

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

TEXTBOOK
ENGLISH
Grade 6



2019-2020

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နိုင်ငံတော်မှ အခမဲ့ ထောက်ပံ့ပေးပါသည်။

BASIC EDUCATION CURRICULUM, SYLLABUS AND TEXTBOOK COMMITTEE

2019-2020

၂၀၁၉ ခုနှစ်၊ ဇန်နဝါရီလ၊ အုပ်စု - ၁၆၉၁၉၃၂
၂၀၁၉-၂၀၂၀ ဝဉ္စာသင်နှစ်

အခြေခံဝဉ္စာသင်ရိုးညွှန်းတမ်း၊ သင်ရိုးမာတိကာနှင့်
ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။

အလုပ်အမိန့်အမှတ် - /၁၉ ဖြင့်
မြန်မာနိုင်ငံပုံနှိပ်နှင့် ထုတ်ဝေသူလုပ်ငန်းရှင်များအသင်း
()ပုံနှိပ်တိုက်၊ ရန်ကုန်မြို့တွင် ပုံနှိပ်သည်။

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
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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
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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 	
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<i>Vocabulary, Grammar & Syntax</i>	<i>Writing</i>	<i>Functional Language</i>
<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	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	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</i>, <i>can't</i>, <i>could</i> and <i>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</i>, <i>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 |
|-------------------|-----------------------|----------------|

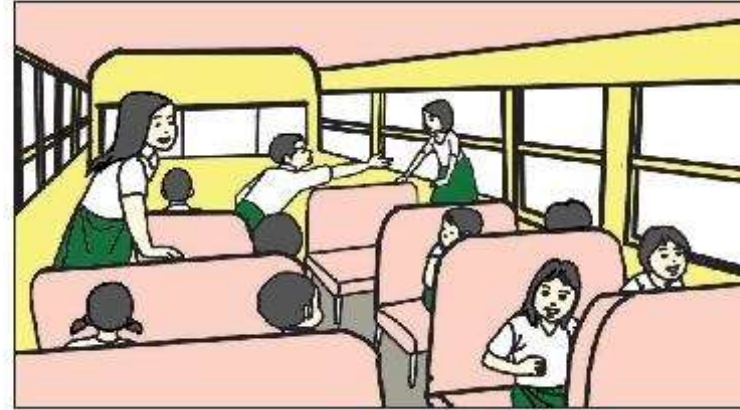
Listening

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	<input type="checkbox"/>	Aye Aye	<input type="checkbox"/>	Su Hlaing	<input type="checkbox"/>
Yangon	<input type="checkbox"/>	Bago	<input type="checkbox"/>	Monywa	<input type="checkbox"/>
Bye!	<input type="checkbox"/>	See you!	<input type="checkbox"/>	Hello!	<input type="checkbox"/>



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	<input type="checkbox"/>	Su Su	<input type="checkbox"/>	Nyi Lay	<input type="checkbox"/>
Mandalay	<input type="checkbox"/>	Monywa	<input type="checkbox"/>	Yangon	<input type="checkbox"/>
Excuse me!	<input type="checkbox"/>	Goodbye.	<input type="checkbox"/>	Bye!	<input type="checkbox"/>

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.

<p>Khin Khin Pathein Age: 11</p>	<p>Nu Nu Mandalay Age: 11</p>	<p>Bo Bo Pyay Age: 12</p>	<p>Hello! I'm / My name's _____ I'm from _____ I'm _____ years old.</p>
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Lesson 2: Greetings from postcards

