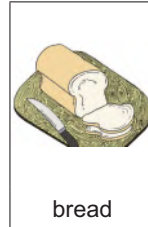

Column A	Column B
e.g. <i>I like swimming.</i>	e.g. <i>I sometimes go swimming.</i>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

4 Read out your sentences to the class.

5 Look at the pictures. Put a tick (✓) each for the food and drinks you and your family members like, or a cross (×) for what they dislike. Write 5 sentences.

e.g. I love grapes and pineapples but I don't like watermelons.

My mother loves maize but she dislikes potatoes.

 grapes	 cabbage	 carrots	 roselle	 watermelon	 pineapple
1. ()	2. ()	3. ()	4. ()	5. ()	6. ()
 prawns	 milk	 fish	 eggs	 chicken	 beans
7. ()	8. ()	9. ()	10. ()	11. ()	12. ()
 maize	 noodles	 potatoes	 yam	 bread	 porridge
13. ()	14. ()	15. ()	16. ()	17. ()	18. ()

6 Write a paragraph on “My Family”. Use the answers to these questions.

- What is your name?
- How old are you?
- Where do you live?
- What Grade are you in?
- Who are your parents?
- What do they do?
- How many brothers and sisters do you have?
- What are your hobbies?
- What are the food and drinks that you and your parents like or dislike?

UNIT 5

Lesson 1: Where shall we meet?

- | | |
|-----------------------|-------------------------------|
| • making appointments | • nationalities and countries |
|-----------------------|-------------------------------|

Listening and speaking

1 Listen and complete the conversations with the words in the box.

Conversation 1

come	free	join	meet	plans
------	------	------	------	-------

Mon Mon: Are you (1) _____ on Saturday, Sandar?

Sandar: Oh, Yes. Do you have any (2) _____ ?

Mon Mon: We're going to a restaurant for dinner this evening.

Would you like to (3) _____ with us? Ko Ko and Su Su are coming too.

Sandar: That's great. I'd love to. Where shall we (4) _____ ? And when?

Mon Mon: Let's meet at the *Silver Star Restaurant*. Will 5 o'clock be OK?

Sandar: Sure. I'll (5) _____ you. See you.

Conversation 2

10 o' clock	meet	See	Sunday	time
-------------	------	-----	--------	------

Nandar: I'd like to invite you to my birthday party on (1) _____ .

Thandar: What (2) _____ ?

Nandar: At (3) _____ in the morning. Can you come?

Thandar: Certainly. Where are we going to (4) _____ ?

Nandar: At the *Golden Star Restaurant*.

Thandar: OK. I'll come. (5) _____ you there.

Conversation 3

1:00	badminton	badminton court	school	Wednesday
------	-----------	-----------------	--------	-----------

Min Khant: Do you have any plans for (1) _____ after school?

Zaw Zaw: No. None. Why?

Min Khant: Then what about playing (2) _____ ?

Zaw Zaw: Why not? When shall we meet?

Min Khant: After school at (3) _____ . Let's meet at the (4) _____ on Thaton Street.

Zaw Zaw: Good! The badminton court is near our (5) _____ .

OK. See you then.

2 Check your answers with your friend.

3 In pairs, practise the conversations.

Useful language

Where shall we meet?

When / Where are we going to meet?

Would you like to _____ ?

I'll join you. See you then.

4 Complete the table with the words given below.

Japan Thailand Korea India Singapore Malaysia
 Singaporean Korean Indian Thai Malaysian Japanese

Country	Nationality
China	Chinese
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5a Listen and complete the conversations.

Conversation 1

A: Where are you from?
 B: _____ . I'm Japanese.

Conversation 2

A: Where do you come from?
 B: Korea. I'm _____ .

Conversation 3

A: Where are you from?
 B: _____ . I'm Indian.

Conversation 4

A: Where do you come from?
 B: Malaysia. I'm _____ .

5b Check the answers with your friend.

6 Look at the sample conversation. In pairs, practise the conversation, using the information given below.

e.g. A: Where are you from, Mei Lin?
 B: From China. I'm Chinese.


Min Ho
Korea / Korean



Michiko
Japan / Japanese



Raman
Malaysia / Malaysian



Anong
Thailand / Thai



Mei Lin
China / Chinese



Useful language

Where are you from, _____?
 From _____.
 I'm _____.

Lesson 2: Let's read a short note!

- | | |
|------------------------------------|-----------------------|
| • talking about personal interests | • making appointments |
|------------------------------------|-----------------------|

Reading

1 Read the short paragraphs. Tick (✓) the activities the children like to do.

Yadana	Nady	Thaw Zin
<p>I love music. I enjoy listening to pop songs. Singing contests are my favourite TV programmes. I also love to sing. My father has a very nice Karaoke machine. I practise singing songs at weekends. I hope to take part in one of the famous singing contests one day. I like the Myanmar Idol Programme best. I hope to be a pop singer when I grow up.</p>	<p>I'm fond of travelling. In my free time, I watch the Discovery Programme on TV. I love to watch Discovery Asia because I can learn about science, wildlife, history and culture of Asian countries. I wish to visit some famous and interesting places in Asia. I hope I will visit these places one day. I plan to be a reporter when I grow up.</p>	<p>I'm interested in sports. I really like football. I play football with my friends after school. I am a player on our school football team. I love to watch football matches on TV. I am a fan of Manchester United. My favourite footballer is Rooney. I hope to be a famous footballer when I grow up.</p>

Activity	Yadana	Nady	Thaw Zin
listening to pop music	✓		
travelling			
watching the Discovery Programme on TV			
playing football			
visiting Asian countries			
singing			
watching sports programmes			
taking part in singing contests			

2 Read the short notes and complete the sentences below the tables.

Hi, Sandy,

How's your day?
I think you're OK.
I want to give you a piece of good news.
There's a new Korean Restaurant at the end of our street. I plan to try it.
Would you like to come along?
I am free this weekend.

With love,
Su Su

Hello Su Su,

Everything is fine with me.
But too much homework!
I also heard about that new restaurant. But I have to go to my grandma on Saturday.
I'll be back in the evening.
How about Sunday?
We can go there at lunch time.
Let's meet at 12, OK?

See you.
Sandy

1. Su Su asked Sandy if she would like to try the _____.
2. Su Su is free _____.
3. Sandy is fine but she has a lot of _____ to do.
4. Sandy is not free on _____ because she has to go to her grandma.
5. They will meet at 12 on _____.

3a Read the note asking for leave of absence and fill in the blanks with the words in the box.

respectfully sorry Saya shall running

Dear (1) _____,

I'm (2) _____ I cannot come to school today. I'm (3) _____ a slight fever.
I (4) _____ be able to come to school tomorrow. Thank you.

Yours (5) _____,
Thura

3b Check your answers with your friend.

3c Answer the questions.

1. Who is the note for?
2. Why did Thura write this note?
3. Why can't Thura come to school?
4. When would Thura be able to come to school?

Lesson 3: Where are you from?

- | | |
|---|------------------|
| • countries, nationalities and capitals | • present simple |
|---|------------------|

Vocabulary and grammar

Vocabulary

1a Look at the names of ASEAN countries, their nationalities and their capitals.

No.	Country	Nationality	Capital
1	 Brunei Darussalam	Bruneian	Bandar Seri Begawan
2	 Cambodia	Cambodian	Phnom Penh
3	 Indonesia	Indonesian	Jakarta
4	 Lao PDR	Laotian	Vientiane
5	 Malaysia	Malaysian	Kuala Lumpur
6	 Myanmar	Myanmar	Nay Pyi Taw
7	 The Philippines	Filipino	Manila
8	 Singapore	Singaporean	Singapore
9	 Thailand	Thai	Bangkok
10	 Vietnam	Vietnamese	Hanoi

1b Choose the correct answers.

1. What is the capital of Vietnam?

(a) Manila	(b) Bangkok	(c) Hanoi
------------	-------------	-----------
2. Where is Kuala Lumpur?

(a) in Thailand	(b) in Malaysia	(c) in Lao PDR
-----------------	-----------------	----------------
3. What is a citizen of Brunei Darussalam called?

(a) Bruneian	(b) Thai	(c) Singaporean
--------------	----------	-----------------
4. Which country is next to Myanmar?

(a) Thailand	(b) Singapore	(c) Malaysia
--------------	---------------	--------------
5. Which country's flag has a triangle?

(a) Vietnam's	(b) Indonesia's	(c) The Philippines'
---------------	-----------------	----------------------

Grammar

1 Read the sentences. Then match them with the uses of the present simple. Write (a) for a current situation, or (b) for an activity in a current programme.

e.g. David is a computer programmer. (a)
Our holiday ends next Sunday. (b)

- 1. U Than Nyunt is a surgeon. ()
- 2. The train arrives at 9:00 a.m. ()
- 3. Jacky Chan is a famous Chinese actor. ()
- 4. The movie starts at 6 o'clock. ()
- 5. Thin Thin comes from Mandalay. ()

We use the present simple tense to talk about:

- a. a current situation
- b. an activity in a current programme

2 Complete the sentences with *am, is or are*.

- 1. Look! The cat _____ behind the door.
- 2. My parents _____ not from Yangon.
- 3. I _____ a tennis player.
- 4. Tint and Wint _____ twin sisters.
- 5. _____ he from Brunei?

Present Simple (Verb to Be)			
Affirmative	I You/We/They He/She/It	am are is	from Japan.
Negative	I You/We/They He/She/It	am are is	not at school.
Interrogative	Are Is	you/they he/she/it	from China?

3 Underline the correct answers.

- 1. The plane (leave / leaves) at 8 p.m.
- 2. We (do not live / does not live) in Pyay.
- 3. Where (do / does) they come from?
- 4. The concert (begin / begins) at 5 o'clock.
- 5. This car (belongs / belong) to our neighbour.

Present Simple (Verb to Do)			
Affirmative	I/You/We/They He/She/It	live lives	in Japan.
Negative	I/You/We/They He/She/It	don't come doesn't come	from Korea.
Interrogative	Do Does	you/they he/she/it	come from Thailand?

4 Put the words in the correct order to form questions. Then write short answers about you.

- 1. you/a football player/are/?
e.g. Are you a football player?
Yes, I am. (OR) No, I'm not.
- 2. your father/come/does/from Sittwe/?
- 3. from the same school/your friends/
are/as yours/?
- 4. do/have/you/any brothers and sisters/?
- 5. do the cooking/your mother/does/?

Short answers		
Verb	Yes	No
Be	Yes, I am. Yes, you/we/they are. Yes, he/she/it is.	No, I'm not. No, you/we/they aren't. No, he/she/it isn't.
Do	Yes, I do. Yes, you/we/they/ do. Yes, he/she/it does.	No, I don't. No, you/we/they don't. No, he/she/it doesn't.

Lesson 4: Filling in a form

- | | |
|---------------------|------------------------|
| • filling in a form | • writing about myself |
|---------------------|------------------------|

Writing

1a Read the text and fill in the form given below.

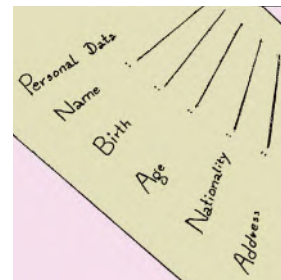
My name is Nyein Chan. I live in Hpa-an. I am a Grade 6 student. I go to State High School No. 1. I am in Section A. I was born on 15th October, 2007 and now I am 12. My father's name is U Aung Chan, and my mother is Daw Mya Hnin. There are five members in my family. I have one elder sister and one younger sister. I am an only son. My pet name is "Pho Thar". I live at No 22, Bogyoke Street, Hpa-an, Kayin State. My contact number is 09- 797169699.

My father is an engineer, and my mother is a good housewife. My elder sister is now in Grade 8. My younger sister is in the Kindergarten. I am interested in Science and Mathematics. I always get high marks in these two subjects in most of the tests. I want to be an engineer like my father one day. My ambition is to build big bridges in Myanmar.

Name:	Nyein Chan
Date of Birth:	
Age:	
Nationality:	
Grade:	
Section:	
Father's Name:	
Father's Occupation:	
Address:	
Contact No:	

1b Match the questions in Column A with the responses in Column B to form a dialogue.

Column A	Column B
1. What's his nationality?	(a) 15th October, 2007.
2. How old is he?	(b) No. 22, Bogyoke Street, Hpa-an.
3. What's his date of birth?	(c) Grade 6.
4. What Grade is he in?	(d) Myanmar.
5. Where does he live?	(e) An engineer.
6. What's his father?	(f) 12 years old.



1c Check the answers. Practise the dialogue with your friend.

2a Fill in the following registration form with your personal information.

Basic Education High School No.1, Pathein Badminton Club Registration Form	
	Photo
Date:	_____
Name:	_____
Date of Birth:	_____
Age:	_____
Nationality:	_____
Father's name:	_____
Father's occupation:	_____
Mother's name:	_____
Mother's occupation:	_____
Grade:	_____
Section:	_____
Address:	_____
Contact / Phone number:	_____
Signature	_____

2b Write a paragraph about yourself. Use the information in the Badminton Club Registration Form.

UNIT 6

Lesson 1: Let's eat out!

- | | |
|----------------------------|------------------------|
| • ordering food and drinks | • talking about prices |
|----------------------------|------------------------|

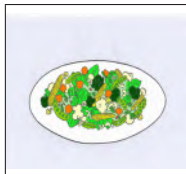
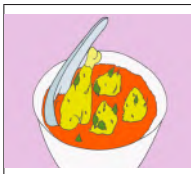
Listening and speaking

1 In pairs, ask your friend:

- Where do you usually eat out?
- What do you usually have there?
- Do you like the place? Why?

2a Match the pictures with the food items in the box.

- | | | | | |
|------------------------|---------------|---------------------|---------------|------------------|
| a. chicken noodle soup | b. fish curry | c. fried vegetables | d. lime juice | e. chicken curry |
|------------------------|---------------|---------------------|---------------|------------------|



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

At the Moonlight Restaurant

2b Look at the menu of the Moonlight Restaurant.

What can you have there?

2c Listen and complete the dialogue with the food items.

Waiter: Good morning. What would you like to have?
Woman: May we look at the menu first?
Waiter: Here you are.
Woman: Yes, I'll have (1) _____.
 And what about you, Toe Toe?
Girl: I'll have (2) _____.
Waiter: Would you like anything to drink?
Woman: I'll have (3) _____.
Girl: I'll have (4) _____ please.
(a few minutes later)
Woman: Waiter, how much does our bill come to?
Waiter: It's 3,700 kyats.

