

THE GOVERNMENT OF
THE REPUBLIC OF THE UNION OF MYANMAR

MINISTRY OF EDUCATION

TEXTBOOK
ENGLISH
GRADE 12

LANGUAGE AT OUR SERVICE



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UNIT 1

READING

- Good Manners

VOCABULARY

- Compound nouns / adjectives

GRAMMAR

- Modal auxiliaries: can, should, must

LISTENING AND SPEAKING

- Listening to a radio programme about good manners
- Talking about good and bad manners

WRITING

- Writing a reply

UNIT 1

GOOD MANNERS



1A Reading

Pre-reading

1. How polite do you think you should be to these people? Tick (✓) your answers. Then compare your answers with a partner.

People	A little polite	Polite	Very polite
parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sibling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grandparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
close friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
neighbor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
school principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
classmate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cleaner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shopkeeper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
traffic policeman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
medical doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Read the following manners. Decide whether each manner is good or bad. Mark (✓) your answers. Then compare your answers with a partner.

Manners	Good	Bad
1. saying 'please' and 'thank you'	<input type="checkbox"/>	<input type="checkbox"/>
2. speaking loudly on the mobile phone in public places	<input type="checkbox"/>	<input type="checkbox"/>
3. talking with your mouth full	<input type="checkbox"/>	<input type="checkbox"/>
4. giving up your seat to an elder while using public transport	<input type="checkbox"/>	<input type="checkbox"/>
5. interrupting someone while he or she is speaking	<input type="checkbox"/>	<input type="checkbox"/>
6. using abusive or bad language	<input type="checkbox"/>	<input type="checkbox"/>
7. paying respect to your elders	<input type="checkbox"/>	<input type="checkbox"/>
8. bowing your head when you walk before elders	<input type="checkbox"/>	<input type="checkbox"/>
9. smoking in non-smoking areas	<input type="checkbox"/>	<input type="checkbox"/>
10. spitting in public places	<input type="checkbox"/>	<input type="checkbox"/>
11. putting away litter in the dustbin	<input type="checkbox"/>	<input type="checkbox"/>
12. covering your mouth with your hand when you cough	<input type="checkbox"/>	<input type="checkbox"/>

3. Answer the following questions.

- (a) Do you think you are always polite? Give examples.
- (b) Mention some polite manners in Myanmar culture.
- (c) Do other people's manners sometimes annoy you? If so, which ones?

Read the passage.

'Manner' refers to the way of doing something. 'Manners' refers to the way a person behaves in society. Thus, manners can be good or bad, polite or impolite. For example, in our Myanmar culture and society, at mealtimes, it is bad manners for a junior to start eating before a senior does. It is always polite for a junior to listen with arms folded while he or she is spoken to by a senior such as a parent or teacher. One important point to bear in mind is that every society and culture has its list of good and bad manners. Generally speaking, some manners are **universal** while some are culture-specific. This means that a manner which is acceptable in one society may not be tolerated in another. For instance, **belching** or breaking wind in a company may be quite **acceptable** in one society but not tolerated in another.



In one's home or elsewhere, good manners are **vital** for a pleasant atmosphere and for getting on well in life. Thus, showing respect to the other person, offering help, greeting appropriately, and saying "*I'm sorry*" when having done a wrong are all good manners. Now let us see how manners are **acquired**.

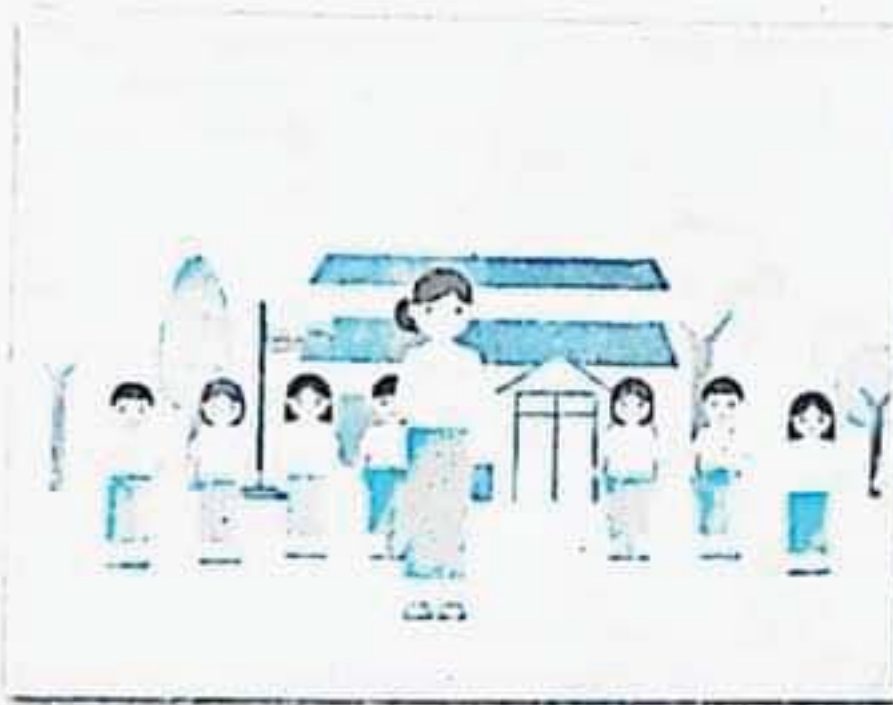
'Home' may be considered the 'birthplace' of manners. Children hear what the elders around them say and see what the elders do. As they imitate their elders, they acquire their elders' manners. And there are times the father, mother, elder sister or brother may formally teach the children to say or act politely. If the elders around them are gentle and polite, they grow up to be gentle and

polite. If on the other hand, the elders around them are crude and rude, they will grow up to be crude and rude as well.

Next comes the school as an institution to impart good manners. Almost all children not only learn the school subjects their teachers teach but also imitate the teachers' manners and behaviour. In a school where teachers are good **role models**, students learn to be polite and respectful. In addition, they are quite likely to take their classmates and senior students to be role models; and here is the danger of acquiring ill manners.



As we all know, teenagers and young adults are very often influenced by **celebrities**, films and the type of books and articles they read. Hence, they are quite likely to be misled and thereby acquire ill manners and negative views. There is still another institution that imparts manners: the work domain. Once a person gets a job, his work domain becomes an added institution to influence him, for good or evil.



To put it in a nutshell, the current generation as a whole is the most powerful and most responsible institution for the imparting of good manners. The modelling of society is no easy task. All the elders of this generation should **conscientiously** join hands and teach their juniors to be law-abiding, upright, honest, self-respecting, disciplined, punctual, charitable, helpful, merciful, and forgiving. The quality of the next generation is in the hands of the present generation. As a matter of fact, we are mutually responsible for building a well-mannered society.

Comprehension

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

- | | |
|--|-------|
| 1. good enough to be considered satisfactory | _____ |
| 2. film stars or pop stars | _____ |
| 3. extremely important | _____ |
| 4. people that we admire and try to copy | _____ |
| 5. true or suitable in every situation | _____ |
| 6. got or obtained something | _____ |
| 7. give information, knowledge and wisdom to someone | _____ |

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

1. Some manners are _____; for example, table manners are adopted in every country.
2. Saying 'thank you' is a socially _____ manner in our culture.
3. Parents and teachers play a _____ role in shaping their children's attitudes.
4. To _____ knowledge to students is one of the chief duties of a teacher.
5. _____ may influence the lifestyles of teenagers: the way they dress and the way they behave.
6. For some students, their teachers are _____ for them to imitate.
7. Our company has _____ a reputation for quality and service.

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

1. What is the difference between 'manner' and 'manners'?
2. If we accidentally hurt someone, what should we say?
3. Where do children's manners originate?
4. How can children learn manners from their elders?
5. Apart from home, where do children learn or acquire manners?
6. Why can we say that the work domain is an institution that imparts manners?
7. Who often influences children and teenagers today?
8. Who are the most responsible persons for imparting good manners to children?
9. To build a well-mannered society, what should the elders of the present generation do to the juniors?
10. Do you think good manners are the key to success in life? Why or why not?

1B Vocabulary

Compound nouns / adjectives

Study the following.

A **compound noun** is a combination of two or more words which forms a noun. The compound noun is usually [noun + noun] or [adjective + noun], but there are other combinations such as [verb-ing + noun], [verb + preposition], [preposition + noun] and [noun + prepositional phrase].

Examples

<i>role model</i> (n+ n)	<i>ill manner</i> (adj + n)	<i>washing machine</i> (v-ing + n)
<i>check-in</i> (v + preposition)	<i>underdog</i> (preposition + n)	<i>son-in-law</i> (n + prepositional phrase)

A **compound adjective** is an adjective that consists of two or more words. This adjective with two words joined by a hyphen is called a compound adjective. The compound adjectives are usually [adverb + past participle], [noun + past participle], [noun + present participle], [noun + adjective], [adjective + noun], [adjective + past participle] and [adjective + present participle].

We generally put a hyphen between two or more words.

Examples

<i>well-mannered</i> (adv + past participle)	<i>arms-folded</i> (noun + past participle)	<i>law-abiding</i> (noun + present participle)
<i>culture-specific</i> (noun + adjective)	<i>long-term</i> (adjective + noun)	<i>long-lost</i> (adjective + past participle)
<i>easy-going</i> (adjective + present participle)		

A. Match the words in Column A with those in Column B to form compound nouns or compound adjectives.

Column A	Column B
1. key	(a) graduate
2. ready	(b) speaking
3. swimming	(c) paid
4. under	(d) made
5. check	(e) fashioned
6. good	(f) famous
7. English	(g) pool
8. well	(h) out
9. old	(i) player
10. world	(j) looking

B. Complete each sentence with an appropriate compound noun or compound adjective from Exercise A.

1. My cousins are fond of swimming. They have a nice _____ in their backyard.
2. The Eiffel Tower in France is one of the _____ landmarks.
3. A university student who has not received a bachelor's degree yet is called an _____.
4. A teacher has a lot of influence on society, and so he or she is often regarded as the _____ of the society.
5. Canada and New Zealand are _____ countries where English is used as the first language.
6. As soon as she graduated from a university, she got a _____ job.
7. If you want to leave the hotel after 2 p.m., you must ask for a late _____.

8. Cassette recorders are no longer used by most people because they are too _____.
9. Although he is not _____, he is kind-hearted and popular among his friends.
10. Many people in big cities prefer _____ foods to homemade foods.

C. Write five compound nouns and five compound adjectives you know in the correct column. The first one is done for you.

Compound nouns		Compound adjectives
1.	<i>science fiction</i>	<i>kind-hearted</i>
2.		
3.		
4.		
5.		

1C Grammar

Modal auxiliaries: can, should, must

Form	Use and Example
<p>Can</p> <p>Affirmative: Subject + can + v-inf</p> <p>Negative: Subject + cannot / can't + v-inf</p> <p>Interrogative: Can + subject + v-inf..?</p>	<p>'Can' is used:</p> <ol style="list-style-type: none"> 1. to ask for and give permission. <i>Can I take your umbrella?</i> 2. to express physical ability. <i>He can lift that heavy box.</i> 3. to express an acquired skill. <i>Marlar can play the piano very well.</i> 4. to express possibility. <i>I am sure the solution to the problem can be found.</i>

Form	Use and Example
<p>Should</p> <p>Affirmative: Subject+ should + v-inf</p> <p>Negative: Subject + should not / shouldn't + v-inf</p> <p>Interrogative: Should + subject + v-inf..?</p>	<p>'Should' is used:</p> <ol style="list-style-type: none"> 1. when we think the action is necessary or when we think it is a fact. A: <i>I never eat breakfast.</i> B: <i>You should eat a breakfast complete with brain foods like whole grain, dairy, or fruit.</i> 2. to express obligation and advisability. Examples a) <i>You should get up early to study for your exam. (obligation)</i> b) <i>You should work hard if you want to get distinctions. (advisability)</i>

Form	Use and Example
Must	'Must' is used:
Affirmative: Subject + must + v-inf	1. to talk about necessity and obligation in the present. <i>You must arrive two hours before your flight.</i>
Negative: Subject + must not / mustn't + v-inf	2. to talk about a negative consequence. <i>You must nourish yourself emotionally as well as physically and mentally, or else you will get sick.</i>
Interrogative: Must + subject + v-inf..?	3. 'mustn't + v-inf' is used to talk about prohibition or something that is not allowed. <i>You mustn't enter the meeting room without permission.</i>

A. Fill each blank with an appropriate modal verb: *must, can and should*.

- All applicants _____ take an entrance examination.
- _____ you ride a motorcycle?
- You look pale and sick. You _____ go and see a doctor.
- The elders of this generation _____ teach their children to be polite.
- You _____ not smoke in public areas.
- The police have done as much as they _____ to find the missing boy.
- Students _____ not leave the examination hall without permission.
- Although she is young, she _____ speak three languages.
- All passengers _____ wear seat belts when they are in a car or plane.
- If you are disturbed by this ringtone, you _____ change it.

B. Make six sentences of your own, using *must, can and should*.

1D Listening and Speaking

A. Listen to a radio programme about good manners adopted in four countries. What advice does the travel expert give to the four people? Tick (✓) the pieces of advice mentioned in the programme. The first one is done for you.

- meeting new people (✓)
- how to behave at dinner ()
- dress code ()
- exchanging business cards ()
- visiting someone's house ()
- showing respect to others ()

B. Listen again and circle the correct answers.

1. According to the travel expert, you do not need to give a 'wai' to _____ in Thailand.
 - a. anyone
 - b. people who are older than you
 - c. people who are from lower social status than you
2. The Japanese like _____ when they meet people for the first time.
 - a. shaking hands
 - b. giving business cards
 - c. saying 'Hello'
3. In Japan, you should take off _____ first before entering someone's house.
 - a. your shoes
 - b. your coat
 - c. your hat
4. In Russia, leaving empty bottles on the dinner table is considered _____.
 - a. good luck
 - b. bad luck
 - c. politeness
5. According to the travel expert, the Koreans are happy if they bow very _____.
 - a. deeply
 - b. slowly
 - c. quickly

C. In pairs, think of three examples of good manners and three examples of bad manners in your country. Then tell your examples to another pair of students.

D. Discuss the following question in groups. Then present your advice to the rest of the class using the useful language phrases in the box.

- What advice would you give foreigners coming to live and work in your country?

Useful language**Giving advice**

- You should + v-inf ...
- You must / have to + v-inf ...
- You can + v-inf ...
- You need to + v-inf ...
- Remember to + v-inf ...
- The most important one / thing to remember is + to + v-inf ...
- You shouldn't + v-inf ...
- You mustn't + v-inf ...
- You don't + have to + v-inf ...
- You can't + v-inf ...
- You don't + need to + v-inf ...
- The most important thing to remember is + not to + v-inf ...

E. Work in pairs. Say whether the following manners (a-c) are good or bad in the situation given below. Give reasons.

When you are invited to someone's birthday party,

- (a) bringing presents is ...
- (b) complaining about the food is ...
- (c) arriving more than fifteen minutes late is ...

1E Writing

A. In pairs, complete the table with examples of good and bad manners for an interview.

Examples of good manners	Examples of bad manners
<ul style="list-style-type: none"> • <i>knocking at the door before you enter the room</i> 	<ul style="list-style-type: none"> • <i>greeting the interviewers with 'hi' or 'hello'</i>
<ul style="list-style-type: none"> • <i>using formal language when speaking to the interviewers</i> 	<ul style="list-style-type: none"> • <i>wearing a casual dress</i>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

B. Read the following letter and write a reply based on the information in the above table.

Dear Ma Ma Gyi,

How are you? How about your new job? As for me, I have an interview next week for the post of staff officer at the Ministry of International Cooperation. This is my first experience and so I'm feeling nervous. As you have the experience of being interviewed, please give some advice on what I should wear, how I should behave in front of the interviewers and what I need to learn ahead. Your advice and suggestions would be beneficial. Thank you in advance. Please take care of your health.

With love,

Nyimalay

UNIT 2

READING

- Key to Happiness

VOCABULARY

- Synonyms

GRAMMAR

- Relative clauses

LISTENING AND SPEAKING

- Listening to four students talking about what makes them happy
- Talking about what makes people happy

WRITING

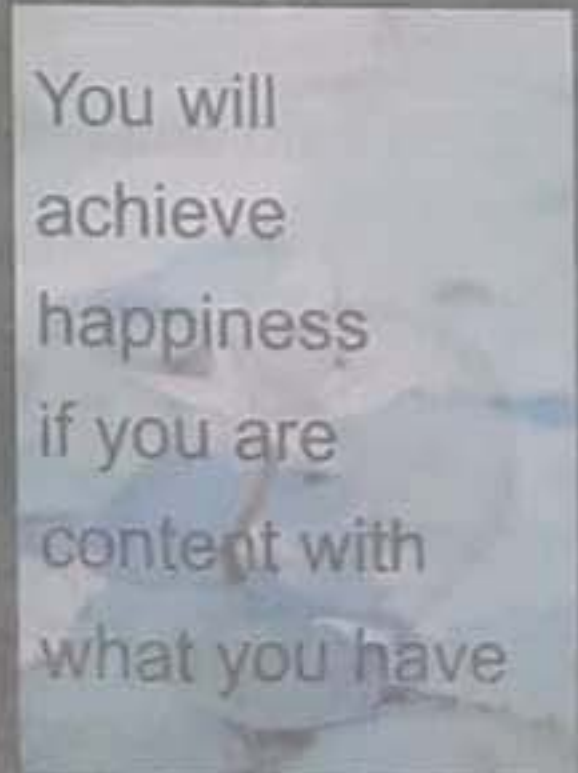
- Summary writing

UNIT 2

KEY TO HAPPINESS



Happiness
never
decreases by
being shared



2A Reading

Pre-reading

1. When do you usually feel happy?
2. What do you usually do if you are happy?
3. What do you do if you are unhappy or if you are not in a good mood?

Read the passage.

If you were asked the question "What is happiness?", then what would be your answer? It may be hard for you to come up with a clear-cut answer. Your answer may be different from those of other people. Moreover, the definition of happiness may change over time – today's view on happiness may be a different one tomorrow. Thus, happiness is a difficult concept to measure, because it is not constant.

According to the Merriam-Webster Dictionary (2016), 'happiness' means 'a state of well-being and contentment'. Psychologically, when you are in a peaceful state of mind or when you have no **stressful** factors to think about, you are most likely to feel relaxed and happy. Whatever you are – a student, a worker, a housewife or a pensioner, happiness means a better quality of life.

A group of scientists who have examined a number of studies from across the world have suggested ten ways to achieve happiness:



1. Have a good relationship with friends and family

It seems reasonable to assume that what makes people really happy is their relationships with others. Having a wide circle of friends and family is more enjoyable than having a lot of money. In addition, people with large families and lots of close friends are happier than people who live on their own. Sometimes you may not be in a good mood or may feel depressed. At that time, if you hang out with friends or spend time with your family, your stressful feelings will be released. It has even been suggested that a happy home life and good friends can protect against illness.

2. Love your work and enjoy what you are doing

Some people feel **passionate** about their work and love what they are doing. In fact, job satisfaction and career success are important factors for your happiness. For example, you tend to achieve happiness when you can accomplish the tasks you have undertaken or when you become prosperous while doing the work you enjoy.



3. Be kind and help others



Treating *everyone* with kindness is another key element of happiness. Acts of **kindness** have the potential to make the world a happier place. According to studies **by** psychologists in different countries, when you help other people, it is not **only good** for them, it also makes you feel happier. A new survey has also revealed that generous people are happier and healthier than those who are not. The idea **is** that generosity gives them a nice, warm feeling when people say 'thank you' and show appreciation.

4. Don't be envious of other people

The biggest barrier to happiness is envy, which is a state of desiring other people's qualities, possessions, **opportunities**, etc. In your school or workplace, you will find yourself around people who are doing much better than you are. In that case, if you try not to judge yourself against other people, you will certainly be happier. People who are envious of others are more likely to experience negative emotions such as inferiority, dejection and depression. The best thing you should do is try to replace envy with such positive emotions as **sympathy** or empathetic joy.



5. Have better physical and mental health

Good health also is vital for happiness. It is undeniable that healthy people are happier than those who are not. To achieve true happiness, you must be fit, both physically and mentally. A happy person has better physical and mental health. It is widely known that your mind and body are closely connected. When you feel stressed out, you are likely to experience fatigue and muscle tension. Similarly, if you feel happy and calm, you are likely to have more mental energy and more physical vitality.

6. Have a feeling of contentment

Contentment is the key to happiness – people who accept what they have are happier than people who crave for more career success and money. A recent survey shows that the simplest things in life are the most important for you. You tend to be happy with simple things, like a walk in a park, a beautiful sunset and an evening with a friend. It is true that people need to have a reasonable amount of material possessions, but wanting more than what is necessary breeds greed and frustration.



7. Get rich

Most people believe that money is the best way to find happiness. Of course, a person needs money to some extent in order to live comfortably. Rich people often consider that they are happy as they can buy expensive houses, new cars, big yachts and designer clothes. However, some people think happiness does not depend on money. Nevertheless, we can see many people trying to get rich in every possible way in the hope of achieving happiness in life.

8. Have a positive attitude to life

It is often said that life is composed of positive elements and negative elements. Having a positive attitude to life is a good way of finding happiness. For example, when you **encounter** difficulties in your school or work, you may feel disappointed and **downhearted**. At such a



ie, you must try to adopt a positive attitude to cope with these problems. You must also learn to live contentedly with the negative elements of life rather than attempt to live a life where nothing bad ever happens. If you respond very positively to everything that happens, you will rarely find happiness.

Think back to sweet memories from the past

You may be in a bad mood or feel downhearted from time to time, simply because you are looking inside you, thinking about bad things. A group of psychologists have discovered that thinking back to pleasant incidents in the past can improve your mood and make you more cheerful. For example, think about something in your childhood that gives you great pleasure, look at old photos showing happy events or recall hearing news of someone's good fortunes. These sweet memories can put you in a better mood – they can make you smile, laugh or feel joyful.



10. Practise meditation or mindfulness



Nowadays, people may suffer from work-related stress, which leads to severe diseases such as diabetes and heart disease. To reduce stress, people practise meditation, which is also known as **mindfulness**. The idea is that you find a clean floor, sit still and pay attention to what is happening to you at that very moment. You should not think about the past or the future, just the present. Meditation will ease the tension in your body, clear your mind of negative thoughts and give you a sense of inner peace and well-being.

Everyone wants to be happy and cheerful, but it seems that not many people can achieve happiness. The ten ways mentioned above will be of much benefit to those who are desperately seeking happiness. Go over them once more and adopt any of them that will meet your needs.

Comprehension

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. causing a lot of anxiety and worry	_____
2. feeling of being sorry for someone who is in a bad situation	_____
3. feeling sad and disappointed especially because you have tried to achieve something but have failed	_____
4. feeling of happiness or satisfaction	_____
5. showing strong feelings of enthusiasm for something	_____
6. experience something, especially problems	_____

Complete each sentence with a suitable word from Exercise A.

1. We were disappointed by the results of the competition, but we were not _____.
2. He has got many music albums in his room; he has a _____ interest in music.
3. The mother had a _____ day with her naughty sons and this left her feeling exhausted.

4. The sight of her son attending the graduation ceremony filled her with pride a _____.
5. We felt _____ for the flood victims and so we donated food and money to them.
6. He knew that he would _____ many unexpected difficulties in his work but he was determined not to give up easily.

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

1. How do you feel when you are in a peaceful state of mind?
2. Which do you think is better – having a wide circle of friends and family or having a lot of money? Give your own reason(s).
3. Which do you prefer – living with a large family or living on your own? Why?
4. How do you feel after helping other people?
5. What will happen to you if you are envious of someone?
6. Explain how your mind and body are closely connected.
7. How do you feel if you see a beautiful sunset while walking in a park?
8. Do you agree with the statement "Money is the best way to find happiness"? Why or why not?
9. What can improve your mood and make you more cheerful?
10. What will happen to your body and mind when you practise meditation?

2B Vocabulary

Synonyms

A synonym is one of two or more words in the same language which have the same or very near the same meaning.

e.g. synonyms of 'thin' – slim, slender, skinny

A. In pairs, match the words in Column A with their synonyms in Column B.

Column A	Column B
1. accomplish	(a) contentment
2. relaxed	(b) wealthy
3. satisfaction	(c) outlook
4. prosperous	(d) advantage
5. envious	(e) feeling
6. depressed	(f) achieve
7. attitude	(g) jealous
8. mood	(h) tiredness
9. benefit	(i) free and easy
10. fatigue	(j) miserable

Fill each blank with an appropriate word from Column A in Exercise A. Change the word form if necessary.

1. A positive _____ is essential if you want to be successful in your career.
2. After doing the household chores all morning, she was nearly dead with _____.
3. Mission _____! We have done what we planned to do.
4. "My son's got high grades in the exam," the man said to his friends with great _____.
5. I hope that the decision we have made will be to the _____ of our project work.
6. The students have been training hard for the whole month. They look _____ and confident before the match.
7. She must have been _____ enough to live in such a grand house.
8. The students were in a festive _____ after their team had won the championship.
9. When I see people who have opportunities I don't have, I sometimes get _____.
10. He was very _____ and upset when he knew that he had lung cancer.

Rewrite the following sentences replacing the underlined words with the words given in the box.

constant

vital

cheerful

potential

crave

achieve

1. She felt homesick, but she attempted to appear bright and happy.
2. When I travel by car, I usually keep up a steady speed of 50 mph.
3. The teacher wants all her students to accomplish the assigned tasks.
4. We need to take vitamins that are essential for good health.
5. They have to identify possible problems before they start the project.
6. Children always long for excitement when they go on a camping trip.

2C Grammar

Relative clauses

relative clause is used to modify or describe a noun or a pronoun. It starts with the following relative pronouns: *who*, *whom*, *whose*, *which* and *that*.

Modify the following sentences.

- a. A group of scientists **who have examined a number of studies from across the world** have suggested ten ways to achieve happiness.
- b. To reduce stress, many people practise meditation, **which is also known as mindfulness**.

In sentence (a), the clause 'who have examined a number of studies from across the world' is a relative clause that identifies the subject 'a group of scientists'.

In sentence (b), the clause 'which is also known as mindfulness' adds extra information about the object 'meditation'.

Relative clauses are divided into two categories: **defining** and **non-defining**.

A defining relative clause is used to identify a noun or a pronoun. Without the relative clause, the sentence would be incomplete.

A defining relative clause does not have commas around it.

e.g. The news that he told you is not true.

A non-defining relative clause gives extra information about a noun or a pronoun. The sentence makes complete sense without the relative clause. So the relative clause could be omitted.

A non-defining relative clause has commas around it.

e.g. This movie, which I watched last night, has caught the attention of the media.

Note: In non-defining clauses, we can use *who*, *whom*, *whose* and *which*. We do not use *that*.

A. Fill each blank with an appropriate relative pronoun.

1. Have you returned the books _____ you borrowed from the library?
2. She is one of the persons _____ have applied for a job as a receptionist.
3. I haven't replied to the e-mail _____ Zaw Zaw sent to me last week.
4. My mother complained about the wrong goods _____ had been delivered to her.
5. You should call the man _____ you will have to meet tomorrow.
6. You must correct the mistakes _____ you have made in the essay.
7. I like to see the manager _____ is in charge of the Marketing Department.
8. A waiter is a person _____ job is to serve customers at their tables in a restaurant.
9. People _____ are honest are always trusted.
10. What is the name of the author _____ won the Myanmar National Literary Award in 2021?

B. Complete the sentences, using 'who' or 'which' and one of the appropriate items in the box.

opens the cupboard door	Marlar sent to me
can help me install the GPS application	are paid a poor salary
had saved their son from drowning	interviewed me

1. The labourers _____ cannot live on it.
2. The parents thanked the young man _____.
3. I am looking for the key _____.
4. I need to find someone _____.
5. The person _____ asked some difficult questions.
6. The letter _____ was very funny.

C. Join the two sentences, using *who*, *whose* and *that*. Make changes where necessary.

e.g. I brought a dictionary. Nilar wanted it.

I brought the dictionary that Nilar wanted.

1. Our principal wants to see an architect. He designed our school library.
2. Win Win made a birthday cake. Nobody liked it.
3. The woman spent the night at her friend's house. Her flat was burgled.
4. I met an old lady. She was one hundred and two years old.
5. The factory closed down last week. It was built twenty years ago.
6. The picture has been stolen. It is worth two million kyats.
7. We found a shop. It sold old records.
8. The police interrogated a man. His son had disappeared.

D. Join the two sentences, using *who* or *which*. Make changes where necessary.

e.g. We often visit Inya Lake. It is very good for walking exercise.

We often visit Inya Lake, which is very good for walking exercise.

1. U Aung Myint often shouts at his employees. He has a bad temper.
2. We all climbed up the mountain except Mu Mu. She is afraid of heights.
3. My new flat is on the ninth floor. It has a terrific view.
4. My aunt is a bit deaf. She cannot hear the phone ringing.
5. Nilar works in the advertising department. She is my close friend.
6. The Nile runs through several countries. It is the longest river in the world.
7. Polar bears live in the Arctic. They weigh up to 720 kilos.
8. I want to introduce you to Daw Kathy. Her husband is a building contractor.

2D Listening and Speaking

A. Listen to four students talking about what makes them happy. Then match the students (1-4) with the things (a-e) that make them happy. There is an extra.

- a. spending time with friends
- b. going shopping
- c. playing sports
- d. spending time with family members
- e. having time off work

Student 1



Student 2



Student 3



Student 4



- B. Listen again and decide if each of the statements is True or False. Put a tick in the correct box.

Student 1

He always plays football in the playground.

TRUE FALSE

His team never wins whenever they play.

Student 2

She likes to go out with friends and have a chat.

TRUE FALSE

She thinks eating out with friends is a way of reducing all the stress she has at school.

Student 3

He thinks that reading a good novel while drinking a cup of hot coffee makes him really satisfied.

TRUE FALSE

He often thinks about his work during weekends.

Student 4

She is disappointed when she cannot find the things she wants to buy.

TRUE FALSE

She always does the window shopping without buying anything.

- C. In pairs, create a dialogue about what makes you happy, based on the following questions.

- When do you feel happiest?
- What things in your house make you happy?
- Are you happy right now? Why or why not?
- When did you last laugh a lot? Where were you at that time?

- D. In pairs, practise the dialogue.

2E Writing

- A. Say whether the following statements about 'summary' are True or False.

A summary:

TRUE FALSE

is a short version of a longer text.

does not have examples.

includes extra information.

contains all the key information from the original text.

is sometimes longer than the original text.

contains your opinions.

expresses in a shorter or different way what someone has said or written.

Some important hints for summary writing

- Read the text carefully two or three times until you have a clear idea of its general meaning.
- Note down the important points so that a summary can be written using these points.
- Illustrations, examples, repetitions and personal comments are not necessary.
- Use your own words. Do not copy from the text.

B. Read the following text and underline the key points.

My talk this morning is about a subject dear to all our hearts: happiness. I shall be trying to identify three factors that will help you lead a happy life.

Firstly, a good state of health is an important factor that influences your happiness. A healthy person will be happy because there are no worries about diseases or pain that he is experiencing. When a person is healthy, his state of mind is at peace because he does not have any health concerns.

Secondly, sleep patterns also influence your happiness. Having enough sleep always gives you happy mornings and a good mood for the rest of the day. Sleep that is adequate also has a positive effect on the appearance of a person. Enough rest increases your performance and you will gain more success and achievements.

Thirdly, being kind to other people may also make you happy. Several studies have found a link between happiness and kind behaviour. If you treat everyone with kindness – it seems easy to practise it – it will make you feel better and happier. It was found in a study that happy people are more likely to take on voluntary work. It also revealed that volunteers become happier and the more voluntary work they do, the happier they become.

In conclusion, I'd like to point out that happiness is an internal feeling and a healthy emotion. Happiness can help you to stay fit, both mentally and physically. So you just need to find out what actually makes you happy.