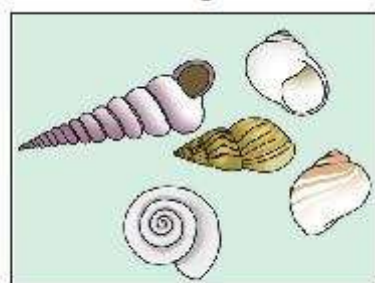
- holiday greetings

- talking about places

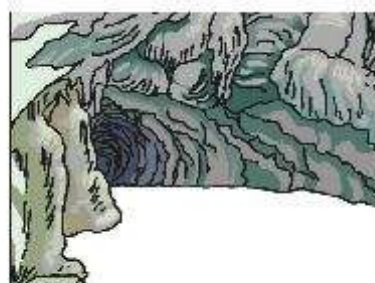
Reading

1 Match the pictures with the words in the box.

backpack	cave	crab	prawn	palace	seagull	seashells	waterfall
8	2	4	7	6	3	1	5



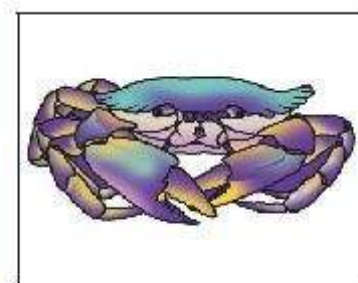
1. _____



2. _____



3. _____



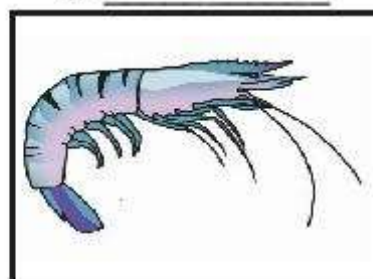
4. _____



5. _____



6. _____



7. _____



8. _____

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

- Postcard 1 is from _____
- Postcard 2 is from _____
- Postcard 3 is from _____

2b Which postcard has holiday greetings?

Postcard 1

20th April, 2019

Hi KK,
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.

Yours,
Mie Mie

Kay Khine

No. 123, Myoma Road

Lashio

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

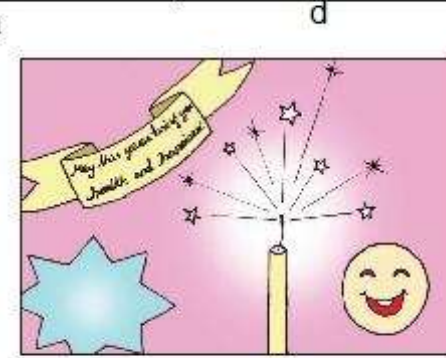
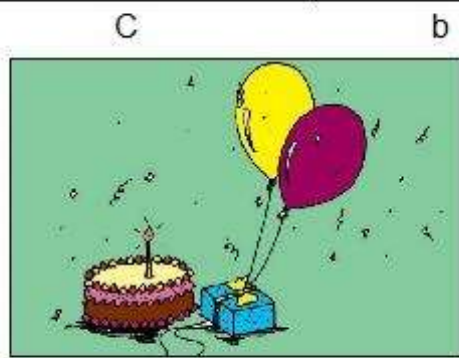
- season's greetings

- 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!
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(a) _____

(b) _____

(c) _____



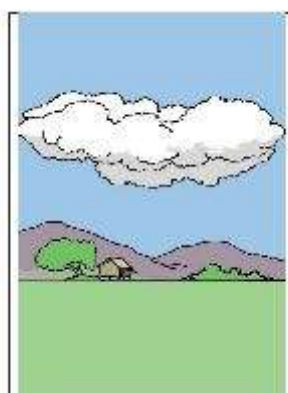
(d) _____



(e) _____

2 Match the pictures with the adjectives in the box.

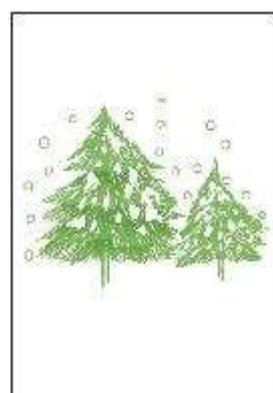
snowy c	windy e	cloudy a	rainy b	sunny d
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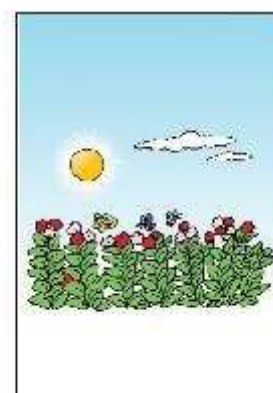
(a)



(b)



(c)



(d)



(e)

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

- The wind is blowing strongly. It is too _____ for a picnic. windy
- In winter, it is cold and _____. snowy
- Don't forget to take your umbrella. It's going to be a _____ day. rainy
- Let's go for a walk. It is _____. fine
- It is _____. I think it will rain soon. cloudy

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



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



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



- Is it snowy?
No, _____ it is not snowy
It's _____ it is windy _____.



- Is it windy?
No, it is not windy.
It is sunny _____.



- Is it stormy?
No it is not stormy
It is snowy _____.

5 Underline the adjectives in the sentences below.

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

6 Join the nouns and the adjectives as shown below.

Column A

- Bagan
- seafood
- weather
- fruit
- beach

Column B

- fresh
- fine**
- delicious
- sandy
- 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	Column B
1. Pyin Oo Lwin	a. are colourful.
2. The weather	b. are very happy.
3. The white swans in the lake	c. is scenic.
4. Flowers	d. is fine today.
5. The children	e. are lovely.