Moonlight Restaurant Menu	
Rice and Curry	
Rice	200 ks
Chicken	1200 ks
Mutton	1500 ks
Pork	1200 ks
Fish	1200 ks
Eggs	1000 ks
Chicken noodle soup	1200 ks
Vermicelli soup	1200 ks
Vegetables	
Fried cauliflower	500 ks
Fried vegetables	500 ks
Drinks	
Coffee / tea	300 ks
Lime juice	600 ks

2d Listen again and check your answers with your friend.

2e In groups of three, practise the dialogue.

Talking about prices

3 Listen and write the prices you hear.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

4 In pairs, practise the following dialogue, using the menu of the Moonlight Restaurant in Exercise 2.

Customer: How much is the chicken noodle soup?
Waiter: It's 1,200 kyats.
Customer: Can I have chicken noodle soup and coffee, please?
Waiter: That'll be 1,500 kyats.

At the restaurant

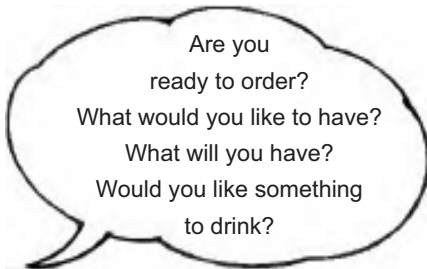
5a Listen to the dialogue between a customer and a waiter. Put the sentences in the correct order. The first one is done for you.

- | | |
|---|--------------|
| 1. No. That's all. Thanks. | () |
| 2. Would you like anything to drink? | () |
| 3. Yes, I'll have rice with fried vegetables. | () |
| 4. Here you are. | () |
| 5. Good afternoon. What will you have, Sir? | (1) |
| 6. Waiter, how much does our bill come to? | () |
| 7. Good afternoon. May I see the menu first? | () |
| 8. Coffee, please. | () |
| 9. Here you are, Sir. It's 1,000 kyats. | () |
| 10. Anything else? | () |

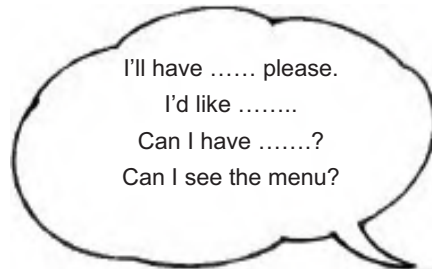
5b Listen again and check your answers with your friend.

5c In pairs, role-play the dialogue.

Useful language



waiter / waitress



customer

Lesson 2: Do you eat healthy food?

- | | |
|--------------|-------------------|
| • food items | • health benefits |
|--------------|-------------------|

Reading

1 In pairs, ask and give short answers to the following questions.

1. Where do you usually have your breakfast?
2. What do you usually have for breakfast at home?

2 Read the texts.

Breakfast

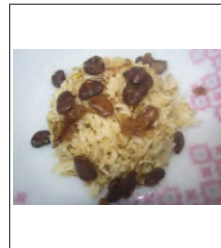
Kaythi had a glass of milk and two sardine sandwiches for her breakfast this morning at the school canteen. Milk is rich in calcium that makes bones and teeth stronger. Omega-3 fatty acids in sardines are good for our skin and brain.

Yesterday, Zaw Naing had fried rice with peas and a fried egg for breakfast with his parents at home. Eggs and peas contain proteins and rice has carbohydrates. Proteins and carbohydrates can build our body muscles.

2a Draw lines from the names to the correct food items.

Kaythi

Zaw Naing



2b Complete the table.

Name	Food items	Health benefits
Kaythi	good for bones and teeth
	sardine sandwiches
Zaw Naing	fried rice with peas and a fried egg

Lesson 3: What's the difference: countable and uncountable?

- | | |
|---|--|
| <ul style="list-style-type: none"> • countable and uncountable nouns | <ul style="list-style-type: none"> • weight and measure |
|---|--|

Grammar: Countable and uncountable nouns

<p>Examples of countable nouns</p> <ul style="list-style-type: none"> • one book two books • an apple two apples • a child two children 	<p>Examples of uncountable nouns</p> <ul style="list-style-type: none"> • rice, sugar, milk, bread
--	--

1 Look at the nouns below. Write [C] for a countable noun and [U] for an uncountable one. Put them into the correct column of the table.

- | | | | |
|--------------|---------|----------|-----------|
| banana [C] | burger | milk | rice |
| bar | butter | noodle | sandwich |
| beef | calorie | oil | skin |
| body | chicken | omelette | sugar |
| bone | egg | orange | vegetable |
| broccoli [U] | meat | protein | vitamin |

Countable nouns [C]	Uncountable nouns [U]

2 Add a / an to the following sentences where necessary.

e.g. Win Ko had boiled egg for lunch. Answer: Win Ko had **a** boiled egg for lunch.

1. I'd like sandwich, please.
2. My brother usually eats banana after lunch.
3. Omega-3 fatty acids are good for the skin.
4. Mother cooked chicken curry for us yesterday.
5. I often drink water.
6. My brother often has fried rice and banana in the morning.
7. Yan Kyaw had chicken burger and milk for lunch.
8. Mother often cooks fish for us.
9. My sister often has omelette for breakfast.
10. We should eat broccoli that contains vitamin K.

3 Underline the correct answer.

e.g. We sometimes have our breakfast / breakfasts at a restaurant.

1. What benefit / benefits can we get from eating vegetables?
2. Drinking milk is good for the bone / bones.
3. Rice contains carbohydrate / carbohydrates.
4. Look at the dessert / desserts on the menu!
5. I had coconut noodle / noodles for breakfast yesterday.
6. We get nutrient / nutrients from the food we eat.
7. Naung Naung was so hungry that he ate a lot of rice / rices.
8. I usually have sandwich / a sandwich for lunch.
9. I always have coffee / coffees in the afternoon.
10. Ma Ma bought bread / breads from the market.

4a Match the measures in Column A with the items in Column B.

Column A	Column B
1. a packet of	a. apples
2. a hand of	b. rice
3. a bottle of	c. chocolate
4. a sack of	d. bread
5. five	e. coffee
6. a loaf of	f. oil
7. a bar of	g. butter
8. a pound of	h. bananas

4b Match the pictures with the items in Exercise 4a.

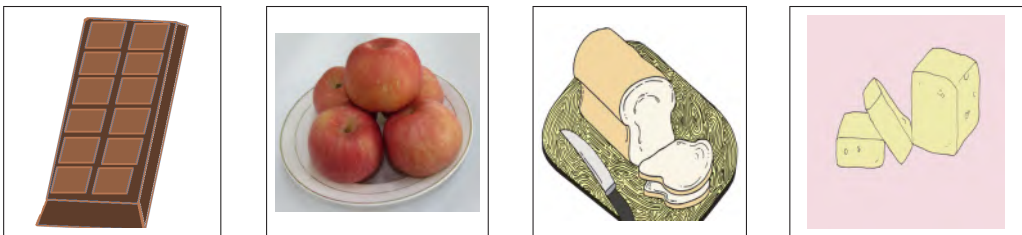


1. a sack of rice

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

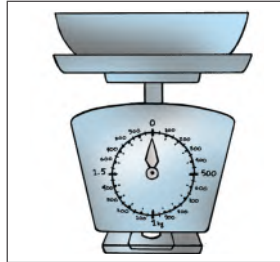
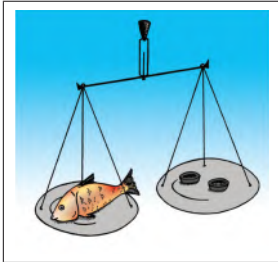
8. _____

Lesson 4: Let's go shopping!

- | | |
|-------------------|--------------------------|
| • food and weight | • making a shopping list |
|-------------------|--------------------------|

Vocabulary: How much / How many.....?

1 Look at the pictures of scales.



100 ticals = 1 viss
1000 grams = 1 kilogram (kg)

- To talk about the weight of meat, fish, groceries and vegetables, we use:

tical and viss (local markets)	gram, kilogram, litre (supermarkets)
e.g. 50 ticals of potatoes	e.g. 300 grams of potatoes
e.g. two viss of chicken	e.g. two litres of oil

Writing: Making a shopping list

1 Complete the text with the words in the box.

- | | | | |
|------|----------|-------|-----|
| meal | shopping | lunch | old |
|------|----------|-------|-----|

I am Thawdar Lamin. I will be twelve years _____ tomorrow. Mum is planning to cook a delicious _____ for my birthday party. I have invited five friends to my house for _____. Mum asked me to make a _____ list of the items we need.

2a Imagine you are Thawdar Lamin. Write a shopping list for your birthday party.

	Items	How much / How many
1. meat / fish	<u>chicken</u>	<u>one viss</u>
2. vegetables	_____	_____
3. fruits	_____	_____
4. groceries	_____	_____

2b Read out your shopping list to your friend.

One viss of chicken,

At the market

3 Complete the dialogue between the shopkeeper and the customer, using the information given. Use *How much* for uncountable nouns and *How many* for countable nouns in asking questions.

1	At the butcher's	mutton 30 ticals	How much mutton do you want? 30 ticals of mutton, please.
2		chicken 1 viss	_____? _____, please.
3	At the fishmonger's	fish 50 ticals	_____? _____, please.
4	At the greengrocer's	cabbages 2	_____? _____, please.
5		carrots 3	_____? _____, please.
6		pumpkins 2	_____? _____, please.
7	At the fruit shop	oranges 20	_____? _____, please.
8		apples 5	_____? _____, please.
9	At the grocer's	rice 1 bag	_____? _____, please.
10		peanut oil 1 viss	_____? _____, please.

4 In pairs, role-play the dialogue between the shopkeeper and the customer.

Shopkeeper: How much/ How many _____?

Customer: _____.

Review 2

- 1** Look at the table below. Write sentences in your exercise book about Zeya. Use the information in the table to help you. The first two are done to help you.

[love (++) ; like (+) ; dislike (-) ; hate (- -)]

1. swimming	+ +	Sundays
2. tennis	- -	never
3. piano	+	Tuesdays
4. basketball	+ +	Wednesdays
5. judo	+	Saturdays
6. volleyball	-	rarely
7. football	+ +	weekends

1. Zeya loves swimming. He goes swimming on Sundays.

2. He hates tennis. He never plays it.

3. _____

4. _____

5. _____

6. _____

7. _____

- 2** Fill the blanks with the suitable words. The first letters are given to help you.

- I am not very strong. So, I cannot run a m_____.
- I like c_____ in the park. It makes my legs strong.
- I am a member of my school band. I can play the f_____ very well.
- Most of the boys like w_____ because they want to build muscles in their arms.
- My brother cannot play the g_____ well. When he is playing it, he is just making a noise.
- Mother usually does a_____ in the morning. She wants to be slim and healthy.
- Nowadays, people go c_____ rocks or mountains on their holiday.
- My grandfather sometimes goes f_____ in the lake.
- My brother likes to go r_____ in Inya Lake.
- Nyi Nyi wants to be taller because his ambition is to be a good b_____ player.

- 3** Each sentence in the paragraph below contains a mistake. Spot it and correct it.

I lives in Yangon with my family. My mum work at a hospital. She be a nurse. My dad play the guitar in a band. My elder sister teach dancing at a dance school. My brother and I goes to school every day. Our school starts at 8 a.m and it finish at 2 p.m. We goes to an English class in the evening. We not speak Myanmar in our English class. We speaks in English.

4 Put the following in the correct column.

Thai Korea Thailand Korean Malaysian Japan
 Vietnamese Japanese Malaysia China Vietnam Chinese

No	Country	Nationality
1	China	Chinese
	_____	_____
	_____	_____

5 Match the questions with the answers.

1. Are your parents from India? _____ (a) No, he's not. He's from Singapore.
2. Is your first language English? _____ (b) Yes, he is. He's from Tokyo.
3. Are you Korean? _____ (c) No, it isn't. My first language is Myanmar.
4. Is Mr. Kim from Thailand? _____ (d) No, they're not. They're from Malaysia.
5. Is your uncle from Japan? _____ (e) Yes, we are. We're from Seoul.

6 Circle the correct answer.

1. Don't use up all the milk / milks; we need some for breakfast.
2. She made a good dessert / desserts with alternate layers of chocolate and cream.
3. The restaurant has a long menus / menu of about 50 items.
4. A vending machine sells drink / drinks.
5. Fry the mushrooms and watercress in a little butters / butter.
6. I don't usually take sugar / sugars in my coffee.
7. The waters / water in the lake is so clear that we can see the bottom.
8. Too much salt / salts is not good for health.
9. I usually have rice / rices and vegetables for lunch.
10. I love coffee / coffees more than tea.

7 Complete the dialogue with the words given in the box. There are two extra words.

bill coffee dessert fried menu milk soft drinks

At the school canteen

Waiter: Are you ready to order now?
Student A: I'd like to have rice with egg.
Waiter: How would you like your egg?
Student A: A (1) _____ one.
Waiter: OK. Would you like any (2) _____ ?
Student A: Papaya juice, please.
Student B: I'd like just a cup of (3) _____ .
Waiter: OK. What about you? [Looking at student C]
Student C: I'd like a glass of (4) _____ .
 [After a few minutes]
Student A: Can we have the (5) _____, please?
Waiter: Yes, just a minute, please.

Project 2

1 Put the following words in the correct group. Add some more foods to each group.

apple	banana	beans	beef	bread	chicken
cookies	corn	crabs	eggs	fish	flour
mango	noodles	orange	papaya	pineapple	rice

Foods that contain carbohydrates	Foods that contain proteins	Foods that contain vitamins
rice	beef	banana

2 Draw a poster to show your choice of foods that contain carbohydrates, proteins and vitamins.

Poem 2**EARLY TO BED AND EARLY TO RISE****Pre-reading**

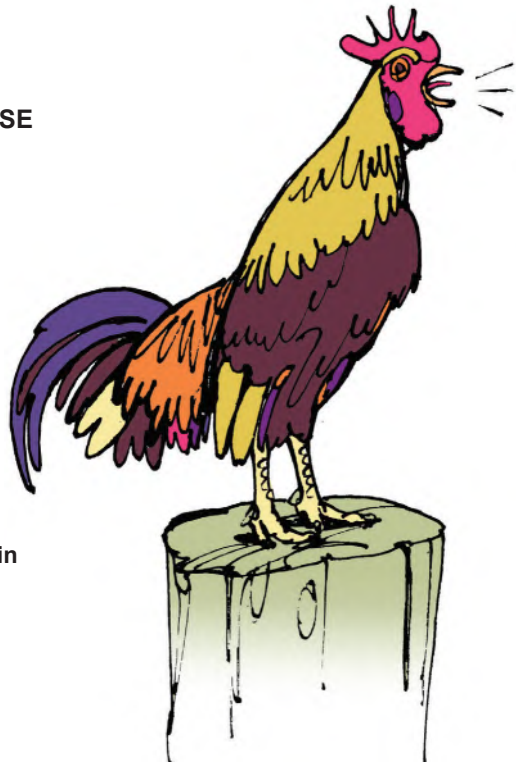
1. Who wrote this poem?
2. What do you think the poem is about?
3. What time do you usually go to bed?
4. Are you an early riser?

