

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

TEXTBOOK
ENGLISH
Grade 8

LANGUAGE AT OUR SERVICE



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INTRODUCTION

In this Grade 8 English Textbook, you will be learning with your teacher and classmates to develop knowledge, skills, attitudes and values through your study of the English language.

What you will be learning

You will learn more about the English language and how it is used in the real world. You will learn to solve problems and think creatively. In some lessons, you will work in pairs or in groups. At other times, you will work as a class or individually.

This Grade 8 English Textbook covers seven main content areas: Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Syntax, and Functional Language.

You will also be learning the Five C's

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

Young people need these skills in the workplace and to navigate our complex world. The five soft skills (also called the 5 C's) in the Myanmar national secondary school curriculum are:

C1

Collaboration

- In lessons you will work in groups to share ideas with your classmates and to find solutions together.

C2

Communication

- You will develop verbal and non-verbal communication skills in reading, writing, speaking and listening in all subjects, not only in language lessons.

C3

Critical thinking & problem solving

- You will be given interesting problems to solve – finding solutions and correcting errors.

C4

Creativity & innovation

- Thinking 'outside the box' is an important 21st century skill. You will be encouraged to explore new ideas and solve problems in new ways.

C5

Citizenship

- You will take part in the school community and develop fairness and conflict resolution skills.

What you will know and be able to do at the end of G8 English

Turn to pages 4–7. Read the information about each of the seven content areas: Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Syntax, and Functional Language.

This information describes the learning outcomes for each unit. These learning outcomes relate to knowledge, skills, attitudes and values.

We hope you will find this Grade 8 English Textbook interesting. We also hope you will continue to enjoy learning English!

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Unit 2 C1, C2, C3, C4	<ul style="list-style-type: none"> People, places and things at school Asking for and giving information 	<ul style="list-style-type: none"> Types of schools Schooldays
Unit 3 C1, C2, C3, C4	<ul style="list-style-type: none"> Extra-curricular activities Borrow vs lend 	<ul style="list-style-type: none"> Extra-curricular activities and their benefits
Review 1	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 1, 2 and 3 	
Project 1 C1, C2, C3, C4	<ul style="list-style-type: none"> To describe a daily routine 	
Poem 1	<i>On the Vowels</i> by Jonathan Swift	
Unit 4 C1, C2, C3, C4, C5	<ul style="list-style-type: none"> Personality adjectives Talking about family members 	<ul style="list-style-type: none"> Qualities of a global citizen
Unit 5 C1, C2, C3, C4	<ul style="list-style-type: none"> A desktop computer and its devices Operating a computer 	<ul style="list-style-type: none"> Microsoft Word Word processing
Unit 6 C1, C2, C3, C4, C5	<ul style="list-style-type: none"> Talking about our environment 	<ul style="list-style-type: none"> Why we must protect our environment
Review 2	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 4, 5 and 6 	
Project 2 C1, C2, C3, C4, C5	<ul style="list-style-type: none"> To create a poster of waste management plan 	
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Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> Adverbs of indefinite frequency Adverbs of definite frequency 	<ul style="list-style-type: none"> Writing about daily work routines 	<ul style="list-style-type: none"> Talking about habits and routines
<ul style="list-style-type: none"> Subject and object questions 	<ul style="list-style-type: none"> School pamphlet A description of a school 	<ul style="list-style-type: none"> Asking for and giving information
<ul style="list-style-type: none"> Making requests, making offers, and asking for permission Giving responses 	<ul style="list-style-type: none"> Writing about a school band Writing a note of request 	<ul style="list-style-type: none"> Making requests, making offers, and asking for permission

- To provide summative assessment of student learning

- To successfully complete the project by working collaboratively in small groups

<ul style="list-style-type: none"> Superlative adjectives The use of <i>the</i> and <i>possessive determiners</i> 	<ul style="list-style-type: none"> Paragraph structure Describing people around me 	<ul style="list-style-type: none"> Describing people
<ul style="list-style-type: none"> Giving instructions Making invisible ink 	<ul style="list-style-type: none"> Simple experiments Writing about an experiment 	<ul style="list-style-type: none"> Describing a process
<ul style="list-style-type: none"> How to protect our environment Obligation and prohibition 	<ul style="list-style-type: none"> Human activities related to the environment Rules for saving the environment 	<ul style="list-style-type: none"> Obligation and prohibition

- To provide summative assessment of student learning

- To successfully complete the project by working collaboratively in small groups

Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 7 C1, C2, C3, C4	<ul style="list-style-type: none"> Parts of a mobile phone and a telephone Making a phone call 	<ul style="list-style-type: none"> Types of holiday Holiday activities
Unit 8 C1, C2, C3, C4	<ul style="list-style-type: none"> Types of resorts Facilities of a resort 	<ul style="list-style-type: none"> A description of resorts Activities we can do at resorts
Unit 9 C1, C2, C3, C4	<ul style="list-style-type: none"> Geographical features Talking about famous places 	<ul style="list-style-type: none"> Natural features in Myanmar
Review 3	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 7, 8 and 9 	
Project 3 C1, C2, C3, C4	<ul style="list-style-type: none"> To make a school excursion plan 	
Poem 3	<i>The Snare</i> by James Stephens	
Unit 10 C1, C2, C3, C4	<ul style="list-style-type: none"> Different age groups Talking about pastimes 	<ul style="list-style-type: none"> Benefits of doing leisure activities
Unit 11 C1, C2, C3, C4	<ul style="list-style-type: none"> Digital devices Giving opinions, agreeing and disagreeing 	<ul style="list-style-type: none"> Advantages and disadvantages of using mobile phones
Unit 12 C1, C2, C3, C4	<ul style="list-style-type: none"> News topics Talking about news 	<ul style="list-style-type: none"> Local news International news
Review 4	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 10, 11 and 12 	
Project 4 C1, C2, C3, C4	<ul style="list-style-type: none"> To write a short paragraph on 'The device we would like to have' 	
Poem 4	<i>The Moon</i> by Robert Louis Stevenson	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> • Will and be going to 	<ul style="list-style-type: none"> • Writing an email 	<ul style="list-style-type: none"> • Making and answering phone calls • Travel and services
<ul style="list-style-type: none"> • Comparatives • Making comparisons 	<ul style="list-style-type: none"> • Descriptive adjectives • Describing a dream resort 	<ul style="list-style-type: none"> • Describing places
<ul style="list-style-type: none"> • Prepositions of time, location and direction • Prepositional phrases 	<ul style="list-style-type: none"> • Descriptive writing • Describing a holiday 	<ul style="list-style-type: none"> • Describing past experience • Describing geographical features

- To provide summative assessment of student learning

- To successfully complete the project by working collaboratively in small groups

<ul style="list-style-type: none"> • Verbs followed by a gerund • Verbs followed by a to-infinitive 	<ul style="list-style-type: none"> • Writing about a family lifestyle 	<ul style="list-style-type: none"> • Describing personal interests
<ul style="list-style-type: none"> • Zero conditional and first conditional • Talking about conditions and results 	<ul style="list-style-type: none"> • Writing text messages 	<ul style="list-style-type: none"> • Giving opinions, agreeing and disagreeing
<ul style="list-style-type: none"> • Present perfect, past simple and past continuous • Describing a past event 	<ul style="list-style-type: none"> • Past time expressions • Writing a short news story 	<ul style="list-style-type: none"> • Describing past events

- To provide summative assessment of student learning

- To successfully complete the project by working collaboratively in small groups

Unit 1

Lesson 1: Do you have good eating habits?

- talking about eating habits

Vocabulary

1 Study the following.

choke (v)

digestion (n)

junk food (n)

mindfully (adv)

mindlessly (adv)

mineral water (n)

obesity (n)

sugary (adj)

be unable to breathe because something is blocking your throat
the process by which food is changed into substances that your body can use

food that is unhealthy but is quick and easy to eat
consciously; in a way that is aware of one's action

without being aware of one's action

natural water containing dissolved minerals that is used as drinking water

the condition of being very fat, in a way that is not healthy

containing sugar

2a Look at the pictures and the eating habits given below. Which eating habits are described in which picture, A or B?



taking sugary drinks	<input type="checkbox"/>	eating a variety of vegetables	<input type="checkbox"/>
having a meal with family members	<input type="checkbox"/>	eating mindlessly	<input type="checkbox"/>
eating while watching TV	<input type="checkbox"/>	eating junk food	<input type="checkbox"/>
eating mindfully	<input type="checkbox"/>	drinking mineral water	<input type="checkbox"/>

2b Read the eating habits in Exercise 2a and say which habits are good and which are bad. In pairs, share your ideas.

Listening and Speaking

3 Listen to Wadi talking about her eating habits and tick (✓) the things she mentioned in her talk.

1. what she eats

2. what she drinks

3. how much she eats at a time

4. how long she takes to finish her meals

5. where she has her meals

6. who she has her meals with

4 Listen again and decide if the statements are true (T) or false (F).

1. Wadi eats a variety of food such as meat, fish and vegetables.
2. She takes 8 glasses of sugary drinks every day.
3. She finishes her meals in about 20 minutes or so.
4. Wadi has meals with her family only at weekends.
5. Wadi's mother wants her to eat only at the dining table.

5 Listen to La Yaung talking about his eating habits. Fill in the blanks with the words or phrases given below.

alone
choke

dining table
eating habits

finish
junk food

litres of water
obesity

Presenter:

Now, we're going to listen to La Yaung talking about his (1) _____.

La Yaung:

I'm usually hungry between meals. At such times, I have fruit like apples or bananas, but I don't eat (2) _____ like burgers and chips as they can cause (3) _____. I always drink enough water. I drink two (4) _____ every day. I am a fast eater. I usually (5) _____ my meals in less than 10 minutes. I know it's not good for digestion. Although I often eat (6) _____, I love eating with my family as it is enjoyable. Sometimes, I want to eat in the living room watching TV. But, my mum doesn't allow this as I can (7) _____ on the food, so I have to have my meals at the (8) _____.

6a In pairs, ask and answer the following questions.

1. What do you usually have for lunch?
2. How much water do you drink every day?
3. Do you often have junk food and sugary drinks?
Why / Why not?
4. How long do you usually take to finish a meal?
5. Where do you usually have your meals at home?
6. Who do you usually have your meals with?
7. While you are eating, do you do any other thing like reading, watching TV or using the phone?

6b Tell the class who has better eating habits – you or your friend. Why?



Lesson 2: Learning starts at home

- family routines

- benefits of doing family activities

Reading

1 Answer the following questions.

- Do you like doing some activities together with your family?
- Do you think doing family activities is beneficial? Why / Why not?

2a Read the blog.

Mummy's World

*Hello everyone! Welcome to my blog.
In this blog, I share my experiences as a mum.*

[Home](#)
[Posts](#)
[Videos](#)
[Links](#)
[Q&A](#)

I believe that doing some activities together as a whole family brings some **benefits** to our children such as developing a sense of responsibility and unity, developing life skills, etc. This week, I am going to share some of the routine activities of my family.



In my family, we have dinner together every day. Having meals together, I can remind my children to eat a variety of food. Thus, they become aware of the importance of having a balanced diet. They can also learn **table manners** occasionally.

Every Saturday, we spend time together at home, and we share the household chores like cleaning the windows, sweeping the floor and doing the dishes. In this way, my children become more **responsible** and **cooperative**.



On Sundays, we usually **engage in** outdoor activities like jogging or cycling in the park, and sometimes we do **indoor** activities, especially when it rains. As a result, my children enjoy doing physical exercise and later realise its value.

My family has settled into these regular routines. I don't think it is difficult for your family to **get into** these routines. I hope you will find them beneficial to your family. Why don't you try them out?

Glossary

- blog (n) a website where a person writes regularly about recent events or topics that interest him / her, usually with photos and links to other websites
- blogger (n) a person who writes a blog
- post (n) a message sent to a discussion group on the Internet; a piece of writing that forms part of a blog

2b Tick (✓) the activities that the blogger does as routines in her family.

doing physical exercise	<input type="checkbox"/>	watching films	<input type="checkbox"/>
preparing meals	<input type="checkbox"/>	having meals together	<input type="checkbox"/>
cleaning the house	<input type="checkbox"/>	celebrating birthdays	<input type="checkbox"/>

3 Find the highlighted words or phrases in the blog that are similar in meaning to the following.

1. located, done or used inside a building _____
2. having the duty of taking care of something or someone _____
3. develop a particular habit _____
4. advantages that you get from something _____
5. helpful by doing what you are asked to do _____
6. take part in something _____
7. the behaviour that is considered appropriate while having a meal at a table with other people _____

4 Fill each blank with a suitable word or phrase from Exercise 3.

1. I am trying to _____ the habit of reading a book before I go to bed every day.
2. For family gatherings, my mother and I are usually _____ for preparing meals.
3. No matter where and who I eat with, I have to be careful about my _____.
4. I don't like going out so I usually spend my weekends playing _____ games.
5. One of the _____ of having family time is that it strengthens family ties.
6. Team sports help children to become _____.
7. I always actively _____ extra-curricular activities as they are great fun.

5 Decide if the following statements are true (T) or false (F).

1. The blog Mummy's World was created by a mother.
2. The blogger shares the knowledge she gained from books with readers.
3. The blogger sometimes reminds her children to eat a variety of food.
4. The children can learn table manners at their family mealtimes.
5. The blogger's family cleans the house on Sundays.
6. They always go jogging every weekend.
7. The blogger wants readers to get into the routines she has mentioned.

6 In groups of four, talk about your family routine activities.

- what you do together with your family
- how often you do it / them
- when and where you do it / them
- what benefits you get from doing it / them

Lesson 3: Busy dad!

- adverbs of indefinite frequency

- adverbs of definite frequency

Grammar

1a Underline the verbs in the text. In pairs, discuss what tense is used.

It is a big challenge for my dad to bring me up as a single father. He is always busy with his office work and household chores. The busiest time of the day for him is the morning. He usually gets up at five o'clock in the morning, and prepares meals for the two of us. He starts his day with a cup of coffee. He often skips his breakfast. However, he boils an egg for me, so I can usually have bread and butter with a boiled egg, and coffee for breakfast. As he doesn't have much time in the mornings, he frequently packs our lunch boxes with rice, thin slices of boiled meat and ketchup. He fries fish occasionally. He hardly ever cooks meat with vegetables for lunch. As soon as the lunch boxes are ready, he works out for a few minutes. Then, he takes a quick shower and gets ready for work. We leave home at a quarter past eight every morning. He always takes me to school on his electric bike first and then, he heads to his office.

1b Circle the adverbs of frequency in the text in **Exercise 1a**.

Adverbs of frequency

We use adverbs of frequency to talk about how often we do things.

(a) Adverbs of indefinite frequency

We use the following expressions to talk about indefinite frequency.

always	never	usually	generally	normally	occasionally	sometimes
often	frequently	seldom	rarely	hardly	hardly ever	

1c Arrange the adverbs of indefinite frequency from the least to the most frequent.

always	often / frequently
hardly ever	seldom / rarely / hardly
never	sometimes
occasionally	usually / generally / normally

1d Study the text in **Exercise 1a** and underline the correct alternative to complete the rules.

- The expressions of indefinite frequency are placed *after / before* main verbs.
- The expressions of indefinite frequency are placed *after / before* 'be' or 'auxiliary verbs'.

Note: 1. 'Usually', 'normally', 'often', 'sometimes' and 'occasionally' can also go at the beginning or end of a clause.

e.g. Usually I get up early. I go there occasionally.

- If 'often' is put at the end of a clause, it normally requires 'very' or 'quite'.

e.g. He walks very often. She goes shopping quite often.

2 Complete the sentences with the appropriate adverbs of frequency.

1. Thuzar is very punctual. She is _____ late for class.
2. _____ he gets up early, but today, he stayed in bed until eight o'clock.
3. Our teacher _____ gives us a lot of homework, but not very often.
4. We _____ eat out except for special occasions.
5. I don't listen to classical music _____.