2 Make as many meaningful sentences as you can.

I	young.
Nay Pyi Taw	fine.
The fruits	big.
My house	fresh.
The weather	beautiful.
The flower	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

12th April, 2019	
<p>(1) _____,</p> <p>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?</p> <p>(5) _____!</p> <p>Love, Kay Kay</p>	<p>Myat Mon</p> <hr/> <p>No. 5, Myittar Street</p> <hr/> <p>Magway</p> <hr/>

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

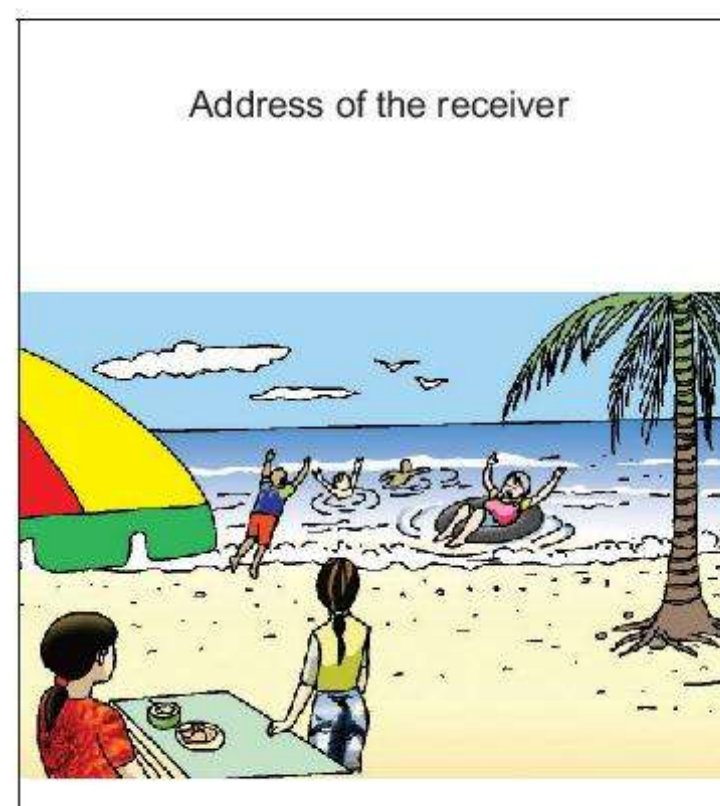
- See you on Monday! • Kay Kay • a wonderful holiday
- It is sunny. • Hi Myat Mon,

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	
<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>	
See you soon! / Love, / Yours,	
Signature	



UNIT 2

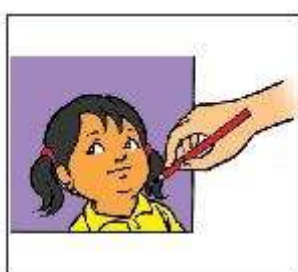
Lesson 1: Tell me about you!

- hobbies and ambitions
- asking for and giving personal information

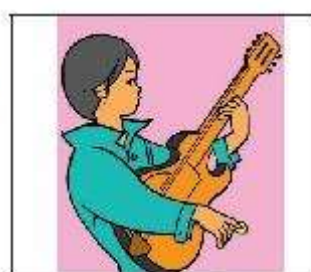
Listening

1 Match the pictures with the hobbies in the box.

cycling 10	dancing 4	drawing 1	flying kites 9	gardening 5
listening to music 6	playing football 8	swimming 3	skipping 7	playing the guitar 2



1. _____



2. _____



3. _____



4. _____



5. _____



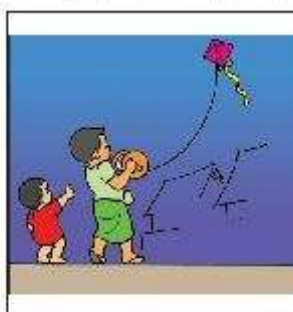
6. _____



7. _____



8. _____



9. _____



10. _____

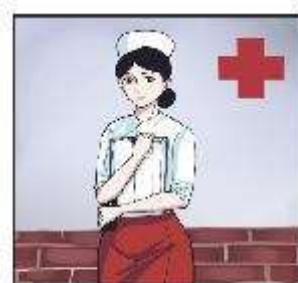
2 Listen and check your answers. Then, listen again and repeat.