1 Read the poem.**EARLY TO BED AND EARLY TO RISE**

The cock crows in the morn,
To tell us to rise,
And he who lies late
Will never be wise.

For early to bed,
And early to rise,
Is the way to be healthy
And wealthy and wise.

Benjamin Franklin

**2 Answer the following questions.**

1. What animal tells you to rise early?
2. How many lines are there in the poem?
3. How many stanzas are there in the poem?
4. Find the word that rhymes with 'rise'.
5. What should we do to be healthy, wealthy and wise?

UNIT 7

Lesson 1: What does he look like?

- choosing the best words to describe a person

Vocabulary

1 Put the following words and phrases in the correct column.

attractive average height plump short medium height handsome
 beautiful good-looking slim tall well-built overweight

Height	Build	Looks

2 Match the adjectives in Column A with the words in Column B.

Column A

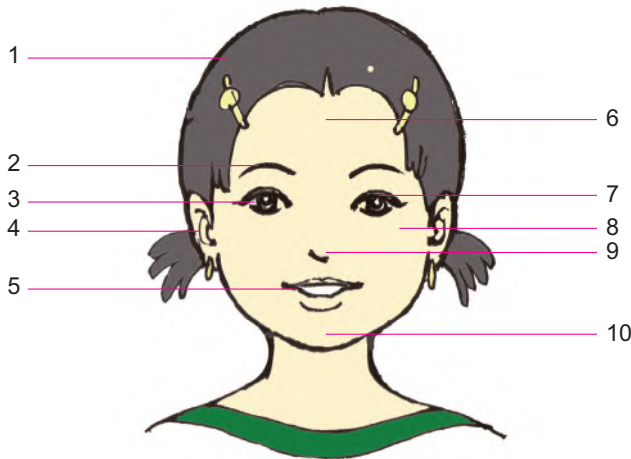
- curly / long / short / wavy
- dark / blue / brown
- oval / round / square
- dark / fair / brown
- big / flat / long / small

Column B

- hair
- face
- complexion
- nose
- eyes

3 Label the picture below using the words in the box.

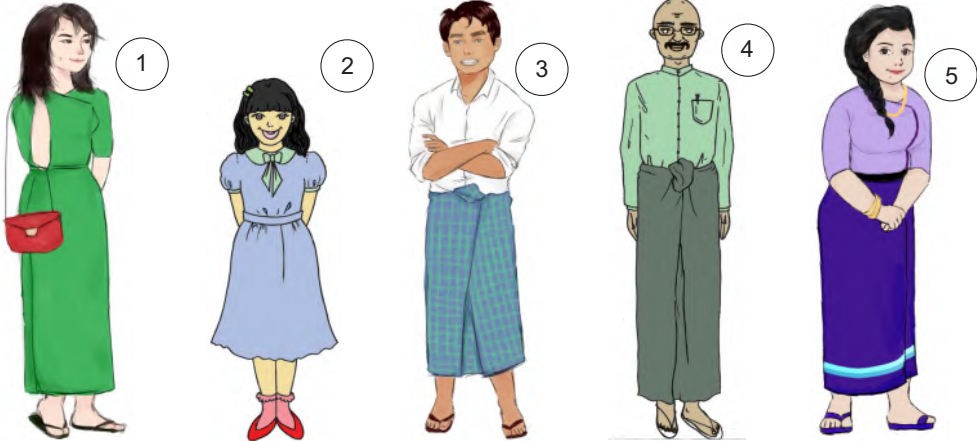
cheek chin ear eye eyebrow eyelash forehead hair mouth nose



Listening

1 Listen to the descriptions of the five people in the pictures. Match the people with the descriptions. The first one is done for you.

U Aung 3	U Ba	Daw Hla	Ma Yupar	Ma Thida
--	------	---------	----------	----------



2 Listen again to complete the description of U Aung.

The first person I'm going to describe is U Aung. He's in his late _____. He's got a fair _____. He's _____ and _____. He's got _____ eyebrows and _____ hair.

Speaking

1 Work in pairs. Look at the pictures in Listening Exercise 1 again. Choose a person and describe him / her.

Lesson 2: What's she wearing?

- clothes and footwear

Vocabulary

1 Label the pictures using the words in the box.

- | | | | | | | | |
|--------|-------|-------|----------|-------------|---------|----------|---------|
| blouse | boots | cap | eingyi | flip-flops | htamein | jeans | pasoe |
| shoes | skirt | shirt | slippers | sport shirt | taikpon | trousers | T-shirt |



Reading

1 Read the texts on the next page and write the name of each person in the correct box.



- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|

a) Hello, my name is Thida. I'm six years old. I wear my hair in bunches. I'm wearing a cap. I'm wearing a yellow T-shirt and a red skirt. My shoes are light yellow.

b) Hello! My name is Zaw Zaw. I'm Bo Bo's cousin. I'm eight years old. I've got short hair. I'm wearing a white T-shirt, blue jeans and shoes.

c) Hello! My name is Bo Bo. I'm Zaw Zaw's cousin. I'm nine years old. I'm rather plump. I've got curly hair. I'm wearing blue jeans, a green T-shirt and shoes.

d) Hello! My name is Tin Tin. I'm seven years old. I've got long straight hair. I'm wearing a blue skirt and a blue T-shirt. I'm wearing flip-flops.

2 Read the text. Choose the correct heading from the four given below for each paragraph.

(a) Hobbies

(b) Siblings

(c) Clothes

(d) Appearance

(1) _____
 Hi, I'm Su Su. I'm eleven years old. Let me introduce you to my sister and brother. Pu Pu is my twin sister. We are in Grade 6. Ko Ko is my brother. He is eighteen years old and he is studying Maths at Mandalay University.

(2) _____
 My twin sister and I don't look alike very much. She is much prettier than me. She's five feet three inches tall and I'm only five feet. Moreover, she's slim and light but I'm quite heavy. She's got an oval face with beautiful big eyes. She's got beautiful white teeth and she looks really cute when she smiles. I've also got an oval face with big eyes but I wear glasses. Pu Pu has got long straight hair and she wears her hair in bunches. I've got bob hair. My brother, Ko Ko, is the tallest. He's nearly six feet tall and well-built. He's got a square face with short wavy hair.

(3) _____
 Pu Pu and I go to school always in our school uniform – white eingyi and green htamein.

3a Complete the table using the information in the text.

Sr No.	Name	Age	Height	Build	Face	Hair
1	Ko Ko	18				
2	Pu Pu		five feet three inches			
3	Su Su			quite heavy		

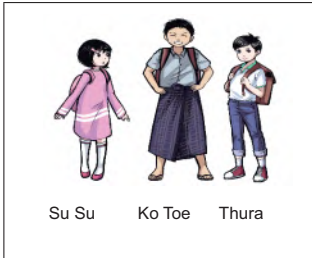
3b Draw a sketch of any one described in the text. Show your sketch to your friend and ask, "Who is he or she?"

Lesson 3: Who's the tallest?

- comparatives and superlatives

Grammar

1 Look at the picture and circle the correct answer.

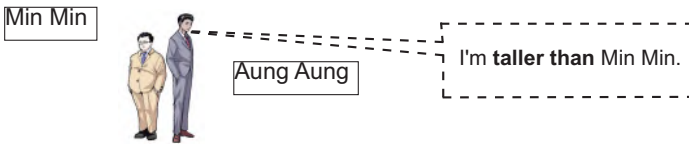


- Su Su is **shorter than** Ko Toe. True False
- Thura is **the tallest** of the three. True False
- Ko Toe is **fatter than** Thura. True False

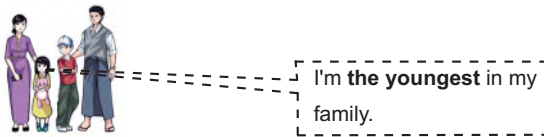
Adjectives can be used for comparison. Most adjectives have **comparative** and **superlative** forms. Some adjectives have **more** and **most** before them when used for comparison.

Language point

- to compare two people or two things, the **comparative adjective** is used with **than**.



- to compare somebody / something with the whole group that he/she/it belongs to, the **superlative** form is used. Use **the** before the superlative adjective.



2 Answer the following questions. The first one is done for you.

- A: Who is taller, you or your friend?
B: **I am taller than** my friend.
- A: Who is the tallest in your class?
B: _____.
- A: Who is more careful, you or your sister?
B: _____.
- A: Who is the cleverest student in your class?
B: _____.
- A: Who is quieter, you or your brother?
B: _____.

3 Complete the table with the comparative and the superlative form of the adjectives.

<i>one-syllable adjectives</i>	<i>Comparative</i>	<i>Superlative</i>
big	bigger	biggest
small		
smart		
thin		
young		
<i>two-syllable adjectives</i>		
clever		
quiet		
<i>adjectives of three or more syllables</i>		
beautiful	more beautiful	most beautiful
difficult		
important		
intelligent		
talkative		
<i>adjectives ending in 'y'</i>		
easy	easier	easiest
heavy		
pretty		
<i>irregular adjectives</i>		
bad	worse	worst
far		
good		

4 Look at the pictures. Complete the sentences with the comparative or the superlative form of the adjectives. Use the or than where necessary.



Su Su	Ko Toe	Thura	Thuzar
-------	--------	-------	--------

- Ko Toe is (old) _____.
- Thura is (young) _____.
- Thura is (thin) _____
Ko Toe.
- Thura is (short) _____
Thuzar.
- Thuzar is (tall) _____.
- Su Su is (old) _____ Thura.

5 Complete the text with the comparative or the superlative form of the adjectives given in brackets.

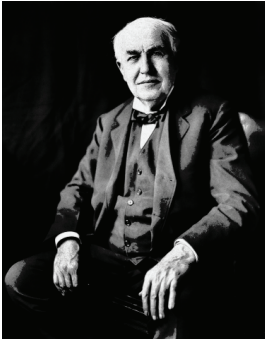
I've got two grandsons – Ko Ko is sixteen and Nyi Nyi is nine. Ko Ko is (**quiet**) than his brother. Nyi Nyi is (**difficult**) to live with than Ko Ko, so I think teenagers are (**easy**) to live with than young children. Nyi Nyi is (**talkative**) and (**noisy**) than his brother. I think that's just because he's the (**young**) at home. They are both doing well at school but Nyi Nyi is (**bright**) than Ko Ko. Nyi Nyi's grades are always (**good**) than Ko Ko's.

Lesson 4: Find someone who ...

- describing people

Writing

Look at the following pictures.



Thomas Alva Edison



Sir Isaac Newton



Alexander Graham Bell

1 Guess who is famous for what.

- a. the telephone b. the electric light bulb c. the law of universal gravitation

2 Look at the pictures and find the significant features of each person. Complete the text with the features in the box.

- beard broad fair grey long oval pointed short thick wavy

Alexander Graham Bell was born in Scotland in 1847. He is known for his invention of the telephone. He died when he was 75 years old. He has got a (1) _____ complexion. He has got a broad forehead and (2) _____ eyebrows. He has got a moustache and a (3) _____. He has got big ears and (4) _____ grey hair.

Thomas Alva Edison, the great American inventor, was born in 1847. One of his great inventions was the electric light bulb. He died in 1931. He is good-looking with an (5) _____ face, a (6) _____ forehead, thick eyebrows, and thin lips. He has got short (7) _____ hair.

Sir Isaac Newton, an English physicist and mathematician, was born in 1643. He is famous for his formulation of the law of universal gravitation. He died in 1727. He has got a fair complexion, a square face and a (8) _____ chin. His eyebrows are thick and his lips are thin. His nose is (9) _____ and pointed. He has got shoulder length (10) _____ hair.

3 Complete each of the following sentences with is or has got.

1. My friend _____ tall.
2. His brother's hair _____ short.
3. My sister _____ a small nose.
4. My teacher _____ a dimple.
5. My mother _____ slim.

6. The girl _____ a mole on her chin.
7. The woman _____ quite fat.
8. My uncle _____ a moustache.
9. My aunt _____ an oval face.
10. My father _____ a dark complexion.

4 Write a description of each of the two people below (age, build, features, etc.).



He is _____

 He has got _____



She is _____

 She has got _____

5a Write a description of a student in your class. Don't write his / her name.

He / She is _____

Do you know who he / she is?

5b Read out your description to the class.

UNIT 8

Lesson 1: How much is it?

• describing numbers and quantities	• shopping	• asking about prices
-------------------------------------	------------	-----------------------

Listening and speaking

1 Listen and repeat.

e.g. 4,999 = Four thousand, nine hundred and ninety-nine

4,000	1,020	10,000	35,000	100,000	5,600	105,000	705
-------	-------	--------	--------	---------	-------	---------	-----

4,000 = Four thousand

1,020 = A thousand twenty

10,000 = Ten thousand

35,000 = Thirty-five thousand

100,000 = A hundred thousand

5,600 = Five thousand six hundred

105,000 = A hundred and five thousand

705 = Seven hundred and five

2 Read out the numbers in pairs.

1,206	40,800	1,350	855	25,550	7,800	1,456	150,000
-------	--------	-------	-----	--------	-------	-------	---------

3 Listen and check.

4a Read the following expressions. Put them in the correct column.

Excuse me, do you sell pens?

Hello, can I help you?

I'm looking for crayons.

That's 5,000 kyats.

What size do you want?

I'll take it, please.

Sorry. We haven't got any at the moment.

How much are they?

Excuse me. How much is it?

Here's your change.