C. Write a summary of the text (around 80 words) using the key points.

UNIT 3

READING

- Diet and Nutrition

VOCABULARY

- Affixes in English

GRAMMAR

- Participle phrases
- It is / It was ... who / that ...
- Not only ... but also

LISTENING AND SPEAKING

- Listening to a man talking about nutrition
- Talking about diet and nutrition

WRITING

- Opinion writing



UNIT 3

DIET AND NUTRITION

eat
right



3A Reading

Pre-reading

1. What do you eat every day? What do you eat on special occasions?
2. Do you think that the food you eat is good for your health? Why?
3. What kinds of food do you think help people lose / gain weight?

Reading passage

Diet is the food we consume regularly. Nutrition refers to 'the process by which all living things receive the food necessary for them to grow and be healthy'. Diet and nutrition are the most fundamental of human needs – they are essential for our health, energy and growth. Just as plants obtain nutrients from the soil in which they grow, we get nutrients from the diet we eat. Therefore, we need to have a **nutritious** diet – a mixture of all the nutrients that our body needs to survive. Moreover, diet and nutrition are strongly linked to environmental factors. Thus, it is important to consider not only the relationship between diet and nutrition but also the influence of environmental factors on them.



The nutrients essential for our body can be found in the food we eat. Foods can be classified into different groups: grains, fruits, vegetables, milk products, animal products and beans, and oily foods. These foods carry six kinds of nutrients: carbohydrates, vitamins, minerals, dietary fibre, proteins and lipids. These nutrients play a major role in maintaining good health.

Grains such as rice, wheat, maize, millet, barley, and corn are energy-giving foods that provide carbohydrates. Fresh fruits and vegetables give us minerals, vitamins and fibre. Beans, milk products, and animal products such as meat, fish and eggs are a rich source of proteins. Foods such as vegetable oil, fish and other seafood, nuts and seeds, eggs, yogurt, milk, etc. are energy-giving foods 1. _____.

Physicians and nutritionists recommend that we should have a **balanced** diet that consists of a variety of foods in order to stay healthy. A balanced diet simply means eating more fruits, vegetables and grains, and consuming less food high in fat, sugar and cholesterol. If we have a balanced diet, 2. _____. Lack of essential nutrients is a major cause of ill health. It is a balanced diet that can strengthen our immune system and protect us against illness.

Moreover, one of the most **important** factors in remaining healthy is taking preventive medicine. Recent advances in nutrition advise people to combat illness by taking vitamins or other nutritional supplements. In fact, we need carbohydrates, not bread, and we need vitamins and minerals, not fruits and vegetables. Thus, we can reasonably assume that preventive medicine helps us stay healthy in some way.

On the other hand, there are certain kinds of food which are not good for us: processed foods, refined foods and high-cholesterol foods. Many processed foods such as corned beef, canned meat and fish are not **advisable**. The consumption of these foods is associated with high blood pressure because they contain a lot of sodium. In addition, the **artificial** colourings and flavourings in **processed** foods are chemicals 3. _____.



Refined foods are highly processed foods – foods that have been stripped of their original nutrient content and fibre. Examples of these foods include white flour, white rice, table sugar and high

fructose corn syrup. They are not good for our health because essential nutrients are lost in food processing.

Also, high-cholesterol foods such as fried foods, full-fat dairy products and red meat are linked to a **higher** risk of heart disease. These foods are bad for us because they contain saturated fat. Therefore, we must be **careful** to avoid consuming foods high in sodium, fat, sugar, and cholesterol.

Nutrition is closely related to the environment. If national institutions and **local** communities fail to protect the environments around them, 4. _____. Also, the human world will suffer from food insecurity. Forests bring many benefits to the human world. Being a haven of biodiversity, forests are an **excellent** source of foods such as mushrooms, bamboo shoots, nuts, berries, leaves, and tubers. Deforestation will lead to loss of biodiversity and loss of nutrition for many local communities.

The root cause of environmental damage is pollution. Air, water and soil pollutants are causing **adverse** effects on plants, animals and humans as well. Moreover, environmental damage and loss of biodiversity adversely affect diet, nutritional value and health. Thanks to recent research on nutrition, we come to know that environmental deterioration can cause nutrition-related health problems such as malnutrition and infectious diseases.

In conclusion, diet and nutrition are the very basic life-sustaining forces of all living things and the keystone of good health. In addition, they must be taken into consideration in the environmental context. A nutritious diet, 5. _____, also depends on the environmental policies of the governments.

Comprehension

A. Read the passage and choose the appropriate phrases (a–e) to complete the gaps (1–5).

- (a) that can be harmful to our health
- (b) which is necessary for the survival and healthy development of human beings
- (c) their hopes of thriving in the long run will be dashed
- (d) we will get all our essential nutrients
- (e) that provide fatty acids

B. In pairs, find the bold-faced words in the passage that are opposite in meaning to the following. There are two extras.

- | | | | |
|------------------|-------|-------------|-------|
| 1. poor | _____ | 6. natural | _____ |
| 2. insignificant | _____ | 7. positive | _____ |
| 3. unwise | _____ | 8. careless | _____ |
| 4. ill | _____ | 9. global | _____ |
| 5. unwholesome | _____ | 10. fresh | _____ |

C. Complete each sentence below with a suitable answer from Exercise B.

1. The majority of the _____ foods may contain harmful chemicals.
2. Our homemade foods and drinks are free from _____ colours and flavours.
3. According to nutritionists, it is _____ that we should have a balanced diet.
4. The tourism industry should promote the sale of _____ foods and products.
5. Meat, poultry, fish and eggs are an _____ source of complete protein.
6. Eating a balanced diet will make us fit and _____.
7. A highly _____ diet contains many of the substances needed for life and growth.
8. Vitamin D is _____ for our body because it helps build strong bones.
9. _____ effects of food additives are digestive and nervous disorders.
10. Diabetic patients must be _____ to avoid eating too much sugar.

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

1. What is a nutritious diet?
2. What should you eat to gain essential nutrients for your body?
3. What is a major cause of ill health?
4. How can you strengthen your immune system and protect against illness?
5. What kinds of food should you avoid eating?
6. Why are forests beneficial to us?
7. What can cause loss of biodiversity and loss of nutrition to many local communities?
8. Mention some nutrition-related health problems.
9. Why is nutrition said to be closely related to the environment?
10. Why should we avoid eating processed foods?

3B Vocabulary

Affixes in English

An affix is a grammatical element that is added either to the beginning or end of a word to form a new word. If it is added to the beginning of a word, it is called a prefix. If it is added to the end of a word, it is called a suffix. Therefore, an affix can be either a prefix or a suffix.

e.g. nutrition > malnutrition

ill > illness

Prefix	Meaning	Examples
un-	'not' / opposite meaning	unhealthy, unsaturated
im-	'not' / opposite meaning	impolite, immature
re-	'once more' / 'again'	regain, reuse, resupply
en-	'cause to be something'	enrich, enforce, enslave
dis-	'not' / 'none'	disagree, disqualify
mis-	'badly' / 'unfavourably'	misjudge, mistrust
de-	'privation', 'removal'	deforestation, dehydration

Suffix	Meaning	Examples
-y (adjective-forming)	'characterised by'	healthy, easy
-tious (adjective-forming)	'characterised by'	infectious, ambitious
-ed (adjective-forming)	'quality' / 'state'	refined, processed
-al (adjective-forming)	'pertaining to' / 'having the form or character of something'	environmental, original
-ful (adjective-forming)	'full of'	harmful, careful, joyful
-tive (adjective-forming)	'tendency' / 'disposition'	preventive, communicative
-ly (adverb-forming)	'in a particular way'	adversely, heavily, quickly
-ness (noun-forming)	'a state of being'	illness, happiness, kindness
-tion (noun-forming)	'action' / 'quality'	consumption, deforestation
-ment (noun-forming)	'action' / 'state'	nourishment, management
-ity (noun-forming)	'state' / 'quality'	biodiversity, curiosity
-ant (noun-forming)	'something or someone that does something'	pollutant, servant, assistant

A. Rewrite the following with the correct form of the words given in brackets.

- One major cause of (nutrition) deficiency is inadequate intake of necessary nutrients.
- The (consume) of alcohol is strictly forbidden on campus.
- Cancer risks (associate) with smoking are already well known.
- All the tomato plants in my garden were destroyed by a new (infect) virus.
- He admitted that he had got this job on his cousin's (recommend).
- She has boasted that her daughter is now in the final year of (medicine) school.

7. (Deforest) is destroying large areas of tropical rainforest in South America.
8. "Car exhaust fumes are one of several (pollute) in the city," the mayor said.
9. Nowadays people are becoming aware of (environment) problems.
10. We should be wearing (protect) masks in crowded places during the COVID-19 period.

3C Grammar

Participle phrases

Participle phrases are used to give information in a more economical way. They are formed by using present participles (*reading, seeing, walking, etc.*), past participles (*disappointed, filled, worried, etc.*) or perfect participles (*having finished, having read, having seen, etc.*).

Examples

Being a haven of biodiversity, forests are an excellent source of foods such as mushrooms, bamboo shoots, nuts, berries, leaves, and tubers.

Looked after very carefully, these slippers will last for many years.

Not wanting to hurt her feelings, I avoided the question.

Having lived through difficult times together, they were very close friends.

A. Rewrite the following sentences, using participle phrases.

1. After she had finished the exam, she felt very happy.
2. Maung Maung knows that his friend enjoys reading. He has decided to buy her a book.
3. After she had been made redundant, she started looking for a new job.
4. I stood in a queue. I realised that I didn't have any money on me.
5. As she was shocked by the sad news, she didn't know what to do next.
6. Kyaw Aung was filled with pride, and he walked towards the stage to receive the prize.
7. After he had picked up his coat, he slowly went downstairs.
8. They become fully qualified doctors after they have finished their training.
9. When he did not understand the lessons, he asked his teacher for help.
10. When she realised that she had left her ticket, she went back home.

It is / It was (noun / noun phrase / adverbial phrase) who / that ...

The sentence pattern 'It is / it was ... who / that ...' can be used to emphasise a particular noun / noun phrase / adverbial phrase.

e.g. *A balanced diet can strengthen our immune system and protect us against illness.*

It is a balanced diet that can strengthen our immune system and protect us against illness.

(The emphasis is placed on the noun phrase 'a balanced diet'.)

B. Rewrite the following using the pattern It is / It was (noun / noun phrase / adverbial phrase) who / that

1. My daughter won the first prize in the mathematics competition.
2. My parents bought a Honda Fit car for me when I passed the exam.
3. The author has written many good short stories for children.
4. The angry boys chased the mad dog away from the garden.
5. Nyo Nyo broke the flower vase yesterday evening.
6. He has decided to give back the purse to her because he is honest.
7. A big fire started in my neighbour's house last night.
8. I saw an ambulance rushing to the scene.
9. Thandar found a wallet on her way back home.
10. The drought caused many farmers much trouble.

Not only ... but also

The sentence pattern 'not only ... but also' is used to present two qualities of a character, an action or an event.

e.g. *It is important to consider not only the relationship between diet and nutrition but also the influence of environmental factors on them.*

To put an extra emphasis, 'not only' is used at the beginning of a clause. After 'not only' comes an inversion of the order of the subject and the verb.

e.g. *Not only is she smart, but she is also very rich.*

Not only was it partly sunny, but it was also partly cloudy.

C. Join the sentences using 'not only ... but also'.

1. They will paint the inside of the hall. They will paint the outside of the hall.
2. The circus comprises magicians and clowns. It also comprises tigers and lions.
3. He will sing a song at the dinner party. He will also dance at the dinner party.
4. She enjoys learning English. She also enjoys learning French.
5. The actress has long, curly blonde hair. She also has lovely blue eyes.
6. My cousins are good at playing basketball. They are good at playing volleyball as well.
7. I washed my car yesterday. I cut the grass in my garden yesterday.
8. My brother can speak Spanish well. My sister can speak Spanish well.
9. He likes to do exercise at the gym. He likes to go jogging in the park.
10. It was raining heavily. The wind was blowing hard.

3D Listening and Speaking

A. Listen to a man talking about nutrition. Fill the blanks with the appropriate words give in the box.

varied	nutrition	dietary	effects	vitamins
balance	nutrients	fats	work	specific

Nutrition is the study of 1. _____ in food, how the body uses them, and the relationship between diet and nutrition. In other words, it is the study of food and its 2. _____ on the body. Therefore, we need to consume a 3. _____ diet to obtain a variety of nutrients.

A nutritionist focuses on how we can use 4. _____ choices to reduce the risk of disease, what happens if we have too much or too little of a nutrient, and how allergies 5. _____.

Nutrients provide nourishment. Proteins, fibres, vitamins and water are all nutrients. If we do not have the right 6. _____ of nutrients in our diet, our risk of developing certain diseases increases. Therefore, a diet that is rich in plant-based foods and that limits added animal 7. _____, processed foods, and added sugar and salt is most likely to benefit us. We should follow a 8. _____ eating plan in which we focus on certain foods and avoid others in order to obtain all the necessary 9. _____ to maintain our health.

Nutritionists use ideas from molecular biology, biochemistry, and genetics to understand how nutrients affect the human body. They learn about 10. _____ through self-study or formal education. They often work in the food industry as well as in food science and technology.

B. Study the following speaking cards. Choose one and give a one-minute talk on it.

Your food preferences

Six vital nutrients

A relationship between diet and nutrition

A balanced diet

Negative effects of processed foods

Foods essential for nutrition

e.g. **Essential foods for nutrition**

I'd like to talk about essential foods to get nutrients. The food we eat can be divided into grains, fruits, vegetables, milk products, animal products, and beans. These foods carry six types of nutrients: carbohydrates, vitamins, minerals, fibre, proteins and lipids. We can maintain good health by having these foods. Firstly, grains such as rice, wheat, maize, millet, barley, and corn are energy-giving foods because we get carbohydrates from them. Secondly, fruits and vegetables give minerals, vitamins and fibre. Thirdly, milk products give proteins. Fourthly, animal products provide the same proteins. What's more, beans are an excellent source of proteins. Finally, foods such as vegetable oil, fish and other seafood, plant oil, nuts and seeds, eggs, yogurt, milk, etc. are energy-giving foods. To sum up, if we eat these foods regularly, we will be healthy and happy. Therefore, these foods are essential for nutrition.

3E Writing

Opinion writing

- ✱ Paragraph 1 includes an Introduction. Introduce your topic. Start with the opening lines to engage the reader's interest. Give a hint of what is to follow.
 - ✱ Paragraph 2 includes the Main Body which states your arguments for and your arguments against.
 - ✱ Paragraph 3 includes a Conclusion. Refer back to the topic and summarise. Say why you find one side more convincing than the other.
 - ✱ Begin each paragraph with the main idea and then develop this idea. For a new idea, begin a new paragraph.
 - ✱ Opinion writing is academic writing. Therefore, don't use an informal style (no contractions, colloquial words, or emotional language).
- b. **Study the following opinion writing and check whether it includes the points mentioned above.**

Active video games are worth playing

Nowadays, many teenagers use video consoles to play online games. They spend most of their free time playing active video games at home. However, many parents think that playing these games is a waste of time and money. In my opinion, these games are good for teenagers for a number of reasons.

First of all, I think that there are many active video games online. I can do lots of different types of sports such as basketball, volleyball, water skiing, etc. I can play them in the comfort of my own home. I do not need to go outside. In my view, these games are fun

and interactive all at the same time. While playing an active game, we use our body movements to control the characters. So, it is a good way to exercise. If I play it online, I do not need to meet my friends physically. In addition, I can play whenever I want to. However, some people think that they can benefit from going outside in the fresh air. In fact, this is not true because it is sometimes difficult to play outside because of bad weather like heavy rain or strong wind. In this case, active video games become an alternative. Moreover, it encourages shared learning among players. It also keeps them challenged at multiple levels of experience.

To sum up, I strongly believe that active video games are fun and worth playing. Moreover, they increase our IQ and our problem-solving skills. At the same time, we can socialise with our online friends from different countries. Even in the period of the COVID-19, we can still keep in touch with our friends by playing these games. For these reasons, active video games are worth playing.

- B. Study the following opinion essay and check whether it has the points mentioned above.

Eating Fast Food is Good for Health

Nowadays more and more people are turning to fast food for the sake of convenience. I think most people prefer eating fast food because they do not have enough time to prepare food. Moreover, fast food is cheaper than other types of food. Some people may think that fast food is good for health. In my opinion, it is not good for health.

Eating fast food is not good for health. Firstly, it is likely to cause malnutrition. If people sometimes eat fast food, it may not cause any health problems. However, if they eat fast food regularly, they will suffer from nutritional problems because many types of fast food do not have enough nutrients. Producers of fast food use cheaper ingredients that lack adequate nutrients. As a result, regular fast food consumers will suffer from such diseases as diabetes and heart disease which are always linked to the consumption of cheap, mass-produced fast food like fried chicken and chips. Secondly, fast food is usually high in sugar, salt and animal fats that can cause weight gain. As a result, those who regularly consume them will become obese. In fact, obesity is the major cause of serious health problems in the world. Finally, fast food usually contains chemical additives that are not good for our body. This can harm our body in the long run.

To sum up, eating fast food is not good for our health as it does more harm than good. Compared to home-cooked foods, different types of fast food are not fresh and nutritious. Even though they are delicious and cheaper, they do not have enough nutrients. Therefore, we should avoid consuming them if possible. We should consume more home-cooked foods than fast food.

- C. Write an opinion essay on 'Home-cooked foods are a great source of nourishment'.

Review 1

A. Choose the correct answer.

1. An argument should be handled in a more constructive (manner / solution).
2. In some (cultures / traditions), it is not polite to ask someone how much he or she earns.
3. It is (vital / possible) to be polite to your parents and teachers.
4. We should (imitate / cultivate) good manners from our elders.
5. Doctors are (responsible / knowledgeable) for the care and well-being of patients.
6. When I got low marks, I became (depressed / relaxed) and stayed in bed for many hours.
7. After a long holiday, we felt (tired / relaxed) and ready to get back to work.
8. The mother keeps her son's room bright and (happy / cheerful) with beautiful curtains.
9. I think it will be quite difficult to (accomplish / finish) your goal.
10. After a long walk in the forest, I sat down with (fatigue / boredom).
11. As home-made burgers are (nutritional / nutritious), they are good for our health.
12. The aim of the meeting is to find ways to prevent widespread (reforestation / deforestation) in the Amazon.
13. The ozone layer blocks the (harmless / harmful) rays from the sun.
14. Any (nutrition / diet) that does not provide enough nutrients should not be consumed.
15. When she met the man she didn't want to see at the party, she gave him (a genuine / an artificial) smile.

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

1. I am looking for a secretary _____ (which / who) can use Microsoft Word and Excel well. (Choose the correct alternative.)
2. Have you bought the snacks _____ (who / which) I asked you to buy from the market? (Choose the correct alternative.)
3. I became friends with Thuta. His interests are the same as mine. (Join the sentences using suitable relative pronoun.)
4. The pop singer did not turn up. Kathy invited him to her birthday party. (Join the sentences using suitable relative pronoun.)
5. Mogok is a beautiful hill station. It is surrounded by mountain ranges on all sides. (Join the sentences using suitable relative pronoun.)
6. My daughter won the first prize in the essay competition. She also won the first prize in the poem recitation competition. (Use 'not only... but also'.)
7. Japan is a developed country. It is also a super rich country. (Use 'not only... but also'.)
8. The tourists enjoyed taking a ride in the bullet train. (Use 'It is / It was ... who / that'.)
9. She bought a mansion in the Golden Valley. (Use 'It is / It was ... who / that'.)
10. I wrote poems because I enjoyed composing poems. (Use 'It is / It was ... who / that'.)
11. An earthquake occurred on the remote island. It destroyed the whole village. (Join the sentences using Participle Phrase.)
12. The children sang songs and danced very happily. They walked back home. (Join the sentences using Participle Phrase.)
13. It's getting late, I (can / must) go now. (Choose the correct option.)
14. She said to me, "I'll sing a song. (Can / Should) you dance?" (Choose the correct option.)

UNIT 4

READING

- Emotional Well-being

VOCABULARY

- -ed and -ing adjectives

GRAMMAR

- Adjectives with prepositions

LISTENING AND SPEAKING

- Listening to a talk on some strategies to deal with stress
- Talking about stress

WRITING

- Essay writing

UNIT 4

EMOTIONAL WELL-BEING



4A Reading

Pre-reading

1. What generally makes you happy / angry?
2. What do you usually do when you are surprised / excited / annoyed / angry?
3. Which do you think is more important in life – physical well-being or mental well-being? Why?

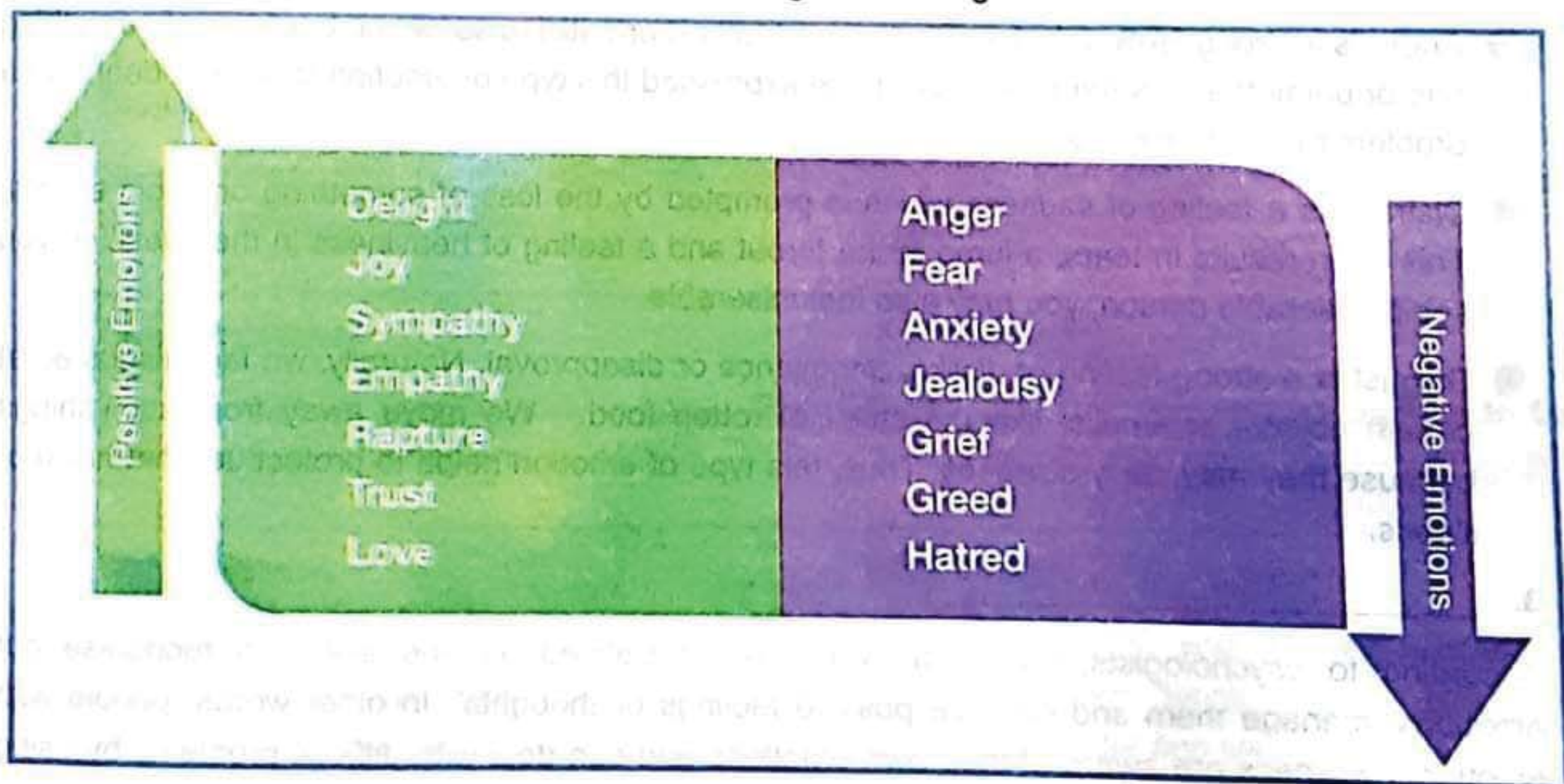
Read the passage.

1. _____

Emotion means a strong human feeling such as love, hatred, anger or fear. Emotions are part of the human nature that consists of a range of feelings, which have a considerable impact on our lives. For example, people – family members, neighbours, friends and other acquaintances – are mystically connected by a feeling of friendship, kindness or love.

2. _____

Emotions can be classified into two main types: positive and negative. Examples of positive emotions include delight, joy, sympathy, empathy, rapture, trust and love, whereas negative emotions are feelings like anger, fear, anxiety, jealousy, grief, greed and hatred. It is only natural that our lives are **touched** by both positive and negative feelings.



In order to have a proper understanding of our emotions, let us now look at a few basic emotions that we experience in daily life.

- ✱ Joy is a feeling of great happiness that can be **induced** by the simplest things, like a kind word, a beautiful mountain view or an interesting shop window. This can be said to be the most positive emotion and a great motivator. Thus, we actively would like to repeat the activities that bring us joy.

- Sympathy is a feeling of being sorry for someone who is in a bad situation. For example, we feel sympathy for flood victims or crash victims – we understand and care about their problems.
- Empathy is usually described as 'the feeling that we understand and share someone else's emotions or experiences as if they were our own. For example, we feel empathy for people who have lost their parents, sons or daughters. Showing empathy for others is a way of managing our emotions and training our minds to prepare themselves for challenges.
- Loving-kindness is a strong feeling of caring about someone. Treating someone with loving kindness means we say, do or think of something for their welfare. In other words, we try to make them happy instead of causing harm or suffering.
- Surprise is a feeling that is caused by something unexpected. When something surprising happens to us, we raise our eyebrows to open our eyes wider, to allow us to see what is happening.
- Anxiety is a normal human emotion that is found as a reaction to stress. Normal anxiety is what we feel when we are exposed to external stresses such as losing a job, having difficulties in marriage or our children getting ill. This type of anxiety is called 'worry' and remains with us until the problem is sorted out in some way. When anxiety occurs in response to a more immediate threat, like being attacked by a huge snarling dog or looking over a cliff edge, this is called 'fear'.
- Anger is a strong feeling that makes us want to hurt or criticise someone because of something bad or unfair that has happened. We have expressed this type of emotion to try and deal with a problem rather than run away from it.
- Distress is a feeling of sadness which is prompted by the loss of something or tragic events. This often results in tears, a lump in the throat and a feeling of heaviness in the chest. If you see a miserable person, you may also feel miserable.
- Disgust is a strong feeling of dislike, annoyance or disapproval. Naturally, we feel disgusted at certain objects or smells, like the smell of rotten food. We move away from such things because they may carry diseases. Thus, this type of emotion helps to protect us from harm or illness.

3. _____

According to psychologists, emotional well-being is defined as 'the ability to recognise our emotions, manage them and produce positive feelings or thoughts'. In other words, people with emotional wellness are aware of their own emotions and can deal with difficult problems by using some effective strategies.

4. _____

In daily life, we are more likely to experience negative emotions than positive ones. When we get exposed to stressful situations, it is easier for us to get disappointed, worried, or distressed, especially if we are emotionally unhealthy. Also, we blame others or criticise them when something bad or unkind happens to us. If our distress lasts much longer, our emotional well-being is badly affected. When our wants or needs are not fulfilled, we feel depressed, distressed or frustrated. As

a result, we can neither eat nor sleep well, and we cannot concentrate fully on anything. If negative emotions become **chronic** or overwhelming, we will be faced with problems, like losing our loved ones. Emotional well-being typically brings pleasant feelings such as excitement, happiness and love. This does not mean that it is free from sadness and anxiety. Emotionally healthy people also experience negative feelings such as anxiety, rage, doubt or sadness. However, they can **cope** with life's challenges, and they can even manage to bounce back after having been defeated. Thus, emotional well-being has a big role to play in seeking happiness and life satisfaction.

5. _____

The well-known psychologist Dr Hal Baumchen has suggested a list of practical ways to achieve emotional well-being and stay **resilient** to emotionally stressful situations.

<p>Stay honest</p> <p>Be honest with others. Emotional stability is based on honesty and integrity.</p>	<p>Stay positive</p> <p>Keep a healthy, positive attitude to life. Smile, laugh, and enjoy your life.</p>
<p>Stay peaceful</p> <p>Try to be a peacemaker. Develop fairness and conflict resolution skills. Overlook offenses and stay serene and calm.</p>	<p>Stay connected</p> <p>Stay close to those who provide support for your emotional recovery and keep yourself away from those who do not.</p>
<p>Stay grateful</p> <p>Stay modest and humble. Gratitude opens the door to more friendships.</p>	<p>Stay determined</p> <p>Find the key reason for your emotional recovery and stick to it.</p>
<p>Stay intentional</p> <p>Try to have a specific aim in view. Stay deliberate, determined and purposeful.</p>	<p>Stay strong</p> <p>Try to have the strength and courage to face difficult situations to come.</p>
<p>Stay balanced</p> <p>Keep the right balance of both pleasant and unpleasant feelings. Find ways to improve your work-life balance.</p>	<p>Stay hopeful</p> <p>Stay confident that your future is filled with the promise of good things to come. Hope gives birth to a brighter and sweeter future.</p>

To enjoy a better quality of life, it is essential for us to possess a good sense of emotional well-being. The ten practical ways suggested above will greatly contribute to our emotional well-being – they will release our negative emotions, produce positive emotions and help us lead a happy healthy and peaceful life.

Comprehension

A. Read the passage and choose the appropriate topic for each paragraph. Match the paragraphs (1–5) with the topics (a–f). There is one extra topic.

- (a) The importance of emotional well-being
- (b) Definition of emotional well-being
- (c) Some practical ways to achieve emotional well-being
- (d) Definition of emotion
- (e) Ways to achieve a better quality of life
- (f) Types of emotions

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

1. able to become strong, happy, or successful again after a difficult situation a. _____
2. a return to a normal state of health, mind, or strength b. _____
3. very calm or peaceful c. _____
4. intended or planned d. _____
5. not proud e. _____
6. caused f. _____
7. long-lasting; persisting for a long time g. _____
8. emotionally influenced h. _____
9. succeed in dealing with a difficult situation i. _____
10. the quality of being honest and having strong moral principles j. _____

C. Complete the sentences with the appropriate answers (a–j) in Exercise B.

1. A number of health issues will arise if unpleasant feelings become _____ and persistent.
2. She worked overtime last week; her illness was _____ by overwork.
3. She was deeply _____ by the story of a poor little boy who had lost his parents in an accident.
4. Our company proved remarkably _____ during the economic crisis.
5. Those who are emotionally stable can _____ the difficulties of life.

6. _____ is one of the most important qualities of a leader.
7. We wish the patient would make a full and speedy _____.
8. She used her _____ strategy to win the first prize in the talent contest.
9. Despite being a famous tennis player, he remains _____ about his achievements.
10. She practises meditation every day and her face looks _____.

D. In pairs, fill each blank with an appropriate antonym in the box.

mild	relaxed	bias
unsteadiness	weakness	pleasant

- | | |
|-----------------------|--------------------|
| 1. distressed _____ | 4. stability _____ |
| 2. overwhelming _____ | 5. fairness _____ |
| 3. stressful _____ | 6. strength _____ |

E. Complete the sentences with the appropriate words (1–6) in Exercise D.

1. His critical thinking skill is the main _____ in solving problems.
2. He has a sense of _____ and hates injustice.
3. Honesty and integrity are important for emotional _____.
4. She felt a(n) _____ desire to defeat her rival.
5. As her new job is very _____, she has a lot of anxiety and worry.
6. Hla Hla was deeply _____ by the news of her father's death.

