

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

TEXTBOOK  
**ENGLISH**  
Grade 11

LANGUAGE AT OUR SERVICE



**Listening**



**Writing**



**Speaking**



**Reading**



# Unit 1 THE AYEYARWADY DOLPHINS

## Reading

- Reading about the Ayeyarwady dolphins

## Vocabulary

- Adverb adjective collocations

## Grammar

- Both ... and
- 'Before' and 'after'

## Listening and Speaking

- Listening to a talk on 'Wildlife Conservation'
- Talking about a trip

## Writing

- Writing an essay



# 1A Reading

## Pre-reading

1. Which of these sentences is / are true for you? Put a tick or a cross in the box.

- a. I have seen a dolphin.
- b. I have seen a dolphin in the movies.
- c. I have seen a picture of a dolphin.
- d. I have seen an Ayeyarwady dolphin.
- e. I have never seen a dolphin.

2. How will you feel if you see a dolphin?

## Read the passage.

1 The dolphin is a kind of sea animal that looks like a large fish with a long pointed snout. Dolphins are both intelligent and friendly towards humans. There are several types of dolphins. Among them, the Ayeyarwady dolphin is a popular kind in Southeast Asia. Dolphins of this type are usually found in coastal areas in South and Southeast Asia and in freshwater

5 rivers in Myanmar, Indonesia, and Laos. This species is called the Ayeyarwady dolphin as it was first found in the Ayeyarwady River in Myanmar. Its scientific name is *Orcaella brevirostris* and it is one of the endangered species among the freshwater dolphins in the world.

1. ....

10 The Ayeyarwady dolphin is quite different from other well-known dolphins. Its colour may be dark blue or dark or pale gray. It has a rounded head and a very bulging forehead. Unlike other dolphins, it has no beak, or snout. The dorsal fin is short, blunt and triangular. The flippers are long and broad. The average length is 2.3 metres and the weight can range from 90 kg to 200 kg.

2. ....

15 They feed on bony fish, fish eggs, and crustaceans which are crabs, lobsters and shrimps. They also eat octopuses and squids. They take food into the mouth by suction, that is, by sucking in it.





3. ....

Ayeyarwady dolphins like to stay in tropical and subtropical waters and near shallow coastal waters. In other words, they live near coasts and river mouths. They are also found in freshwater rivers: the Ayeyarwady in Myanmar, the Mahakam in Indonesia and the Mekong in Laos. They are mostly seen about 1.6 kilometres away from the shore and they do not usually live in deep waters. In Myanmar, they inhabit the Ayeyarwady River between Mandalay and Bamaw.

4. ....

25 Ayeyarwady dolphins are slow swimmers and they are generally found in groups of 3 to 6 members, but sometimes up to 15 dolphins are seen together. They usually breathe, bringing only the head out of the water. They produce sounds such as whistles, clicks and screeches to communicate with one another. They can be seen jumping, making bubbles, and hitting the water with their flippers and tails. They can squirt streams of water that can reach up to 1.5 metres above the surface of the water.

One of the most distinctive characteristics of these dolphins is the mutual relationship they have with the local fishermen. By making a tapping sound against the sides of their boats, the local fishermen used to call the dolphins to drive fish into their cast nets. In return, they rewarded the dolphins with a share of the fish that they had caught. The fishermen tried to get the attention of the dolphins in various ways – by striking the sides of their boats with their wooden sticks, by splashing the surface of the water with their oars and by giving their nets several rapid tugs.

5. ....

Ayeyarwady dolphins are now on the verge of extinction. They are listed as a critically **endangered** species, that is, it may no longer exist in the future as the dolphin population declines year by year. They often get **entangled** in the fishing nets and they also die as a result of electrofishing, and the use of gillnets and explosives.

Now, in Myanmar the dolphins are under protection. The region in the Ayeyarwady River between Mingun and Kyaukmyaung is officially recognized as a **sanctuary** to protect the decline of the dolphin population. The Department of Fisheries **prohibits** the catching or killing of dolphins. The local fishermen are not allowed to use electrofishing, gillnets and explosives, which lead to a steady decline of the population of Ayeyarwady dolphins.





## Comprehension

A. *Read the passage and choose the appropriate topic for each paragraph.*

*Match the paragraphs (1-5) with the topics (a-e).*

- a. Food
- b. Threats and Conservation
- c. Description
- d. Characteristics
- e. Habitat

B. *In pairs, find the bold-faced words in the passage that are similar in meaning to the following.*

1. live in a particular place
2. an area where animals are protected and cannot be hunted
3. no longer exist in future
4. bans
5. near the coast
6. caught in a rope, net, etc.
7. the long nose of some kind of animals; beak

C. *Give a full-sentence answer to each question below.*

1. Where are Ayeyarwady dolphins usually found?
2. Why are they called Ayeyarwady dolphins?
3. What is the difference between Ayeyarwady dolphins and other dolphins?
4. How do they eat their food?
5. Where can you find them in Myanmar?
6. How do they communicate with one another?
7. How did the local fishermen get the attention of the dolphins?
8. Why does the dolphin population decline year by year?
9. Which part of the Ayeyarwady River is kept as a sanctuary to protect the dolphins?
10. What can you do to protect the decline of Ayeyarwady dolphin population?



# 1B Vocabulary

## Adverb Adjective Collocations

Certain adverbs and adjectives often go together in sentences as collocation. Sometimes, they can also be used as compound adjectives.

e.g. *Ayeyarwady dolphins are listed as a **critically endangered** species.*

*U Aung Tin is a **highly respected** teacher in our school.*

### A. Match an adverb from Column A with an adjective from Column B.

Column A	Column B
1. absolutely	a. concerned
2. deeply	b. necessary
3. highly	c. involved
4. badly	d. aware
5. completely	e. married
6. fully	f. hurt
7. happily	g. recommended
8. actively	h. ill
9. deadly	i. different
10. mentally	j. serious

### B. Complete each sentence with an appropriate adverb and adjective collocation from Exercise A.

1. My brother has been \_\_\_\_\_ in voluntary work for over two years.
2. It is \_\_\_\_\_ for you to have a balanced diet if you want to be healthy.
3. They had been \_\_\_\_\_ for 5 years, but their marriage ended in divorce.
4. Fortunately, no one was \_\_\_\_\_ in the car accident.
5. Students must be trained to be \_\_\_\_\_ of their responsibilities as good citizens.
6. It is very challenging to take care of people who are \_\_\_\_\_.
7. When I look around the surrounding area, it is now \_\_\_\_\_ from it was five years ago.
8. The townspeople are \_\_\_\_\_ about the threat of health problems caused by polluted water in the river.
9. When he said he was leaving school, we thought he was joking, but he said he was \_\_\_\_\_.
10. This book was so \_\_\_\_\_ by critics that it became one of the bestsellers of the year.



# 1C Grammar

## Both ... and

- The '**both ... and**' construction is used to emphasize that something is true not just of one person, thing or situation, but also of another.
- It indicates that the two items are equally presented and included.  
e.g. *I like **both** the novel **and** the movie.*  
***Both** Ko Zaw **and** Soe Thu are good students.*  
*She can **both** speak **and** write Chinese.*  
*Dolphins are **both** intelligent **and** friendly towards humans.*
- If '**both ... and**' is used in the subject of a sentence, the plural verb is used.  
e.g. ***Both** the movie **and** the play **were** good.*

NB '**Both ... and**' is not usually used in negative sentences. '**Neither ... nor**' is used instead.  
e.g. *My father **neither** drinks **nor** smokes.*  
*(Not) ~~My father does not both drink and smoke.~~*

### A. Rewrite the sentences using '**both ... and**'.

e.g. *I like chocolate ice cream. I like vanilla ice cream.*  
*I like **both** chocolate ice cream **and** vanilla ice cream.*

1. You are wasting too much time. Kyaw Zaw is wasting too much time.
2. He played football when he was a student. He played volleyball when he was a student.
3. They are tired after shopping. They are hungry after shopping.
4. Not only Kyi Thar but also his brother is a guitarist.
5. Daw Nandar wants to go to Bagan during the Thingyan holiday. Her sons want to go there too.
6. Ni Ni wants to put up at the Shwe Myint Mo Hotel and so does Maw Maw.
7. Applicants for this post must be able to speak English. Applicants for this post must be able to speak Chinese too.
8. You should work harder if you want to be successful. You should have perseverance if you want to be successful.
9. He donated money to the poor in our community. He donated food to the poor in our community.
10. As we are free this afternoon, we can go shopping and we can see a film as well.



## 'Before' and 'After'

'Before' is used:

- as a preposition (followed by a noun) meaning 'earlier than the time'; as an adverb (without a following noun) to refer to 'the previous time'; and as a conjunction (connecting two clauses) to indicate that the second event happened soon after the first one.  
e.g. *Could you come to me **before** lunch?* (preposition)  
*He has written about this subject **before**.* (adverb)  
*She gave everyone a present **before** she left.* (conjunction)
- with present perfect or past perfect tense to emphasize the idea of completion and with 'V-ing' in a formal style.  
e.g. *He went out **before** I had finished talking.*  
*Please switch off all the lights **before** leaving the office.*

'After' is used:

- as a preposition (followed by a noun) meaning 'at a later time'; as an adverb (without a following noun) meaning 'following in time or place'; and as a conjunction (connecting two clauses) meaning 'when an action or an event has ended'.  
e.g. *I went for a walk **after** dinner.* (preposition)  
*They started the job on 17<sup>th</sup> June and finished a week **after**.* (adverb)  
***After** you had left, I got a phone call from Thuzar.* (conjunction)
- with present perfect or past perfect tense to show that one thing is completed before another starts and with 'V-ing' in a formal style.  
e.g. *I will call you **after** I have done my homework.*  
***After** completing this form, give it to the secretary.*

### B. Complete each sentence with 'before' or 'after'.

1. I left the cinema \_\_\_\_\_ the boring film ended.
2. My sister usually does the washing-up \_\_\_\_\_ dinner.
3. \_\_\_\_\_ graduating from high school, I would like to attend the University of Computer Studies.
4. His watch remains in good condition \_\_\_\_\_ having been used for five years.
5. \_\_\_\_\_ a careful consideration, my parents allowed me to join the dance club.
6. The new building should be completed \_\_\_\_\_ the end of this month as it is planned to be inaugurated in the first week of next month.
7. The man was arrested by the police two years \_\_\_\_\_ committing the murder.



8. I am looking forward to the trip as I have never been to Japan \_\_\_\_\_.
9. \_\_\_\_\_ arriving at the hotel, U Min Aung went straight to the meeting room.
10. \_\_\_\_\_ I gave him the shopping list, he had left for the market.

**C. Combine each pair of sentences using 'after + V-ing' construction.**

1. The fisherman threw out the fishing net. He waited patiently.
2. I told my mother about my problem. Then, I felt better.
3. Thet Thet packed her lunch. Then, she went out to work.
4. Nyi Lay was allowed to watch TV. He had finished his homework.
5. Thuta revised all the lessons. Then, he felt confident to take the exam.
6. He spent a year in the city. Then, he decided to go back to his hometown.
7. The speaker looked at the audience and took a deep breath. Then, he delivered his speech.
8. Shwe Yee got promoted. She had worked for the company for two years.
9. He worked long hours in the cold. His hands were sore and cracked.
10. I decided to take up the job. I started to worry about my decision.

**D. Combine each pair of sentences using 'before + V-ing' construction.**

1. Aye Aye washed the vegetables. She put them in the refrigerator.
2. Ko Naing applied for a job at the company. He had attended a computer training course.
3. I had a cup of coffee. I left for work this morning.
4. We had to queue up for an hour. We got the tickets for the music concert.
5. There is a lot to study on the subject. Only after that we can start our project.
6. He ran the Yoma Marathon. He had practised for almost a year.
7. She went through her assignment again. She submitted it to the teacher.
8. She had packed her suitcase, she went to the bus terminal.
9. My father always takes physical exercise. And then he has a bath.
10. We had lived in a small town for two years. Then, we moved to Yangon.



# 1D Listening and Speaking

A. Listen to a talk on 'Wildlife Conservation'. Then, complete the following table.

'Wildlife'	(1) animals, birds and plants that are found in their _____
'Wildlife conservation'	(2) the practice of protecting _____ and animal species and their habitats
How to protect wildlife from being extinct	(3) to _____ and collect information about wildlife (4) to _____ of endangered animals and birds (5) to _____ about the importance of wildlife
How to maintain the number of wildlife in balance with their habitats	(6) to prohibit _____ forest trees and to grow more trees for the animals (7) _____ protected areas like national parks and wildlife sanctuaries

B. Complete the following dialogue using the questions given below.

- |   |
|---|
| <p>(a) How did you feel after the trip?</p> <p>(b) How was your trip?</p> <p>(c) What did you do with that group?</p> <p>(d) What did you do after that?</p> <p>(e) With whom did you go there?</p> |
|---|

A: Hi! Kyaw Swar, you've just come back from *Chaung Tha*, haven't you?

B: Yes, I have.

A: (1) \_\_\_\_\_

B: Fantastic! I got a lot of experience from it.

A: Did you? (2) \_\_\_\_\_

B: I went there with a voluntary group to do the project on the environment.

A: (3) \_\_\_\_\_

B: When we arrived there, we collected litter on the beach and buried the garbage bags in the hole that we dug away from the beach.

A: What a good deed! (4) \_\_\_\_\_

B: When I came back to the beach, I saw a sea turtle crawling on the sand. So my friend and I carried it and released it into the sea.

A: (5) \_\_\_\_\_

B: Well, I was pleased for what I had done in *Chaung Tha*. I hope you can join us when we go on the next trip.



C. In pairs, practise the dialogue.

D. In pairs, create a dialogue as in Exercise B talking about a trip to a lake in the area you live in for birdwatching.

## 1E Writing

Write an essay on 'Myanmar Star Tortoise' in about 250 words using the points given below.

### Appearance

- medium-sized tortoise with an oval-shaped top shell
- star-shaped patterns on the top shell
- size : 20 cm – 30 cm
- weight : 1.3 kg – 2.2 kg
- colour : top shell – dark brown or black  
skin of the head, limbs and tail – yellowish

### Habitat

- in thorn scrubs or bushes and dry forests in dry zone of central Myanmar

### Food

- a range of vegetation, grass, fruit

### Behaviour

- charming, peaceful
- pull in their heads and freeze when get alarmed

### Threat

- critically endangered
- reasons: commonly eaten by people; exported to food markets in neighbouring countries; loss of habitats



### Conservation

- to release the tortoises back into the wildlife sanctuary if they are recovered from illegal trade
- to carry out a breeding programme



# Unit 2 ONLINE SHOPPING: Pros and Cons

## Reading

- Reading about online shopping

## Vocabulary

- Expressions related to shopping

## Grammar

- Present simple
- Present continuous
- Present perfect simple
- Present perfect continuous
- 'Must' and 'have to'

## Listening and Speaking

- Listening to what you do on the net
- Talking about what you usually do on the net

## Writing

- Writing a review





# 2A Reading

## Pre-reading

1. Have you ever bought anything online?
2. Do you like online shopping? Why or why not?
3. Give one advantage and one disadvantage of online shopping.

## Read the passage.

1 Owing to the rapid advancement of technology, today's buying and selling process has switched over from the traditional mode to the electronic one. The electronic mode of shopping means online shopping that uses the internet as the main vehicle to conduct a commercial business.

5 Online shopping provides a quick and easy way for the buying and selling process. For buyers, they can shop over the internet without leaving their home or office. They can save time and effort as they can purchase items from their own homes or workplace. Shopping is always available as the mall is usually open 24/7 throughout the year. So, time and place do not act as a hindrance. It is also easy to shop for things online since they can  
10 look for the products they want by entering the keywords, using a search engine. They can also cancel the transaction if they do not want the product for any reason. In addition, customers can get discounts or can buy things at lower prices. E-retailers and marketers offer attractive discounts to the customers because through online shopping, they can reduce the money spent on maintaining their shops or stores.

15 The fact that makes online shopping more appealing is that customers can get detailed information about a product easily. It helps fussy buyers to purchase a product after a good search. They can also compare various models, brands, and prices. Shoppers can make a good comparison of the things they want to buy because companies display the whole range of products in order to attract customers with different tastes and needs.  
20 Sometimes price comparisons are also available online. Large online shopping sites usually offer store comparisons. Through online tracking, online customers can check the order status and the quality of the products. Moreover, online shopping does not put much pressure on customers because when people go shopping, they may face such problems as sales attendants trying to influence them to buy the products. Another advantage is that customers  
25 do not have to stand in queues at checkouts to pay for the products they have bought.

For sellers, on the other hand, it is easy to start their online business as it only needs an email account to communicate with clients, customers, and suppliers. Offering services online, sellers can allow customers to make reservations or appointments online, and manage finances such as online banking, tax, and employee pay. They can display a wide



30 variety of products on websites as online stores do not have space constraints. Online shopping can save cost and reduce paper waste. In addition, online shop owners can research their competitors and other businesses that use online tools. They can get customers' feedback on their business, too.

35 It is convenient to buy and sell products online; however, online shopping has some drawbacks. There are several reasons that make people reluctant to buy things online. The major reason is that shopping online is not as quick as it is thought to be. The delivery of the product to the customer's doorstep can sometimes be delayed. This frustrates the customers and prevents them from shopping online.

40 Another significant reason is that online shopping lacks a touch-feel-try process. Online shopping cannot offer customers the opportunity to try on the clothes they buy. Therefore, a customer has to buy a product without close examination, that is, without having a chance to check it as we do in traditional stores. The electronic images of a product are sometimes misleading. The colour and appearance, in reality, may not be the same as the electronic images.

45 One serious drawback of online shopping is that it is unreliable. Sometimes, there is disappearance of shopping itself and online payments are not secure. The rate of cybercrimes has been increasing and the customers' credit card details and bank details have often been hacked. Customers have to be careful in revealing their personal information.

50 Moreover, online shopping does not allow price negotiation between buyers and sellers. In stores and supermarkets, sales attendants provide attention to customers and help them in buying goods. Only a few online shopping marts provide a service for customers to talk to a sales representative.  
55 This lack of oral interaction makes online shopping less popular among shoppers. Some prefer traditional shopping to online shopping as traditional stores can provide enjoyable shopping experiences like fun, scent, and sounds. By going out shopping, they can have lots of fun, experiencing a showroom atmosphere, seeing smart sales attendants, and meeting other shoppers of various types.  
60



65 Online shop owners can have more complaints than traditional shopkeepers when there is delay or damage during delivery and they may



experience product returns, which can affect their profits. Moreover, as online shopping is a global business, online shop owners must compete with potentially thousands of other online shop owners that offer similar products and services.

70 Despite some disadvantages, the growth of online shopping will not be hindered as long as it brings benefits to both buyers and sellers.

## Comprehension

A. Put the following in the correct column.

- Buying and selling online is quick and easy.
- A comparison of the items we want to buy can be made.
- Shopping can be done from home or workplace.
- Delivery of the product can be delayed.
- Shopping is available anytime.
- Shopping lacks interactivity.
- A close investigation of the product we want to buy cannot be made.
- Things can be bought at lower prices or with attractive discounts.
- Enjoyable shopping experience can be lost.
- Negotiations between buyers and sellers cannot be made.
- Our personal information can be insecure.
- Customers do not need to queue at the checkouts.

Advantages of online shopping	Disadvantages of online shopping
<ul style="list-style-type: none"> <li>• A comparison of the items we want to buy can be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of the product can be delayed.</li> </ul>



**B. Give a full-sentence answer to each question below.**

1. What is online shopping?
2. How can we buy and sell things over the internet?
3. Where can customers see the products in online shopping?
4. Why do online sellers give discounts to their customers?
5. What is 'touch-feel-try process'?
6. What happens when cybercrimes occur?
7. How can we have fun by going shopping?
8. What mode do you like to use to buy things you want – traditional or electronic? Why?
9. Among the disadvantages of online shopping mentioned in the passage, which do you think is the most serious? Why?
10. Do you think online shopping will completely replace traditional shopping in the future? Why?

## 2B Vocabulary

### Expressions Related to Shopping

*In pairs, complete the following sentences with the words given below.*

customers	finances	negotiation	services
discounts	appointment	problems	transaction

1. Online \_\_\_\_\_ is a payment method in which the transfer of money happens online.
2. The boss made a / an \_\_\_\_\_ with his business partners to talk about a new product.
3. Customers who buy things for fifty thousand kyats and above will get special \_\_\_\_\_.
4. A friendly atmosphere and personal service offered by the hotel attract \_\_\_\_\_.
5. One of the common \_\_\_\_\_ of online shopping is that consumers do not know how to make the payment.
6. Our company offers excellent \_\_\_\_\_ to all customers.
7. Prices of goods sold in supermarkets are fixed. They do not allow price \_\_\_\_\_.
8. Nowadays, large companies use an online system to manage their \_\_\_\_\_.



## 2C Grammar

### Present Simple, Present Continuous, Present Perfect Simple and Present Perfect Continuous

The Present Simple Tense is used to speak or write about:

- general truths.  
e.g. Gases **expand** when they are heated.  
*The moon **does not shine** by itself; it reflects the light from the sun.*  
*What temperature **does** water **boil** at?*
- habitual activities of the present.  
e.g. Grandpa usually **goes** for a walk in the evenings.  
*Our family **doesn't** often **go** out for a meal.*  
*Do your friends usually **go** to concerts?*
- states or conditions at the present time.  
e.g. My brother **plays** for Yangon United FC.  
*His duties **do not include** answering phone calls.*  
*Does this coat **belong** to you?*
- events which are part of a timetable, a regular schedule or something similar.  
e.g. The train **leaves** at 6 a.m. tomorrow.  
*When **does** the train **leave** for Mandalay?*

The Present Continuous Tense is used when we wish to speak or write about:

- actions that are going on at the moment of speaking.  
e.g. Look! The sun **is shining**.  
*He **is talking** to his friend; he **isn't listening** to the teacher.*  
*Why **are** you **making** so much noise?*
- actions that will happen in the near future or future arrangements.  
e.g. We **are spending** next summer in Kalaw.  
*Kyaw Thet **is not coming** home this week.*  
*When **are** you **leaving** the hotel?*



- repeated actions (with adverbs like 'always') that are annoying.  
e.g. *Pa Pa is always asking silly questions.*  
*Why are they always coming around here to borrow things?*

**The Present Perfect Tense** is used to speak or write about:

- completion of an activity.  
e.g. *I have read three books so far this month.*  
*She has not sent the parcel yet.*  
*Have you booked air tickets for the trip?*
- experience having had at the moment of expression.  
e.g. *I have been to Thailand twice.*  
*She has never tried a seafood cocktail.*  
*Have you ever sailed across the Andaman Sea?*
- continuity of an activity which began sometime in the past but continues up to the moment of expression.  
e.g. *I have lived in Yangon for more than 15 years.*  
*The two friends have not talked to each other since their quarrel.*  
*How long has Uncle Zaw been in that job?*

**The Present Perfect Continuous Tense** is used to speak or write about:

- something that has been in progress throughout a period.  
e.g. *Mom is still in the kitchen; she has been cooking all morning.*  
*What have you been doing these days?*
- continuity of an activity (which began sometime in the past but continues up to the present).  
e.g. *U Min Maung has been working at that company since 2010.*  
*How long have you been sitting here?*

**Note:**

- Some verbs like 'learn', 'lie', 'live', 'rain', 'sit', 'sleep', 'stand', 'study', 'wait', etc. naturally suggest continuity.



- The Present Perfect and the Present Perfect Continuous are different in meaning.  
e.g. *I have painted this room. Doesn't it look better? (The task is definitely finished.)*  
*I have been painting this room. It will look good when it is finished. (The task unfinished.)*

**A. Complete each blank with the correct present tense of the verb given in brackets.**

- How many glasses of water \_\_\_\_\_ (you, drink) a day?
- \_\_\_\_\_ (you, take) any vitamins at the moment?
- Po Thar Htoo is tired now; he \_\_\_\_\_ (dig) in the garden all day.
- My uncle is working at a foreign company. Up to now, he \_\_\_\_\_ (visit) twenty countries.
- Someone \_\_\_\_\_ (always, leave) the window open.
- How long \_\_\_\_\_ (your brother, be) in hospital?
- We \_\_\_\_\_ (build) this garage ourselves and now it is ready to be used.
- Doctors \_\_\_\_\_ (do) research on the new disease and hope to finish it in the next two months.
- What time \_\_\_\_\_ (the first train, leave)?
- My hands are dirty because I \_\_\_\_\_ (garden) the whole morning.

### 'Must' and 'Have to'

- 'Must' and 'have to' are used to speak or write about what is necessary for someone to do.
- 'Must' can refer to the present or the future.
- 'Must' and 'have to' can be used in place of each other but 'have to' is often used to refer to outside authority.
- The past tense of 'have to' is 'had to'.

e.g. All visitors **must** report to reception on arrival.

You **mustn't** stay out late.

We **have to** obey school rules.

You **don't have to** wear casual clothes on special occasions.

Does everyone **have to** come to the assembly?

Knowing that she had  
My father did not h  
university.

Did she have to v

**B. Write 'must', 'mustn't', 'have to', 'don't have to'.**

- It is necessary
- It isn't necessary
- It was necessary
- It wasn't necessary
- Don't do that

**C. Rewrite the sentences using 'must', 'mustn't', 'have to', 'don't have to'.**

- You \_\_\_\_\_
- You \_\_\_\_\_
- The \_\_\_\_\_
- You \_\_\_\_\_
- S \_\_\_\_\_
- I \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Knowing that she had diabetes, she **had to** change her lifestyle and eating habits.  
My father **did not have to** take the university entrance examination when he went to university.

**Did she have to** wear a uniform at her previous job?

**B. Write 'must', 'mustn't', 'have to', 'had to', 'don't have to', or 'didn't have to'.**

1. It is necessary to do this. ....
2. It isn't necessary (but you can do this if you want). ....
3. It was necessary to do that. ....
4. It wasn't necessary to do that. ....
5. Don't do this. It is forbidden. ....

**C. Rewrite the following with the correct form of 'must', or 'have to'. Use the negative form where necessary.**

1. You \_\_\_\_\_ work hard if you want to succeed.
2. You \_\_\_\_\_ carry a mobile phone at all times?
3. The immigration officers \_\_\_\_\_ speak many languages.
4. You \_\_\_\_\_ go to the boat club every Sunday last year?
5. She \_\_\_\_\_ have a computer at home?
6. I \_\_\_\_\_ take a taxi this morning because the school bus was late.
7. I \_\_\_\_\_ leave now; I have an important appointment.
8. Dad \_\_\_\_\_ go to work these days; he works from home.
9. Ni Ni \_\_\_\_\_ submit assignments weekly.
10. When we grow up, our mother \_\_\_\_\_ do much housework.
11. Mum says that I \_\_\_\_\_ clean my room before I go out.
12. Yesterday, I \_\_\_\_\_ go to the dentist because I had a terrible toothache.
13. We really \_\_\_\_\_ do something about paying tax.
14. You \_\_\_\_\_ slam the door when you come in.
15. We \_\_\_\_\_ go through the customs at the airport.