Shop Assistant	Customer
<i>Hello, can I help you?</i>	<i>Excuse me, do you sell pens?</i>

4b Listen and repeat.

5a Listen and fill in the blanks.

At the stationery shop

Shop Assistant: Hello, can I help you?
Zaw Zaw: Do you (1) ----- crayons?
Shop Assistant: Yes, we've got these crayons.
Zaw Zaw: (2) ----- are they?
Shop Assistant: 2,000 kyats for each packet.
Zaw Zaw: I'll take (3) ----- packets.
Shop Assistant: That'll be (4) ----- kyats, please.
Zaw Zaw: Here you are.
Shop Assistant: Here's your change.
Zaw Zaw: Thank you. Bye!
Shop Assistant: (5) -----!

5b In pairs, practise the conversation.

6a In pairs, ask and answer the questions about the prices of the following things.

How much is a/ an -----?/ How much are these -----?
 That's ----- kyats./ They're ----- kyats.

				
T-shirt K 6,000	backpack K 12,000	watch K 80,000	umbrella K 6,000	trainers K 6,000

6b Role-play the dialogue between the customer and the shop assistant.

At the market

Customer: I want a cake of soap, please.
Shop Assistant: Large or small?
Customer: How much is the large one?
Shop Assistant: 900 kyats.
Customer: I'll take it, please. Here you are.
Shop Assistant: Thank you.

7 Imagine you are a customer and your friend is a shop assistant. Role-play the dialogue between you and your friend.

Lesson 2: Look at this leaflet!

- | | |
|--|--|
| <ul style="list-style-type: none"> • different kinds of shops | <ul style="list-style-type: none"> • advertisements, leaflets and brochures |
|--|--|

Reading

1 Where can you get these items?

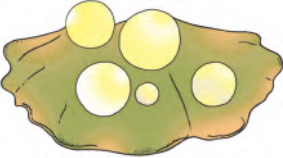

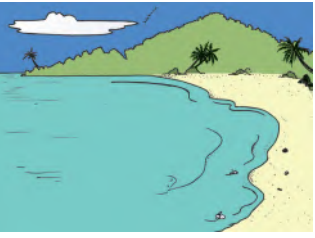
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">1. a raincoat</td> <td style="padding: 5px;"><u>clothes shop</u></td> </tr> <tr> <td style="padding: 5px;">2. a Teddy Bear</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">3. vitamins</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">4. roses</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">5. story books</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">6. a highlighter</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">7. crayons</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">8. a toy train</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">9. medicine</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">10. a flower basket</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">11. trousers</td> <td style="padding: 5px;">-----</td> </tr> <tr> <td style="padding: 5px;">12. comic books</td> <td style="padding: 5px;">-----</td> </tr> </table>	1. a raincoat	<u>clothes shop</u>	2. a Teddy Bear	-----	3. vitamins	-----	4. roses	-----	5. story books	-----	6. a highlighter	-----	7. crayons	-----	8. a toy train	-----	9. medicine	-----	10. a flower basket	-----	11. trousers	-----	12. comic books	-----	<p>bookshop</p> <p>chemist's</p> <p>clothes shop</p> <p>flower shop</p> <p>toy shop</p> <p>stationery shop</p>
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12. comic books	-----																								

2a Look at the items in the box and answer the questions.

<p>The best buy in town</p> <p>Lin Lett</p>													
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="padding: 10px;"> <p><i>Blouse --- K 8,500 (10% off)</i> Now only K 7,650</p> </td> </tr> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="padding: 10px;"> <p><i>T-shirt (grey/ blue/ white) --- K 7,000</i> (10% off) Now only K 6,300</p> </td> </tr> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="padding: 10px;"> <p><i>Long-sleeved shirt --- K 7,500 (30% off)</i> Now only K 5,250</p> </td> </tr> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="padding: 10px;"> <p><i>Short-sleeved shirt --- K 6,000 (20% off)</i> Now only K 4,800</p> </td> </tr> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="padding: 10px;"> <p><i>Sweater --- K 6,000 (10% off)</i> Now only K 5,400</p> </td> </tr> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="padding: 10px;"> <p><i>Cap --- K 5,000 (10% off)</i> Now only K 4,500</p> </td> </tr> </table>		<p><i>Blouse --- K 8,500 (10% off)</i> Now only K 7,650</p>		<p><i>T-shirt (grey/ blue/ white) --- K 7,000</i> (10% off) Now only K 6,300</p>		<p><i>Long-sleeved shirt --- K 7,500 (30% off)</i> Now only K 5,250</p>		<p><i>Short-sleeved shirt --- K 6,000 (20% off)</i> Now only K 4,800</p>		<p><i>Sweater --- K 6,000 (10% off)</i> Now only K 5,400</p>		<p><i>Cap --- K 5,000 (10% off)</i> Now only K 4,500</p>
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	<p><i>Cap --- K 5,000 (10% off)</i> Now only K 4,500</p>												
<ol style="list-style-type: none"> 1. What kind of shop is it? 2. What colour T-shirts are there? 3. Which is more expensive, a long-sleeved shirt or a short-sleeved shirt? 4. How much does a sweater cost? 5. How much is a cap? 													

2b Read the text. Which paragraph tells you about each of the following?

- | | | | |
|--|-------|------------------------------------|-------|
| (a) the weather in Myeik | _____ | (e) the environment of Myeik | _____ |
| (b) how to get to Myeik | _____ | (f) location and products of Myeik | _____ |
| (c) things visitors can enjoy doing in Myeik | _____ | (g) number of islands | _____ |
| (d) local people and their jobs | _____ | | |

<p>Exploring beautiful islands</p> <p>(1) Myeik is located in Tanintharyi Region, which is in the southern part of Myanmar. It attracts visitors because of its pearl farming industry. Besides, bird's nests have become one of the main products of Myeik.</p>  <p>(2) Myeik is famous for its over 800 beautiful islands, known as the Myeik Archipelago. A visit to Myeik can enrich our knowledge.</p> <p>(3) The <i>Moken</i> people, also known as the <i>Salone</i>, generally live in boats and often move</p>	<p>from island to island. Fishing is their chief livelihood.</p> <p>(4) The green environment and fresh air of Myeik islands, as well as a variety of animals, such as monkeys make the islands more interesting.</p> <p>(5) Visitors can enjoy hiking, fishing, snorkelling or rowing through the mangroves.</p> <p>(6) Myeik is hot the whole year round. The temperature ranges from 21°C to 33°C.</p> 	<p>Myeik also receives a lot of rain. It is cloudy during the rainy season and partly cloudy in the hot season. December, January and February are good months to visit Myeik.</p> <p>(7) You can get to Myeik by plane, bus or ship. If you are planning a trip to Myeik, do not forget to bring your boots and swimwear, as well as a good camera to photograph whatever you wish.</p>  <p style="text-align: center;"><i>Happy Holiday!</i></p>
---	--	---

2c Read the text again and answer the questions.

1. Where is Myeik located?
2. What are the two products of Myeik?
3. How many islands are there in the Myeik Archipelago?
4. What is the chief livelihood of the Salone people?
5. What can visitors enjoy doing in Myeik?
6. What are the good months to visit Myeik?
7. How can we get to Myeik?

Glossary

pearl farming = producing pearls

archipelago = a group of islands and the sea surrounding them

mangroves = tropical trees that grow at the edge of rivers and have roots above ground

3 In groups of four, choose a place you want to visit in your country. Make a list of things you wish to do there.

<p>e.g. <i>Inlay Lake</i></p> <ul style="list-style-type: none"> • <i>row a boat</i> • <i>visit floating gardens</i> 	
--	--

Lesson 3: How much do you want?

- | | | |
|---------------------|---------------|----------------------|
| • uncountable nouns | • quantifiers | • how many/ how much |
|---------------------|---------------|----------------------|

Grammar

Uncountable nouns

- An uncountable noun is anything that cannot be counted.
- Uncountable nouns consist of liquids, particles or grains, abstract ideas, gases and groups of similar items. The following are examples of uncountable nouns.

liquids : water, oil	gases : oxygen, hydrogen
particles/ grains : sand, dust	groups of similar items : money, equipment
abstract ideas : advice, information	

1 Put the following uncountable nouns in the correct column.

furniture	ink	salt	love	luggage
smoke	air	happiness	nitrogen	knowledge
coffee	sugar	soup	soil	stationery
steam	rice	vocabulary	milk	friendship

Liquids	Particles/Grains	Abstract ideas	Gases	Groups of similar items

Quantifiers

A quantifier is a word or phrase that is used before a noun to indicate the **number** or **amount** of something. Some useful quantifiers in English grammar are as follows:

a lot of many much some any a little a few

- | |
|--|
| <ul style="list-style-type: none"> • a lot of / many / much = a large amount / a large number <p>e.g. There are <u>a lot of cars</u> in the street. (countable, affirmative)</p> <p>I drink <u>a lot of water</u> every day. (uncountable, affirmative)</p> <p>She did not buy <u>many books</u>. (countable, negative)</p> <p>My father does not eat <u>much bread</u>. (uncountable, negative)</p> |
| <ul style="list-style-type: none"> • some / any = a certain number / amount <p>e.g. I bought <u>some butter</u> (uncountable, affirmative) and <u>some cookies</u> (countable, affirmative).</p> <p>I did not buy <u>any oranges</u> (countable, negative).</p> <p>I never eat <u>any meat</u>. (uncountable, negative)</p> |

- **a little** = a small amount
e.g. I take a little sugar in my coffee. (uncountable, affirmative)
- **a few** = a small number
e.g. A few students came to the library today. (countable, affirmative)

2 There is a mistake in each sentence in the use of quantifiers. Find the mistakes and write the correct sentences in your exercise book.

- | | |
|---|--|
| 1. We can get many knowledge from books.
We can get <u>a lot of</u> knowledge from books. | 3. She is eating only a few rice because she wants to be slim. |
| 2. I cannot buy this expensive toy train because I do not have some money. | 4. I need just a little hours to finish my homework. |
| | 5. He did not buy a lot of books. |

How many/ How much

How many or **How much** is used in questions to ask the quantity or amount of things.

- **How many** is used with countable nouns.
e.g. How many apples do you want? (Countable nouns)
Ans: Just three apples.
- **How much** is used with uncountable nouns.
e.g. How much milk will you buy? (Uncountable nouns)
Ans: A little.

3a Fill the blanks with How many or How much. The first one is done for you.

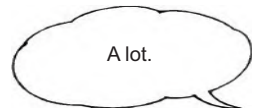
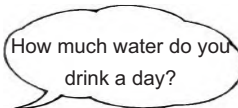
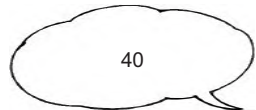
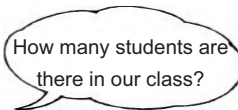
1. How many brothers and sisters do you have?
2. _____ time do you need to pack your bag?
3. _____ countries do you want to visit when you grow up?
4. _____ water do you drink a day?
5. _____ students are there in your class?
6. _____ money do you save a month?
7. _____ rice do you eat a day?
8. _____ chairs are there in this class?

3b Give short answers to the questions in Exercise 3a.

3c Go around the classroom and ask your friends the questions in Exercise 3a.

4 In pairs, ask and answer the questions about the following. Use How many or How much.

- number of students/ desks/ chairs
- amount of water in the water-pot
- number of people in your family
- amount of water/ milk/ coffee/ tea you drink a day



Lesson 4: Happy Birthday!

- things I wish to buy

Writing

1a Read the passage.



Today is Sunday and it is Thuzar's twelfth birthday. Her friends are planning a surprise birthday party for her. They are now in the supermarket. They are thinking about what gifts to buy for her. Kyaw Zin wants to buy a book because he knows that Thuzar loves reading English stories. Ko Khant wants to buy some items of stationery for Thuzar because she likes collecting pens, rulers and other items. Kyi Thar wants to give Thuzar flowers because she knows that Thuzar loves flowers. Lwin Lwin wants to give Thuzar fresh fruits because

Thuzar was ill last week. Mie Mie thinks a stuffed animal toy, like a bear, is best because Thuzar loves toys. Each friend has 3,000 kyats to spend. They now have a total of 15,000 kyats.

1b Read the following.

Story books

- Princess Academy - K 3,500
- The House on Mango Street - K 5,000

Flowers

- A bunch of lilies - K 8,000
- A bunch of orchids - K 9,000
- A bunch of pink roses - K 8,600

Stationery

- Pencil case - K 3,000
- Colouring pens - K 5,000
- Crayons - K 4,000
- Notebook - K 2,000

Fresh fruit

- 10 mangoes - K 4,400
- 6 apples - K 6,000
- A hand of bananas - K 1,500

Stuffed animal toys (Teddy Bears)

- Brown Teddy Bear - K 8,000
- Pink Teddy Bear - K 9,000
- White Teddy Bear - K 12,000

1c Imagine you are Thuzar’s friend. In groups of five, make a list of three things your group wish to buy for Thuzar. Remember that you cannot spend more than 15,000 kyats.

Sr. No	Things to buy	Price
1		
2		
3		
	Total cost	

2 Fill in the following purchase order with your name, address, telephone number, three things you want to buy in Exercise 1b, and the total cost.

★ **City Star** ★
 ★ **Supermarket** ★
 ★ ★ ★ ★ ★ ★

PURCHASE ORDER

Delivery to: Date -----
 Name -----
 Address -----

 Tel: -----

Item No.	Items	Quantity	Unit Price	Total
1				
2				
3				
			Total cost	

Signature -----

Glossary
 purchase (n) = buying something
 purchase order = a form filled in by a buyer indicating types, numbers and prices

UNIT 9

Lesson 1: Requesting

- | | |
|--------------------|-------------------|
| • stationery items | • making requests |
|--------------------|-------------------|

Listening and speaking

1 Match the pictures with the school materials in the box. Then listen and repeat.

- | | | | | |
|--------|---------|--------------|--------|-------------|
| pencil | stapler | highlighters | marker | paper clips |
| eraser | ruler | notebook | pen | pencil case |

				
1. <u>pen</u>	2. _____	3. _____	4. _____	5. _____
				
6. _____	7. _____	8. _____	9. _____	10. _____

2 Listen and complete the dialogues with the words in the box.

- | | | |
|------|-----|----------|
| blue | big | notebook |
|------|-----|----------|

Dialogue 1

Min Min: Hi, Kay Kay, I bought a (1) _____ yesterday.
Kay Kay: Did you? What colour is it?
Min Min: (2) _____. And it's (3) _____
Kay Kay: Good.