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

1. What are the two main types of emotions?
2. 'In daily life, we are more likely to experience negative emotions than positive ones.' Do you agree with this statement? Why or why not?
3. What do we usually do when something bad or unkind happens to us?
4. How do we feel when we cannot fulfil our wants or needs?
5. Why is emotional well-being so important in seeking happiness and life satisfaction?
6. What is essential for us to enjoy a better quality of life?
7. How do you usually manage your emotions?
8. Suggest two other ways of achieving emotional well-being.

4B Vocabulary

-ed and -ing adjectives

They come from verbs and can have two forms: adjectives that end with -ed (e.g. amazed) and adjectives that end with -ing (e.g. amazing).

Uses of -ed and -ing adjectives

We use -ed adjectives to describe how we feel.

Examples

I was so **bored** with that lesson; I almost fell asleep.

He was **surprised** to see Helen after all those years.

She was really **tired** and went to bed early.

We use -ing adjectives to describe a thing or person that makes us have a feeling.

Examples

Have you seen that film? It's really **frightening**.

He is the most **boring** person I've ever met.

I can't sleep well! That noise is really **annoying**!

A. Choose the correct option.

1. I'm *disappointing* / *disappointed* that you can't come to my wedding.
2. Bears are *terrifying* / *terrified* when they get angry.
3. She looked *relaxing* / *relaxed* and confident before the match.
4. Local people are *worrying* / *worried* by the spread of the disease.
5. I've had a very *tinging* / *tired* day at work and I need to have a good long rest.
6. Students are *exciting* / *excited* about their field trip to Mount Popa.
7. Children are playing outside noisily. They are so *annoying* / *annoyed*.
8. My uncle told me a very *amusing* / *amused* story. I laughed and laughed.
9. His early life is really *fascinating* / *fascinated* to me.
10. The map was *confusing* / *confused* and I got lost.

B. Complete each sentence using the correct word from the box. Use each word once.

bored	interested	surprising	amusing	confused
boring	amused	confusing	surprised	interesting

1. He is very _____. He tells lots of jokes when he gives a speech in public.
2. This is a terribly _____ book. Nothing interesting happens in it.
3. She's _____ in fashion and often talks about it.
4. I'm _____ by the whole thing – can you repeat all that again?

5. She was _____ because she had nothing to do all day.
6. Everyone else thought it was funny, but she wasn't _____.
7. Your instruction is really _____. Could you explain it to me again?
8. It is _____ that she failed the exam, because she's a good student.
9. Everyone was _____ to hear the news of his sudden death.
10. The story was very _____ so I was totally lost in it.

C. Complete the sentences with the correct participle adjectives (-ed or -ing adjectives).

1. We are going to Kalaw next weekend. We have never been there before. (excite)
 - a. It will be an _____ trip.
 - b. We are _____ about the trip.
2. Ko Thu spends most of his spare time in the garden. (interest)
 - a. He finds gardening _____.
 - b. He is really _____ in gardening.
3. My roommate listens to loud music most of the time. (annoy)
 - a. This makes me really _____.
 - b. It's really _____ to me.
4. The film I watched last night was not so good as I expected. (disappoint)
 - a. The film was _____.
 - b. I was _____ with the film.
5. You were so rude to your friend yesterday. (disgust)
 - a. We were totally _____ with your behaviour.
 - b. Your behaviour towards your friend was _____.
6. Daw Wai Wai has been doing the household chores all day. (exhaust)
 - a. She finds her day _____.
 - b. She is totally _____ from doing the housework.
7. Yesterday Myintzu began to see her close friend's true colours. (shock)
 - a. Myintzu was _____ to see his true colours.
 - b. It was _____ that he suddenly revealed his real character.
8. Myint Myint spends her free time reading novels and magazines. (relax)
 - a. Reading makes her feel _____.
 - b. It is _____ for her to read books.
9. I am not happy with my sister as she is selfish. (embarrass)
 - a. Her selfishness is so _____.
 - b. I usually feel so _____ about her selfish behaviour.
10. We haven't seen Cherry for the last two years. (astonish)
 - a. We are _____ to find that she has changed a lot.
 - b. It is _____ to see how much she has changed.

4C Grammar

Adjectives with prepositions

When we study adjectives, it is a good idea to study the prepositions that go with them.

e.g. *I am really **frightened of** spiders.*

*The teacher was very **satisfied with** her students' work.*

A. Match the beginnings (1–5) with their endings (a–e).

- | | |
|-----------------------------|--|
| 1. He was embarrassed | a. of the wealth and success of other people. |
| 2. I'm not very keen | b. with me about my careless mistakes. |
| 3. We should not be jealous | c. by the way he talked. |
| 4. I'm really worried | d. on fishing. I think it's so boring. |
| 5. The teacher was annoyed | e. about Ko Oo. He didn't come back home last night. |

B. Complete each sentence with an appropriate phrase in the box.

good at	upset by	scared of	excited about
interested in	pleased with	bored with	angry with
fed up with			aware of

- As Kyaw Kyaw was _____ astronomy, he bought a small telescope.
- He was very _____ driving again after the accident.
- I am _____ my studies. I have to do a lot of lessons hour by hour without a break.
- We should be _____ the danger of taking narcotic drugs.
- My father was really _____ me for teasing my younger sister.
- She is very _____ playing chess. She always beats me when I play with her.
- He was deeply _____ his friend's insulting remarks.
- Students were _____ the upcoming summer holidays.
- My father is _____ my success. He gave me a watch as a reward.
- He was so _____ his friend's endless conversation that he nearly fell asleep.

4D Listening and Speaking

A. Listen to a psychologist talking about some strategies to deal with stress and number the strategies that you hear.

Taking regular exercise

Keeping a mood journal

Mindfulness

Laughter

B. Listen again and complete the sentences.

1. In his talk, the psychologist refers to stress as the _____ of the 21st century.
2. The _____ of a loved one is one of the major life-changing events that can lead to stress.
3. If you do not have enough _____ over a long period of time, you are likely to have high levels of stress.
4. Stress can make us put on or lose _____ over a short period of time.
5. Mindfulness is a great way to _____ the ups and downs of our emotions.
6. Laughter produces _____ that make you feel happier.
7. In many countries, laughter is used in hospitals as a strategy to make patients feel less _____.
8. You should exercise _____ times a week to reduce stress.
9. Swimming is a good way of _____.
10. Keeping a _____ really helps us to reduce stress.

C. Study the dialogue and underline the language expressions used to ask for suggestions and to give suggestions and responses. The first one is done as an example.

Nilar: Hello, Thazin. You look tired. What's wrong with you?

Thazin: You know, I've got a lot of pressure from my parents. They want me to get good marks in all subjects. So I've been busy with my studies all the time. The problem is, er, I often have headaches and can't sleep well at night these days.

Nilar: Oh, I see. You're feeling stressed out. You ought to find some strategies to relax before it gets worse.

Thazin: I think you're right. What should I do?

Nilar: You should have some time for leisure activities. For example, you should take up a hobby like drawing or cooking. A break from study can refresh your mind and body.

- Thazin:** That's true. I haven't thought about it. Actually, I'm interested in drawing. Another problem is I want to be alone, but this makes me feel depressed. What do you suggest?
- Nilar:** You'd better socialize more. What I mean is you should make time to see friends two or three evenings a week. Hanging out with friends is a good way to relax.
- Thazin:** I see your point, but my parents wouldn't allow me to go out with my friends often.
- Nilar:** I see. Why don't you exercise regularly? Physical activity produces chemicals in the brain that make you feel happy.
- Thazin:** OK, I'll do that. Thank you for your suggestions.

D. Read the dialogue again and put the underlined expressions in Exercise C in the correct column.

Asking for suggestions	Giving suggestions	Responses	
		Agreeing	Disagreeing
<hr/>	<hr/>	<hr/>	<hr/>

E. In pairs, practise the dialogue.

4E Writing

Write an essay on 'How to deal with stress', using the answers to the following questions as prompts.

1. In what situations do people often feel stressed?
2. Who suffers from stress most?
3. How does stress affect our health?
4. What can we do to reduce stress?
5. What advice will you give to people who want to reduce stress?

UNIT 5

READING

- Colours

VOCABULARY

- Colour idioms

GRAMMAR

- Subordinating conjunctions in adverbial clauses

LISTENING AND SPEAKING

- Listening to a psychologist talking about colours
- Talking about one's favourite colour

WRITING

- Essay writing

UNIT 5

COLOURS



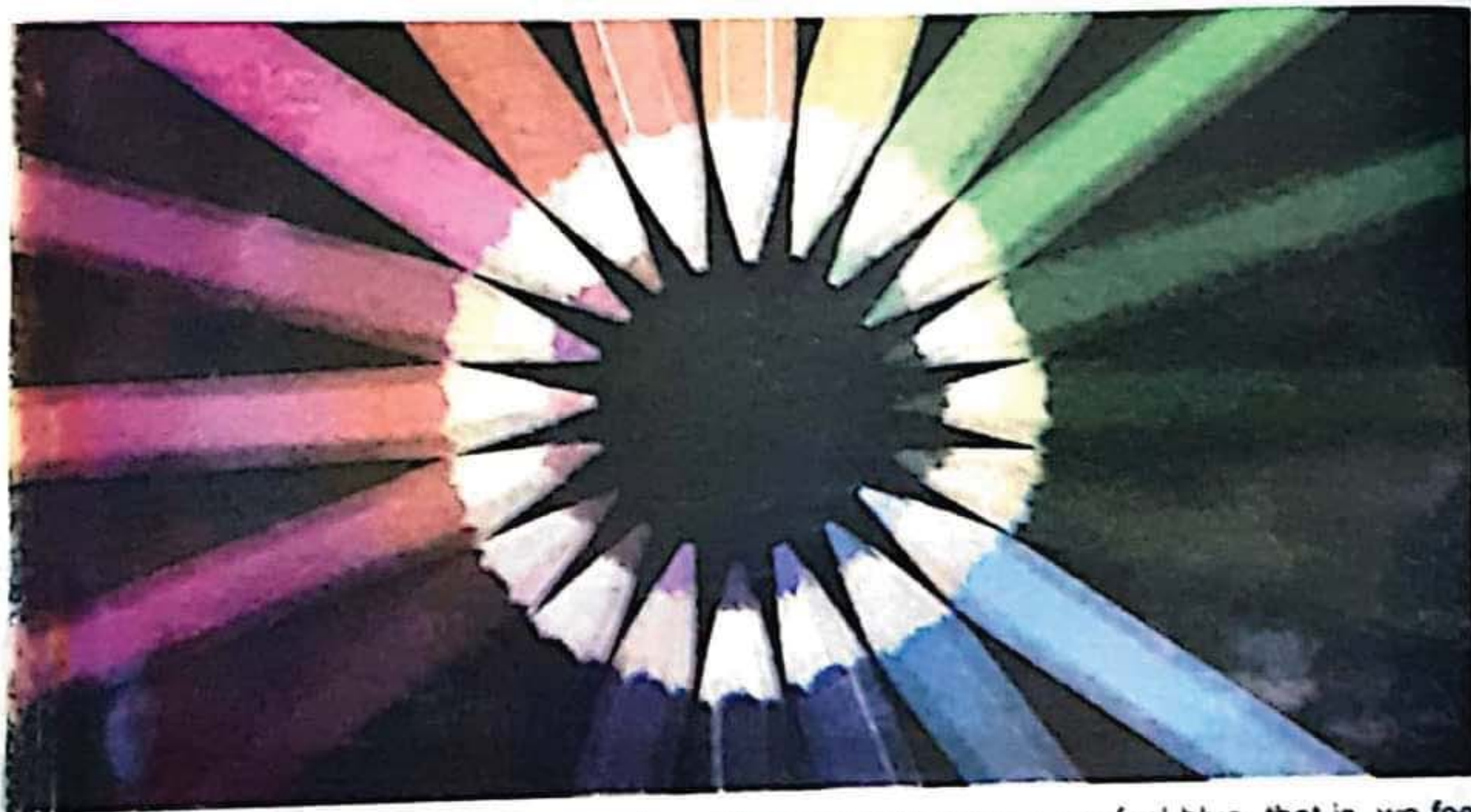
5A Reading

Pre-reading

1. What are the most widely used colours in national flags?
2. What colour do you have when mixing yellow and red?
3. What is the meaning of a yellow card in soccer?
4. Red is often associated with anger. Which colour is associated with envy?
5. How many colours are there in a rainbow? What are they?

Read the passage.

We live in a world of colours, don't we? We often say, or hear people say, a clear blue sky, a deep blue sea, a red, red rose, as white as snow, as black as coal, and so on. But do we know that many everyday expressions in English are made from colours?



For example, sometimes, when the people we love are not near us, we feel blue, that is, we feel sad and lonely. And the slow, sad, soulful music of the African-Americans is called 'blues' because it reflects the sad lonely feelings of those African-Americans. Then there are: out of the blue, which means without warning; once in a blue moon, which means very rarely or hardly ever; blue-collar, a term which refers to workers doing manual or unskilled work, and many others.

What about green? If somebody has green fingers, he or she has the natural skill of growing plants successfully. So if you do not have green fingers, don't ever think of taking up gardening as a hobby. And if someone is young and inexperienced, he or she is a greenhorn, or we can say he or she is still green. If someone is given the green light, it means he or she is allowed by someone in authority to go ahead with a certain project or programme. A greengrocer is of course a person or

a shopkeeper that sells fruit and vegetables. And a term often heard these days is the greenhouse effect, which refers to the warming of the earth's surface as a result of the trapping of long-wave radiation by carbon dioxide, ozone, and other gases in the earth's atmosphere.

Now, let's go to politics. When we say someone is pink, we mean that he or she has mild left-wing views, and therefore is a socialist. But to be in the pink is to be in the best of health. One very popular song of the mid-fifties goes like this: Enjoy yourself, it's later than you think. Enjoy yourself while you're still in the pink. By the way, do you know that your little finger is called a pinkie?

But if you're red instead of pink, then you're a true leftist, a communist. But when you see red, it means you are very angry. When a business company is in the red it means that the company is losing money and is in debt. When a footballer is shown a red card, he is sent off the pitch for violating one of the rules of the game. And to paint the town red is to go to a lot of different bars, clubs, etc. to enjoy oneself in a lively, and often drunken way. Then, we roll out the red carpet for VIPs. When someone is caught red-handed, he or she is caught in the act of committing a crime. And most modern-day teenagers enjoy red hot music, which is music that is loud and quick in rhythm. A red letter day is an important, or special day because something particularly good, or important happens on this day. And how we hate all that red tape, which refers to all those unnecessary rules and regulations which result in delay.



Are you yellow? If so, you have no courage; you are cowardly. But when a footballer is shown a yellow card, it means that he is warned for having broken a rule. And a yellow ribbon is a symbol of welcome – in the USA – for those returning home after having undergone danger. For instance, a soldier returning home from battle is quite likely to find yellow ribbons tied round a tree in his front yard.

Do you like to wear black clothes? You are not all alone if you say 'yes'. Black is the most preferred colour in today's fashion world. And the highest belt awarded in martial arts is black. However,

Black is also associated with mysterious or frightening things, as in black holes, black magic, black spirits, and so on. Like any other colours, black has both positive and negative connotations. For instance, a company in the black has more money than it owes. But, when someone is described as the black sheep of the family, he or she notoriously stands out from the rest of the family.

Then, do we know that we use colour to express a sense of group identity? We wear uniforms at school, in the army or in the police force to show that we belong to a particular group. We also dress in our favourite sports team colours to say the same thing. And, we will notice that flag colours vary from country to country. The colours of a national flag represent the country's history, beliefs and values, as well as its glorious past and hopeful future. If we see a group of football fans waving their national flags at the stadium, we can guess where they come from.



Are we aware that colour is used as a fast and powerful tool for sending out different messages? The colours of the traffic lights – amber, red, and green – mean slow down, stop, and go respectively. In the world of business, companies always select the colour of their brand very carefully. For instance, a bank uses a calm blue to show that it is trustworthy. Advertisers use bright and cheerful colours to say that we will have a brighter future if we use their products.

In all, we live our lives in colour from our earliest days. Colour has a big part in everything we do. The language we use in daily life is full of colour-related expressions. We also use colour as a badge of identity and as a way of communicating different messages. Thus, we can increase our understanding of the world around us by learning about what colours represent. If there were no colour in the world, we would definitely live a dull life.

Comprehension

1. Match the colour expressions in Column A with their meanings in Column B.

Column A	Column B
1. In the red	a) unexpectedly
2. In the pink	b) a warning for having broken a rule
3. greengrocer	c) in debt
4. out of the blue	d) in the best of health
5. a yellow card	e) a person who does manual or unskilled work
6. a blue collar worker	f) a person who sells fruit and vegetables

B. Write an appropriate colour idiom under each picture.



1. _____

2. _____

3. _____

4. _____

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

1. Write three colour-based English expressions mentioned in the passage.
2. What colour is most commonly associated with sadness or loneliness?
3. What type of person is commonly referred to as a greenhorn?
4. What colour expression can you use to say "I'm in good health"?
5. What does 'a red letter day' mean?
6. Find two colour expressions in the passage that indicate a company's financial situations.
7. What do the colours of a national flag represent?
8. Why do advertisers choose bright and cheerful colours?
9. Have you ever had a yellow mood? If yes, where and when?

D. Complete the table with the adjectives given in the box. Add two more adjectives in each row, and in pairs, compare your answers with those of your friend.

timid, weak brave, energetic lovely, romantic calm, distant safe, envious

Colour	Moods and feelings
white	fresh, peaceful
red	
yellow	
blue	
green	
pink	

E. Tick the sentences that are true for you. Correct the false information.

1. I prefer blues to red-hot music.
2. I go to the cinema once in a blue moon.
3. I do not have green fingers because I cannot keep any plant alive.
4. I have never walked on the red carpet.
5. I need a green light from my mother whenever I want to go out.

5B Vocabulary

Colour Idioms

An idiom is a word or phrase which means something different from the literal meaning of the individual word(s) that make up the expression. Idioms are formed by combining existing words in a new sense, resulting in new expressions that expand the scope and vocabulary of the English language.

In English, colour words are frequently used in idiomatic expressions. Colour idioms are idioms that deal with colours or contain at least one colour within the idiom. Learning to use colour idioms and idiomatic expressions correctly helps you improve your English language skills.

In the reading passage, you have learnt the most common colour-related idioms and expressions.

Now study some more idioms.

No.	Idioms	Meaning	Example sentence
1.	black and blue	bruised and beaten	The drunkard was found black and blue near the station.
2.	black and white	straightforward; very clear	We all understood the theory in black and white after the lecture.
3.	black out	temporarily lose consciousness	She blacked out at the sight of a snake in her room.
4.	black market	a place where goods are illegally bought and sold for a profit	The man planned to sell tiger hides on the black market in town.
5.	into the blue	disappear; out of sight	I could not find my little cat. It seemed to be into the blue.
6.	blue blood	someone from a noble, aristocratic or wealthy family	Only the blue bloods were invited to the royal wedding.
7.	look green	looking sick	After a ten-hour flight, grandma looked green.
8.	green with envy	jealous	She is green with envy because her friend has a new mobile phone.
9.	grey matter	intelligence; power of thoughts	They will surely get the right solution if they use some grey matter.
10.	out of the red	out of debt	Their father has managed to pay back the bank loan and they are out of the red now.
11.	red-eye	a journey that leaves late at night and arrives early in the morning	We had to catch the red-eye flight last night.

12.	white elephant	a useless possession, something that is of no use	My uncle bought me a calculator for my birthday, but it is a white elephant. I am an arts student.
13.	a white lie	a harmless lie	He told the teacher a white lie when he said he had a headache.
14.	white-collar	relating to the work done or those who work in an office or other professional environment	The white-collar workers in this company are educated and well-trained.
15.	with flying colours	complete something with great distinction, and excellent results	If you study hard, you will pass the exam with flying colours.

A. Complete the table with the suitable idioms in the reading passage.

Meaning	Idioms
1. feel sad and lonely	feel blue
2. unnecessary rules and regulations	_____
3. inexperienced	_____
4. cowardly	_____
5. in good health	_____

B. Fill in the blanks in the following sentences with the appropriate colour from the list given below.

black blue green red white yellow

- I had no prior experience in organising a conference schedule. I was very _____.
- My busy uncle visits our house once in a _____ moon.
- The teacher got angry with the latecomers and she was _____ in the face.
- Nilar was too _____ to ride a roller coaster.
- He told a _____ lie in order to escape his father's anger.
- My parents have just given me the _____ light to go to the movie tonight.
- Bo Bo is a _____ sheep in this talented family; he always makes problems at school.
- My aunt has _____ fingers. She is good at gardening.
- If something happens out of the _____, it is a surprise.
- Dad always said that the day I was born is a _____ letter day for him.

C. Fill each blank with an appropriate colour idiom from the list given.

in the pink	flying colours	blue blood	grey matter	red-handed
in the black	green with envy	in the red	white elephant	blue collar

1. Moe Moe is _____ over Sandra's new shoes.
2. As their business was _____, they had to sell their luxury car.
3. Tu Tu's business is always _____ and he is growing financially.
4. Every student wants to pass the exam with _____.
5. The iPod you gave him seems to be a _____ for him; he does not like music.
6. Our grandma is _____ of health, even in her nineties.
7. The new student is very arrogant and all of us think she comes from a _____ family.
8. Most of the people in this industrial zone are _____ workers.
9. The thief was caught _____ while stealing a gold chain.
10. He does not possess enough _____ to solve such a complex problem.

5C Grammar

Subordinating conjunctions in adverbial clauses

An adverbial clause, like an adverb, tells us something further about the verb and answers the questions beginning with *when, where, how, why, to what extent, under what conditions*, etc.

Examples

When I reach the station, I will give you a call.

She decided not to go to school because she was too sick.

An adverbial clause begins with a subordinating conjunction. It can express different relations between two clauses, including addition, consequence, comparison, contrast, result, etc. Some common subordinating conjunctions are provided in the following box.

Time:	when, after, before, as, as soon as, by the time, since, once, until, till, while, whenever
Place:	where, wherever
Manner:	as, as if, as though
Comparison:	than, (not) as ... as
Reason:	because, as, since
Purpose:	so that, in order that, in case
Result:	so ... that, such ... that
Condition:	if, unless, provided that, providing that, as long as
Contrast:	although, though, even though

A. Choose an appropriate subordinating conjunction for each of the following sentences.

1. I waited at the bus stop (until, after, unless) my friend arrived.
2. He shouted at me (although, as if, so that) it were all my fault.
3. I am not as clever (so that, whereas, as) you are.
4. (Since, Although, Till) the price was low, she did not buy the scarf.
5. The flight was cancelled (because, while, where) the weather was bad.
6. We ran into an old friend (where, while, before) we were waiting for the ferry.
7. The driver stopped the bus (unless, though, so that) the old man could cross the road.
8. (As, Once, Where) my sister was busy, I washed all her clothes.
9. (Since, When, Although) she was not well, she prepared dinner for her son.
10. I came here (so that, as soon as, until) I heard the news about you.

B. Join the following sentences using appropriate subordinating conjunctions.

1. We had to stand all the way. All the seats on the bus were occupied.
2. My father devoted all his life to his work. He retired.
3. We left rather late. We arrived on time.
4. She is overweight. She never takes any exercise.
5. You trust yourself. You will know how to live.
6. Moe Moe decided not to buy the dress. The colour didn't suit her.
7. The film was boring. I changed the channel.
8. I visit my grandpa. I see him working in the garden.
9. He went to bed. He had finished his homework.
10. I broke my leg. I was playing football.
11. The maths questions are hard. I can only do one of them.
12. Mum will be happy. You arrive home early.
13. Don't go out. I get ready.
14. You listen to me. You will be in trouble.
15. I left home early. I wouldn't be caught in the heavy traffic.

C. Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. I like my new job even if it requires a lot of screen time.

Although _____.

2. She plays tennis so well that she wins all the matches.

She is such _____.

3. By the time we got to the bookshop, the books we wanted had been sold out.

When _____.

4. Ko Ko has lived in China for seven years, so he speaks Chinese fluently.

Since _____.

5. Every time I visit my native town, I donate some money to the Shwe Taung pagoda.

Whenever _____.

6. No sooner did the teacher come in than we stood up and greeted her.

As soon as _____.

7. We must hurry, or we won't catch the train.

Unless _____.

8. I took a cooking course because I wanted to make special dishes for my parents.

As _____.

9. Ma Ma had a shower and then watched TV.

After Ma Ma _____.

10. They wanted to move to a new house, but they could not afford it.

Although _____.

D. Finish each sentence in a meaningful way.

1. I swept the floor after _____.

2. He says his prayers before _____.

3. Our group decided to participate in the contest although _____.

4. You had better take a sweater so that _____.

5. His fans follow him wherever _____.

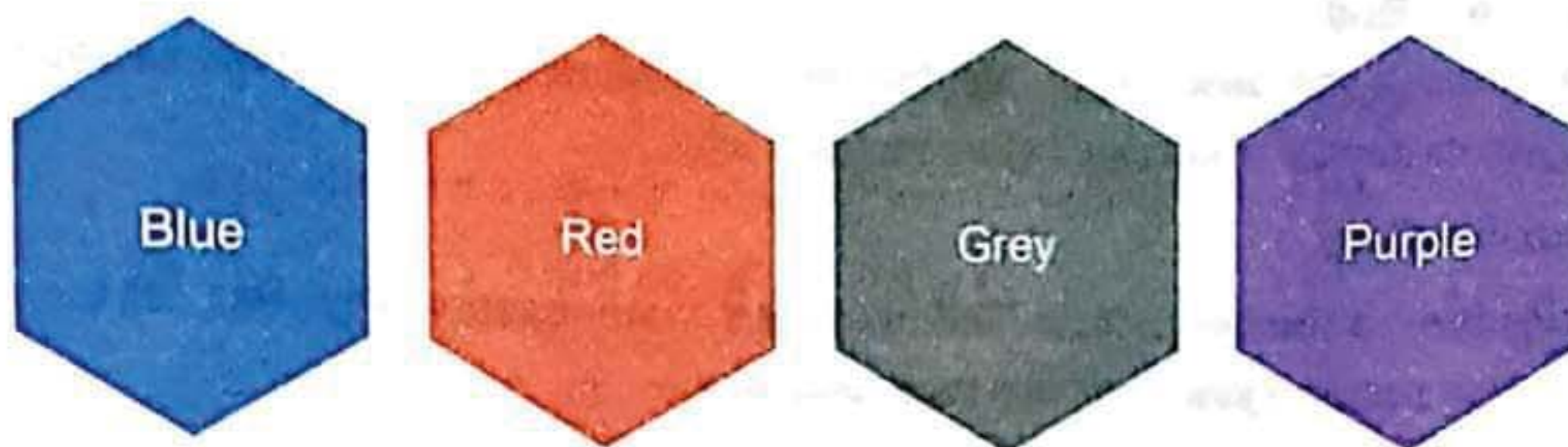
6. The lights went out while _____.

7. We do not have dinner until _____.

8. She passed the exam with flying colours because _____.

5D Listening and Speaking

A. Put the following colours in order of your preference.



B. Spend one minute writing down all of the different words you associate with the colours 'red', 'grey', 'blue', and 'purple'. Work in groups of four and share your ideas with your partners.

C. Guess the answers.

- | | | | |
|-----------------------------------|---------------------------------|-------------------------------------|----------------------------------|
| 1. Blue is the colour of _____. | <input type="checkbox"/> earth | <input type="checkbox"/> mountain | <input type="checkbox"/> sky |
| 2. Red is the colour of _____. | <input type="checkbox"/> anger | <input type="checkbox"/> kindness | <input type="checkbox"/> fashion |
| 3. Grey is the colour of _____. | <input type="checkbox"/> energy | <input type="checkbox"/> neutrality | <input type="checkbox"/> loyalty |
| 4. Purple is the colour of _____. | <input type="checkbox"/> luxury | <input type="checkbox"/> poverty | <input type="checkbox"/> hunger |

D. Listen to a conversation between a colour psychologist Dr Thiri and a host and check your answers from Exercise C.

E. Listen again and complete the sentences.

- Red is the colour of _____.
- Red is a great colour for a female to wear because it draws _____.
- Red is also an _____ stimulant.
- Grey is a very _____ colour.
- If you paint your walls grey, it gives you a passive _____ feeling.
- Grey is not a good thing to have in _____.
- Blue is the colour of the sky and the _____.
- Blue signals trust, _____, and security.
- Purple is the colour of luxury, _____ and wisdom.
- As purple is not commonly found in nature, it can appear exotic or _____ at times.

- F. Work in groups of four. Each group member must have a different favourite colour. Then, discuss in your group.

Outlines

Student A – Red

You think red is the best colour. Tell the others three reasons why. Also, tell them the colour (blue, grey or purple) you don't like most and why.

Student B – Grey

You think grey is the best colour. Tell the others three reasons why. Also, tell them the colour (red, blue or purple) you don't like most and why.

Student C – Blue

You think blue is the best colour. Tell the others three reasons why. Also, tell them the colour (red, grey or purple) you don't like most and why.

Student D – Purple

You think purple is the best colour. Tell the others three reasons why. Also, tell them the colour (red, grey or blue) you don't like most and why.

5E Writing

- A. Study how a student wrote an essay on 'My favourite colour.' Check whether or not the following points are included in the essay:

- Topic sentence
 - Items you have in that colour
 - Reasons why you like that colour
 - How that colour makes you feel
 - Concluding sentence
- 1st, 2nd & 3rd details

My Favourite Colour

I see my favourite colour everywhere at home – from the colour of the sunset view of my window to the curtains of my bedroom. It is a colour that has been one of my favourites for as long as I can remember.

In my bedroom, my wardrobe, my bedsheets and pillowcases, my bookcases, my bags, and my pens are all orange in colour. Whenever I go to stationery shops, I always buy orange-colour-pattern books, pens, pencils, and even erasers. One of the reasons why Garfield, Nemo and orange M&M have become my favourites is that they are orange in colour. I agree with people who say that the colour orange makes them think of success, warmth, goodness, and excitement. Orange always makes me feel good and warm.

When I grow up, I want to own an orange orchard and an orange sports car. I am determined to run an orange juice factory and I am sure my dream will come true as the colour orange brings me good luck and fulfillment.

B. Everybody has a lucky colour. Write an essay about your lucky colour. Give specific reasons why it is your lucky colour. The template below will help you stay on track with your writing.

My Lucky Colour

Topic Sentence:

First Detail:

Explanation:

Second Detail:

Explanation:

Third Detail:

Explanation:

Concluding Sentence:

Now use your sentences to make a three-paragraph essay!

UNIT 6

READING

- Artificial Intelligence

VOCABULARY

- Adverbial phrases

GRAMMAR

- No matter who, whose, what, which, where, when, how, whether, etc.

LISTENING AND SPEAKING

- Listening to a talk on self-driving cars
- Giving a presentation on AI machines

WRITING

- Argumentative essay

UNIT 6

ARTIFICIAL INTELLIGENCE



6A Reading

Pre-reading

1. How was work done a thousand years ago and how is it done today?
2. Have you ever seen a robot? If so, when and where? What is it like?
3. Which do we, human beings have – natural intelligence or artificial intelligence?

Read the passage.



We, human beings, are considered to be the most intelligent species in the world. From time immemorial, we have made our dreams a reality, and as a result, the world has enormously and constantly changed. Great advances in technology, which have made our life easier and more comfortable, owe much to our intelligence – the ability to learn, understand, reason and make judgements. Based on the concept of human intelligence, the term 'artificial intelligence' was coined in 1956 by Professor John McCarthy, a computer scientist from Stanford University. Artificial Intelligence (AI), a cutting-edge technology, is a branch of computer science which mainly focuses on creating machines with humanlike intelligence and capacity.

What is Artificial Intelligence (AI)?

McCarthy defined AI as 'the science and engineering of making intelligent machines, especially intelligent computer programs'. In other words, AI is a machine's ability to perform cognitive functions such as perceiving, reasoning, and solving problems as humans do. The goals of AI scientists include making AI-powered machines perform human tasks, reducing the amount of time needed to perform specific tasks, and enhancing communication between humans and machines.