# 2D Listening and Speaking

A. Listen to the three dialogues. Then, write the number of the dialogue under each picture.



Dialogue \_\_\_\_\_



Dialogue \_\_\_\_\_



Dialogue \_\_\_\_\_

B. Listen again and complete the following.

1. Through online banking, one can transfer \_\_\_\_\_ easily.
2. Paying bills online is \_\_\_\_\_.
3. If you buy things online, the things you order are \_\_\_\_\_.
4. You can find \_\_\_\_\_ and flats online.
5. People with \_\_\_\_\_ usually become friends on Facebook.

C. In pairs, create a dialogue to talk about what you usually do on the net. Choose any idea below and find your own reasons for using the net.

- learn new skills such as communication skills, professional skills and IT skills
- entertain yourself by viewing videos, listening to music, playing games, etc.
- do business such as selling the things you make

### Useful language

What do you do on the net?

What do you usually \_\_\_\_\_?

Which website do you usually use/visit?

D. Role-play the dialogue.

# 2E W

## Writing a

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# 2E Writing

## Writing a Review

A review about something (shopping mall, restaurant, film, book, etc.) usually contains where it is, what it is like, what are available, how it works, good points about it, bad points about it, how it is different from others, and whether the writer recommends it.

**A. Study the following website review and check whether it includes the points mentioned above.**

One of my favourite websites is eiizymusic.com. It is great because I can learn English while I am listening to my favourite songs. I choose a song to listen and complete the lyrics. I can also watch the video of the song.

The good points include the fact that there are lots of up-to-date groups I can listen to such as BTS or One Direction. In addition, we can choose the level: beginner, intermediate or expert, depending on our level of English. Moreover, the website is very easy to navigate and you can listen to songs in different languages, for instance, in Thai, Korean and Japanese.

One of the drawbacks is that some songs are not on the website. Another unwelcome point is that there is a lot of advertising on the website. However, you can just ignore it.

To sum up, I think this is an excellent website if you like music and you want to improve your English. You should check it out!

**B. Write a review of the EiiZi Mart by using the points given below.**

<ul style="list-style-type: none"><li>• get groceries, frozen foods, dairy products, garden produce, fresh seafood, clothes, electrical appliances, and cosmetics</li><li>• order online 24 hours</li></ul>	<ul style="list-style-type: none"><li>• offer high quality products with the lowest price cheaper than most online shops</li><li>• the slogan, "Save money. Live better."</li><li>• customer service is sometimes bad</li><li>• worth shopping</li></ul>
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# Unit 3 MEMORY

## Reading

- Reading about memory

## Vocabulary

- Phrasal verbs

## Grammar

- Gerund and infinitive with 'to'

## Listening and Speaking

- Listening to childhood events
- Agreeing and disagreeing

## Writing

- Describing a past event









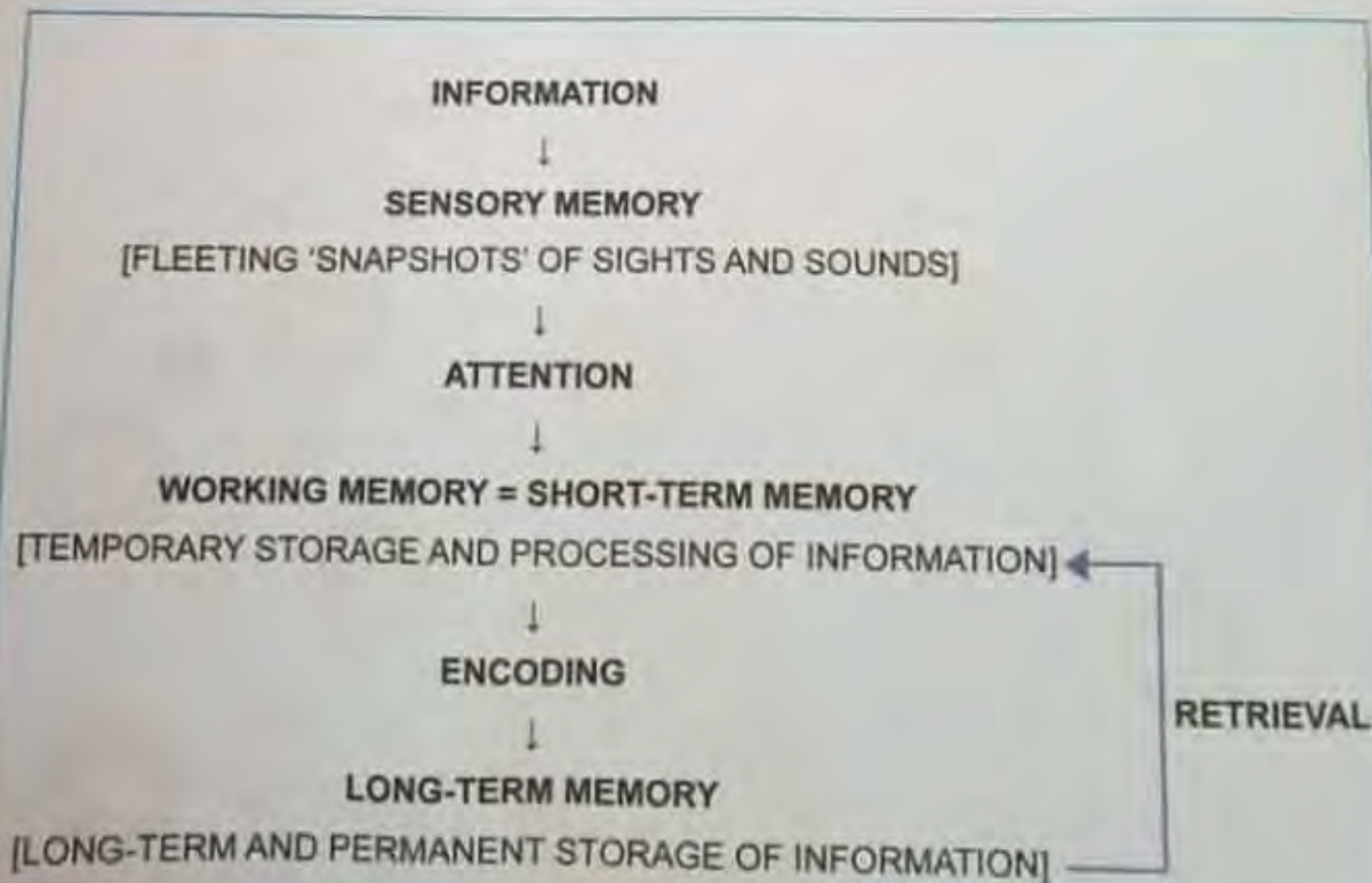
### Semantic memory

This memory refers to all of our knowledge of the world around us. For instance, we know that cats and dogs are four-legged animals but at the same time we know that they are not the same. In the same way, we know that milk, coffee, and tea are liquid but one is  
15 different from the other two. We also know that fire is hot and ice is cold. Then, we are taught and we learn that two times two is four; five minus three leaves two; the molecular formula for water is  $H_2O$ ; the chemical formula for the common salt is  $NaCl$ ; and many, many more.

### Procedural memory

This memory helps us perform skills such as riding a bicycle or driving a car; playing the guitar or the piano; playing tennis, badminton, golf, soccer, etc.; and baking a cake or  
20 arranging flowers. In most cases, we just do not forget as we tend to in episodic or semantic memory. At most, our ability to perform those skills declines as we advance in years, and maybe one day we just do not have the strength to perform at all.

Books on psychology also point out that there are short-term memory and long-term memory. For instance, when we are following a lecture, we store the incoming information  
25 in our short-term memory as we jot down notes as fast as we can. Then, when we can find time later, we go over our notes, link up the points and memorize them to store the information in our long-term memory. The diagram below should help you understand better the notions of short-term memory and long-term memory.





From what has been presented so far, it should be quite **plain** to us that our memory is just like the **database** of a computer where a large amount of information on a large variety of subjects is stored and used as and when necessary. Without a database, the computer is useless. Similarly, without memory, we would be utterly helpless and useless. Just imagine how **frustrated** and upset we get when we cannot remember where we have put our car keys. Put yourself in the place of a student taking an examination and imagine he cannot recall a thing he has studied. You will then be able to understand how helpless he would feel.

There is another role that memory plays in our lives. Very often, we 'take a stroll down memory's lane' – figuratively speaking – and go through various **emotional** states. Sometimes, we smile when we remember something pleasant, or frown when we recall something unpleasant. Thus, depending on what we happen to remember, our memories may be sweet or bitter.

## Comprehension

A. *In pairs, find the bold-faced words in the passage that are similar in meaning to the following. There are two extra bold-faced words in the text.*

1. unforgettable	a. _____
2. learn something so that you will remember it exactly	b. _____
3. easy to understand	c. _____
4. a collection of pieces of information stored in a computer system	d. _____
5. feeling annoyed and impatient	e. _____
6. having a strong feeling	f. _____

B. *Complete each sentence below with a suitable word from Exercise A.*

- Everybody understands his article as his writing is \_\_\_\_\_ and direct.
- Her eyes were filled with tears to see a very \_\_\_\_\_ moment of her family union.
- I can't \_\_\_\_\_ that Swe Swe came to visit us last year.
- Our library keeps a \_\_\_\_\_ of over ten thousand books on various subjects.
- My little sister is very intelligent; she can \_\_\_\_\_ nursery rhymes in a short time.
- He felt \_\_\_\_\_ when his friend did not understand what he was explaining.



**C. Give a full-sentence answer to each question below.**

1. According to books on psychology, how many kinds of memory are there? What are they?
2. What does semantic memory refer to?
3. What do you do if you want to store the information in the long-term memory?
4. According to the text, what is memory compared to?
5. What will happen to a computer without a database?
6. How would you react when you remember something pleasant?
7. Read the extracts (a) and (b) of the two different poems, and say what type of memory the poets retrieved their information from.

(a)

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

(b)

Of in the stilly night,  
Ere Slumber's chain has bound me,  
Fond Memory brings the light  
Of other days around me;  
The smiles, the tears,  
Of boyhood's years,  
The words of love then spoken;  
The eyes that shone,  
Now dimmed and gone,  
The cheerful hearts now broken!  
Thus, in the stilly night,  
Ere Slumber's chain has bound me,  
Sad Memory brings the light  
Of other days around me.

8. You are s  
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9. Bill and
10. You are

### 3B Voice

#### Phrasal Ve

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- 2.
- 3.
- 4.
- 5.

B.



8. You are strumming the guitar and singing a song. What type of memory are you drawing information from?
9. Bill and Bob are flying kites. What type of memory are they depending on?
10. You are taking an examination. What type of memory are you depending on?

## 3B Vocabulary

### Phrasal Verbs

A **phrasal verb** is a verb followed by an adverb, a preposition, or both. It is usually used with an idiomatic meaning. This meaning is often quite different from the literal meaning of the individual words.

e.g. Books on psychology **point out** that there are short-term memory and long-term memory.

#### A. Study the following phrasal verbs.

- |                   |   |                                      |
|-------------------|---|--------------------------------------|
| 1. think back     | = | remember                             |
| 2. draw on / upon | = | use something as a source of supply  |
| 3. point out      | = | make someone aware of something      |
| 4. jot down       | = | write something quickly              |
| 5. go over        | = | review                               |
| 6. link up        | = | join or become joined with something |
| 7. go through     | = | experience something                 |
| 8. depend on      | = | rely on something                    |

#### B. Complete the sentences with the correct forms of the phrasal verbs in Exercise A.

1. The teacher \_\_\_\_\_ the mistakes I had made in my essay.
2. Khin Khin \_\_\_\_\_ notes while she was listening to the lecture.
3. He was proud of himself when he \_\_\_\_\_ to all the things he had done for the company.
4. You should \_\_\_\_\_ your assignment before you submit it to your teacher.
5. Kyu Kyu wrote this article by \_\_\_\_\_ her own experience.
6. The amount of money he has saved \_\_\_\_\_ the job he is doing.
7. The two universities have \_\_\_\_\_ to do a project on rural development.
8. To be able to do the job, you have to \_\_\_\_\_ several months of training.



## 3C Grammar

### Gerund and Infinitive with 'to'

#### Gerund

A **gerund** is a noun made from a verb by adding '-ing'. Gerunds can be used:

- as the subject of a sentence.  
e.g. **Smoking** is not good for health.
- as the object of a sentence.  
e.g. I have finished **cooking**; dinner is ready.
- as the complement of a sentence.  
e.g. My favourite hobby is **cooking**.
- as the object of a preposition.  
e.g. She is afraid of **going** out alone at night.

#### Infinitive with 'to'

An **infinitive** is the basic form of a verb, used with 'to'. Infinitives can be used:

- as a subject at the beginning of a sentence.  
e.g. **To travel** around the country is my dream.
- as an object of the verb.  
e.g. He promised **to return** my book.
- after 'It + be + adjective'.  
e.g. It is important **to study** hard.  
*It is necessary for students to wear uniforms every day.*

#### Note:

- Some verbs such as 'begin', 'continue', 'hate', 'like', 'start' can be followed by a gerund without changing the meaning.

e.g. *He continued studying until after midnight.*

*He continued to study until after midnight.*

- Some verbs such as 'forget', 'remember', 'stop' can be followed by a gerund with 'to' but with a change in meaning.

e.g. *She stopped drinking coffee. (She never drinks coffee again.)*

*She stopped to drink coffee. (She stopped what she was doing and drank coffee.)*

- Verbs such as 'avoid', 'can't help', 'discuss', 'dislike', 'enjoy', 'finish', 'keep', 'spend', 'stop' are generally followed by gerunds.

- Verbs such as 'agree', 'arrange', 'decide', 'expect', 'forget', 'intend', 'plan', 'remember', 'wish' are generally followed by infinitives with 'to'.



Complete each sentence with an infinitive with 'to' or a gerund of the verbs given in brackets.

1. I can't help \_\_\_\_\_ (think) about my school days in Japan.
2. We all agreed \_\_\_\_\_ (meet) again next month.
3. I finished \_\_\_\_\_ (write) the assignment just before the deadline.
4. My mother promises \_\_\_\_\_ (buy) me a laptop if I pass the examination.
5. I dislike \_\_\_\_\_ (wait) for someone for a long time.
6. He decided \_\_\_\_\_ (attend) a computer course during the holiday.
7. I offered \_\_\_\_\_ (help) the new student with his homework.
8. It's very hot in here. Do you mind \_\_\_\_\_ (open) the window?
9. It is necessary for us to be able \_\_\_\_\_ (speak) English well to work in a five-star hotel.
10. We intended \_\_\_\_\_ (go) to the cinema, but in the end we stayed at home.

## 3D Listening and Speaking

A. Listen to Soe Thu talking about his childhood events and say whether the following statements are TRUE or FALSE.

1. Soe Thu has got a very good memory.
2. He can recall his childhood days when he gets certain sights, smells, tastes and sounds.
3. He is talking about a recent event in his life.
4. Whenever he gets the smell and taste of *mont-hin-gah*, he remembers his mother.
5. When he was young, he liked *mont-hin-gah* so much that he ate it every day.
6. The song 'You are my Sunshine' reminds him of his friend, Cho Cho.
7. Soe Thu and Cho Cho usually sang the song while they were playing.
8. He got a white cat as a present on his 7<sup>th</sup> birthday.
9. His cat Mi Phyu used to sleep by his side.
10. Soe Thu played with Mi Phyu before he went to bed.



B. Study the expressions used in agreeing and disagreeing.

Agreeing	Disagreeing
I agree with you. I totally agree. That's what I think too. I think you are right. Absolutely!	I'm afraid I disagree. I'm not sure about that. I see your point but ... No, I don't think so.

C. Complete the following dialogue with the expressions given in the box.

I don't think so	you're right	I agree with you	I see your point
------------------	--------------	------------------	------------------

Lin Lin : We should have a time to relax after the exam. What do you think?  
 Thiri : I think (1) \_\_\_\_\_. How about going shopping to the City Mall? We can have a lot of fun there.  
 Lin Lin : (2) \_\_\_\_\_. There're a lot of people and it is a bit noisy. I wish to go to a quiet place.  
 Thiri : (3) \_\_\_\_\_, but we can have good food at the Food Court and can also watch movie if you like. You like watching movies, don't you? It's relaxing to watch a comedy.  
 Lin Lin : OK. (4) \_\_\_\_\_ now. Let's watch a movie after having lunch.

D. In pairs, practise the dialogue.

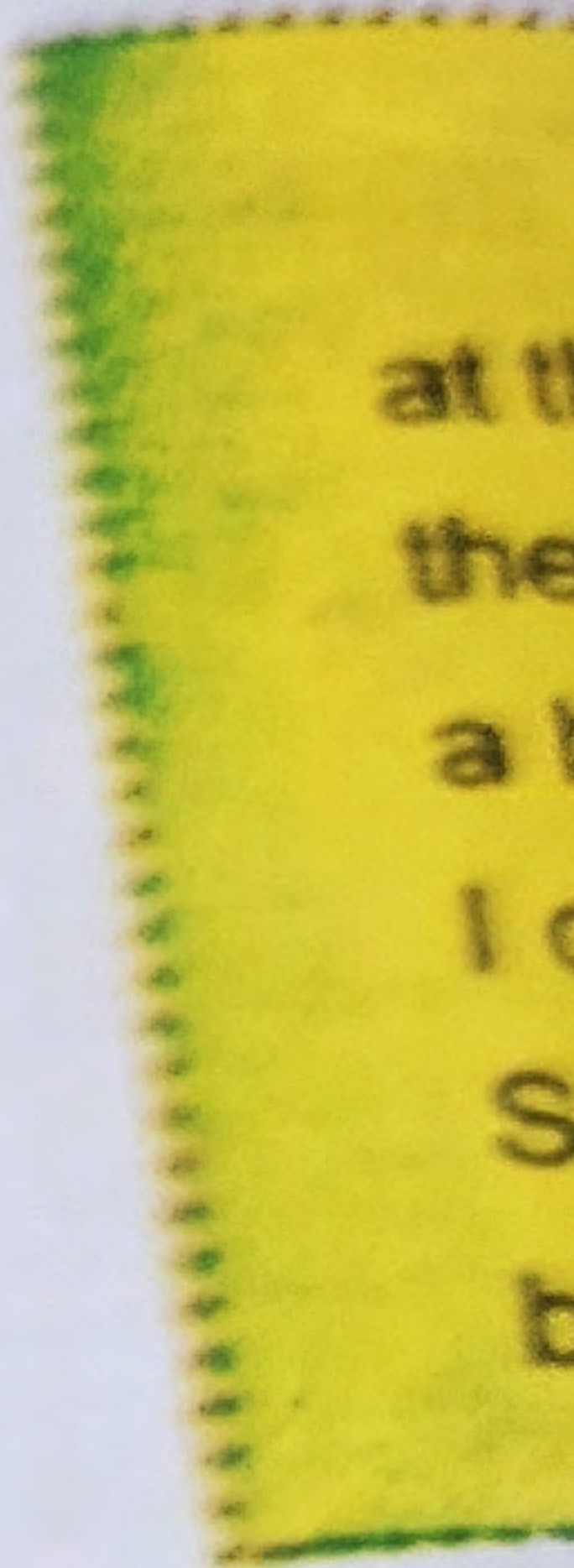
E. Su Su and Nilar are at the canteen. Write a dialogue between Su Su and Nilar talking about junk food and organic food. Use the following information in the dialogue.

- Su Su - likes to eat junk food; thinks they are tasty; thinks organic food is expensive.
- Nilar - prefers to eat organic food; thinks junk food is not good for health; worried that her friend will become sick.

You can beg  
 Su Su  
 Nilar  
 Su Su

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 over



You can begin the dialogue like this.

Su Su : Would you like to eat some crisps?

Nilar : No, I try to avoid junk food.

Su Su : .....

## 3E Writing

### Describing a past event

*Study a past event written by a student.*

One Sunday afternoon, I went to a bookshop to buy some books. When I arrived at the bookshop, there were not many people. I went around the bookshelves to look for the book I wanted to buy. At that time, I noticed a girl behind me. Whenever I stopped at a bookshelf, she also stopped behind me. I thought that she was a pickpocket. At first, I did not know what to do. Then, I got an idea and turned round to look straight at her. Suddenly, she said, "Your skirt was torn at the back. I'm trying to cover that tear not to be seen by others."

**Think about an unforgettable event in the past. Write a paragraph on 'An unforgettable event in my life'. The following questions are given to help you.**

- What was the event and when did it happen?
- Where were you at that time and what were you doing there?
- How did you feel when it happened?
- What did you do then?
- How did the event end?



**REVIEW 1**

**A. Complete each sentence with the correct expression given in brackets.**

1. I am not joking; I am \_\_\_\_\_ (deadly serious / actively involved).
2. Parents must be \_\_\_\_\_ (absolutely necessary / fully aware) that they are responsible for the well-being of their children.
3. The lady looks \_\_\_\_\_ (badly hurt / completely different) from how she looked before she underwent plastic surgery.
4. While giving presentations, I always \_\_\_\_\_ (depend on / go through) the notes I have made.
5. We should think before we \_\_\_\_\_ (jot down / point out) the mistakes of others.
6. Plans have been made to \_\_\_\_\_ (go through / link up) the two villages with a suspension bridge.
7. After months of \_\_\_\_\_ (negotiation / transaction), the two companies have got an agreement.
8. The transport authority of our city is trying to improve the bus and train \_\_\_\_\_ (discounts / services).
9. I have made a / an \_\_\_\_\_ (appointment / transaction) with the dentist for Friday afternoon at four.
10. When you go to the bank, fill out a form and deposit your money, you make a \_\_\_\_\_ (discount / transaction).

**B. Rewrite the sentences according to the instructions given in brackets.**

1. By overly playing online games, you lose your family. By overly playing online games, you lose your friends. (Combine the sentences using 'both ... and'.)
2. Accuracy is important in language learning. Fluency is also important in language learning. (Combine the sentences using 'both ... and'.)
3. Infants start to walk only \_\_\_\_\_ (after / before) crawling. (Choose the correct expression given in brackets.)
4. The gymnasts rehearsed their moves several times. Then, they performed on the stage. (Combine the sentences using 'after'.)
5. Mi Mi wrung the clothes she had washed. Then, she hung them on the line. (Combine the sentences using 'before + V-ing'.)
6. Look! There \_\_\_\_\_ (be) nothing left on the plate. The cat \_\_\_\_\_ (eat) up all the fried fish. (Complete the blanks with the correct tenses of the verbs in brackets.)
7. Normally, I \_\_\_\_\_ (do) my morning workout, but this morning I had no time for it. (Complete the blanks with the correct tenses of the verbs in brackets.)
8. The train will leave at 7:00 a.m., so I \_\_\_\_\_ (have to / must) be at the station by 6:30 a.m. (Choose the correct alternative.)
9. We \_\_\_\_\_ (have to / must) do physical exercise to be healthy and strong. (Choose the correct alternative.)
10. First the child refused \_\_\_\_\_ (take) the medicine, but finally his mother succeeded in \_\_\_\_\_ (persuade) him to take it. (Complete the sentence with the 'gerund' or 'to + infinitive' form of the verbs in brackets.)

**POEM 1**

**BRIDGE**

I like a bridge —  
 Any kind of bridge a  
 A great steel bridge  
 With towers stiff and  
 An old covered br  
 That spans a wat  
 A hewn-stone bri  
 With its rugged f  
 A railroad bridg  
 Where freight t  
 A wooden brid  
 A cement brid  
 Whether big  
 Yes, I like a  
 Just any kin

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**D.**



**BRIDGES**

I like a bridge —  
 Any kind of bridge at all.  
 A great steel bridge  
 With towers stiff and tall;  
 An old covered bridge  
 That spans a waterfall;  
 A hewn-stone bridge  
 With its rugged floor and wall;  
 A railroad bridge  
 Where freight trains slowly crawl;  
 A wooden bridge,  
 A cement bridge,  
 Whether big or small;  
 Yes, I like a bridge — —  
 Just any kind of bridge at all.

**James S. Tippett**

**Pre-reading**

1. Name some bridges you know.
2. What are they made of?
3. Which bridge do you like most? Why?

**GLOSSARY**

- freight train = a train used to transport goods or materials (not used for carrying passengers)
- hewn-stone = a bridge cut and shaped out of a slab of stone
- rugged = having an uneven surface

**A. Answer the following questions.**

1. Name the kinds of bridges the poet likes.
2. Which word is repeated in the poem and in which line does it appear?
3. Find the rhyming words and their line numbers.

**B. Complete the following table with the descriptions of the bridges. The first one is done for you as an example.**

	Bridge	Description
a	A great steel bridge	With towers stiff and tall
b	An old covered bridge	
c	A hewn-stone bridge	
d	A railroad bridge	

**C. Refer to the descriptions of the bridges and describe the following as in Exercise B. The first one is done for you as an example.**

- a. A red rose *With beautiful petals and sweet fragrance*
- b. A sweet red apple
- c. A small singing bird
- d. An expensive car
- e. A tiny blue cottage

**D. In groups, choose one of the following in the box and compose a similar six-line verse to 'Bridges'. Begin your poem like this:**

I like a ...

Any kind of ... at all.

bird      car      flower      friend      fruit      song



# Unit 4 GLOBALIZATION OF FOOD

## Reading

- Reading about globalization of food

## Vocabulary

- Types of food
- Linking words

## Grammar

- 'Too ... to' and 'enough to'

## Listening and Speaking

- Listening to a presenter talking about the advantages and disadvantages of fast food
- Talking about healthy eating habits

## Writing

- Writing a cause and effect essay





## Pre-reading

1. What do you usually have for breakfast, lunch and dinner?
2. In addition to Myanmar food, what other food do you sometimes eat?
3. What is your favourite food? Why do you like it?

## Read the passage.

Globalization affects all spheres of our lives and thus the food industry is no exemption. If you take a look at the food items you eat, they are so common that you would hardly suspect that they originated in other countries. Actually, most of the foods that we commonly eat today are the product of globalization.

The common breakfast of the Myanmar has been *mont-hin-gah*, or fried rice, or steamed glutinous rice, or cooked glutinous rice, or vegetable fritters eaten with rice leftover from the previous evening meal. Their lunch and dinner have been rice and various kinds of curries.