3 Match the pictures with the occupations in the box.

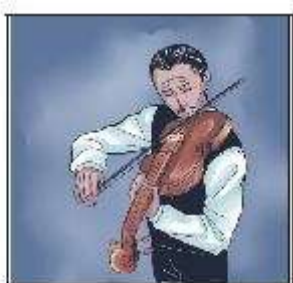
TV announcer 10	chef 8	doctor 1	judge 4	lawyer 5
violinist 3	nurse 2	pilot 6	sailor 9	singer 7



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. | <input checked="" type="radio"/> 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 _____

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

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 _____.

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
------	------	----	------	-------------	-------	-------	------	-------	-------

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

We use the present simple to talk about :

- things that we do regularly
- something that happens regularly
- 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.



She lives in big house
She does not live in a flat

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



2. She (have) a sister. She has a sister.
She (have) a brother. She does not have a brother



He does not get up early on Sundays
He stays on bed on Sundays

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



4. He (walk) to school. He does not walk to school
He (go) to school by school bus. He goes to school by school bus

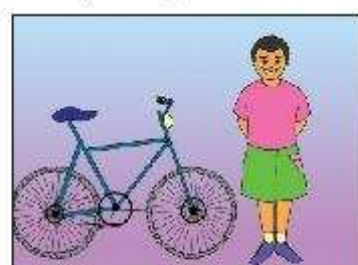


Her mum works in a bank.
Her mum does not work in a school

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

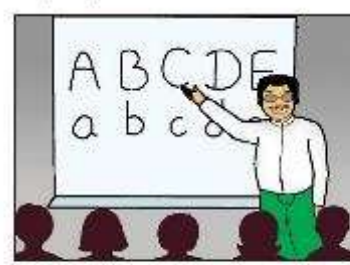


6. Her dad (be) a farmer. Her dad is a farmer.
Her dad (be) a sailor. Her dad is not a sailor.



He has a bike.
He does not have a motorcycle.

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



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

5b Check your answers with your friend.

6a Complete the following questions.

- How old are you?
- Where do you live, in a flat or a house?
- What does your father do?
- How many brothers and sisters do you have?
- When do you get up in the morning?
- What do you cook for breakfast?
- How do you go to school?
- What do you do after school?
- What do you do after dinner?
- When do you go 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 go to school have breakfast listen to teachers. pack the school bag study the lesson take part in class activities	have lunch take part in class activities listens to teachers	do washing up have dinner listen to music make a bed sweep the floor take a bath take the rubbish out watch TV water the plant

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. | () 2 |
| b. He lays the table for dinner. | () 9 |
| c. His class finishes at 12:00 noon and he goes home. | () 6 |
| d. He has lunch and studies his lessons after that. | () 7 |
| e. He walks to school at 6:40 a.m. | () 3 |
| f. Aung Aung gets up at 5:30 in the morning. | (1) |
| g. His class starts at 7:00 in the morning. | () 4 |
| h. He studies his lessons from 8:00 p.m. to 10:00 p.m. | () 11 |
| i. He listens to his teachers and takes part in class activities. | () 5 |
| j. Then, he makes his bed and goes to bed. | () 12 |
| k. After dinner, he watches TV and has a chat with his family. | () 10 |
| l. He helps his father water the plants in the garden and takes the rubbish out in the evening. | () 8 |

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? I get up at 6AM in the morning.
_____.
2. When do you have breakfast? I have the breakfast at 7AM.
_____.
3. What do you do before you go to school? I pack my school bag before I go to school.
_____.
4. When do you go to school? I go to school at 7:15AM
_____.
5. How do you go to school? I go to school by bus.
_____.
6. What do you do at school? I listen to the teachers and take the notes.
_____.
7. When do you go back home? I go back home at 3PM
_____.
8. When do you study your lessons? I study the lesson at 8PM
_____.
9. What do you do before dinner? I do the cleaning before dinner.
_____.
10. When do you go to sleep? I go to sleep at 10PM.
_____.