(b) Adverbs of definite frequency

We use the following expressions to talk about definite frequency.

every	+	minute, hour, morning, evening, day, week, month, year, season, four hours, two weeks, five years	e.g. <i>Take this medicine every four hours / every day / every morning.</i>	
once twice three times	}	+	a minute, an hour, a day, a week, a month, a year	e.g. <i>They go to the library once a day / twice a week / three times a month.</i>
hourly, daily, weekly, monthly, yearly				

Note: These expressions can mostly go at the end of a clause. They can also go at the beginning of a clause if the adverb is not the main focus of the message.

3 Put the expressions in brackets in the right place.

1. (every day) They study late when the exam is near.
2. (twice a year) Hla Hla goes to the dentist.
3. (every year) We go to Pyin Oo Lwin to take part in the Flower Festival.
4. (yearly) He grows seasonal vegetables like cabbages and cauliflowers.
5. (every four years) The Olympic Games are held.

4 Cross out the incorrect adverbs of indefinite frequency in each sentence in the second column.

1. Khin Khin gets up early five days a week.	Khin Khin gets up early <i>very often / sometimes.</i>
2. It rains in the desert once or twice a year.	It <i>hardly ever / often</i> rains in the desert.
3. Most Sundays, I go to the cinema with friends.	I <i>always / usually</i> go to the cinema with friends on Sundays.
4. Mya Mya does yoga about three times a week.	Mya Mya <i>occasionally / frequently</i> does yoga.
5. We spend all our holidays in Taunggyi.	We <i>always / sometimes</i> go to Taunggyi on holidays.
6. Father works late about once a month.	Father <i>often / occasionally</i> works late.

5 Put the words in the correct order.

1. the / do / when / you / get up / usually / in / morning / ?
2. every / breakfast / my / morning / aunt / prepares / .
3. week / the / a / twice / gym / go / I / to / .
4. you / late / how / are / school / often / for / ?
5. wash / every / my / I / Sunday / hair / .

Lesson 4: A day-to-day work routine

- writing about daily work routines

Writing

- 1 Read about Daw Cho Cho and number the activities she does from morning to evening. The first one is done for you.



Daw Cho Cho is a civil engineer working on a construction site. She works from 9:00 a.m. to 5:00 p.m. on weekdays. Let's see how she spends a day as a civil engineer.

After 10:00 a.m., she has a meeting with her office staff. They usually make a work plan for the next day.

She always checks the work done at 5:00 p.m., and assigns the workers what to do the next day.

At 1:00 p.m., they all have a break for lunch, and resume their work at 2:00 p.m.

Every day, Daw Cho Cho gets up early, has breakfast and leaves for work.

At 9:00 a.m., she explains the work plan of the day to all the workers. Then, she gets them to start work.

She often gets home at 6:00 p.m. She has a shower and enjoys dinner with her family. Then, she does some reading or watches TV and goes to bed.

She makes sure every worker is wearing their protective clothing. The work begins at 9:00 a.m. every day.

At 3:00 p.m., she goes to the construction site to inspect their work.

When she gets to work, she always puts on a safety jacket, boots and a hard hat. She is always aware of safety at the worksite.

1

- 2a Match the pictures with the activities of a medical officer. The first one is done for you.

(a) takes physical examinations of patients

(b) hands over the cases to the medical officer on the next shift

(c) gives treatment to patients

(d) sees outpatients at the OPD (Outpatient Department)

(e) assists in a surgical procedure in the OT (Operation Theatre)

(f) checks lab test results

(g) attends discussion sessions on Continuing Medical Education (CME)

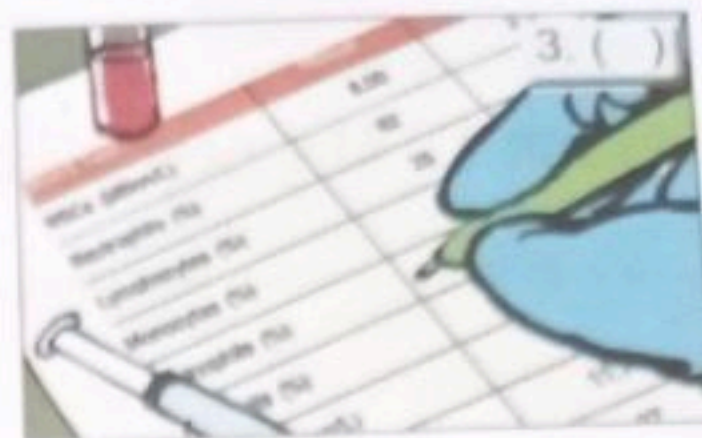
(h) takes over the cases from the medical officer on the previous shift



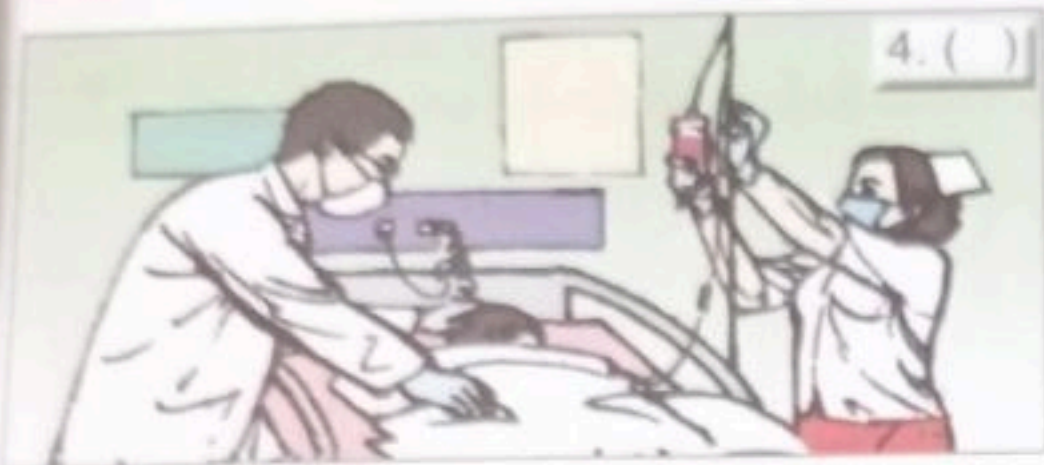
1. (h)



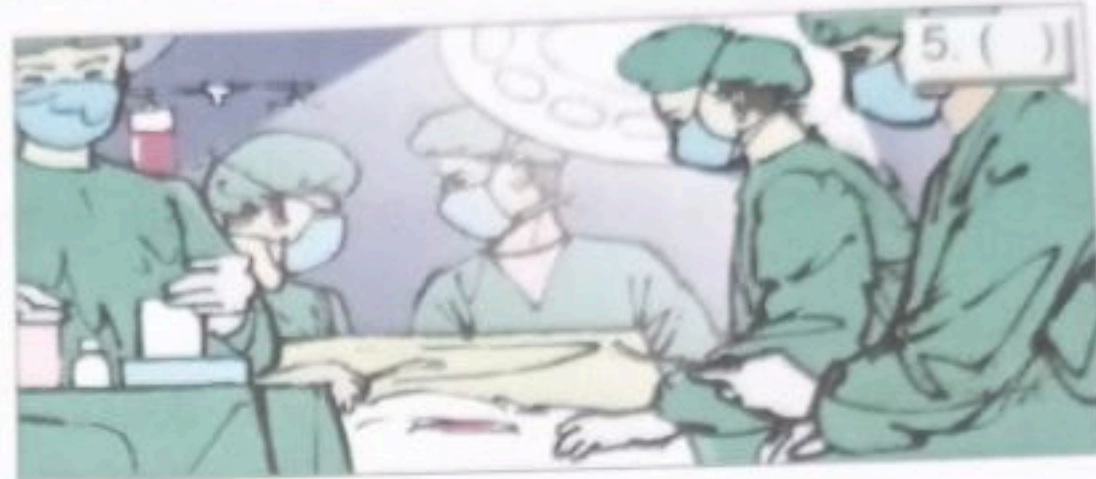
2. ()



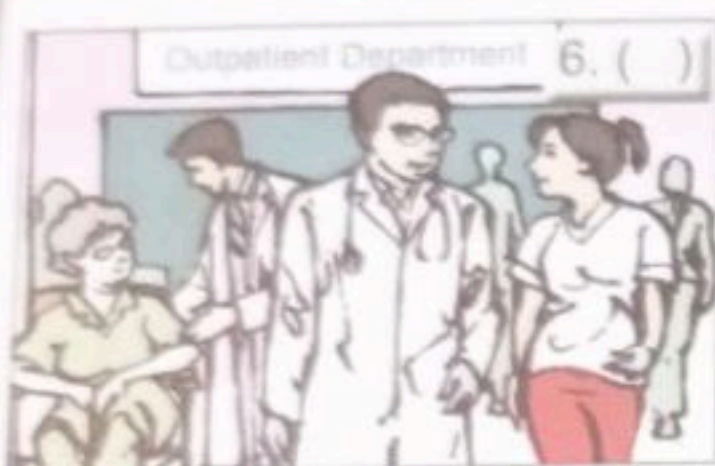
3. ()



4. ()



5. ()



Outpatient Department 6. ()



7. ()



8. ()

2b Write a paragraph on the activities of a medical officer using the information in Exercise 2a.

3a Write a paragraph on the daily work routine of your headmaster / headmistress based on the questions given below. Add any other information.

- When does he / she arrive at his / her office?
- How does he / she come to school?
- What are his / her working hours?
- How often does he / she hold an assembly?
- What time does he / she usually go round the school?
- When is his / her lunch break?
- How often does he / she visit your class?
- When does he / she finish his / her work?

3b In pairs, exchange your paragraph with your partner's and check it using the points given in the box.

Check

- ✓ information
- ✓ tenses (must be mostly present simple)
- ✓ subject-verb agreement
- ✓ adverbs of frequency
- ✓ spelling errors

UNIT 2

Lesson 1: At a new school

• people, places and things at school

• asking for and giving information

Vocabulary

1 Answer the questions.

1. Which school do you go to?

2. What do you like about your school?

2 Put the words in the correct column. Add two more words to each column.

- | | | | | |
|------------|----------------|------------|---------------|------------|
| classrooms | playground | library | assembly hall | canteen |
| principal | staff room | desks | students | clerk |
| chairs | gatekeeper | dustbin | backpacks | maps |
| librarian | timetable | teachers | toilet | laboratory |
| office | vice-principal | whiteboard | books | cleaner |

People	Places	Things in the classroom
principal,	classrooms,	desks,

Listening and Speaking

3a Imagine you are a new student in a school. What would you like to know about your school? Write them down.

3b Listen to the dialogue between a new student and her classmate and tick what you hear.

- | | | | |
|--------------|-----------|------------|--------------------|
| school hours | timetable | subjects | number of students |
| places | teachers | activities | school rules |

4a Listen again and complete the dialogue on the next page.

4b Complete the table with the questions in the dialogue.

Yes / No questions	Wh- questions
Are you a new student?	What's the name of our principal?



At a new school

Thinzar

Sandi

Good morning.

Good morning. I'm Sandi. Are you a new student?

Yes, I am. I'm Thinzar. Can I ask you some questions?

Sure. Go ahead.

What's the name of our (1) _____?

Daw Thet Mon.

What are the (2) _____?

The school starts at 8 a.m. and is over at 3 p.m. And the lunch break is from 11 to 11:30.

I see. Where's the school (3) _____?

It's next to the (4) _____.

Is there a (5) _____?

Yes. You can read newspapers, journals and books there.

Can you tell me some important (6) _____?

Certainly. We must attend school regularly. We mustn't be late for school. And we mustn't bring large sums of money.

Can I bring my mobile phone to school?

No, you can't bring valuable things to school.

OK. What about the (7) _____? Are they good at teaching?

Yes, they are. All of them are very good at teaching.

What do you like most about the school?

School (8) _____. I enjoy doing them.

5 Practise the dialogue in pairs.

6 Role-play the dialogue.

Student A: Imagine you are a new student. Ask your partner about the school.

Student B: Answer your partner's questions.

Lesson 2: School

- types of schools

- schooldays

Reading

1 Choose two adjectives that best describe your schooldays.

happy unhappy carefree memorable boring

2 Read the passage.



My Schooldays

A Schooldays play an important part in our lives. When we reach school age, our parents send us to school: a government school, a private school or a monastic school. At school, we learn from our teachers. We make friends in our class and learn together. The people we meet at school and the skills we learn there shape our lives.

B My primary school life began when I was five. It was a mixed school which was just around the corner of our street. It was a good school and the teachers were rather **strict**. We started to develop **fundamental** skills: reading, writing and mathematics. These skills formed a **solid** foundation of learning. My favourite teacher was my Grade 4 class teacher. She was a great teacher. She was aware of the strengths and weaknesses of her students. And she always encouraged us to improve ourselves. Because of her encouragement, I won a prize in an essay competition. As a result, learning at school became a joy for me. I always remember her as an **inspiring** teacher.

C For my secondary education, my father sent me to an all-girls high school. It was quite a big school in a large compound. All the teachers were good at teaching and **dedicated** to their work. My **ideal** teacher was our Grade 7 maths teacher. Her teaching was excellent. When teaching a new concept, she gave a simple example and explained step by step. She always made us do a lot of homework and gave us feedback. She looked **stern** but she never lost her temper with us. She was a truly dedicated teacher.



We also went on school trips to interesting places such as the National Museum and People's Park. These trips gave us **memorable** experiences. We gained knowledge and skills, and we developed physically, mentally and emotionally. My schooldays were the happiest days in my life!

3 Match the types of schools (1–5) with the meanings (a–e). Which type of school do you go to?

1. government school
2. private school
3. all-girls school
4. monastic school
5. mixed school

- a. a school for both boys and girls
- b. a school only for girls
- c. a school which is funded by the government
- d. a school where parents have to pay for their children's education
- e. a school organized by a monastery

4 Match the main ideas (1–3) with the paragraphs (A–C).

1. Primary school life of the writer
2. Secondary school life of the writer

3. Importance of schooldays

5a Match the highlighted adjectives in the passage with their meanings. There are two extra adjectives.

1. having a strong basis
2. very good, enjoyable, or unusual, and worth remembering
3. spending all your time and effort on something

4. following rules or beliefs exactly
5. encouraging, or making you feel you want to do something
6. forming the base, from which everything else develops

5b Complete each sentence with the appropriate highlighted adjective in the passage.

1. Mutual understanding is _____ to a good relationship.
2. The president's speech on TV yesterday was very _____.
3. We all have _____ schooldays in our lives.

4. Nandar is _____ to taking care of her bedridden father.
5. Students must have a _____ foundation of knowledge.
6. My father is very _____ with me. He doesn't give me much freedom.

6 Read the passage again and answer the questions.

1. Why are schooldays important?
2. What skills did the writer learn at the primary school?
3. Why did learning at school become a joy for the writer?

4. Who inspired the writer?
5. What adjectives does the writer use to describe her teachers?
6. Did you like your primary schooldays? Why / Why not?

Lesson 3: Who teaches you English?

- subject and object questions

Grammar

Study the following.