However, today there has been a significant change in the food items people eat as a result of globalization. It is having a major impact on the food people eat in terms of availability and access, and at present, the choices of meals for breakfast, lunch, and dinner of people in big cities have become very diverse. The usual breakfast, lunch, and dinner of many people in big cities have been replaced by *dim sum*, *sushi*, cereal, *nan* (Indian flat bread), *spaghetti*, *pizza*, fish or chicken and chips, bread and bacon, hamburger, hot dog, *Tom Yum* soup, a variety of noodles, *bento* box meals, *ramen* and all sorts of cuisines originating from different parts of the world.

Lifestyles of people have changed a lot too. Just look at the restaurants and food stalls in every city, and you will see that they are full of diners, not only at weekends but also throughout the days of the week. Many people in big



cities no longer cook and have their meals at home anymore. They prefer to eat out for their breakfast, lunch, and dinner. Some eat out because they love eating out with family and friends, but some do so to show that they can afford to eat at famous international restaurants, others simply do not want to spend their time going to the grocers', cooking, and doing the washing up.



The effect of the globalization of food can obviously be seen in the increasing popularity of fast-food restaurant chains such as Burger King, Kentucky Fried Chicken (KFC), McDonald's, Starbucks, Subway, and Pizza Hut to name a few. Many other fast-food chain restaurants are also thriving in many countries all over the globe, as fast food is popular for its taste, flavour, consistency, quick options, and affordable prices. However, we should beware of the fact that fast food is often made from cheaper ingredients such as high fat meat, refined grains, added sugar and fats, instead of nutritious ingredients such as lean proteins, whole grains, fresh fruits, and vegetables.



In general, globalization of the food industry is in many ways positive, as it adds variety and interest to people's lives and allows greater access to the variety of food in the whole world. However, the spread of processed food and fast food, and the consumption of such unhealthy food can bring about a negative effect on food safety and nutrition, and increase risks to health.

We should bear in mind that food safety, one aspect of which is the need to maintain proper nutrition, is a universal human right. It is necessary for us to understand how the practices of large global food producers and the food they produce can weaken the state of food safety and nutrition of people in the world. To rebalance a diet or make it more healthful, we can replace ultra-processed foods with whole foods, such as grains, nuts, lean meat, fruits, vegetables, and legumes. Additionally, we must eat the right quantity of it – not too much, not too little.

## Comprehension

A. Give a full-sentence answer to each question below.

1. Name a typical Myanmar breakfast you usually eat.
2. What typical Myanmar breakfast do you eat less frequently these days? Why?
3. What is your favourite food item whose origin is not Myanmar?
4. Does your family often eat out? Why or why not?
5. Name three items of fast food you know.
6. Why is fast food said to be unhealthy?
7. According to the passage, what are the advantages of the globalization of food?
8. What are the effects of the spread of processed food and fast food and the consumption of unhealthy food?



9. How can the practices of large global food producers and the food they produce be harmful to people?
10. Do you think you have a healthy eating habit? Why or why not?

B. Complete the following table with the typical Myanmar food and the food items people in big cities eat these days as in the examples.

Typical Myanmar food		The food items people in big cities eat these days	
breakfast	<i>fried rice</i>	breakfast	<i>dim sum</i>
lunch		lunch	
dinner		dinner	

## 4B Vocabulary

### Types of food

A. Match the types of food in Column A with their meanings in Column B.

Column A	Column B
1. fast food	a) food that is considered healthy because it is grown naturally, has not been processed, and contains no artificial ingredients
2. health food	b) food that is prepared and served quickly
3. processed food	c) food that is believed to be good for your health
4. whole food	d) any food that has been altered in some way such as freezing, canning or baking during preparation
5. junk food	e) a combination of nutritious ingredients that is easy to digest and absorb by the body
6. diet food	f) unhealthy food that is high in calories from sugar or fat, with little nutritional value
7. light food	g) any food whose recipe is altered to reduce fat, carbohydrates, and/or sugar in order to make it part of a weight loss programme or diet



**B. Complete the following sentences with the types of food in Exercise A.**

1. He is not healthy because he eats a lot of \_\_\_\_\_ such as candy and French fries, and he doesn't have enough rest.
2. On our journey, we stopped at a \_\_\_\_\_ restaurant and bought some chicken and chips.
3. \_\_\_\_\_ are usually frozen, canned, dried, baked and pasteurized.
4. She has lost a lot of weight by eating \_\_\_\_\_ and exercising.
5. Doctors suggest that we should eat foods from \_\_\_\_\_ stores and from organic farms.
6. We are recommended to eat \_\_\_\_\_ such as almond and sunflower seeds instead of peanut and sunflower oil.
7. She had got a stomach problem, so the doctor dieted her on a \_\_\_\_\_

### Linking words

- Additional ideas can be introduced with 'additionally', 'and', 'also', 'furthermore' and 'too'.  
 e.g. **Additionally**, we must eat the right quantity of it – not too much, not too little.  
*Just look at the restaurants and food stalls, **and** you will see that they are full of diners.*  
*Many other fast-food chain restaurants are **also** thriving in many countries all over the globe.*  
*Their products are of very good quality; **furthermore**, the price is reasonable.*  
*Because of changes in food industries, lifestyles of people have changed a lot **too**.*
- Contrasting ideas can be introduced with 'although', 'but', 'however', 'nevertheless' and 'on the other hand'.  
 e.g. **Although** life is full of challenges, it is also full of promises.  
*Globalization of the food industry is in many ways positive, **but** the spread of processed food and fast food and eating unhealthy food can bring about a negative effect on food safety.*  
*The lunch and dinner of Myanmar people used to be rice and various kinds of curries. **However**, there has been a significant change in the food items people eat.*  
*They were completely exhausted; **nevertheless**, they went on working.*  
*Zaw Zaw is very talkative; his brother, **on the other hand**, is very quiet.*



C. Complete the following sentences with the appropriate linking words. More than one linking word can be used to complete some sentences.

1. The ant is the most industrious animal; \_\_\_\_\_, it is the quietest one.
2. You can check your balance; \_\_\_\_\_, you can pay bills over the internet.
3. Fire and water are good servants, \_\_\_\_\_ bad masters.
4. \_\_\_\_\_ they came from very different backgrounds, they immediately became friends.
5. She works very hard, but she \_\_\_\_\_ goes to the gym every day.
6. Today, the lifestyles of people have become busier, \_\_\_\_\_ not everyone has time to cook anymore.
7. He continued with his plan \_\_\_\_\_ all his friends advised him to abandon it.
8. I want to go to the party; \_\_\_\_\_ I ought to be studying for the examination.
9. Tun Tun did not just win the gold medal. He broke the record \_\_\_\_\_.
10. The news may be unexpected; \_\_\_\_\_, it is true.

## 4C Grammar

### 'Too ... to' and 'Enough to'

#### Too ... to

'Too' has a negative meaning. It means 'more than is necessary or desirable'. It can be used with an adjective or an adverb.

e.g. *The patient was **too** weak **to** bear his weight.*

*My neighbours sang **too** loudly for me **to** have a sound sleep last night.*

#### Enough to

'Enough' means 'as much as necessary'. It can be used with an adjective or an adverb.

e.g. *The patient was not strong **enough to** bear his weight.*

*We are not acting quickly **enough to** prevent climate change.*

Note that the adjective or adverb comes between 'too' and 'to', and 'enough' comes after the adjective or adverb it modifies.



**A. Combine the following sentences according to the instructions given in brackets as in the examples.**

e.g. *My grandfather is very fit and strong. He can walk four miles at a stretch. (Use 'enough to'.)*

*My grandfather is fit and strong **enough to** walk four miles at a stretch.*

*The presenter spoke very softly. We could not hear him. (Use 'too ... to'.)*

*The presenter spoke **too** softly for us **to** hear him. (Note the use of the words for us.)*

1. The girl was not confident. She could not perform well on the stage. (Use 'enough to'.)
2. U Ba was not well-paid. He cannot keep his family in comfort. (Use 'enough to'.)
3. The task was very difficult. It could not be done without the help of others. (Use 'too ... to'.)
4. The theory is very complicated. I do not understand it. (Use 'too ... to'.)
5. The room is not large. It cannot accommodate a hundred people. (Use 'enough to'.)
6. I sometimes crowd my days with many activities. I have no time to relax. (Use 'too ... to'.)
7. The café was very crowded. I couldn't find a place to sit. (Use 'too ... to'.)
8. The coffee powder is not very fine. It cannot dissolve in hot water. (Use 'enough to'.)
9. There is little time. We cannot finish the project. (Use 'too ... to'.)
10. My grandfather lived long. He could see his great grandchildren. (Use 'enough to'.)

**B. Rewrite the following sentences using 'enough to'.**

e.g. *The place was too noisy to relax peacefully.*

*The place was not quiet **enough to** relax peacefully.*

1. It is too expensive to transform saltwater into useful freshwater.
2. The boy was too far from me to identify who he was.
3. Your suitcase is too large to be taken on the plane.
4. This organism is too small to be seen with the naked eye.
5. The earthquake was too weak to be registered on the Richter scale.

**C. Rewrite the following sentences using 'too ... to'.**

e.g. *You are not old enough to decide what you should do next.*

*You are **too** young **to** decide what you should do next.*



1. The clay was not hard enough to be moulded into the desired shape.
2. It is not safe enough to swim across the stream at this time of the year.
3. The man did not speak slowly enough for me to understand what he was saying.
4. The sum is not easy enough for us to solve.
5. The novel was not interesting enough for me to continue reading.

## 4D Listening and Speaking

- A. Listen to a presenter talking about the advantages and disadvantages of fast food and complete the sentences in the table. The first one is done for you as an example.

### The advantages and disadvantages of fast food

<b>Advantages</b>	It's (1) <i>fast</i> . At fast-food restaurants, it takes only a few minutes to (2) _____ your hunger.
	It's delicious. Fast food normally (3) _____ very good.
	It's (4) _____. The prices of meals offered by fast-food chains are affordable.
	It is not as bad as many people think. Some (5) _____ are available these days, on the fast-food menus.
<b>Disadvantages</b>	It's unhealthy. The ingredients of fast food are said to be bad for our (6) _____.
	It can make you feel sick. You might (7) _____ a bit sick after eating fast food, that contains unhealthy ingredients.
	It's addictive. Eating fast food too often could lead to many health (8) _____.
	It makes families spend less and less time together. Eating at fast-food restaurants is quickly taking away the (9) _____ of families.



**B. Do the healthy eating survey in your class by asking four students these questions.**

Survey questions	Sample responses
1. Do you like sugary drinks? Why?	Yes, I do. I like the taste and flavour.
2. Do you eat vegetables every day? Why?	No, I don't. I don't think they are tasty.
3. Do you eat a lot of ice creams? Why?	No, I don't, because I am sensitive to cold foods.
4. Do you eat fruits every day? Why?	Yes, I do. I like almost all kinds of fruits.
5. Do you often eat deep fried meat? Why?	Yes, I do. I don't like eating rice with curries. I eat rice with deep fried meat.
6. Do you often eat potato chips? Why?	Yes, I do, because they are my favourite snacks.
7. How often do you eat fast food such as hamburger, fish and chips? Why?	I do not often eat fast food. I eat them once or twice a month only because not many fast food items are available in our small town.
8. Do you eat a lot of cakes and cookies? Why?	Yes, I do, because cakes and cookies are my favourite food.

**C. Tell the class the results of your survey referring to the responses you get from your survey. Then say which of your friend or friends has / have healthy eating habits.**

## 4E Writing

### Cause and effect essays

A cause and effect essay explores how an event, a state or a situation came into being and what is happening because of it. In other words, the purpose of this type of essay is to discover the 'why' or 'how' of a situation.



...and effect essay and points to include in each section of it.  
 Then put the points next to the appropriate section title in the table.

### Online Game Addiction

Section	Sample Essay	Points to include in each section
<b>Introduction</b>	<p>Online game addiction is a serious problem in many parts of the world today. It is a common problem for children, youths and adults. Many players are not able to limit the time they play and thus, they have developed an addiction to playing online games and suffer harmful effects.</p>	<ul style="list-style-type: none"> <li>• the thesis statement (the main idea) of the event, state or situation you are writing about</li> <li>• the main cause</li> <li>• the main cause and effect of the event, state or situation</li> <li>• other causes (supporting arguments / evidence)</li> <li>• restating the thesis statement</li> <li>• other effects (supporting arguments / evidence)</li> <li>• summary of the main points of your essay, and your concluding remarks</li> <li>• supporting arguments / evidence to back up the cause you state</li> <li>• the biggest or most important effect</li> <li>• supporting arguments / evidence to back up the effect you state</li> </ul>
<b>Causes</b>	<p>Online game addiction typically involves playing games uncontrollably for many hours at a time. It is common for an online game addict to spend over 10 hours a day gaming, usually well into the night. Initially, gamers play online video games to relieve their tiredness, and some to avoid boredom. Some play them because of peer pressure and some because they consider the games to be modern, realistic and varied.</p>	
<b>Effects</b>	<p>One common effect of online video game addiction is isolation and withdrawal from social experiences. The addicts often hide in their homes or in internet cafés for days. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. Some may experience a result of poorer performance in their studies or work, or others may end up losing their opportunities to study or their jobs altogether. Playing online games for extended periods of time often causes sleep deprivation, and may result in a decline in the overall health of the gamers.</p>	
<b>Conclusion</b>	<p>Online game addiction is complex and can vary greatly, but the effects have the potential to be very severe. Playing online games can and should only be a fun activity. But just like everything else, the amount of time one spends playing online games needs to be balanced with personal and social responsibilities.</p>	



## The general structure of a cause and effect essay

1. Introduction	<ul style="list-style-type: none"><li>• .....</li><li>• .....</li></ul>
2. Body paragraph (Causes)	<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
3. Body paragraph (Effects)	<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
4. Conclusion	<ul style="list-style-type: none"><li>• .....</li><li>• .....</li></ul>

B. Write an essay on 'Causes and effects of obesity'. You can begin your essay like this.

Obesity is generally caused by eating too much and moving too little. If you are obese, it can cause a lot of damage to your body.



# Unit 5 TRAVEL IN SOUTHEAST ASIA I

## Reading

- Reading about the top tourist attractions of five ASEAN countries

## Vocabulary

- Nouns as modifiers

## Grammar

- Inversion: full verb before subject
- Omission of relative pronouns

## Listening and Speaking

- Listening to the benefits of travelling abroad
- Talking about an interesting place

## Writing

- Writing a travelogue





# 5A Reading

## Pre-reading

1. If you have a chance to visit a foreign country, where will you go or what will you do first?
2. Make a list of Myanmar's neighbouring countries.
3. Tick the Southeast Asian countries.
 

(a) Bangladesh	(b) China
(c) India	(d) Laos
(e) Thailand	(f) Vietnam
4. Look at the map and label the ASEAN countries.



## Read the passage.

- 1 Southeast Asia has long been a favourite for travellers with various interests as they can explore vivid and diverse cultures, traditions, languages, lifestyles, fashions, beliefs and customs in ASEAN countries. Among these, the following are descriptions of the top tourist attractions of five ASEAN countries – Brunei Darussalam, Cambodia, Indonesia, Laos and
- 5 Malaysia.

### Brunei Darussalam

Brunei Darussalam is a country which comprises two enclaves on the northwest coast of the island of Borneo. (1) \_\_\_\_\_ its beaches and biodiverse rainforests.



Bandar Seri Begawan, the capital of Brunei Darussalam, has many sights to offer. Jame' Asr Hassanah Bolkiah Mosque, the largest mosque in Brunei, is certainly an impressive building because the complex is adorned with 29 golden domes. The Omar Ali Saifuddin Mosque with its striking image also offers a magnificent view surrounded by an artificial lagoon.

The Omar Ali Saifuddin Mosque overlooks the Brunei River and Kampong Ayer. The centuries-old Kampong Ayer, the historical floating village, consists of more than 40 smaller settlements on stilts over the Brunei River. The floating villages are interconnected with wooden bridges and walkways. The best way to experience the daily life of local villagers is taking a river cruise.

At the Brunei Museum, located near Bandar Seri Begawan, fine examples of bronze and brassware, along with fascinating displays of Chinese ceramics and jade, can be seen. The History gallery in the museum displays the history of Southeast Asia with relevance to Brunei.

The Sultan's Palace lies a short drive from the city centre. Featuring as a favourite stop for day trippers, it gives visitors an idea of the Sultan's wealth. His collection of gifts can be seen at the Royal Regalia Museum – from a giant chariot used in his silver jubilee to countless jewels and gold. The museum is free to visitors, offering a glimpse into the luxurious lifestyle of a Sultan.

## Cambodia

The kingdom of Cambodia occupies part of the Indochina Peninsula in Southeast Asia. Spanning more than 4.4 million hectares in southwestern Cambodia, the Cardamom Mountains remain Southeast Asia's largest rainforest. Inhabited by a swathe of endangered wildlife, the expansive woodland is also home to about 25,000 people.

(2) \_\_\_\_\_ in Phnom Penh, the capital of Cambodia: the Silver Pagoda, the National Museum, Independence Monument, Wat Phnom and the market places where hand-woven silks, silver, gems, carvings, paintings and even antiques can be seen. Indeed, Phnom Penh is an ideal destination for a leisurely day tour.

Located within the Royal Palace compound, the Silver Pagoda is so named because of its floor, which is made up of 5,000 silver tiles. The walls surrounding the compound are covered with frescos depicting episodes from the Khmer version of the Ramayana, the Reamker.

The National Museum, located just north of the Royal Palace, represents the finest of Phnom Penh's architecture. On display inside are more than 5,000 works of art, ranging from the 6<sup>th</sup> to the 13<sup>th</sup> century.

Phnom Penh is also the gateway to an exotic land – Angkor Wat, the World Heritage



Site, where the largest religious complex in the world is situated. Unlike all the other Khmer temples, Angkor Wat faces west. The five central towers of Angkor Wat symbolize the peaks of Mount Meru, which according to Hindu mythology, is the dwelling place of the gods.



### Indonesia

Indonesia is a land of surprises, featuring the rich culture and arts of its people amidst the sandy beaches and cool mountains. The volcanoes in Indonesia are among the most active in the world.

Jakarta, the capital of Indonesia on the northwest coast of Java, is a place where industries like textiles, chemicals, plastics, etc. are concentrated. Borobudur in Java is a must-visit attraction because it is the world's biggest Buddhist temple and regarded as one of the top UNESCO World Heritage Sites. Built during the 8<sup>th</sup> century, this temple is a reflection of the country's long and intricate history that covers religion, culture, customs, and architecture. Near Borobudur is Yogyakarta, an old Javanese city known for its rich cultural and historical offerings. Yogyakarta is famous for its festivals, royal ceremonies, batik and silverwork and the Sultan's palaces, which are proof of its heritage.

In western Sumatra, one can find Komodo National Park, Indonesia's largest national park, in the region of Kerinci-Seblat. (3) \_\_\_\_\_, it is also a UNESCO World Heritage Site. It encompasses three main islands and the waters off these islands are rich in landscapes and the most diverse in marine life. Visitors can hike, snorkel, go canoeing, or visit small villages on the islands. Pink Beach on Komodo Island is one of the top beaches in Indonesia and is famous for the stretch of pink sand.



### Laos

Situated in the Souvan-naphoum Peninsula, Laos covers about 236,800 square kilometres. It is the only landlocked country in Southeast Asia. It is blessed with incredible views and diverse terrains and thus, visitors can enjoy mountain, cave and water adventures all year round.

Laos comprises many ethnic groups, each minority group having its own tradition and beautiful culture. Vientiane, the capital of Laos, is situated on a plain just northeast of the Mekong River. Not far from Vientiane is the Plain of Jars, which is dotted with ancient burial jars from a forgotten civilization.

(4) \_\_\_\_\_ in Laos is Luang Prabang, a UNESCO World Heritage Site. It once served as the capital of the Kingdom of Laos. Visitors can also visit the glorious Kuang Si Falls, a multi-level waterfall with multiple fast-flowing pools.

In addition to pagodas and historical sites, the famous Wat Sisaket Temple with its big Buddha image, the old Hotal library whose walls are covered with sapphires, and wall paintings are well worth seeing. Wat Sisaket features over 10,000 Buddha sculptures of



varying sizes and styles. The most sacred monument in the country is That Luang, or the Great Stupa. It is a national symbol and is even on Laos' official seal. From the outside, That Luang looks more like a fortress surrounded by high walls and it features two temples along with the impressive 45-metre-tall stupa, the top of which is covered with gold leaves.



## Malaysia

Malaysia is separated into two sections by the South China Sea. Peninsula Malaysia links with Thailand on the mainland of Asia, while East Malaysia comprises the states of Sabah and Sarawak.

(5) \_\_\_\_\_ Kuala Lumpur or KL, the capital, with its many sights to keep the tourists occupied, as well as its excellent shopping facilities. The Petronas Twin Towers located in the heart of KL are among the tallest buildings in the world. These twin wonders contain a complex of office buildings, conference halls, a sprawling 50-acre park and an upmarket shopping complex. The buildings are joined at the 41<sup>st</sup> and 42<sup>nd</sup> floors by a 58-metre-long double-decker Sky Bridge.

Second to KL in size are the historic trading cities of Melaka and Penang where visitors can breathe in the romance of the past. Melaka, the capital of Melaka State, and George Town, Penang's capital, have been listed as UNESCO World Cultural Heritage Sites since 2008 due to their well-preserved heritage buildings. Melaka **attracts** visitors with its architecture, food and famous Jonker Street Night Market while Penang, with a fascinating fusion of eastern and western influences, is Malaysia's most tourist-visited destination. The Batik Painting Museum in Penang **showcases** the earliest batik paintings done in the 1950s.

Malaysia is famous for its pleasant beach resorts – Langkawi, Pangkor, Tioman Island, Damai Beach in Sarawak, and again, Penang. Each of these offers watersports of all kinds as well as snorkelling and scuba diving around the numerous coral reefs that line Malaysia's shore.

## Comprehension

A. Complete the blanks (1-5) in the passage with the following.

- Visitors must not miss
- There is plenty to see
- The most popular place to visit
- With its rich variety of animal species and plants
- It is known for



**B. Where should we go if we want to ...?**

1. get shopping experience or buy souvenirs \_\_\_\_\_
2. observe ancient architecture or paintings \_\_\_\_\_
3. learn about culture and religion \_\_\_\_\_
4. do water sports \_\_\_\_\_
5. study history \_\_\_\_\_
6. observe a variety of animal species and plants \_\_\_\_\_

**C. Write the names of the capital cities of the following countries.**

1. Brunei Darussalam .....
2. Cambodia .....
3. Indonesia .....
4. Laos .....
5. Malaysia .....

**D. Find the bold-faced verbs in the passage that are similar in meaning to the following. There are two extras.**

1. makes somebody / something come somewhere or take part in something
2. shows something to people; puts something in a place where people can see it easily
3. includes a particular person or thing as a special part
4. provides opportunities for something
5. was suitable for a particular use
6. shows the best qualities or parts of something

**E. Choose the correct alternative.**

1. There was no hotel or inn nearby; the monastery offered / served as a resting place for our family.
2. The old market attracts / features a variety of local products such as cane baskets, bamboo hats and necklaces made of seashells.
3. Ngwe Thaung Yan Beach attracts / showcases visitors with its stretch of silvery sand.



4. The aquarium offers / showcases a wide variety of colourful tropical fish.
5. During low season, the hotel displays / offers a special discount.
6. The art gallery displays / serves a collection of art and antiques of the 13<sup>th</sup> century.

**F. Give a full-sentence answer to each question.**

1. What is Jame' Asr Hassanal Bolkiah Mosque in Brunei like?
2. What should we do if we want to experience the life of local people in Brunei?
3. How can we learn the luxurious lifestyle of a Sultan?
4. What do the five central towers of Angkor Wat represent?
5. Why is Borobudur a must-visit place?
6. List the things a visitor can do on the islands in Komodo National Park.
7. What is special about Kuang Si Falls?
8. Name four tourist destinations in Laos.
9. Why do tourists like to visit Penang in Malaysia?
10. What is Malaysia famous for?

## 5B Vocabulary

### Nouns as modifiers

- A noun can be modified with a noun.
- Noun-noun pairs are commonly used when we talk about current events, news stories, business, tourism and health.

*e.g. conference halls, market places, office buildings*

- A. Complete the table with the following words to form noun-noun pairs. Some words can be used more than once. The first one is done for you.**

attractions	condition	gallery	museum
care	destination	holiday	ranges
centre	dwellers	lovers	sceneries



Noun as modifier	Noun which is modified
1. adventure	<i>holiday</i> .....
2. art	..... .....
3. city	..... .....
4. health	..... .....
5. mountain	..... .....
6. tourist	..... .....

**B. Complete each blank with an appropriate noun-noun pair in Exercise A.**

- By taking the cable car, we can enjoy the \_\_\_\_\_.
- Htet Aung is willing to take risks and he always tries new ideas; he is really a/an \_\_\_\_\_.
- Standards of \_\_\_\_\_ in developing countries have improved a great deal in the last decade.
- Many \_\_\_\_\_ come to the countryside to seek peace and serenity.
- Selected paintings are available for sale in the \_\_\_\_\_.
- Bangkok is one of the most popular \_\_\_\_\_.
- An integrated rail network will link the airport to the \_\_\_\_\_.
- Karakoram in Pakistan is one of the highest \_\_\_\_\_ of Central Asia.
- An \_\_\_\_\_ is one that involves some physically challenging activities such as canoeing and rock climbing.
- His \_\_\_\_\_ has not improved significantly because he is still using a wheel chair.

## 5C Grammar

### Inversion: full verb before subject

- An adverbial expression of place, direction, time, etc. usually comes at the beginning of a clause.



- Intransitive verbs are often put before their subjects.
  - Inversion is used especially when a new indefinite subject is introduced.
  - The structure is most common in literary and descriptive writing.
- e.g. (a) *On display inside are more than 5,000 works of art, ranging from the 6<sup>th</sup> to the 13<sup>th</sup> century. (More than 5,000 works of art, ranging from the 6<sup>th</sup> to the 13<sup>th</sup> century, are on display inside.)*
- (b) *At the bottom of the mountains lies a beautiful village. (A beautiful village lies at the bottom of the mountains.)*
- (c) *On the grass sat an enormous frog. (An enormous frog sat on the grass.)*

**A. Rewrite the following sentences in inversion to make them more descriptive. The first one is done for you as an example.**

1. The school music band marched towards the main hall.  
*Towards the main hall marched the school music band.*
2. A delivery van came round the corner.
3. A cardboard box was on the doorstep.
4. A strange bird was on the branch of the Eucalyptus tree.
5. A drone flew just above the building.
6. A great castle stood directly in front of the park.
7. The patient recovered under the care of physicians.
8. A hidden tribe dwelled in the remote areas of the Amazonian rainforest.
9. The bridge collapsed without any warning.
10. Her big diamond necklace sparkled in the moonlight.

### Omission of relative pronouns

**Relative pronouns** (*who, which, whom, that, whose*) in relative clauses refer to people or things. They replace the person or thing expressed in the main clause to avoid the repetition of it in the relative clause.