- | | | |
|------|------|-------------|
| blue | mine | pencil case |
|------|------|-------------|

Dialogue 2

Mon Mon: I've lost my (1) _____.
Tin Ko: I saw one on the teacher's desk.
Mon Mon: What colour is it?
Tin Ko: (2) _____.
Mon Mon: That's not (3) _____. My pencil case is red.

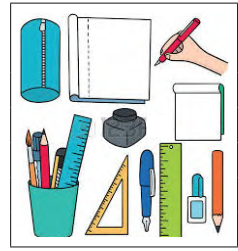
- | | | |
|--------|---------|--------------|
| yellow | colours | highlighters |
|--------|---------|--------------|

Dialogue 3

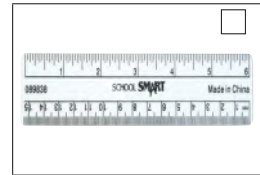
Mg Win: Can I borrow your (1) _____? I left mine at home.
Nilar: Sure. What (2) _____ do you need?
Mg Win: Green and (3) _____.
Nilar: Here you are.
Mg Win: Thank you.
Nilar: My pleasure.

3a Listen and match the different stationery items in Column A with their uses in Column B.

Column A	Column B
(1) scissors	(a) to draw and colour
(2) eraser	(b) to put pencils and pens in
(3) ruler	(c) to sharpen pencils
(4) pencil case	(d) to measure / draw a straight line
(5) sharpener	(e) to cut papers
(6) colour pencils	(f) to erase pencil marks



3b Listen to the dialogues between Zar Zar and Tin Ko. Tick (✓) the things that Zar Zar borrows from Tin Ko.



3c Read the dialogues and check your answers.

Dialogue 1

Zar Zar: Can I borrow your colour pencils, please? I want to draw and colour a picture.
Tin Ko: Sure, no problem.

Dialogue 2

Zar Zar: Oh, my ruler is broken. Could you please lend me your ruler?
 I want to draw a straight line.
Tin Ko: Sorry, I don't have one.
Zar Zar: Thanks, anyway.

Dialogue 3

Zar Zar: I don't have an eraser. I want to erase the pencil marks.
Tin Ko: I have one. Use mine.
Zar Zar: Thanks.
Tin Ko: My pleasure.

3d Practise the dialogues with your friend.

Lesson 2: My favourite possessions

- | | |
|--------------------------------|---------------------------|
| • identifying stationery items | • things in the classroom |
|--------------------------------|---------------------------|

Reading

1 Read the texts and complete the table.



Nay Khant loves his backpack. It is a present from his uncle. It is big and red. He puts his books and stationery items in it. He likes drawing pictures. So, he carries his crayons, colour pencils and paint brushes in his backpack. He never forgets to take his backpack to school.



Kay Kay likes her school bags. So she has three – pink, blue and red. She likes the blue one best. It is more beautiful and bigger than the other two. She carries her books, ruler and pencil case in it. She just loves that bag.



Lin Lin and Win Win are crazy about pencil cases. The twin sisters always buy beautiful pencil cases. Lin Lin likes blue ones and her younger sister, Win Win likes pink ones. Lin Lin's pencil cases are big and her sister's are small. They put their pens, pencils, erasers, sharpeners, rulers, markers, and compasses in their pencil cases. They never go to school without their pencil cases.

	Nay Khant	Kay Kay	Lin Lin	Win Win
Things they like to take to school	_____	school bag	_____	_____
Size	big	_____	_____	_____
Colour	_____	_____	blue	pink
Things they carry in their backpack/ school bag/ pencil case	_____ _____ _____	books, ruler, pencil case	_____ _____ _____	_____ _____ _____
How much they like them	never forgets his backpack	_____ _____	_____ _____	_____ _____

2 Write five things you have in your pencil case or your bag.

1. pens
2. _____
3. _____
4. _____
5. _____

3 Look at the list of things below. List the things that you can find in your classroom. You can add some more words.

- | | | | | |
|------------|----------|-------|---------|------------|
| bench | broom | chalk | dustbin | map |
| blackboard | calendar | clock | duster | table |
| bookshelf | chair | desk | dustpan | whiteboard |

4a Read the text. Label the pictures on the right.

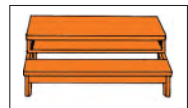
Hello, my name is Soe Soe. I'm a Grade 6 student. Let me tell you about my classroom. It is not a very big room. There are twenty three-seater desks with benches attached for sixty students. The teacher's desk and chair are at the front of the class near the blackboard. On the desk are a chalk-box and a duster. All the teachers use the blackboard. At the end of each lesson, we rush to the teacher and say, "Shall we clean the blackboard, teacher?" We are always happy to help our teachers. There is a bookshelf for story books, journals and newspapers. We can read them in our free time. There is a clock above the blackboard and a world map beside it at the front of the class. We can look at the clock to know the time. We can also have a look at the world map to look for the countries in the world. The broom, the dustpan and the dustbin are at the back of the classroom. We clean the classroom every day. We put the rubbish in the dustbin. Yesterday, Zaw Zaw dropped some pieces of paper on the floor. The teacher said to Zaw Zaw, "Could you put them into the dustbin, Zaw Zaw?" Our teacher likes to keep our classroom clean.



1. _____



2. _____



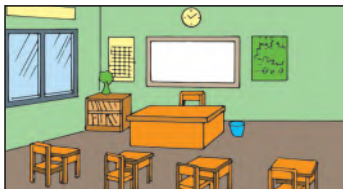
3. _____



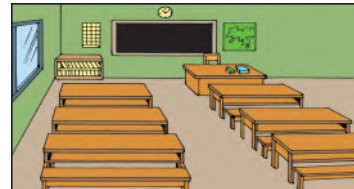
4. _____

4b Look at the following pictures. Which one is Soe Soe's classroom?

A

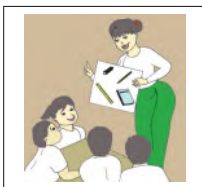


B

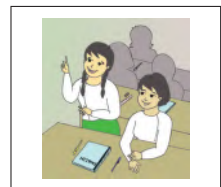


4c List the things that you can find in Soe Soe's classroom.

5 Who says these, the teacher or the student? Write (T) for the teacher and (S) for the student.



1. Shall we clean the blackboard?
2. Could you put the rubbish into the dustbin?
3. Shall I carry the books for you?
4. Can you see the picture?
5. Can you see the words on the blackboard?
6. Shall I bring you a glass of water?



Lesson 3: This is mine!

- possessive pronouns
- modals: can, can't, could and couldn't

Grammar

Possessive Adjectives & Possessive Pronouns			
Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I	me	my	mine
you	you	your	yours
we	us	our	ours
they	them	their	theirs
he	him	his	his
she	her	her	hers
it	it	its	its









I have a diary.

My mum gave it to me.




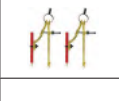




It is my diary.

This diary is mine.

1 Complete the texts with the correct possessive adjectives and possessive pronouns.

<p>1 I have a pencil case. It is my pencil case. It is mine.</p>		<p>2 You have a sharpener. It is _____ sharpener. It is _____ .</p>	
<p>3 Po Po and I have some books. These are _____ books. These are _____ .</p>		<p>4 These pens belong to Bo Bo. These are _____ pens. These are _____ .</p>	
<p>5 It is the teacher's diary. It is _____ diary. It is _____ .</p>		<p>6 They are my friend's crayons. They are _____ crayons. They are _____ .</p>	

2 Circle the correct answers.

<p>1. This is Ko Ko's backpack. It is his / her backpack.</p>		<p>5. They love their pencil cases. The pencil cases are ours / theirs.</p>	
<p>2. It is my dad's diary. The diary is hers / his.</p>		<p>6. Muya and I have compasses. These are theirs / ours.</p>	
<p>3. I have some paper clips. They are our / my paper clips.</p>		<p>7. They are my mum's scissors. They are his / her scissors.</p>	
<p>4. We have some paint brushes. They are their / our paint brushes.</p>		<p>8. This is Ma Ma's sharpener. This sharpener is his / hers.</p>	

Modals: can, can't, could, couldn't

- We use can / could + Verb Infinitive to make requests and offers.

Request : Asking someone to do something

Offer : Offering to do something for someone

e.g. 1. Can / Could you please lend me your ruler? (request)

e.g. 2. Can / Could I help you? (offer)

Could is more polite.

3 Put a tick (✓) in the correct box.

- | | | |
|--|---|--------------------------------|
| 1. Can I have a glass of water? | Request <input checked="" type="checkbox"/> | Offer <input type="checkbox"/> |
| 2. Can I help you carry your bag, Saya? | Request <input type="checkbox"/> | Offer <input type="checkbox"/> |
| 3. Can I get you a glass of orange? | Request <input type="checkbox"/> | Offer <input type="checkbox"/> |
| 4. Can I help you pack your bag? | Request <input type="checkbox"/> | Offer <input type="checkbox"/> |
| 5. Could you help me with this exercise, please? | Request <input type="checkbox"/> | Offer <input type="checkbox"/> |

4 Match the situations in Column A with the requests / offers in Column B.

Column A

Column B

- | | | |
|--|------------------------------------|----------------------|
| 1. I don't understand this sentence. | a. Could you please open the door? | 1. <u> d </u> |
| 2. There's a knock on the door. | b. Can I switch on the lights? | 2. <u> </u> |
| 3. It's dark inside. I can't see well. | c. Could you please help me? | 3. <u> </u> |
| 4. Oh! My pencil is broken. | d. Could you explain it to me? | 4. <u> </u> |
| 5. I can't carry that box. | e. Can I borrow your sharpener? | 5. <u> </u> |

- We use can / could + Verb Infinitive to talk about general ability to do something.

5 Look at the table. Circle T (if TRUE) or F (if FALSE).

Name	sing	dance	play sport	draw & paint
Zin Zin	✓	✓	x	x
Nanda	x	x	✓	x
Win Win	✓	x	x	x
Sithu	x	x	✓	✓

- | | |
|----------------------------------|---------|
| 1. Zin Zin can't dance. | T / (F) |
| 2. Nanda can't draw and paint. | T / F |
| 3. Sithu can't play football. | T / F |
| 4. Win Win can dance. | T / F |
| 5. Win Win and Zin Zin can sing. | T / F |

6 Zeyar is eleven years old now.

Look at the table and complete the sentences with *could* or *couldn't*.

Age	What Zeyar could do
6	write English alphabet
7	draw and paint
8	ride a bicycle
9	play football
10	swim
11	write essays

- When he was six years old, Zeyar could write English alphabet.
- When he was seven years old, he _____ draw and paint.
- When he was eight years old, he _____ swim.
- When he was nine years old, he _____ play football.
- When he was ten years old, he _____ write essays.

Lesson 4: Does this pen belong to you?

- the use of 'have'

Writing

Affirmative		
I You We They	have	a pen.
He She It	has	

Negative		
I You We They	don't	have a pen.
He She It	doesn't	

1a Complete the sentences with *has* or *have*.

- He _____ a ruler.
- I _____ a new eraser.
- We _____ colour pencils.
- You _____ a sharpener.
- My teacher _____ a diary.

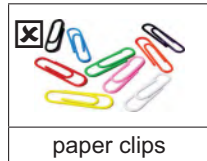
1b Complete the sentences with *don't have* or *doesn't have*.

- Our teacher wants to stick the photos on the forms but she _____ a glue stick.
- She _____ any pencils in her pencil case.
- I _____ a compass.
- We want to cut papers but we _____ scissors.
- Mu Mu has crayons but she _____ highlighters.

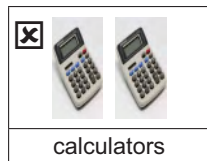
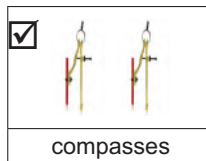
Questions			Answers			
Do	you they	have a pen?	Yes,	I do. we do. they do.	No,	I don't. we don't. they don't.
Does	he she it			he does. she does. it does.		he doesn't. she doesn't. it doesn't.

2a Look at the pictures and complete the sentences.

1. The girl has a stapler but she doesn't have paper clips.



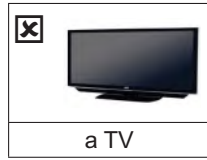
2. The children have _____
but they don't have _____.



3. The boy _____
but he doesn't _____.



4. My father _____
but he _____.



5. We _____
but we _____.



2b Complete the paragraph with *have / has, don't have / don't* and *doesn't have / doesn't*.

My name is Thura. I am a Grade 6 student. My best friend is Wunna. He is very good to me. We share our stationery items between us. He (1) _____ a ruler and an eraser but I (2) _____. I borrow his ruler when I draw a straight line. I (3) _____ several colour pencils but he (4) _____. He borrows mine. I lend him. Wunna (5) _____ a brown backpack and I have a blue one. Both of us (6) _____ a pencil case each. We (7) _____ scissors but we can borrow them from our teacher.

1. *has*
2. *don't*
3. _____
4. _____
5. _____
6. _____
7. _____

Review 3

1 Complete the text with the words in the box. There is one extra word.

long	oval	slim	small	thick	square
------	------	------	-------	-------	--------

Muyar is a student. She is tall and (1) _____. She has got an (2) _____ face with (3) _____ dark hair. She has got a (4) _____ nose and (5) _____ eyebrows.

2 Choose the correct word or phrase.

1. How many / much sugar do you need?
2. How much / many students are there in your class?
3. There are any / some books on my desk.
4. I haven't made many / much friends in my new class.
5. I need a little / a few salt for the curry.
6. There is some / any milk in the bottle.
7. How many / much money do you have on you?
8. We don't have some / any eggs in the fridge. Buy some, please.
9. We bought a lot of / no apples for the party.
10. I haven't got some / any homework today.

3 Complete the dialogue between a customer and a shop assistant with the words in the box.

is	can	size	you	colour
----	-----	------	-----	--------

Shop Assistant: Hello, (1) _____ I help you?

Customer: I'm looking for a raincoat.

Shop Assistant: What (2) _____ do you want?

Customer: Large, please.

Shop Assistant: What (3) _____ do you want?

Customer: Blue. How much (4) _____ it?

Shop Assistant: Six thousand five hundred kyats.

Customer: Here (5) _____ are.

Shop Assistant: Thank you. Anything else?