What is the role of AI in Industry 4.0?

Since the turn of the millennium, with Industry 4.0, AI technology has grown day by day. The industrial setting has been totally changed by this breakthrough technology – AI. As a matter of fact, we have had a long history all the way to AI. One of the most remarkable events that has happened in history is the *First Industrial Revolution*. It began to take place in the eighteenth century with the advent of steam-powered engines. The transportation systems in industrialising countries dramatically changed due to the invention of steam-powered automobiles and railway engines. The *Second Industrial Revolution*, known as the *Technological Revolution*, emerged in the



nineteenth century. Owing to electricity, there have been remarkable developments in mass production since then. Around 1970, the *Third Industrial Revolution*, or the *Digital Revolution* began with the invention of electronics. We are now living in the *Fourth Industrial Revolution Era*,

better known as Industry 4.0. It is in this era that AI has taken centre stage in science and technology.

Where is AI?

So far, AI scientists have achieved success in creating AI-powered machines and gadgets with reasoning, speech and vision. A wide range of machines, devices, and tools powered by AI have been invented by AI scientists. Examples of AI technology can be seen in our daily life. When we are typing a text on a computer or on a mobile, we notice pop-up messages suddenly appearing on the screen, suggesting what we should write next. Most of the time, these suggestions are quite the same as what we are going to write. It seems that the computer can read our minds. This is how a computer programme called 'text editor' helps us with word processing. While typing a text, we also tend to make spelling mistakes. At such times, these mistakes are automatically corrected by the computer. This is what we call the auto-correction feature of a computer software application.

We have more examples of AI technology in various sectors. In the security and surveillance sector, facial recognition systems and security cameras help the police find missing persons, detect criminals, and protect our homes. In the transportation sector, self-driving cars, or driverless cars powered by AI technology are becoming more and more popular because they can reduce driver error as well as the number of accidents. In the past, it was difficult for us to find a location in a big city. Now, the Google Maps and GPS Navigation Apps installed on our mobiles help us get to an unfamiliar place just by following the directions. In hospitals, AI is used in several ways to promote the quality of healthcare. We have witnessed hospital robots delivering food, water and medicine to patients with COVID-19. Space scientists are now using unmanned spacecraft with AI tools to study unknown stars and black holes.

In the field of education, AI can help teachers in grading tests, retrieving up-to-date information on their subject matter, writing progress reports, etc. For today's students, who are digital natives, AI is their everything: playmate, friend, tutor, advisor, etc. AI can even be a personal classroom where they can learn what they wish. AI greatly contributes to the conservation of the natural environment as well. We are using AI-powered robotic boats to clean up lakes, rivers, and seas. Nowadays, most of the industries around the world are full of innovations such as AI-based industrial robots, machines and tools.

What are the drawbacks of AI?

Like any other inventions, AI has its drawbacks. Creating an AI-powered machine is way too expensive. In mass production, human workers are being replaced with robots, family members of AI-powered machines. This can result in a high risk of unemployment or redundancy in the future. On top of that, if these powerful AI tools are in the hands of bad people, we dare not imagine what will happen to the entire human race.

No matter whether we recognise it or not, AI is everywhere, with its success stories here and there. To a certain extent, AI-powered machines are reportedly outperforming humans in such sectors as transportation, security surveillance, healthcare management and aeronautical engineering. AI-powered machines can do human tasks with the greatest precision. With this extraordinary innovation, what will be the future of human beings? Will we be better off in the future? Only time will tell what our future will be like in Industry 4.0 and beyond, with all the technological advances yet to come.

Comprehension

A. What does each underlined word or phrase in the passage refer to?

1. It in Paragraph 3
2. then in Paragraph 3
3. this era in Paragraph 3
4. they in Paragraph 5
5. their in Paragraph 6
6. Its in Paragraph 8

B. Match the AI-powered machines, devices, gadgets and software applications in Column A with their definitions in Column B.

Column A	Column B
1. text editor	a) computer-controlled cars that drive themselves
2. auto-correction	b) robots used for manufacturing goods in factories
3. facial recognition	c) video cameras that record people's activities in order to detect and prevent crimes
4. security cameras	d) robots that can be used to deliver medications, food and water
5. industrial robots	e) a computer programme that is used to change, or edit texts
6. self-driving cars	f) a computer software application that corrects misspellings as you type
7. Google Maps	g) spacecraft without people on board, controlled by a robotic or autopilot system
8. unmanned spacecraft	h) a location search tool to locate a specific point, calculate routes, and find the nearest
9. hospital robots	i) a computer software application that maps, analyses, and then confirms the identity of a face in a photograph or a video

C. Study the definitions and complete each sentence with an appropriate word.

- | | |
|--|---|
| <p>artificial</p> <p>reasoning</p> <p>breakthrough</p> <p>electronics</p> <p>gadgets</p> <p>unmanned</p> <p>robotic</p> <p>unemployment</p> <p>innovation</p> <p>outperforming</p> | <p>made or produced by human beings rather than occurring naturally</p> <p>the action of thinking about something in a logical, sensible way</p> <p>a sudden, dramatic, and important discovery or development</p> <p>electronic components, devices, or equipment such as TV and computers</p> <p>small, useful, and cleverly-designed machines or tools</p> <p>not having or needing a driver or a pilot to control or steer a vehicle</p> <p>relating to robots; of the nature of robots</p> <p>the number of people who do not have paid jobs</p> <p>the use of new ideas and methods</p> <p>performing better than</p> |
|--|---|

1. To develop our country, we must encourage research and _____ in the education sector.
2. Governments around the world are facing the increasing risk of _____ in the post-pandemic.
3. AI-powered machines are widely used today because they are _____ other kinds of machines in every sector.
4. Machines with _____ arms are used for milking cows on modern farms.
5. An _____ heart is a mechanical pump that replaces the heart when the heart is not working properly.
6. Massive improvements have been made in space exploration after the invention of _____ aircraft.
7. Computers, digital cameras, and smartphones are some good examples of high-tech _____.
8. Nowadays, electrical _____ such as multi-sockets, electric shavers and electric toothbrushes are available on the market.
9. In the medical field, 3D printing, a _____ technology, can be used to replace human organ transplants.
10. A wonder of AI science is the creation of robots with _____ power.

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

1. Why are we, human beings, thought to be the most intelligent?
2. How is intelligence defined in the **passage**?
3. What is AI?
4. How many industrial revolutions have we had so far? What are they?
5. How can text editor software help us with word processing?
6. Why are self-driving cars becoming more popular?
7. What do hospital robots do during the COVID-19 pandemic period?
8. How are AI tools used in space exploration?
9. What AI-powered machines and tools are mentioned in the **passage**?
10. How are AI-powered robotic boats used in the conservation of the environment?
11. What is one of the drawbacks of using AI-powered machines in mass production?
12. What do you think the nature of employment in the future will be like?
13. Would you like to have a more intelligent robot than you? Why or why not?
14. If you were an AI scientist, what kind of AI machine would you like to invent?

6B Vocabulary

Adverbial phrases

- An adverbial phrase is a group of words that acts like an adverb. Adverbial phrases include two adverbs, prepositional phrases, an adverb plus other words before it or after it, and so on. Adverbial phrases modify nouns, verbs, adjectives, adverbs, or clauses.

Examples

She answered my question very quickly.

He was soaked as he had been in the rain for hours.

I took photos of the beautiful scenery all the way.

We can find an internet café here and there in Yangon.

For the purpose of saving time, I took a flight to Mandalay.

A. Study the following adverbial phrases.

Sr. No.	Adverbial phrase	Use	Example
1.	as a result	to indicate cause-and-effect relationships	<i>From time immemorial, we have made our dreams a reality, and <u>as a result</u>, the world has enormously and constantly changed.</i>
2.	in other words	to repeat what has been said in a different way	<i><u>In other words</u>, AI is a machine's ability to perform cognitive functions such as perceiving, reasoning, and solving problems as humans do.</i>
3.	such as	to introduce examples	<i>In other words, AI is a machine's ability to perform cognitive functions <u>such as</u> perceiving, reasoning, and solving problems as humans do.</i>
4.	since the turn of (time)	to indicate the beginning of (time)	<i><u>Since the turn of the millennium</u>, with Industry 4.0, AI technology has grown day by day.</i>
5.	as a matter of fact	to give more details about what has just been said	<i><u>As a matter of fact</u>, we have had a long history all the way to AI.</i>
6.	all the way	to emphasize the length of time or distance	<i>..., we have had a long history <u>all the way</u> to AI.</i>
7.	so far	to indicate what has happened until now	<i><u>So far</u>, AI scientists have achieved success in creating AI-powered machines and gadgets with reasoning, speech and vision.</i>
8.	way too (+adj)	to make the meaning stronger	<i>Creating an AI-powered machine is <u>way too expensive</u>.</i>

9.	on top of that	to indicate that a particular problem exists in addition to other problems	<i>On top of that, if these powerful AI tools are in the hands of bad people, we dare not imagine what will happen to the entire human race.</i>
10.	to a certain extent	to indicate the degree to which something exists or happens	<i>To a certain extent, AI-powered machines are reportedly outperforming humans in such sectors as transportation, security surveillance, healthcare management and aeronautical engineering.</i>
11.	here and there	to say something happens in several different places	<i>AI is everywhere, with its success stories <u>here and there</u>.</i>

B. Fill each blank with a suitable adverbial phrase in Exercise A.

- _____, the rescue team has saved the lives of 70 fire victims.
- Daw Yee fell off the stairs, and _____, she got a sprained ankle.
- Governments have been striving to reduce the amount of greenhouse gas emissions, and it can be said that they have achieved success _____.
- I was _____ tired to go out after working the whole day.
- It is said that AI technology has helped us enormously _____ the 21st century.
- She has successfully overcome the obstacles _____ to the CEO position of a big company.
- We need a more sustainable transport system. _____, we should have more buses and trains than cars.
- We must avoid eating fast food, _____ chicken and chips.
- This coffee shop is so popular that its chains are opened _____ in this city.
- I can recommend the best seafood restaurants in Ngapali if you wish. _____, it is my native town.
- The hotel is very expensive and far from the city centre; the rooms are not spacious; and _____, the customer service is too poor.

C. Write five sentences using the adverbial phrases in Exercise A.

6C Grammar

No matter who, whose, what, which, where, when, how, whether, etc.

- We use *no matter* + *wh-* to express contrast – to say that something is true or that something happens whatever the situation is.
- No matter* can be used with *who, whose, what, which, where, when, how, whether, etc.*
- There are two clauses: a *no matter* clause and a *main* clause.
- We use the present tense in the *no matter* clause to refer to the future.

- *No matter how* is followed by an adjective or an adverb.

Form: No matter + wh-clause, main clause (sub + verb)

Examples

No matter whether we recognise it or not, AI is everywhere.

no matter clause

main clause

No matter how hard I work, I never stand first in the class.

no matter clause

main clause

I am determined to become an IT engineer no matter what it costs.

main clause

no matter clause

- A. Complete the sentences using 'no matter + wh- words' given in the box. (Use some of them more than once.)**

no matter how	no matter where	no matter what
no matter who	no matter whether	

1. _____ rich he is, he never helps the poor.
2. _____ hard I work, I can never meet the deadlines.
3. _____ the foods are hidden, my brothers will find them in no time.
4. _____ you are, you should follow the school rules.
5. _____ you say, they will never listen to you.
6. I can finish the assignment, _____ difficult it is.
7. Best friends are always there with you _____ you win or lose.
8. If your car breaks down, call me _____ time it is.
9. I enjoy being with my family _____ we are.
10. _____ problem he has, he can find a way to resolve it.

- B. Rewrite the sentences using the words given in brackets.**

e.g. *Time flies too fast, but our friendship lasts forever. (No matter how)*

No matter how fast time flies, our friendship lasts forever.

1. You are not allowed to pass the gate. It does not matter who you are. (No matter who)
2. Please don't neglect any details even though they seem to be unimportant. (No matter how)
3. I don't care if you are rich or poor. I'll be your friend forever. (No matter whether)
4. Life is hard. Please do not give up. (No matter how)
5. Although I am hardworking, I am still weak in science subjects. (No matter how)

6. She is very nice, but she sometimes loses her temper. (No matter how)
7. You make a lot of mistakes, but you are better than those who do not work hard. (No matter how many)
8. Wherever you go, there is always something new to learn about. (No matter where)
9. It is not very important what road you take. You will get there in time. (No matter what)
10. It does not matter how much I explain to them; they never listen to me. (No matter how much)

6D Listening and Speaking

A. Listen to a talk on motor cars. Which of the following titles is suitable for the talk?

- (a) History of Motor Cars (b) Different Types of Cars (c) Self-driving Cars

B. Listen again and tick the following phrases mentioned in the talk.

1. sensors in a self-driving car
2. speech recognition
3. how a self-driving car operates
4. video cameras
5. actuators to control acceleration, braking and steering
6. snowstorms
7. advantages and disadvantages of self-driving cars
8. young children travelling in a driverless car
9. lowering CO₂ emissions
10. cutting transportation costs

C. Listen again and circle a, b or c.

1. In a self-driving car, _____ are used to check the environment of the car.
(a) processors (b) sensors (c) actuators
2. Radar sensors in a self-driving car can detect the _____ of nearby vehicles.
(a) positions (b) colours (c) engines
3. Ultrasonic sensors are installed in the _____ of self-driving cars.
(a) steering (b) wheels (c) actuators
4. It is too difficult to decide who is responsible for the _____ caused by a driverless car.
(a) accidents (b) pollution (c) congestion
5. Self-driving cars can help the _____ and the disabled enjoy independence as they do not need to rely on others for travelling.
(a) pedestrians (b) drivers (c) elderly

6. Travelling in a driverless car is _____ than travelling in an ordinary car.
 (a) faster (b) safer (c) easier
7. By _____, driverless cars will be able to reduce traffic congestion.
 (a) 2050 (b) 2015 (c) 2051
8. Driverless cars will reduce urban CO₂ emissions by _____ worldwide.
 (a) 83% (b) 18% (c) 80%
- D. In groups of four, prepare a presentation on one of the following, using the information given in the table.
- (a) A self-driving car (b) Google Maps (c) A security camera

Self-driving car

- a vehicle which operates without a human driver
- sensors to detect the environment of the car and create a map of its surroundings
- acceleration, braking, and steering actuators to make the car move



Advantages

- help the elderly and the disabled travel in their own cars without a driver
- reduce human error
- be safer than in a car driven by a human driver
- lower CO₂ emissions and reduce traffic congestion
- cut transportation costs by 40%

Disadvantages

- difficult to identify the lane markings in the heavy rain or snow
- difficult to identify who is responsible for the accidents caused by a driverless car – the manufacturer or the owner or the human passenger?

Google Maps

- an application tool installed on mobiles, computers, etc.
- a web service that provides detailed information about geographical regions and sites worldwide



Advantages

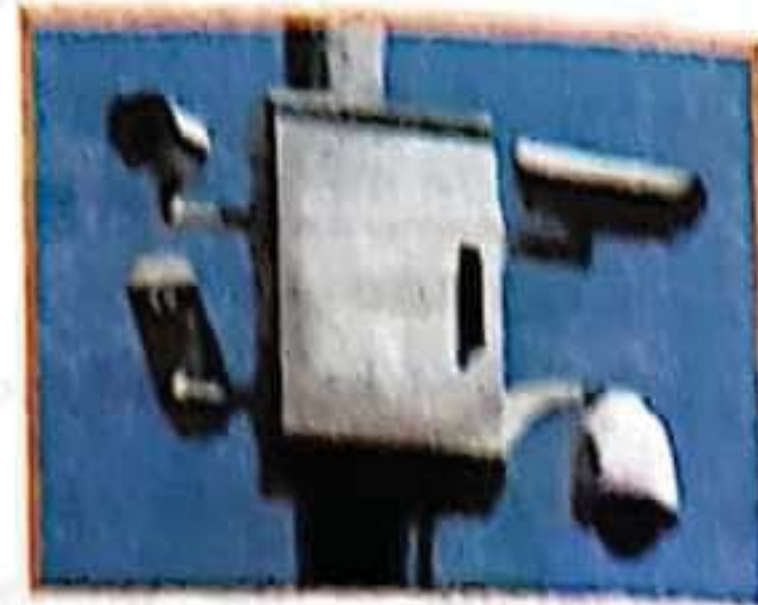
- provides satellite images: locations of cities and towns, layout of roads, road signs, street views, restaurant reviews, public buildings, etc.
- helps us get to an unfamiliar place just by following the directions

Disadvantages

- produces a route that doesn't take you to the destination you expect
- not provide up-to-the-minute information on unusual conditions
- not include remote locations

Security camera

- a video camera that records images or activities inside or outside a building or in a public place for security purposes



Advantages

- maintains records which can be used as evidence
- prevents and helps solve problems
- Improves public safety

Disadvantages

- needs to be mindful of the privacy of others in your neighbourhood
- is costly
- can be destroyed by water

E. Choose a representative from your group to give a presentation to the class.

Good morning / afternoon, Ladies and Gentlemen. Let me introduce our group members: _____, _____, _____ and me _____. Today, I am going to talk about advantages and disadvantages of ... My presentation is divided into three main points. Firstly, I will be looking at what ... is. Secondly, I will be talking about ... Finally, I will be discussing ... My presentation will last about ... minutes. If you have any questions, I'll be happy to answer them at the end of my presentation.

Let me start by looking at what a self-driving car / Google Maps / a security camera is.

Now I am going to talk about ...

The next point is that ...

To sum up, I have presented ... In conclusion, ...

This is the end of my presentation. Thank you for your time and attention. Does anyone have any questions?

6E Writing

Argumentative essay

- An argumentative essay is a piece of writing that takes a stance on an issue. The writer attempts to persuade readers to support his or her points of view about a topic by stating his or her reasoning and providing evidence to back it up.
- An argumentative essay states a fact and backs it up with more facts.
- A good argumentative essay should follow this structure:

	Elements of the essay	Useful language
Introductory paragraph	<ul style="list-style-type: none"> • Background information & Hook • Thesis statement 	<ul style="list-style-type: none"> • This essay seeks to discuss the impact of ... • I strongly agree that ... • As for me, I strongly agree with the statement "..."
Body paragraph	<ul style="list-style-type: none"> • First point • Supporting evidence 	<ul style="list-style-type: none"> • Firstly, ... • An example of this is ... / There is evidence that ...
	<ul style="list-style-type: none"> • Second point • Supporting evidence 	<ul style="list-style-type: none"> • Secondly, ... • For example, ...
	<ul style="list-style-type: none"> • Third point • Supporting evidence • Counterargument • Rebuttal (to disprove counter-argument) 	<ul style="list-style-type: none"> • Finally, ... • For instance, ... • On the other hand, those who are against these ideas may say that... They claim that ... They have a point in thinking like that. To a certain extent they are right. • Even if it is true ... , in reality ..., it is found that ...
Conclusion	<ul style="list-style-type: none"> • Summary • Restatement of thesis • Conclusion 	<ul style="list-style-type: none"> • The evidence presented in this essay has shown that ... • To conclude, this essay has addressed a number of significant issues which show that ... • I truly believe that ...

A. Study the following sample argumentative essay.

Modern technology has more advantages than disadvantages

Technology has been so common in the modern world that people even do not notice its existence any longer. AI-powered machines, devices and gadgets have replaced ordinary machines, devices and gadgets. From morning till night, we cannot avoid using technology. In fact, modern technology has brought a lot of benefits to people. As for me, I strongly agree with the statement "Modern technology has more advantages than disadvantages" for several reasons.

Firstly, one of the biggest advantages of modern technology is cost efficiency, which is the main goal of modern technology. For example, without modern technology, it will be very costly and time-consuming to light a house, fell a tree, cook meals, watch movies, and so on. Life gets easier and more comfortable because of modern technology. Secondly, a product of modern technology is not only cost efficient, but it is also energy efficient. For instance, LED bulbs can last longer than ordinary bulbs. Using LED bulbs can improve energy efficiency as much as 60% to 70%. Finally, technology also plays a significant role in the field of education. Electronic devices such as computers and LCD projectors, can be seen in modern classrooms. Multimedia projector used in the classroom makes teaching very easy for the teacher and interesting for students. On the other hand, some people argue that technology has more weaknesses than strengths. Nowadays, we can see most people busy using technology. Most teenagers are always using their mobile phones. They are making themselves isolated from the society they live in. Even at home, family members are busy looking at their phones instead of talking to each other. In reality, it is found that youths today are learning new skills such as photo-editing, doing yoga, and even driving from the applications installed in their phones.

The evidence presented in this essay has shown that technology has brought us a lot of benefits in various fields. It appears that the advantages of modern technology outnumber its disadvantages. In conclusion, I truly believe that modern technology will make our life safer and more comfortable in the future.

hook

thesis statement

first point

supporting evidence

second point

supporting evidence

third / last point

supporting evidence

counterargument

supporting evidence

rebuttal

summary

restatement

conclusion

B. In groups of four, discuss the advantages and disadvantages of modern inventions and complete the table.

Advantages of modern inventions	Disadvantages of modern inventions

C. Using the points from Exercise B, write an argumentative essay of three paragraphs on the following topic.

The impact of modern inventions on youths

.....

.....

.....

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Review 2

A. Fill each blank with an appropriate word. The initial letters are given to help you.

1. Sometimes in life, a w_____ lie is better than the truth.
2. When Nandar saw my gold watch, she was g_____ with envy.
3. My uncle lives in Putao and I only see him once in a b_____ month.
4. A lot of fake things are sold on the b_____ market.
5. I saw a dead rat on the street. It was really d_____.
6. The boy felt f_____ as he could not solve the problem.
7. The result of the game was s_____. The best team did not win.
8. R_____ vacuum cleaners have sensors that can detect the area where they need to pick dust.
9. With the advent of u_____ spacecraft, human beings can explore the outer space much better than the last decade.
10. Electronic g_____ such as wireless earbuds for mobile phones are fashionable and convenient to use.

B. Complete each sentence with an appropriate phrase in the box.

aware of scared of pleased with excited about worried about embarrassed by

1. My parents are not _____ me as they know that I can take care of myself.
2. Hla Hla is really _____ her trip to Ngapali as she has never been there before.
3. Aung Aung was not fully _____ the danger of going out late at night.
4. Although some people want to play extreme sports, they are _____ getting hurt.
5. Daw Mya was _____ herself for having let her emotions get out of control.
6. Our boss was very _____ the result of our group's work. He said it was excellent.

C. Choose the correct option.

1. (After / Although / Before / If) it was very dark, the children were still playing outside.
2. (Because / Unless / Although / Now that) it stops raining, we won't go out.
3. I opened the door (so as to / for / so that / because) my little cat could come in.
4. We were happy (when / while / where / how) we received the first prize.
5. Marlar will go to the gym (after / while / unless / before) she has finished her chores.
6. My friend carries his laptop with him (whatever / wherever / whenever / however) he goes.

D. Rewrite the sentences using 'no matter what / who / how / which / whether, etc.'

1. Your parents will treat you like a child if you like it or not.
2. Even if he is young, he must be treated with respect.
3. I do not care what others think of me. I will not change my mind.
4. It does not matter who you are. You need to wear your ID card on this campus.
5. Even if I warn him many times, he will never listen to me.
6. Dad never complains about the food that mother cooks even if it is tasteless.
7. My friends will eat up whatever food I cook.

Poem 2: The Quiet Life

1. Pre-reading

1. What is your opinion of a quiet life?
2. Which is quieter and more peaceful – living in a city or in the countryside? Why?
3. What kind of people can enjoy peace of mind?

2. Read the poem.

The Quiet Life

Happy the man, whose wish and care
 A few paternal acres bound,
 Content to breathe his native air,
 In his own ground

Whose herds with milk, whose fields with bread,
 Whose flocks supply him with attire;
 Whose trees in summer yield him shade,
 In winter fire

Blest, who can unconcern'dly find
 Hours, days, and years slide soft away
 In health of body, peace of mind,
 Quiet by day,

Sound sleep by night; study and ease,
 Together mix'd; sweet recreation,
 And innocence, which most does please
 With meditation.

Thus let me live, unseen, unknown;
 Thus unlamented let me die;
 Steal from the world, and not a stone
 Tell where I lie.

Alexander Pope



Glossary

paternal (adj)	related through the father
bound (verb)	made secure by tying
attire (noun)	clothes
unconcern'dly (adv)	without any worry
recreation (noun)	activity done for enjoyment
meditation (noun)	engaging in contemplation or reflection
unlamented (adj)	not mourned or regretted

3. Answer the following questions.

1. What did the happy man possess in the first stanza?
2. What things did the happy man get from his small piece of land?
3. Who can enjoy good health and find inner peace?
4. Why was the man able to get a sound sleep?
5. What kind of life did the man wish to live?

4. Complete the table. The first one is done for you as an example.

Possessions	What they provide
herds	milk bread
flocks	shade and firewood

5. Write a four-line verse with the rhyme scheme ABAB as given in the example below.

Let me study all for myself;
 Undisturbed, let me work all alone;
 Unknown, unheard let me learn all for myself;
 Let not a soul know where I groan.

UNIT 7

READING

- Pollution: A Hazard to our Environment

VOCABULARY

- Words related to pollution and environment

GRAMMAR

- Verbs of cause and effect
- Linking words to show cause and effect

LISTENING AND SPEAKING

- Listening to a talk on e-waste
- Talking about pollution, using cause and effect words

WRITING

- Cause and effect essay

UNIT 7

POLLUTION: A HAZARD TO OUR ENVIRONMENT



7A Reading

Pre-reading

1. What will happen to you if you inhale too much smoke from the air?
2. Why are trees important for the environment?
3. What are some environmental problems we are facing?

Read the passage.

Our way of life has caused many serious environmental problems such as global warming and climate change. As a result, the world's ecosystems are changing faster than ever before. Take a moment and look at our surroundings – the air we breathe, the water we drink and the land we live on. Millions of people are now inhaling polluted air, drinking impure water, and consuming **contaminated** foods. This means that we are experiencing many environmentally hazardous conditions. These issues are a result of pollution, which is now seen as a major hazard to our environment.

A link between pollution and the greenhouse effect



Pollution is directly linked to the greenhouse effect, which is actually responsible for life on Earth. The earth's atmosphere contains some minor gases such as carbon dioxide, methane, nitrous oxide, ozone, fluorinated compounds, and water vapour. These gases are called 'greenhouse gases' because they operate like the glass of a greenhouse. In other words, these gases act as a blanket in trapping some of the sun's heat and preventing it from escaping back into space. In this way, the planet's

temperature is kept at a safe level (around 15.5°C). The problem is that the amount of greenhouse gases in the atmosphere is increasing because of human activities. As a result, the greenhouse effect is becoming stronger, and this in turn is making our planet warmer than usual. Thus, pollution is mainly responsible for many environmental problems, such as global warming and climate change.

Environmental pollution can be classified into five major types: air, water, soil, noise and light pollution.

Air pollution



Air pollution can be defined as 'the introduction of harmful substances into the air'. It occurs due to human activities such as fuel burning, logging, farming, mining, manufacturing, and construction of roads and buildings. It can also be caused by natural events such as wildfires and volcanic eruptions. All these sources of air pollution result in a rise in the amount of greenhouse gases. This leads to an increase in global temperature, which brings about many environmental problems such as floods, acid rain and **ozone depletion**.

With the rise in global temperature, the ice at the poles melts and sea levels rise, flooding many coastal regions and leading to loss of property and life. Acid rain is one of the consequences of air pollution. It occurs when smoke and fumes from traffic and factories mix with the water vapour in the atmosphere. When this mixture falls back to the ground, it harms not only humans and wildlife but also buildings. The ozone layer is part of the earth's atmosphere that protects the earth from the harmful ultraviolet rays of the sun. Ozone depletion occurs when some greenhouse gases like CFCs are released into the atmosphere. Moreover, air pollutants can cause many severe health problems such as eye irritation, allergies, asthma and lung cancer.

Water pollution

Water pollution is 'the addition of undesirable substances in water'. We use huge amounts of natural resources and produce too much waste, like mining waste, agricultural and industrial runoff, and human and animal waste. Water pollution occurs when these different types of waste are dumped into water bodies such as lakes, rivers, seas and oceans. Polluted water includes toxic chemicals, bacteria and parasites, which can devastate the ecosystems of aquatic life. Water pollutants also cause some harmful diseases such as dysentery, diarrhoea and cholera. According to the United Nations Programme, nearly 4,000 children die every day from drinking impure water.



Soil pollution



Soil pollution means 'the process of making the earth's topsoil contaminated with hazardous substances, such as fertilisers, pesticides and wastes'. The excessive use of fertilisers and pesticides in agriculture leads to soil degradation. Moreover, many factories are disposing of their chemical wastes, which leak into soil layers. Consequently, the fertility of the earth's soil is being degraded gradually.

These chemicals also contaminate the underground water, which will pose a serious risk to human health. **Digital wastes** and rubbish from landfills are other causes of soil pollution. **Deforestation** is another significant factor that causes **soil erosion**. As a result of this, our planet loses millions of tons of topsoil each year. Trees keep the land fertile, but with fewer and fewer trees, the soil will be blown away by the wind or washed away by rain. And, unhealthy soil will intensify the existing threat of food and nutritional insecurity.

Noise pollution

Noise, commonly defined as 'unwanted or excessive sound' is another environmental pollutant. Noise pollution is born of **urbanisation**, **industrialisation** and technological advances. The primary sources of noise pollution include construction sites, industrial areas, forms of transport such as automobiles, trains and aeroplanes, and cultural activities like festivals. Noise causes physical and psychological harm, and reduces the quality of life for those



who are exposed to it. In response to loud noise, heartbeat and respiration accelerate, blood vessels **constrict**, the skin pales and muscles tense. In the long run, noise can cause hypertension, hearing loss, and emotional problems such as depression, aggression, irritability, frustration, and anxiety.

Light pollution



Light pollution is the overuse or under-use of artificial outdoor light, and it causes problems to all living things. To understand this better, we need to be familiar with three terms: diurnal, nocturnal, and crepuscular. Diurnal means active during daytime; nocturnal means active during nighttime; and crepuscular means active during the twilight hours of dawn and dusk.

For example, some people find that they can work better during the day than during the night. Such people are diurnal. Animals such as lions, tigers, cows, deer and birds such as crows, sparrows, kites and eagles also are diurnal because they hunt for food during the day. On the other hand, there are some people who find that they work better during the night than during the day. Such people are nocturnal. So are leopards, cats, snakes, bats, and owls, because they are active during nighttime. Moths, some species of honey bees, and a few species of bats and owls are active only during the hours of dawn or dusk. They are crepuscular.

The ill effects of light pollution are many. For instance, light that is too bright can damage our vision; so does insufficient light. A bright light has been found to cause sleep disorders such as **sleep deprivation**, which in turn causes stress, headaches and increasing anxiety. Bright artificial night light has been found to upset the food-hunting pattern of many nocturnal and crepuscular creatures.

To minimise the effects of environmental pollution, what should we do? What are the possible solutions to some environmental problems that come about as a result of pollution? We must reduce our use of **fossil fuels** and promote the use of friendly sources of energy, like the sun, wind and water. Although it is impossible to shut down factories, there should be stricter laws to prevent them from polluting the environment. Forests must be protected because trees take in carbon dioxide. Fewer fertilisers and pesticides should be used in agriculture. We should also try to produce less waste, and recycle lots of things that we throw away. And we should be judicious in using light during the night as well as day. If we do not do something to combat pollution: a hazard to our environment, we will all be losers – with dire consequences to face.