**Who, which, whom and that can be omitted by using participle phrases -**

- **Present participle phrases** (V-ing phrases): to say what somebody or something is / was doing at a particular time
- e.g. *The walls surrounding the compound are covered with frescos depicting episodes from the Khmer version of the Ramayana, the Reamker.*  
*(The walls that surround the compound are covered with frescos that depict episodes from the Khmer version of the Ramayana, the Reamker.)*



- **Past participle phrases** (V-ed / -en phrases): to say what is / was done to somebody or something (with a passive meaning)  
e.g. *From the outside, That Luang looks more like a fortress **surrounded** by high walls.*  
*(From the outside, That Luang looks more like a fortress which is surrounded by high walls.)*

**Note** : When a relative pronoun is not the subject of the clause, there is no change in the relative clause when it is omitted.

- e.g. *The book I was reading was very interesting.*  
*(The book that I was reading was very interesting.)*

**B. Rewrite the following sentences omitting the relative pronouns.**

1. Some paintings that were stolen from the museum have not been found yet.
2. Some of the people who were invited to the party cannot come.
3. Life must be very unpleasant for people who live near busy airports.
4. A few days after the interview, I received an email which offered me a job.
5. The waiting room was empty except for a young man who was reading by the window.
6. A number of suggestions which were made at the meeting were not practical.
7. Kyaw Kyaw has a brother who is working at ABC Bank and a sister who is studying economics at the university.
8. The boy who had been injured in the accident was sent to the hospital.
9. The train which she was about to take was late.
10. The roof of the shed which was damaged by the storm last night has now been repaired.
11. An ambulance came to take the climber whom I helped.
12. The man who was arrested by the police was a great gambler.
13. The dress that my aunt bought for me yesterday does not fit me.
14. The men who we saw in the woods were skilful hunters.
15. The man who I spoke to just now is really helpful.

**C. Complete each sentence using a participle phrase. The first one is done for you as an example.**

1. A tribe lives on the island. They are very friendly.  
The tribe living on the island are very friendly.
2. Blood is stored in the blood bank. It has been tested for HIV and other infections.  
The blood \_\_\_\_\_



3. A girl came and gave me some cakes last night. She lives next door.  
The girl \_\_\_\_\_.
4. The guest singer was pleased to see her fans. They were cheering and waving their scarves.  
The guest singer was pleased to see her fans \_\_\_\_\_.
5. They were rowing in the stream. It flows into a river.  
They were rowing in the stream \_\_\_\_\_.
6. The students went on an excursion to a factory. They were led by their teachers.  
The students \_\_\_\_\_.

## 5D Listening and Speaking

**A. Listen to five students (A-E) talking about the benefits of travelling abroad and decide who says each of the following. The first one is done for you.**

1. We can absorb a foreign language. ....
2. We can get opportunities to network. ....
3. We can get out of our comfort zone. ....A.....
4. We can build confidence. ....
5. We become aware of the culture of a country. ....

**B. Listen again and complete the following.**

1. At home, we feel comfortable because we are in a \_\_\_\_\_ that has known us.
2. The discomfort we experience in a foreign environment will help us \_\_\_\_\_.
3. If we can \_\_\_\_\_ ourselves to foreign situations, we will realize that we can do things.
4. The obstacles we face when travelling become \_\_\_\_\_.
5. By travelling to a foreign country, we can understand its cultural norms and \_\_\_\_\_.
6. Making friendships can make the world \_\_\_\_\_ and connected to its people.
7. Travelling abroad is really the best way to practise foreign language \_\_\_\_\_.

**C. In pairs, ask each other about a place you would like to visit. Choose a place from one of the five ASEAN countries you have studied. Include the following points:**

- what the place is
- where it is



- how you can get there
- what it is famous for
- what you can do there
- what you expect to learn from the visit

*D. Tell the class about the place your friend would like to visit.*

## 5E Writing

### Writing a travelogue

A travelogue is a piece of writing, a film, a movie or a broadcast about travel. A travelogue often includes information such as the background history and culture of a place, its local customs and traditions, and cuisine.

### Structure of a travelogue

A travelogue is composed of three parts – introduction, main body and conclusion.

#### Introduction

- general description of the place

#### Main body

- historical and cultural background about the place
- atmosphere of the place you have visited
- ideas about transportation costs, hotels, and resorts
- advice about the entertainment in the area or about places of interest to visit
- nice events, places, people, etc. and the difficulties you faced, strange customs, sanitary conditions, etc.
- your reflections about the place you have visited (compared to the place you live in or the places you have been to)
- life lessons you learnt during the travel (if any)

#### Conclusion

- summary of the experience gained from the trip
- your feelings and opinions about it



- A. **Work in groups. Put the following paragraphs (A-E) of a travelogue in the logical order.**

**A** It is situated in the Tanintharyi coastal region. Somehow, the city reflects the spirit of the sea and waterfalls — calm and fascinating. There is no rush of modern life like in Yangon. And, there is something magnificent in still and serene streets, large and nice-looking houses, and distant high mountains. The magic of the city's soothing life rhythm attracts tourists from all over the world. Motorcycling is a great alternative to walking around. You can better sense the atmosphere of the winding streets and visit more places of interest while riding a motorbike. Locals prefer riding motorbikes to driving cars because it is easy to find parking places everywhere in the town.

**B** In my opinion, Dawei is a perfect place not only for a one-day visit but also for a long stay. If you enjoy peace and serenity away from the bustle of crowded cities, Dawei should be number one in your travel list!

**C** One more exciting and magnificent thing about Dawei is the tour trip to *Shin Koe Shin* historic pagodas (nine pagodas). It is believed that if one has a chance to visit all the *Shin Koe Shin* pagodas in and around the city, his or her wishes will be fulfilled. The locals respect their cultural heritage and try to preserve everything in its original form.

**D** Dawei is considered to be one of the most comfortable cities in Myanmar. In my opinion, it is one of the most peaceful cities on the planet.

**E** In general, I recommend you to visit Dawei in the cold season. If you want to experience the multi-level fast-flowing waterfalls, the rainy season is better. A must-visit place in Dawei is *Maungmagan* beach, which is only a 20-minute drive from the city. It is the longest and safest beach in Myanmar. You can breathe in salty sea air and feel the fine golden sand of the beach. Your to-do-in-Dawei list should include trying a variety of fresh seafood and delicious *mont-let-thoke*, thin rice noodles with fish soup. Locals will be glad to explain to you how to cook *mont-let-thoke*.

- B. **Give a suitable title for the travelogue.**

- C. **In groups, choose an interesting place you have visited and write a travelogue about it.**



# Unit 6 TRAVEL IN SOUTHEAST ASIA II

## Reading

- Reading about the top tourist attractions of five ASEAN countries

## Vocabulary

- Adjectives to describe places

## Grammar

- Without + V-ing
- 'As if' and 'as though'

## Listening and Speaking

- Listening to a talk
- Presenting travel tips

## Writing

- Writing a composition





## 6A Reading

Read the passage.

The following are descriptions of the tourist attractions of five more countries in Southeast Asia.

### Myanmar

Myanmar, known as 'The Golden Land', is famous for its glittering pagodas and huge mineral resources, vast tracts of timber forests, as well as for the hospitality of its people. 5  
Nay Pyi Taw is the capital city of the Republic of the Union of Myanmar. It is the headquarters of government ministries. The commercial city is Yangon, where one can find many famous historic pagodas such as the Shwedagon, the Botahtaung and the Sule, rich and fascinating museums and many places of recreation.

The Ayeyarwady River is considered as the life-blood of the people of Myanmar. 10  
Along its banks stand many ancient capitals of Myanmar kings, where many existing old monuments and buildings still reflect the greatness and glory. Among others, Bagan with its more than 2,500 old pagodas is recognized by the world's travellers as one of the world's wonders. In addition, the murals inside over 300 temples in the site form a unique corpus of paintings in Southeast Asia. Thus, the Bagan Archaeological Area was officially named as a 15  
UNESCO Heritage Site in 2019.

Just 50 kilometers from Bagan lies Mount Popa, an extinct volcano. It is a unique place for those who want to enjoy hiking and trekking in the mountains. One can also take a trip to the Shan Hills where the weather is cooler, and the smiles of the various indigenous people in their colourful traditional costumes create warmth and friendliness. Besides, it is 20  
here that the famous leg-rowers of Inlay Lake can be seen. In Mon State, the Golden Rock Pagoda, or *Kyaiktiyo*, sitting atop a huge boulder that appears as if it were about to fall off the edge of a cliff, is also a major tourist attraction.

Other major tourist attractions in Myanmar are long, white sandy and pristine beaches, where one can study marine life, enjoy peace and tranquility, as well as view nature at its 25  
best.

### The Philippines

The Philippines is an archipelagic country which consists of more than 7,600 islands. Its beaches, heritage towns and monuments, mountains, rainforests, and islands are among the country's most popular tourist destinations.

The Philippines offers a wealth of entertainment, from classical plays to cultural 30  
shows and concerts. The people like to celebrate life and their festive spirit is renowned.



Manila, the capital, is a particularly lively entertainment centre, and at night the city centre comes alive with discos and the rhythms of Filipino bands and pop groups. The Philippines is a predominantly Roman Catholic nation and no country in ASEAN can rival its centuries-old churches, with their antique religious objects.

- 35 The country is also home to the Puerto Princesa Subterranean River National Park listed as a UNESCO World Heritage Site in 1999. It comprises one of the world's most impressive cave systems, unspoilt natural beauty, and old-growth forests and unique wildlife. No trip to the Philippines could be complete without seeing White Beach on Boracay Island with a long stretch of powdery white sand beach, clear waters and stunning sunsets. The
- 40 Banaue Rice Terraces carved into the mountains in Ifugao, a landlocked province of the Philippines, is also a must-visit place. Another famous tourist attraction is the Chocolate Hills. They are covered in green grass that turns brown during the dry season. They are unusual weathered rock formations of a kind of marine limestone on top of a solid layer of clay.



### Singapore

- 45 Singapore is a city-island-nation. Singapore comprises one main island and several offshore islands. One of these is Sentosa, an island resort which offers a number of fine attractions. One of the biggest draws is the S.E.A. Aquarium. It features 800 species of marine life including Manta rays, sharks, sea jellies in a variety of habitats. The young and young at heart will find plenty of fun rides at a giant playground called the Adventure Cove
- 50 Waterpark while nature lovers will find the Butterfly Park and Insect Kingdom fascinating.

- Gardens by the Bay, a 101-hectare development, comprises the Super Tree Grove, two domes, stunning gardens, bridges, art sculptures and more. It is a marvellous garden adorned with towering trees beautifully decorated. The prime attraction of Gardens by the Bay is the Super Tree Grove which consists of bright lights that are engineered to resemble trees. On the trees, over 200 species of different flowers are a sight to behold. One of the
- 55 domes is the Flower Dome. It is also the largest greenhouse in the world which showcases, in nine different gardens, exotic plants from five continents.

- Visitors to Singapore should not miss the beautiful 20-hectare Jurong Bird Park, which is the largest bird park in all of Southeast Asia. Home to over 8,000 birds from 600
- 60 species, the Jurong Bird Park holds the distinction of having the world's tallest man-made waterfall. Another must-visit place is the Singapore Botanic Gardens, a UNESCO World Heritage Site. Its main attractions include the National Orchid Garden with over 3,000 types of orchids.



### Thailand

- Thailand is situated on the gulf of Siam, bounded on the east by Laos and Cambodia,
- 65 on the south by Malaysia and on the west by Myanmar.



Bangkok is the capital of Thailand and is regarded as a shopper's paradise. Some of its restaurants stage cultural shows where one can enjoy the twin pleasures of Thai cuisine and classical dance. Chiang Mai, a popular old city, still retains walls and moats from its history as a cultural and religious centre. It is also home to hundreds of Buddhist temples. Also worth visiting is Sukhothai, a UNESCO World Heritage City. It houses a vast number of historical sites and temple ruins. As the first capital of Siam, the Sukhothai Kingdom, was the birthplace of Thai art, architecture and language.

There are many opportunities for sports too. The beach resorts at Pattaya and Phuket offer a wide range of activities from scuba diving and windsurfing to golf. For lovers of travel and adventure, Sam Phan Bok (The Grand Canyon of Thailand) is a unique natural land formation, as well as a river with little pools of water.

Stage performances of ancient Muay Thai boxing matches, Thai tribal dances, and puppet shows are also popular cultural attractions of Thailand. Muay Thai boxing is a combat sport of Thailand, characterized by the combined use of fists, elbows, knees, and shins. It has gained increasing worldwide popularity since the late 20<sup>th</sup> to 21<sup>st</sup> Century.



### Vietnam

Vietnam is long and narrow in shape with widening North and South ends. This fascinating country is full of surprises and is one of Southeast Asia's most underrated destinations. Vietnam boasts primitive forests with precious flora and fauna, and high mountains with a temperate climate which attract many tourists. A great number of lakes, rivers, streams, waterfalls and grottoes make up wonderful scenic spots of the country. Along the Vietnamese coastline, there are many beautiful beaches. Halong Bay, with thousands of limestone islands within, is a prime cruising territory.

Those who visit Vietnam with its 'age-old culture' should go to Hanoi, its capital, first. Although the citadel, temples and palaces constructed by various royal dynasties have been extensively destroyed, there are many cultural monuments still existing in Hanoi, located in northern Vietnam. The city is also the place where many museums, theatres, exhibition halls, national libraries, and scientific libraries are concentrated.

Other outstanding places of historical-cultural significance are the old citadel, the Presidential Palace, the Mausoleum of President Ho Chi Min, the Ba Dinh Square and the Memorial Monuments of Combatants. My Son Sanctuary, the remains of Hindu temples, is a UNESCO World Heritage Site in South-Central Vietnam, and is believed to be the longest inhabited archaeological site in the Indochina Peninsula. The Golden Bridge is a major tourist attraction and the most unique point of its architecture is a contrast between the elegant curve and the giant hands holding the bridge.



## Comprehension

A. Complete the following table with the capital city of each country.

Country	Capital city
1. Myanmar	
2. The Philippines	
3. Singapore	
4. Thailand	
5. Vietnam	

B. Complete the following table with the information from the passage. The first one is done for you as an example.

	Tourist destination	Country	Why it is famous
1	The Shwedagon Pagoda	Myanmar	a historic pagoda
2	Mount Popa		
3	The Puerto Princesa Subterranean River National Park		
4	Boracay Island		
5	The Flower Dome		
6	Singapore Botanic Gardens		
7	Chiang Mai		
8	Pattaya and Phuket		
9	Halong Bay		
10	My Son Sanctuary		

C. Give a full-sentence answer to each question.

1. Why was Bagan named as a UNESCO Heritage Site?
2. Give a description of the Golden Rock Pagoda, or *Kyaiktiyo*.
3. What are the most popular tourist destinations in the Philippines?
4. Why is Boracay Island famous?
5. Why is the S.E.A. Aquarium in Singapore one of the biggest draws of Sentosa Island?
6. What is special about the Flower Dome in Gardens by the Bay?



7. Where did Thai art, architecture and language originate?
8. Who usually visits Sam Phan Bok (The Grand Canyon of Thailand)?
9. What makes up wonderful scenic spots of Vietnam?
10. Why should visitors to Vietnam visit Hanoi first?
11. Choose a place you would like to visit most from the five countries and give reasons for your choice.

## 6B Vocabulary

### Adjectives to describe places

A. Match each adjective in Column A with its meaning in Column B.

Column A	Column B
1. archaeological	a. unusual and interesting especially because of coming from a faraway country
2. classical	b. extraordinary, superb, excellent
3. cultural	c. being the first or earliest of the kind in existence
4. elegant	d. not spoilt, corrupted, or polluted
5. exotic	e. involving or relating to archaeology
6. unique	f. traditional in style
7. marvellous	g. graceful and attractive
8. prime	h. relating to the habits, traditions and beliefs of a society
9. primitive	i. being or likely to be noticed especially as being uncommon
10. pristine	j. of the highest quality or value

B. Complete the sentences with the adjectives in Exercise A.

1. \_\_\_\_\_ exchange is a way of strengthening ties between countries.
2. My dream is to travel to all kinds of \_\_\_\_\_ faraway places all over the world.
3. \_\_\_\_\_ men used tools and weapons made from stones and bones.
4. Hanlin, a village near Shwebo, is famous for its \_\_\_\_\_ sites.



5. In some remote parts of our country, we still have \_\_\_\_\_ forests that are left in their natural condition.
6. Both the interior and the exterior of the temple were \_\_\_\_\_ and graceful.
7. Each of the national races in Myanmar has its \_\_\_\_\_ culture and traditions.
8. Myanmar dance in its \_\_\_\_\_ form requires a great deal of symmetry and balance.
9. Our trip to Indawgyi Lake was really \_\_\_\_\_. We all enjoyed ourselves.
10. The \_\_\_\_\_ exports of Myanmar include precious gems.

## 6C Grammar

### Without + V-ing form

**Without** means 'not having or including or using (something)' or 'not doing the action mentioned'.

e.g. *No trip to the Philippines could be complete **without seeing** White Beach on Boracay Island.*

*(If you did not see White Beach on Boracay Island, your visit to the Philippines could not be complete.)*

*Swe Swe always gets up early **without being** told to do so.*

*(Swe Swe always gets up early. Nobody tells her to do so.)*

#### A. Join the two sentences using 'without + V-ing'.

1. Some young people hurry into marriage. They do not consider their responsibilities.
2. The boys went swimming in the river. They did not think of the danger it could cause.
3. The vegetables were fried. They were not washed properly.
4. My father drove five hours this morning. He did not stop anywhere.
5. We climbed the mountain. We were not led by any guide.
6. I like drinking coffee with lime. I do not add milk or sugar.
7. The nurse had to care for a seriously ill patient. She did not have a single hour of sleep.
8. My brother climbed over the fence. Nobody saw him.
9. Nilar got on her bicycle and rode off. She did not say a word.
10. The forest fire started last night. It was not noticed by anyone.
11. Some people tend to see only others' weaknesses. They do not recognize their strengths.
12. Nilar always tries to do the right things. She is not told by anyone.



### 'As if' and 'As though'

- 'As if' and 'as though' are conjunctions used to make comparisons. They have a similar meaning.
- 'As if' and 'as though' are used to talk about an imaginary situation or a situation that may not be true but that is likely or possible. For such a situation, an unreal tense (past or past perfect) is used.
- 'As if' is more common than 'as though'.

e.g. *The Golden Rock Pagoda or Kyaiktiyo, sitting atop a huge boulder, appears as if / as though it were about to fall off the edge of a cliff.*

*Mee Mee yawned repeatedly as if / as though she had not slept last night.*

#### B. Rewrite the sentences using 'as if' / 'as though' and the words given in brackets. The first one is done for you as an example.

1. She is sitting still without any movements. (be a statue)  
*She is sitting still without any movements as if / as though she were a statue.*
2. Ko Gyi ate his lunch greedily. (not eat for days)
3. The patient looked extremely pale. (will collapse)
4. He screamed in great fright. (see a ghost)
5. My friend, Su Su, spends a lot on clothes and cosmetics. (be a millionaire)
6. Nyi Lay looks worried. (do something wrong)
7. The old man and the little boy are very fond of each other. (be father and son)
8. The man is climbing the coconut palm. (be a monkey)
9. Mom is always fussing over me. (be a little girl)

## 6D Listening and Speaking

### A. Listen to a talk on 'How to be responsible travellers' and complete the sentences.

1. Responsible travellers reduce the \_\_\_\_\_ impact they make on the environment.
2. We can make a positive impact on the lives of the \_\_\_\_\_ by buying their products.
3. Garbage on the beach and in the water is really harmful to \_\_\_\_\_ and the environment.
4. We can help reduce our waste by using \_\_\_\_\_ bags and containers.
5. If we need to take a taxi, we should try to \_\_\_\_\_ the ride with someone else.
6. We must respect the culture and customs of the \_\_\_\_\_ we travel to.



7. Travellers must be \_\_\_\_\_ according to the culture and customs of the local people.
8. To be responsible travellers, we should visit less \_\_\_\_\_ places.
9. If we visit lesser-known places, we will not have to deal with \_\_\_\_\_ streets.
10. There are many simple ways in which we can help out the \_\_\_\_\_ and the local people.

**B. Work in groups of 4. Make a list of 'travel tips to make you responsible travellers' using the useful language given below. Then, present your group's tips to the class.**

**Useful language**

What to do	What not to do
You should always / definitely ...	You should not / never ...
Generally speaking, ...	It might seem ...
Always remember to ...	Never ...
You're supposed to ...	You're not supposed to ...
It's important to ...	You'd better not ...
You'd better ...	
My (main / personal) recommendation is / would be ...	
When travelling, I (would) always recommend / advise ...	

**Sample Tips**

- Always remember to reduce your waste.
- It is important to respect the local people.
- When travelling, I (would) recommend you to make new friends.
- You should always care about the wildlife.

## 6E Writing

**A. In groups, add some more advantages and disadvantages of tourism industry.**

Advantages	Disadvantages
- generates income	- causes pollution
-	-
-	-
-	-
-	-



- B. Write a composition of about 200-250 words on 'Advantages and disadvantages of tourism industry'. Refer to the information in Exercise A and the useful language given below.

### The organization of your composition

#### Introduction

- Present the topic, making a general remark.
- Say that tourism industry has advantages and disadvantages using contrast connectors.

#### Body

- Paragraph 1 - State advantages with supporting details and examples.
- Paragraph 2 - State disadvantages with supporting details and examples.

Note: Balance between advantages and disadvantages.

#### Conclusion

- Summarize the main ideas mentioned.
- Give your opinion.

### Useful Language

To sound more objective, make use of some of the following structures:

- Some / Many people (may) think / believe / argue that ...
- It is believed / thought / argued that ...

### Vocabulary

Use synonyms such as:

- advantages, benefits, strengths.
- disadvantages, drawbacks, limitations.

### Sentence connectors

- To add information, use adding connectors such as 'to begin with, besides, in addition, additionally, moreover and furthermore'
- To contrast, use contrast connectors such as 'but, on the other hand, however, despite, in spite of, although and even though'
- To conclude, summarize main ideas mentioned using 'to sum up, to conclude, in conclusion, all things considered'
- To state your opinion, use expressions such as 'personally, I believe, in my opinion, from my point of view, in my view'



## REVIEW 2

A. Complete each sentence with an appropriate expression given in the box. Use capital letters where necessary.

additionally	cultural	encompass	fast food	nevertheless
offers	primitive	showcases	unique	whole food

- The popular foreign \_\_\_\_\_ chains in my town are KFC, Lotteria, Pizza Hut, and Burger King.
- \_\_\_\_\_ is food that has been refined as little as possible and is free from additives or other artificial substances.
- You can shop over the internet; \_\_\_\_\_ you can pay your bills.
- You can put on weight by over-eating, \_\_\_\_\_ you can control your weight by limiting your intake of fats and added sugar.
- The \_\_\_\_\_ people in this area are said to have worshipped mountains and giant trees in their surroundings.
- The monuments in Bagan area are a vital part of the \_\_\_\_\_ heritage of Myanmar people.
- Salmon are a \_\_\_\_\_ fish; they spend their lives in both fresh and salt water.
- Our package tour will \_\_\_\_\_ all of the top tourist sites in Myanmar.
- The National Museum in Yangon \_\_\_\_\_ an extensive collection of ancient Myanmar artifacts, ornaments and works of art.
- Our restaurant \_\_\_\_\_ all the food items at reasonable prices.

B. Rewrite the sentences according to the instructions given in brackets.

- My brother working for an online banking company is very busy. He cannot even drop me a line or give me a call. (Combine the sentences using 'too ... to'.)
- Ko Gyi's grades are not high enough to gain admission to the University of Yangon. (Rewrite the sentence using 'too ... to'.)
- The village is too far to reach by bicycle. (Rewrite the sentence using 'enough to'.)
- The sky is covered with dark clouds. (be going to rain very soon) (Rewrite the sentence using 'as if' and the words given in brackets.)
- The dog came towards me wagging its tail. (be its master) (Rewrite the sentence using 'as if' and the words given in brackets.)
- I can't function well the whole day. I don't have a proper breakfast. (Join the sentences using 'without + V-ing construction'.)
- May Thu bought an i-Pad with the pocket money she had saved. She did not ask her parents for money. (Combine the sentences using 'without + V-ing construction'.)
- The dogs have been trained to sniff out drugs. They are very useful to policemen. (Combine the sentences using a participle phrase.)
- Psychologists who have clinical skills can help people manage stressful situations. (Rewrite the sentence omitting the relative pronoun.)
- Children who are properly trained when young will never go wrong. (Rewrite the sentence omitting the relative pronoun.)



## POEM 2

## Pre-reading

1. Do you like looking at clouds? Why?
2. What colours and shapes of clouds have you seen?
3. When do we usually see dark clouds?

## CLOUD ZOO

I thought I saw a cloud whale  
 Sail through a sea of blue;  
 It changed into an elephant  
 Of most unusual hue,  
 And even as I marvelled,  
 It split itself in two.  
 I watched a long white serpent  
 Winding its cloudy way,  
 To pounce upon a cloud frog  
 That unsuspecting lay.  
 The little frog became a bird  
 And slowly flew away.  
 All afternoon I watched them, —  
 Such magic as they knew!  
 I saw a white rhinoceros,  
 And white flamingos, too,  
 Till evening shut her deep blue tent  
 Over my private zoo.

Norma Gillett

## GLOSSARY

marvelled	= became filled with surprise, wonder, or amazed curiosity
serpent	= snake
unsuspecting	= not aware of any danger or threat



## A. Answer the following questions.

1. According to the poet, what shapes of animals do the clouds have?
2. What are the rhyming words used in each stanza?
3. In what lines are the rhyming words found?
4. Find the verbs in the poem that show movements.

## B. Complete the following table with the phrases that show the movement of the animals as found in the poem. The first one is done for you as an example.

	Animal	Movement
a	whale	sail through a sea of blue
b	serpent	
c	bird	

## C. Compose a four-line verse on 'Cloud ...'. The title of your verse can be 'Cloud Beach' / 'Cloud Mountains', etc. Think of any clouds you have seen and what they look like.