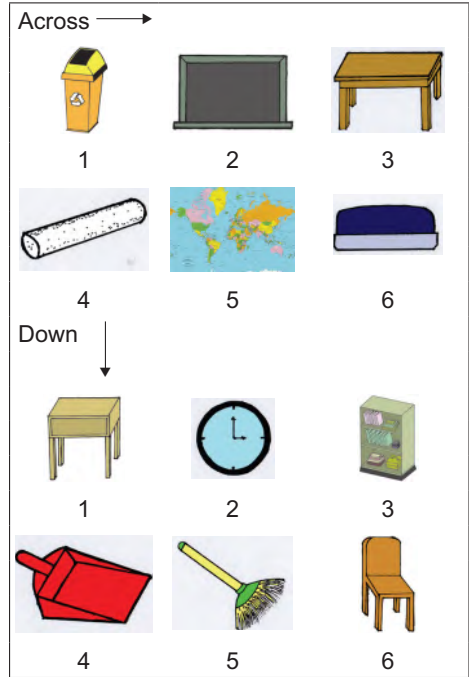
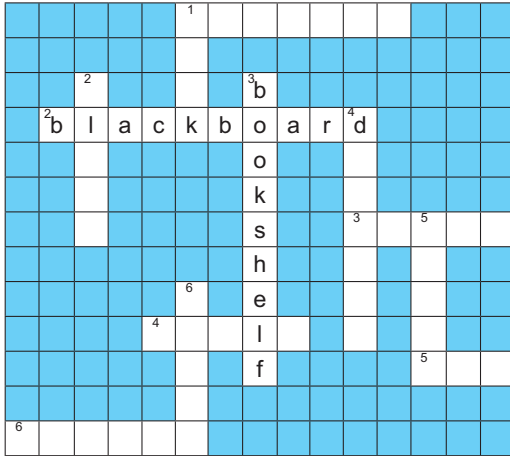
Customer: No, thanks.

Shop Assistant: Here's your change. Thank you. Bye!

Customer: Bye!

4 Puzzle

Can you find the words for things in the classroom? Words across go from left to right. Words down go from top to bottom. One word across and one word down are done as examples.



5 Complete the e-mail with *can* / *can't* using the clues the pictures give.

Hi Okkar,
 My parents are moving house. I'm staying with my grandparents for a few days.
 I love staying here because I can usually do the things that I can't do at home. Here I (1) _____ play computer games every evening. At home I can play only at weekends. My grandma likes to watch movies on TV. So, I (2) _____ watch TV for a long time. I (3) _____ listen to loud music. No problem! I have my ear-phon. I (4) _____ also go out and play with friends. At home I have to go to bed before half past nine. But now I (5) _____ go to bed at 11:00. One more thing! I (6) _____ eat a lot of ice-cream too. I enjoy staying here.
 Kyaw Swa



Project 3

In groups, make a list of the things you can sell in your school funfair. Think of the possible prices for them, too. Look at the sample flyer below and make a flyer for your school funfair.

**Come and Join our Funfair
and Save your Money**

Orange Class

 Cute Umbrella K 5,000 K 4,000	 Animal Backpack K 7,000 K 6,000	 Doraemon Watch K 9,000 K 8,500
 Sharpener K 1,500 K 1,400	<p>On Sale</p> <p>Open - 9 a.m</p> <p>Close - 4 p.m</p> <p>(1 - 4 January, 2019)</p>	 Colourful Notebook K 450 K 400

**Room No.105, Sabai Building,
B.E.H.S No.2, Magway**

Poem 3**THE RAINBOW****Pre-reading**

1. What do you see in the picture?
2. Have you ever seen a real rainbow?
3. What are the colours of a rainbow?

**1 Read the poem.****THE RAINBOW**

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

Christina Rossetti

2 Answer the following questions.

1. Name the things that sail on the rivers and the seas.
2. Find the words in the poem that rhyme with 'these'.
3. What does the word 'these' in line four refer to?
4. According to the poem, what is prettier than bridges on the rivers?
5. Which do you think is the prettiest of the three – clouds, bridges and the bow?






UNIT 10

Lesson 1: Sport is great!

• sports	• parts of the body	• seeing a health professional for a sports injury
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Listening and speaking

1a Label the sports and say what each person is doing.

badminton	skateboarding	swimming	basketball	football
Thura	Zaw Zaw	Nu Nu	Yu Yu	Thaw Zin
				
1. <u>football.</u>	2. _____	3. _____	4. _____	5. _____

1b Listen and repeat.

- | | | | | | |
|------------|--------------|--------|-----------|----------|---------------|
| football | basketball | tennis | cycling | judo | sepak takraw |
| volleyball | table tennis | golf | badminton | karate | skateboarding |
| gymnastics | archery | diving | chinlone | swimming | rock climbing |

2a Listen and complete Dialogue 1.

Dialogue 1

Tun Tun: What sports do you do?
Su Su: I play _____. What about you?
Tun Tun: I do _____.
Su Su: How often do you do it?
Tun Tun: Every _____ after school. And you?
Su Su: Twice a _____.

2b In pairs, practise Dialogue 1.

3a Listen and complete Dialogue 2.

Dialogue 2

Toe Maw: What kinds of sport do you like to play?
Kyaw Swa: I love football and _____. I like team sports. I enjoy playing with my friends. How about you?
Toe Maw: I like swimming. I like to _____ alone.

3b In pairs, practise Dialogue 2.**4a** Listen and complete Dialogue 3.**Dialogue 3****Student A:** What's the matter?**Student B:** I hurt my _____ while I was playing tennis.**Student A:** That's too bad!**4b** In pairs, practise Dialogue 3, using the parts of the body given below.

Parts of the body	elbow, knee, back, hand, ankle
-------------------	--------------------------------

4c Listen and complete Dialogue 4 between a nurse and an injured student. Use the words in the box.

serious	basketball	toe
---------	------------	-----

Dialogue 4**At a clinic****Nurse:** Good morning.**Student:** Good morning.**Nurse:** How can I help you?**Student:** I hurt my (1) _____ while I was playing (2) _____.**Nurse:** Let me see. Where does it hurt?**Student:** It hurts right here.**Nurse:** Does it hurt when I touch here?**Student:** No, it doesn't.**Nurse:** Don't worry. It's not (3) _____. I'll dress it and you'll be all right in a few days.**Student:** Thank you so much.**Nurse:** You're welcome.**4d** In pairs, practise Dialogue 4.

Lesson 2: A Myanmar lady sports star to admire

- sports stars

Reading

Answer the following questions.

1. What is your favourite sport? Why do you like this sport?
2. Give the names of some sports stars in Myanmar or in other countries. Which sports are they good at?
3. Who is your favourite sports star? What sport does he / she play?

1a Read the passage.



Life of an Archery Sports Star in Myanmar

Early Life and Childhood

Aung Ngeain is an archery sports star. She was born in Mindat, Chin State in 1985. Her father, U Mana Aung is a teacher and her mother is Daw Ngai Myu Hlu. She has got seven siblings and she is the fourth daughter in the family. She studied at State High School No.1, Mindat.

First Interest in Archery

In 2002, she had a chance to attend the basic archery training course in Mindat. As a result, she became interested in archery. After the training, she was selected to join the archery training camp at the Kyaikkasan Sports Ground in Yangon. She had various difficulties during the training and wanted to go back home. But her father encouraged her to try her best.

International Competitions

She took part in 25 International Archery Competitions from 2004 to 2017. In 2004, she could take part in her first international archery competition, the 3rd Asian Grand Prix World Ranking Tournament in Vietnam. Her team got two silver medals. In 2008, she got two gold medals and two silver medals at the 3rd Southeast Asian Archery Championship in the Philippines. In 2011, she won three gold medals in the 26th Southeast Asian (SEA) Games in Indonesia. In 2017, she competed in the 29th Southeast Asian (SEA) Games in Malaysia and got a silver medal.

Education and career

In 2005, she got her BA (English) degree from Yangon University of Distance Education. In 2006, she started to work as a sports officer at the Ministry of Sports. In 2012, she was promoted to Assistant Director. In 2014, she became an archery coach. In 2017, she got promoted to Deputy Director.

Achievements

She has got a total of 57 medals for the international archery competitions: 27 gold medals, 16 silver medals and 14 bronze medals. The Myanmar Sports Writers Federation presented her with "Sportswoman of the Year Award" in 2008 and 2011. She received the President's Excellence Award for Sport in 2013.

1b Answer the questions.

1. Where and when was she born?
2. What does her father do?
3. Where did she go to school?
4. Where did she attend the basic archery training course in 2002?
5. From which university did she get her BA (English) degree?
6. When did she start to work at the Ministry of Sports?
7. How many medals did she win for the archery competitions?
8. What is the name of the award she received in 2013?
9. Do you want to be a famous archer? Why or why not?

1c Complete the table with correct information from the reading passage.

International sports competitions	Gold medal	Silver medal	Bronze medal
The 3 rd Asian Grand Prix World Ranking Tournament, Vietnam		2	
The 3 rd Southeast Asian Archery Championship, the Philippines			
The 26 th Southeast Asian (SEA) Games, Indonesia			
The 29 th Southeast Asian (SEA) Games, Malaysia			

1d Say whether these statements are true or false. Put a tick (✓) for True and a cross (X) for False.

Statements	True	False
1. U Mana Aung and Daw Ngai Myu Hlu have seven children.		
2. Aung Ngeain became interested in archery while attending the basic archery training course in Mindat.		
3. She had a chance to join the archery training camp at the Kyaikkasan Sports Ground in Yangon.		
4. According to the passage, she went to five foreign countries for the international archery competitions.		
5. The number of gold medals she won in the archery competitions is fourteen.		

Lesson 3: We are doing sports

- | | |
|----------------------|-------------------------------|
| • present continuous | • sports and sports equipment |
|----------------------|-------------------------------|

Grammar

The present continuous tense is used to describe events, situations and actions going on at the present time.

The form of the verb in the present continuous is:

- am / is / are + v-ing (affirmative)
- am / is / are + not v-ing (negative)
- am / is / are + subject + v-ing (interrogative)

Examples:

- | | |
|--|--|
| 1. The man with a beard <u>is singing</u> a song. | 4. U Kaung Hla <u>is not driving</u> a truck. |
| 2. My mother <u>is planting</u> roses in the garden. | 5. Who <u>is playing</u> such a loud music? |
| 3. She <u>is not eating</u> very well these days. | 6. <u>Is</u> your father <u>reading</u> the newspaper? |

1 Look at the pictures. Complete the sentences with verbs in the present continuous.



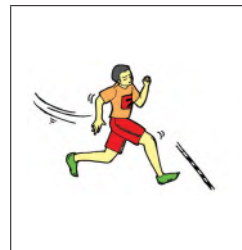
Zaw Zaw



Aung Aung



Ko Ko



Toe Maung



U Khin Hla



Mya Mya



Thura



Nu Nu

e.g. Ko Ko is riding a bike. He _____ (cycle).

Ko Ko is riding a bike. He is cycling.

1. Thura is kicking a ball. He _____ (play) football.
2. Aung Aung is going up the wall of a mountain. He _____ (climb).
3. Zaw Zaw is running with the ball to shoot a basket. He _____ (play) basketball.
4. Nu Nu is wearing goggles. She _____ (swim).
5. Toe Maung is getting to the finish line. He _____ (run) the marathon.
6. U Khin Hla is catching fish in the river. He _____ (fish).
7. Mya Mya is hitting the ball with a golf club. She _____ (play) golf.

Vocabulary

1 Put the following sports in the correct column(s).

archery chinlone boxing football basketball
 surfing rock climbing diving volleyball sepak takraw

Individual sports	Team sports	Both

2 Look at the pictures. Write the names of sports and sports equipment under the correct picture. The first one is done for you.

Sports	skateboarding ice skating	football archery	swimming badminton	boxing rowing	cycling tennis
Sports equipment	goggles tennis racket	ice skates boxing gloves	helmet skateboard	bow and arrows shuttlecock	boots paddles



archery

bow and arrows



3 Complete the following sentences with the correct sports equipment.

1. A swimmer wears _____ to protect his eyes.
2. If you ride a bike, wear a _____ to protect your head.
3. When you play football, you should wear _____.
4. An archer needs a _____.
5. A boxer wears _____ to protect his hands.
6. Bo Bo needs a _____ for skateboarding.
7. Kyi Kyi uses a _____ to play badminton.
8. Before ice skating, you must put on _____.

Lesson 4: A sports star I like

- | | |
|-----------------|--------------------|
| • a sports star | • favourite sports |
|-----------------|--------------------|

Writing

1a Think of a sports star from your school / town / country. Answer the questions below.

1. Who is he / she?

2. What sport is he / she good at?

3. Where does he / she live?

4. How old is he / she?

5. How hard did he / she train or practise?

6. Who was his / her trainer?

7. When did he / she first become famous?

8. Has he / she won any prizes?

9. What medals has he / she won?

10. Did he / she travel to other countries for international sports competitions?

1b Write a short paragraph on "A Sports Star I Admire", using your answers.

A Sports Star I Admire

2a Read about Zaw Zaw's favourite sports.

One of my favourite sports is swimming. I go swimming twice a week with my school friends. While we are swimming, we always wear goggles to protect our eyes. I also like cycling. I am a member of the team called "WHEELS" and we ride our bikes every weekend. We always wear helmets. We use elbow and knee pads to protect ourselves if we fall.

When we ride, we never listen to MP3 because it can distract our attention. We wear bike shorts when we ride. When we ride in the street, we go single file; never abreast.

We enjoy both of these sports activities and always have a good time. What about you? What is your favourite sport?

2b Answer the questions.

1. What are Zaw Zaw's favourite sports?
2. What equipment does Zaw Zaw need when he swims?
3. How often does Zaw Zaw go swimming?
4. How often does Zaw Zaw go cycling?
5. What does Zaw Zaw wear when he goes cycling?

2c Write about your favourite sport using the following prompts:

- your favourite sport
- a team sport or an individual sport
- the equipment you need
- how often you play
- other sports you wish to try
- a sports star you wish to be (give reasons)

My Favourite Sport

UNIT 11

Lesson 1: I love my school

• talking about school	• classroom rules
------------------------	-------------------

Answer the questions.