Subject question
<p>Who and what can be the subject of a question.</p> <p>The word order is the same as in a statement.</p> <p style="border: 1px solid black; padding: 2px;">Who / What + verb ...?</p> <p>e.g. 1. <i>Who cleans the house?</i> <i>Sandar cleans the house.</i></p> <p>2. <i>What made her happy?</i> <i>Getting good grades made her happy.</i></p> <p>3. <i>Who is making a loud noise?</i> <i>Aung Khant is making a loud noise.</i></p>

Object question
<p>Who and what can also be the object of a question.</p> <p>An auxiliary (do / will / be) comes before the subject.</p> <p style="border: 1px solid black; padding: 2px;">Who / What + aux + subject + verb ...?</p> <p>e.g. 1. <i>Who did you see yesterday?</i> <i>I saw my old friend yesterday.</i></p> <p>2. <i>What does Ko Toe like?</i> <i>Ko Toe likes fried chicken.</i></p> <p>3. <i>What are you writing?</i> <i>I'm writing a poem.</i></p>

1 Tick the correct option for each question.

	Subject question	Object question
1. Who teaches you English?	<input type="checkbox"/>	<input type="checkbox"/>
2. What do you usually have for breakfast?	<input type="checkbox"/>	<input type="checkbox"/>
3. What makes you happy?	<input type="checkbox"/>	<input type="checkbox"/>
4. Who does the cooking at home?	<input type="checkbox"/>	<input type="checkbox"/>
5. What do you like reading?	<input type="checkbox"/>	<input type="checkbox"/>
6. What is worrying you?	<input type="checkbox"/>	<input type="checkbox"/>
7. Who are you waiting for?	<input type="checkbox"/>	<input type="checkbox"/>
8. Who stands first in class?	<input type="checkbox"/>	<input type="checkbox"/>
9. What did you do last night?	<input type="checkbox"/>	<input type="checkbox"/>
10. Who is sitting in front of you?	<input type="checkbox"/>	<input type="checkbox"/>

2a Make questions by putting the words in the correct order.

- | | |
|---|--|
| 1. cause / lung cancer / what / can / ? | 4. did / Alexander Fleming / in 1928 / what / discover / ? |
| 2. takes care / who / animals / of / at the zoo / ? | 5. do / what / for healthy bones / need / you / ? |
| 3. in Bagan / you / what / see / can / ? | |

6. Alfred Nobel / invent / in 1867 / did / what / ? 8. stand for / the acronym "IQ" / what /
 7. the play / wrote / who / *Romeo and Juliet* / ? does / ?

2b Match the short answers (a-h) with the questions (1-8) in Exercise 2a.

- | | |
|---------------------------|-------------------------|
| a. Vitamin D. | e. Penicillin. |
| b. Intelligence Quotient. | f. Pagodas and temples. |
| c. William Shakespeare. | g. Dynamite. |
| d. Smoking. | h. Zookeepers. |

3 Make questions to which the underlined words are answers. The first one is done for you.

- | | |
|---|---|
| 1. <u>Daw Thida</u> teaches us English.
Daw Thida teaches us <u>English</u> . | 1. Who teaches you English?
What does Daw Thida teach you? |
| 2. <u>The cleaner</u> takes the rubbish out every evening.
The cleaner takes <u>the rubbish</u> out every evening. | 2. Who?
What |
| 3. <u>The cashier</u> gave him the wrong change.
The cashier gave him <u>the wrong change</u> . | 3. Who?
What |

4 Read the texts and write a question for each short answer.

A Jimmy won the lottery, and his wife bought a diamond necklace.

- e.g. 1. Who won the lottery? Ans: Jimmy.
 2. What did his wife buy? Ans: A diamond necklace.

B John keeps dogs, but Mary keeps cats.

1. _____? Ans: John.
 2. _____? Ans: Cats.

C Susan had fish and chicken for lunch, but David had vegetables for lunch.

1. _____? Ans: Susan.
 2. _____? Ans: Vegetables.

D Jack founded a software company, and his hard work made him successful.

1. _____? Ans: A software company.
 2. _____? Ans: His hard work.

E Jane likes pizza, but Sandra likes hamburger.

1. _____? Ans: Jane.
 2. _____? Ans: Hamburger.

Lesson 4: The best school in town

- school pamphlet

- a description of a school

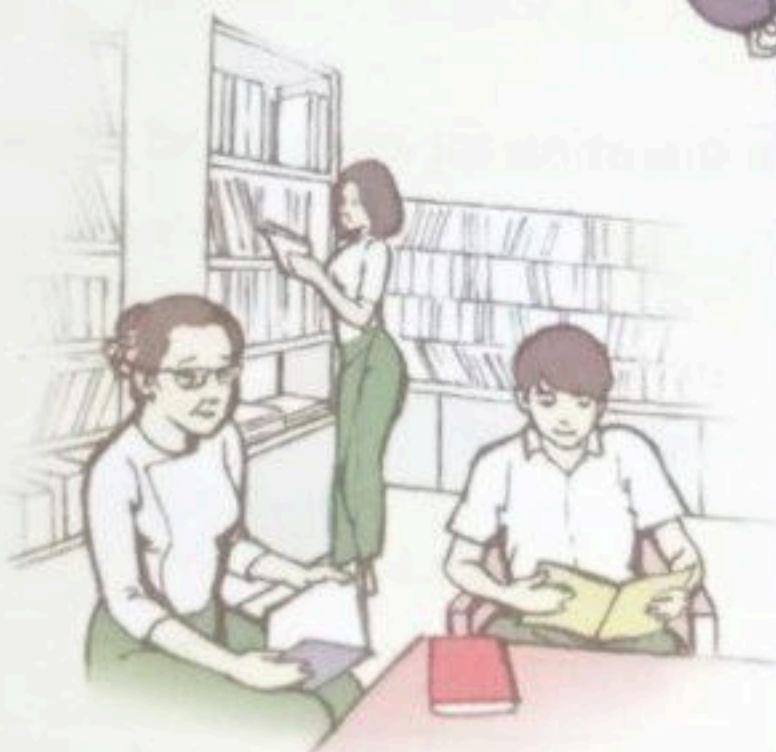
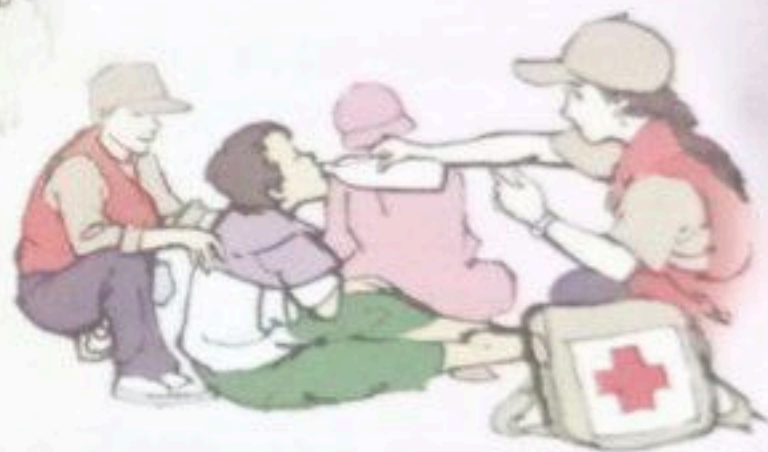
Writing

1a In pairs, ask and answer the questions based on the information in the school pamphlet.

1b Replace the italicized information in the school pamphlet with the information of your school.

BASIC EDUCATION HIGH SCHOOL MYOTHIT

- **Location:** No. 10, Main Road
- **Year established:** 1970
- **Principal:** U Toe Han
- **No. of teachers:** 40
- **No. of students:** 1,200



EXTRA-CURRICULAR ACTIVITIES

- Essay competitions
- Impromptu talk competitions
- School sports
- Scouting
- School trips
- Basic computer course
- First aid training course
- School concert
- School band

SCHOOL FACILITIES

- Multi-purpose hall
- Library
- Science lab
- Playground
- Canteen
- Two car parks
- Bicycle rack



CONTACT

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Useful Language

- **"There"** is used in the place of the subject of a sentence to say that something or someone exists.
- There is + singular countable noun / uncountable noun
e.g. *There is a playground near the school gate.*
e.g. *There is no money in my pocket.*
- There are + plural countable nouns
e.g. *There are 30 teachers in our school.*

2 Complete the sentences with 'There is / There are'.

1. _____ beautiful, big, red, two-storeyed buildings in our school.

2. _____ 40 teachers and 1,200 students in our school.

3. _____ a school library where we can read newspapers, journals, etc.

4. _____ a school canteen where we can enjoy delicious food.

5. _____ a multi-purpose hall for school ceremonies such as homage-paying ceremonies.

6. _____ a bicycle rack near the school gate.

3 Complete the sentences with the verbs given below.

go include take part attend play borrow

1. We can _____ books from the school library but we must have a library card.

2. We can _____ a basic computer course or a first aid training course at weekends.

3. We can _____ on school trips to interesting places.

4. We can _____ in the school playground before or after school.

5. Our school alumni _____ successful businessmen, film directors, writers and doctors.

6. We can _____ in the school concert.

4 In groups, write a description of your school.

Paragraph 1: your school, location, principal, number of teachers and students

Paragraph 2: buildings, places and facilities

Paragraph 3: school activities, school alumni and how you feel about your school

UNIT 3

Lesson 1: Which activity do you like doing most?

• extra-curricular activities

• borrow vs lend

Listening and speaking

1a Match the activities and the pictures.

cheerleading

cooking

doing karate

doing wushu

drawing and painting

stitching by hand

knitting

scouting

playing the violin

playing in the school band



1. _____

2. _____

3. _____

4. _____

5. _____



6. _____

7. _____

8. _____

9. _____

10. _____

1b Listen and check.

1c Choose two extra-curricular activities you like doing most and give reasons.

2a Listen to the dialogue and circle a or b.

- Thandar and Marlar are attending _____ classes.
a. cooking b. knitting
- Marlar forgot to take her _____ to school.
a. toolkit b. needles
- Thandar had _____ needles to lend to Marlar.
a. sharp b. extra
- Marlar borrowed _____ yarns from Thandar.
a. red and yellow b. blue and green
- Thandar lent her _____ to Marlar.
a. toolkit b. needles and yarns



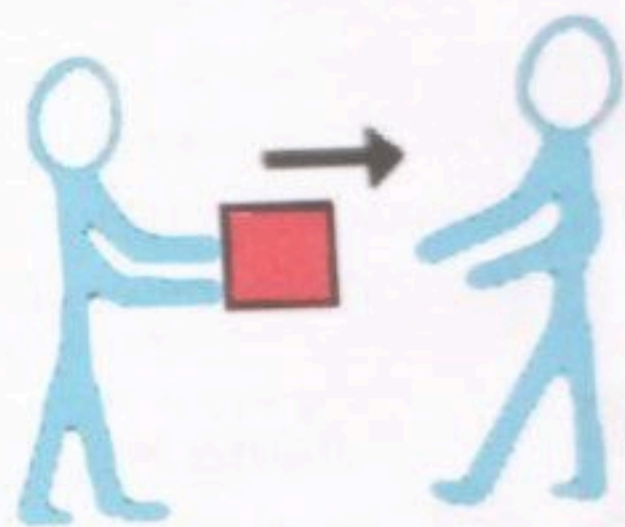
2b Listen again and complete the dialogue.

- Thandar: Hi, Marlar. Last week, our instructor told us to (1) _____ a hat for homework. Have you finished it?
- Marlar: Yes, I have. The homework was rather difficult, but I found it quite interesting. What do you think of our knitting class?
- Thandar: Great. I really enjoy knitting. It's relaxing. Now I can (2) _____ a woollen hat myself.
- Marlar: So can I! My mum said that my hat is really beautiful.
- Thandar: By the way, are you going to the knitting class today?
- Marlar: Yes, of course, but I forgot to (3) _____ my toolkit.
- Thandar: Don't worry. I have extra needles. I'll (4) _____ you a pair.
- Marlar: That's very kind of you.
Can I (5) _____ some wool yarns too?
- Thandar: Why not? Red, blue, yellow or green?
- Marlar: Blue and green, please. Thank you so much.
- Thandar: It's my pleasure.

3a Borrow vs lend

Borrow: to take something from someone for a short time
e.g. *May I borrow your pen for a minute?*

Lend: to give something to someone for a short time
e.g. *Can you lend me your paintbrush?*



lend

borrow

Study the following dialogues.

Dialogue 1

Student A: May I borrow your camera?

Student B: Yes, of course.

Dialogue 3

Student A: Can you lend me your pen?

Student B: Sure.

Dialogue 2

Student A: May I borrow your eraser?

Student B: Sorry, I'm going to use it.

Dialogue 4

Student A: Can you lend me your ruler?

Student B: Sorry, I can't. I'm using it.

3b Work with a partner. Look at the list of items in the box.

bike

CDs

dictionary

earplugs

highlighter

pen

science book

sharpener

tennis racket

500 kyats

Student A asks for one of the items in the box, using 'borrow' and 'lend' alternately. Student B accepts and declines his / her requests respectively. Then switch roles.

Lesson 2: I love knitting

- extra-curricular activities and their benefits

1 Answer the questions.

1. Which activities do you like doing at school?

2. What is your favourite activity?

Reading

2 Read the following texts.



Yin Moe I practise knitting every day after school. Now I can make my own hats and gloves. My mum is very fond of knitting and she bought me a new toolkit, which includes needles and some colourful yarns. I usually knit for relaxation. It helps to reduce stress and boost creativity. My friends tell me that I am a better knitter than anyone else in my school. I hope that sooner or later I will be able to knit different items of clothing such as shawls, socks and sweaters.

Ei Khine I practise the violin every day after school. Now, I can read music notes and play some beautiful songs. My dad gave me a new violin as a birthday present. The violin has four strings and we play it with a bow to make music. It is part of an orchestra and I love its beautiful melody. Playing the violin helps to improve our memory and social skills. My friends tell me that I play the violin better than anyone else in my school. I wish to be a professional violinist when I grow up.



Aung Ko I practise karate in the school playground every weekend. Karate is a martial art using moves, punches and kicks. I practise it for reasons of self-defence and health. I see doing karate as a sport or a leisure activity. During training, I like wearing a karate outfit: a white dress with a yellow belt. I often win medals or prizes in karate competitions. Doing karate helps to strengthen muscles and build up stamina. My friends tell me I can do karate better than anyone else in my school. I want to be a champion when I grow up.

Min Khant I'm a member of the Myanmar Scouts. As a boy scout, I have to attend several training courses. During training, we have to learn some practical skills such as first aid and how to tie basic knots. I love wearing the scout uniform: a khaki shirt with a neckerchief, dark blue pants and a cap. We usually go camping during school holidays. For camping, we have to take our sleeping bags and backpacks with us. We put up our tents by ourselves on the campsite. During camping, we have to take part in a range of activities and competitions such as hiking and cooking. At nights, we sing and dance happily together around the campfire. Camping trips make us more confident and responsible. Such trips also help to strengthen our friendship.



3a Match the words or phrases with their meanings

- | | | |
|-----------------|--|----------|
| 1. professional | (a) make something stronger | 1. _____ |
| 2. martial art | (b) build something | 2. _____ |
| 3. orchestra | (c) improve or increase something | 3. _____ |
| 4. put up | (d) connected with fighting | 4. _____ |
| 5. boost | (e) suitable for somebody working in a particular profession | 5. _____ |
| 6. strengthen | (f) a group of musicians | 6. _____ |

3b Complete each sentence with a suitable word from (1-6) in Exercise 3a.

- | | |
|--|----------|
| 1. Ko Ko has scored 15 goals so far this season. This helps to _____ his confidence. | 1. _____ |
| 2. They are going to _____ a tent at the foot of the mountain. | 2. _____ |
| 3. He is a _____ golfer. He has won a lot of medals in international golf tournaments. | 3. _____ |
| 4. _____ arts such as judo and karate are now regarded as sport. | 4. _____ |
| 5. Mu Mu plays the violin in the school _____. | 5. _____ |
| 6. Milk, which contains calcium, helps to _____ our bones and teeth. | 6. _____ |

4 Complete the table with the information from the texts.

Activity		Benefits gained from their activities
Yin Moe		<i>reduces stress, boosts creativity</i>
Ei Khine		
Aung Ko	<i>doing karate</i>	
Min Khant		

5 Which words in Column A are associated with the activities in Column B?

- | Column A | Column B | |
|------------------------------------|-----------------------|----------|
| 1. songs, melody, music notes | a. knitting | 1. _____ |
| 2. toolkit, needles, yarns | b. doing karate | 2. _____ |
| 3. sleeping bags, backpacks, tents | c. playing the violin | 3. _____ |
| 4. moves, punches, kicks | d. camping | 4. _____ |

6 Read the texts again. Answer each question in one complete sentence.

1. What did Yin Moe's mother buy for her?
2. What does Ei Khine wish to be when she grows up?
3. Why does Aung Ko practise karate?
4. What do Min Khant and his friends have to take with them when they go camping?
5. Among the activities in the texts, which one do you like most? Why?