Comprehension

A. Find the bold-faced words in the passage that are similar in meaning to the following.

1. the act of cutting down or burning the trees in an area
2. the process by which more and more people leave the countryside to live in cities

3. the process by which an economy is transformed from a primarily agricultural one to one based on the manufacturing of goods
4. used electronic devices
5. a condition that occurs when someone doesn't get enough sleep
6. having been made impure by exposure to or addition of a poisonous or polluting substance
7. become narrower
8. the steady thinning of the earth's ozone layer
9. fuels made from decomposing plants and animals
10. the process in which the topsoil is worn away and transported by natural forces such as wind and water

B. Complete each sentence with the appropriate word in the box.

deforestation	industrialization	sleep deprivation	fossil fuels
soil erosion	urbanization	digital wastes	constrict
contaminated			ozone depletion

1. The water in this lake is _____ with chemicals discarded by factories.
2. Emission from cars is one of the causes of _____.
3. People with obesity have trouble breathing as the throat muscles _____ the wind pipe.
4. Coal, oil and natural gas are examples of _____ which originated from plants and animals that existed in the past.
5. _____ occurs less frequently in the areas where the land is covered with trees than on the deforested land.
6. Due to _____, around 17% of the forests in the Amazon has been lost in the last 50 years.
7. One advantage of _____ is that it provides a large number of educational institutions such as schools, colleges and universities.
8. Owing to _____, we can travel by modern vehicles controlled by computer systems.
9. _____ that contain toxic materials such as mercury and lead can have negative effects on our brain system.
10. If you cannot sleep for several days, you are likely to suffer from _____.

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

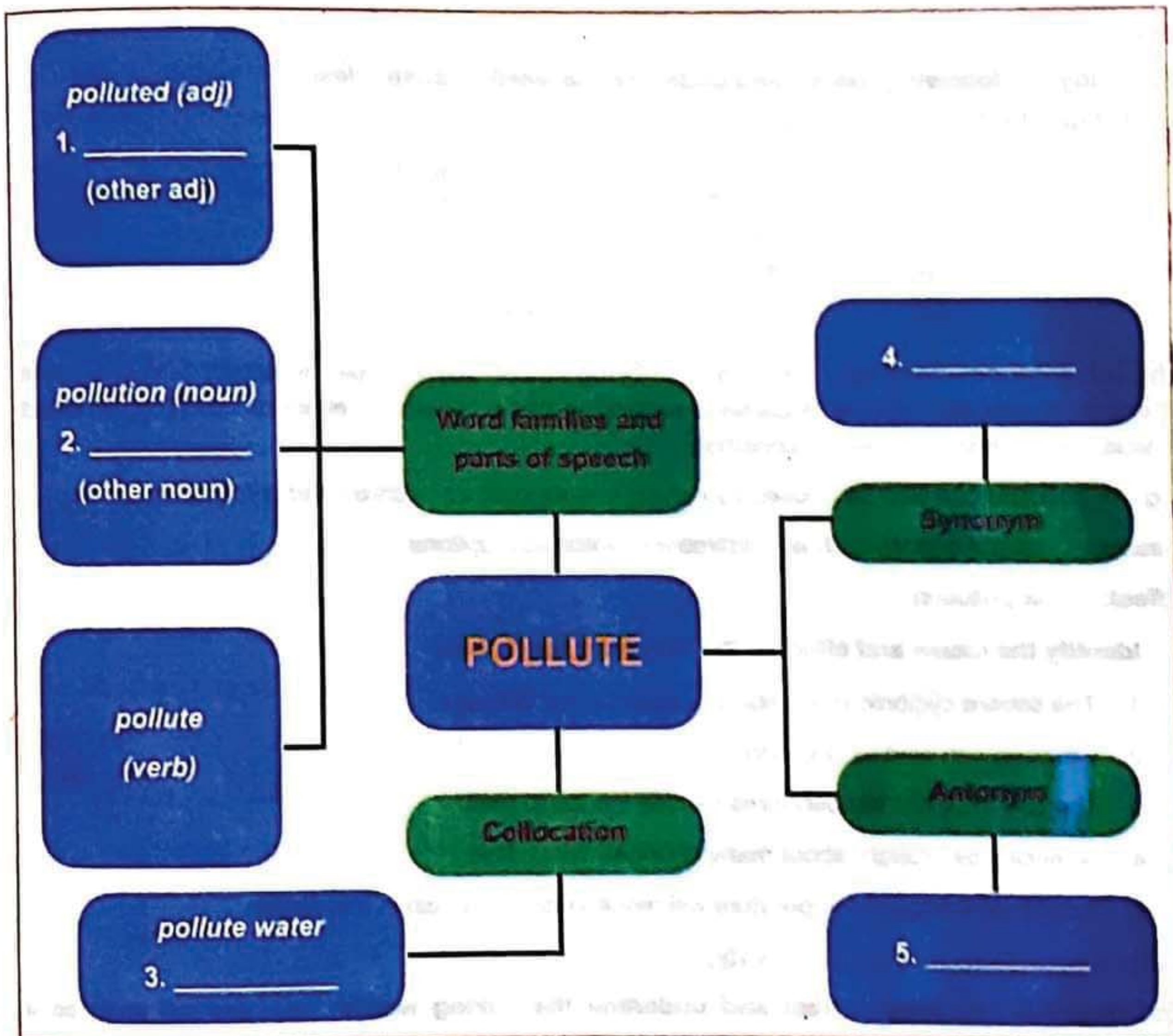
1. Why are people experiencing hazardous environmental conditions?
2. What is the result of the rise in the amount of greenhouse gases?
3. What are some sources of air pollution?
4. What is the function of the ozone layer?

5. How does water pollution occur?
6. Why is the fertility of the earth's soil being degraded?
7. How does our body respond to loud noise?
8. Which animals are active during night time? What are they called?
9. Mention two possible solutions to reduce the effects of environmental pollution.
10. What can happen if we do not do something to combat pollution?

7B Vocabulary

Words related to pollution and environment

A. Word webs help you learn and expand vocabulary. Complete the word web below.



B. Create a word web for the word 'HAZARD', using a dictionary.

2. Match the words in the box with a group of words to form collocations.

environmental waste toxic contaminated wild

1. _____ chemicals / gases / pollutants
2. _____ awareness / issues / damage
3. _____ disposal / collection / reduction
4. _____ flowers / animals / plants
5. _____ soil / food / water

3. Make five sentences using the collocations mentioned above. In pairs, read out your sentences to your partner.

7C Grammar

Verbs of cause and effect

A. Study the following extract and underline the words 'cause', 'lead to', 'result in' and 'bring about'.

'Air pollution can also be caused by natural events such as wildfires and volcanic eruptions. All these sources of air pollution result in a rise in the amount of greenhouse gases. This leads to an increase in global temperature, which brings about many environmental problems such as floods, acid rain and ozone depletion.'

The verbs 'cause', 'lead to', 'result in' and 'bring about' show cause and effect: how one event or action triggers an outcome. A cause is something that produces an event or condition; an effect is what results from an event or condition.

e.g. *Air pollution can also be caused by natural events such as wildfires and volcanic eruptions.*

Cause: natural events such as wildfires and volcanic eruptions

Effect: air pollution

B. Identify the cause and effect in the following sentences.

1. The severe cyclonic storm Nargis caused great damage.
2. Smoking can lead to lung cancer.
3. The rise in global temperatures causes the ice to melt.
4. Science has brought about many changes in our lives.
5. A sudden change in temperature will result in torrential rain in this region.

Linking words to show cause and effect

C. Study the following extract and underline the linking words 'because of' and 'as a result'.

'The problem is that the amount of greenhouse gases in the atmosphere is increasing because of pollution. As a result, the greenhouse effect is becoming stronger, and this in turn is making our planet warmer than usual.'

The linking words '*because*', '*because of*', '*as a result*' and '*as a result of*' show the cause and effect of an event.

Examples

Because the alarm did not go off, we were late for school.

I stayed at home because of the heavy rain.

She made a big mistake, and as a result, the teacher punished her.

She was very tired as a result of working late.

Cause	Effect
because	as a result
because of	as a result of
due to	consequently
owing to	as a consequence

D. Rewrite the following sentences using the linking words given in brackets.

1. A tornado blew the roof off the house. The family had to find another place to live. (as a result)
2. There has been an increase in greenhouse gases. The earth is getting warmer and warmer. (due to)
3. The crude oil spill polluted the ocean near the Gulf of Mexico in 2010. Coral reefs and aquatic animals died out. (because)
4. The meal we ordered was cheaper than expected. We had extra money for dessert. (as a result)
5. Thuzar completed the project successfully. She was promoted to manager. (as a consequence)
6. The weather forecast called for rain. He took his raincoat. (Consequently)
7. Nilar can play the drums well. She was trained by a professional drummer. (because)
8. There was a heavy rain. The roads were flooded. (as a result of)
9. Thuta worked hard. He passed the exam with flying colours. (because of)
10. The weather was extremely bad. The football match was cancelled. (owing to)

7D Listening and Speaking

A. Listen to two students talking about e-waste. Fill each blank with an appropriate word or phrase given in the box.

electronic waste

contaminate

broken printer

damage

deadly chemicals

toxic wastes

combustion

pollution

- Khant Hpone:** Hi, Kaung Htet. You look so tired. What have you got in that bag?
- Kaung Htet:** Hello, Khant Hpone. They are my old UPS and 1. _____. I'm not going to use them anymore because I've got new ones.
- Khant Hpone:** You are going to throw them away, aren't you?
- Kaung Htet:** Right! I'll put them in the dumpster.
- Khant Hpone:** Oh, no. 2. _____ like these is non-biodegradable. If they are brought to a landfill site, they won't break down and will remain on the land for at least 50 years. That's why, deadly chemicals from e-waste will 3. _____ the soil and leak into water bodies.
- Kaung Htet:** Hmm. I might be responsible for land and water pollution.
- Khant Hpone:** Sure! Do you notice that we produce about 40 million tons of electronic waste every year worldwide but only 12.5 of them are recycled? So it means among the whole 4. _____ all over the world, e-waste comprises 70% of toxic waste.
- Kaung Htet:** Toxic waste! How can e-waste be harmful to our life?
- Khant Hpone:** These electronic things contain 5. _____ like mercury, lead and arsenic. As you've learnt in science lessons, 6. _____ of e-waste emits gases which can damage our central nervous system and kidneys. What a surprise! Even lower levels of lead can 7. _____ a child's mental development.
- Kaung Htet:** Oh, I see. They're really harmful to us. But our apartment is quite small and I have no space to keep these old gadgets. What should I do?
- Khant Hpone:** If I were you, I would give them to other people who were in need. I usually post my e-waste on the website like 'Freecycle'. In this way, I can give my old one to a person in need. There is also an alternative.
- Kaung Htet:** Interesting. What's that?
- Khant Hpone:** You can send it to a certified e-waste recycler. Then it will be recycled in a safe and responsible way.
- Kaung Htet:** Wow! Great idea. That's a good way to prevent environmental 8. _____. I'll use these ways instead of throwing my old things away. Thanks a lot. Bye!
- Khant Hpone:** Don't mention it. I'll contact you if I find those who are in need. Bye!

B. Listen again and check your answers with your partner.

C. Choose the correct answer to each of the following questions.

1. Where did Kaung Htet plan to throw away his e-waste first?
(a) in the dumpster (b) in a hole in the ground (c) in water
2. What type of waste is e-waste?
(a) green waste (b) non-biodegradable (c) biodegradable
3. How long will e-waste remain on land?
(a) one year (b) ten years (c) at least fifty years
4. What is a safe and responsible way to get rid of e-waste to prevent environmental pollution?
(a) burning (b) recycling (c) landfilling
5. How did Kaung Htet decide to get rid of his e-waste at last?
(a) looking for a person in need (b) contacting a certified e-waste recycler (c) both

D. In pairs, practise the dialogue.

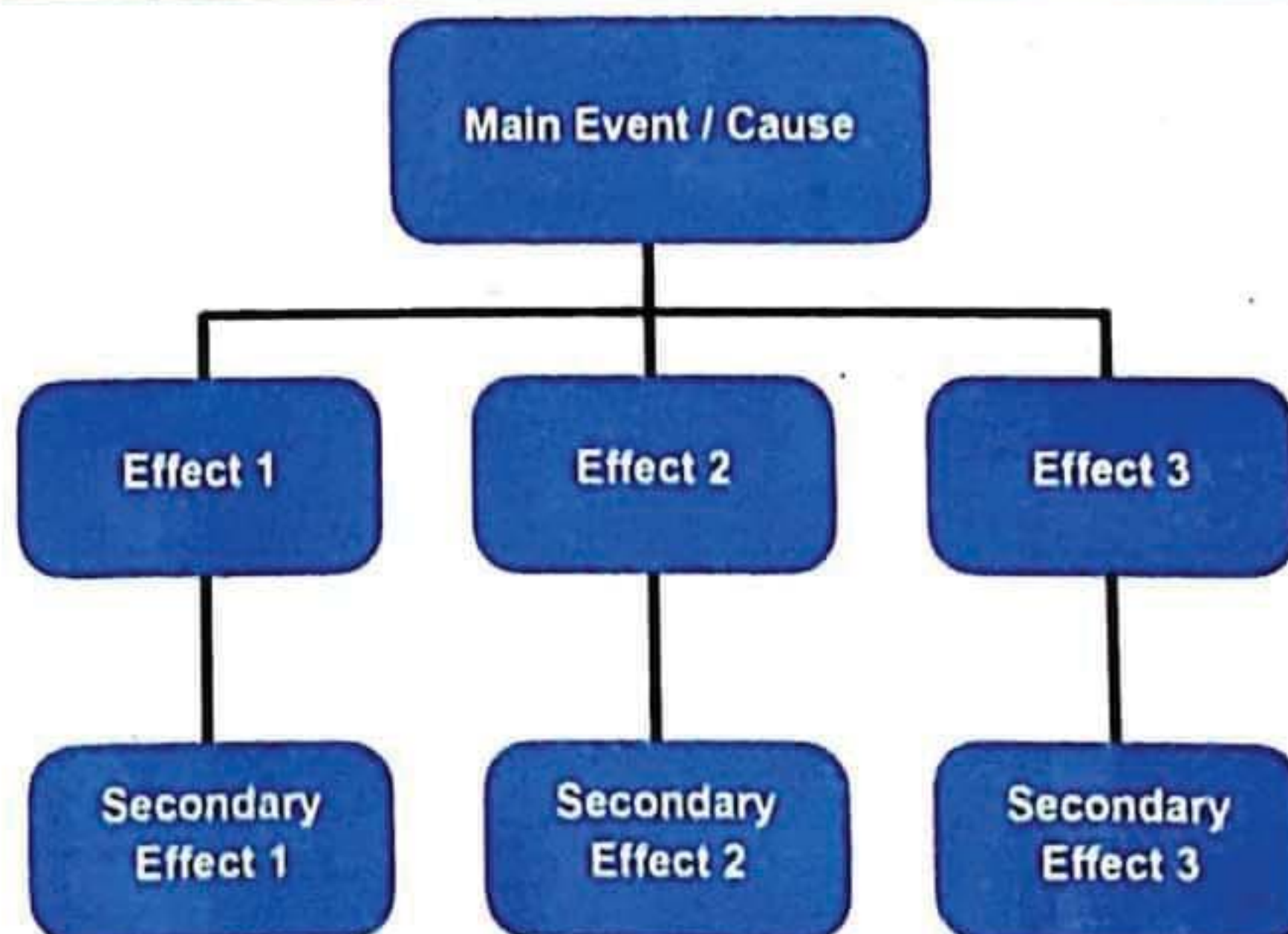
E. In groups of four, discuss 'the cause and effect of using plastic bags'.

7E Writing

Cause and effect essay

A. Read the writing tips for cause and effect writing.

The following diagram is a useful way of planning cause and effect writing. At the first level of the diagram, the main event or cause is shown. From that event or cause, the consequences or effects of that event can be written at the second level. If you want to mention secondary consequences or effects, resulting from each main effect, these can be shown at the third level.



- B. Study the following cause and effect essay and answer the questions in complete sentences.

The Effects of Plastic Pollution

Plastic pollution has become a major threat to our environment day by day. Plastic pollution is caused due to the accumulation of plastic waste in the environment. Although some plastics are non-biodegradable, people are using them endlessly. The reason is that it is convenient to use and cheaper than other alternatives like paper and cloth. However, people do not realise how hazardous it is to our environment – air, water and land.

Plastic pollutes our air. The effect of plastic is worse when burnt. This is because burning plastic produces harmful gases that are dangerous for the environment and life on earth. Burning plastic and other types of waste release dangerous substances such as persistent organic pollutants (POP) and other toxic chemicals into the air.

Plastic also pollutes our land. When people dispose of plastic into landfills, plastic particles release harmful chemicals that deposit in the soil and ruin its quality of fertility. As a result, the growth of plants is degraded. Moreover, plastic waste lying on the land breeds mosquitoes and other insects that carry harmful bacteria.

Plastic has negative effects on our water or marine life. Wind and water carry plastic bags and other plastic particles into water bodies such as rivers, seas and oceans. The marine creatures mistakenly eat plastic for food. As a result, they suffer from serious illnesses and die. When that polluted water is supplied to households, the water will never get back to its pure form no matter how much it is filtered. As a consequence, it has negative repercussions on our health. For these reasons, plastic pollution is very hazardous to our environment.

1. What is the main event?
2. What are the effects of the main event?
3. What are the secondary effects of the main event?
4. Underline the linking words that show cause and effect.

- C. Write an essay on 'Causes and effects of climate change.'

UNIT 8

READING

- Renewable Energy

VOCABULARY

- Energy collocations

GRAMMAR

- Conditionals

LISTENING AND SPEAKING

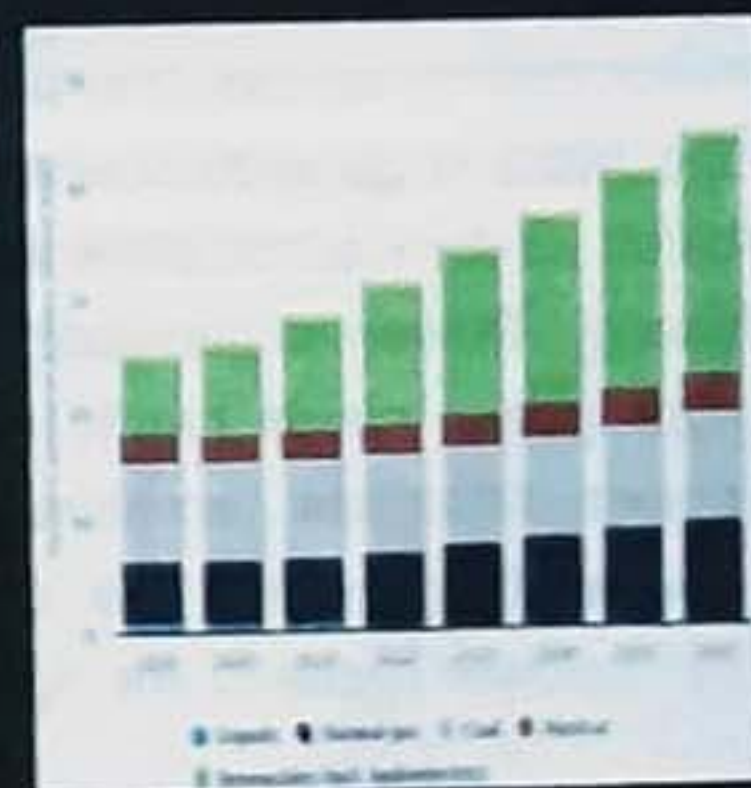
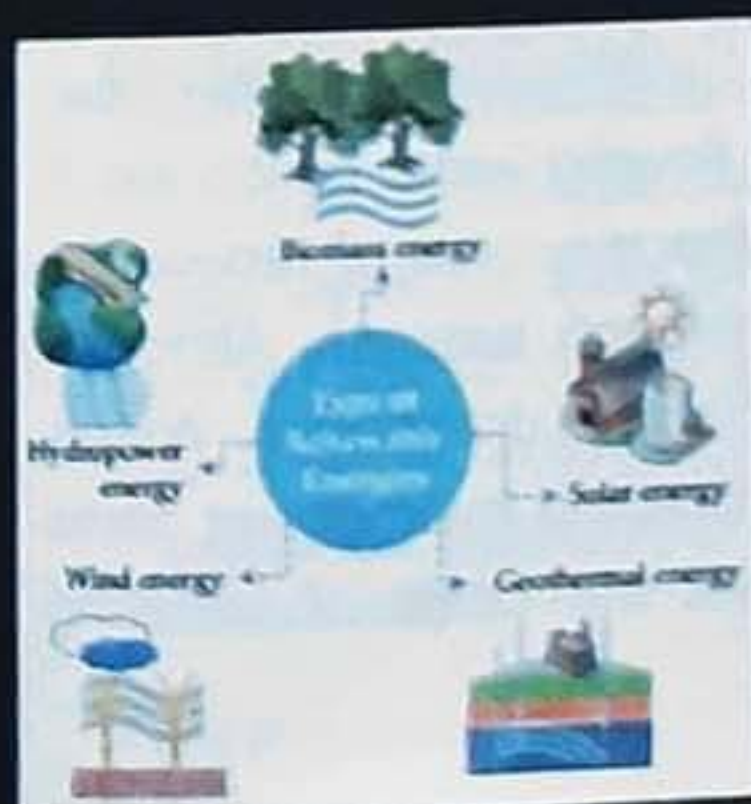
- Listening to a talk on renewable energy
- Talking about a hydropower plant

WRITING

- Expository essay

UNIT 8

RENEWABLE ENERGY



8A Reading

Pre-reading

1. Do you use a lot of electricity at home? And how?
2. In the future, do you think you will be using more or less electricity than you do now? Why do you think so?
3. How do you understand by the word 'renewable'?
4. Do you know any renewable energy sources? If so, what renewable energy sources do you use at home?

Read the passage.

We need energy sources for our cars, trains, planes, machines, appliances, and many other energy-consuming vehicles and devices. We rely mainly on **fossil** fuels such as coal, oil and gas, and we are consuming the world's fossil fuels at an **alarming** rate. As a result, the amount of carbon dioxide (CO₂) in the atmosphere is increasing dramatically. Burning fossil fuels for decades has been destructive to the natural environment. Much of the destruction of our environment would not have taken place if these fossil fuels had not been used. In recent years, a great deal of attention has been paid to the dangers of consuming fossil fuels. In addition, the Earth is running out of fossil fuels, which means that there is a need for alternative sources of energy for use on a wide scale. Therefore, it is essential for us to use renewable energy instead of fossil fuels. Now, the use of renewable energy is becoming more and more common worldwide.

Renewable energy and its benefits

Renewable energy refers to 'energy that is produced using the sun, wind, water, etc. rather than using fuels such as oil, gas and coal'. The sun, wind, water, waste, and heat are all rich sources of renewable energy. These energy sources can never run out or are **inexhaustible** and so they are known as renewable energy sources. Specifically, energy from the sun is considered an inexhaustible resource; as long as the sun exists, it gives us energy. Moreover, renewable energy sources can be recovered or produced without causing CO₂ emissions, air pollution and global warming. Renewable energy production is certainly essential if we are to prevent further environmental problems. There are many examples of renewable energy sources such as hydropower, wind power, solar energy, biomass energy and geothermal energy.

Hydropower

Hydropower utilises the power of moving water such as waterfalls and rivers and the sea. Electricity is generated when moving water turns **turbines**. As long as flowing water continues, it gives us an inexhaustible amount of energy. Hydropower dams are also a source of renewable energy. Power is generated when water from the dam is released through turbines. Although hydropower plants hardly emit any **pollutants** into the air, there are a few drawbacks. Water-powered turbines can have a negative effect on aquatic wildlife. Also, building hydropower dams causes land behind the dams to flood. One more drawback is that the costs of installing hydropower systems are high.



Wind power

To create wind power, large turbines are placed on top of hills or offshore. Energy is generated when the wind turns wind turbines. Modern windmills or wind turbines can be utilised on a large scale or a small scale. Unlike hydropower, this process is relatively cheap and is considered one of the most affordable forms of energy today. In addition, it does not have harmful effects on the air or land it uses. One disadvantage is that if the wind stops blowing, all wind turbines stop working. Like hydropower, wind turbines can also be a threat to wildlife such as birds and bats in areas.



Solar energy



Electricity is generated when sunlight hits the photovoltaic¹ cells on specially designed panels. The efficiency of the solar panels depends on their location – the sunnier the place, the more efficient they are. Solar energy is popular in remote areas where there is no access to an electricity grid²,

¹ photovoltaic (adj) relating to the production of electricity at the meeting point of two substances that have been exposed to light

² grid (n) a system of electric wires for sending power over a large area

but it is also used as a green alternative to power homes and buildings that are connected to the grid. This process of converting sunlight into electricity brings many benefits to our environment. It helps control air pollution, it causes no noise, and sunlight is a renewable source that will not get used up. However, a large area of land is needed to produce a large amount of solar power. In some countries, citizens turn to solar energy on their own, and governments encourage them to **adopt** solar power systems.

Biomass energy



Biomass is a biologically produced fuel made from dead plant and animal materials. It is considered to be the oldest source of renewable energy. Biomass energy has been used since humans first started burning wood for fire. The burning of biomass can be used to produce steam, which turns turbines and generates electricity. Biomass can re-grow over a relatively short period of time, whereas it takes hundreds of millions of years to form fossil fuels. By using biomass, which is made up of rubbish and other organic waste, we can reduce the need to bury rubbish under the ground in a landfill.

However, some people are worried that burning biomass causes global warming because it produces **greenhouse gases**. In addition, it can be expensive to use biomass to generate energy on a large scale.

Geothermal energy

Geothermal energy uses the heat within the earth to produce electricity and heat buildings. In other words, heat that is trapped in the ground can be converted into steam to turn turbines. Geothermal energy uses relatively simple technology, and this process causes no pollution. The most active geothermal resources are usually found in areas near volcanoes. The initial costs of setting up a geothermal power plant are very high, but once it is built, the running costs are low.



To conclude, using fossil fuels at a very rapid rate has serious harmful effects on the natural environment. Burning fossil fuels for heating, lighting, transportation, electricity, or manufacturing emits CO₂ in the atmosphere. Nearly all **climatologists** agree that many environmental problems we are facing today are mainly caused by the consumption of huge amounts of fossil fuels. The **biggest challenge** we all are facing is to stop burning fossil fuels and start using renewable energy. **Governments** should take steps to get enough energy from renewable fuels to be able to stop using fossil fuels completely. Before it is too late, it is important to reduce our negative **impact** on the natural environment as much as possible by using renewable energy instead of fossil fuels.

Comprehension

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

1. gases or other substances that are sent into the air _____
2. start to use a particular method _____
3. machines that produce continuous turning power from a fast-moving flow of a liquid or gas, using a set of vanes attached to a wheel or rotor _____
4. a strong or powerful effect on something _____
5. experts in the scientific study of climate _____
6. causing worry or fear _____
7. the remains of an animal or a plant that have become hard and turned into rock _____
8. gases such as carbon dioxide in the air surrounding the earth, which trap the heat of the sun _____
9. substances that make air, water, soil, etc. dangerously dirty and are caused by cars, factories, etc. _____
10. existing in very great amounts that will never be finished or used up _____

B. Fill each blank with an appropriate answer from Exercise A.

1. _____ have long warned us about the impact of greenhouse emissions on the atmosphere.
2. They say that the build-up of _____ is trapping heat from the sun and causing the Earth's temperature to rise.
3. The government decided to _____ the new policy on renewable energy.
4. Our demand for _____ fuels such as oil and natural gas is growing.
5. Experts are worried that climate change is taking place at an _____ rate.
6. Global warming can have a negative _____ on human life.
7. Solar energy is considered to be a cheap _____ resource since it never runs out.
8. To harness electricity from wind energy, _____ are used to drive generators.
9. Burning coal releases air _____ such as nitrogen oxide, carbon dioxide, and sulphur dioxide.
10. Many countries are taking action to limit harmful industrial _____.

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

1. What are examples of fossil fuels and what are they used for?
2. Why is it essential for us to use renewable energy instead of burning fossil fuels?
3. What are the two benefits of using renewable energy?

4. What are the drawbacks of using hydropower?
5. How is the process of creating wind power different from that of hydropower?
6. How is electricity generated from the sun?
7. What are the benefits of using solar energy for the environment?
8. What is biomass?
9. How long does it take to form fossil fuels?
10. Where can the most active geothermal resources be found?

D. Complete the table using the information from the passage.

Types of energy sources	Advantages	Disadvantages
Hydropower	<ul style="list-style-type: none"> • Hardly emitting any pollutants into the air 	<ul style="list-style-type: none"> • A negative effect on aquatic wildlife • (4) _____ • Floods caused by hydropower dams
Wind power	<ul style="list-style-type: none"> • (1) _____ • No harmful effect on the environment 	<ul style="list-style-type: none"> • If the wind stops blowing, all wind turbines stop working. • Being a threat to wildlife
Solar energy	<ul style="list-style-type: none"> • Controlling air pollution • No noise • (2) _____ 	<ul style="list-style-type: none"> • (5) _____
Biomass energy	<ul style="list-style-type: none"> • Re-growing over a short time 	<ul style="list-style-type: none"> • (6) _____ • Being expensive to generate energy
Geothermal energy	<ul style="list-style-type: none"> • (3) _____ • No pollution 	<ul style="list-style-type: none"> • High costs of initial installation

8B Vocabulary

Energy collocations

A. Match the nouns in the box with the correct groups of words. The first one is done for you.

production	problem	energy	fuel	pollution
------------	---------	--------	------	-----------

1. air / water / noise / radioactive / light pollution
2. agricultural / electricity / gas / oil / food _____
3. health / weight / environmental / immigration / waste _____
4. diesel / fossil / clean / alternative / biomass _____
5. wind / ocean / renewable / green / solar _____

B. Complete the sentences using the collocations from Exercise A.

- _____ fuels, such as oil and gas, have a limited lifespan.
- Nowadays, diabetes and obesity become common _____ problems in our society
- _____ energy is any energy type that is generated from natural resources, such as sunlight, wind or water.
- To see the stars vividly, we should find a place where there is low _____ pollution.
- _____ production is the process of transforming raw ingredients into ready-made foods.

C. Fill the blanks with the words in the box. Change the form of the word if necessary.

geothermal	waste	consumption	wind	solar
green	produce	conserve	cost	price

- To _____ electrical energy, we should replace all our fluorescent bulbs with LED bulbs.
- Burning fossil fuels such as oil, gas, and coal _____ energy.
- New technology in fuel delivery systems reduces the energy _____ of vehicles.
- Governments are planning to keep energy _____ down by building solar power plants.
- Environmentalists place more emphasis on the use of _____ energy sources such as the sun and water.
- _____ energy is a way to harness sunlight for heating or electricity.
- _____ energy is heat that is generated within the Earth.
- As long as energy _____ keep rising, it seems reasonable to generate energy from sunlight.
- Leaving the heating on all the time _____ electrical energy.
- _____ energy is the use of wind turbines to generate electricity.

8C Grammar

Conditionals

Conditionals, commonly referred to as if-clauses, are used to state that one thing depends on another. There are four basic types of conditionals, namely zero, first, second and third conditionals.

Conditionals	If clause (condition)	Main clause (result)
Present Real (Zero) (generally true)	If the wind stops blowing,	all wind turbines stop working.
Present Real (1 st) (possible)	If they are hungry,	I'll make some sandwiches.

Conditionals	If clause (condition)	Main clause (result)
Present Unreal (2 nd)	If I were tired,	I would take a rest.
Past Unreal (3 rd)	If you hadn't forgotten her birthday,	she wouldn't have been upset.

A. Complete the zero conditional sentences with the correct form of the verbs in brackets.

1. If you (dial) _____ my cell phone number, it (play) _____ my favourite song.
2. If people (have) _____ more fruit, they (get) _____ more vitamins.
3. If you (burn) _____ oil and coal, you (pollute) _____ the environment.
4. If children (eat) _____ more protein, they (grow) _____ taller.
5. If it (not / rain) _____ for a long time, the earth (get) _____ dry.