1. Which school do you go to?
2. Where is it? (street / road / village / town / city)
3. How do you go to school? (on foot / by bike / by car / by school bus / by boat)

Listening

1 Listen to a student talking about her school. Tick (✓) the correct answers.

1. The name of the girl is _____.
(a) Sandar (b) Thitsar (c) San San
2. She is in _____.
(a) Grade 5 (b) Grade 6 (c) Grade 7
3. Her school is on _____.
(a) Thitsar Road (b) Yankin Road (c) Pyay Road
4. She always goes to school _____.
(a) by bus (b) by car (c) on foot
5. The students can play football in _____.
(a) the playground (b) the field (c) the gym
6. The headmistress's office is on _____.
(a) the ground floor (b) the first floor (c) the top floor
7. The number of students in her school is about _____.
(a) one thousand (b) two thousand (c) three thousand
8. Her classroom is on _____.
(a) the first floor (b) the second floor (c) the third floor
9. In her class, there are _____.
(a) sixty students (b) sixty four students (c) sixty five students

2 Listen to the recording again and check your answers.

Vocabulary

1 Match the two parts of each sentence to make classroom rules.

Column A

1. You must listen
2. You mustn't quarrel
3. You mustn't chatter
4. You must help
5. You must do





Column B

- a. with other students.
- b. litter on the floor.
- c. your homework.
- d. your classroom clean.
- e. on time for your class.

- | | |
|-----------------------|-----------------------------------|
| 6. You must keep | f. one another. |
| 7. You mustn't drop | g. to your teachers. |
| 8. You mustn't bring | h. your school furniture. |
| 9. You mustn't damage | i. while the teacher is teaching. |
| 10. You must be | j. your mobile phone to school. |

2 Write in your exercise book the classroom rules in Exercise 1.

3 Match the pictures with the classroom rules in Exercise 1. Write the rules in your exercise book, using 'You must ...' for (✓) and 'You mustn't ...' for (X).

1. (X)	2. (X)	3. (✓)	4. (✓)
			

1. You mustn't bring your mobile phone to school.

Listening and speaking

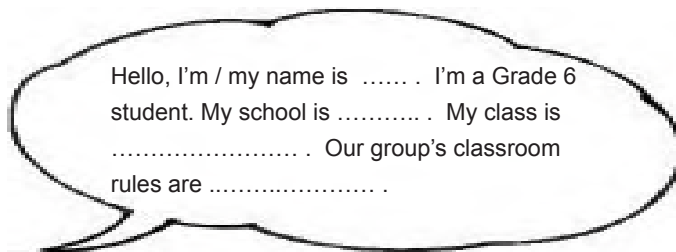
1 Listen to Sandar talking about her classroom rules and complete the following sentences.

1. We must _____ our teachers.
2. We must _____ to our teachers.
3. We mustn't be _____ for class.
4. We mustn't _____ large sums of money to class.
5. We must _____ our classroom clean.
6. We must _____ our homework.

2a In groups of four, write two rules most students break.

2b In groups, practise talking about your school and your classroom rules.

2c Tell the class about your group's classroom rules.



Lesson 2: Our school keeps discipline

<ul style="list-style-type: none"> • school rules 	<ul style="list-style-type: none"> • library rules
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Reading

1 Discuss the following in groups.

- three things you must do at school
- three things you mustn't do at school
- three reasons why you like your school

2a Read the school rules.

Common School Rules
<ul style="list-style-type: none"> • Students must always wear their uniform neatly and tidily. • Students must keep their hair clean and tidy. • Students are not allowed to come to school with dyed or highlighted hair. • Girls are not allowed to wear make-up. • Students mustn't bring drugs, cigarettes, lighters, knives or anything that may be used as a weapon. • Students mustn't smoke, drink alcohol or use drugs. • Students are not permitted to have visible tattoos. • Students may bring mobile phones, but they must use them in class only as learning devices. • Students mustn't bring large sums of money. • Students must attend school regularly.

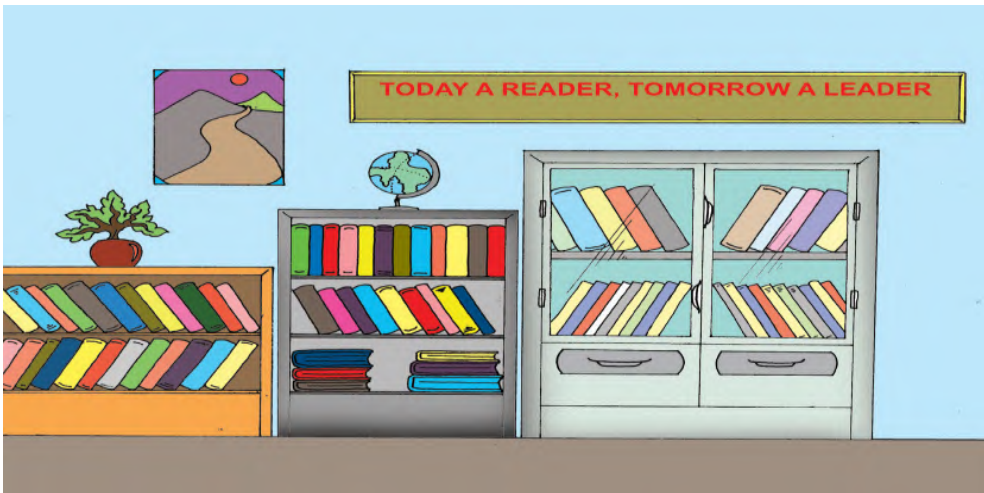
2b Write True or False.

1. Students may wear T-shirts to school. _____
2. Students may come to school with their hair dyed blue. _____
3. Wearing make-up is allowed at school. _____
4. Students mustn't take any drugs. _____
5. Attendance must be regular. _____

2c Answer the questions.

1. What are the things that cannot be brought to school?
2. How can students use their mobile phones in class?
3. Name one thing that may be used as a weapon.
4. Can a student have a tattoo on his / her arm?
5. Do you think a student should bring a large sum of money to school? Why or why not?

3a Read the school library rules.



Library Rules

- Students must keep quiet in the library. They must not shout or run around.
- Students must leave the library tidy. All pieces of wastepaper must be put in the bin.
- Students must return the books to their correct place. If they do not know the correct place, they may ask the librarian.
- Students must not rip the books or damage them. They must inform the librarian if they accidentally happen to damage a book.
- Students must not bring any food or drink into the library.
- Books borrowed from the library are not to be kept for more than seven days.
- A borrower who returns a book after the due date must pay a fine.
- A borrower who loses a book must replace it with a new one or pay twice the cost.
- All books borrowed must be returned to the library one month before the final examinations.

3b Write True or False. The first one is done for you.

- | | |
|--|-------|
| 1. Students may listen to songs in the library. | False |
| 2. Students must not speak loudly in the library. | _____ |
| 3. Students may draw pictures in the books they borrow. | _____ |
| 4. Students may eat and drink in the library. | _____ |
| 5. If a book is lost, the borrower must pay twice the cost. | _____ |
| 6. Students may return the books after the final examinations. | _____ |

3c Answer the questions.

1. What mustn't students do in the library?
2. Who may students ask for help?
3. How long can students keep books?
4. What must students do if they damage a book?
5. When must a borrower pay a fine?

Lesson 3: Must or Can?

- | | |
|--|--|
| • the use of <i>can</i> and <i>may</i> | • the use of <i>must</i> , <i>mustn't</i> and <i>can't</i> |
|--|--|

Grammar

Can and **may** are used to (a) ask for permission and (b) grant permission.

e.g. *Can / May* I use your calculator, please? (a) asking for permission

You *can / may* watch TV after dinner. (b) granting permission

1 Match the sentences with the uses of *can* and *may*. Write (a) for asking for permission, or (b) for granting permission.

e.g. May I use your ruler for a few minutes? (a)

e.g. You can use my dictionary if you wish. (b)

1. Can I borrow your bicycle for a while? ()
2. You may use my umbrella for half an hour. ()
3. Can I borrow your textbook for the weekend? ()
4. May I go out for a while? ()
5. You can join our football team. ()
6. You may go home early today. ()

Must is used to express necessity or obligation.

e.g. Students *must* answer at least four out of the six questions.

In most countries parents *must* send their children to school.

Can't and **mustn't** are used to express prohibitions. In other words, they are used in the sense '**not allowed** or **permitted to**'.

e.g. You *can't* play football in the park. You *mustn't* drop rubbish on the floor.

2 Match the two parts of each sentence. Write these sentences in your exercise book. The first one is done for you.

<ol style="list-style-type: none"> 1. You must obey 2. You must keep your desk 3. You mustn't bring 4. You can't wear 5. You must be 6. You can't draw 	<ol style="list-style-type: none"> a. short pants or short skirts to school. b. on time for class. c. all school rules. d. pictures on the walls. e. clean and tidy. f. pets to school.
--	---

1. You must obey all school rules.

3 Choose the best modal verb and write the letters in the brackets.

1. You _____ be late again for class.
(a) can (b) mustn't (c) must ()
2. _____ I take a photograph of your lovely cat?
(a) Must (b) Can't (c) May ()
3. You _____ chew gum in class.
(a) can (b) mustn't (c) must ()
4. _____ I look at your photos?
(a) Can (b) Mustn't (c) Must ()
5. Stay right there! You _____ leave the classroom without my permission.
(a) may (b) must (c) can't ()

4 Circle a, b or c to indicate the correct sentence for each situation. The first one is done for you.

1. You want to use your father's phone.
a. Dad, you may use my phone.
 b. Dad, can I use your phone for a while?
c. Must I use your phone, dad?
2. You give someone permission to use your compass.
a. May I use your compass, please?
b. You mustn't use my compass now.
c. You can use my compass if you wish.
3. It is necessary for you to learn from your mistakes.
a. You must learn from your mistakes.
b. You can't learn from your mistakes.
c. You may learn from your mistakes.
4. Your teacher tells you not to wear a hat in class.
a. You may wear a hat in class.
b. You can't wear a hat in class.
c. Can I wear a hat, please?
5. You ask someone for permission to borrow his umbrella.
a. May I borrow your umbrella, please?
b. Can I lend you my umbrella?
c. You can use my umbrella if you wish.
6. Someone stops you from wearing shoes on the sacred ground of a pagoda.
a. You must wear shoes on the sacred ground of a pagoda.
b. Can I wear shoes on the sacred ground of a pagoda?
c. You mustn't wear shoes on the sacred ground of a pagoda.

Lesson 4: A phone message

- how to write a short note

Writing

1 Answer the following questions in pairs.

1. Have you ever sent a phone message?
2. Have you ever written a short note to your friend?
3. Have you ever got a short note from your friend?

2a Read the following note and fill the blanks with the parts of a note given below.

leave-taking salutation signature message

(1) _____ → Dear Aung Aung,

There's a football match at school this morning, but I have no trainers. Can I use yours for a day? I'll return them on Tuesday morning.

(2) _____ ←

(3) _____ → Thanks,

(4) _____ → *Thet Tun*

2b Complete the following short notes with the words given in the box.

- | | | | |
|--------|-------|-------|---------------|
| Yours | Nilar | got | must |
| I will | When | think | Dear Kyaw Swa |

(a) (1) _____,

I'm sorry to hear that you lost your grandma. Don't worry about the lessons you missed. (2) _____ explain them to you. (3) _____ will you be back? We can study together for the monthly test. OK?

(4) _____,

Tun Tun

(b) Dear Thuzar,

I can't come to our English class this afternoon. I've (5) _____ a toothache. I (6) _____ go to the dentist in the afternoon. I (7) _____ I will be OK tomorrow.

Thanks a lot,

(8) _____

2c Put the items below in the correct order to make a short note.

- (a) I must go to the doctor.
- (b) I've got a stomachache.
- (c) Thanks a lot,
- (d) I think I can come tomorrow.
- (e) I can't attend the class today.
- (f) Nay Nay
- (g) May I borrow your exercise books?

Dear Hlaing,

3 Match the two halves of each sentence. Write these sentences in your exercise book.

Column A

- 1. I must
- 2. Can I
- 3. Can you
- 4. You can
- 5. I can't
- 6. When will you

Column B

- (a) borrow your notes?
- (b) go to the dentist because I've got a toothache.
- (c) use my pencil when you draw pictures.
- (d) be back to school?
- (e) come to my birthday party?
- (f) attend classes today as I am not feeling well.



4 Write a short note using the information given in the table.

Sender	Receiver	Relationship	Message
Cherry	Nay Nay	friends	<ul style="list-style-type: none"> • can't come to school today because ... • wish to borrow notes • back to school on Monday

Dear _____,

UNIT 12


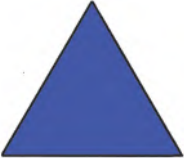






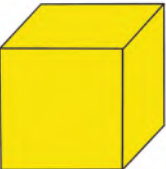



Lesson 1: Shapes

- talking about shapes

Listening and speaking

1a Name the shapes. Then listen and repeat.

semicircle	rectangle	pentagon	triangle	cube	cylinder
heart	oval	circle	diamond	square	trapezium

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

1b Look at the pictures in Exercise 1a. In pairs, ask and answer the questions. The first one is done for you.

- A: What is the shape of Picture 1?
 B: It's a circle.

2a Look at the shapes on the right. What shapes are they? Listen and complete the dialogues.

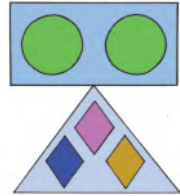
Dialogue 1

A: Where is the _____?	A: How many _____ are there inside the square?
B: It's below the circle.	B: Two.
A: How many _____ are there inside the circle?	
B: Three.	



Dialogue 2

A: Where is the _____?	A: How many _____ are there inside the triangle?
B: It's above the triangle.	B: Three.
A: How many _____ are there inside the rectangle?	
B: Two.	



2b In pairs, practise the dialogues.

3 Listen and complete.

First, draw a medium-size (1) _____ in the middle of your paper.

Then, draw a (2) _____ inside the circle with its five points touching the circumference.

Next, draw a medium-size (3) _____ below the circle with the top of the square touching the bottom of the circle.

Now, draw a small (4) _____ in the square with its angles not touching the square.

Finally, put a small (5) _____ inside the triangle with the sides of the diamond not touching the triangle.