Lesson 3: Could I have a piece of cheesecake?

- making requests, making offers, and asking for permission

- giving responses

Grammar

• Making requests

We use **can** and **could** to ask for things.
 e.g. *Can I have a cake, please?*
Could I have your address?
Can I borrow these CDs, please?

We also use **can**, **could** and **would** to ask people to do things.
 e.g. *Can you pass me the rice, please?*
Could you start the engine?
Would you buy some bread for me?

• Making offers

We use **Would you like ...?** to offer things, such as food and drinks.
 e.g. *Would you like a pizza?*
Would you like some bubble tea?
Would you like something to eat?

We also use **Shall I ...?**, **Can I ...?** and **Would you like me to ...?** to offer to do something for someone.
 e.g. *Shall I call a doctor for you?*
Can I get you a drink?
Would you like me to move the chair?

• Asking for permission

We use **can**, **could** and **may** to ask for permission to do things.
 e.g. *May I come in?*
Can I use your phone for a minute?
Could I borrow your tennis racket?

1 Complete each sentence with a suitable word in the box. In pairs, decide on the correct function for each.

do speak like put help have

1. Could you _____ me with this sum?
2. Can I _____ a piece of pizza?
3. May I _____ to the manager?
4. Can you _____ these papers away?
5. Shall I _____ some shopping for you?
6. Would you _____ something to drink?

2 Choose suitable phrases from the table and write as many meaningful sentences as you can.

Can Could Would } you	bring some drinks return these books get some tomatoes put these clothes buy some cakes cook some fish send a text message drive me	in the washing machine? for dessert? to me? for lunch? to the library? to school? to the party? from the fridge?
-----------------------------	--	---

e.g. *Can / Could / Would you bring some drinks to the party?*

3 Make a request or an offer, or ask for permission in each sentence with the words given in brackets

e.g. The phone is ringing. Offer to answer it. (Would)
Would you like me to answer the phone?

- You are having dinner with a cousin. Request him to pass the salt. (Can)
- You have a visitor in your house. Offer a cup of coffee. (Would)
- You are in a restaurant. It is hot. Ask the waiter to turn on the fan. (Could)
- You are not feeling well today. Ask your teacher for permission to leave early. (May)
- You are at a clothes shop. Ask for permission to try on the blouse. (Could)

• Responses to requests and offers

Making requests	Accepting	Declining
<i>Can / Could you help me lift this box?</i>	<i>Sure.</i>	<i>I'm sorry.</i>
<i>Would you buy some sugar for me?</i>	<i>Of course.</i>	<i>Sorry, I'm not going shopping today.</i>
<i>Can / Could I have some more milk?</i>	<i>Certainly.</i>	<i>I'm sorry. I don't have any more.</i>

Making offers	Accepting	Declining
<i>Shall / Can I get you a coffee?</i>	<i>That's very kind of you.</i>	<i>No, thanks.</i>
<i>Would you like me to move the table?</i>	<i>Thank you.</i>	<i>No, don't worry.</i>
<i>Would you like a cheeseburger?</i>	<i>Yes, please.</i>	<i>No, thank you.</i>

• Giving and refusing permission

Asking for permission	Giving permission	Refusing permission
<i>Could I use your pen?</i>	<i>Yes, of course. / Sure.</i>	<i>Sorry, I'm using it.</i>
<i>Can I come in?</i>	<i>Yes, you can.</i>	<i>No, you can't.</i>
<i>May I borrow your bike?</i>	<i>Yes, you may.</i>	<i>Sorry, I'm going to use it.</i>

4a Circle the correct response, a or b.

- Can I see your passport, please?
 a. Certainly. Here you are!
 b. No, don't worry.
- Shall I pay for the drinks?
 a. Yes, you can.
 b. That's very kind of you.
- Would you like an ice cream?
 a. Yes, you can.
 b. Yes, please.
- Could you pass me the menu?
 a. No, thanks.
 b. Sure.
- Would you like me to prepare dinner for you?
 a. OK. Thanks.
 b. I'm sorry, I can't.
- May I use your paintbrush?
 a. Thank you.
 b. Yes, you may.

4b In pairs, practise the dialogues.

Lesson 4: Let's play in the school band!

• writing about a school band

• writing a note of request

Writing

1 Discuss these questions.

1. Does your school have a school band?

2. Would you like to play in the school band?

2a Read the text.



School Band



Major Mace

In a school band, there are two groups of musical instruments: wind instruments and percussion instruments. Wind instruments produce music only when air is blown into them. They are made of wood or brass. The flute and the clarinet are usually made of wood, whereas the trumpet, the trombone and the saxophone are made of brass. Percussion instruments produce sounds when they are struck, or beaten. We use a drumstick or a pair to strike the bass drum or the side drum. We hit two of the cymbals together to make a sound. We hit the triangle with a metal bar to make a sound. We shake or hit the tambourine with hand to produce a sound. The major mace is an important item held by the conductor in a school band.

2b Listen and repeat.



1. Bass drum



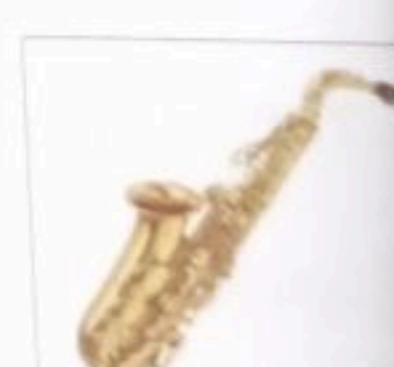
2. Clarinet



3. Cymbals



4. Flute



5. Saxophone



6. Side drum



7. Tambourine



8. Triangle



9. Trombone



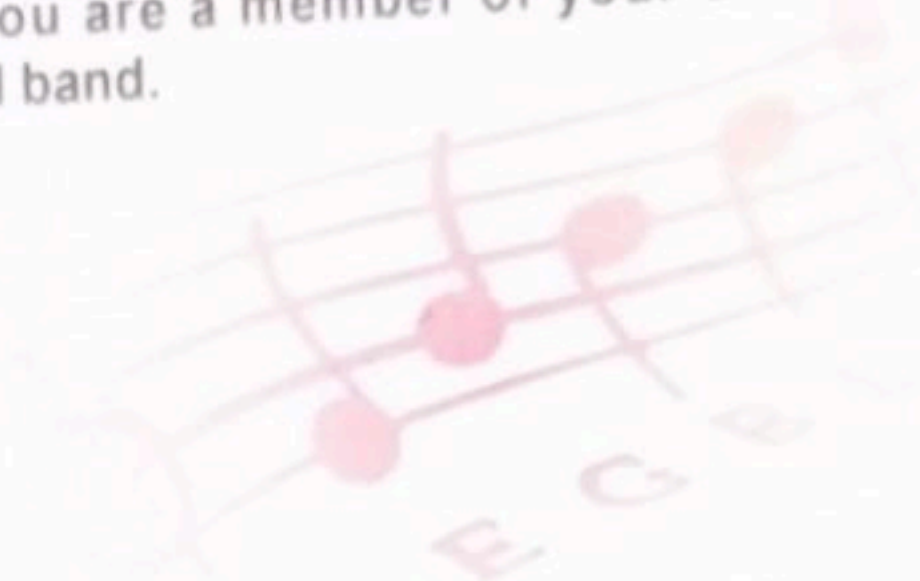
10. Trumpet

2c Put the musical instruments from Exercise 2b in the correct column.

Wind instruments	Percussion instruments
flute, ...	bass drum, ...

3 Work in groups of four. Imagine that you are a member of your school band. Write a short paragraph about your school band.

- the instrument you play in your band
- the instruments your friends play
- where you practise
- how often you practise
- number of songs you can play
- your favourite song
- the events you usually play in
- why you enjoy playing in the school band



4a Study the following note of request.

May May,

Could you please stop at the tailor's and collect my school band uniform on your way back home? And would you buy a pair of white socks? I urgently need them for tomorrow's Opening Ceremony of the Township Football Tournament.

Love,

Tharlay



4b Your school band will perform at the Opening Ceremony of the Township Football Tournament next month.

Write a note to your friend, requesting him / her to come to your house to help you read some music notes and practise the flute at the weekend.

Review 1

1 Fill in the blanks with suitable words. The initial letters are given.

- I never have j_____ food as I don't want to put on weight.
- Taking s_____ drinks or soft drinks can often lead to health problems.
- Mum usually teaches me t_____ m_____ at mealtimes.
- Students are r_____ for the tidiness of their classroom.
- Eating m_____ can lead to obesity as we are not aware of how much we have eaten.
- We can do scientific experiments in our school l_____.
- Our school g_____ always keeps the gates closed during school hours.
- I go to a government school but my cousin goes to a p_____ school.
- U Aye Chan is my i_____ teacher as he is always patient, understanding and friendly.
- Schooldays are truly m_____ for us; we can never forget these days in our life.
- I love going camping, so s_____ becomes my favourite extra-curricular activity.
- Yi Mon is interested in drawing pictures and she goes to drawing and p_____ classes after school.
- Grandma likes k_____ and she can make woollen covers, hats and sweaters.
- Nyein Su plays the flute in our school b_____.
- Karate is a kind of m_____ arts.

2 Match the words in Column A with their associated nouns in Column B.

Column A

- strict / ideal / dedicated
- primary / middle / high
- extra-curricular / school / leisure
- first aid training / basic computer / online
- knitting / drawing / cooking

Column B

- activity
- course
- class
- teacher
- school

3 Put the words in the correct order.

- a / nephew / three / eats / times / my / day / .
- pigeons / Aye Aye / feed / usually / happy / is / to / .
- goes / year / hiking / every / U Mya / .
- month / have / a / take / once / test / students / to / a / .
- does / your / often / how / homework / give / you / teacher / ?

4 Complete the sentences with the appropriate adverbs of frequency.

- U Moe is a strong vegetarian and you'll _____ find meat or fish in his fridge.
- Su Su _____ helps her friends and they all love her.
- My uncle is normally stingy, but he gives me pocket money _____.
- My grandpa is very independent and he _____ calls us except in an emergency.
- How _____ do you go out with your friends?

5 Find the mistakes in four of these questions and correct them.

1. Who wants to eat ice cream?
2. What WHO stands for?
3. What were you talking about while I was away?
4. Who you love most at home?
5. What you must do to protect yourself from COVID-19?
6. What does make you happy?

6 Match the questions (1–5) with the answers (a–e).

- | | |
|--|--|
| 1. Which type of school do you go to? | a. She's quite strict. |
| 2. Where is it located? | b. I like playing in the school playground. |
| 3. What's your principal like? | c. It's in Yankin township. |
| 4. What extra-curricular activities do you do? | d. An all-girls government high school. |
| 5. What do you like most about your school? | e. I take part in sports and language skills competitions. |

Make questions with 'Who / What' to which the underlined words are answers.

1. We all should learn good manners that show respect towards others.
2. Thukha scored the winning goal for the team.
3. His firm determination makes him successful in whatever he does.
4. I always carry my identity card in my wallet.
5. Henry Dunant was the co-founder of the Red Cross.

Choose the correct function for each question below.

requesting

offering

- | | |
|---|-------|
| 1. Shall I switch off the light? | _____ |
| 2. Can you put these books on the table? | _____ |
| 3. Would you like me to turn the volume down? | _____ |
| 4. Could I look at your map, please? | _____ |
| 5. Would you answer the phone, please? | _____ |
| 6. Can I bring you something to drink? | _____ |

Use the prompts to make requests or offers.

1. Can / sandwiches / you / the / me / pass / ?
2. Would / cake / for / bake / me / a / you / birthday / ?
3. Can / cup / bubble tea / of / you / buy / I / a / ?
4. Could / this / help / move / me / box / you / to / ?
5. Would / dinner / like / for / some / you / squid / ?
6. Shall / the / I / window / open / ?

Project 1

1 Work in groups of three. Make questions using *What, Where, When, Who, How, How long* and *How often* to ask about one's daily routine. Look at the following pictures to help you.



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

2 In your group, take a role each and do your task.

Student A: Interview Student B using the questions in Exercise 1.

Student B: Answer the questions.

Student C: Take notes.

3 In your group, write about Student B's daily routine using the notes you have taken.

4 Report Student B's daily routine to the class. Ask the class to guess who he / she is.

We have interviewed one of our members about his / her daily routine. He / She usually gets up at

He / She

Guess who he / she is.

Poem 1: On the Vowels

Pre-reading

Label the pictures.

1 Read the poem and check your answers.

On the Vowels

We are little airy creatures,
 All of different voice and features.
 One of us in glass is set,
 One of us you'll find in jet.
 T'other you may see in tin,
 And the fourth a box within.
 If the fifth you should pursue,
 It can never fly from you.

Jonathan Swift



1. _____



2. _____



3. _____



4. _____

Glossary

airy (adj)	like air (cannot be seen; hard to see or catch)
creature (n)	person, animal, or insect
feature (n)	part (of a person, animal or thing) which tells us at once who or what that person or thing is
pursue (v)	go after something to get it, or to catch up with it; look for
T'other	The other
vowel (n)	any of the five letters: a, e, i, o, u

2 Give a word from the poem to complete each sentence below.

- The word 'sea' has two _____.
- The _____ letter of the English alphabet is 'D'.
- I usually drink a _____ of milk every morning.
- A _____ can fly much faster than an aeroplane with propellers.
- We must _____ our aim in life.
- When you speak, your _____ must be loud and clear.
- I've lost my pen. I can't _____ it anywhere.
- Although they are twins, they are quite _____ in looks and personality.

3 Answer the questions.

- What is the title of the poem?
- What does 'We' in the poem stand for?
- What does the word 'It' in the last line refer to?
- Write out the rhyming pairs in the poem.
- Find the word in the poem that ends with the fifth vowel.
- Give five words which have a, e, i, o or u.

UNIT 4

Lesson 1: What kind of person are you?

• personality adjectives

• talking about family members

Listening and speaking

1a Match the personality adjectives with their meanings.

active

charming

helpful

kind

quiet

bossy

disciplined

irresponsible

mean

sensitive

1. very pleasant or attractive
2. always busy doing things
3. not willing to give or share things
4. behaving in a very controlled way
5. caring about others; gentle, friendly and generous

6. willing to help somebody
7. tending not to talk very much
8. always telling people what to do
9. not thinking enough about the effects of what they do
10. aware of and able to understand other people and their feelings

1b Listen and check your answers.

1c In pairs, ask and answer the questions. Use the personality adjectives in Exercise 1a.

What kind of person are you?

Really? Why do you think so?



I think I am active.

Because I'm always busy doing things.

2a Listen and write the appropriate personality adjectives next to each member of Nandar's family.

1. her father
2. her mother
3. her brother

_____	_____
_____	_____
_____	_____

2b Listen again and write T (true) or F (false) at the end of each sentence.

- 1 Nandar's father does not do any housework.
- 2 Her father spends his free time reading.
- 3 Her mother is always busy with her work.
- 4 Her mother sets rules for the family.
- 5 Her brother sometimes forgets to do the washing.
- 6 Nandar is not happy to do the chores her brother is expected to do.

2c Listen again and complete each blank with Nandar, her father, her mother, or her brother.

- 1 Nandar's favourite person is _____.
- 2 _____ helps her father to put the dishes in the cupboard.
- 3 _____ does things according to the timetable.
- 4 _____ cleans the bathroom and the living room.
- 5 The whole family loves _____.

3a Write the names of your family members and choose the appropriate personality adjective(s) to describe each person. Write the personality adjective(s) next to each member.

active

bossy

careful

charming

creative

curious

diligent

disciplined

hard-working

helpful

irresponsible

kind

lazy

mean

modest

quiet

sensitive

talkative

e.g. father – *active, creative, helpful*

3b Work in pairs.

Student A

Ask Student B questions to find out about his / her family members.

- How many people are there in your family?
- Who is your favourite person?
- How would you describe ...? Why?