B. Complete the first conditional sentences with the correct form of the verbs in brackets.

1. If I (get) _____ a new job, I (earn) _____ a lot of money.
2. If she (not / hurry) _____, she (miss) _____ the bus.
3. If global warming (get) _____ worse, there (be) _____ problems of rising sea levels.
4. The ice caps (melt) _____ if we (not / take care) _____ of our planet.
5. Our cities (be) _____ cleaner if we (use) _____ public transport more.

Second conditional

Use: The second conditional is used to talk about imaginary or unreal situations in the present or future.

Form: If + past simple, ... would / wouldn't + infinitive

Examples

If I won the lottery, I would buy a big house. (imaginary situation)

If I had more time, I would exercise more. (unreal situation)

Note: In the if-clause, 'were' is used instead of 'was' because we switch the verb's mood from indicative to the subjunctive.

e.g. *If she were rich, she would buy the necklace.*

Third conditional

Use: The third conditional is used to express impossible situations in the past. It is frequently used to indicate regret about something that happened or didn't happen.

Form: If + past perfect ... would / wouldn't + have + past participle.

Examples

Much of the destruction of our environment would not have taken place if these fossil fuels had not been used.

You would never have met Jamie if you hadn't gone to the same school.

C. Complete the present unreal conditional sentences with the correct form of the verbs in brackets.

1. If these shoes (fit) _____ me, I (buy) _____ them.
2. It (not / surprise) _____ me if he (not / know) _____ the answer.
3. I (donate) _____ to many charities if I (be) _____ a billionaire.
4. If I (own) _____ a car, I (drive) _____ to school.
5. If there (be) _____ no paper, what (happen) _____ to the world?

D. Complete the past unreal conditional sentences with the correct form of the verbs in brackets.

1. If we (listen) _____ to the radio, we (hear) _____ the breaking news.
2. She (come) _____ to our party if she (not/ be) _____ on holiday.
3. If you (ask) _____ for directions, we (not/ get) _____ lost.
4. If she (prepare) _____ for the test well, she (pass) _____.
5. If we (develop) _____ alternative sources earlier, fossil fuels (not/ run out) _____ so rapidly.

E. Match the beginnings (1-10) in Column A with the endings (a-j) in Column B.

Column A	Column B
1. If I were stronger,	a. we would have said hello.
2. If we had seen you,	b. it breaks.
3. If the sun shines,	c. if I don't get the cheap flight.
4. He would have repaired the car himself	d. if she were eighteen.
5. If you drop the glass vase,	e. we will be able to go out.
6. If I had studied,	f. if we told him about our secrets.
7. I wouldn't go to school by bus	g. if he had had the tools.
8. I won't go to London	h. I would have passed the exam.
9. We'd be stupid	i. I would help you carry the piano.
10. She would have the right to vote	j. if I had a driving license.

Write the second or third conditional sentences about these situations.

Examples

I want to phone him, but I don't know his phone number.

If I knew his phone number, I would phone him.

I did not know you were in the hospital so I did not visit you.

If I had known you were in the hospital, I would have visited you.

1. She stayed at a hotel so it cost her a lot.
2. Kaythi is not in Bagan now so I cannot see her tonight.
3. You didn't submit your assignment in time so the teacher punished you.
4. He doesn't have a debit card so he cannot buy a ticket.
5. Sue does not answer the phone because she is not in the office.
6. The waiters in that restaurant didn't serve well so I didn't go there.

Finish each sentence in a meaningful way.

1. If I were you, _____.
2. If we had not wasted our time and energy, _____.
3. If I had more free time, _____.
4. If you study your lessons regularly, _____.
5. If you had taken a taxi, _____.

3D Listening and Speaking

Listen to a talk on renewable energy and decide whether the following statements are True, False or Not Given.

1. Future generations have full responsibility for energy conservation.
2. It is necessary for us to take action in advance before energy resources are running out.
3. Renewable energy depends mainly on nature.
4. Renewable resources are harmful to the environment.
5. Renewable energy is cheap.
6. Air pollution can cause premature deaths.
7. Man-made activities emit fewer amounts of greenhouse gases than the manufacturing of machinery to generate renewable energy.
8. It is true that renewable energy makes our lives better.

B. Listen again and complete the notes about the advantages and disadvantages renewable energy.

1. The excessive use of natural resources such as gas and oil leads to resource _____.
2. Renewable energy is never _____.
3. Renewable energy is clean, green and _____.
4. Producing renewable energy could harm _____ and animal migration.
5. Cutting down trees and building dams could damage the _____.
6. Burning fossil fuels is one of the _____ activities that can emit greenhouse gases.

C. Study the following dialogue and underline the language expressions used to agree disagree. The first one is done for you.



Student A: What is your opinion on constructing a hydropower plant?

Student B: I think it is expensive to construct and maintain a hydropower plant and this can have a negative effect on the local environment.

Student A: I'm afraid I don't share that point of view. It doesn't produce air or water pollution, as opposed to burning fossil fuels like coal or gas.

Student B: I am not sure about that. However, I'm sure building dams could damage the local ecological system and cause land behind the dams to flood.

Student A: I have to side with you on that one. On the other hand, once a hydropower dam is up and running, the cost of maintenance and employee wages is relatively low although the initial installation cost is high.

Student B: That's true. Well, I think we're going to agree to disagree. It is undeniable that there are certainly pros and cons of hydropower plants and it's an efficient means of producing electricity for a sustainable future.

Read the dialogue again and put the underlined expressions from Exercise C in the correct column.

Agreeing	Disagreeing
<p>That's exactly how I feel.</p> <p>I couldn't agree with you more.</p> <p>That's also how I feel about it.</p> <p>You might have a point there.</p> <p>_____</p> <p>_____</p>	<p>I don't think so.</p> <p>That's incorrect.</p> <p>I'm afraid I don't share that point of view.</p> <p>I beg to differ.</p> <p>_____</p> <p>_____</p>

In pairs, practise the dialogue.

Writing

Discuss the advantages and disadvantages of solar, hydro and wind energy.

Write notes in the table.

Types of energy	Advantages	Disadvantages
Solar		
Hydro		
Wind		

Based on the information in the table, write an expository essay about the advantages and disadvantages of three types of renewable energy sources.

UNIT 9

READING

- Helen Keller

VOCABULARY

- Phrasal verbs

GRAMMAR

- Verbs followed by a noun group and a bare infinitive
- Verbs followed by a noun group and a to-infinitive

LISTENING AND SPEAKING

- Listening to a TV programme about famous people with disabilities
- Talking about what makes disabled people successful in their careers or in life

WRITING

- Letter of encouragement

UNIT 9

HELEN KELLER



The best and most beautiful things in the world cannot be seen or even touched; they must be felt with the heart.

Helen Keller

9A Reading

Pre-reading

1. Do you think a blind and deaf person can learn language?
2. Can a deaf person compose music? Why or why not?
3. 'Many disabled people are successful in life'. What do you think makes them successful?

Read the passage.

PART I

On 27th June, 1880, a baby girl was born to Captain Arthur Keller and Kate Keller in Tuscumbia, Alabama. The proud parents named their daughter Helen. She was a happy baby. She was also very intelligent. At six months she could even say "Wah-Wah" for water.



In January, 1882, Helen almost died of a mysterious illness. Her parents were relieved when the doctor finally told them, "You are very lucky parents. She's going to live." But shortly after the doctor left, Mrs. Keller saw a strange look in her baby's eyes. She called to her, "Helen, Helen." She then screamed for her husband, "Captain, come quickly. Look at Helen." Before he arrived, he heard her cry, "She can't see or hear! My baby is blind and deaf!"

Helen's world was a dark and silent place. She became a very difficult child to live with. She ran about the house doing whatever she wanted. She became angry and violent very easily and threw things onto the floor or at other people. She fought with other children and sometimes hurt them.

Helen was almost a wild child. No one could control her. The Kellers didn't know what to do. They needed help. In February, 1887, Captain Keller contacted the Perkins Institute for the Blind in Boston. He asked the director of the Institute for help with Helen.

The director of the Institute spoke to a young woman called Annie Sullivan. He told Annie about Helen and asked her if she would like to become Helen's teacher. The director explained, "Helen is a very intelligent child but she has no language. There's a treasure inside her that needs to be opened. And I think you can open it for her."

PART II

Annie Sullivan was excited by the idea of helping a deaf-blind child. She agreed to travel to Tuscumbia and become Helen's teacher. When she arrived at the Kellers' house, she found a very messy, spoilt little girl. Helen grabbed Annie's suitcase and immediately began pulling everything out of it.

Annie took a present for Helen from her suitcase. It was a doll. Then, using a special alphabet, she spelled into Helen's hand, "D-O-L-L. Well, I'm going to teach you language, the door to the world for you," she told Helen.

Helen grabbed the doll and threw it violently onto the floor. Annie tried to make her pick it up. But, instead, Helen kicked Annie in the face and knocked out a tooth!

At the dining table that evening, Annie found that Helen was allowed to eat with her hands and take food from other people's plates. Captain Keller explained, "We can't have any peace and quiet unless we give her what she wants." Annie said, "That's exactly the point. This child is spoilt."

Annie believed that Helen should learn good manners. She tried to stop Helen from getting out of her dining chair. But Helen fought back. Then Annie said to the family, "Please leave me alone with her. I can't teach her anything if you just let her do whatever she wants."



PART III

I stayed with Helen and asked the family to leave the dining room. Captain Keller was angry with me, but he agreed to go. I forced Helen to sit in a chair and eat from her own plate with a spoon. She was very strong. She kept knocking over her chair and throwing things onto the floor. But finally she sat and ate her food.

On that first evening, Mrs. Keller wasn't very happy with me. "Miss Sullivan," she said, "I'm not sure about your method of teaching Helen." "She ate with a spoon and folded her napkin," I told her. "My Helen folded her napkin!" said Mrs. Keller. She couldn't believe her ears!

The next day, I told Helen's father, "I can't do anything with Helen unless I have her all to myself. I want her to depend on me for her food, her clothes, everything." Then I asked him if Helen and I could live alone in the guesthouse in the Kellers' garden. He wasn't happy with the idea, but he agreed. He said that Helen and I could live in the guesthouse but only for two weeks. "Two weeks!" I thought. "That's a very short time to perform a miracle!"

In the guesthouse, I had complete control over Helen. One day, I remember she wanted a piece of cake. I said, "OK, Helen, if this is what you want, there's a word for it." I spelt into her hand, "C-A-K-E, Cake." Then I said, "When you understand that there's a word for everything, the world will be yours."



Two weeks passed. On the last morning, Mrs. Keller spoke to me. "Miss Sullivan, your eyes look very tired," she said. "Why don't you rest? We're very happy with all that you've done for Helen. She's a different child." "She is different," I said. "She has manners, but she doesn't have language. She can spell thirteen nouns and five verbs, but she doesn't know what they mean."

Later that day, Helen and I were in the garden. I was thinking. It was my last day. I needed more time. We walked over to the water pump. I began pumping. Then I put Helen's hand under the gushing water. As usual, I spelt the word for her, "W-A-T-E-R, Water."

Then something happened. In a very strange voice, as if she remembered something from when she was a baby. I heard Helen say, "Wah-Wah." Then she grabbed my hand and spelt, "W-A-T-E-R." I called for her parents.

Captain and Mrs. Keller came running out of the house. Helen reached for her mother and spelt, "M-O-T-H-E-R" into her hand, then, "T-E-A-C-H-E-R." Next, Helen put her arms around me. She was so happy. She now understood what words were. At last, she had a key to language. The world was hers. I held her hand and spelt the words "I, L-O-V-E, H-E-L-E-N."

Helen went on to learn to speak, read and write. In 1904, she graduated from Radcliffe College, one of the best colleges in the United States. She later wrote books, appeared in films, toured foreign countries and became famous all over the world. Helen and Annie stayed together for fifty years, until Annie's death in 1936. Helen died in 1968.

Comprehension

A. Read the sentences and write the bold-faced words next to the definitions that follow. The first one is done as an example.

1. It was a **miracle** that all the passengers had survived in the plane crash.
2. Your old watch could be a **treasure** to an antique dealer.
3. COVID-19 has become a pandemic, but the cause of this disease remains **mysterious**.
4. The children are very **excited** because they are going to Tokyo tomorrow.
5. She lets her daughter do whatever she wants, so she becomes a **spoilt** child.
6. If you take up cooking as a hobby, you will feel **relaxed** and happy.
7. She was **relieved** to hear that her son got over a serious illness.
8. We have planned to **tour** the Greek Islands during the summer holidays.
9. Thandar fell off her bike and **knocked out** one of her front teeth.
10. She **screamed** as loudly as she could when she heard a loud crash of thunder.
11. After he **graduated** from Mandalay University, he went to Australia for further studies.
12. Children should be banned from watching **violent** movies because such movies are very likely to make them behave in an aggressive or harmful way.
13. The mugger tried to **grab** my bag, but he was caught red-handed by a policeman.

- (a) spoilt rude and badly behaved because they are given everything they ask for and not enough discipline
- (b) _____ happy and enthusiastic
- (c) _____ difficult to explain or understand something
- (d) _____ make a journey; travel around a place
- (e) _____ using force to hurt or attack
- (f) _____ gave a loud, high cry, because you are hurt, frightened, excited, etc.
- (g) _____ got or obtained a first degree from college or university

- (h) _____ a very valuable and important object, or a highly valued object
- (i) _____ take hold of someone or something with a sudden or violent movement
- (j) _____ an act or event that does not follow the laws of nature and is believed to be caused by God
- (k) _____ damaged or destroyed something
- (l) _____ calm and not anxious or worried
- (m) _____ happy because something unpleasant has stopped or has not happened

B. Choose the answer that correctly completes each sentence.

1. At first Helen was a _____ child. 1. _____
 A. happy and stupid B. happy and clever
 C. lucky and proud D. clever and proud
2. Helen's illness was _____ to understand and explain. 2. _____
 A. easy B. difficult
 C. quick D. lucky
3. Because of her illness, Helen was _____ to see and hear. 3. _____
 A. quick B. able
 C. easy D. unable
4. Neither Mr. Keller nor Mrs. Keller _____ what to do with Helen. 4. _____
 A. knew B. explained
 C. learnt D. understood
5. Annie found Helen to be a _____ child. 5. _____
 A. happy B. boring
 C. gentle D. spoilt
6. Annie lost a/an _____ as Helen kicked her in the face. 6. _____
 A. eye B. tooth
 C. doll D. ear
7. Helen's parents let her do _____ she wanted. 7. _____
 A. something B. nothing
 C. everything D. some things
8. Annie wanted to make Helen _____ her for everything. 8. _____
 A. spell B. ask
 C. depend on D. remember
9. The first word Helen understood was _____. 9. _____
 A. mother B. water
 C. cake D. teacher
10. Helen _____ books and became famous later. 10. _____
 A. wrote B. printed
 C. read D. liked

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

1. Where and when was Helen Keller born?
2. What happened to Helen after her illness?
3. What did Helen do to other children?
4. What did the director of the Perkins Institute for the Blind ask Annie Sullivan?
5. What did the director of the Institute think Annie could do?

Part II

6. What made Annie feel excited?
7. What did Helen do to Annie's suitcase?
8. How did Annie teach Helen language?
9. According to the author, what does language mean to Helen?
10. Why did Annie want the Kellers to leave her alone with Helen?

Part III

11. Where did Annie want to live with Helen? Why?
12. What does Helen's first word 'Wah-Wah' mean?
13. Why does the author say "The world was hers"?
14. What was Helen able to do later?
15. Why do you think Helen could speak, read and write later?
16. Do you think it would be easy to teach language to a blind and deaf person? Why?

9B Vocabulary

Phrasal verbs

- **Phrasal verbs** are a special group of verbs that consist of two or three words.
e.g. *She **ran about** the house doing whatever she wanted.*

Phrasal verbs consist of:

- ➔ a verb followed by a particle (an adverb or preposition)
e.g. *She sat down and watched TV. (verb + adverb)*
She looked after her old parents. (verb + preposition)
- ➔ a verb followed by an adverb and a preposition
e.g. *I look forward to seeing you soon. (verb + adverb + preposition)*

A. Read the sentences. Match the phrasal verbs in bold with their definitions (a–j).

1. _____ It is a long journey. We should **set off** early this morning
2. _____ She wants to reduce weight so she is trying to **give up** eating junk food.
3. _____ Some students often **turn up** late for class. This annoys our class teacher.
4. _____ They **count on** us to help them at difficult times.
5. _____ They are planning to **carry out** a new project on air pollution.
6. _____ We should **pass on** our knowledge to young generations.
7. _____ It took her a long time to **get over** the flu.
8. _____ I have never **come across** such a terrible problem before.
9. _____ He tried to **burn down** the old house by setting fire to the thatched roof.
10. _____ I try to **work out** in the gym two or three times a week.

- | | |
|---|-----------------------------------|
| a. to do a piece of work | f. to give something to someone |
| b. to depend on someone or something | g. to do physical exercise |
| c. to stop doing something | h. to arrive or appear somewhere |
| d. to recover from an illness | i. to start a journey |
| e. to find someone or something by chance | j. to destroy something with fire |

B. Read the phrasal verbs and their definitions. Fill each sentence with a suitable phrasal verb.

keep up with	make progress or increase at the same rate as somebody or something
come up with	suggest or think of an idea or plan
put up with	tolerate
do away with	get rid of something or stop using it
get away with	steal and take away
cut down on	reduce

1. We need to _____ a new way to improve the working conditions in our company.
2. Your little sister is spoilt. It can sometimes be difficult to _____ her.
3. If you cannot sleep well, you should _____ the amount of coffee you drink.
4. Technology changes so fast, and it is hard for elder people to _____ it.
5. AI machines will _____ many human workers in the future, which may lead to a rise in unemployment.
6. Thieves managed to _____ a lot of jewellery and valuable paintings last night.

- Some phrasal verbs are literal; it is easy to understand their meanings.
e.g. *I didn't bring my own lunch. I'll **eat out** for lunch.* (eat in a restaurant)
- Some phrasal verbs are idiomatic; it is not easy to understand their meanings.
e.g. *Never **put off** till tomorrow what you can do today.* (postpone)
- Some phrasal verbs have more than one meaning. The meaning of a phrasal verb can be both literal and idiomatic.
e.g. *It's hot in here. I'll **take off** my coat.* (remove = literal meaning)
*The flight to Nay Pyi Taw **takes off** at 3 o'clock.* (leaves = idiomatic meaning)

C. In these pairs of sentences, which phrasal verb is literal? Which is idiomatic?

- (a) Parents aim to **bring up** their children to be successful when they grow up.
(b) The bellboy will **bring up** your luggage to your room.
- (a) Can you **pick up** my ruler for me? It's under your chair.
(b) Can you **pick up** my brother at the airport? He will arrive at 12:00 today.
- (a) Nilar **cut off** a piece of meat and gave it to the dog.
(b) The captain gave orders to **cut off** the enemy's supplies.
- (a) I hope I will **get through** this final exam.
(b) It's impossible for your car to **get through** this narrow gate.
- (a) Would you help me **blow up** these balloons?
(b) The hijackers threatened to **blow up** the plane if their demands were not met.

- Some phrasal verbs are separable. They can be separated by objects.
e.g. *Yu Yu **threw away** her old shoes.* *Yu Yu **threw** her old shoes **away**.*
 - Some phrasal verbs are inseparable. They cannot be separated by objects.
e.g. *Ohnmar **fell down** the stairs.* (Not: ~~*Ohnmar **fell** the stairs **down**.*~~)
- Note:** If the object is a pronoun (e.g. him, them), then the particle must go after it.
e.g. *The thunder **woke** them **up**.* (Not: ~~*The thunder **woke** up them.*~~)

D. Rewrite the sentences putting the object between the verb and the particle.

e.g. *I washed up the dishes while my mother was out.*
I washed the dishes up while my mother was out.

- Please throw away your rubbish. Don't leave it in the park.

- It is getting cold; you should put on your sweater.

3. I'm going to take off my shoes because they're uncomfortable.

4. I walked a lot, so I wore out my shoes quickly.

5. She turned off the light and went to bed.

9C Grammar

Verbs followed by a noun group and a bare infinitive

Some verbs are followed by a noun group and a bare infinitive.

Examples

Subject	Verb	Noun group	Bare infinitive
Annie	made	Helen	pick up the doll.
He	heard	a woman	laugh loudly.
I	didn't notice	her	enter the hall.

- A. Complete the sentences with the correct form of the verbs in the box.

help	let	feel	listen to	make
------	-----	------	-----------	------

- My parents _____ me watch TV until 10:30 p.m.
- Last week our English teacher _____ us write an essay on 'The qualities of a good citizen'.
- He _____ his heart beat so fast and he decided to see a doctor.
- This information will _____ the police find the convicted criminal.
- We _____ our children sing an English song beautifully at the concert yesterday.

- B. Rewrite each of the following pairs of sentences as one sentence. The first one is done as an example.

- A woman picked up the purse and handed it to another woman. Min Min noticed her.

Min Min noticed a woman pick up the purse and hand it to another woman.

- He went out of the room. She heard him.

She heard _____

- He dived into the river. I saw him.

I saw _____

4. The students did an experiment in the laboratory. The principal observed them.
The principal observed _____
5. The police car left the village. From her bedroom window, Nu Nu watched it.
From her bedroom window, Nu Nu watched _____

Verbs followed by a noun group and a to-infinitive

Some verbs are followed by a noun group and a to-infinitive.

Examples

Subject	Verb	Noun group	To-infinitive
Annie	asked	the family	to leave the room.
The Kellers	allowed	Helen	to take food from other people's plates.
I	helped	an old man	(to) cross the street.

Note: The verb 'help' can be followed by a bare infinitive or a to-infinitive.

e.g. *Can you help me carry this box? (or) Can you help me to carry this box?*

C. Match the two halves of each sentence.

- | | |
|---|--|
| 1. The doctor told the patient | (a) to march through the jungle quickly. |
| 2. The flight attendant warned all passengers | (b) to become good citizens. |
| 3. The captain ordered his men | (c) to write a will before he died. |
| 4. We must train our students | (d) to fasten their seat belts. |
| 5. His lawyer advised him | (e) to take a rest for about two weeks. |

D. Choose the correct option.

- Our family doctor advised us (avoid / to avoid) eating fast food and sweets.
- Sandar reminded Thiri (buy / to buy) some flowers for their teacher.
- My mum told me (keep / to keep) in touch, so I call her every Sunday.
- Please have the waiter (bring / to bring) more bread.
- This restaurant lets customers (use / to use) credit cards to pay the bill.
- The boss asked me (work / to work) at the weekend.
- You should get Maryar (help / to help) you. She is not very busy now.
- I noticed a young boy (break / to break) all the kitchen windows.
- We can't expect robots (be / to be) as smart as human beings.
- I was shocked to see such a celebrity (behave / to behave) so badly in public.

E. Write five sentences about what your parents will *let*, *make*, *allow*, *ask*, *warn*, and *encourage* you (to) do.

e.g. *My parents will let me stay up late sometimes.*

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

9D Listening and Speaking

A. In pairs, answer the following questions.

1. Do you know of a person who is blind or deaf? If so, who is it?
2. Have you heard of a famous person who is either deaf or blind? If so, who is it? What is he or she famous for?
3. Look at the pictures of famous people who lived with a physical disability. Match the pictures with their names.
4. Which person do you think you are going to hear about?

(a) Hellen Keller

(b) Ludwig van Beethoven

(c) Stephen Hawking



B. Listen and answer the following questions.

1. Who are the speakers? How are they related?
2. What are they talking about?

C. Listen again and say whether the following statements are True or False.

1. The TV programme was broadcast in celebration of World Sight Day 2022.
2. The theme of the International Day of Disabled Persons Contest 2022 was 'Love Your Eyes'.
3. The first deaf-blind person to get a degree was Stephen Hawking.
4. Beethoven composed five famous piano concertos.
5. Hawking was a famous scientist who discovered the theory of black holes.

D. Listen again and fill in the blanks.

1. The purpose of the programme was to celebrate the International Day of Disabled Persons _____.
2. There were _____ contestants taking part in the contest.
3. The theme of the International Day of Disabled Persons Contest 2022 was "Transformative solutions for inclusive _____: the role of innovation in fuelling an accessible and equitable world."
4. Beethoven created a new form of music after turning _____.
5. Beethoven continued to hear music in his _____ even though he was deaf.

E. In groups of four, discuss the following question.

Which do you think makes disabled people successful in their careers or in life?

- tolerance
- intelligence
- determination
- perseverance
- diligence
- talent

9E Writing

Letter of encouragement.

A. Study the following letter and answer the questions that follow.

No. 12, Tarwadalptha Road,
Thandwe.
21-12-2023

Dear Mie Mie,

How are things? I hope this letter finds you well and happy. As for me, I begin to recover from pneumonia. As you know, I suffered from pneumonia a month ago, and this left me with a chest pain, which is too unbearable for me. I missed the lessons for a month and tried to follow but I have some cough and breathlessness, which disturb my studies very often. This makes me really annoyed and worried. On top of that, I feel way too tired to walk or talk. The doctor said I would be back to normal in six months. But, you see, our final exam is drawing nearer and nearer and we have only three more months. I feel really depressed and hopeless. I can't concentrate on my studies anymore. Actually, I have no idea what I should do now. I am even thinking of giving up sitting for the exam this year. As you are my best friend, I think you can tell me what I should do. Should I quit or carry on no matter what, or do something else? Let me stop here as I feel a bit tired.

I'm looking forward to your advice.

Yours sincerely,

Swe Swe

1. Who is writing to whom?
2. What is the purpose of writing?
3. What are the problems that the writer is facing?
4. Underline the sentences that the receiver of this letter will have to reply in his reply letter.

B. Read the reply and underline the sentences which are Mie Mie's answers to Swe Swe's questions.

No. 22, Tawin Road
Dagor
29th December 202

Dear Swe Swe,

Only a week ago, I came to know that you were going through bad times. I met your cousin at the library, and she told me about you. I am really sorry you have such hard times. I wish I were there with you. I should have written to you sooner, but I am busy struggling to keep up with the new situations in the new town.

Swe Swe, I truly understand you as I have encountered such a situation. Do you remember - had severe flu before the final exam of Grade 6? I could not study well even after I had recovered. I was totally down and didn't know what to do. Because of your help and encouragement, I was able to take the exam. Now is my turn to encourage you. If I were you, I would never give up. Moreover, you are strong enough to recover from this severe illness.

I will tell you about a famous scientist. Have you ever heard of Stephen Hawking, a famous physicist, cosmologist and author? I read about him in a journal and was really impressed with him. At school, he was one of the brightest students. He received a first-class bachelor degree in physics, PhD degree in applied mathematics and theoretical physics. You know what? Although he was a world famous scientist with many achievements, he led a life that most of us cannot imagine. At the age of 21, three years before his doctoral studies, Hawking started to suffer from motor neurone disease (MND), which is an uncommon condition that affects the brain and nerves of a person. Unfortunately, there's no cure for MND. As a result, Hawking became paralysed. He lost his speech and had to communicate through a speech-generating device. Later, he had difficulty walking. Hawking lived with this condition until his death. He never gave up his life or his career. You got my point telling you about Stephen Hawking? No matter how hard life is, we should never give up, but carry on.

I must say one thing for sure that nothing lasts forever. What you all need is to move forward and cope with the problems that you are now facing. And also, according to your doctor, you will fully recover in six months. You are a brilliant student. I believe you will be able to overcome all the obstacles you have now. Let me know anything I can do for you. Remember I will always be there for you.

Let me end my letter here with a famous quote by Winston S. Churchill: "Success is not final, failure is not fatal: It is the courage to continue that counts."

Wishing you all the best

Yours truly,

Mie Mie

Read the reply and check whether it follows the writing tips for a letter of encouragement.

Writing tips for letters of encouragement

You may include the following points:

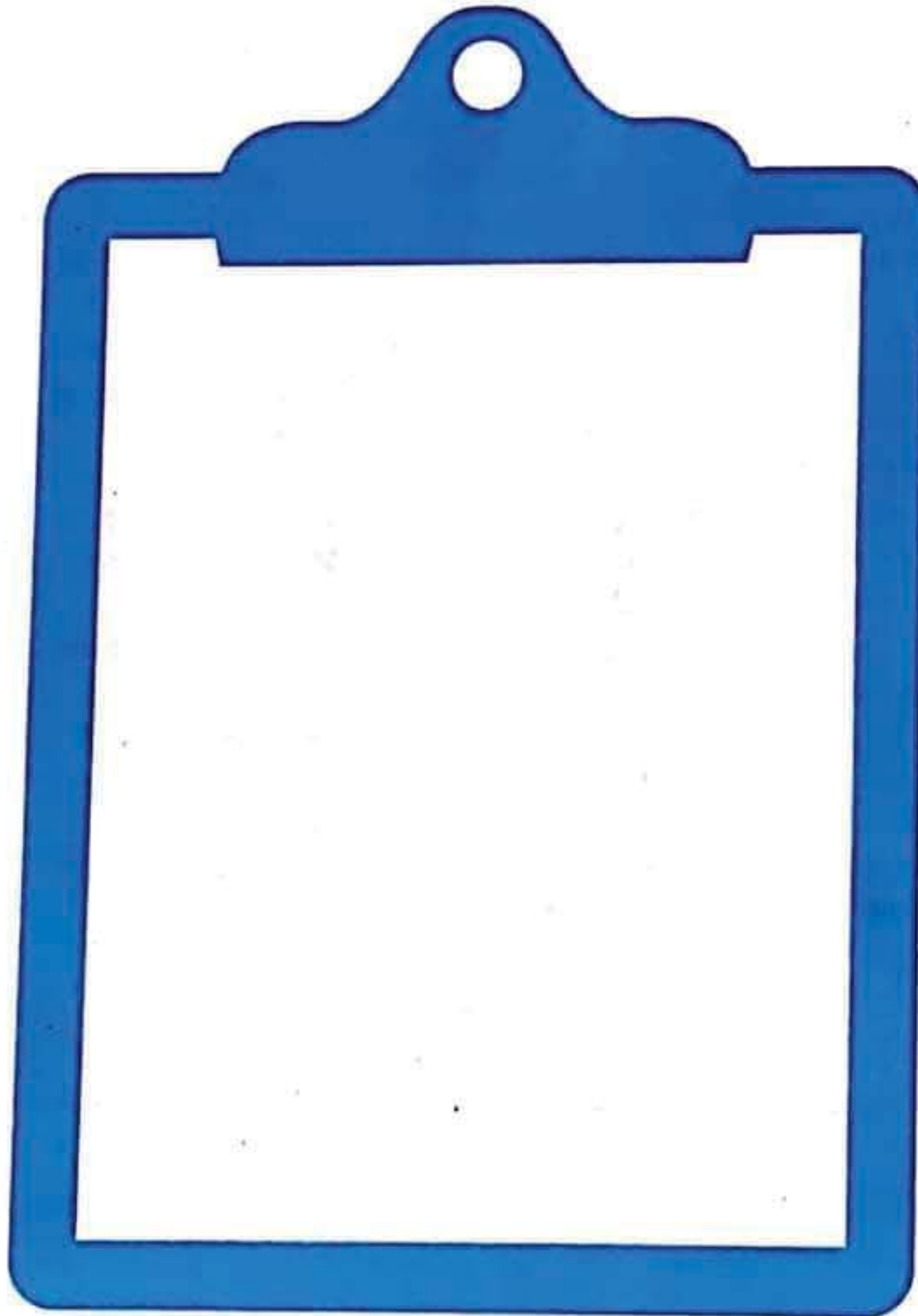
the purpose of your letter (to give advice / suggestions, comfort someone, encourage him / her, etc.)

a personal touch (good memories you shared with him / her, share advice you received from someone else)

an inspirational quote ("Darkness cannot drive out darkness. Only light can do that." "Life shrinks or expands in proportion with one's courage.")

what you can do for him / her ("Call me anytime.")

Write a letter to your friend Kyaw Kyaw, who has poor eyesight and cannot study well, and is feeling greatly depressed. In your letter, encourage him never to give up no matter what, and tell him about a disabled person you know or you have heard of.