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	1	gym	5	park	6
playground	6	restaurant	2	supermarket	4



1. _____



2. _____



3. _____



4. _____



5. _____



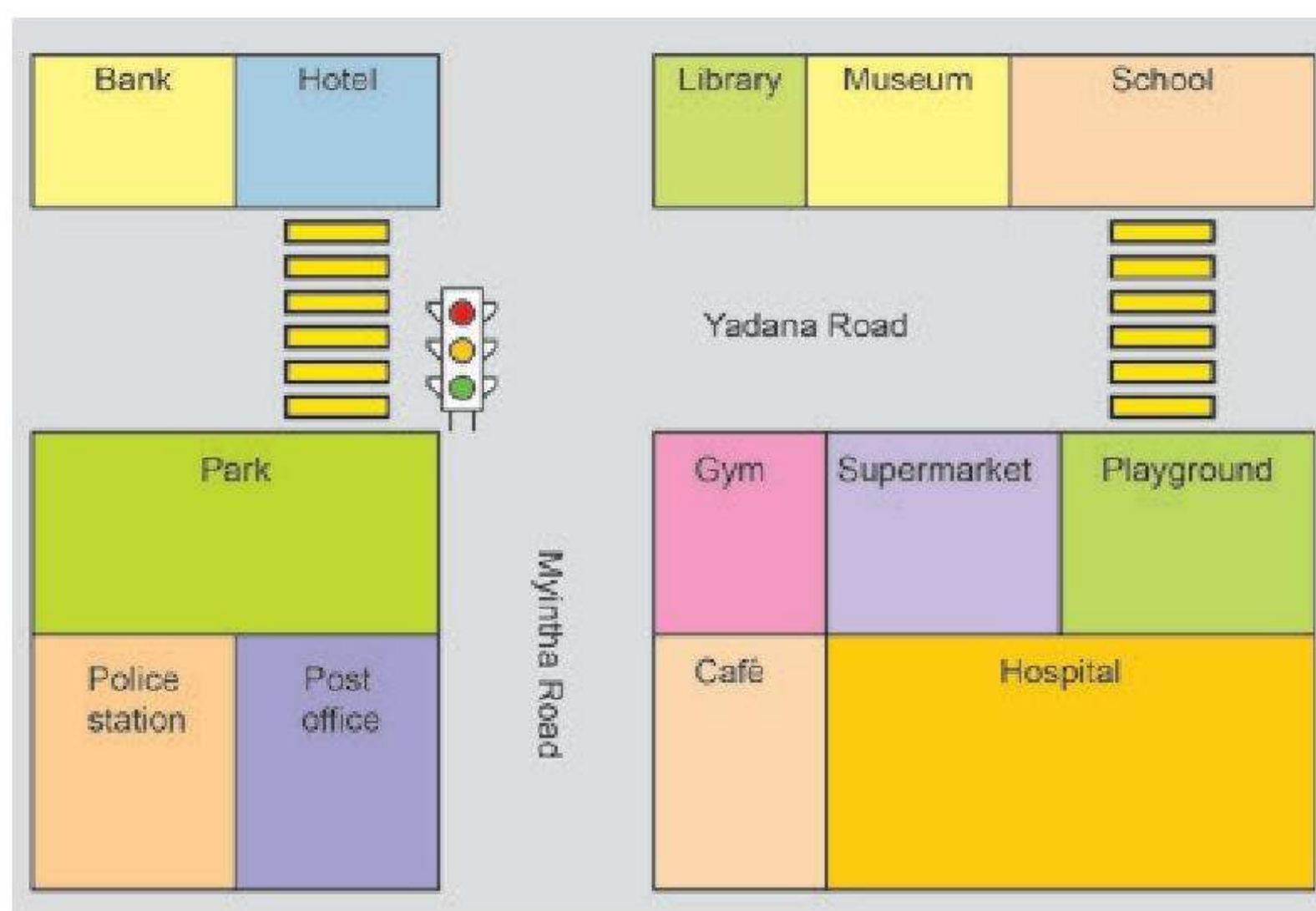
6. _____

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

	Places	What you can see or do there
d	1. airport	a. You can do physical exercise there.
e	2. bank	b. You can buy food, drinks, household items, etc. there.
b	3. supermarket	c. You can stay and have meals there.
a	4. gym	d. You can see planes arrive and leave there.
c	5. hotel	e. You can save or borrow money there.
g	6. restaurant	f. You can walk, play and relax there.
i	7. museum	g. You can buy and eat a meal there.
f	8. park	h. Children can play there.
h	9. playground	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 bank.
- A: Where is the museum? B: It's between the library and the school.
- A: Where is the gym? B: It's next to the supermarket.
- A: Where is the bank? B: It's opposite the park.
- A: Where is the park? B: It's opposite the bank 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 2
toy shop 4