Student B

Answer Student A's questions.

- There are ... of us in our family.
They are
- My favourite person is
I like him / her because
- I think he / she is ... because

3c Then swap roles.

Lesson 2: A global citizen

- qualities of a global citizen

Reading

1 Answer these questions.

1. Do you think you are a good citizen? Why?
2. Think of three qualities a global citizen should have.

2 Read the following texts.

Qualities of a Global Citizen



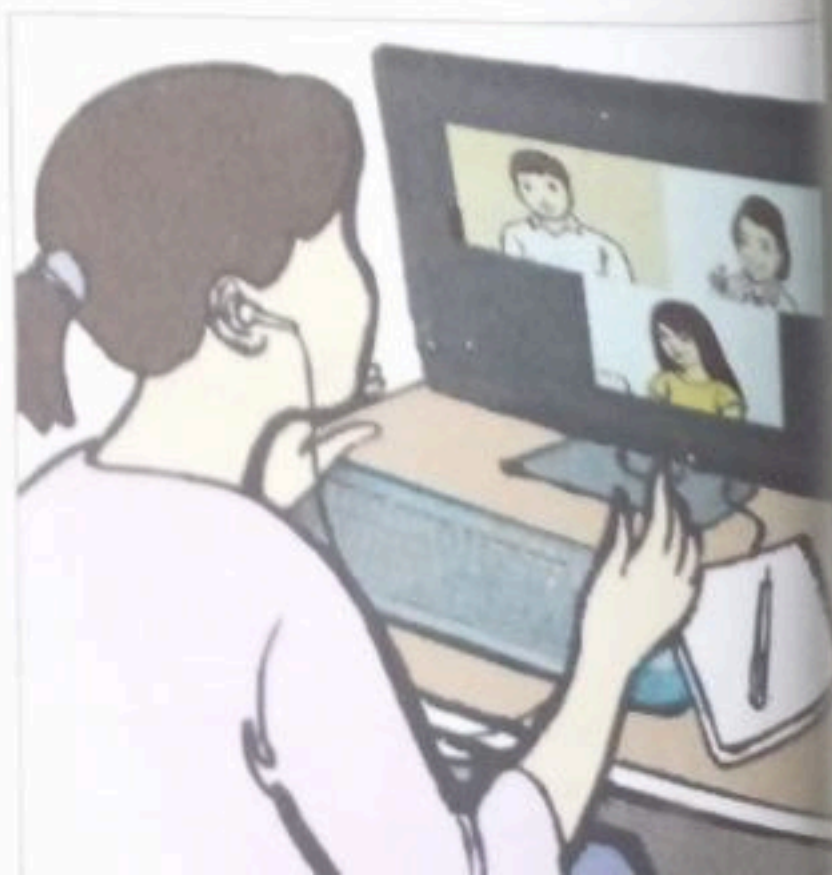
A To create a healthy environment, teenagers are as **responsible** as adults. Our city celebrates World Environment Day on 5th June every year. My friends and I **volunteer** to clean up our community area. We plant shady trees like Kha Yay (star-flower) and Magyi (tamarind) on that day. We also join the city's 'No Plastic Bag Campaign' by not using plastic bags. (Yan Lin, Mandalay)

B In my opinion, we should be kind to everyone we meet. When I see people in need, I do not turn my back on them. I usually offer them food, clothing, or money. For example, I give up my seat to a pregnant woman or an elderly person on the bus. I usually **donate** clothes and money to the children at the **orphanage** on my birthday. If people all over the world are kind to one another, the world will be a better place to live in. (Thuzar, Yangon)



C Cooperation is one of the most important qualities a global citizen should have. Nowadays, "I can do well" is replaced with "We can do well" at school, at work, and in the **community**. It is difficult to achieve success in life if we don't work together with others. For example, a number of workers have to cooperate to produce an everyday product like a pencil. Thus, we need to be more **cooperative** to carry out important tasks successfully. (Toe Aung, Mawlamyine)

D Adaptability is a simple secret of **survival**. The world is changing rapidly. In order to cope with new ideas or challenges in this age, we need to be **adaptable**. As 21st century youths, we can learn new things if we know how to use ICT. Thanks to the internet, we can easily share information among us. To be able to adapt ourselves to new trends, we must be observant of the changes happening locally and globally. (Chit Su, Nay Pyi Taw)



Match t

1. Why
2. Why
3. What
4. Why

Match
extra

1. of
2. do
3. ha
4. ab
5. gi
6. the

Read

1. W
2. H
3. W
4. A
5. W
6. A
7. V

Find

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(5)

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ne

Match the ideas (1–4) with the paragraphs (A–D).

- 1. Why we should learn to work together with others (.....)
- 2. Why we should adapt ourselves to changes (.....)
- 3. What we are doing as responsible teenagers (.....)
- 4. Why we should be kind to one another (.....)

Match the highlighted words in the texts with the meanings (1–6). There are two extra words.

- 1. offer to do something without being forced to do it or without getting paid for it
- 2. doing something together or working together with others towards a shared aim
- 3. having the duty of doing something or taking care of something
- 4. able to change in order to be successful in new and different situations
- 5. give money, food, clothes to a person or an organization
- 6. the state of continuing to live or exist

Read the texts again and answer the questions.

- 1. Who is responsible to create a healthy environment?
- 2. How do Yan Lin and his friends celebrate World Environment Day?
- 3. What does Thuzar usually do on her birthday?
- 4. According to Toe Aung, how can we achieve success in life?
- 5. What can we do if we know how to use ICT?
- 6. According to the texts, what qualities should a global citizen have?
- 7. What other qualities do you think a global citizen should have?

Find the words in the texts to complete the table.

Noun	Verb	Adjective
(1)	adapt	(2)
cooperation	(3)	(4)
donor, donation	(5)	
responsibility		(6)
survivor	survive	survival
(7)		
volunteer	(8)	voluntary

Fill each blank with an appropriate word in the box.

I think my brother is trying to be a global citizen. He takes full (1) _____ for his actions. He always does his duties and keeps his promises. He can (2) _____ himself to new ideas and new situations easily. He saves his pocket money to (3) _____ to the poor. He is also an active (4) _____ in community activities such as cleaning up the streets and drains. He says, "We should be (5) _____ when we are working towards a common goal." He also says, "If we are to (6) _____ in this changing world, we need to work together."



Complete the following sentences with *the, my, your, his* or *their*.

1. U Thein is one of _____ richest men in town.
2. The villagers treated us to _____ best dishes.
3. When you are in a competition, show _____ best talents.
4. Ei Ei is really good to me. She is _____ best friend.
5. Ko Kyaw gave _____ most expensive shirt to his brother.

Complete the following passage with the correct form of the adjectives in brackets.

Browser (Myanmar) people
<https://www.insideasiatours.com/myanmar/culture/people/>

Myanmar

Myanmar is one of the most beautiful countries in Southeast Asia. It is a wonderful country rich in natural resources. Myanmar rubies and jades are the world's (1) _____ (fine) gems. The Myanmar are famous for their friendliness and hospitality. Visitors to Myanmar are often amazed by their kindness. The people of Myanmar are said to be the friendliest and the (2) _____ (helpful) people in the world. During your visit to Myanmar, the (3) _____ (significant) thing you will notice is the sincere smiles on their faces. There are also a lot of interesting places in Myanmar. Inlay Lake is the only place in Myanmar where you can see leg-rowers. Mt Hkakabo Razi is the (4) _____ (high) mountain with an altitude of 18,839 ft. The Ayeyarwady River, the lifeblood of the country, is the (5) _____ (long). Myanmar also has many beautiful sandy beaches such as Ngapali, Maungmagan, Ngwe Saung and Chaung Tha. Among them, Ngapali is the (6) _____ (popular).

Write sentences about the following graph using the superlative form of the adjectives given below.

- population – large / small
- air quality – good / bad
- crime rate – high / low
- traffic – heavy / light



e.g. *The population of Sky City is the largest.*
The population of Moon City is the smallest.

Lesson 3: The best of the best

• superlative adjectives

• the use of *the* and possessive determiners

Grammar

Superlative adjectives

- Superlative adjectives are used to compare three or more people, places, or things.
- Before a superlative adjective, we use the definite article (*the*), or a possessive determiner (e.g. *my*, *his*), or *the* + a number (e.g. *the two*, *the second*), or a possessive determiner + a number (e.g. *my two*).

Examples:

Yangon has *the largest* population in Myanmar.

This is Nilar, *my youngest* sister.

Mandalay has *the second largest* population in Myanmar.

Nay Pyi Taw, Yangon, and Mandalay are *the three biggest* cities in Myanmar.

1 Put the following adjectives in the correct column. Then change them into the superlative form.

adaptable
cooperative

determined
friendly

generous
kind

patient
responsible

sensitive
talkative

One syllable		Two syllables		More than two syllables	
Adjective	Superlative	Adjective	Superlative	Adjective	Superlative
				adaptable	most adaptable

2 Complete each sentence with the superlative form of the appropriate adjective in Exercise 1.

1. The villagers took care of us and treated us kindly. They are the _____ people I have ever met.
2. Soe Soe likes to talk a lot. She is the _____ person in our class.
3. Our group won the first prize because we were the _____ group in this competition.
4. My father always tries to improve the welfare of our family. He is the _____ person in my family.
5. Nu Nu is the _____ person I have ever met. She never changes her decisions.
6. Grandma is the _____ person to me. She is always aware of my feelings.

Lesson 4: People around me

• paragraph structure

• describing people around me

Writing

Paragraph

A good paragraph includes a *topic sentence*, *supporting sentences* and a *concluding sentence*.

A *topic sentence* introduces the main idea of a paragraph.

Supporting sentences develop the main idea mentioned in the topic sentence.

A *concluding sentence* gives a concluding remark.

1 Read the paragraph and fill the blanks with the phrases in the box.

topic sentence

supporting sentences

concluding sentence



Nu Nu's grandmother

My favourite person is my grandmother. She is the most patient person in my family. She never gets angry. She often makes different kinds of snacks for me. Moreover, she always shares the snacks with the neighbours. For these reasons, she is the person I love most.

- ← 1. _____
- ← 2. _____
- ← 3. _____

2 Read the paragraph again and answer the questions.

1. What is the paragraph about?
2. What adjectives does the writer use to describe her grandmother?
3. How many supporting sentences are there in this paragraph?

3 Put the sentences in the correct order to form a paragraph. The first one is done for you.

- a. She also sets rules for my brother and me. ()
- b. I admire her and I want to be like her when I grow up. ()
- c. My mother is my idol in my family. ()
- d. She is well-organized and always does things according to her timetable. (1)
- e. We have to study regularly according to the study timetable and do our share of housework, too. ()

Match the topic sentences (1-3) with the appropriate supporting sentences (a-c).

1. My aunt is very talkative.

a. She always feels nervous when she meets people she does not know. She does not make friends easily and has only a few friends.

2. Ni Ni is a cheerful person.

b. She always has things to say about everyone. She talks about her family, her friends, and her neighbours.

3. Chaw Su is a shy girl.

c. She has a sweet smiling face and she always looks happy. She can make people around her happy, too.

5a Arrange the prompts to make sentences about Thura's younger brother.

1. often / gets / mum / So, / with him / angry /.

2. often / breaks / cups and saucers / He /.

3. he / his faults / never hesitates / But / to admit /.

4. she / because / Finally, / always tells the truth / forgives him / he /.

5. to return / he / things / Moreover, / to their proper places / fails /.

6. the most careless person / is / in my family / My younger brother /.



5b Put the sentences in Exercise 5a in the proper order to make a paragraph.

The Most Careless Person in My Family

My younger brother is the most careless person in my family.

.....

.....

.....

.....

6 Write a paragraph on one of the following.



The most friendly person in my class



The most helpful person in my family



The most talkative person I have ever met

UNIT 5

Lesson 1: Do you know how to use a computer?

- a desktop computer and its devices

- operating a computer

Vocabulary

1a Study the following definitions.

A **desktop computer** is a computer designed to be used on a table or desk. It has a monitor, a CPU, a keyboard and a mouse.



Desktop Computer



Monitor

A **monitor** is an output device that often looks similar to a television screen. It is a computer screen on which words or pictures or graphics can be shown. It allows you to see what the computer is doing or processing.

A **keyboard** is a typewriter-style device used to input text into a computer. It has keys for cursor movement and entering commands. It is composed of buttons that create letters, numbers, and symbols.



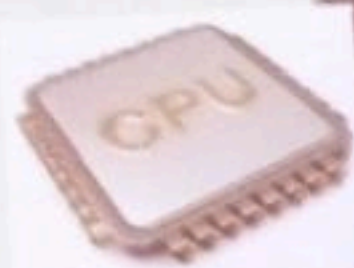
Keyboard



Mouse

A **mouse** is a small device that is used to guide the cursor on a computer screen. It usually has two buttons. Press the left button, a left click, to select objects and the right one, a right click, to open menus. In addition, there is a scroll wheel between the buttons. It allows the user to easily turn the wheel up or down to view the contents the user wants to.

A **CPU (Central Processing Unit)** is the 'brain' of the computer and performs all types of data processing operations. It stores data, results and instructions. It is usually in the **CPU Tower**.



CPU



CPU Tower

1b Match the words with their meanings.

- | | |
|------------|--|
| 1. monitor | a. a movable indicator on a computer screen |
| 2. cursor | b. a view on a computer screen that contains small symbols or pictures |
| 3. click | c. an image displayed on a computer screen |
| 4. graphic | d. an order from a user to a computer programme to perform a specific task |
| 5. menu | e. the act of pressing a button on the mouse |
| 6. command | f. a list of options or commands offered to the user of a computer |

1c Complete the following sentences with the correct forms of the verbs given below.

input

guide

click

scroll

process

- Computers accept and _____ data to produce meaningful information.
- When you want to open a file on the computer, _____ twice on it.
- Some computers have programmes that will _____ you on how to use the computer.
- The teacher will _____ all the test results into the computer.
- _____ up to get back to the previous page.

Listening and Speaking

2a Listen and complete the dialogue.

How to start a computer

A: Could you tell me how to start a computer?

B: Well, it's quite simple.

A: OK, tell me how, please.

B: First, start the (1) _____.

A: And next?

B: Next, turn on the (2) _____.

A: And then?

B: Finally, press the power button on the (3) _____.

A: I see. Thank you so much.

B: It's my pleasure.



2b Listen again and check your answers.

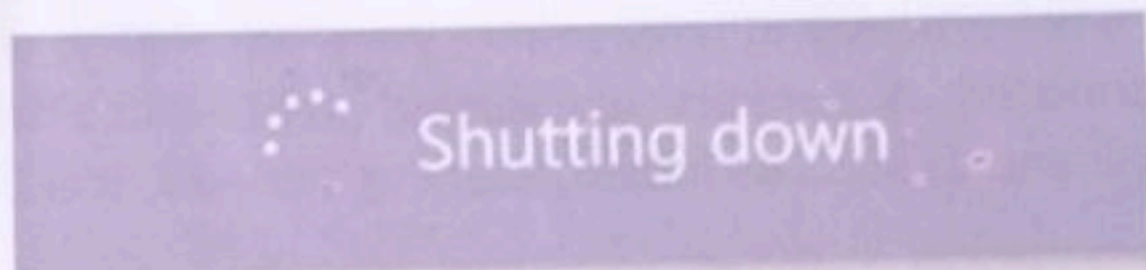
3a Put the instructions in the correct order. Write 1, 2 or 3.

How to shut down a computer

a. Switch off the power. _____

b. Click on Start Icon. _____

c. Click on Shut down. _____



3b Listen and check your answers.

3c In pairs, write a dialogue on how to shut down a computer using the instructions in Exercise 3a. Refer to the dialogue in Exercise 2a.

3d In pairs, practise the dialogue.

4a Listen and complete the dialogue with the words given below.

Menu	View	Start	File	Task
------	------	-------	------	------

A: Could you tell me about the basics of a computer?

B: Sure. When you start a computer, you'll see different bars on the screen. First, I will begin with the two bars.