# Unit 7 SYSTEMS AND ORGANS OF THE HUMAN BODY

## Reading

- Reading about systems and organs of the human body

## Vocabulary

- Homonyms

## Grammar

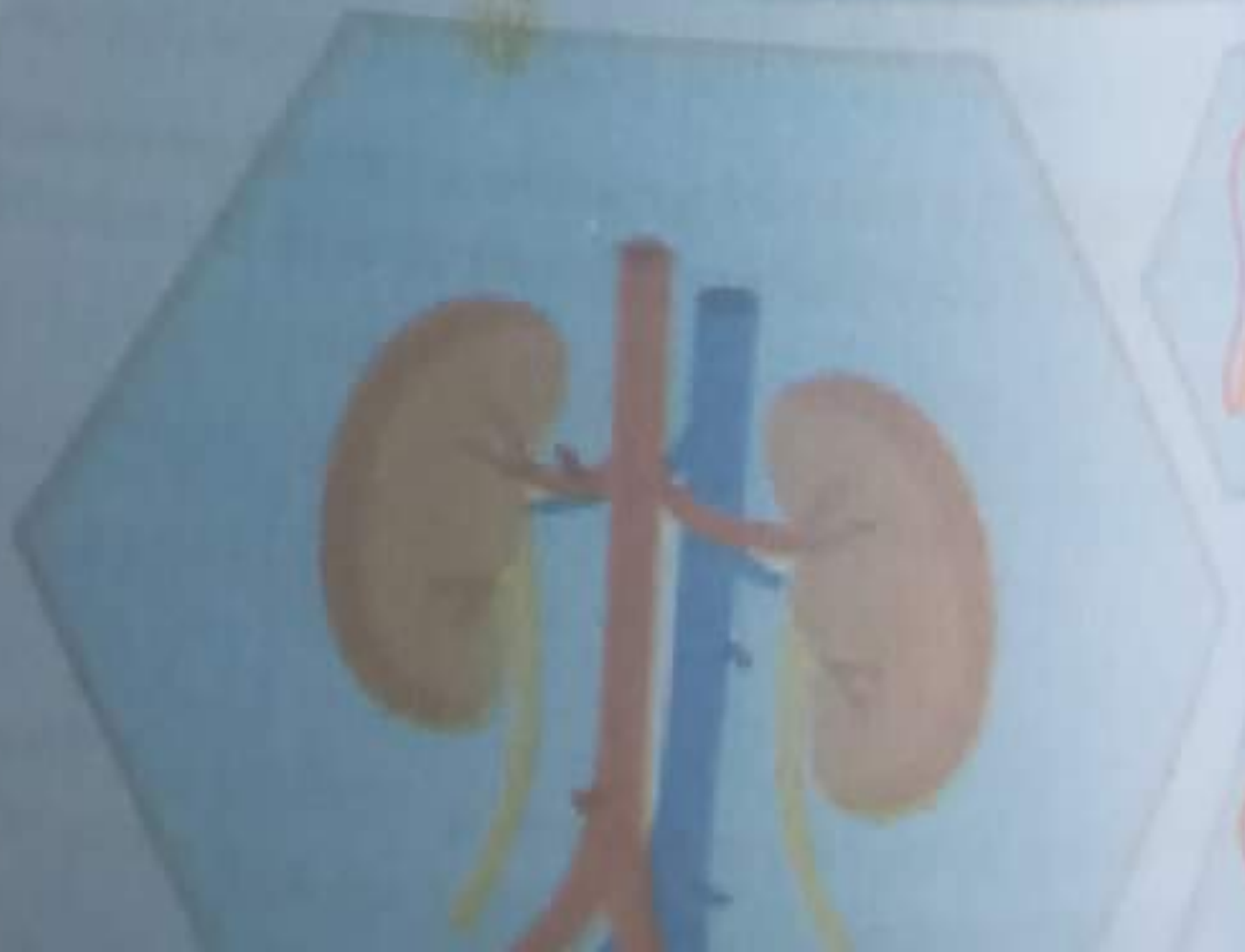
- The passive voice
- The impersonal passive

## Listening and Speaking

- Listening to a dialogue
- Talking about health problems

## Writing

- Writing an essay





## 7A Reading

### Pre-reading

1. What is more important in a person's life, health or wealth? Why do you think so?
2. What do you think the human body is made up of?
3. Is there any organ of the human body you know? What is it / are they?

### Read the passage.

The human body is made up of systems and organs. A system is something that is made up of different parts, and these parts are interrelated and interdependent. The most widely known systems of the human body are (in the alphabetical order): Circulatory, Digestive, Excretory, Musculoskeletal, Nervous, Reproductive, and Respiratory systems.

An organ is a part of the human body that performs special functions. For instance, the eye is an organ to see; the ear is an organ to listen and hear; the nose is the organ to breathe and smell, etc. Some organs are vital for our survival. This means that when a vital organ stops functioning, or working, we cannot live; we die. For example, if our heart stops functioning, we die. In the same way, if our brain stops functioning, we die.

Some organs, on the other hand, are not vital. This means that if we lose such an organ, we do not die; we can still live without it. For instance, if we lose one hand in an accident, we do not die; we can still live without it. In the same way, if we lose an eye, we do not die; we can still live.

In this lesson, we shall study three vital organs: the **heart**, the **kidneys**, and the **liver**.

### The heart

The human heart is shaped like an upside-down pear and is located in the centre of the chest cavity slightly to the left. About the size of a closed fist, the heart is made primarily of muscle tissue that contracts rhythmically to propel blood to all parts of the body. This rhythmic contraction begins in the developing embryo about three weeks after conception and continues throughout an individual's life. The muscle rests only for a fraction of a second between beats. Over a typical life span of 76 years, the heart will beat nearly 2.8 billion times and move 169 million litres (179 million quarts) of blood.

Furthermore, the heart is an unbelievably rugged organ with four chambers, each with a valve to keep the blood flowing in one direction. It handles approximately 5,000 gallons of blood a day to supply our circulatory system, which has blood vessels that have a total length of 12,000 miles.



### The kidneys

Every normal person is born with a pair of kidneys. They lie against the rear wall of the abdomen, on either side of the spine. They are situated below the middle of the back, beneath the liver on the right and the spleen on the left. The concave part of each kidney is attached to two crucial blood vessels — the renal artery and the renal vein — and the ureter, which is a tube-like structure that carries urine to the bladder.

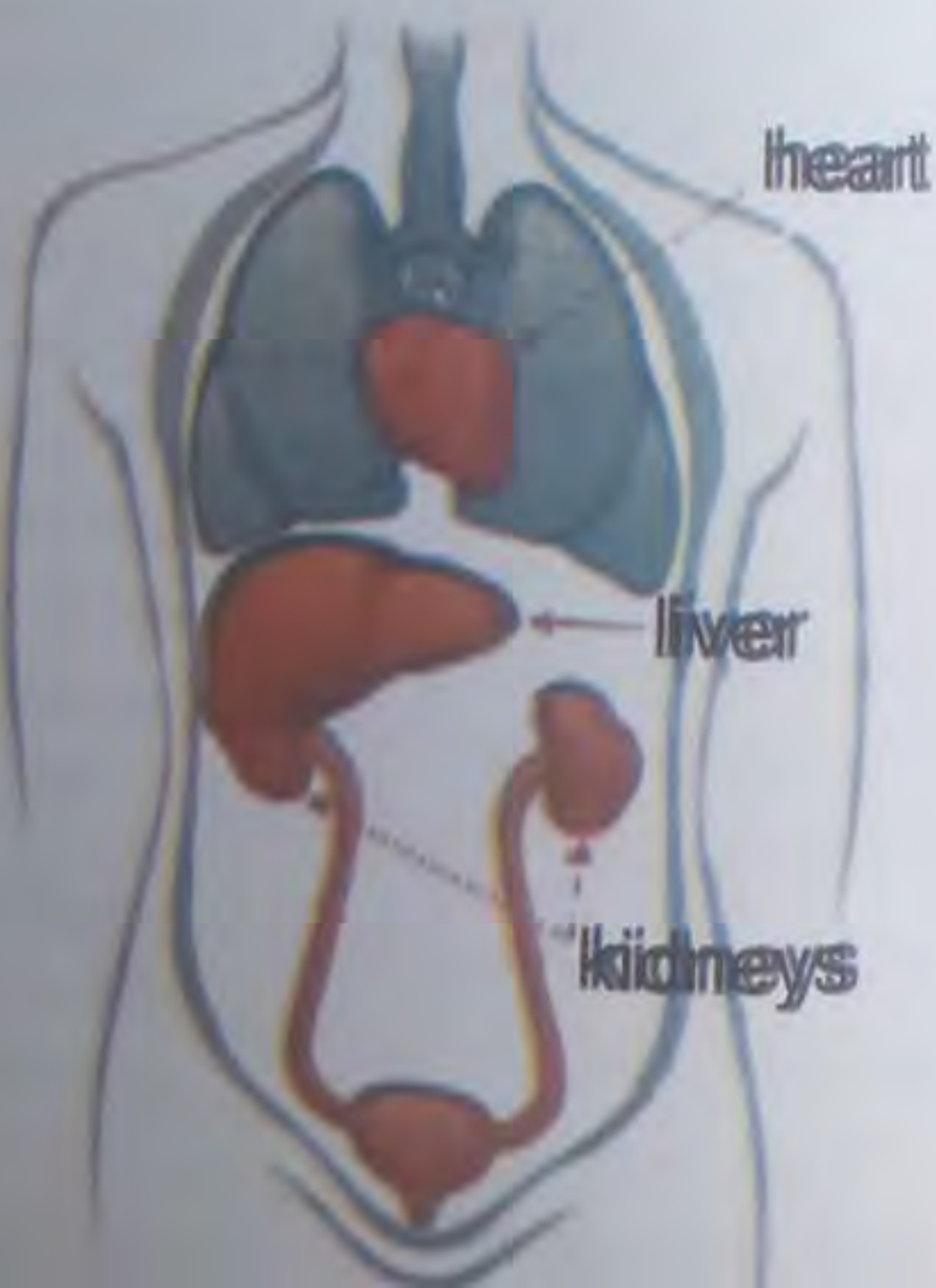
A primary function of kidneys is the removal of poisonous wastes from the blood. Chief among these wastes are the nitrogen-containing compounds urea and uric acid, which result from the breakdown of proteins and nucleic acids. Life-threatening illnesses occur when too many of these waste products accumulate in the bloodstream. Fortunately, a healthy kidney can easily rid the body of these substances.

A very interesting thing to note about the kidneys is that they are among the most miraculous organs in the body. They contain a total of approximately 280 miles of tiny tubules whose function is to filter impurities from the blood. In the course of a day they filter something like 185 quarts of water from the blood, purify it and return it to the circulation. The waste products they pick up are concentrated in a daily three pints of urine.

### The liver

The liver is a dark red-brown organ with a soft, spongy texture. It is located at the top of the abdomen, on the right side of the body just below the diaphragm, which is a sheet of muscle tissue that separates the lungs from the abdominal organs. The lower part of the rib cage covers the liver, protecting it from injury. In a healthy adult, the liver weighs about 1.5 kg and is about 15 cm thick.

Quite unlike the heart and the kidneys, the liver is simple in structure. It consists of two main lobes, left and right, which overlap slightly. Each lobe contains many thousands of units called lobules. They are the building blocks of the liver. A tiny vein runs through the centre of each lobule and eventually drains into the hepatic vein, which carries blood out of the liver. On the outside surface of each lobule are small veins and arteries that carry fluids to and from the lobules. As the liver does its work, nutrients are collected, wastes are removed, and chemical substances are released into the body through these vessels.





One of the liver's primary functions is to store energy in the form of glycogen. The liver removes glucose from the blood when blood glucose levels are high. When the amount of glucose in the blood falls below the level required to meet the body's needs, the liver transforms glycogen into glucose.

Another crucial function of the liver is the production of bile, a yellowish-brown liquid which is necessary for the digestion of fats. Bile leaves the liver through a network of ducts and is transported to the gallbladder, which concentrates the bile and releases it into the small intestine. The liver also stores vitamins B, D, E and K.

The liver also functions as the body's chemical factory. Several important proteins found in the blood are produced in the liver. The liver also produces chemicals, which include fibrinogen and prothrombin. They help wounds to heal by enabling blood to form clots, and cholesterol, a key component of cell membranes that transports fats in the bloodstream to body tissues.

In addition, the liver helps clear toxic substances, such as drugs and alcohol, from the bloodstream. The liver is indeed a multifunctional organ of the human body.

From just the description of only three vital organs of our body, it should be clear to all that our body is most marvellously and intricately built, and therefore deserves our utmost care to keep it fit at all times.

## Comprehension

A. Complete the table with the function(s) of each organ as in the example.

Organ	Function(s)
1. eye	to see
2. nose	
3. ear	
4. heart	
5. kidney	
6. liver	



**B. Give a full-sentence answer to each question below.**

1. What are the systems of the human body made up of?
2. Are all organs vital for our survival? Why?
3. Where and when does the rhythmic contraction of the heart muscles begin?
4. Where are the kidneys located in the human body?
5. How do tiny tubules in the kidneys work?
6. What is the diaphragm?
7. What does the liver do when the amount of glucose in the blood is very low?
8. In addition to bile, what does the liver produce?
9. Which system of your body do you think can have a problem when you overeat?
10. Among the three organs you have read about, which do you think is the most important? Why?

## 7B Vocabulary

### Homonyms

Homonyms are words that have the same spelling and pronunciation but different meanings.

Study the following homonyms.

right (adj.) correct	kind (n) type	well (adj.) in good health
right (adj.) opposite of 'left'	kind (adj.) caring	well (n) a source for water in the ground

Read each sentence. Tick the correct definition of the bold-faced word in the sentence.

1. A piano and an **organ** are basically the same but the sounds produced when being played are a bit different.
  - (a) a musical instrument
  - (b) a part of the body
2. Whenever I want to know what a new word **means**, I look it up in a dictionary.
  - (a) indicates or shows
  - (b) expresses or represents something such as an idea, thought, or fact



3. We have been training very hard as we know that if we don't, we will **lose** the football match.
- have something taken away from you
  - fail to win a competition, argument, etc.
4. This morning Min Min got up late and found that the ferry boat had **left** when he got to the jetty.
- went away from a person or place
  - gave up or stopped having a job
5. Many mothers nowadays cannot give much **time** to their children as they have to go out and work.
- what is measured in minutes, hours, days, etc.
  - a period of history connected with particularly events or experiences
6. All the problems that Nilar had been facing made her **lie** awake all night.
- say something that is not true
  - be in a horizontal position on a surface
7. We need to remind ourselves that buying unnecessary things is just a **waste** of money.
- a material that is no longer needed and thrown away
  - an unnecessary or wrong use of money, substances, time, energy, etc.
8. **Note** down my address and telephone number in case you forget them.
- notice or pay attention to
  - mark or write down briefly
9. Students need to read the passage at least three times to get the **right** answers to the questions.
- true or correct
  - opposite of 'left'
10. The newspaper said that a **vessel** went down into the sea because of the cyclone.
- a tube that carries blood through a body of a person or an animal
  - a large ship or boat



11. The **store** in our community opens at 9 a.m. and closes at 9 p.m.  
 (a) a large shop that sells many different kinds of goods  
 (b) a large amount or supply of something that is kept for future use
12. As my uncle had some problems with his liver, he was advised by the doctor not to eat any meat high in **fat**.  
 (a) an amount that is more than what is usual or needed  
 (b) an oily solid or liquid substance in food
13. We had to wash our clothes by hand as our washing machine did not **function** properly.  
 (a) have a specific role or purpose  
 (b) work or operate
14. The teacher asked the students to **form** into groups of four to do the activity.  
 (a) be arranged in a shape  
 (b) begin to exist or to be seen

## 7C Grammar

### The Passive Voice

- In the active voice, the subject of the verb is the person or thing that does the action.
- In the **passive voice**, the action is done to the subject.
- In the **passive voice**, the agent may be omitted if it is implied, unknown or unimportant.

Study the following passive sentence from the text.

*As the liver does its work, **nutrients are collected, wastes are removed, and chemical substances are released** into the body through these vessels.*

A. Change the following active sentences into the passive sentences. Leave out the agent if it is implied, unknown or unimportant.

1. You should replace the roof of the warehouse before the beginning of the rainy season.
2. They asked him to explain his reasons for making the changes.
3. My colleague has not introduced me to the manager yet.
4. The school will not announce the examination results until next week.



5. We analysed the collected data carefully.
6. They are repairing the bridge at the moment, so we cannot use it.
6. Sally is going to make a special dinner tonight.
7. The Department of Meteorology and Hydrology always issues early warnings of floods for the lowland areas.
8. In this age of technology, people use computers for various purposes.
9. Teachers in our school are attending a meeting on new textbooks.
10. The headmaster will discuss the changes made for the safety of students next Monday.
11. You can find the contents on the third page of the book.
- 12.

### The Impersonal Passive

The **impersonal passive** is used to report what is said by people or by generalized agents. We can avoid mentioning the generalized agents: 'we', 'they', 'people', 'everybody', 'one', etc. With reporting verbs such as 'say', 'think', 'know', 'believe', 'hope', 'report', 'find', etc., we can use the following passive pattern:

It + the passive form of the reporting verb + that clause

e.g. *Everybody knows that the earth is round.*

*It is known that the earth is round.*

*They thought that the exam questions were quite easy.*

*It was thought that the exam questions were quite easy.*

8. Rewrite the following sentences in the impersonal passive, beginning with 'It' as in the example.

e.g. *People once believed that the sun revolved around the earth.*

*It was once **believed** that the sun revolved around the earth.*

1. They reported that the damage by the cyclone was severe.
2. They say that learning Chinese is difficult.
3. We expect that schools will be reopened next month.
4. We learnt that plant growth slows down beyond a certain age.
5. Some people thought that Tiger Wood is the best golf player ever.



6. People say that the president will give a speech at 10 a.m.
7. We hope that our reforestation efforts will help protect forests.
8. Everyone believes that parents have the responsibility of teaching their children to be good citizens.
9. They expected that about 1,000 people would attend the conference.
10. We already know that starting a new business is challenging and risky.

## 7D Listening and Speaking

A. Listen to the dialogue between Thinzar and Su Mon and complete the following sentences.

1. Thinzar and Su Mon have not \_\_\_\_\_ each other since the *Thadingyut* holiday.
2. During the *Thadingyut* holiday, Su Mon went to Bagan with \_\_\_\_\_.
3. Su Mon \_\_\_\_\_ her mum at home after the trip.
4. During the *Thadingyut* holiday, Thinzar \_\_\_\_\_ anywhere.
5. Thinzar is worried about gaining weight as she watches TV for about \_\_\_\_\_ every day.
6. Su Mon advised Thinzar to reduce her weight by \_\_\_\_\_ or doing sports.
7. The two types of sports Su Mon \_\_\_\_\_ are team sports and individual sports.
8. Su Mon told Thinzar that \_\_\_\_\_ can develop social skills.
9. Thinzar prefers \_\_\_\_\_ to gymnastics or kickboxing because it does not cost much.
10. Su Mon advised Thinzar to go swimming before gaining more \_\_\_\_\_.

B. Think of a health problem (an imaginary or a real one) you had in the past. Then answer the questions below and make notes.

1. What health problem did you have and when?
2. What caused the problem?
3. How did you feel?
4. What did you do to overcome the problem?



6. In pairs, take turns to tell each other about the problem each of you had, referring to your notes.

## Useful language

## Introducing the health problem you had

It was when ...  
 I had (a terrible stomach pain / headache) when I was ...  
 It was about 6 years ago.  
 At that time, I was playing / sleeping, etc. ...  
 I was with my mother / sister, etc. ...

## Describing the cause(s) of the problem

One day ...  
 When I came back from school ...  
 Suddenly ... Then, ...  
 After a while, ...  
 At the same time, ...

## Describing how you felt

It was so painful / awful / terrible ...  
 At that time, I / my family was / were very worried ...

## Describing what you did to overcome the problem

Eventually, I took some medicine, milk, etc. ...  
 In the end, I was sent to the hospital / my father called the doctor.

## 7E Writing

Thuta listened to a short talk on 'Fatty liver disease' by a doctor. Write an essay on 'What you need to know about fatty liver disease' referring to the notes he has taken.

## • What Fatty Liver disease is

- extra fat in liver
- silent disease
- people not experience any symptoms even it progresses

## • Causes

- eating excess calories
- obesity
- high blood sugar

## • Symptoms

- lose appetite, feel sick, lose weight, often feel tired

## • What to do

- make lifestyle changes
- eat balanced diet, choosing smaller portion size meals
- do exercise regularly
- avoid too much deep-fried food, processed food like sausages, dried fish, and too much alcohol
- cut back on sugar and salt

## • What to eat

- apples, carrots, green and leafy vegetables, lemon and green tea

- Keep liver healthy - important for us



# Unit 8 THE LAST LEAF

## Reading

- Reading the short story 'The Last Leaf'

## Vocabulary

- 'Make' and 'do'

## Grammar

- Reported speech

## Listening and Speaking

- Listening to a dialogue
- Talking about one's favourite character in a short story

## Writing

- Summarizing a short story





## 8A Reading

## Pre-reading

- 1 In what season of the year do leaves fall in your country?
- 2 How do you feel when you see leaves falling to the ground?
- 3 Do you believe that if there is hope, there is life? Why?
- 4 Tick what you think the story is about.

- |                        |            |                         |
|------------------------|------------|-------------------------|
| (a) friendship         | (c) a leaf | (e) health and diseases |
| (b) selfless sacrifice | (d) hope   |                         |

## Read the passage.

## PART I

To Greenwich Village, which is a section of New York City, many people came who were interested in art. They liked the bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-storey brick house, Sue and Johnsy had their studio. One of them was from the State of Maine, the other from California. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, visited the city, touching one here and one there with his icy finger.

He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning the busy doctor invited Sue into the hall.

"She has about one chance in ten to live," he said as he shook down the mercury in his clinical thermometer. "And that one chance depends upon her desire to get better. But our little friend has made up her mind that she is going to die. Is she worrying about something?"

"She wanted to paint a picture of the Bay of Naples some day," said Sue.

"No, something more important – a man perhaps?"

"No."

"Well, perhaps it is a result of her fever and her general physical weakness. But when a patient begins to feel sure that she is going to die then I subtract fifty percent from



the power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women's clothes, then I can promise you one-to-five chance for her instead of one-to-ten." After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy's room, whistling.

Johnsy lay under the bedclothes, with her face towards the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. Sue went quickly to the bedside. Johnsy's eyes were wide open. She was looking out of the window, and counting backwards.

"Twelve," she said, and a little later, "eleven," and then "ten and nine" and then "eight" – "seven."

## PART II

Sue looked out of the window. What was Johnsy counting? There was only a grey backyard and the blank wall of the opposite house. An old, old vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

"What is it, dear?" asked Sue.

"Six," said Johnsy very quietly. "They are falling faster now. Three days ago, there were almost a hundred. It makes my head ache to count them. But now it's easy. There goes another one. There are only five left now." "Five what, dear? Tell me!" said Sue.

"Leaves. The leaves of that vine. When the last leaf of that vine falls, I must go too. I've known that for three days. Didn't the doctor tell you?"

"The doctor didn't say any such thing. That is pure foolishness," said Sue. "What connection have those old leaves with your getting well? And you used to love that old vine so much. Please don't be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some of your soup and let me get back to work so that I can make money to buy you some good port wine."

"There's no use buying any more wine," said Johnsy, keeping her eyes fixed on the blank wall of the house opposite. "There goes another leaf. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go too."

"Johnsy, dear," said Sue, bending over her, "will you promise to keep your eyes closed and not look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain."

"Can't you draw in your room?" said Johnsy coldly.

"I'd rather stay here with you," said Sue.

"Besides, I don't want you to keep looking at those silly leaves."



"Tell me as soon as you have finished," said Johnsy, closing her eyes and lying white and still. "Because I want to see the last leaf fall. I'm tired of waiting. I'm tired of thinking."

"Try to sleep," said Sue a little later. "I must go downstairs for a minute to get Mr Behrman who is going to sit as my model. But I will be right back. And don't move and also please promise me not to look out of the window."

Old Mr Behrman was a painter who lived on the first floor beneath them. He was more than sixty years old. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not pay the price for regular models. He drank much whisky and when he was drunk, he always talked about the great masterpiece he was going to paint. He was a fierce, intense little man who considered himself as a watch-dog and protector for the two young artists living above him, of whom he was very fond.

### PART III

Sue found Behrman in his poorly-lighted studio. In one corner of the room stood a blank canvas which had been waiting for twenty-five years to receive the first line of the promised masterpiece. Sue told him of the strange idea which Johnsy had concerning the last leaf, and Sue said that she feared that Johnsy would really die when the last leaf fell.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard of such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy."

"She is very ill and very weak," explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. Sue pulled down the curtain and motioned to Behrman to go into the other room. There they looked out of the window fearfully at the vine. Then they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat and prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes, looking at the window.

"Put up the curtain. I want to see," Johnsy said quietly. Sue obeyed.

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The





last leaf. Still dark green, it hung from a branch some twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

95 "Dear Johnsy," said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"

The day passed slowly, and even through the growing darkness of the evening they could see the lone leaf still hanging from the branch against the wall. And then, with the coming of the night, the wind began to blow again, and the rain began to fall heavily.

100 But the next morning when Johnsy commanded that the curtain be raised again, the leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue.

"I've been a bad girl, Sue," said Johnsy. "Something has made the last leaf stay there just to show me how bad I was. It was a sin to want to die. You may bring me a little soup now – and then put some pillows behind me and I will sit up and watch you cook."

105 An hour later Johnsy said, "Sue, some day I want to paint a picture of the Bay of Naples."

The doctor came in the afternoon. "You are doing fine," he said, taking Johnsy's thin hand in his. "In another week or so you will be perfectly well. And now I must go to see another patient downstairs. His name is Behrman. He is some kind of artist, I believe. 110 Pneumonia, too. He is an old, weak man, and the attack is very severe. There is no hope for him, but I am sending him to the hospital in order to make him more comfortable."

The next day, Sue came to the bed where Johnsy lay. "The doctor tells me that soon you will be perfectly well again," Sue said, putting her arm around Johnsy. Johnsy smiled at her happily.

115 "Isn't it wonderful?" Sue continued. "But now I have something important to tell you. Old Mr Behrman died in the hospital this morning of pneumonia. He was sick only two days. They found him in his room the morning of the first day helpless with pain and fever. His shoes and clothing were completely wet and icy cold. They couldn't figure out where he had been on such a terrible night. And then they found a lantern, still lighted, a ladder, and 120 some other things which showed that, during the wind and the rain, he had climbed up and painted a green leaf on the wall of the house opposite. Didn't you think it was strange that the leaf never moved when the wind blew? Ah, darling, it was Behrman's real masterpiece, – he painted it there the night that the last leaf fell."



## Glossary

bohemian

- living in a very informal or relaxed way without following accepted rules of behaviour

figure out

- work out; think about a problem or situation until you understand what has happened

masterpiece

- a work of art such as a painting / film / movie / book, etc. that is an excellent or the best example of the artist's work

pneumonia

- a serious illness affecting one or both lungs that makes breathing difficult

port wine

- a strong sweet wine, usually dark red, that is made in Portugal, usually drunk at the end of the meal

vine

- any climbing plant with long thin stems

## Comprehension

A. Give a full-sentence answer to each question below.

## Part I

1. Why did artists come to Greenwich Village?
2. What does the underlined word 'He' in line 11 refer to?
3. What do you think Johnsy was counting backwards?
4. When the doctor left, how did Sue try to hide her sadness?
5. Do you think Johnsy will die at the end of the story? Why or why not?