Review 3

A. Rewrite the following sentences using the linking words given in brackets.

1. She needs a job. She has to support her parents. (because)
2. The water in the lake was contaminated with chemicals. Many villagers suffered from diarrhoea. (as a result)
3. His computer stopped working. It was attacked by a virus. (due to)
4. La Wun passed the exam with flying colours. She got a Mac-book air laptop from her parents. (as a result of)
5. The old woman got better. She took her medicine regularly. (as a consequence)

B. Complete each sentence with an appropriate word. The initial letters are given to help you.

1. D_____ wastes such as old smartphones should be properly thrown away.
2. As cutting down trees is the root cause of global warming, we should prevent d_____.
3. Although i_____ creates new job opportunities, it has bad effects on the environment.
4. By using solar power and wind power, we can reduce the use of f_____ fuels.
5. U_____ results in loss of forests and loss of natural habitats.
6. Saving e_____ will save our fossil fuels and cut down on pollution.
7. Burning fossil fuels such as coal e_____ carbon into the air.
8. Using public transportation can help c_____ energy.

C. Complete the sentences with the correct form of the verbs in brackets.

1. If we burn fossil fuels, the amount of CO₂ _____ (rise) in the atmosphere.
2. If we _____ (not consume) fossil fuels for decades, the natural environment would not have been damaged.
3. If you want to solve the environmental problems, renewable energy _____ (be) one of the best alternatives.
4. There _____ (not be) much environmental deterioration if we had not used fossil fuels.
5. If wind turbines _____ (install), they will be a threat to wildlife such as birds and bats in the local area.

D. Choose the correct option.

1. He invited all his friends (stay / to stay) with him during the weekend.
2. Doctor Sai wrote a book to advise teenagers (eat / to eat) healthy foods.
3. You shouldn't let your kids (do / to do) whatever they like.
4. The manager didn't allow the children (play / to play) football next to the factory windows.
5. I like him because he makes me (laugh / to laugh).
6. When I came in, I noticed him (draw / to draw) a picture of his wife.
7. The teacher told us (participate / to participate) in the school concert.
8. While sitting alone in the park, I saw a snake (crawl / to crawl) into a nearby bush.

E. Write five sentences of your own using the following verbs.

Let

help

make

teach

tell

UNIT 10

READING

- Why Improve Communication Skills?

VOCABULARY

- Words related to communication

GRAMMAR

- to / in order to / so as to
- so that / in order that

LISTENING AND SPEAKING

- Listening to a professor talking about some useful guidelines for effective communication
- Talking about dos and don'ts at an interview

WRITING

- Writing about experiences in learning English

UNIT 10

WHY IMPROVE COMMUNICATION SKILLS?



10A Reading

Pre-reading

1. Are you a good speaker or a poor speaker? Why?
2. Where can poor communication be the biggest problem – at home, school or work? Why?
3. Do you think communication skills are important for you? Why or why not?

Read the passage.

Communication skills are the abilities to convey our ideas, feelings, attitudes, perceptions, wants, needs, knowledge, etc. in a precise and lucid manner in accordance with the intention of the person communicating the message, either in the spoken, or written form, face-to-face or via communication devices, such as **phone, e-mail, and video conferencing**. Since communication is usually a two-way interaction **between two or more persons**, one must also include listening and reading skills among the communication skills.

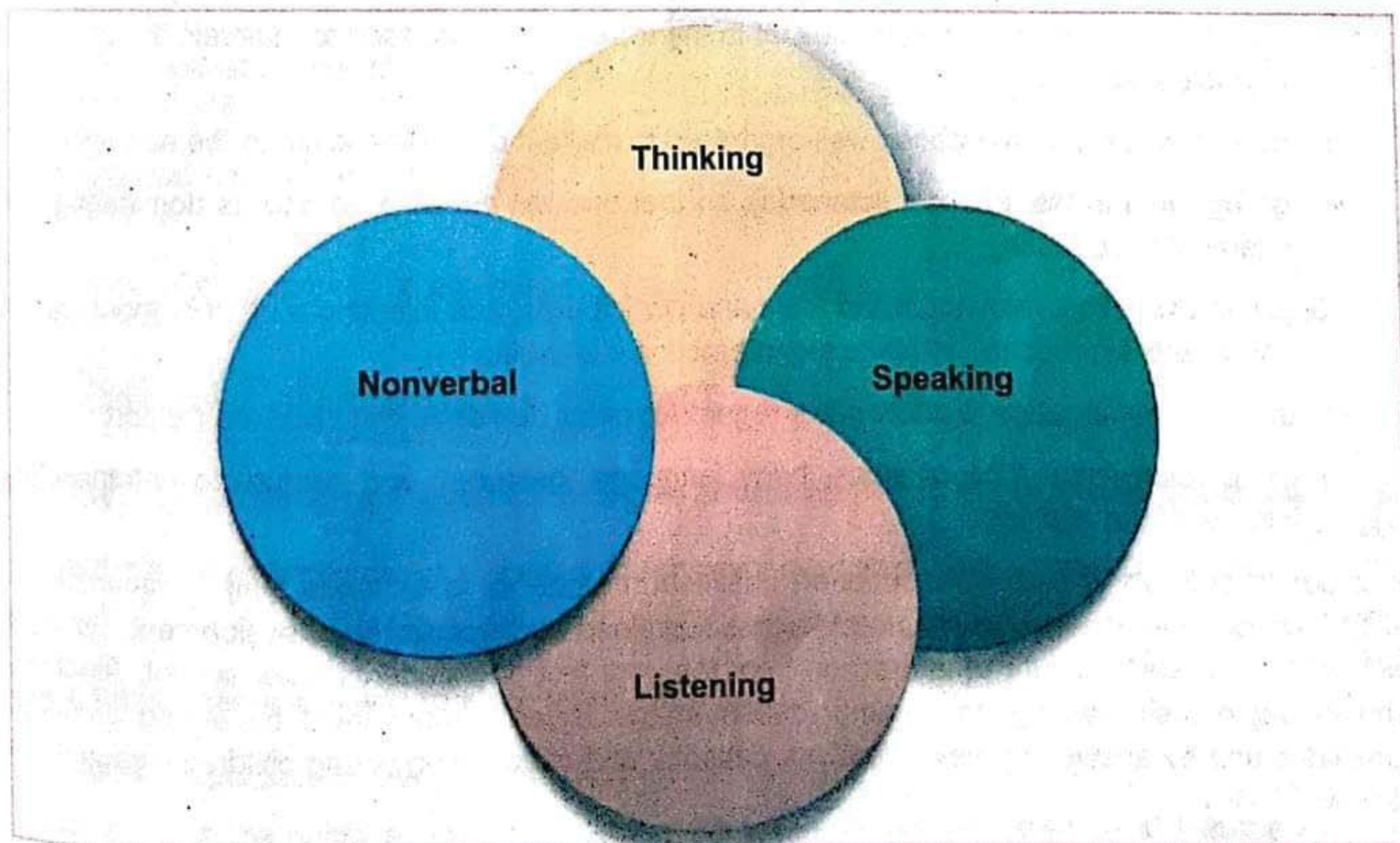


Communication is not just merely using words. Spoken communication also involves the use of a variety of features to express different nuances of meaning such as body language which includes facial expressions, posture, gestures; **tone of voice; eye contact; proximity** between speaker and listener, etc. On the other hand, written communication exploits choice of word, order of words, sentence patterns, the sound system of the language concerned, the organisation of texts, size and design of letters of the alphabet, etc. to gain specific communicative effects. In addition, an interpretation of human communication is made more complex due to the fact that more than one meaning can be conveyed by a single utterance, and indirectness is frequently used to communicate different shades of meaning including the opposite of what is said. Moreover, such non-verbal features as the style and colour of one's clothes and hair, and for women and some men, the use of certain kinds of jewellery, make-up, lipstick, perfume, etc. may be employed to subtly convey information about the personality of a person.

There are many reasons for communication skills to have come to be regarded as a vital life skill in the 21st century. Firstly, it would be extremely difficult to fulfil even our most basic needs and wants, as anyone who has had the experience of travelling in a foreign country whose language he or she does not know will attest to. Secondly, just as our appearance creates the first impression, so does the way we speak and write. Thirdly, communication skills are important in our social dealings both within the family as well as with friends, acquaintances, and strangers as they can improve relationship or worsen it. Fourthly, good communication skills are required by many jobs, especially those that relate to dealing with the public, whether it is the position of a salesperson, or that of a CEO, as seen from the many job advertisements in newspapers. Fifthly, the higher the position of a person, the more expertise he or she will need in communication, as he or she has to interact with a wide spectrum of people, including those from other countries and cultures, in different situations.

In Myanmar, with the advent of market economy, expansion of micro, small and medium enterprises, growth in employment opportunities, increase in young people pursuing higher education both at home and abroad, and greater interaction with foreigners and foreign countries for business, tourism and other purposes, effective communication, including the ability to use a foreign language, especially the English language, and the ability to translate and interpret, has risen to the forefront of the skills much in demand these days.

On the other hand, with more parents going out to work and reduction in the number of extended families, there seems to be less opportunity for young people to communicate with people of different generations or to receive their guidance on how to converse appropriately. This situation is compounded by the fact that a lot of young people in cities spend more time with their cell phones playing games, and surfing the net than talking with other people. It is my impression that young people need to be trained to overcome their shyness and reticence to talk with persons of different generations and to make appropriate use of the polite forms traditionally used in conversing with older persons and more formal contexts.



Some people have the gift of being able to communicate effectively, but some do not. However, this does not mean that it cannot be developed. The place to begin training young people to develop communication skills is the home. It is important that parents talk with their children as often as possible, not only to stay connected with them but also to develop their language skills. Through parental talk, children can enrich their stock of vocabulary and sentence patterns and at the same time, develop critical thinking, satisfy their curiosity about their surroundings and expand their knowledge about the world around them. When children are old enough, parents should begin teaching them to use more polite language.

The goals of schools and universities should include the promotion of effective communication, as it is not just a vital life skill as pointed earlier, but because it is also a skill that will bring academic success. Communication skills can be taught as part of the Myanmar and English language courses, or it could be integrated in all the subjects that students have to study. The latter has the advantage of giving more opportunity to use communication skills by students across the curriculum and also strengthening linkage among knowledge, cultural norms, thinking and communication which are crucial not only for students but also for those in employment. Below are some of the prerequisites for developing communication skills:

1. overcoming shyness, brevity and reluctance to talk, so that one can interact with both people one is familiar with as well as strangers
2. being aware of the audience – age, gender, job, status, interest, educational background, knowledge, etc., to adjust the style of one's language and topics
3. being aware of the setting, the place and the occasion where the interaction is taking place, to make one's communication appropriate to it
4. having relevant knowledge, vocabulary and structure to interact on a wide range of topics
5. making one's communication informative, so that it will be worth paying attention to
6. being aware of how much time is available, in order to adjust the length of one's interaction
7. making one's communication relevant to the topic being discussed to maintain the attention of one's audience
8. making one's communication well-organised to make it comprehensible to the audience
9. giving turns to talk to one's listener(s), so that one will not be regarded as dominating the interaction too much
10. giving examples, relevant to the topic and participants, and injecting a bit of humour, when and where appropriate, to make the interaction interesting
11. using polite language to show one's regard for one's audience and to create rapport
12. using appropriate tone of voice, body language, gestures, and posture to enhance the interest of the audience

In order to promote the above-mentioned qualities in students to enhance their communicative skills, schools and universities will need to give sustained attention to their development. Schools will need to create a culture of interaction from the very first day students enter school. Teachers should begin their training on communication at the lower primary level by asking students questions and by answering their questions patiently and maintaining young children's eagerness to talk.

A. Read paragraph 2 and complete the table with the correct information from the text.

Communication	
Features of spoken communication	Features of written communication
body language	4. _____
1. _____	order of words
posture	5. _____
gestures	sound system of language
2. _____	6. _____
3. _____	size and design of letters of the alphabet
proximity between speaker and listener	

B. Complete the table with the purpose of each prerequisite for developing communication skills. The first one is done as an example.

Prerequisites for developing communication skills	Purposes
1. overcoming shyness, brevity and reluctance to talk	<i>to interact with both people ... as well as strangers</i>
2. being aware of the audience – age, gender, job, etc.	_____
3. having relevant knowledge, vocabulary and structure	_____
4. being aware of how much time is available	_____
5. making one's communication well-organised	_____
6. giving turns to one's listener(s)	_____

C. Read the first two paragraphs quickly and give short answers to the following questions.

1. What are the communication devices through which we can communicate with others?
2. What are the nonverbal features that can express the personality of a person?

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

1. What is the purpose of using indirectness in communication?
2. According to the passage, communication skills are regarded as a vital life skill in the 21st century. Give one reason for this statement.

3. Why are communication skills important in our social dealings?
4. Why does a person with a higher position need more expertise in communication?
5. How do most of the young people in cities spend their time?
6. According to the writer, what are the two reasons why young people need to be trained?
7. What is the best place to train young people to develop communication skills?
8. Why do parents need to talk with their children as often as possible?
9. What are the advantages of parental talk?
10. Why are we required to use polite language in talking with other people?

10B Vocabulary

Words related to communication

A. Match the words in Column A with the meanings in Column B.

Column A	Column B
1. communication	a. easy to understand
2. translate	b. giving useful information
3. interpret	c. to change written or spoken words into another language
4. information	d. the process of expressing ideas and feelings or giving people information
5. informative	e. to translate one language to another as you hear it
6. interact	f. facts or details about somebody / something
7. conversation	g. to communicate with somebody, especially while you work, play or spend time with them
8. comprehensible	h. an informal talk involving a small group of people or only two

B. Complete the following sentences with the appropriate words from Exercise A.

1. Nyi Nyi likes to stay alone. He does not _____ well with other students.
2. The audience was interested in his presentation as it was very _____ and entertaining.
3. The brochure provides a lot of _____ about tourist attractions in this town.
4. The procedure for the experiment was quite brief but _____. Every student understood how to do it.
5. You should know both languages very well if you want to _____ a text from English to Myanmar.

6. No one in our tour group could speak Chinese so we had to ask the guide to _____ for us.
7. I had a long _____ with my teacher the other day; it was very fruitful.
8. Being a good listener is the key to effective _____.

10C Grammar

to / in order to / so as to

so that / in order that

The above sentence connectors are used to show purpose or to say why we do things.

Examples

*The student opened the window **to** ventilate the classroom.*

*Firemen use hoses **in order to / so as to** put out fires.*

*We want to get to the beach early **so that** we can see the sunrise.*

*I left the message with his roommate **in order that** he would know I came to see him.*

Note: 'so that' is more common than 'in order that'. 'In order that' is more formal.

A. Fill each blank with 'to' or 'so that'.

1. We went to the canteen _____ have a drink.
2. You must be over 18 _____ you can get a driving license.
3. She left early this morning _____ avoid the rush hour.
4. I decided to go abroad _____ continue my studies.
5. I want to arrive at the office 20 minutes earlier _____ I can have time for a cup of coffee.
6. Soe Thu is using the map _____ find the way to his destination.
7. I will go to bed early tonight _____ I can get up early tomorrow.
8. Thin Thin is learning Chinese _____ get promoted in the company.
9. I will send him an email _____ he can get the message at once.
10. I told him where I live _____ he would know how to get to my house.

B. Join the sentences using the words given in brackets.

1. Mum whispered. She did not want to wake up her children. (not to)
2. I took my camera. I wanted to take some photos for my assignment. (to)
3. Lwin Lwin turned on the lights. She wanted to see more clearly. (so that)

4. I will come with you. I want to help you. (In order to)
5. You must take an umbrella. You will not get wet. (so that)
6. He wants to finish his homework today. He will be free at the weekends. (in order that)
7. The teacher spoke slowly. The students could take down the notes. (so that)
8. Concentrate on your exercises. You would not make any mistake. (not to)
9. She does not eat much. She does not want to gain weight. (not to)
10. We are saving money. We want to go to Bangkok on holiday. (in order to)
11. Ko Aung drives very carefully. He wants to avoid accidents. (in order to)
12. They surfed the internet. They wanted to gather more information for their assignment. (in order to)

10D Listening and Speaking

- A. Listen to Professor Lin Lin talking about some useful guidelines for effective communication. Tick the statements that the speaker has mentioned in her talk.

While you are having a conversation with someone,

1. you should not use a lot of unfamiliar words.
2. you should make eye contact with him or her.
3. you should not speak too fast.
4. you should not speak to another person on the phone.
5. you should not interrupt while he or she is talking.

- B. Listen again and say whether the following statements are *True* or *False*.

1. There are five guidelines in the talk.
2. The message is sometimes conveyed through body language.
3. While talking with someone, you should not stand with your back half-turned to him.
4. If you play with a pen while talking with someone, he or she will be annoyed.
5. If you speak too fast, the other person can understand everything clearly.
6. Maintaining eye contact with someone you are talking with shows your interest and attention.

7. Interrupting while someone is talking is always good.
8. Interrupting while communicating with someone makes him or her feel important.

C. In pairs, role-play a conversation between you and your sister using the information given below. Then switch roles.

Student A

You are Student A. You are going to have an interview for a student exchange programme. You want to have some useful tips on how to communicate with the interviewers. Ask your sister for some advice, using the following questions.

Begin the conversation with the question: Can you tell me how to prepare for an interview?

1. When do I have to get to the interview?
2. What should I wear to the interview?
3. What are the dos and don'ts of the interview?
4. What are some further suggestions that you want to give?

Student B

Imagine you are Student A's sister. You have the experience of having an interview for a job. You will give the following tips for an interview.

1. Be punctual
 - get to the interview 10-15 minutes early to help yourself relax
2. Wear decent clothes
 - wear neat, clean and presentable clothes
3. At the interview
 - careful about your body language, including gestures such as crossing legs
 - keep direct eye contact to show confidence, etc.
4. Think about the questions you're likely to be asked.

10E Writing

Writing about experiences in learning English

A. Complete the following survey sheet.

Survey: Experiences in Learning English		
General information		
Name	_____	
Age	_____	
Age when started learning English	_____	
Duration of learning English (for / since)	_____	
Place(s) where you have learnt	_____	
Lessons or courses you have taken	_____	
Hours of learning English per day	_____	
Other ways you learn / practise English		
	Yes	No
• watching TV documentaries or films in English	<input type="checkbox"/>	<input type="checkbox"/>
• reading English cartoons, short stories or novels	<input type="checkbox"/>	<input type="checkbox"/>
• listening to English songs	<input type="checkbox"/>	<input type="checkbox"/>
• learning English from websites or social media	<input type="checkbox"/>	<input type="checkbox"/>
• playing online games to improve English	<input type="checkbox"/>	<input type="checkbox"/>
• communicating with people who speak English	<input type="checkbox"/>	<input type="checkbox"/>
• visiting English-speaking countries	<input type="checkbox"/>	<input type="checkbox"/>
• attending summer English courses in language schools	<input type="checkbox"/>	<input type="checkbox"/>
• chatting online with friends in English	<input type="checkbox"/>	<input type="checkbox"/>
Reasons why you are learning English		
• study abroad	<input type="checkbox"/>	<input type="checkbox"/>
• travel abroad	<input type="checkbox"/>	<input type="checkbox"/>
• meet people from other countries	<input type="checkbox"/>	<input type="checkbox"/>
• work abroad	<input type="checkbox"/>	<input type="checkbox"/>
• get a well-paid job	<input type="checkbox"/>	<input type="checkbox"/>
others: _____		

B. Based on the above survey, write about your experiences in learning English to create a blog post.

UNIT 11

READING

- A Day's Wait

VOCABULARY

- Words related to illness

GRAMMAR

- As if / As though
- Introductory phrases

LISTENING AND SPEAKING

- Listening to two friends talking about their favourite author
- Giving a presentation about a personal story

WRITING

- Writing a narrative

UNIT 11

A DAY'S WAIT



11A Reading

Pre-reading

1. Think of a time when you were ill. When was it?
2. How did you feel then? Who looked after you?
3. Did you have the experience of waiting for something the whole day? If yes, when was it and for what?

Read the story 'A Day's Wait'.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

"What's the matter, ³Schatz?"

"I've got a headache."

"You better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's *Book of Pirates*; but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

³ Schatz /ʃats/: German term for affection, used as a loving nickname here



I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little lightheaded, and after giving him the prescribed capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if the bare trees, the bushes, the cut brush, and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, spring brush, they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

at the house they said the boy had refused to let anyone come into the room.

"You can't come in," he said. "You mustn't get what I have."

He went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

He sat down and opened the *Pirate* book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz. It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

His gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

Comprehension

A. Write the evidence for the statements based on the information from the short story 'A Day's Wait'. The first one is done as an example.

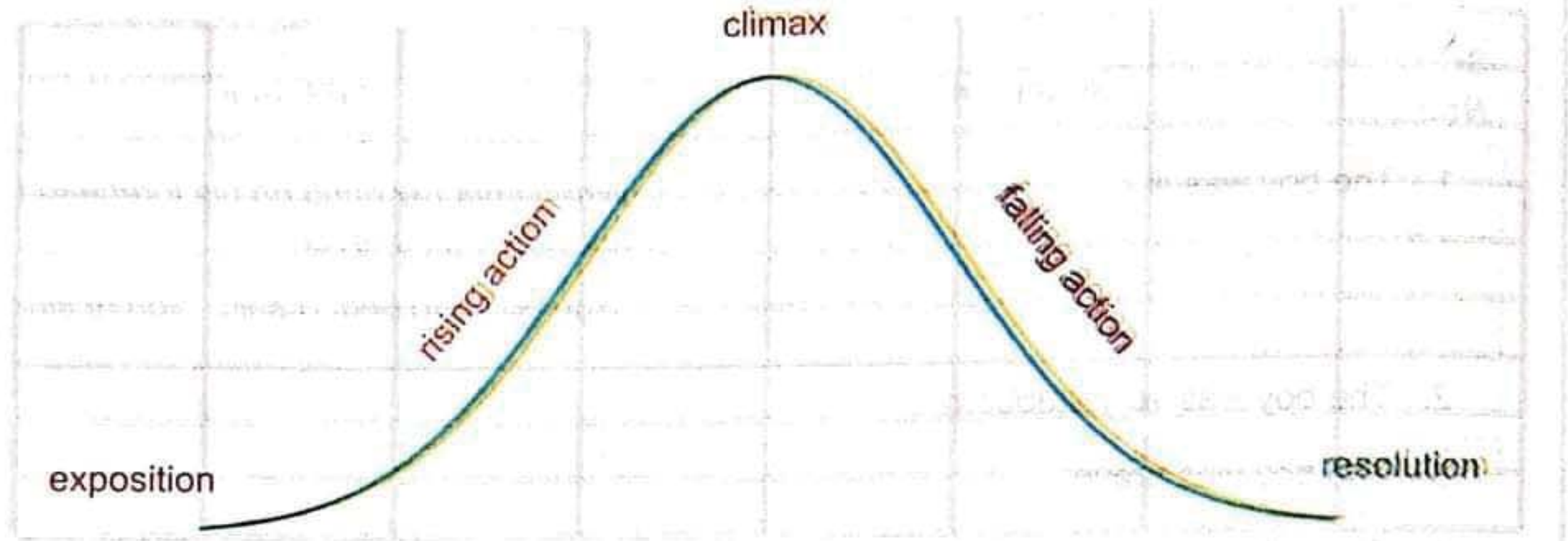
Sr. No.	Statement	Evidence
1.	The boy was ill.	<i>When I put my hand on his forehead I knew he had a fever.</i> <i>"You go up to bed," I said, "you're sick."</i>
2.	The boy was very stubborn.	
3.	The boy was brave.	
4.	The father was not worried about the boy's illness.	
5.	The reader can visualise the natural scenery in the story.	
6.	The father was fond of hunting.	
7.	He solved the problem that arose from his son's incomplete knowledge about temperature units.	
8.	The boy came to realize that he was not going to die.	

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

1. What is the setting of the short story 'A Day's Wait'?
2. How did the boy look when his father saw him?
3. How did the father know his son had a high temperature?
4. What medicines did the doctor give to the boy?
5. Why didn't the boy follow what his father was reading to him?
6. Where did the father go when the boy was resting in bed?
7. Why did the boy refuse to let anyone come into the room?
8. How did the father explain to his son about the two different thermometers?
9. If you were in the place of the boy, how would you react?
10. What do you understand by the title of the story — 'A Day's Wait'?

Structure of plot

A plot is 'a sequence of interrelated events'. It is divided into five stages: exposition, rising action, climax, falling action, and resolution.



plot diagram

C. Read the story and put the following events (a-k) in the correct order.

- | | |
|--|--------------------------|
| a. The father took his temperature and tried to read him the story again. | <input type="checkbox"/> |
| b. The boy came into his father's room and told him that he had a headache. | <input type="checkbox"/> |
| c. The father went hunting accompanied by a young Irish dog. | <input type="checkbox"/> |
| d. After his father stopped reading, the boy asked, "At what time do you think I'm going to die?" | <input type="checkbox"/> |
| e. The father sat beside his son and read a story. | <input type="checkbox"/> |
| f. A doctor came and gave treatment for the boy's illness. | <input type="checkbox"/> |
| g. The father explained to his son the difference between the two temperature units — degree Celsius and Fahrenheit. | <input type="checkbox"/> |
| h. The boy felt relaxed after his father's explanation. | <input type="checkbox"/> |
| i. After hunting, the father returned home and found that his son refused to let anyone enter his room. | <input type="checkbox"/> |
| j. He did not show any interest in his father's reading. | <input type="checkbox"/> |
| k. The father found that the boy had a fever. | <input type="checkbox"/> |

D. Complete the table with the events (a-k) according to the stages of plot. The first one is done for you.

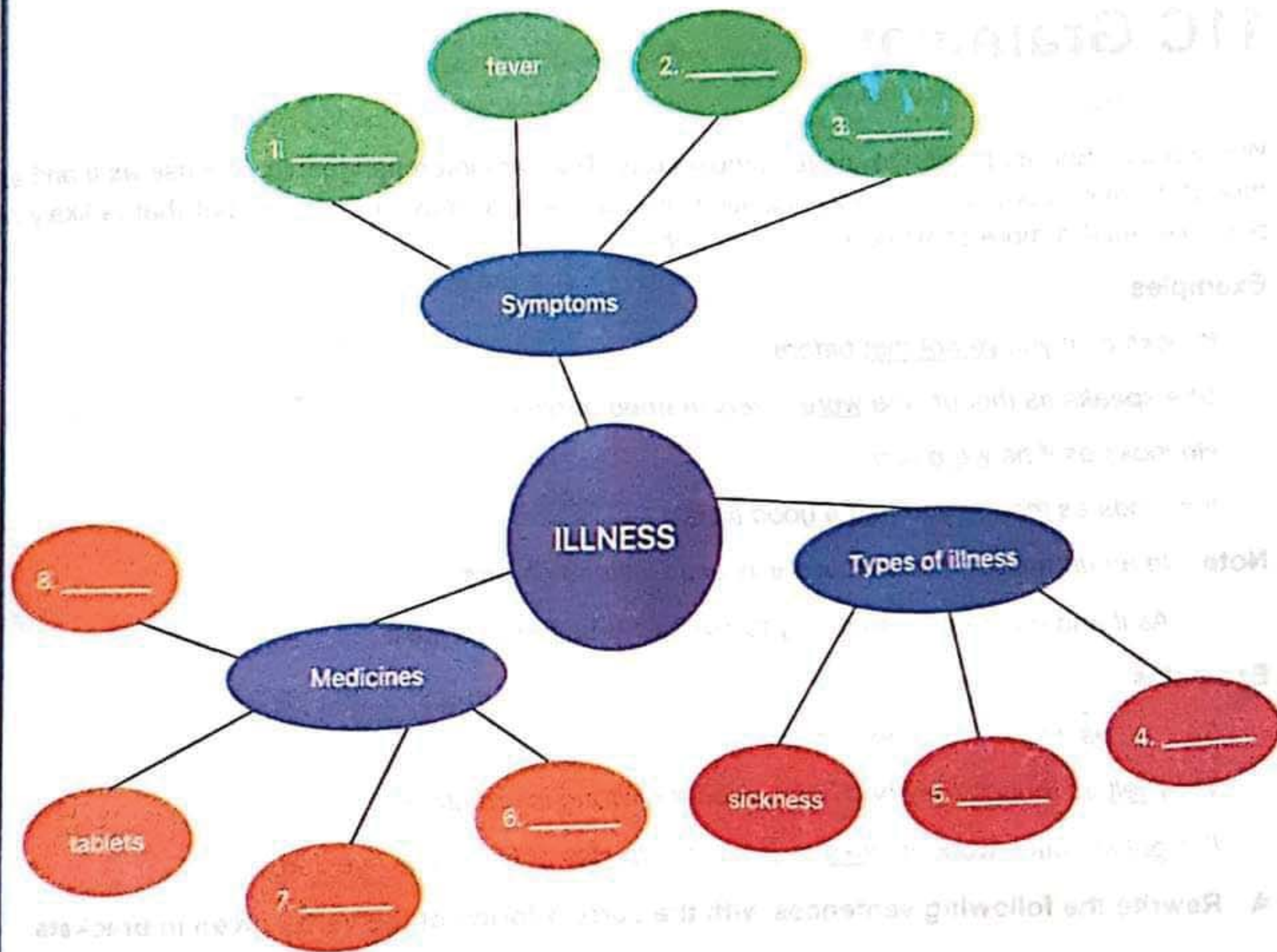
Sr. No.	Stages of plot	Events
1.	exposition	b
2.	rising action	
3.	climax	
4.	falling action	
5.	resolution	

11B Vocabulary

Words related to illness

A. Complete the mind map with the words related to illness.

- | | | | |
|----------------|----------|-----------------|-----------|
| acid condition | pills | influenza (flu) | pneumonia |
| capsules | headache | lightheaded | purgative |



B. Complete each blank with an appropriate word or phrase from Exercise A.

1. After eating some sour mangoes, she took two tablets of Digene to control the _____.
2. To reduce the _____, you should take plenty of fluid.
3. Sleep deprivation made her _____ and she could not find out the solution to a problem.
4. In the rainy season, people tend to get infected with _____. They need to get vaccinated in advance.
5. He had a splitting _____ and so he decided to see a neurologist.

6. Nowadays, such alternative _____ as massage, acupuncture, aromatherapy and herbal therapy are becoming popular worldwide.
7. Which do you prefer – taking your medication in _____ or tablet form?
8. _____ is a serious illness that affects our lungs and makes our breathing difficult.
9. Common _____ of hypertension are fatigue and headache.
10. Although the words '_____' and 'illness' are similar in meaning, 'illness' is considered to be formal.

11C Grammar

As if / As though

We use *as if* and *as though* to make comparisons. They are interchangeable. We use *as if* and *as though* to talk about an imaginary situation or situation that may not be true but that is likely or possible. *As if* is more common than *as though*:

Examples

It looks as if you've not met before.

She speaks as though she were a very learned person.

He looks as if he were rich.

It sounds as though you had a good time.

Note: *In an unreal comparison, 'were' is used instead of 'was'.*

As if and as though commonly follow the verbs feel and look:

Examples

She felt as if all her worries had gone.

They felt as though they had been given the wrong information.

I've got so much work. It looks as if I'll have to stay at home this evening.

A. Rewrite the following sentences with the correct forms of the verbs given in brackets.

1. He acts as if he (be) a king.
2. Kyi Pyar looks as if she (not sleep) for the whole night.
3. She speaks English as if she (be) a native speaker.
4. He talked to them as though he (be) their close friend.
5. Schatz walked slowly and his face was white as though he (have) a strong unhappy feeling.

B. Using the given idea, finish each sentence with *as if* / *as though*. The first one is done for you.

1. He is a terrible driver. He thinks he is the only driver on the road.
He drives as if he were the only driver on the road.