fishmonger's 6
flower shop 3

greengrocer's 1
grocer's 5



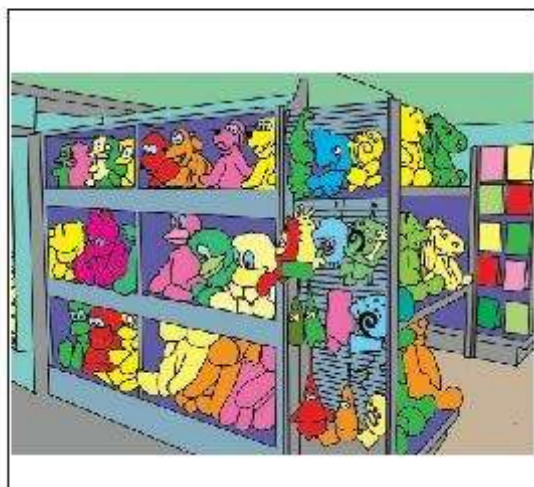
1. _____



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: _____

My shopping list

- chicken
-
-
-
-

Useful language

- Excuse me.
- Where can I buy _____?
- Where can I get _____?
- I need to buy _____.
- What about _____?
- Thank you.

- 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?

- | | |
|-------------------------|------------------------------------|
| • prepositions of place | • asking for and giving directions |
|-------------------------|------------------------------------|

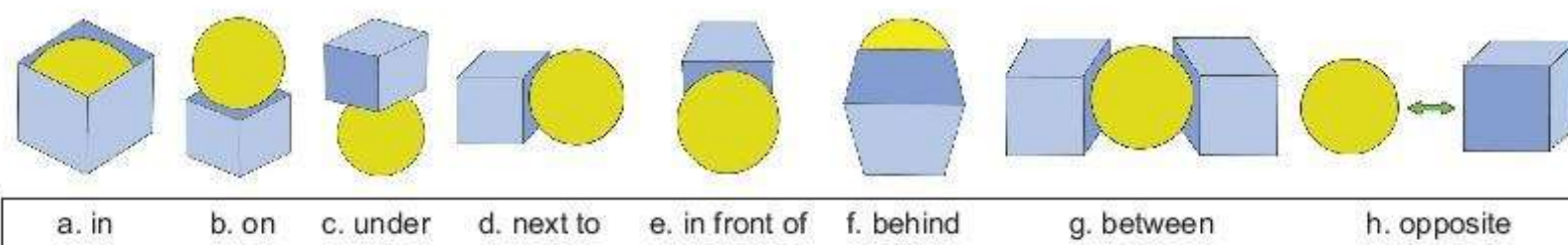
Grammar

A Prepositions of place

A preposition is a word that links a noun or a pronoun to other words in a sentence.

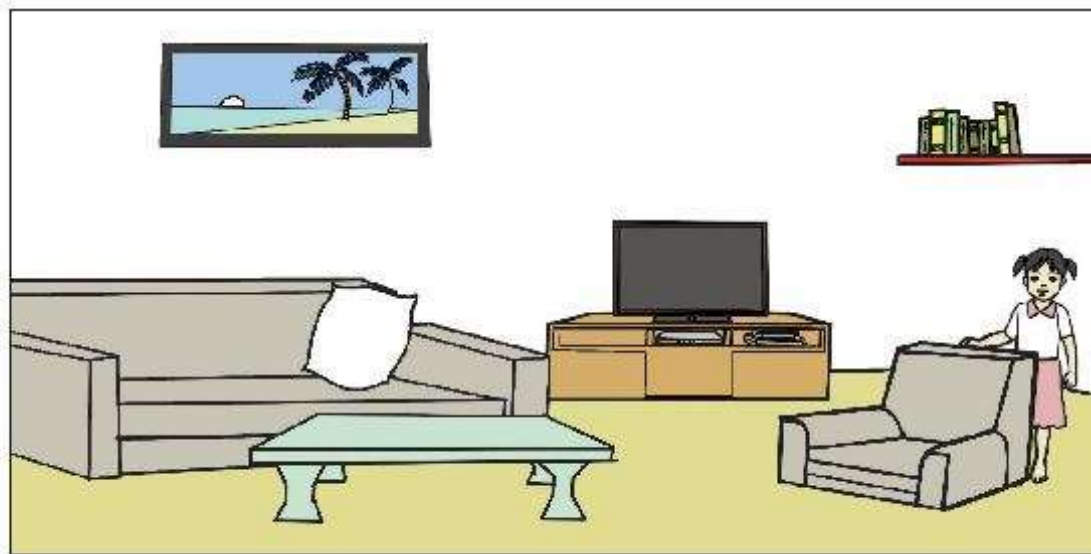
There are some prepositions that show places.

1 Look at the pictures.



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

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.

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