## Part II

6. If you were Sue, what would you buy for Johnsy, who was ill?
7. Why did Sue draw in Johnsy's room on that day?
8. How did Mr Behrman earn his living?
9. Why did Mr Behrman consider himself as a watch-dog and protector for Sue and Johnsy?

## Part III

10. According to Sue, what made Johnsy think that she would die when the last leaf fell?
11. What was Mr Behrman's masterpiece? Where did he paint it?
12. How did people know that Mr Behrman painted the picture of a leaf on the wall of the house opposite?
13. If you were Mr Behrman, would you sacrifice yourself for a friend? Why or why not?
14. Does the story have (a) a happy ending (b) a sad ending or (c) a surprise ending?
15. Does the story end as you have expected? Why or why not?



B. Tick the part of the story in which you find the following elements. Refer back to the story if necessary. The first one is done for you.

Elements of a story	Part I	Part II	Part III
Place and time the story takes place	✓		
Problem the main character has			
How the problem is resolved			
How the story ends			
The most exciting part of the story			
The part that makes you feel surprised or gives suspense			
The main character(s)			

C. Write the elements of a story in the box beside their meanings.

character	conflict	climax	ending	resolution	setting	theme
-----------	----------	--------	--------	------------	---------	-------

1. A person in a story, play, or movie
2. Place and time at which the action of a story or play takes place
3. A situation in which there is a difficult problem to solve
4. The most exciting part of a story that happens near the end
5. The act of solving or settling a problem
6. The last part of a story
7. The subject or the main idea of a piece of writing or a talk

## 8B Vocabulary

### 'Make' and 'Do'

- 'Make' means 'create or prepare something'.
- 'Do' means 'perform an activity or a task'.
- Sometimes they can be used interchangeably.



- e.g. The two artists had recently come to New York to **make** their living.  
 What are you **doing**? I'm **making** an omelette.  
 What does he do for a living? He **makes** toys.  
 I'll **make / do** the beds this morning, if you like.

'Make' and 'do' go with particular nouns and they are used in fixed phrases.  
 e.g. **make** mistakes, **do** wrong

7. Fill each blank with 'make' or 'do' as in the examples given below.

1. <b>make</b>	an agreement
2. <b>do</b>	justice
3. _____	an experiment
4. _____	a progress
5. _____	good
6. _____	(one's) best
7. _____	housework
8. _____	a trip

9. _____	a loss
10. _____	harm
11. _____	noises
12. _____	(me) a favour
13. _____	promises
14. _____	a mistake
15. _____	the washing up
16. _____	exercises

8. Complete each blank with the correct form of 'make' or 'do'.

- In the mornings, Daw Lay May \_\_\_\_\_ a few jobs around the house and then takes a rest for a while.
- The astrologer told me that I would \_\_\_\_\_ a lot of money next year.
- All you have to \_\_\_\_\_ is rub the lotion into your scalp.
- Ko Latt has joined an international IT company and now he \_\_\_\_\_ US\$ 200,000 a year.
- Grandpa often brings sweets to \_\_\_\_\_ the children happy.
- Uncle has \_\_\_\_\_ an appointment to see the dentist.
- We \_\_\_\_\_ a very interesting experiment in chemistry today.
- Don't \_\_\_\_\_ a noise; we don't want to wake the baby up.
- My sister has \_\_\_\_\_ a good impression in her new job.
- Zaw Zaw does not \_\_\_\_\_ any extensive reading though he is a highschool student.



## 8C Grammar

### Reported Speech

- 'Reported speech', also called, 'indirect speech' is used to report what someone has said or thought.
- No quotation marks are used.
- If the reporting verb is in the present, the tense of the sentence does not change.
- The present tense is retained when the reported sentence deals with a general truth.
- If the reporting verb is in the past, the tense of the verb in the reported clause is changed as follows:

Direct speech	Reported speech
simple present	simple past
present continuous	past continuous
present perfect	past perfect
simple past	past perfect
past continuous	past perfect continuous
future tenses	future conditional tenses

- If the reporting verb is in the past, the modal verbs in the reported clause are changed as follows:

Direct speech	Reported speech
'shall' with a future reference	would
'shall' in 'offers' and 'suggestions'	should
'must' that shows necessity in the present	had to
'must' that shows necessity in the future	would have to



When changing the direct speech to the reported speech, adverbs of time and place are changed as follows:

Direct speech	Reported speech
here	there
this	that
these	those
now	then
today	that day
tonight	that night
yesterday	the day before / the previous day
ago	before
tomorrow	the next day / the following day
next month / year	the following month / year

To introduce the reported clause in statements, **'that'** is used.

e.g. *Johnsy said to Sue, "I want to paint the picture of the Bay of Naples one day."*

*Johnsy told Sue **that** she wanted to paint the picture of the Bay of Naples one day.*

To introduce the reported clause in **Wh-questions**, the **question words** are retained.

e.g. *Sue said to Johnsy, "What shall I do?"*

*Sue asked Johnsy **what** she should do.*

To introduce the reported clause in **Yes / No** questions, **'if / whether'** is used.

e.g. *"Can't you draw in your room?" said Johnsy to Sue.*

*Johnsy asked Sue **if / whether** she couldn't draw in her room.*

The questions in the reported speech must be changed to statements.

e.g. *"What connection have those old leaves with your getting well?" said Sue to Johnsy.*

*Sue asked Johnsy **what** connection those old leaves had with her getting well.*

To introduce the reported clause in commands and requests, **'to infinitive / not to infinitive'** is used.

e.g. *Sue said to Johnsy, "Don't move and please promise me not to look out of the window."*

*Sue told Johnsy **not to move** and **to promise** her not to look out of the window.*



**A. Change the following into the reported speech.**

1. Sandar said, "I've read the letter but I don't understand it."
2. Nandar said to Yu Par, "You left the window open last night."
3. Po Po said, "Thant Zaw, who were you looking for?"
4. May Thu said to her roommate, "Please close the door as you leave."
5. The receptionist said to the man, "Please fill in this form and wait till the manager comes."
6. Daw Mu Mu said to her son, "How many times have I told you to turn off the lights when you go out?"
7. "Shake the bottle well before you use it," said the chemist.
8. The teacher said, "Who left this bag here?"
9. Ni Ni said, "I am so sleepy that I can hardly keep my eyes open."
10. Mum said, "If you get better grades, I will buy you an iPad."
11. Thuzar said, "Do we have to finish this task before the lunch break, Muyar?"
12. "Make sure you don't take the bus in the rush hour," said the mother to her son.
13. My aunt said, "Brown the onions before you add meat."
14. "I must speak to you now, Thaw Zin," said Maw Maw.
15. Zaw Htike said to his senior officer, "Shall I fax the information to them?"

**B. Change the following into direct speech.**

e.g. (a) Sue said that she feared that Johnsy would really die when the last leaf fell.

Sue said, "I fear that Johnsy will really die when the last leaf falls."

(b) The lady asked him why he was standing at the door of her house.

The lady said to him, "Why are you standing at the door of my house?"

(c) Nay Zaw asked Hnin Lei if / whether she liked to draw portraits or landscapes.

Nay Zaw said to Hnin Lei, "Do you like to draw portraits or landscapes?"

(d) Swe Swe told me to knock on the door before I came in.

Swe Swe said to me, "Please knock on the door before you come in."

1. The guide told us that if we left then, we would get back to the camp before the sun set.
2. My mum asked me not to cook the fish too long.
3. Kyaw Khine and Marlar said that they were going to get married.
4. The hotel manager told me that I was not allowed to smoke in my room.
5. Myo Set told his sister that it would be a good idea for her to see a doctor.



6. Lin Htet asked me if I had decided to leave the job.
7. Thandar asked Kyaw Swar how often he went to the gym.
8. Yi Mon told her brother to stop teasing her and do the cleaning before Mum came back.
9. Thin Nwe asked Zwe Htet why he had not brought his own pencil.
10. Kit Kit told Chit Chit not to tell their secret to anyone else.

## 3D Listening and Speaking

1. Listen to the dialogue between two friends and complete the sentences.

- A: Ni Mar, do you like the short story 'The Last Leaf'?
- B: Of course. I like the (1) \_\_\_\_\_ of the story, Sue, Johnsy and Behrman.
- A: What do you think the (2) \_\_\_\_\_ of the story is?
- B: I think it's about (3) \_\_\_\_\_. The characters share similar passions. All of them are (4) \_\_\_\_\_ and they love art. And when Johnsy (5) \_\_\_\_\_, Sue manages all her care. She also encourages her to think positively.
- A: Mr Behrman helps Johnsy (6) \_\_\_\_\_, too. He takes the risk of falling ill – he paints a green leaf on the wall opposite in the heavy rain. That's why I think the theme of the story is selfless sacrifice.
- B: Hmm, you're right. Sue is also willing to (7) \_\_\_\_\_ her wishes and time for her friend.
- A: Yes, it proves that (8) \_\_\_\_\_ and kindness is more valuable than expensive material possessions.
- B: Ah, I agree with you.

2. In pairs, practise the dialogue and swap roles.



C. Read the short notes on the characters below. Then, in pairs, ask each other the given questions to talk about the character you like.

Sue	Mr Behrman
<ul style="list-style-type: none"> <li>• an artist</li> <li>• comes to Greenwich Village to make her living</li> <li>• very close to Johnsy</li> <li>• cares for Johnsy during her illness</li> <li>• informs Behrman about Johnsy's illness</li> <li>• willing to devote all her energy in her care</li> <li>• supports her friend emotionally and financially</li> </ul>	<ul style="list-style-type: none"> <li>• an unsuccessful artist because of his drinking problem</li> <li>• always wants to paint a masterpiece</li> <li>• kind-hearted</li> <li>• a good neighbour to Sue and Johnsy</li> <li>• goes outside at night in the rain to paint a green leaf</li> <li>• helps Johnsy get back her desire to live on</li> </ul>

Use the following questions.

- Which character do you like more?
- What kind of person is he / she?
- What kind of relationship does each character have with Johnsy?
- What role does he / she play in the story?
- Why do you like him / her better?

D. Tell the class about the character your friend likes.

## 8E Writing

### Summarizing a short story

Summarizing means identifying the main idea and most important facts of a text, and writing a brief overview. A good summary is short and to the point.



When writing a summary of a short story, we need to cover the elements of a story (character, conflict, resolution and plot) and present explicitly in our own words.

Steps to follow in writing a summary of a short story are as follows:

1. State the main message or gist of the story.
  2. Write about the setting of the story briefly.
  3. Write about the main characters.
  4. Write about the conflict of the story.
  5. Write about how the conflict is resolved.
  6. Restate the message or gist of the story in a slightly different way.
- Use transitions (first, then, next, when, however, but, etc.).

**In groups of four, read the story 'The Last Leaf' again and write a summary of it in about 100 words.**

- *Who / what is the story about?*
- *Where / when does the story take place?*
- *What does the character want?*
- *What problem does the character encounter?*
- *How does the character solve the problem?*
- *How does the story end?*



# Unit 9 STRESS, AND HOW TO BEAT IT

## Reading

- Reading about stress, and how to beat it

## Vocabulary

- Words often confused

## Grammar

- The future tense: 'will', 'going to' and 'future continuous'

## Listening and Speaking

- Listening to a talk
- Asking for and giving advice

## Writing

- Writing a reply letter





**Pre-reading**

- How do you feel when the deadline for the assignment is tomorrow but you haven't finished it yet?
- When do you usually feel stressed?
- How do you usually react to stress?

**Read the passage.**

Today, like it or not, we are all in the fast lane of life's super highway: appointments to keep, deadlines to meet, rush hour to beat, the last bus to catch, debts to settle, domestic problems to solve, broken relations to mend, just to mention a few. And the result? Stress.

According to the Merriam-Webster Dictionary, stress, as a noun, is a state of mental tension and worry caused by problems in our life. For instance, the closer the exams, the more worried the students. Similarly, in a home, when a child falls ill, parents get anxious, and anxiety is a kind of stress. Thus, stress can come to any of us in the form of anxiety, worry, fear, tension, pressure, etc.

Psychologists say that stress is a common experience, and depending on how we react to it, stress can have either a positive or a negative effect. For example, an approaching examination is often stressful for most of us. However, if we let this stress drive us to study conscientiously with concentration, then it may be said to have a positive effect. If, on the other hand, we choose to dwell on the anxiety it has caused, it may be said to have a negative effect.



Studies of stress by psychologists and doctors have revealed that stress can weaken our body's immune defences, and when this happens, we become more susceptible to infections like colds and flu. This finding has led the researchers to recommend several ways to manage stress. The following seven ways to chill out, that is, to relax, are quite widely known today.

1. Stop whatever you're doing.

The moment you feel stressed, drop whatever you're doing, close your eyes, sit still, and breathe in and breathe out slowly and rhythmically. This will slow down your heartbeat and you may even find a change in your perspective of things which seem to be worrying you.



## 2. Laugh aloud.

Try to recall jokes that made you laugh or true incidents in your life that made you chortle. Laughing expands your ribcage, thereby letting your lungs take in more air to transport more oxygen to your brain, heart, liver and all parts of your body.

## 3. Listen to music.

30

Turn on your radio and tune in to your favourite station which regularly broadcasts the type of music that soothes you. Listen to it for anywhere between five and ten minutes. Music you like never fails to soothe you and thereby reduces stress, if not bring an end to it.



## 4. Dwell on pleasant thoughts.

36

Recall pleasant or humorous incidents in your past or think about someone who cares much about you or someone you care much about. Sometimes, an unpleasant incident in one's childhood can make one laugh in retrospect. All pleasant thoughts will certainly help you forget whatever is causing you stress at the moment. Take care to consciously discard all ill feelings such as rancour and anger.

## 5. Leave your desk.

40

Get away from your 'work station'. Take a brisk walk, preferably outdoors, for fifteen minutes or so. This should pace up your blood circulation, transporting oxygen to your tired muscles. The result will surprise you.

## 6. Take deep breaths.

45

Take slow, deep breaths by inhaling about five seconds and exhaling about the same length of time. This type of breathing is similar to the breathing when practising yoga or reciting a short prayer. The calm you experience will amaze you.



## 7. Relax your muscles while in bed.

50

When you wake up in the morning, before getting up but still lying supine, first tense your toes and relax them in turn for about four times; then rotate your feet clockwise and anti-clockwise in turn for about four times; next raise and lower your left and right legs in turn four times for each. Then only, get out of your bed. Physiotherapists say that these simple physical exercises give your blood circulation a good start for the day.

Whenever you find yourself propelled by stress to take an action, pause a while, choose one of the seven ways recommended above and chill out.



### Comprehension

Give a full-sentence answer to each question below.

- List various forms of stress.
- Why is it likely to have infections like colds and flu when we feel stressed?
- What happens when we laugh?
- How can we remove bitter unpleasant feelings?
- What can we experience by practising yoga or reciting a short prayer?
- Among the seven ways recommended in the passage to reduce stress, which one do you like best? Why?
- State a cause of stress that is not mentioned in the passage.
- State three more ways of relieving stress.
- What do you usually do when you feel stressed?

Complete each blank with an appropriate expression.

chill out	inhale and exhale	mend their broken relationship	raise and lower	soothe
dwell on	meet the deadline	rancour and anger	propelled	supine

- If you \_\_\_\_\_ for a few minutes before bedtime, you may fall asleep easily.
- After the earthquake, the victims were found \_\_\_\_\_ under the big table.
- We should learn to accept criticism without \_\_\_\_\_.
- The two friends sometimes find time to meet up to \_\_\_\_\_ and see a film.
- The accident left him paralysed, but after exercising, he could \_\_\_\_\_ his legs.
- She always responds to things calmly, but now she is \_\_\_\_\_ by stress.
- After a long tiring day, I took a warm bath to \_\_\_\_\_ myself.
- The couple could finally find a way to \_\_\_\_\_.
- Ko Min wrote his report the whole night to \_\_\_\_\_.
- You simply made a mistake; you don't need to \_\_\_\_\_ it.



## 9B Vocabulary

### Words often confused

Some words sound alike or nearly alike but have different meanings and often cause trouble.

e.g. (a) Take slow, deep **breaths** by inhaling about five seconds.

(b) She sits still, and **breathes** in and out slowly and rhythmically.

breath /breθ/ (n) - amount of air that enters the lungs at one time

breathe /bri:ð/ (v) - take air into your lungs through your nose or mouth

Study the following table.

affect (v) effect (n)	- produce a change in somebody / something - a change that somebody / something causes somebody / something else
accident (n) incident (n)	- an unpleasant event that happens unexpectedly and causes injury or damage - something that happens, especially something unusual or unpleasant
conscientious (adj.) conscious (adj.)	- taking care to do things carefully and correctly - aware of something; noticing something
lane (n) line (n)	- a narrow road in the country - a railroad tract
perspective (n) retrospective (adj.)	- a particular attitude toward something; ability to think about problems and decisions in a reasonable way - thinking about or connected with something that happened in the past, often with a different opinion

**Underline the correct alternative.**

1. One particular accident / incident that sticks in my mind is my first day at school.
2. The museum is having a perspective / retrospective exhibit of the artist's early works.
3. We are conscientious / conscious of the generation gap problems between youths and their parents.
4. I didn't mean to break it – it was an accident / incident.
5. The drought may seriously affect / effect the central part of Myanmar.



- 1. We drove along the muddy lane / line to reach the farmhouse.
- 2. Today's youths should be more conscientious / conscious about their own learning.
- 3. Modern farming methods can have an adverse affect / effect on the environment.
- 4. The train was delayed because a tree had fallen across the lane / line.
- 5. Let's look at the traffic congestion problem from a different perspective / retrospective.

## C Grammar

### Future Tense: 'Will', 'Going to' and 'Future Continuous'

**Will + V-infinitive** is used to talk about:

a fixed future arrangement.

e.g. The wedding **will take place** at the Pearl Hotel.

There **won't be** a lecture tomorrow.

**Will they provide** lunch at the workshop?

**Will + V-infinitive** is used to talk about what you think or believe will happen in the future. It is commonly used with 'I think', 'I'm sure', 'I expect', 'I believe', etc.

e.g. I think Germany **will win** the World Cup.

Let's have a quick breakfast. It **won't take** long.

**Will he accept** the job offer? What do you think?

**Will + V-infinitive** is used to talk about a future action decided to do at the moment of speaking.

e.g. I **will check** the essay again; there can be spelling mistakes.

Food, service and price – all are bad; I **won't go** there again.

Which **will you choose**, the blue one or the red one?

**Will + V-infinitive** is used to talk about promises, requests, refusals, offers and predictions.

e.g. I'll **help** you with your homework.

They **won't lend** us any more money.

**Will you buy** some bread on your way home?

**Going to + V-infinitive** is used to talk about:

something you intend to do in the future.

e.g. I am **going to phone** Shwe Sin tonight.



*He is not going to join a private company.*

*What are you going to do when you leave school?*

- predictions based on present evidence.

e.g. *The floor is wet. He is going to slip on it.*

*The sky is clear. It is not going to rain today.*

*He is very popular now. Is he going to win the best player award?*

**The future continuous tense** is used to talk about:

- continuous events that we expect to happen in the future.

e.g. *This time next week, we will be relaxing on the sand!*

*We won't be staying there for long.*

*Will you be waiting for me near the library?*

- somebody's plans or intentions (generally in questions).

e.g. *How many nights will you be staying at the hotel?*

*Will you be flying back or going by train?*

**Note:** The present progressive tense can also be used when an action is promised, arranged or planned for the near future.

e.g. *We are moving to Taunggyi next week.*

*I'm not starting my new job till next Monday.*

*What are you doing this evening?*

**Complete each sentence with the correct future form of the verb given in brackets.**

1. Can you wait a few minutes? I \_\_\_\_\_ (drive) you to the airport.
2. I've sold my bike because I \_\_\_\_\_ (buy) a car.
3. Sorry, I made a mistake. I promise that I \_\_\_\_\_ (not, do) it again.
4. Look at those boys playing football! They \_\_\_\_\_ (break) the window.
5. \_\_\_\_\_ (you, have) your birthday party this Saturday?
6. This time next week, I \_\_\_\_\_ (sunbathe) in Bali.
7. \_\_\_\_\_ (you, go) shopping? We've run out of milk.
8. Look at the fuel gauge. We \_\_\_\_\_ (run out) of petrol before we reach home.
9. I don't think I \_\_\_\_\_ (see) Thuzar at the concert tonight.
10. \_\_\_\_\_ (you, water) the plants while I'm away?



- We \_\_\_\_\_ building meeting in our school by this time next Monday.
- After checking the hotel \_\_\_\_\_ (provide) a buffet breakfast.
- Do you think you \_\_\_\_\_ (email) it to you straight away?
- If you tell them the truth, they \_\_\_\_\_ (still work) here in five years' time?
- \_\_\_\_\_ (forgive) you.

## Listening and Speaking

Listen to the talk given by a psychologist and tick the main idea of the talk.

- Music has soothing power.
- Listening to music is good for stress management.
- We should listen to any kind of music at any time.

Tick the statements that the psychologist makes.

- There is no link between our emotions and music.
- In order to reduce stress, slow and quiet music is better than other types of music.
- You don't need to listen to classical music if you don't like it.
- You shouldn't listen to music if you are extremely stressed.
- Though you are busy, you can listen to music while driving, taking a shower or walking the dog.
- If you are feeling stressed, you shouldn't sing.
- You can sleep well if you listen to music at bedtime.

Study the dialogue and underline the language expressions used to ask for and give advice.

- A: Hi Thaw Zin. What happened to you? You look stressed.
- B: Um, I have some problems at school. I can't concentrate on my studies, so I never finish my assignments in time.
- A: If I were you, I'd take some time off to get some refreshment.
- B: Oh, I should have thought about that. And sometimes I feel depressed because of my bad friends. They're always teasing me – body shaming and giving me all sorts of nicknames. What should I do?



- A: With such kind of friends, you'd better ignore them. Just stay away from them. It's normal in life to face such problems.
- B: Yes, you're right. Thanks.

D. Study the following table.

Asking for advice	Giving advice	Accepting advice
What should I do?	If I were you, I would...	Yes, you're right. I'll do that.
What ought I to do?	You'd better...	OK. I can do that.
What do you suggest?	Why don't you...?	Of course. I should have thought about that.
What do you advise me to do?	You ought to / should...	That's true. I hadn't thought about it.
If you were me, what would you do?		

E. In pairs, choose **TWO** of the problems below and write a dialogue as in Exercise C.

- You often have a bad headache.
- You can't give up playing computer games.
- You have a problem with a school subject.
- You can't sleep at night.

F. Practise the dialogue and roleplay it.

## 9E Writing

In pairs, read the following letter and write a reply.

Hi Hein Htet,

My fourteen-year-old sister seems to spend all her time on social media. As she gets up late, she's always absent at family mealtimes. Sometimes, she misses her breakfast. She doesn't study hard for her exams and her scores are never good. I'm really worried about her. And I don't know what to do. What do you advise me to do?

Many thanks in advance!

Hsu Latt



away from them. It's normal

**Underline the correct definition of each bold-faced word.**

- 1. U Nyo was a great gambler, and he finally **lost** all his wealth. (correct / the opposite of 'left')
- 2. Although there were power cuts, the factory continued to **function** normally. (have a specific role or purpose / work or operate)
- 3. The teacher asked the students to **form** groups of six to do a project. (be arranged in a shape / begin to exist or to be seen)

**Choose the correct alternative.**

- 1. Stop tapping the table; you are (doing / making) so much noise.
- 2. The chef is an expert at (doing / making) pizza.
- 3. We must not (do / make) what we like; instead, we must learn to like what we do.
- 4. The novel is based on the real-life (accident / incident) of a girl in our town.
- 5. Many teenagers these days are very (conscious / conscientious) of fashion trends.
- 6. Parents should be aware that an unhappy home environment can (affect / effect) their children's behaviour.

**Rewrite the sentences according to the instructions given in brackets.**

- 1. A strong wind drove the fishing boat away from its course. (Change the sentence into the passive voice.)
- 2. Scientists believe that some towns can be underwater if the ocean level continues to rise. (Change the sentence into the passive voice beginning with 'It'.)
- 3. People say that we can explain the past, but cannot predict the future. (Change the sentence into the passive voice beginning with 'It'.)
- 4. Ko Toe said, "I left home in a hurry and forgot to bring my lunch box." (Change the sentence into the reported speech.)
- 5. The teacher said, "Try to improve your handwriting, Ko Soe." (Change the sentence into the reported speech.)
- 6. Zaw Zaw said to Hla Min, "When did you get to school this morning?" (Change the sentence into the reported speech.)
- 7. Tayza said to Thiha, "Are you doing anything over the weekend?" (Change the sentence into the reported speech.)
- 8. Don't worry, I \_\_\_\_\_ (join) you for dinner next Saturday without fail. (Complete the sentence with the correct future tense.)
- 9. I have a meeting at 5 p.m. and I \_\_\_\_\_ (be) late for dinner. (Complete the sentence with the correct future tense.)
- 10. By the time you arrive, we \_\_\_\_\_ (enjoy) our dinner. (Complete the sentence with the correct future tense.)

**Accepting advice**

- 1. "You're right. I'll do it."
- 2. "I can do that."
- 3. "Of course. I should have thought about that."
- 4. "That's true. I hadn't thought about it."

Continue as in Exercise C.

social media. As she grows, she misses her friends. Friends are never good. What do you advise me



## POEM 3

### Pre-reading

1. What do you usually do if you have some free time?
2. What is your favourite leisure activity? Why is it your favourite?

### A. Read the poem and answer the following questions.

1. What is the concern of the poet?
2. What does the word 'woods' in the third couplet mean?
3. Why does the poet capitalize the word 'Beauty' in line 9?
4. Who does the pronoun 'her' in the sixth couplet refer to?
5. Why does the poet repeat the phrase 'no time' in the poem?
6. Is it important to have leisure? Give reasons for your answer.
7. Suggest two beneficial activities on how to spend leisure.

### B. Read what the poet thinks when we do not have time to do and give a suggestion for each situation using 'must', 'should' or 'have to'. One is done for you as an example.

e.g. *We have no time to admire nature.*

*We must find time to enjoy the beauty of nature. (or)*

*We should visit the countryside and enjoy its beauty. (or)*

*We have to try to escape from our busy city lives and relax at natural surroundings.*

1. We have no time to stand and stare at things around us like sheep or cows.
2. We have no time to see squirrels hiding their nuts when we pass through woods.
3. We have no time to see the beautiful shimmering streams in the sunlight.
4. We have no time to observe the movements of things in nature like the movements of trees, flowers and animals.
5. We have no leisure to do what we want.