A: OK. What are they?

B: Task Bar and Menu Bar.

A: What's (1) _____ Bar?

B: It's a row of buttons or icons usually at the bottom of the screen. First, you need to know (2) _____ Icon. If you click on it, it displays Start Menu.

A: And then, what's (3) _____ Bar?

B: It's a row of menus along the top of a computer screen. It usually includes (4) _____, Edit, Format, (5) _____, and so on.

A: I see. Thanks a lot.

B: You're welcome.

4b Listen again and check your answers.



Lesson 2: Basics of a computer

- Microsoft Word

- word processing

Reading

1 Answer these questions.

1. Do you know how to use a computer?
2. If yes, what do you use it for? / If no, would you like to learn how to use it?

2 Read the passage.

All computers are composed of two basic parts: software and hardware. Software means a set of programmes used to operate a computer whereas hardware refers to the objects which are electronic parts of a computer such as keyboard, mouse, speakers, and CPU.

One of the most popular types of software in the world is Microsoft Word, which was developed by Microsoft Corporation, the world's biggest software company. Microsoft Word is a word processing programme. Word processing means the process of creating, editing and formatting documents, and adding graphics to the documents. It is used mainly for creating documents such as letters, learning activities, tests, and projects.

In Microsoft Word, there are different ways of starting a document. Here is a simple option to do it. First of all, click Start in the bottom-left corner of the desktop screen. Then, click Microsoft Word (Figure. 1) from Start Menu, and a new blank document (Figure. 2) will open up for the user to start typing.

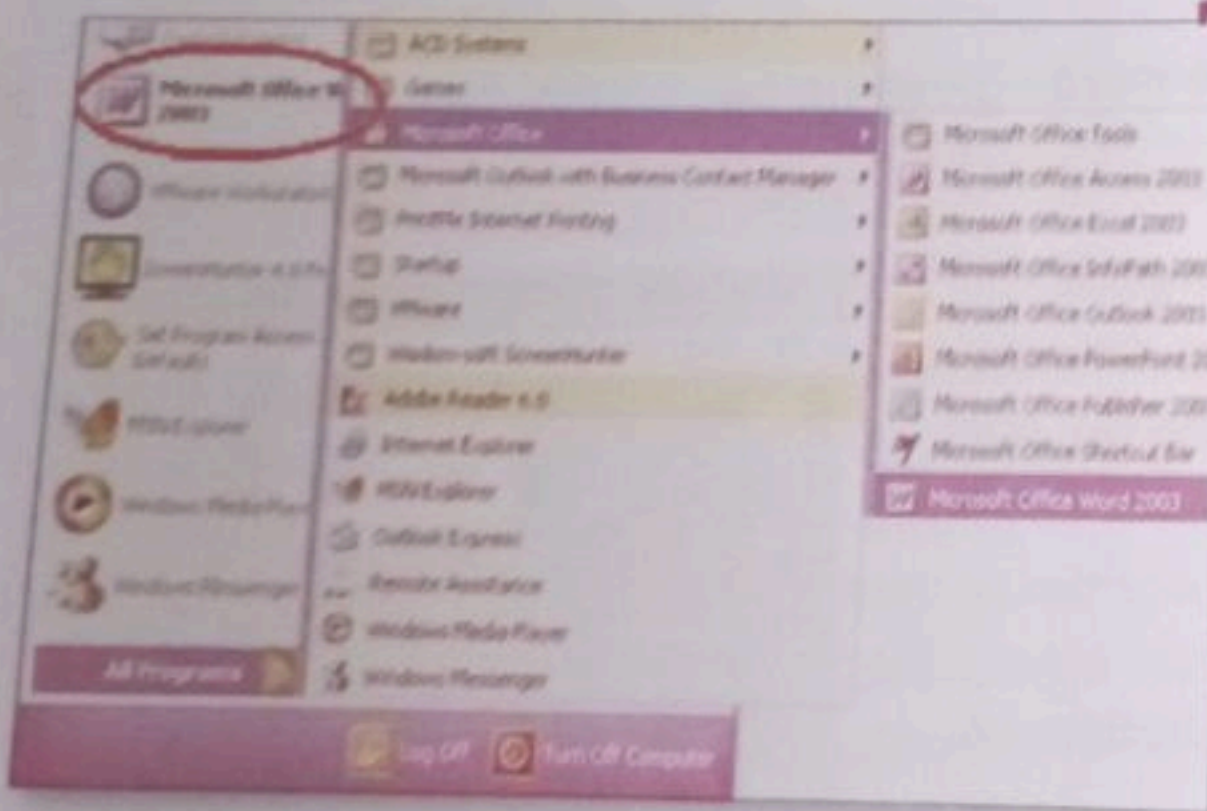


Figure 1 Start Menu

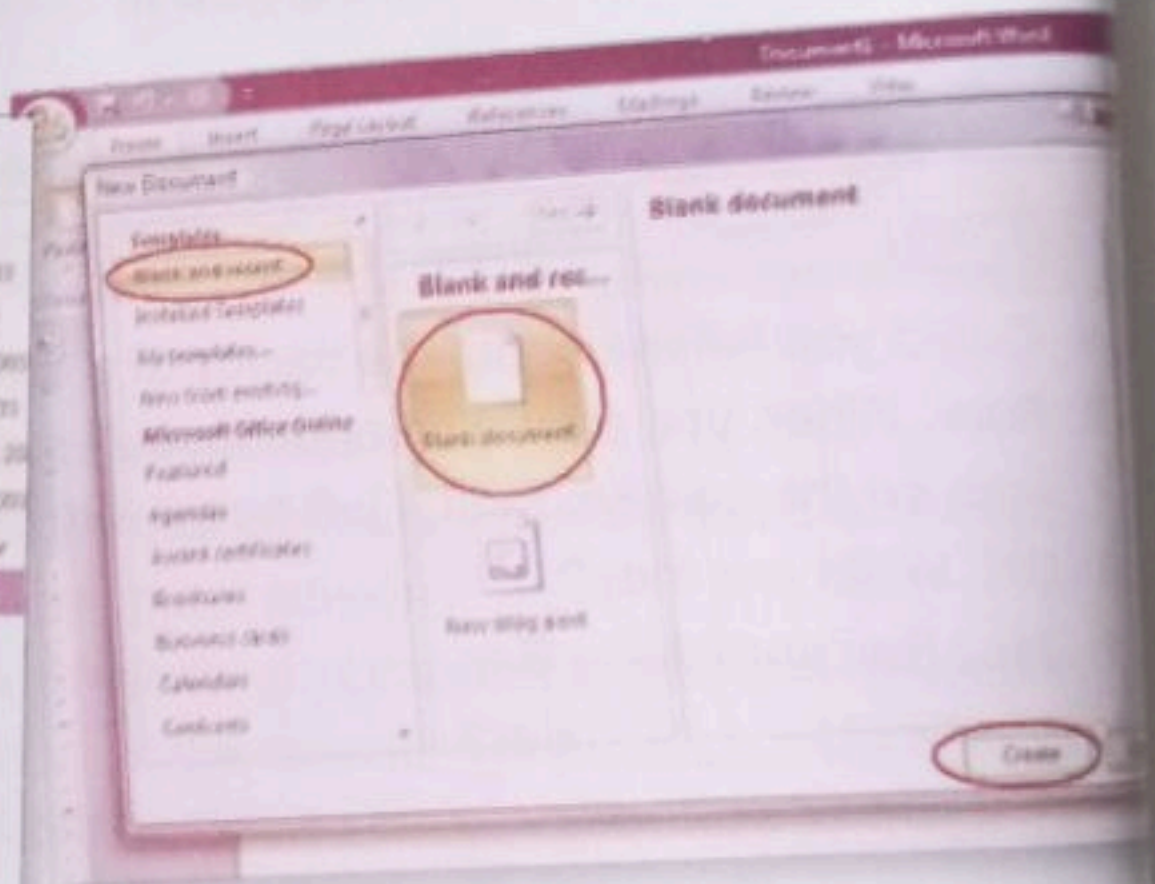


Figure 2 New blank document

After finishing word processing, the document needs to be saved. There are some steps to follow. First of all, click File Menu in the upper-left corner of the desktop screen. Next, click Save from File Menu (Figure 3), and a Save dialogue box (Figure 4) will come up. Then, enter or type a name in the File name box. Finally, click Save at the bottom of the box and the document is stored in the computer.

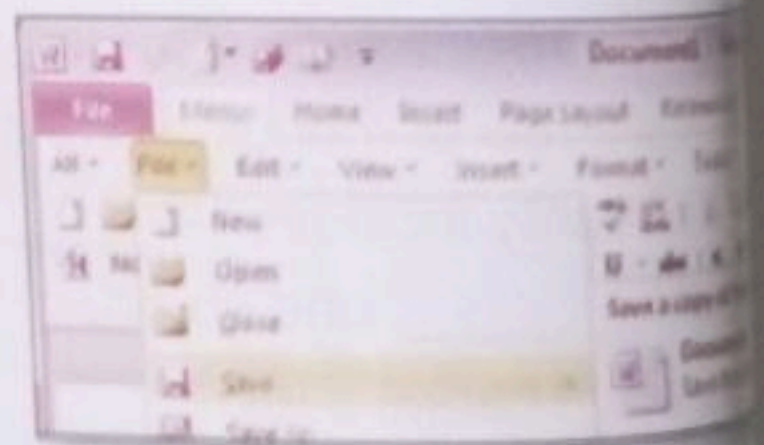


Figure 3 File Menu

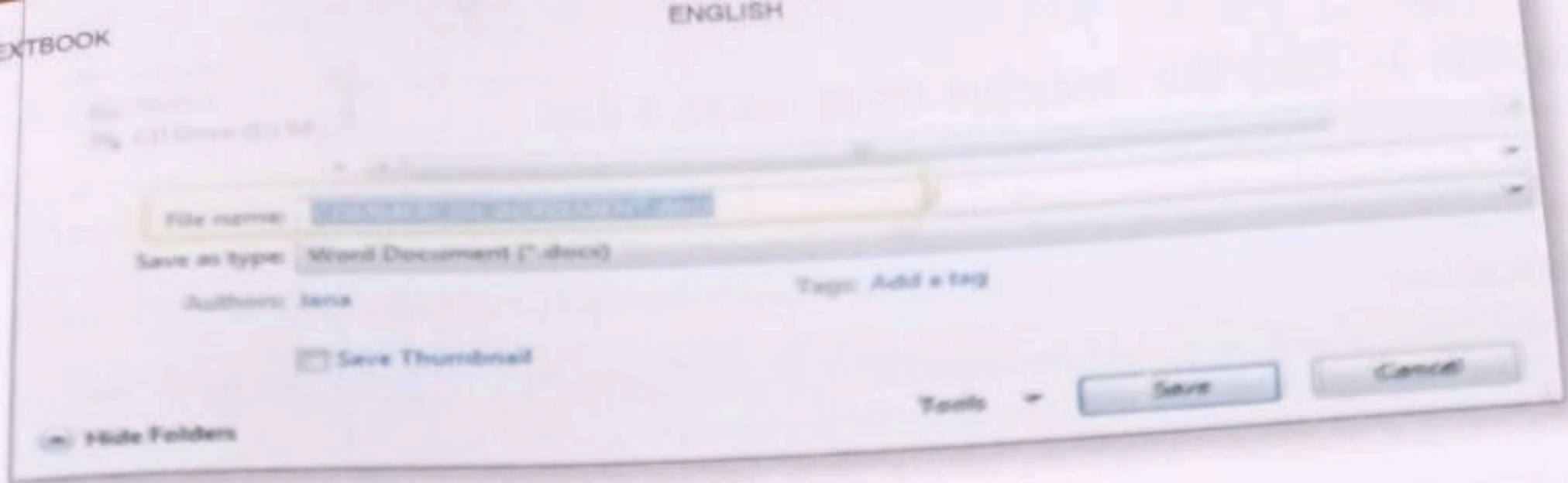


Figure 4 Save dialogue box

Computers are wonderful electronic machines that work at the commands of the user. Today computers and software have become easier to use and they have made life easier for many people in many ways.

2b Write T (true) or F (false) at the end of each statement.

1. Microsoft Word is a type of popular computer software.
2. Microsoft Word is a word processing programme used mainly for creating documents.
3. In Microsoft Word, there is only one way to start a document.
4. We will find Microsoft Word in File Menu.
5. You can enter your file name in the Save dialogue box.

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

document	options	hardware	file	programme
----------	---------	----------	------	-----------

1. A computer _____ is a list of instructions that tells a computer what to do.
2. Keyboard, mouse, speakers and CPU are some examples of computer _____.
3. If you click Start Icon, it will display a menu with a set of _____.
4. It is very easy to edit and format a _____ on a computer.
5. The document can be kept in a computer _____.

2d Answer the following questions.

1. What is computer software?
2. What is word processing used mainly for?
3. Where can you find Start Icon?
4. Where is File Menu usually located?
5. What do you have to do to see the Save dialogue box on the screen?

2e Read the passage again and enter the steps for each task.

Creating a new document

- Step 1:
Step 2:

Saving a new document

- Step 1:
Step 2:
Step 3:
Step 4:

Lesson 3: Take the medicine three times a day

- giving instructions

- making invisible ink

Grammar

Imperatives

- We use imperatives to give instructions.
- Each instruction begins with the basic form of a verb.
- To make a negative imperative, we put "don't" before the verb.

Affirmative imperatives	Negative imperatives
1. Go straight and turn left.	1. Don't run in the house.
2. Spread some butter on the bread.	2. Don't smoke here.
3. Take the medicine three times a day.	3. Don't eat junk food too much.

1a Complete the following imperatives with the verbs given in the box. Add 'Don't' to the verbs for negative imperatives. The first one is done for you.

fasten	forget	turn	touch	turn off	use
--------	--------	------	-------	----------	-----

- Don't use your mobile phone when you are driving your car.
- _____ the electricity before you remove the bulb.
- _____ to take an umbrella with you. I think it's going to rain.
- _____ right at the end of the road.
- _____ a socket with wet hands.
- _____ your seat belt during take-off and landing.

1b Match the imperatives in Column A with the sentences in Column B. The first one is done for you.

Column A	Column B
1. Wear a thick jacket.	a. They can help you in every way.
2. Wait for me there.	b. I will be back in a few minutes.
3. Don't play computer games all the time.	c. There is a car coming.
4. Choose your friends wisely.	d. It's a bad habit.
5. Don't bite your fingernails.	e. It can strain your eyes.
6. Look out!	f. It is very cold outside.

1c Put the words in the correct order to make imperative sentences. The first two are done for you.

- teacher / the / listen / carefully / to /
Listen to the teacher carefully.
- too / worry / the / don't / exam / about / much /
Don't worry about the exam too much.
- about / right / for / and / 100 metres / turn / continue /
- play / don't / matches / with /
- fridge / the / keep / medicine bottle / the / in / don't /

- 6. cup / a / bring / me / of / coffee / .
- 7. quiet / while / sleeping / is / keep / baby / the / .

Adverbs of sequence

We usually describe a process with the imperative form. In doing so, we usually make the order of the process clear by using the sequencing adverbs.

The first stage / step	The intermediate stage / step	The final stage / step
First Firstly First of all To begin with	Next Then After this / that In the next stage Secondly, Thirdly, Fourthly, etc.	Lastly Finally

2a In groups, match the pictures with the instructions on 'Making Invisible Ink'. The first one is done for you.

Making Invisible Ink



- (a) Write a message on a piece of paper and allow the invisible ink to dry and disappear. _____
- (b) Stir the juice and water with a spoon. _____
- (c) Squeeze the juice of half of a lemon into a bowl and add a few drops of water to the juice. 1
- (d) Heat the paper using a lamp to see the message. _____
- (e) Dip a cotton swab or bud into the mixture. _____

2b In groups, write down the instructions on "Making Invisible Ink" by using adverbs of sequence 'First', 'Next', 'Then', 'After that' and 'Finally'.

Making Invisible Ink

First, _____

Next, _____

Lesson 4: Let's try these experiments!