2. He said, 'I'm eighteen years old and I'm not a child.'
He said, 'Don't talk to me _____.'
3. They did not see a ghost.
They looked _____.
4. I do not have wings and cannot fly.
I felt _____.
5. A farmer was talking to his animals. He thought they were his children.
A farmer was talking to his animals _____.
6. Nyi Nyi has never met Nu Nu before and she is not his best friend.
Nyi Nyi is talking to Nu Nu _____.
7. The grass and the bare ground were not varnished with ice.
It seemed _____.
8. He is from a small village. He does not come from a big city.
He acted _____.
9. They do not own a hotel.
They acted _____.
10. They are greatly appreciated.
They looked _____.

Introductory phrases

Writing can get boring if every sentence begins with the subject. To vary the sentence structures we start some sentences with introductory phrases – prepositional phrases, participle phrases and infinitive phrases.

Examples

1. At the very beginning of the story, Schatz, a nine-year-old boy, looked pale.
2. After the bad storm, we saw the clear blue sky.
(prepositional phrase)

Examples

1. Leaning against the tree, he gulped down some water.
2. Based on the given ideas, you can write a composition.
(participle phrase)

Examples

1. To write a good letter, you should study the outlines of sample letters.
2. To run the programme, press the 'Start' button.
(infinitive phrase)

C. Rewrite each sentence by using an introductory phrase.

1. We set up a camp near the riverbank.
2. You must turn left to get to the shopping mall.
3. I saw several sunflowers along the way to my uncle's house.
4. He opened the textbook, sitting down in his armchair.
5. We should plant more trees to prevent soil erosion.
6. The old woman was going to rest by a small apple tree.
7. U Soe listened to the footsteps coming towards him, standing completely still.
8. She saw a busking musician, driving to work.
9. I was completely exhausted at the end of the day.
10. Nilar went to a restaurant to have lunch with her friends.

11D Listening and Speaking

- A. Listen to a conversation between two students, Yoon Yati and Sandy. They are talking about their favourite author on the way to the library. Listen and tick the expressions that you hear.**

The listening exercise box contains the following expressions in speech bubbles:

- 'The Snows of Killimanjaro'
- plot
- take-home assignment
- A little learning is a dangerous thing.
- poetry
- homework
- novella
- False knowledge is dangerous.

B. Listen again and choose the correct option a, b or c.

1. Why did Sandy go to the library?
 - a. to borrow a book
 - b. to return a book
 - c. to renew a book
2. What was the title of the book that Sandy was holding in her hands?
 - a. 'The Old Man and the Sea'
 - b. 'Cat in the Rain'
 - c. 'Nick Adam's Stories'
3. What happened to the boy in the story 'A Day's Wait' when he heard that his temperature was 102?
 - a. shocked
 - b. unhappy
 - c. frightened
4. What is the main message of 'The Old Man and the Sea'?
 - a. the old man's hardships
 - b. the old man's mindset
 - c. the old man's disappointment
5. What did Yoon Yati tell her friend to do when they reached the reception desk of the library?
 - a. to take away the library cards
 - b. to apply for the library cards
 - c. to take out the library cards

C. Say whether the following statements are True or False.

1. Sandy enjoys reading books which are not difficult to understand.
2. Hemingway is a scriptwriter.
3. The boy in 'A Day's Wait' failed to notice the different measurement systems of body temperature in France and Britain.
4. Sandy said that they had to read more, learn more and explore more.
5. Hemingway won the Pulitzer Prize for the fiction.

D. Choose a personal story which is always in your mind. Then, give a title to your story. Think of the ideas you would like to include.

Setting: When and where did the story take place?

Characters: Who were involved in your story?

Plot: What is the sequence of events?

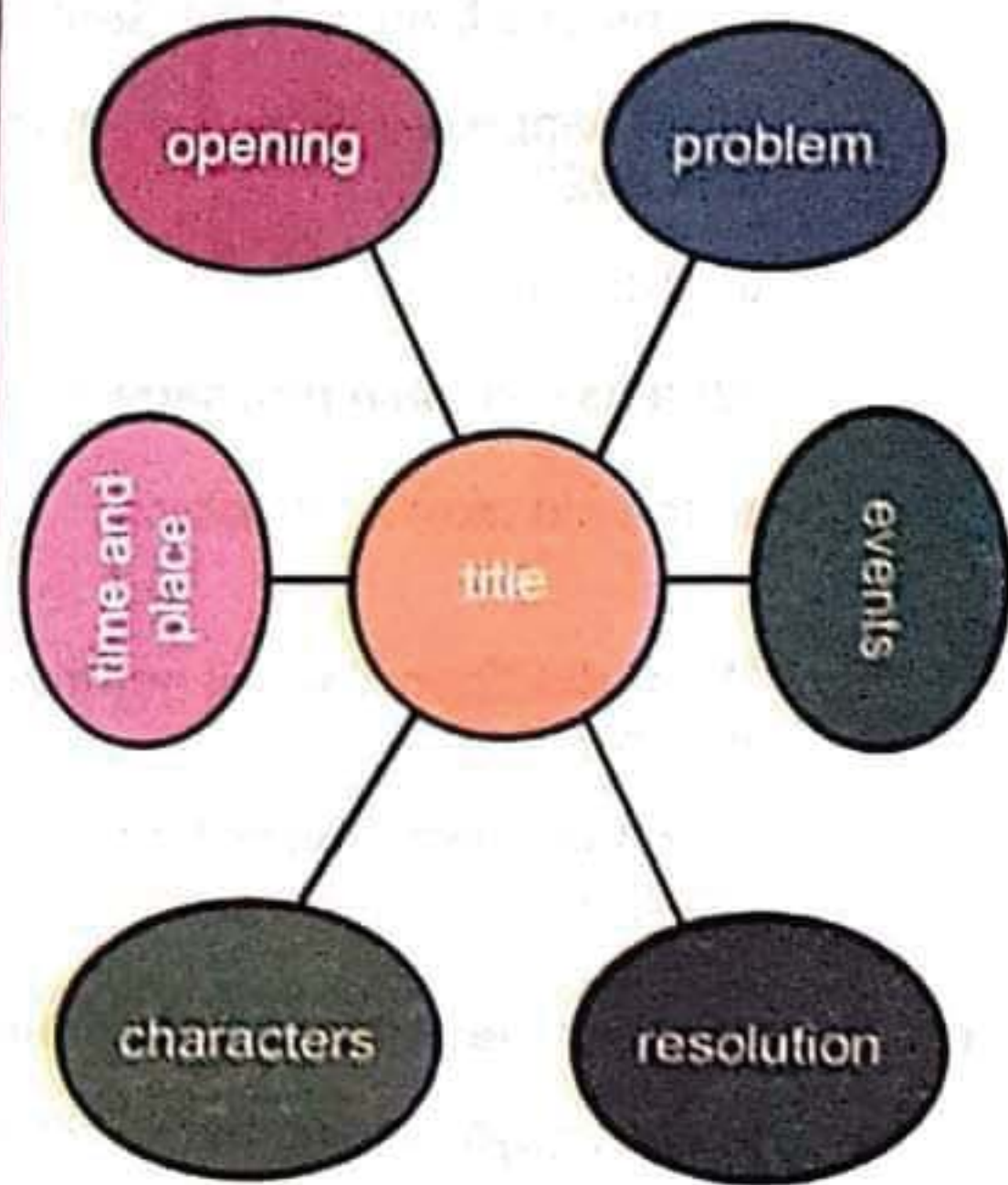
Resolution: What is the ending?

E. Make notes of the ideas you are going to include in your presentation. Then tell the class about your story.

11E Writing

Write a narrative where the events turn into something that has an unexpected ending. Use the following tables and figure to help you.

Narrative features							
IDEAS	Introduction						
	<table border="1"> <tr> <td>✓ opening</td> <td>to give a clue as to what is going to happen</td> </tr> <tr> <td>✓ time and place</td> <td>to build up the picture of setting</td> </tr> <tr> <td>✓ characters</td> <td>to interact with one another</td> </tr> </table>	✓ opening	to give a clue as to what is going to happen	✓ time and place	to build up the picture of setting	✓ characters	to interact with one another
	✓ opening	to give a clue as to what is going to happen					
	✓ time and place	to build up the picture of setting					
✓ characters	to interact with one another						
Conflict							
<table border="1"> <tr> <td>✓ events</td> <td>to lead up to the problem</td> </tr> <tr> <td>✓ problem</td> <td>to introduce central event of the narrative</td> </tr> </table>	✓ events	to lead up to the problem	✓ problem	to introduce central event of the narrative			
✓ events	to lead up to the problem						
✓ problem	to introduce central event of the narrative						
Resolution	to settle the problem						



GUIDELINES	When you write a narrative,
	✓ use quotes for each character's actual words.
	✓ indent the line when a character is speaking.
	✓ describe the characters and places with nouns.
	✓ provide accurate descriptions of the characters and settings with adjectives.
	✓ describe actions that occur in the story with verbs.
	✓ connect the events with time words.

DRAFT	When you use notes to write a narrative,
	✓ start sentences with different types of introductory phrases.
	✓ use a variety of verbs, adjectives and adverbs.

CHECKLIST	When you revise the narrative,
	✓ are all the narrative elements included?
	✓ are the characters and setting vividly described?
	✓ is the conversation included? Is it correctly written?

UNIT 12

READING

- Intercultural Communication

VOCABULARY

- Aspects of culture
- Phrasal verbs

GRAMMAR

- Relative pronouns and relative adverbs

LISTENING AND SPEAKING

- Listening to three friends talking about a snow festival in Japan
- Talking about a traditional festival

WRITING

- Writing a blog post

UNIT 12

INTERCULTURAL COMMUNICATION



12A Reading

Pre-reading

1. Do you have a friend who is from a different ethnic group or who lives abroad? If yes, where is he or she from?
2. How do you communicate with him or her – face-to-face, by email or phone, or by using social media such as telegram and messenger? And what language(s) do you use?
3. Do you sometimes feel uncomfortable when you deal with people from different cultures? Why?

Read the passage.

The 21st Century World has become a more diverse community as a result of rapid changes in the global economy, technology and transportation. There has been more contact among people who are from different religious, social, ethnic and educational backgrounds. Therefore, intercultural communication plays an important role in diverse cultural contexts. Intercultural communication is a discipline that studies communication across different cultures and social groups, or how culture affects communication. When we deal with people from different cultures, intercultural conflicts and misunderstandings may arise from differences in cultural values and traditional practices.

Study the following blog posts to see how different cultural backgrounds lead to certain conflicts and misunderstandings that affect communication.

BLOG POST 1: _____

Under the Japan Exchange and Teaching (JET) Programme, Megan, an Australian teacher, was excited to have challenging experiences in Japan. After delivering her first lecture, she asked her Japanese colleagues for some suggestions on her lecture, "Did it work?", "Did the activity go well?" She didn't receive any negative comments – no one said 'no' to her directly. Now she has been in Japan for two months and she hasn't heard the word 'iee' (no). What an exciting experience for her!

As can be seen in BLOG POST 1, Japanese people feel that saying 'no' directly will embarrass others or even make them lose face. They usually use many other subtle expressions such as 'maybe' or 'perhaps' instead of saying 'no'. For Megan, she is ready to welcome any useful suggestions even if they hurt her feelings.

BLOG POST 2: _____

Jose was a newly arrived Brazilian international student on campus. After a few weeks in the U.S.A, Emma, a classmate, asked him, "Jose, what are your plans for this weekend? Let's hang out." Jose was surprised at her request to go out and thus he was hesitant to respond to it. In the meanwhile, Emma felt awkward. She made an excuse and left. Jose realised that he had annoyed her.

For Jose, in his homeland Brazil, it is unusual for a woman to start asking for a date. Not knowing the fact that it is the man who initiates a dating request in Brazil, Emma asked for a date first. In

her community, it is just a casual invitation to have a friendly chat — just to have pure fun and get to know each other more.

BLOG POST 3: _____

James and his Italian friend were watching the college football match between the University of Oklahoma (OU) and the University of Texas at Austin. During the match, the OU fans held up their index finger, which means "We are No 1". The Texas fans held up the index finger and the little finger, which means "Hook'em, Horns", referring to their mascot, the Longhorn. ("Hook'em, Horns" can be broadly interpreted as "Defeat them.") To an Italian, those gestures mean very different. The first one 'holding up the index finger' is an offensive manner, and the second one 'holding up the index finger and the little finger' is one of the worst insults for an Italian man.'

It can be seen in BLOG POST 3 that people from different cultural backgrounds communicate their thoughts and emotions differently by means of nonverbal communication, such as facial expressions and gestures. Gestures can be different from one culture to another. This means that a gesture which is acceptable in one culture might not be tolerated in another.

BLOG POST 4: _____

Lee Yoo-Mi, a Korean student, came to Myanmar under the KOICA Overseas Volunteer Program and became friends with Thuzar Aung, a teenage girl. Neither of them could speak the other's language. However, communication was going well as they could communicate with each other in English. Thuzar addressed Lee Yoo-Mi as 'Lee Yoo' and the latter called Thuzar Aung 'Aung'. A few weeks later, the Korean girl said, "I feel a bit uncomfortable when you call me Lee. That's my family name. Please call me "Yoo-Mi". As a Myanmar girl, who is learning English as a foreign language, she thought that her family name might be the last name and the Korean girl also thought, as in her own culture, the family name of her Myanmar friend is Thuzar. Each of them realised that their guesses were wrong and then became comfortable and happy with the name they wanted to be called.

In BLOG POST 4, the two friends from different lands made wrong guesses about how a person should be addressed as they did not realise that each culture has its own naming system.

All these BLOG POSTs show that people from different cultures communicate messages and perceive the world around them differently. Intercultural communication involves not only an interaction between people from different countries but also communication between subgroups or ethnic groups within the same country. There are also differences in various aspects of culture: values, beliefs, rituals, norms, language and symbols. Intercultural conflicts and misunderstandings may occur as a result of these differences. To avert faux pas, or social blunder, in any international communication, intercultural awareness should be raised. This should certainly reduce social conflicts when two or more people of different nationalities or ethnic groups come into contact.

Comprehension

A. Match the BLOG POSTs (1- 4) with their subtitles (a-d).

- | | |
|----------------|--|
| 1. BLOG POST 1 | (a) The role of gender in society |
| 2. BLOG POST 2 | (b) Naming systems in different cultures |
| 3. BLOG POST 3 | (c) The culture of saving face |
| 4. BLOG POST 4 | (d) The use of nonverbal communication in different cultures |

B. Read the passage again and say whether the statements are True or False or Not Stated.

- Lack of awareness of different cultural backgrounds may cause intercultural conflicts.
- Megan was satisfied with the suggestions from her Japanese colleagues.
- Jose was hesitant to respond to Emma's request for a date because he did not want to go out at the weekend.
- The gestures used by both U.S football fans are unacceptable in the Italian community.
- Lee Yoo-Mi and Thuzar Aung could speak three languages.
- People from different cultural backgrounds might perceive things differently.
- According to the author, intercultural awareness is essential for effective communication.

C. Find the bold-faced words in the passage that are similar in meaning to the following.

- | | |
|--|-------|
| 1. subject; area of knowledge | _____ |
| 2. not very noticeable or obvious | _____ |
| 3. very different from each other | _____ |
| 4. understand or think of someone or something in a particular way | _____ |
| 5. cause a change in someone or something | _____ |
| 6. makes something begin | _____ |
| 7. a movement that you make with your hands, your head or your face to show a particular meaning | _____ |

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

- Why is intercultural communication important in the 21st Century World?
- What is intercultural communication?
- Why did Japanese colleagues avoid saying 'no' directly to Megan when she asked for some suggestions on her lecture?
- Why was Jose hesitant to respond to Emma's request for a date?
- Does the gesture 'holding up the index finger' mean the same in Italy and in the U.S? Why?
- Why was Lee Yoo-Mi not happy with the name which her Myanmar friend used to call her?
- According to the author, how can we get to a better world?
- When you have a misunderstanding caused by cultural differences, how will you handle it?

12B Vocabulary

Aspects of culture

A. What aspects of culture do the following photos describe? The first one is done for you.

(1) food



(2) _____



(3) _____



(4) _____



(5) _____

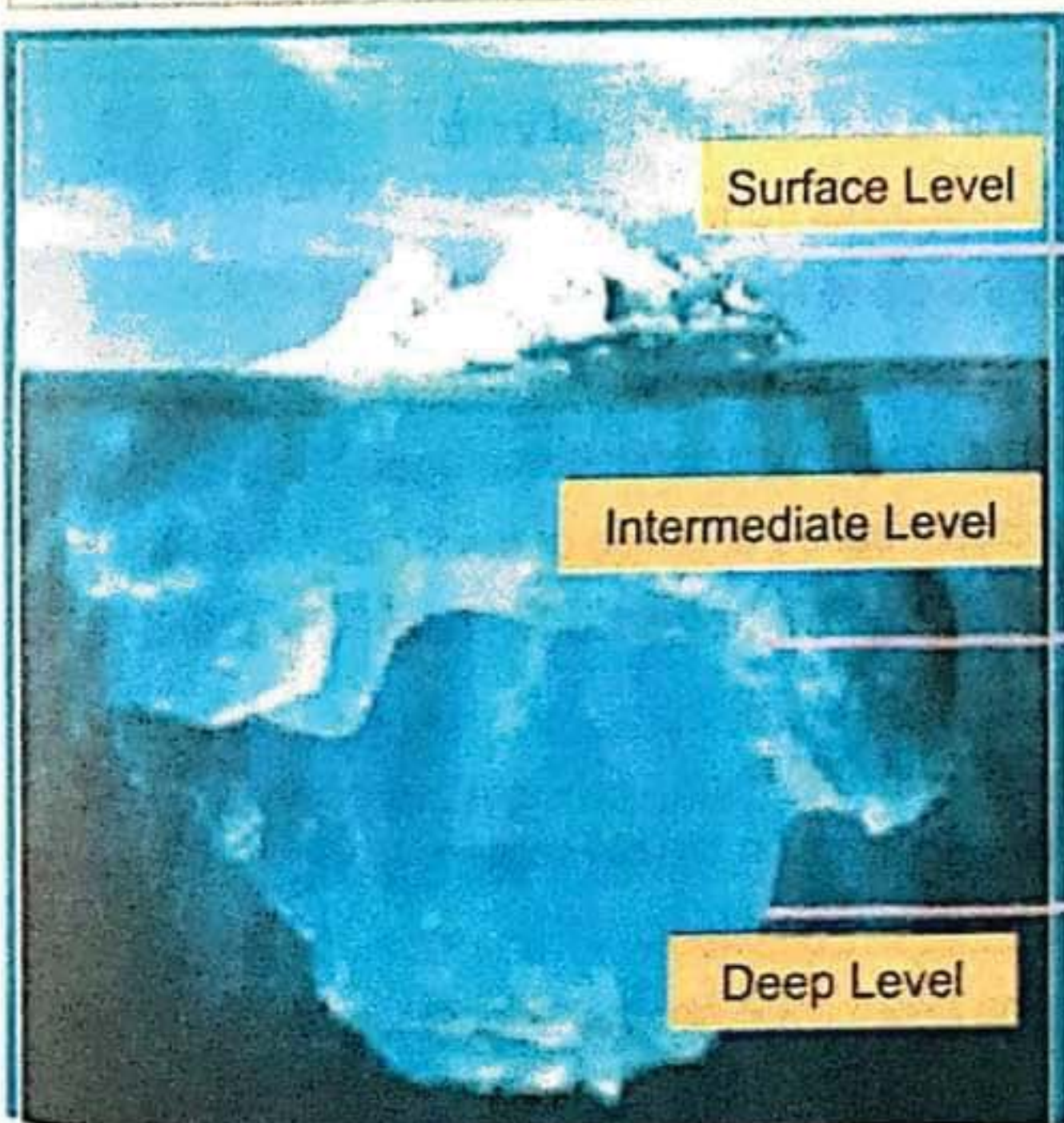


(6) _____



B. Culture can be compared to an iceberg. The deeper layers are hidden from our view. Label the diagram below with the words given.

- | | | | | |
|------------|--------|---------|-----------|-------------|
| symbols | values | beliefs | festivals | handicrafts |
| traditions | art | norms | dance | food |



- 1. food
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. symbols
- 7. _____
- 8. beliefs
- 9. _____
- 10. _____

C. Complete the sentences with the correct form of the words given in the box.

norm	ritual	symbol	value	tradition
------	--------	--------	-------	-----------

- The dove is a _____ of peace in many different cultures.
- Covering your mouth when you cough and not cutting the queue are social _____ common in many countries.
- It is a _____ in the UK to play a trick or joke on April Fools' Day.
- Rinsing the face and hands with pure water before entering a shrine or a holy place is an example of _____ in some cultures.
- Based on cultural _____, the community decides how a person should behave.

Phrasal verbs

D. Match the phrasal verbs with the definitions given.

Phrasal Verbs	Definitions
1. ask for	a) make someone remember something or think about it again
2. bring back	b) spend a lot of time in a place
3. come forward	c) accept someone or something that is annoying, unpleasant, etc. without complaining
4. deal with	d) to rely on someone or something
5. depend on	e) say that you would like someone to give you something
6. get together	f) take action to achieve something or solve a problem
7. go through	g) offer help, services, etc.
8. hang out	h) meet with someone socially or discuss something
9. put up with	i) start running a business
10. set up	j) undergo a difficult period and experience

E. Complete each sentence with the correct form of a suitable phrasal verb.

- The hotel manager is good at _____ complaints from visitors.
- This photo _____ happy memories of the trip to Ngwesaung Beach.
- It is really nice to _____ with the friends who accept me as I am.
- I always _____ his advice because he is a well-experienced manager.
- Many young people _____ with their close friends at coffee corners.
- His success in the new business _____ his experience, hard work and social networking skills.
- After her graduation, she _____ her own business.
- She has _____ a lot in order to achieve success on the big screen.
- He is so talkative. I cannot imagine how she _____ him.
- The local people usually _____ with the information about the local foods.

12C Grammar

Relative pronouns and relative adverbs

A. Identify the relative pronoun or the relative adverb in each sentence. Then underline the noun that each relative pronoun or relative adverb refers to. The first one is done as an example.

1. There has been more contact among people who are from different religious backgrounds.
2. Intercultural communication is a discipline that studies communication across different cultures and social groups ...
3. It is this intercultural awareness that could lead us to a better world where there are fewer conflicts and misunderstandings.

Relative pronoun as subject and object

The most common relative pronouns are *who*, *whom*, *whose*, *which*, *that*. Relative pronouns introduce relative clauses. A relative pronoun can be the subject or the object of a relative clause.

- e.g. *The man **who** came to the house left flowers for you.*
*I don't know the man **whom** I met at the gate.*

In example 1, the relative pronoun 'who' is the subject of the relative clause 'who came to the house'. In example 2, the relative pronoun 'whom' is the object of the relative clause 'whom I met at the gate'.

Relative adverbs

The relative adverbs 'where', 'when' and 'why' are used to join sentences or clauses.

- e.g. 1. *This is the village where I was born.*
*'Where' introduces an adjective clause describing a **place**.*
- e.g. 2. *This is the season when roses bloom.*
*'When' introduces an adjective clause describing a **time**.*
- e.g. 3. *I do not know the reason why he left early.*
*'Why' introduces an adjective clause describing a **reason**.*

B. Complete the text with suitable relative pronouns or relative adverbs.

Burma is full of very colourful festivals (1) _____ are all year-round. One of them is the Myanmar New Year Festival. People celebrate the festival by pouring water at one another. This is the reason (2) _____ it is known as *Water Festival* or *Thingyan*. By splashing water at one another, people believe that water washes away their sins and impurities.

It is a traditional festival (3) _____ people celebrate over a period of four to five days in the month of Tagu (April by the Gregorian Calendar). Pavilions, or *Mandats*, are almost everywhere – from small villages to big cities. They are temporary water-spraying stations (4) _____ people go around by bullock carts or in open-top jeeps. People (5) _____ are young or old have fun throughout the country.

It is in this time of the year (6) _____ people do many good deeds together – keeping sabbath, cleaning the floor of a pagoda or a temple, washing the hair of elderly people and cutting their nails. Some offer food and drinks to anyone (7) _____ goes by. There is also a custom in Myanmar to release fish, birds, cows, etc. People all over Myanmar welcome the new year wishing each other longevity, prosperity and serenity.

C. Join the sentences to make new sentences using the relative pronouns or relative adverbs.

1. Nestle is a multinational food manufacturer. It produces dairy products, coffee and confectionery.

Nestle _____.

2. Pathein Htee is a beautiful Myanmar traditional parasol. Many foreigners buy it as a souvenir

Pathein Htee _____.

3. Mg Mg Oo took a photo. It won the first prize in the International Photography Competition.

The photo _____.

4. We interviewed the parents. They were really eager to improve education for their children.

The parents _____.

5. The money does not belong to you. Don't take it.

Don't take the money _____.

D. Join the sentences to make new sentences using the relative pronouns or relative adverbs given in brackets. Make changes where necessary.

1. This is the village. I was born in this village. (where)

_____.

2. Patricia wanted to visit the Myeik Archipelago. This is the reason why she came to Myanmar. (why)

_____.

3. Thadingyut is the Lighting Festival of Myanmar. It is the time many Myanmar people decorate the buildings with colourful paper lanterns. (when)

_____.

4. The souvenir shop is closed today. Do you know the reason? (why)

_____.

5. She writes a guidebook. That book has pictures of scenic spots in Myanmar. (which)

_____.

12D Listening and Speaking



A. Look at the pictures and answer the following questions.

1. What can you see in the pictures?
2. What are the people doing?
3. Where do you think they are?

B. Listen to the conversation among three friends Nan Su, Yadanar and Swan Htet and answer the following questions.

1. What is the conversation about?
2. Where did Nan Su go and how long did she stay there?

C. Listen again and fill in the blanks.

1. The Sapporo Snow _____ is annually held in February.
2. About _____ million people visited the festival.
3. Nan Su saw many snow statues of famous _____ and well-known people.
4. Some musical _____ were held on snow stages.
5. Visitors _____ the long snow and ice slides.
6. Nan Su and her cousins walked through a huge maze made of _____.
7. In Hokkaido, people can choose from a variety of _____ such as Sushi, Sashimi, Lamb BBQ and Hokkaido Ramen.
8. Fresh _____ such as peaches, cherries and blueberries are abundant in Hokkaido.

D. Listen to the conversation again and tick the questions that you hear.

- | | | | |
|---|--------------------------|---|--------------------------|
| 1. Did you have a good time in Japan? | <input type="checkbox"/> | 8. What did you do there? | <input type="checkbox"/> |
| 2. Did you visit any famous places there? | <input type="checkbox"/> | 9. Did you sing on the stage? | <input type="checkbox"/> |
| 3. What kind of festival is it? | <input type="checkbox"/> | 10. Did you try any Japanese specialties? | <input type="checkbox"/> |
| 4. When did you go there? | <input type="checkbox"/> | 11. What did you eat there? | <input type="checkbox"/> |
| 5. Who did you go with? | <input type="checkbox"/> | 12. How long did you stay there? | <input type="checkbox"/> |
| 6. How did you go there? | <input type="checkbox"/> | 13. How did you feel? | <input type="checkbox"/> |
| 7. What did you see there? | <input type="checkbox"/> | 14. Did you buy anything as a souvenir of Hokkaido? | <input type="checkbox"/> |

Language expressions that show interest or surprise

- Oh, it's great!
- Did you? Lucky you!
- Really?
- That sounds amazing.

- Wow! Interesting!
- What a great idea!
- That's amazing!
- That's really wonderful!

E. Work in pairs.

Student A

Based on the questions in Exercise D, prepare questions to ask your friend about a traditional festival he or she visited.

Student B

Based on the questions in Exercise D, prepare the answers to the questions about a visit to a traditional festival.

12E Writing

Write a blog post on a famous festival based on the points provided.

	Topic	<i>photo of festival</i>
<p>What is the name of the festival? What kind of festival is it? When and where is it celebrated?</p>	<p>Introduction</p> <ul style="list-style-type: none"> - name of the festival - its origin / kind (cultural / religious / seasonal) - time and place it is usually held 	<div style="border: 1px solid black; padding: 10px; width: 150px; margin: auto;"> <p style="text-align: center;"><i>photo of festival</i></p> </div>
<p>How do people celebrate it? (practices & meaning) What do you do?</p>	<p>Body</p> <ul style="list-style-type: none"> - how people celebrate - activities people do - why people do these activities - things you see - things you love doing 	
<p>How do people feel / you feel about it? (values & beliefs)</p>	<p>Conclusion</p> <ul style="list-style-type: none"> - how people feel / think about the festival - your feelings / opinions 	

A blog post is any article, news piece, or guide that's published in the blog section of a website. A blog post typically covers a specific topic or query, is educational in nature, and contains other media types such as images, videos, infographics, and interactive charts.

Review 4

A. Complete each sentence with the correct word given in the bracket.

1. This monthly newsletter is very (interactive / informative).
2. Arrange the chairs in a U-shape so that students can (interact / interpret) easily with one another.
3. Teachers use visual aid to make their lessons more interesting and (comprehensible / communicative).
4. This novel has been (translated / interpreted) into several languages as it attracts worldwide attention.
5. Dolphins produce sounds such as whistles and screeches to (communicate / interpret) with one another.
6. A slum area where people are packed like sardines can lead to the outbreak of a flu (epidemic / pandemic).
7. On hearing of her brother's untimely death, she became (white-faced / black-faced) and fainted.
8. As he could not sleep well, the doctor (prescribed / described) him some sleeping pills.

B. Choose the correct alternative.

1. You should revise your lessons (to / in order not to / so that) be able to do well in the exam.
2. I have made some sandwiches (so that / to / in order to) I can have them on the way.
3. I set the alarm for 5 o'clock (to / in order not to / so as to) oversleep and miss the bus.
4. A ship carries life boats (to / so that / in order to) the crew and passengers can use them in case of emergency.
5. We learn English (so as to / in order not to / so that) communicate with people around the world.

C. Fill each blank with a suitable relative pronoun or relative adverb.

1. His parents encouraged him to pursue the specialisation _____ he chose.
2. The girl _____ you saw at the information desk is my sister.
3. The water fountain _____ is in the centre of the garden is our favourite spot.
4. It is at the top of the mountain _____ we can have a good view of the city.
5. The reason _____ I work so hard is I want to be a software engineer.

D. Fill each blank with a suitable phrasal verb in the box.

deal with

hang out

set up

bring back

get together

1. My old friends and I will _____ at a restaurant on New Year's Eve.
2. Does this photo _____ any memories of the first day at school?
3. We used to _____ very often until last year, but now we are too busy to see each other.
4. Is this the first time for the new waiter to _____ some complaints about the food?
5. He left work and a few years later, he _____ his own software company.

Poem 4: Windy Nights

1. Pre-reading

1. Have you ever experienced a windy night?
2. What did you do on the windy night?
3. What did you see and hear during this time? How did you feel then?
4. What happened that windy night?

2. Read the poem.

Windy Nights

Whenever the moon and stars are set,
 Whenever the wind is high,
 All night long in the dark and wet,
 A man goes riding by.
 Late in the night when the fires are out,
 Why does he gallop and gallop about?
 Whenever the trees are crying aloud,
 And ships are tossed at sea,
 By, on the highway, low and loud,
 By at the gallop goes he.
 By at the gallop he goes, and then
 By he comes back at the gallop again.

Robert Louis Stevenson



3. Answer the following questions.

1. What is the poem about?
2. What is the man doing late in the night?
3. What is meant by 'when the fires are out'?
4. What is the high wind hinting at?
5. Why are the trees crying aloud?
6. What happens to the ships at sea on a windy night?
7. How many times is the word 'gallop' repeated? Why?
8. What is the rhyme scheme of the poem?
9. What is a six-line stanza called?
10. What message does the poet want to give to the reader in the poem?

4. Write a four-line verse with the rhyme scheme ABAB as given in the example below.

- Where you went on a rainy day
- Why you went there
- What you did on that day
- What happened then
- How you felt then