### C. Write a rhyming couplet on things that we have no time to do as in the example given.

e.g. *No time to talk to family members  
And have our meals with pleasures*

## LEISURE

What is this life if, full of care,  
We have no time to stand and stare.  
No time to stand beneath the boughs  
And stare as long as sheep or cows.  
No time to see, when woods we pass,  
Where squirrels hide their nuts in grass.  
No time to see, in broad daylight,  
Streams full of stars like skies at night.  
No time to turn at Beauty's glance,  
And watch her feet, how they can dance.  
No time to wait till her mouth can  
Enrich that smile her eyes began.  
A poor life this if, full of care,  
We have no time to stand and stare.

W. H. Davies

## GLOSSARY

boughs = branches of trees

enrich = to add beauty to something

glance = a quick look at something



# Unit 10 SLEEP DEPRIVATION

**Reading**  
Reading about sleep deprivation

**Vocabulary**  
Compound adjectives

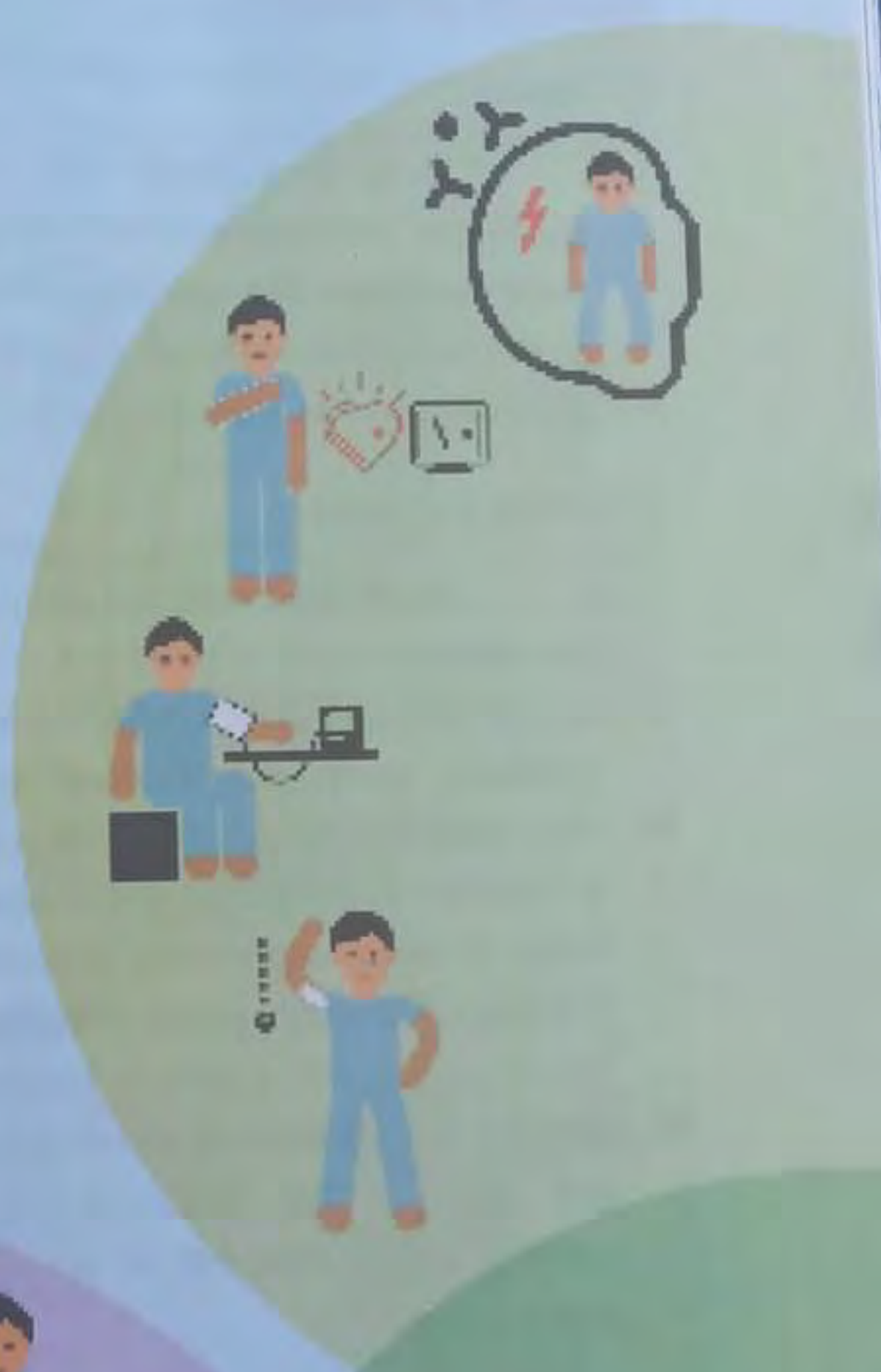
**Grammar**  
• By + V-ing  
• Present participle (V-ing)

**Listening and Speaking**

- Listening to a talk
- Interviewing a friend

**Writing**

- Writing a paragraph





# 10A Reading

## Pre-reading

1. On average, how many hours do you sleep a night?
2. Are there times when you don't sleep well? If so, when don't you sleep well?
3. What do you do when you can't sleep?

## Read the passage.

### Sleep

1 Sleep is a natural state of rest characterized by reduced body movement and decreased awareness of surroundings. It is easily interrupted by external stimulation such as a loud noise. The exact purpose of sleep remains a mystery, so sleep researchers have made enormous strides in understanding how sleep occurs in humans and other animals, and the nature of sleep disorders.

### Sleep Deprivation

We all need sufficient sleep. According to sleep experts, young school-aged children are recommended to sleep 9 to 11 hours a night, teenagers 8 to 10 hours, young adults 7 to 9 hours, and older adults 7 to 8 hours. However, some people sleep less than they need to. Some suffer from insomnia, a condition of not being able to sleep. This leads to sleep deprivation, a condition of not having enough sleep. Irregular sleep deprivation is not a serious problem, but regular and continuous sleep deprivation can pose serious problems for many people, young and old in today's fast-paced society.

### Causes of Sleep Deprivation

20 A number of factors contribute to sleep deprivation. Going to bed late, waking up repeatedly during the night-time, or waking up early for no apparent reason can lead to sleep deprivation and the accumulation of sleep debt. Medical



Family obligations



Waking up during night-time



Online games



Demanding jobs



problems such as depression, sleep apnea, hormone imbalances, (1) \_\_\_\_\_, Moreover, shift work, family obligations or demanding jobs can be reasons for sleep deprivation. Another factor is that some regard sleep as wasted time and they purposely deprive themselves of sleep in their pursuits of wealth, fame and success. The one that is considered the most serious today is the online game addiction that poses risks of sleep deprivation to children and youths.

### Effects of Sleep Deprivation

Sleep deprivation can negatively affect us. It can prevent the body from strengthening the immune system. As a result, it can take longer to recover from illness (2) \_\_\_\_\_. It can also form an excess of stress chemicals. Moreover, since (3) \_\_\_\_\_, sleep deprivation can increase the risk of heart disease. It can also affect the maintaining of

35 blood pressure and sugar levels.

When we are deprived of sleep, it is difficult for our brain to concentrate and form new memories, as sleep is believed to prepare the brain for learning. In addition, if someone

40 consistently has sleep deprivation, his/her growth hormone is suppressed because growth hormone is normally released during sleep. Other serious

45 effects include excessive daytime sleepiness, frustration and lack of concentration, extreme mood changes, and irritability which are often linked to serious accidents. As a

50 result, sleep-deprived people are more likely to experience powerlessness, failure, low self-esteem, poor job or academic performance, and conflicts with co-workers.



Weak immune system



Risk of heart disease



Suppressed growth hormone



Increased blood pressure

### Treatment

55 Sleep deprivation can be treated with behavioural treatments and medication. Sleep can be enhanced by undergoing behavioural treatments such as tensing and untensing the muscles in the body, mindfulness training, breathing exercises, controlling pre-bedtime activities and surroundings to ease sleeping patterns. Some sleep experts design a type of therapy to help patients understand (4) \_\_\_\_\_.



- 60 When behavioural treatments do not work, drugs can be used to help induce sleep. However, some people form a dependency on sleeping medications. Therefore, it is important to limit the dosage and behavioural treatments should be used as much as possible.

### How to Have a Good Night's Sleep

Most of the negative effects of sleep deprivation can be overcome when sufficient sleep is obtained (5) \_\_\_\_\_.

- 65 To have a good night's sleep, sleep-deprived people are recommended by sleep experts to follow a routine for bed and wake-up times, carry out activities such as reading until they feel sleepy, go to bed when tired and avoid eating 2 to 3 hours before bedtime. Moreover, they should engage in regular exercise during the day, keep the bedroom quiet, dark and comfortable (6) \_\_\_\_\_. In addition to a good night's sleep, a quick nap in the daytime can contribute towards making our brain sharper, more attentive, focused and more productive throughout the day.

- 75 A good night's sleep is vital to both our physical and emotional well-being. The better we sleep, the better we stay calm, controlled, and reasonable. There is no substitute for a good night's sleep. Therefore, individuals of all ages should take great care to prevent constant sleep deprivation. Unfortunately, if you are suffering from sleep deprivation, you must seek help from medical professionals to receive proper treatments as soon as possible.

### Comprehension

- A. Read the passage and choose the appropriate phrases (a-f) to complete the gaps (1-6).
- and change thought patterns behind certain unreasonable behaviours
  - and other chronic illnesses can be causes of sleep deprivation too
  - and pay off the sleep debt
  - sleep helps the heart vessels to heal and rebuild
  - and when the sleep-deprived people positively respond to treatments
  - and we have an increased risk of chronic illness



Causes of sleep deprivation

Irregular sleep patterns	Medical problems	Others
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Give a full-sentence answer to each question below.

1. What are the characteristics of sleep?
2. What is the difference between insomnia and sleep deprivation?
3. What do people who regard sleep as wasted time do?
4. Among the effects of sleep deprivation given in paragraph 4, which do you think is the most serious? Why?
5. When are drugs used to help sleep-deprived people?
6. Why is it important to limit the dosage of sleeping medications?
7. What is the advantage of having a quick nap in the daytime?
8. If you were suffering from sleep deprivation, what would you do?

## 10B Vocabulary

### Compound Adjectives

**Compound adjectives** are formed with two words. They often have a hyphen (-). Many compound adjectives are formed from the past or present participles of verbs.

- e.g. Sleep deprivation is a common problem in today's **fast-paced** society. (Sleep deprivation is common in society where people tend to expect everything to happen right away.)
- We will have opportunities for participation in **decision-making** process. (We will have opportunities to participate in making decision.)



A. Form compound adjectives by matching the words in Column A with those in Column B.

e.g. 1. brightly-lit

Column A	Column B
1. brightly	rooted
2. deeply	witted
3. far	established
4. highly	minded
5. old	lit
6. open	recognized
7. quick	respected
8. rapidly	fashioned
9. well	increasing
10. widely	reaching

B. Complete the sentences, using the appropriate compound adjectives from Exercise A.

1. Today, many teenagers think that their parents have \_\_\_\_\_ ideas and views on how they see the world.
2. You can talk to our teacher about anything – she's very \_\_\_\_\_.
3. After three months, my father will be \_\_\_\_\_ in his new career.
4. Children should be treated well, as the feeling of rejection is often \_\_\_\_\_ in childhood.
5. My aunt is \_\_\_\_\_ and full of new ideas and a strong sense of social obligation.
6. The \_\_\_\_\_ urban population has given rise to housing shortage.
7. Some sports stars have become more \_\_\_\_\_ than famous actors and actresses.
8. Damage to mangroves and coral reefs can have \_\_\_\_\_ effects on people living in the coastal areas.
9. In Myanmar, teachers are \_\_\_\_\_ by their students.
10. On our way to Mandalay last night, we drove along \_\_\_\_\_ roads of Nay Pyi Taw.



We use 'by + V-ing' to say 'how somebody does something'.  
e.g. I turned on the alarm system. I press the 'ON' button.  
I turned on the alarm system **by pressing** the 'ON' button.

Combine each pair of sentences, using the 'by + V-ing' construction.

1. The teacher punished the noisy children. He made them do extra exercises.
2. We should conserve oil and gas. We should make use of other energy sources.
3. Aye Aye revised her essays. She made some additions and deletions.
4. U Sithu can enjoy his leisure to the full. He makes trips to the country or beaches at weekends.
5. Zaw Zaw worked harder than his friends. He soon got ahead of his classmates.
6. We've saved some money. We painted our house by ourselves.
7. He is trying to work off his surplus fat. He exercises every day.
8. Our teacher encourages us to take risks. She asks us to try new things.
9. The passengers and the sailors survived. They swam ashore.
10. Ko Toe tries to improve his vocabulary. He reads all sorts of books.

### Present Participle (V-ing)

We use the 'Present Participle' :

a. to give the result of an action.

e.g. *The flood swept the area. It left thousands of people homeless.*  
*The flood swept the area, **leaving** thousands of people homeless.*

b. to give the reason for an action.

e.g. *I knew she was weak. I bought her some vitamins.*  
***Knowing** she was weak, I bought her some vitamins.*

c. to talk about an action that happened at the same time as another action.

e.g. *The waiter stood at the door. He welcomed the visitors with a big smile.*  
*The waiter stood at the door, **welcoming** the visitors with a big smile.*

d. to add information about the subject of the main clause.

e.g. *Dolphins whistle, click, and squeak. They start from birth.*  
*Dolphins whistle, click, and squeak, **starting** from birth.*



**B. Combine each pair of sentences, using 'V-ing' as in the example given. Then, say what function each sentence serves – a, b, c or d.**

e.g. *We were hoping for better weather tomorrow. We decided to go on a picnic.*

*Hoping for better weather tomorrow, we decided to go on a picnic. (d)*

1. We welcomed our winning football team. We waved our flags and sang our national anthem.
2. I realize that I put on some weight. I begin to exercise more.
3. I looked out of the window. I noticed the unusual dark clouds in the sky.
4. A severe drought hit the area. It did a lot of damage to the crops.
5. I wrote a letter to my friend. I thanked him for sending me a birthday present.
6. A car rolled over the bumpy dirt road. It left behind a whirl of white dust.
7. Thandar spends a lot of her time playing video games. She got poor grades in the tests.
8. Nyi Nyi realized that he was rude to the teacher. He apologized to her.
9. Farmers walked between rows of tomato plants. They picked the ripe ones.
10. He believed that he had only a year to live. He refused to receive any treatment.

## 10D Listening and Speaking

**A. Listen to Thu Thu, talking about how she spends her time. Read the statements and write TRUE or FALSE.**

1. Thu Thu spends too much time studying.
2. She doesn't get enough sleep.
3. She wants some time during weekdays to pursue her hobbies.
4. She spends a lot of time with her friends.
5. She is busy having to study all day.
6. She wants more time for recreation.
7. She sometimes feels bored because she has nothing to do.
8. She usually puts off the tasks that she needs to do.
9. She feels stressed because she doesn't have enough time to do everything she wants to.



Interview your friend, asking him / her how he / she spends his / her leisure.  
 Then, tell the class how your friend spends his / her leisure.

### Useful language

#### Asking for information

- How do you usually spend your leisure?
- Which activities are important in your life?
- Which activity do you like doing most? Why?
- Do you have enough time to do what you want to do? Why?
- Do you think you make good use of your leisure?

#### Describing how you spend your time

- I usually spend my leisure ...
- The important activities in my life are ... because ...
- I like ... (the) most because ...
- I (don't) usually have enough time to do what I want because ...
- I (don't) think so because ...

#### Reporting back

- He / She usually spends ...
- Important activities in his / her life are ...
- He / She likes ... most
- He / She doesn't usually have enough time because ...
- He / She thinks / doesn't think that he / she makes good use of his / her time because ...

## Writing

Write a paragraph about 'A mobile phone addict', including answers to the following questions.

- Who is the mobile phone addict you know of?
- What signs of addiction does he / she have?
- How much time does he / she spend on his / her mobile?
- How does his / her addiction affect him / her and people around him / her?
- How should he / she be treated?



# Unit 11 DREAMS

## Reading

- Reading about dreams

## Vocabulary

- Reporting verbs
- Degree adverbs

## Grammar

- It is / It was ...
- 'So' and 'neither'

## Listening and Speaking

- Listening to a lecture
- Talking about a dream job

## Writing

- Writing a descriptive essay

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"You are never too old  
to set another goal or  
to dream a new dream."

Les Brown

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## Pre-reading

1. How often do you dream in your sleep?
2. Recall an unforgettable dream you had, and tell a friend about it.
3. What do you dream of becoming?

## Read the passage.

1 According to the American writer Jack Kerouac, "All human beings are also dream beings. Dreaming ties all mankind together." This observation is indeed true, for we all dream at one time or another. Very often, we dream in our sleep; and quite often, we dream in the daytime. Yet, do we truly know what a dream is or why we dream?

5 Psychologists say that dreaming is a mental activity that occurs during sleep. They also point out that dreams are more perceptual than conceptual, meaning that things are seen and heard rather than thought. Studies carried out by psychologists have revealed that in most dreams we see more than we hear, smell, taste or touch. Furthermore, most dreams are in the form of interrupted stories made up largely of memories, and scenes shift suddenly  
10 with hardly any connection between them.

Sometimes, we wake up suddenly from a frightful dream in a cold sweat, our heart thumping wild. These fearsome dreams are called nightmares. Here again, to date, psychologists have not been able to explain satisfactorily why we have nightmares.

15 Some say that dreaming is nothing but a process of our brain trying to clear up the clutter that has accumulated in our head, somewhat like housewives sweeping and tidying up the house. Some others claim that dreams are prophetic, that is, they foretell the future. Pharaohs of ancient Egypt thought so, and Joseph, a biblical character in the Old Testament, interpreted not only his dreams but also of the Pharaohs. Even today there are people who believe that dreams are meaningful and tell something.

20 What about the dreams we dream during the day while wide awake? Maybe because we do so, we have such expressions as 'daydream' (noun as well as verb) and 'pipe dream' (noun). To some, 'daydreaming' may have a negative connotation; however, few can deny that it is daydreaming that has led to great achievements in both the fields of arts and science and technology.

25 Let's take the moon for a start. To the ancient Greeks and Romans, the moon was a goddess. In time, man came to find out that the moon is a satellite of the earth, waxing and waning regularly in a 29½-day cycle. And there was a time the moon was beyond our reach. Then, the father of science fiction Jules Verne daydreamed of going to the moon, and this



daydream led him to write 'To the Moon and Back'. That was way back in 1874. Then, 95  
30 years later, on July 20, 1969, Neil Armstrong, the American Astronaut, landed on the moon  
and became the first human being to step on the surface of the moon. It all began with a  
dream.

The last line of a well-known nursery rhyme says: "Life is but a dream." Indeed,  
nobody knows what kind of 'dream' the composer had in mind; but the 'dream' in 'daydream'  
35 refers to 'pleasant thoughts that make you forget about the present'. In real life, and in most  
cases, it is likely that a thought becomes a wish, and the wish becomes a dream, and the  
dream becomes a reality.

Great paintings, great sculptures, great novels, great compositions, great plays all  
begin with a dream in the mind of the painter, the sculptor, the novelist, the musician, and the  
40 playwright. So do great inventions and discoveries. This is the way humankind advances from  
age to age. To gain further insight, it may do us well to pause and ponder the observations  
in the following eight quotations:

1. You are never too old to set another goal or to dream a new dream.

Les Brown, American writer and motivator

45 2. To accomplish great things, we must not only act, but also dream; not only plan,  
but also believe.

Anatole France, French writer

3. We must teach our children to dream with their eyes open.

Harry Edwards, American sociologist

50 4. All our dreams can come true if we have the courage to pursue them.

Walt Disney, American motion-picture and television producer and writer

5. Everything starts as somebody's daydream.

Larry Niven, American science fiction writer

6. When we can't dream any longer, we die.

55 Emma Goldman, Russian writer

7. All men of action are dreamers.

James G. Huneker, American art critic and writer

8. If there were dreams to sell, what would you buy?

Thomas Lovell Beddoes, British poet



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Astronaut, landed on the moon  
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Beddoes, British poet

complete the re... what each professional creates. Then, add three  
more professionals and what they create. The first one is done for you as an example.

Professional	What they create
1. a painter	paintings
2. a sculptor	
3. a novelist	
4. a musician	
5. a playwright	
6.	
7.	
8.	

Match the quotations (1-8) in Column A with their implied meanings (a-h) in Column B.

Quotation	Implied meaning
1. You are never too old to set another goal or to dream a new dream.	a. It is important to train our children to see the endless possibilities in making their dreams come true when they dream.
2. To accomplish great things, we must not only act, but also dream; not only plan, but also believe.	b. If we do not dream anymore, we will be like dead persons.
3. We must teach our children to dream with their eyes open.	c. We can set new goals or we can dream about doing something new at any time in our lifetime even in old age.
4. All our dreams can come true if we have the courage to pursue them.	d. If we really want to make our dreams happen, we need to be brave and persevering in making them a reality.
5. Everything starts as somebody's daydream.	e. To succeed in doing great things, it is not enough to act but to dream; not enough to plan but believe in our plan.
6. When we can't dream any longer, we die.	f. Those who make their dreams a reality began as dreamers.
7. All men of action are dreamers.	g. If opportunities are given for you, which will you take?
8. If there were dreams to sell, what would you buy?	h. All creations, discoveries and inventions in life had their beginnings in somebody's dream.



C. Give a full-sentence answer to each question below.

1. According to the passage, when do people dream?
2. How do you feel when you wake up after having a nightmare?
3. Do you think that dreams are prophetic? Why or why not?
4. What does the underlined word 'so' in line 17 refer to?
5. How was the moon regarded by the ancient Greeks and Romans?
6. According to the author, how does reality begin?
7. What do great inventions and discoveries begin with?
8. How does humankind advance from age to age?
9. Among the eight quotations, which one do you like most? Why?
10. What would you buy if there were dreams to sell?

## 11B Vocabulary

**Reporting verbs: 'argue', 'claim', 'describe', 'mention', 'point out', 'propose', 'say', 'state'**

e.g. *Psychologists say that dreaming is a mental activity that occurs during sleep.*

*They also point out that dreams are more perceptual than conceptual.*

*Some others claim that dreams are prophetic.*

Reporting verb	Meaning
argue	to give reasons for or against something
claim	to say that something is true although it has not been proved
describe	to say what something or someone is like
mention	to refer to something or someone
point out	to tell somebody something in order to give them information about it or make them notice it
propose	to offer or suggest (a matter, subject, case, etc.) for consideration, acceptance, or action
say	to state as an opinion or judgement
state	to say or write something, especially clearly and carefully



A. Choose the correct alternative for each sentence.

1. The skin-care product (claims / mentions) that it can prevent moisture loss.
2. Researchers (claimed / proposed) new plans for dealing with climate change.
3. Those who are rather pessimistic have the habit of (describing / pointing out) the weaknesses of others.
4. Ko Ko (described / pointed out) his experiences in his new job in a letter to his parents.
5. The scientists (mentioned / proposed) in their report the differences between organic food and genetically modified food.
6. Applicants must (propose / state) why they wish to apply for the scholarship.
7. Many (argue / describe) that music can be used to maintain and promote a better quality of life for older people.
8. The doctor (claimed / said) that the patient should take vitamin supplements.

**Degree adverbs:** 'almost', 'completely', 'extremely', 'fairly', 'largely', 'nearly', 'pretty', 'rather', 'scarcely', 'slightly'

**Degree adverbs** are used to show the intensity or degree of something. They can be used before adjectives, verbs, or other adverbs.

1. almost - not quite; very nearly

***Almost** all the passengers on the ferry were from Thar Yar Gone Village.*

2. completely - in every way or as much as possible

*I **completely** agree with what you said.*

3. extremely - very

*The gems displayed in the emporium were **extremely** valuable.*

4. fairly - quite, but less than very

*My grandmother says that her family was **fairly** poor when she was a kid.*

5. largely - almost completely

*The economy of this town is **largely** based on mining.*

6. nearly - almost; not completely

*We have been living in Yangon for **nearly** ten years.*

7. pretty (informal) - quite, but not extremely

*I'm **pretty** sure we've met before. Were you at Nyi Nyi's birthday party last week?*

8. rather - quite; to a slight degree

*It's **rather** hot today, isn't it?*



9. scarcely - only just, almost not  
*My best friend and I **scarcely** see each other face to face; we only meet online.*
10. slightly (formal) - to a small degree; not considerably  
*Only a few passengers were **slightly** injured in the train accident.*

**B. Rewrite the sentences choosing the correct degree adverbs.**

- We (almost / most / scarcely) had time to think and had to act immediately in times of emergency.
- It's been (completely / fairly / nearly) three months since we last met.
- He had been (almost / fairly / nearly) good at drawing when he was at school.
- You need a / an (completely / extremely / slightly) powerful microscope to see tiny germs.
- Repairing the computer would cost (almost / largely / pretty) as much as it would to buy a new one.
- The Dream-K music band is (fairly / largely / nearly) composed of young people.
- He had (completely / fairly / largely) changed – I didn't recognize him at all.
- You need to book (almost / pretty / scarcely) early to get a good seat for the music concert.
- The food Ni Ni ate this morning made her feel (almost / scarcely / slightly) sick.
- The train was (completely / nearly / rather) crowded and we were a bit uncomfortable.

## 11C Grammar

### It is / It was ...

- We use 'It is' / 'It was' to emphasize particular words and expressions. The words to be emphasized are usually joined to the relative clause by 'that'.
- When a personal subject is emphasized, 'who' can be used instead of 'that'.
- When a plural subject is emphasized using 'It is' / 'It was', the plural verb is used for the subject, but 'It is' / 'It was' remains singular.

**A. Rewrite the following sentences using 'It is' / 'It was' emphasizing the underlined words as in the example.**

e.g. Education enables us to have a decent profession.

It is education **that** enables us to have a decent profession.



1. Sleep deprivation affects our overall health and well-being.
2. Darwin attempted to explain the theory of evolution.
3. I began an exercise habit with taking a daily short walk.
4. Nyo Nyo sent a complaint letter to the manager of the supermarket yesterday.
5. The villagers found a huge python in the deep forest.
6. Self-confidence enables us to perform a task well.
7. The number of wildlife has decreased due to the loss of their natural habitats.
8. The kitchen of the school canteen is regularly inspected for cleanliness.
9. A healthy diet creates body resistance to diseases.
10. Regular physical activity is important for losing weight and maintaining good health.