- simple experiments

- writing about an experiment

Writing

1a Read the list of materials and instructions on how to make saline solution.

Saline solution is used

- to clean wounds.
- to rinse off contact lens.

List of materials

- 4 cups of boiled water, 2 teaspoons of non-iodised salt, a bottle with a cap and a stirrer

How to make saline solution

- Step 1: Wash your hands thoroughly.
- Step 2: Sterilise the container and the stirrer by boiling them in water.
- Step 3: Pour the water into the container.
- Step 4: Mix the salt in and stir until completely dissolved.
- Step 5: Allow the mixture to cool by storing it in the refrigerator.

Glossary

- saline solution (n) a solution of sterile water and salt
- dissolve (v) become incorporated into a liquid
- iodine (n) a chemical element that is found in small amounts in seawater
- iodised (adj) treated with iodine
- sterilise (v) make something completely clean and free from bacteria
- stirrer (n) a small stick used for mixing things

1b Match the instructions in Exercise 1a with the pictures given below. The first one is done for you.



a. _____

b. _____

c. _____

d. 1 _____

e. _____

1c Study Exercise 1a and write a paragraph on "Making Saline Solution" by using adverbs of sequence.

Making Saline Solution

The materials that are needed for the experiment are

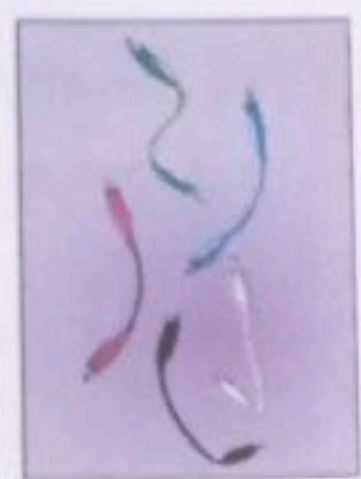
First,

.....

.....

2a The following are the materials needed for the experiment "Harnessing Power from Lemons". In groups, match the pictures (1-6) with the materials (a-f).

List of materials : (a) four zinc nails , (b) one LED light, (c) five alligator clips, (d) four copper strips, (e) a knife, (f) four lemons



1. _____

2. _____

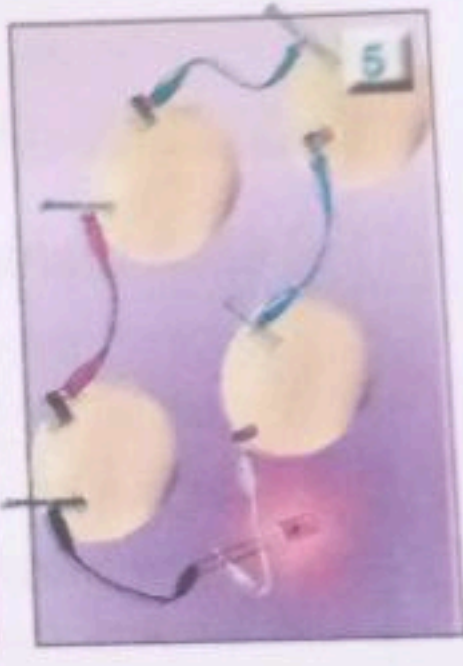
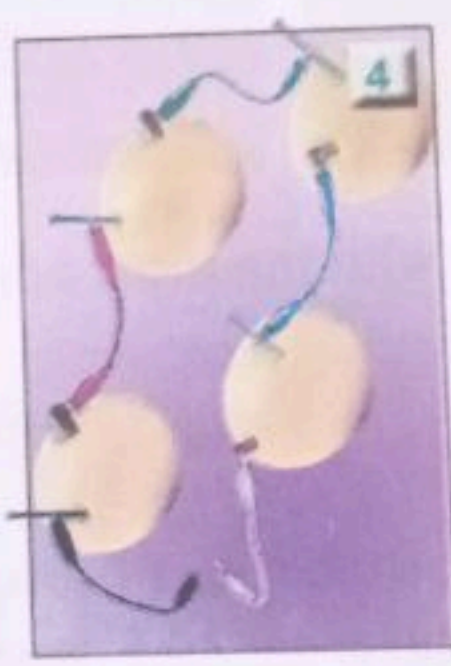
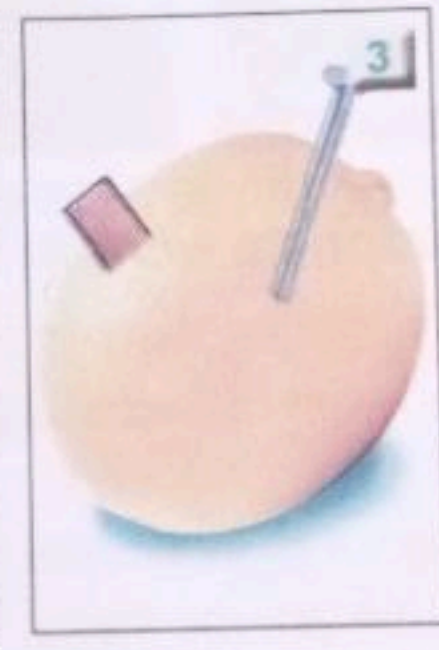
3. _____

4. _____

5. _____

6. _____

2b In groups, match the pictures (1-5) with the instructions (a-e). The first one is done for you.



- a. Attach the free ends of the alligator clips to the LED light bulb. _____
- b. Push the four zinc nails into the lemons without touching the copper strips. _____
- c. Connect all the four lemons together using the alligator clips, each copper strip from one lemon being connected to the zinc nail of the next. _____
- d. Cut a slit with a knife in the four lemons for the copper strips. 1
- e. Insert the copper strips halfway into the lemons. _____

2c In groups, arrange the instructions in order and write a paragraph on the experiment "Harnessing Power from Lemons" as in Exercise 1c.

Harnessing Power from Lemons

.....

 and you
 will find that the LED light bulb will turn on with the power harnessed from the lemons.

UNIT 6

Lesson 1: Our environment

- talking about our environment

Listening and speaking

1a Look at the pictures and tick (✓) the things you can see in nature.

A air ()



B bacteria ()



C mangroves ()



D rocks ()



E soil ()



F trees ()



G volcano ()



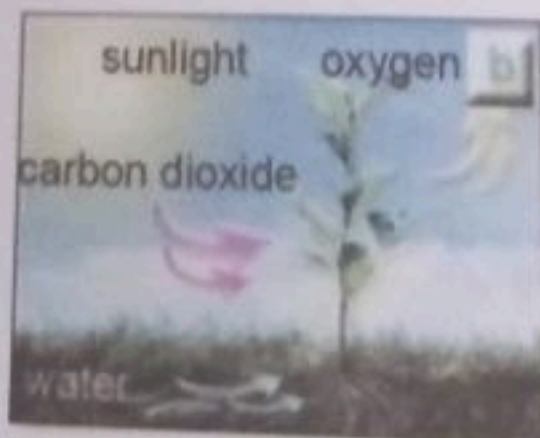
H wildlife ()



1b Fill each blank with the most appropriate word in Exercise 1a.

1. When a _____ erupts, it forces red hot ashes, gases, rocks, etc. out of the opening at the top.
2. Nowadays, safari parks around the world are designed to look like the natural environment for _____ to move around freely.
3. We need to improve the quality of _____ by using natural fertilizers.
4. We cannot see _____, which are the cause of many diseases, such as pneumonia and tuberculosis.
5. When we were at Ngapali, we took group photos before the big black _____ on the seashore.
6. We cannot see _____, but we can prove that it has weight and pressure.
7. Our boat turned into the narrow river, and we could clearly see the roots of _____ along the riverbanks.
8. We get wood, shelter, and oxygen from _____.

2a What do you see in the pictures?

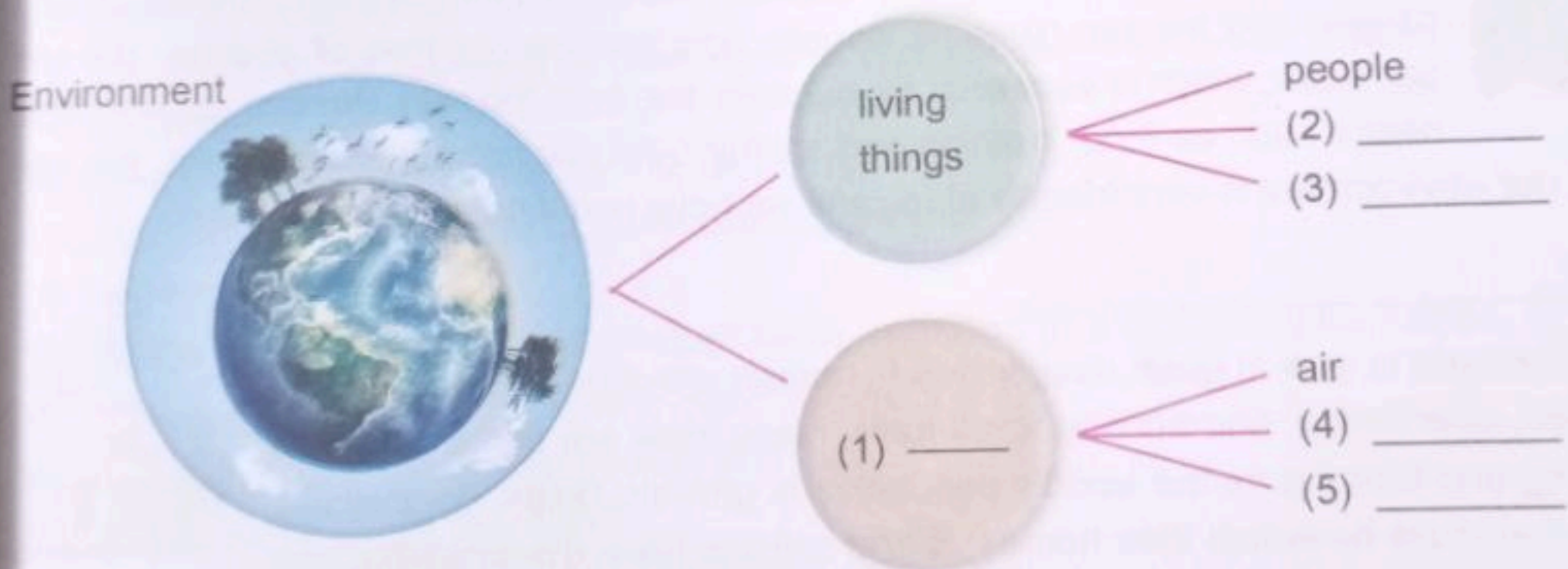


2b Listen to a speaker talking about the environment. Number the pictures in Exercise 2a in the order you hear them.

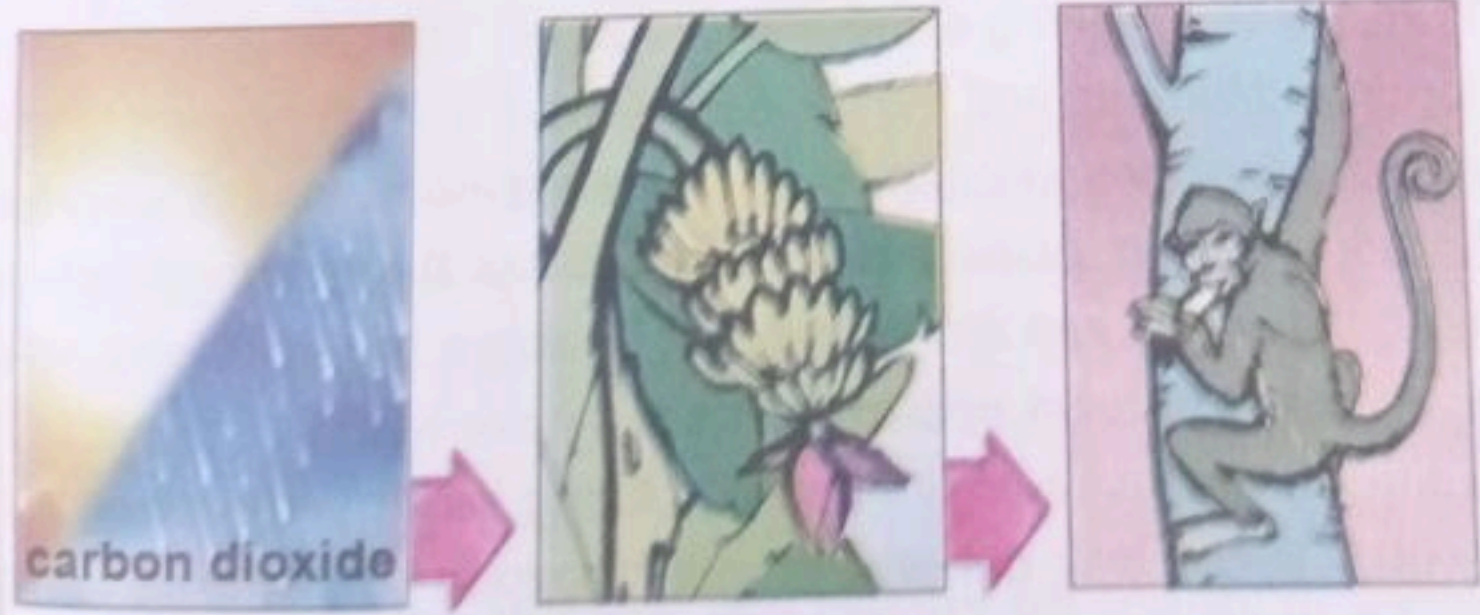
3 Listen again and fill in the blanks.

Hi everyone. My name is Min Min. I'm a Grade 8 student. I'm here today to talk about our environment and the ecosystem.
 First of all, let me explain what 'environment' means. It can be defined as the natural world around us. In other words, it is made up of living things such as (1) _____, animals and plants, and non-living things such as air, water, and (2) _____.
 A layer of (3) _____ (e.g. oxygen) surrounding the earth is called the earth's atmosphere. About 29% of the earth's surface is land, and the remaining 71% is covered with (4) _____.
 The rays of light which the sun scatters on the earth's surface are known as (5) _____.
 A very interesting thing is that living things and (6) _____ things interact with one another in the environment. Do you know how (7) _____ make their own food? They use sunlight, water, and carbon dioxide from the air to make food for themselves. This is a good example of interaction between living and non-living things. Obviously, such an (8) _____ is known as the ecosystem. Because of human activities, the ecosystem is not well-balanced anymore. May I conclude by asking, "Who is responsible for saving our environment and the ecosystem?"
 Thanks for your time and attention.

4 Complete the diagram with the words or phrases in Exercise 3.



5a Study the interactions among the sun, a banana plant and a monkey.



A: What does a banana plant need to make its own food?
 B: Sunlight, water and carbon dioxide.
 A: What does a monkey eat to live?
 B: Bananas.

5b In groups, draw a diagram that shows the interactions among grass, a grasshopper, a frog, and a snake. Explain the diagram to the class.

Lesson 2: Our friendly environment

- why we must protect our environment

Reading

1 In pairs, ask and answer the following questions.

- (a) Is the climate changing in our country?
- (b) Is it getting hotter or colder?

2 Which of the following occurs in our country? Compare your answers with your friend's.

- | | | | |
|----------------|---------------|---------------|--------------|
| 1. earthquakes | 2. floods | 3. droughts | 4. tsunamis |
| 5. storms | 6. landslides | 7. avalanches | 8. wildfires |

3a Read the passage and fill each blank with the correct subheading given below.

- Human activities that are harmful to the environment
- Environmental problems
- The ecosystem of our earth

(1) _____



The earth on which we live is full of wonderful things. Humans and animals breathe in oxygen, whereas trees carbon dioxide. The earth's atmosphere provides us with oxygen and the sun gives us warmth, light and energy **free of charge**. We can get water, which is **essential** for our daily life, from the rain. We can get our basic needs such as food, clothing and shelter from our natural environment. We can

say that our environment is very friendly to us, and we have had a balanced ecosystem.