Lesson 2: The Tin Man looking for a heart

- different shapes

- instructions and directions

Reading

1 Read the passage.



THE TIN MAN

Once there was a selfish and lazy woodcutter. He was also a cruel and ugly man. He lived in a small village near a forest. He chopped down trees in the forest and sold the wood for a living. One day he made an old witch very angry because he would not sell her any wood for her cooking fire. She used her magical powers to change him into a person made of different shapes of tin, such as circles, triangles, semicircles, cylinders and rectangles. People called him the Tin Man. He became kind and helpful to others. Everyone loved him very much. He was very sad because he did not have a heart. After many years, he met a fairy. "You must see the Wizard in the Emerald City", she said. "He has the magic to help you find a heart." She gave the Tin Man directions. "First, walk out of the forest until you come to a yellow brick road. Then, turn left and walk on. Next, you will meet other travellers walking in the same direction. They are also looking for the Wizard. Help them, be kind and protect them. Finally, you will arrive in the Emerald City." The Tin Man followed her directions and carried out her instructions. He met a lost girl named Dorothy, a lion searching for courage, and a scarecrow without a brain. On their journey to the Emerald City, they helped one another and became good friends.

1a Complete each sentence below with an appropriate word or phrase.

1. Long ago, there lived a cruel and ugly man in a _____ near a forest.
2. The old witch was angry with him because he did not sell her _____ for her cooking fire.
3. The Tin Man was _____ of different shapes of tin.
4. Everyone loved the Tin Man very much because he was _____ and helpful.
5. _____ gave the Tin Man directions to the Emerald City.
6. The Wizard could help the Tin Man to find _____.
7. The Tin Man met three other _____ looking for the Wizard.
8. The _____ of the lost girl was Dorothy.
9. The lion wished to find _____.
10. The scarecrow did not have _____.

1b Write the instructions that the fairy gave to the Tin Man. Write the answers in your exercise book.

e.g. 1. You must see the Wizard in the Emerald City.

1c Write the directions that the fairy gave to the Tin Man. Write the answers in your exercise book.

e.g. 1. Walk out of the forest until you come to a yellow brick road.

1d Put the following events in the order they happened. The first one is done for you.

- a. The Tin Man met a fairy who directed him to the Wizard. _____
- b. He was turned into the Tin Man by the magical powers of the old witch. _____
- c. On the way he met Dorothy, a lion and a scarecrow. _____
- d. The selfish and lazy man earned a living as a woodcutter. 1 _____
- e. He took a journey to the Emerald City where the Wizard lived. _____
- f. He was very unhappy because he did not have a heart. _____

1e Complete the table with a word from the passage that means the opposite of each in the table.

hardworking	lazy
kind	
beautiful	
hate	
enemy	
happy	

1f In groups, draw a picture of the Tin Man, using different shapes. Then tell the other groups about your picture.

Lesson 3: What shape is it?

- adjectives describing shapes
- the use of imperatives with sequence words

Vocabulary



Square (2D)

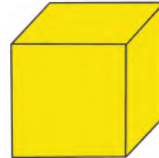
What is the difference between a plane shape and a solid shape?

A closed, two dimensional (2D: width and length) or flat object is called a plane shape. Plane shapes include squares, circles and triangles.

e.g. A square has four sides and four corners.

A solid shape is a three dimensional (3D: width, length and height) object. Solid shapes include cubes, spheres, and cylinders.

e.g. A cube has six square sides and eight corners.



Cube (3D)

1 Put the following shapes in the correct column.

- | | | | | |
|--------|--------|----------|----------|-------------------|
| circle | cube | triangle | sphere | rectangle |
| cone | square | pentagon | cylinder | rectangular prism |

Plane shapes (2D)	Solid shapes (3D)
circle, _____	sphere, _____

Grammar

A Adjectives describing shapes

Adjectives can be used to describe the shapes of objects as follows:

- e.g. 1. This roof is *rectangular* in shape.
2. The CD is *circular* in shape.

Below is a list of nouns and their adjectives used to describe shapes.

Noun	Adjective
circle	circular
triangle	triangular
cube	cubic
rectangle	rectangular
cone	conical
cylinder	cylindrical
pentagon	pentagonal
sphere	spherical

Noun	Adjective
oval	oval
square	square
diamond	diamond-shaped
heart	heart-shaped
star	star-shaped
leaf	leaf-shaped
bell	bell-shaped
arrow	arrow-shaped

1 Fill each blank with the correct form of the words given in brackets.

1. The egg is _____ (oval) in shape.
2. The photo is _____ (rectangle) in shape.
3. The roof of this house is _____ (triangle) in shape.
4. The betel leaf is _____ (heart).
5. The face of this clock is _____ (circle) in shape.
6. The theatre is _____ (pentagon) in shape.
7. The temple is _____ (bell).
8. The Christmas tree is _____ (cone) in shape.
9. The small table is _____ (diamond).
10. Our earth is _____ (sphere) in shape.

B Imperatives

Imperative forms of verbs are generally used to give instructions and directions. They are usually used with sequence words like *first*, *then*, *next*, *after that*, *finally*, etc.

e.g. First, draw a five-point star on the blackboard.

Then, draw a circle around the star, touching the five points of the star.

Next, draw a triangle below the circle with the top of the triangle touching the bottom of the circle.

After that, draw a rectangle inside the triangle with its angles touching the triangle.

Finally, draw a small heart in the centre of the rectangle.

2a The following are the steps in replacing a light bulb. Put the sentences in the correct order.

- a. Turn on the light.
- b. Remove the light bulb.
- c. Turn off the electricity.
- d. Put in the new light bulb.

2b Rewrite the sentences using sequence words such as first, then, next and finally.

Step 1: First, _____	Step 3: _____
Step 2: _____	Step 4: _____

Lesson 4: Can you describe it?

- describing shapes

Writing

1 Match the questions (1-5) in Column A with the responses (a-e) in Column B.

Column A

1. What's that?
2. What shape is it?
3. What size is it?
4. How many sides does it have?
5. How many corners does it have?

Column B

- a. 32 inches.
- b. Four sides.
- c. Four corners.
- d. A flat TV.
- e. Rectangular.

2 Describe the shape of each and tell its colour. The first one is done for you.



(1) starfish



(2) flat TV



(3) tin



(4) Christmas tree



(5) egg



(6) ball

1. Picture 1 is a starfish. It is star-shaped. It is orange in colour.

2. _____
3. _____
4. _____
5. _____
6. _____

3 Student A gives instructions. Student B listens and draws a diagram.

Step 1: First, draw a big rectangle in the middle of your paper.

Step 2: Then, draw a five-point star inside the rectangle with its points touching the four sides of the rectangle.

Step 3: Next, draw a big oval below the rectangle.

Step 4: Finally, draw a small star in the bottom left hand corner, a small heart in the top right hand corner, and a small diamond in the centre of the circle.

4 Look at the diagrams below. Write instructions for them. Work in pairs: Student A reads the instructions for the diagrams and Student B listens and draws. Use sequence words. Then change roles.

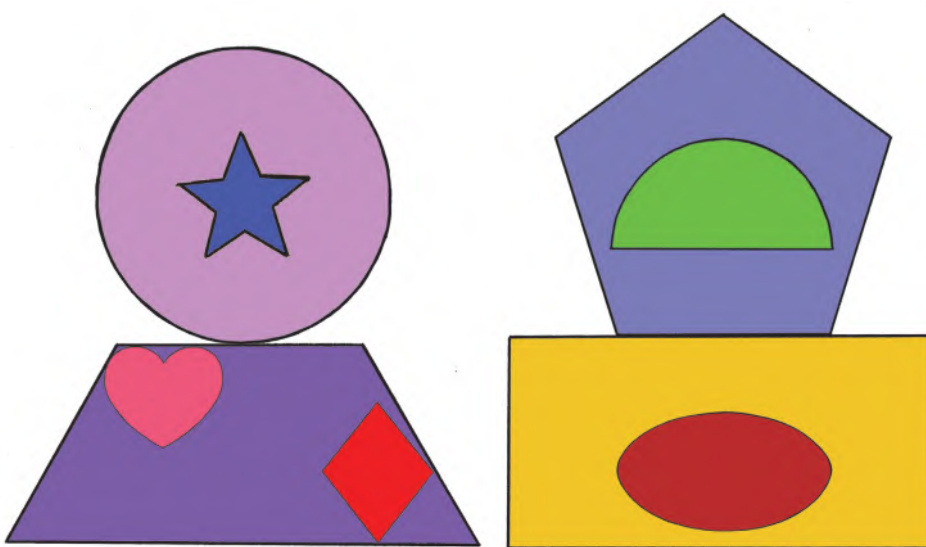


Diagram 1

Diagram 2

First, draw a _____

Useful language

..... inside the triangle
 above the circle
 below the square
 on the left / right hand side
 on top of the oval

..... in the middle of your page / paper
 in the bottom left hand corner
 in the top right hand corner
 in the centre of the circle

Review 4

1 Underline the correct form of the verbs to complete the sentences.

- Zaw Zaw sometimes (cycles / is cycling) to school.
- Hla Hla and her sister (do / are doing) their homework now.
- Ko Ko (does not swim / is not swimming). He is at his study table.
- U Myo (teaches / is teaching) at the moment. You can't talk to him now.
- My little brother (runs / is running) home after school every afternoon to watch his favourite cartoons.
- My father and I (play / are playing) golf daily. We are at the golf club now.
- Please don't touch my hand. I (draw / am drawing) a circle.
- The school is over. The students (play / are playing) in the playground.
- I (need / am needing) a racket and a shuttlecock to play badminton.
- A boxer (wears / is wearing) gloves to protect his hands.

2 Complete the sentences with the suitable words in the box.

ankle	back	bring	clinic	dentist
due	eyes	rules	rectangular	star

- I fell while playing badminton and hurt my _____.
- Our teacher sent Tin Tin to the school _____. She has got a sprained ankle.
- Ko Nay is our school football _____. He has got a lot of medals.
- Be careful not to hurt your _____ when you lift something very heavy.
- Don't study under dim light. You will hurt your _____.
- We must return the books to the library before the _____ date.
- "Open your mouth wide," the _____ said to the patient.
- Students can't _____ their mobile phones to school.
- Our school is famous for its strict _____.
- A blackboard is _____ in shape.

3 Rewrite the following, beginning with "You must ..." for obligation and "You mustn't ..." for prohibition. The first one is done for you.

1. drop papers on the floor

2. do your homework regularly

You mustn't drop papers on the floor.

3. listen to the teacher

4. attend classes regularly

5. fight with each other at school

6. use the phone in the class

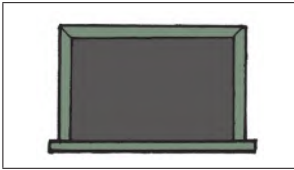
7. run in the halls and classrooms

8. show respect to your teachers

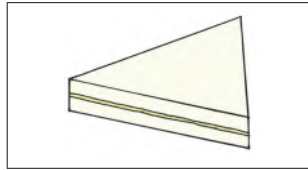
9. break school furniture

10. be on time for class

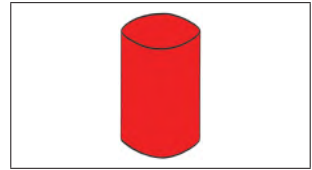
4 Write a sentence to describe the shape of each of the following. The first one is done for you.



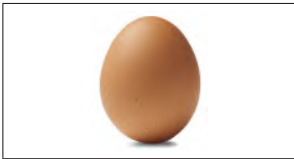
1. blackboard



2. sandwich



3. tin



4. egg



5. clock



6. ball

1. The blackboard is rectangular in shape.

2. _____

3. _____

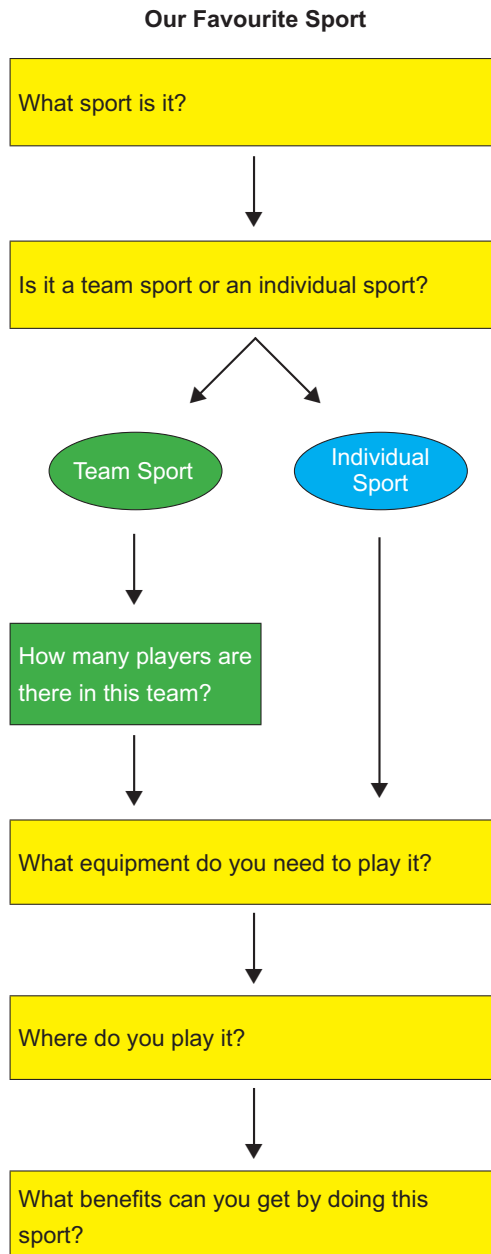
4. _____

5. _____

6. _____

Project 4

1. In groups, name your favourite sport.
2. Discuss the questions in the diagram below.
3. Add some more information about the sport you have chosen.
4. Prepare a presentation on this sport using the information from your discussion.
5. Choose a representative from your group and ask him / her to give a presentation to the class.



Poem 4**THE BUTTERFLY****Pre-reading**

1. You know what a butterfly is, don't you?
2. Have you ever caught a butterfly?

**1 Read the poem.****THE BUTTERFLY**

The butterfly is a thing to behold,
with colors more beautiful than gold.

Flying hour by hour,
going from flower to flower.

Oh, how I enjoy your beauty butterfly,
as I sit and watch you flutter by.

Rick Hunter

2 Answer the following questions.

1. Which verb in the poem means 'to look at'?
2. Which verb in the poem means 'to feel happy'?
3. What does the butterfly do with its wings?
4. What does the poet often do?
5. Find the words in the poem that rhyme with the following: 'behold', 'hour' and 'butterfly'.
6. Why do you think the poet likes the butterfly?

Glossary

hour by hour = almost without stopping

flutter = fly up and down and from side to side