### 'So' and 'Neither'

- We use 'so' or 'neither' (a) to agree with somebody or (b) to add similar information without repeating the main verb.
- We use 'so' to agree or add similar information to affirmative statements; and 'neither', to the negative statements.
- After 'so' or 'neither', we use an auxiliary such as 'be', 'have', 'can', 'do', 'does' or 'did' instead of repeating all the words in a clause.

(a) To agree with somebody without repeating the main verb

e.g. A: *I am the youngest in my family.*

B: **So am I.**

A: *Wind energy doesn't cause air pollution.*

B: **Neither does solar energy.**

(b) To add similar information without repeating the main verb

e.g. *Great paintings, great sculptures, great novels, great compositions, great plays all begin with a dream in the mind of the painter, the sculptor, the novelist, the musician, and the playwright. So do great inventions and discoveries.*

B. Agree with the following statements using 'So ... I' or 'Neither ... I' as in the example.

e.g. A: *I've never been to Myitkyina.*

B: **Neither have I.**

1. I didn't bring my identity card.
2. My friends are passionate about volunteering in charity groups.



3. Many teens aren't interested in doing house work.
4. I'll be at the meeting tomorrow.
5. My mother doesn't like the cold weather.
6. Thuzar can't play any musical instrument.
7. I'm allergic to seafood.
8. I can't explain this difficult lesson to you.
9. Nyi Nyi doesn't think the water is clean.
10. I think the food is very healthy.

**C. Write two sentences for each statement. Begin the second sentence with 'So' or 'Neither' as in the example.**

*e.g. Ko Soe and Ko Toe didn't go to the music concert.*

*Ko Soe didn't go to the music concert. **Neither** did Ko Toe.*

1. Kind words and good deeds can bring great happiness.
2. My sister and I were not born in Yangon.
3. Nay Chi and Thuzar like collecting coins.
4. Arkar and Sithu haven't finished their homework yet.
5. Until now, cancer and diabetes are incurable diseases.
6. Zaw Zaw and his friends weren't sure that they had the time to complete the project.
7. The teacher and his students will never forget the enjoyable excursion.
8. Thailand and Laos are neighbouring countries of Myanmar.
9. Sleep deprivation and over-eating can cause a higher risk of obesity.
10. Su Su and Zin Zin actively participated in the extra-curricular activities of the school.

## 11D Listening and Speaking

**A. Listen to a teacher talking about 'The importance of having big dreams in life' and complete the statements.**

1. A big dream is \_\_\_\_\_ or an ambition or something you often think about.
2. According to the teacher, the size of \_\_\_\_\_ is measured by the size of your dream.
3. A big dream is a vision that both scares and \_\_\_\_\_ us at the same time.



4. A big dream brings out our passion, imagination, creativity and a \_\_\_\_\_ to take risks.
5. All of us have \_\_\_\_\_ that we want to fulfil in life.
6. We must allow ourselves \_\_\_\_\_ to dream big dreams.
7. Whatever our dream is, we should own it and be \_\_\_\_\_ it.
8. We must keep working on our plans and implement them \_\_\_\_\_.
9. According to Walt Disney, all our dreams can come true if we have the \_\_\_\_\_ to pursue them.
10. Our dream doesn't happen \_\_\_\_\_, but, eventually it will happen.

**B. Think of your dream job considering the following points. Then, present it to the class.**

- What your dream job is
- Why you wish to have that job – any special reasons behind your dream job and who your role model is (if any)
- What knowledge and skills you need in order to get your dream job
- What you are doing to fulfil your dream

### Useful language

#### Introducing your dream job

My dream job is ...

I want to be ...

#### Why you wish to have that job

It is an interesting / challenging / decent / secure job.

It is a well-paid job.

My parents want me to ...

I wish to be like ...

#### What knowledge and skills you need to get your dream job

I must be proficient in Japanese / Italian.

I need to be able to speak English / Chinese well.

I need to use computer well.

I must know accounting.



I must be able to communicate effectively.

I must have meeting / telephoning / negotiating skills.

### What you are doing

At the moment / Currently / Right now, I am attending / joining ...

- C. *In groups, compare your dream jobs. Which job is the most common and the most unusual in your group? Tell the class about it.*

### Useful language

Among the four / five / six of us, one / two of us want(s) to be ...

Among us, Ko Toe wants to be ...

The most common dream job we have is ...

The most unusual dream job a group member has is ...

## 11E Writing

*In groups, think of a dream invention and write a description of it in about 200 words using the following questions.*

What kind of invention is it?

What is it made of?

Who are the users you have in mind?

How would you name it?

How can it be used?

How much will it cost?

Is it cost-effective (Is it effective without costing a lot of money?)?

What is the prospect (the possibility that it will have in the future) of your invention?



# Unit 12 NATURAL DISASTERS



## Reading

- Reading about natural disasters

## Vocabulary

- Vocabulary related to disasters
- Phrasal verbs with 'knock', 'put' and 'wash'

## Grammar

- Modal verbs: 'can' and 'could'
- 'So ... that' and 'such ... that'

## Listening and Speaking

- Listening to a radio interview
- Interviewing someone

## Writing

- Writing a problem-solution essay



## Pre-reading

1. Have you ever watched or read any news about natural disasters?
2. What kind of disaster was it?
3. When and where did it happen?

## Read the passage.

Natural disasters are events that occur because of natural processes. They cause great and sudden damage, destruction and chaos in the world. They can take many forms and can generally be classified as geophysical, hydrological, climatological, meteorological, and biological.

- Earthquakes and tsunamis are very destructive geophysical disasters. An earthquake is the shaking or vibrating of the earth. An earthquake can range in size. Some are so weak that they go unnoticed, but some are so strong that they can even destroy an entire city. Some earthquakes can cause landslides and tsunamis. Tsunamis are very high waves in oceans and seas which are caused by the displacement of the ground. The high waves of a tsunami can reach coastlines within minutes. The main threat of a tsunami is that once you see it, you cannot outrun it.

- The most common hydrological disaster is floods. Too much rain usually causes floods. Floods also happen when the water level in streams, rivers, and seas becomes too high. Floods can destroy the infrastructure of a country such as buildings, transport, and economic growth. When they cannot be controlled, homes, livestock, crops and lives can be lost.



- Droughts and wildfires are common climatological disasters. A drought happens when there has been no rain in a place for a long time. The land becomes too dry for us to grow any plants or vegetables. A drought may result in a **famine**. Forest fires or wildfires usually happen during the hot, dry summer. They may be started by human beings or by lightning. These huge fires spread easily because of extreme heat, and dry and windy conditions.

Hurricanes, cyclones and typhoons are the weather phenomena known as



meteorological disasters. They are just different names used for tropical storms in different places. Hurricanes are formed over the North Atlantic and Northeast Pacific Oceans, cyclones over the South Pacific and Indian Oceans and typhoons over the Northwest Pacific Ocean. Another violent phenomenon of all atmospheric storms is the tornado. A tornado is a violent rotating column of air that extends from a thunderstorm to the ground. Tornadoes usually occur overland and they uproot trees, destroy houses, and even pick up and throw heavy items like train carriages. These storms can also wash away the **fertile** top soil.

Biological disasters are diseases, disabilities or deaths on a large scale among humans, animals, and plants brought about by bacteria, viruses, and toxins. Widespread outbreaks of such diseases as malaria, dengue fever, plague, AIDS, and SARS are good examples of biological disasters. Such outbreaks can be in the form of an epidemic or a pandemic. An **epidemic** is a large number of cases of a particular disease happening at the same time in a particular community. A **pandemic**, on the other hand, is a disease that spreads over a country or the entire world.

The **outbreak** of the coronavirus disease, referred to as COVID-19, is a pandemic that began in 2019. The spread is frighteningly extensive and most alarmingly swift.

Some natural disasters, however, are caused by human beings. When human beings destroy parts of nature such as forests, mangroves and coral reefs, they are destroying the natural barriers that protect us from tsunamis, droughts, landslides, floods and other disasters.

Another disaster commonly caused by human beings is the wildfire. Most wildfires are caused by farmers when burning their fields to get rid of weeds before planting. Some careless people throw away burning cigarette butts or forget to put out their campfires. In addition, when human beings do not observe personal hygiene, have safe water supply and proper maintenance of sewage pipeline, or keep a watch on the rodent population, biological disasters such as cholera, hepatitis, diarrhea and dysentery can occur.

Natural disasters generally affect agricultural productivity and even lead to loss of lives and property. To reduce the damage caused by disasters, prevention and **mitigation** measures can be taken. For instance, disasters such as soil erosion, landslides, tsunamis and droughts can be prevented by planting trees. Similarly, the effects of earthquakes can be mitigated by using disaster resistant construction techniques. Therefore, having awareness, **preparedness** and early warning systems can be the solutions to avert disasters and minimize destruction.





### Comprehension

- A. Put each of the disasters under the respective category. Then, add one more of your own to each category.

tornado	cholera	landslide	wildfire	plague
malaria	earthquake	cyclone	drought	flood

geophysical disaster	hydrological disaster	climatological disaster	meteorological disaster	biological disaster

- B. Give a full-sentence answer to each question below.

- How do natural disasters affect the world?
- What is the difference between weak and strong earthquakes?
- In what situations do floods occur?
- Why do forest fires spread easily?
- What are the different names of tropical storms?
- What are the storms that occur in Myanmar called?
- Name the victims of biological disasters.
- What is the benefit of having coral reefs, forests and mangroves?
- What can be done to reduce the damage caused by earthquakes?

## 12B Vocabulary

### Vocabulary Related to Disasters

- A. Find the bold-faced words in the passage that are similar in meaning to the following.

- the action of reducing the severity, seriousness, or painfulness of something
- occurrence of a disease over a whole country or the world
- a state of readiness



4. producing or bearing many crops in great quantities
5. a sudden occurrence of something unwelcome, such as war or disease
6. a situation in which there is not enough food for a great number of people
7. a widespread occurrence of an infectious disease in a community at a particular time

B. Complete the sentences using the bold-faced words in the passage.

1. The \_\_\_\_\_ of the coronavirus disease was first identified in Wuhan, China in December, 2019.
2. According to the earthquake \_\_\_\_\_ guidelines, we must plan in advance to reduce the serious injury or loss of life.
3. Favourable climate and \_\_\_\_\_ soil are important elements for the growth of crops.
4. Failure of crops often results in \_\_\_\_\_.
5. A regional \_\_\_\_\_ has an impact on a certain community as the disease does not spread globally.
6. The government has built dams and bridges in our area for the \_\_\_\_\_ of flood.
7. The 1918 H1N1 flu virus caused the deadliest \_\_\_\_\_ of the 20<sup>th</sup> century, infecting about 500 million people.

### Phrasal Verbs with 'Knock', 'Put' and 'Wash'

A **phrasal verb** is a combination of words used as a verb. It is usually used with an idiomatic meaning. This meaning is often quite different from the literal meaning of the individual words.

- e.g. *The old houses in our village were **knocked down** by a strong earthquake last night.*  
*Sometimes people are careless with their burning cigarette butts or forget to **put out** bonfires when they go camping.*  
*Storms can **wash away** the fertile top soil.*

A. **Underline the phrasal verbs in the following sentences.**

1. I asked her to knock around with me coming Sunday.
2. I think she will knock back my proposal.
3. An earthquake or a hurricane can knock down our houses.
4. You look exhausted. You should knock off early today.
5. Dad puts away his uniforms after his retirement.
6. We should put off our party as there'll be a storm in the evening.



7. Don't forget to put on the raincoat when you go out.
8. A downpour of rain put out the children's bonfire.
9. Flood water washed away many houses in our village last night.
10. I had a glass of cola to wash down a slice of pizza.
11. You should wash off the dirt on your knees as soon as you get home.
12. She always helps her mum to wash up after dinner.

**B. Match the phrasal verbs with their meanings.**

Phrasal Verbs	Meanings
1. knock around	a. carry something away by the movement of water
2. knock back	b. start wearing something
3. knock down	c. drink something after putting food or medicine in your mouth
4. knock off	d. clean something by using water
5. put away	e. stop working, usually at the end of the day
6. put off	f. spend time sociably or hang out with someone
7. put on	g. refuse to accept someone or something
8. put out	h. clean plates, cups, spoons, etc. after a meal
9. wash away	i. demolish a building or part of a building
10. wash down	j. stop something burning
11. wash off	k. delay doing something / postpone something
12. wash up	l. put something in the place where you usually keep it when you are not using it

**C. Complete the sentences with the correct forms of the phrasal verbs in Exercise B.**

1. The manager \_\_\_\_\_ the meeting until next Friday.
2. I used to \_\_\_\_\_ the medicine with a cup of coffee.
3. I often \_\_\_\_\_ with my friends in this park in summertime.



4. \_\_\_\_\_ *Thanakha* can protect your face and hands from sunburn.
5. He is very hard-working. He never \_\_\_\_\_ work until 7:00 p.m.
6. Heavy rains not only \_\_\_\_\_ the soil but also cause serious floods.
7. It's my brother's turn to \_\_\_\_\_ the dishes this week.
8. It took the firefighters about five days to \_\_\_\_\_ the forest fire.
9. The old houses were \_\_\_\_\_ by a strong earthquake.
10. Before you \_\_\_\_\_ those ceremonial plates, make sure that they are cleaned properly.
11. She was really fed up with him. So, she \_\_\_\_\_ to see him again.
12. As soon as she got home, she \_\_\_\_\_ her make-up.

## 12C Grammar

### Modal Verbs: Can and Could

- We use 'can' and 'could' to express possibility.

Modal Verbs	Uses	Examples
can	to make general statements about what is possible in the present or future	<i>It <b>can</b> be very hot in Yangon in March. (It is sometimes very hot in Yangon in March.)</i>
	to express a strong possibility in the present or future	<i>Our manager <b>can</b> be sensitive. (Sometimes our manager is sensitive. I know.)</i>
could	to make general statements about what was possible in the past	<i>It <b>could</b> be very hot in Yangon in March. (It was sometimes very hot in Yangon in March.)</i>
	to express a weak possibility in the present or future	<i>Our manager <b>could</b> be sensitive. (Perhaps our manager is sensitive. I don't know.)</i>



**A. Fill in the blanks with 'can' or 'could'. Use the negative form where necessary.**

1. Global warming \_\_\_\_\_ be controlled by reducing CO<sub>2</sub> emission.
2. Shopping online \_\_\_\_\_ cost you more than shopping at the market but I'm not sure.
3. She is a tolerant person. She \_\_\_\_\_ easily be upset with your argument.
4. Pet dogs \_\_\_\_\_ transmit diseases to their owners.
5. Perhaps, eating certain amount of sugar \_\_\_\_\_ increase the risk of diabetes.
6. Many years ago, mobile phones \_\_\_\_\_ be luxury items for many people.
7. Hiking in the rainy seasons \_\_\_\_\_ be dangerous.
8. I think she \_\_\_\_\_ be exhausted after a long flight.
9. They \_\_\_\_\_ win the match. They didn't have proper training.
10. You \_\_\_\_\_ prevent respiratory tract infections by washing your hands with soap and running water often.

- We use 'can' and 'could' to talk about **ability** to do something.

Modal Verbs	Uses	Examples
can	to talk about ability to do something in the present or future	<i>She <b>can</b> speak four languages.</i>
	to talk about ability to do something at a specific time in the present or future	<i>I <b>can</b> come to you tomorrow if you want me to.</i>
could	to talk about ability to do something in the past	<i>She <b>could</b> swim when she was five.</i>

**B. Fill in the blanks with 'can' or 'could'. Use the negative form where necessary.**

1. My brother \_\_\_\_\_ say a word until he was three.
2. \_\_\_\_\_ you reach the top shelf?
3. I \_\_\_\_\_ understand what he is saying. He's speaking too fast.
4. My dog \_\_\_\_\_ jump higher than now when he was young.
5. I \_\_\_\_\_ carry this backpack; it's too heavy.
6. We \_\_\_\_\_ get to the meeting on time although we were stuck in traffic.
7. He \_\_\_\_\_ play the guitar. He has never learnt how to play it.



8. Before I attended the Japanese class, I \_\_\_\_\_ speak Japanese at all.
9. Thiha \_\_\_\_\_ sing very well. He has won many awards in singing contests.
10. She is already eight now, but she \_\_\_\_\_ read yet.

C. Rewrite the following sentences by using 'can', 'can't', 'could' or 'couldn't' without changing the meaning of the given sentences.

1. He had the ability to run a marathon when he was young.
2. She doesn't know how to make a cheese cake.
3. I am not sure that the pharmacy will close today.
4. Watching a documentary movie is sometimes really boring.
5. This mushroom is possibly poisonous.
6. It is certain that she is not a teacher.
7. Having access to the internet was sometimes difficult in my town.
8. Hnin Hnin didn't have the ability to drive a car when she was twenty.
9. Shouting out loud possibly helps you to reduce stress.
10. Muyar knows how to knit sweaters.

### 'So ... that' and 'Such ... that'

- We use 'so ... that' and 'such ... that' to show that there is a certain result.
- 'So ... that' encloses an adjective or an adverb.

so + adjective / adverb + that

e.g. Some earthquakes are **so weak that** they go unnoticed. (Some earthquakes are very weak. So, they go unnoticed.)  
 It rained **so heavily that** the lowland areas were flooded. (It rained very heavily. So, the lowland areas were flooded.)

- 'So ... that' is used with quantifiers 'many', 'few', 'much' or 'little'.

e.g. I have **so many friends that** I never get bored.  
 She earned **so much money that** she could buy a mansion.  
 I had **so little time that** I could not finish my project in time.



- 'Such ... that' encloses a modified noun.

such + (a / an) adjective + noun + that

e.g. It was **such** a good film **that** I saw it twice. (The film was very good. So, I saw it twice.)  
 It was **such** an interesting book **that** I could not put it down. (The book was very interesting. So, I could not put it down.)  
 It is **such** hot coffee **that** I can't drink it. (The coffee is very hot. So, I can't drink it.)

**D. Combine the sentences by using 'so ... that' or 'such ... that'.**

1. It was an amazing view. I even forgot to breathe.
2. My secretary is reliable. I never have to worry about my daily schedule.
3. There are many factories in our city. The air quality is poor.
4. He drove very fast. He was fined for driving over the speed limit.
5. Min Khant is a talented boy. He can learn four languages at the same time.
6. She spoke very softly. We could not hear her at all even from the second row.
7. They are hard-working students. They win outstanding awards every year.
8. He inherited much money from his parents. He did not need to work.
9. It was an enjoyable trip. I would never forget every single moment.
10. Her blouse was very tight. It was difficult for her to breathe.

**E. Finish the following sentences with logical results.**

1. The children are so noisy that ...
2. It was such a sunny day that ...
3. He spent so much money on clothes that ...
4. I was so sleepy that ...
5. She is such a friendly girl that ...
6. It was such a boring film that ...
7. The machine is making so much noise that ...
8. He eats so much fast food that ...
9. It is such an expensive restaurant that ...
10. My back is aching so badly that ...



## 12D Listening and Speaking

A. Listen to a radio interview with three people and match the speakers with the disasters they have experienced.

- |              |                   |
|--------------|-------------------|
| 1. Speaker 1 | a. Earthquake     |
| 2. Speaker 2 | b. Cyclone Nargis |
| 3. Speaker 3 | c. COVID-19       |

B. Listen again. Decide if the given statements are TRUE (T), FALSE (F) or NOT MENTIONED (NM).

- Speaker 1 was ten years old when she was affected by a natural disaster.
- Delta areas can be easily affected by storms.
- Cyclone Nargis hit only Bogalay Township.
- Speaker 2 got a high temperature while he was at a quarantine centre.
- Having a swab test was not comfortable for Speaker 2.
- You may find it hard to breathe when you are infected by COVID-19.
- Speaker 3 was with her friends when she experienced the natural disaster.
- People in Bagan were not hurt in the earthquake.
- Many famous pagodas were damaged because of the earthquake.

C. In pairs, interview each other about a terrible experience you have had using the useful language phrases in the box.

Useful language		
<p><b>Asking for information</b></p> <ul style="list-style-type: none"> <li>• Have you ever had a terrible experience in your life?</li> <li>• When and where did it happen?</li> <li>• Who were you with at that time?</li> <li>• Tell me more about your experience.</li> <li>• What was the hardest part of that incident and why?</li> </ul>	<p><b>Describing experience in the past</b></p> <ul style="list-style-type: none"> <li>• It happened ... ago./ Last year, ... / In 2018, ...</li> <li>• I was living ... / I was sleeping ...</li> </ul>	<p><b>Responding to bad experience</b></p> <ul style="list-style-type: none"> <li>• That's a shame!</li> <li>• I'm so sorry to hear that!</li> <li>• I'm sorry to hear such a terrible experience.</li> <li>• I'm very sorry – that must be awful / frustrating / scary / difficult.</li> <li>• I really don't know what to say, I can't believe it. I'm very sorry.</li> </ul>



## 12E Writing

### Problem-solution Essay

Problem-solution essays consider the problems of a particular situation, and give solutions to those problems.

- A. Study the following problem-solution essay and decide on the functions (a-j) of the statements (1-10). The first one is done for you as an example.

(1) = f

*The widespread use of the internet has brought many problems. What do you think are the main problems associated with the use of the web? What solutions can you suggest?*

The use of the internet has become a crucial part of our life as it provides us with several benefits and leads to a more convenient life. (1) However, there are still many drawbacks which are of great concern to us. (2) The major problems with the use of the internet and the possible solutions to these problems will be addressed in this essay.

(3) A major problem with the use of the internet is that children have adopted a more inactive lifestyle as they are addicted to playing online games. (4) They prefer to stay at home and immerse themselves in a virtual world, instead of going out to connect with the real people. This can harm their social abilities as well as their relationship with others. (5) Another major problem is that people are facing data privacy and security problems. (6) For example, personal information of internet users can be hacked by identity theft, resulting in financial loss.

It is important that actions are taken to combat these problems. (7) One possible solution for internet addicts is that their parents should encourage them to go out by organizing outdoor activities. (8) To tackle the issue concerning data privacy and security, the government should take serious action against hacking personal data by imposing stricter cyber laws.

To conclude, it can be said that the internet has brought many benefits to our lives. (9) However, its misuses can harm not only our social lives but also our environment. (10) Therefore, with the right actions by individuals and governments, the internet can be made a safe place for everyone.

- a. gives details of the second problem
- b. gives a solution to the first problem
- c. restates the problems
- d. recommends possible solutions
- e. gives a solution to the second problem
- f. paraphrases the question
- g. introduces the first problem
- h. introduces the second problem
- i. introduces the main points that will be discussed in the main body paragraphs
- j. gives details of the first problem



## Language phrases for introducing problems and giving solutions

### Introducing problems

- A major problem of ... is ...
- A further problem of this is ...
- Another problem to consider is ...

Note: If you are uncertain of the problem, you can add the modal verbs *may* / *might*, which are used to give more information about the main verb and are used for suggestions.

### Giving solutions

- One possible solution is ...
- To tackle this issue ...
- The way forward could be to ...

B. Write a problem-solution essay in about 200-250 words on the following.

*Teenagers and their parents often have an unhealthy relationship. What are the problems between them? What can they do to build a healthy one? You can begin your essay like this.*

Teenagers and their parents often have an unhealthy relationship. This is not new. However, reasons for this may vary from one situation to the next. One important reason is that ...



**A. Complete each sentence with the correct expression given in brackets.**

1. The houses in our street are (brightly-lit / old-fashioned) on the full moon day of Thadingyut.
2. The COVID-19 pandemic has done (far-reaching / deep-rooted) harm to the world.
3. My uncle is a (quick-witted / highly-respected) person who has the ability to understand things and respond to questions quickly.
4. Many doctors (claim / propose) that there is firm evidence that links smoking with lung cancer.
5. The principal (mentioned / described) in his speech that teachers in his school are training students to become confident and thoughtful people.
6. Our teacher often (explains / states) to us the effects of drug addiction and (points out / mentions) the disadvantages of it.
7. Natural disasters, such as a long period of drought, flooding and plant disease can result in a (famine / pandemic).
8. Disaster (outbreak / preparedness) refers to measures taken to prepare for and reduce the effects of disasters.
9. The topsoil of the mountainside has been almost completely (washed away / washed up).
10. In cases of large fires, special high-pressure hoses are used to (put off / put out) them.

**B. Rewrite the sentences according to the instructions given in brackets.**

1. We have this spacious hall. We knocked two rooms into one. (Combine the sentences using 'by + V-ing' construction.)
2. Our teacher tried to finish marking our essays. She stayed behind after office hours yesterday. (Combine the sentences using 'by + V-ing' construction.)
3. Mg Mg walked to school. He whistled and swung his school bag. (Combine the sentences using 'V-ing' construction.)
4. Thandar was sitting in the classroom. She fiddled around with the things on her desk. (Combine the sentences using 'V-ing' construction.)
5. I learnt many life lessons from my mistakes and failures. (Rewrite the sentence using 'It is' / 'It was' emphasizing the underlined words.)
6. Poor sleep can affect memory, judgement and mood. (Rewrite the sentence using 'It is' / 'It was' emphasizing the underlined words.)
7. He is not surprised that Marlar got good grades in the examination. (Agree with the speaker using 'So ... I' or 'Neither ... I'.)
8. My uncle can imitate the cries of birds. (Agree with the statement using 'So ... I' or 'Neither ... I'.)
9. Daw Lay is a good cook. I love all the dishes she cooks. (Combine the sentences using 'such ... that'.)
10. The packaging of the candies is very attractive. Most children like them. (Combine the sentences using 'so ... that'.)



## POEM 4

### Pre-reading

Answer the questions.

1. Have you ever seen snow?
2. How do you feel when you see a beautiful scene in nature?
3. If you see a beautiful scene, do you stop to enjoy the beauty?
4. Where do you usually go when you want to have peace of mind?

### GLOSSARY

deep	= far inside from the outside or from the front edge of something
downy	= fluffy, comforting and comfortable
easy	= calm, serene, tranquil
queer	= strange
sweep	= a smooth curving movement of the wind

### STOPPING BY WOODS ON A SNOWY EVENING

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

Robert Frost

Read the poem and answer the following questions.

1. Who is the speaker of the poem?
2. Where does the owner of the woods live?
3. Why does the speaker stop by the woods?
4. Why does the horse give his harness bells a shake?
5. What sound can the speaker hear besides the ringing of the bells?
6. Why doesn't he stop for long to enjoy the beauty in nature?
7. What rhyming words are used in each stanza?
8. What feeling do you get after reading the poem?
9. What message does the poet want to give to the readers?
10. Think of a place or a person or thing(s) that you can't help stopping and watching for some time. Then, write a four-line verse as in the second stanza of the poem 'Stopping by Woods on a Snowy Evening' using the clues given in brackets.

My little horse must think it queer

(What the person who is with you may think)

To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

(What you do)

(Where the place is)

(The time you are there)