(2) _____

Our environment is now in great danger due to human activities, such as cutting down trees, overfishing, and burning fossil fuels. Many trees are being cut down for housing and farming as the world's population is growing faster. As a result, many wild animals have lost their homes. Some species have disappeared, and some are now endangered. The quality of soil is being **degraded** because people are using chemical **fertilizers** to grow plants. Many factories are burning fossil fuels and emitting dangerous **greenhouse gases**. As a result, the globe is getting warmer and warmer. The ozone layer above the earth's surface is getting thinner and thinner, and the dangerous rays from space are coming into the atmosphere. Moreover, many factories are disposing of their chemical wastes in rivers and seas. This causes water pollution, and humans and animals do not have enough amount of clean drinking water. In addition, fish in the sea almost run out because of overfishing, which



is now a serious threat to **food security**. We will have less fish to eat in the future. Obviously, our beautiful environment is being destroyed now because of human activities. If, one day, our environment stopped providing us with our basic needs, what would we do?



As a result of global warming and climate change, we are suffering natural disasters such as floods, storms, landslides, droughts and wildfires. To stop global warming and climate change, we must change our behaviour. We must reduce the number of trees we cut down. We must avoid using chemical fertilizers, burning fossil fuels, etc. We must also learn the three R's of the environment: reduce, reuse and recycle. We must reduce the amount of waste we produce by not using plastic bags. We must reuse something instead of throwing it away after using it once. We must recycle old newspapers, plastic bottles, etc. to save natural resources. If we really love our next generations and our planet Earth, we must take action to protect the environment before it is too late.

Glossary	
balanced (adj)	being in harmonious proportion
fossil fuel (n phr)	a natural fuel such as coal or gas
natural resources (n phr)	the natural wealth of a country, consisting of land, forests, mineral deposits, water, etc.
ozone layer (n phr)	a layer of air containing ozone high above the earth that prevents harmful ultraviolet light from the sun from reaching the earth

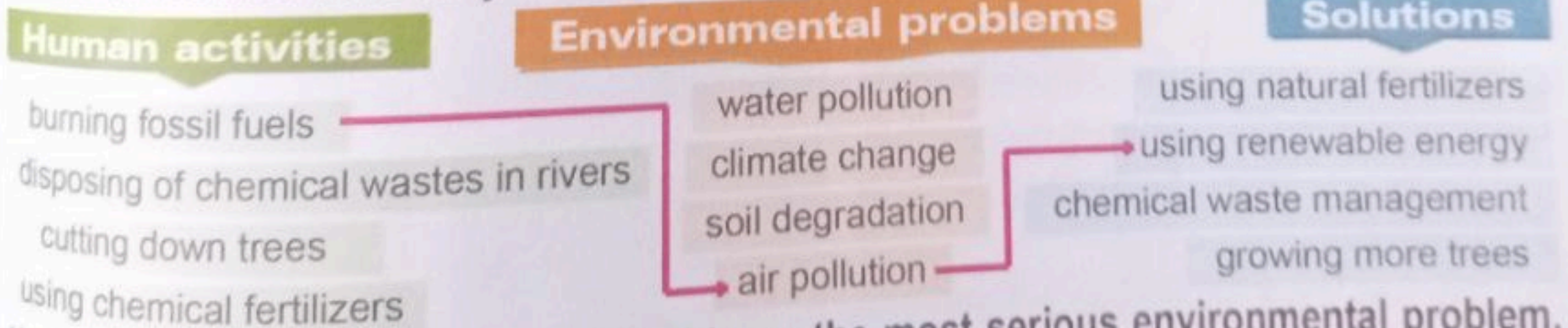
3b Find a bold-faced word or phrase in the passage which is similar in meaning to each of the following.

- extremely important
- without having to pay
- ensuring that all people at all times have both physical and economic access to the basic food they need
- gases that trap heat in the atmosphere
- substances added to soil to make plants grow well
- spoilt or destroyed

3c Read the passage again and answer each question in a complete sentence.

- Why can we say that our environment is friendly to us?
- Why do people need more houses and farms?
- What causes water pollution?
- What do the three R's of the environment stand for?
- How can we save natural resources?

4a Match the human activities with the environmental problems and the solutions. The first one is done for you.



4b Discuss in groups of four, and decide on the most serious environmental problem. Present your group decision to the class.

We think ... is the most serious environmental problem because ...

Lesson 3: Environmentally-friendly lifestyle

• how to protect our environment

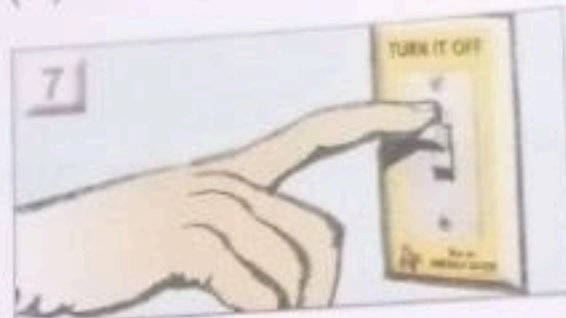
• obligation and prohibition

Vocabulary

1 Match the pictures (1-8) with the human activities (a-h).



- (a) sorting the household waste for recycling
- (b) using a lot of tissues
- (c) using public transport
- (d) turning off the lights when you leave the room
- (e) leaving the TV on when you are not watching it
- (f) using a glass or a plastic bowl when you brush your teeth
- (g) cutting down a lot of trees
- (h) using a tote bag



2 Write the human activities (a-h) in Exercise 1 which are opposite in meaning to the following. The first one is done for you.

1. using cloth napkins or towels
2. brushing your teeth without using a glass or a plastic bowl
3. using plastic bags when shopping
4. turning off the TV when you are not watching it
5. growing trees
6. leaving the lights on when you leave the room
7. throwing all the household waste in the same rubbish bin
8. using your own car or motorbike

b

3 Put the human activities in Exercises 1 and 2 in the correct column.

Environmentally friendly	Environmentally unfriendly
sorting the household waste for recycling	using a lot of tissues

Grammar

Obligation

- We use 'must' and 'have / has to' to talk about obligations, rules and laws, or things that are necessary to do.
 e.g. I must / have to wear a school uniform. (It is necessary for me to wear a school uniform.)

Prohibition

We use 'must not / mustn't' to talk about things we are not allowed to do.
e.g. You must not / mustn't pick flowers in the park.

Lack of obligation

We use 'don't / doesn't have to' to talk about things which are not necessary to do.
e.g. I don't have to get up early on Sundays.

Form	
(+)	must + verb infinitive
(-)	must not / mustn't + verb infinitive
(?)	Must ... + verb infinitive?
(+)	have / has to + verb infinitive
(-)	don't / doesn't have to + verb infinitive
(?)	Do / Does ... have to + verb infinitive?

'Must' vs. 'Have to'

- (a) We use 'must' to talk about what the speaker thinks is necessary.
e.g. I must drink a lot of water. It's good for my skin.
- (b) We use 'have to' to talk about an obligation imposed on the speaker by others or the situation.
e.g. I have to show my ID card at the gate.
- (c) We use 'must', instead of 'have to', to recommend someone to do something.
e.g. You must see this film. It's really good!

4 Fill each blank with 'must', 'mustn't', 'have / has to', or 'don't / doesn't have to'.

1. You _____ throw away the rubbish carelessly.
2. We _____ recycle paper and plastic bottles. It can save our money.
3. Khin Khin _____ do the dishes after dinner as her elder sister is ill.
4. You _____ put food waste, paper, plastic bottles and glass in different bins.
5. I _____ take out the rubbish at home, but sometimes I do it to help my dad.
6. People _____ cut down trees for housing due to rapid population growth.
7. Campers _____ catch wild animals, including lizards and snakes.
8. We bought a washing machine yesterday. We _____ wash the clothes by hand now.

5 In pairs, look at the pictures and say what you must or mustn't do using the verbs given in the box.

cut down eat (x2) grow recycle turn off use



e.g. A: We must eat a lot of vegetables.
B: We mustn't use chemical fertilizers to grow vegetables.

Lesson 4: Let's save our earth!

- human activities related to the environment

- rules for saving the environment

Writing

1 Answer the following questions.

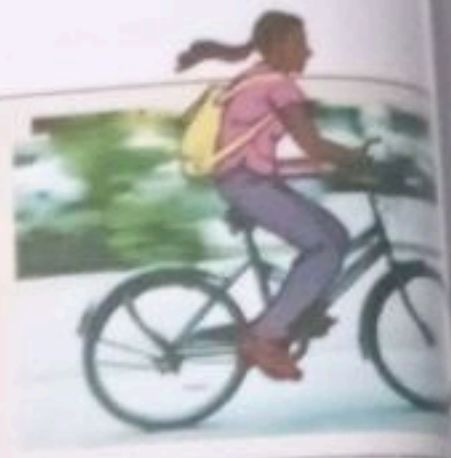
1. What do you do to protect the environment?
2. What do you avoid doing to protect the environment?

3. Which do you recycle – newspapers, tins, Styrofoam boxes, plastic bottles, glasses, water or leftover rice?

2a Read about how these students are trying to save the earth.

Anika (Calcutta, India)

I used to go to school by car. My dad drove me to school. It took about twenty minutes. But now, I bike to school every day. It takes me about half an hour. Definitely, I can save fuel. The air will be cleaner if more people bike instead of driving.



Harry (London, UK)

I used a lot of electricity until last year. I left the computer on when I was not using it. I had the lights on when I went to bed. I now realize that using too much electricity can cause global warming. So, I switch off the computer when I am not using it, and the lights, too. I am happy I can save energy and protect the earth.



Emily (Wellington, New Zealand)

I used to have long baths rather than quick showers. Taking long baths means wasting water. While I was wasting water, people in some parts of the world did not have enough clean water. Being aware of this, I have now changed my habit. I take a shower and turn off the tap while I am soaping myself. We must save water to protect the environment.



May Mie (Yangon, Myanmar)

I used to throw away the rubbish carelessly. After studying life skills, I realize that it is not good for the environment. So I changed my habit. I sort the rubbish and put different kinds of rubbish in different dustbins. We must reduce the amount of waste we produce. We must also reuse or recycle paper, plastic bags and bottles, glass, etc.



Abebe (Addis Ababa, Ethiopia)

I was not interested in growing trees in the past. One day, our science teacher told us that trees are important because they produce oxygen, which is essential to all of us. Teachers and students in my school grow trees and plants in our school compound every year. Now, I am growing plants and trees around my house. I water them every evening. I must keep my environment green.



2b Complete the table with the information from Exercise 2a.

Name	What he / she did in the past	What he / she is doing now	How he / she saves the earth
Anika	She used to go to school by car.	She bikes to school.	She saves fuel.
Harry			
Emily			
May Mie			
Abebe			

3a Match the phrases with the pictures.

sleeping in front of the computer
reusing plastic bottles

growing plants
riding a bike

going shopping
washing the clothes



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3b Are the people in Exercise 3a friendly or unfriendly to the environment? Why / Why not? The first one is done as an example.

1. She is environmentally unfriendly because she is wasting water. The bucket is overflowing. / She didn't turn off the tap.

4 Write a habit of yours which is bad for the environment. How can you change it to save the environment?

e.g. I throw away old newspapers and magazines.
I have to recycle them to protect the environment.

5 In groups of four, write rules for saving the environment, using 'must' and 'must not'. Use **FIVE** of the following topics.

plants and trees water electricity books rubbish toys clothes

e.g. We must ...

We must not / mustn't ...

Review 2

1 Can you find the words that can complete the sentences a-j? One word across and one word down are done as examples.

S	G	D	E	E	F	F	C	S	A	G	R	H	K	T
E	F	F	S	D	I	S	C	I	P	L	I	N	E	D
N	A	G	A	F	C	V	H	D	D	A	S	L	A	F
S	T	R	B	G	S	I	A	Q	R	E	E	N	O	S
I	L	C	O	O	P	E	R	A	T	I	V	E	D	U
T	I	I	S	K	S	E	M	D	A	N	C	V	X	R
I	U	U	S	N	D	K	I	N	D	T	B	Q	T	V
V	A	T	Y	E	C	J	N	B	F	I	O	U	X	I
E	D	E	K	L	G	L	G	P	Q	G	J	I	Y	V
I	D	S	M	A	D	A	P	T	A	B	L	E	U	A
M	E	A	N	K	F	Y	T	N	Y	M	J	T	J	L

Across

- a. These children are well disciplined. They always behave in a very controlled way.
- b. The manager asked them to work together on a new project but they were not _____.
- c. Kaung Thu is very _____ with his money. He never donates anything or helps the poor.
- d. Noe Noe is a _____ person. She always takes care of stray cats and dogs.
- e. Knowing when to change yourself is a necessary life skill. In other words, we should be _____ to change.

Down

- f. I need a quiet place to study. This place is really noisy.
- g. The cancer patient realized that he had a very low chance of _____.
- h. The manager is very _____. He never stops telling people what to do.
- i. That small country house is pleasant and attractive. It is the most _____ house I have ever seen.
- j. My grandmother is a _____ person. She always knows what I want.

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

- 1. You have to s_____ the file before you close it. Otherwise, you will lose your data.
- 2. On the computer, if you s_____ up from the end of the document, you can get to the beginning.
- 3. Nowadays, we can get the information we need on the internet in a very short time. It's just one c_____ on the mouse.
- 4. Please don't forget to switch off the p_____ after shutting down the computer.
- 5. Some buttons on my k_____ are broken. I must buy a new one as I have to prepare a document today.
- 6. We need to protect our e_____ and keep it clean and green.
- 7. I usually take a t_____ bag when I go shopping. I never use plastic bags.
- 8. We can r_____ plastic bottles by making beautiful pots for indoor plants.

- 9. B_____ fossil fuels can cause air pollution.
- 10. We must preserve m_____ from floods and storms. _____ that grow in coastline salty water. They can prevent an area

3 Complete each sentence with the superlative form of the appropriate adjective in brackets.

- 1. U Zaw is _____ (generous / stingy) person I know. He has donated millions of kyats to the poor and the needy.
- 2. Uncle Thaung tells _____ (funny / sad) jokes I have ever heard. We never get bored whenever he is around.
- 3. Jakarta with a population of over 10 million is _____ (big / small) city in Southeast Asia.
- 4. My mum says I am _____ (irresponsible / responsible) person at home. I often forget to do my household chores and rarely clean my bedroom.
- 5. Traffic in Yangon is _____ (heavy / light) during the morning rush hour.

4 Match the situations on the left with the obligations on the right.

- | | |
|--------------------------------------|---------------------------------|
| 1. The sun is shining too bright. | a. I must study hard. |
| 2. I have a terrible headache. | b. I must buy a few T-shirts. |
| 3. The exam is drawing nearer. | c. I have to wear sunglasses. |
| 4. There's a big sale at Thadingyut. | d. I have to do the washing up. |
| 5. My mum is away from home. | e. I have to take paracetamol. |

5 Fill each blank with 'must', 'mustn't', 'have / has to', or 'don't / doesn't have to'.

- 1. John is going to the cinema because he _____ go to work today.
- 2. You _____ tease stray dogs; they might bite you.
- 3. I _____ take four tests in this school year.
- 4. You _____ wear your student ID card at school.
- 5. If you want to achieve success in life, you _____ make good use of your time.
- 6. Students _____ bring valuable things to school.
- 7. Mother _____ wash the vegetables with salty water to remove germs and chemicals.
- 8. As Aung Aung has a smart phone, he _____ buy a camera or a music player.

6 Write a paragraph on "How to make an egg sandwich", reordering the jumbled sentences given below. Use 'first', 'next', 'then', 'after that' and 'finally' appropriately.

- a) Stir the mixture thoroughly.
- b) Add the egg mixture on one slice and cover it up with the other slice.
- c) Boil an egg for 10 minutes, and peel and chop it.
- d) Toast two bread slices and spread butter on the slices.
- e) Add mayonnaise, salt, mustard paste and pepper and mix them.

How to make an egg sandwich

First,

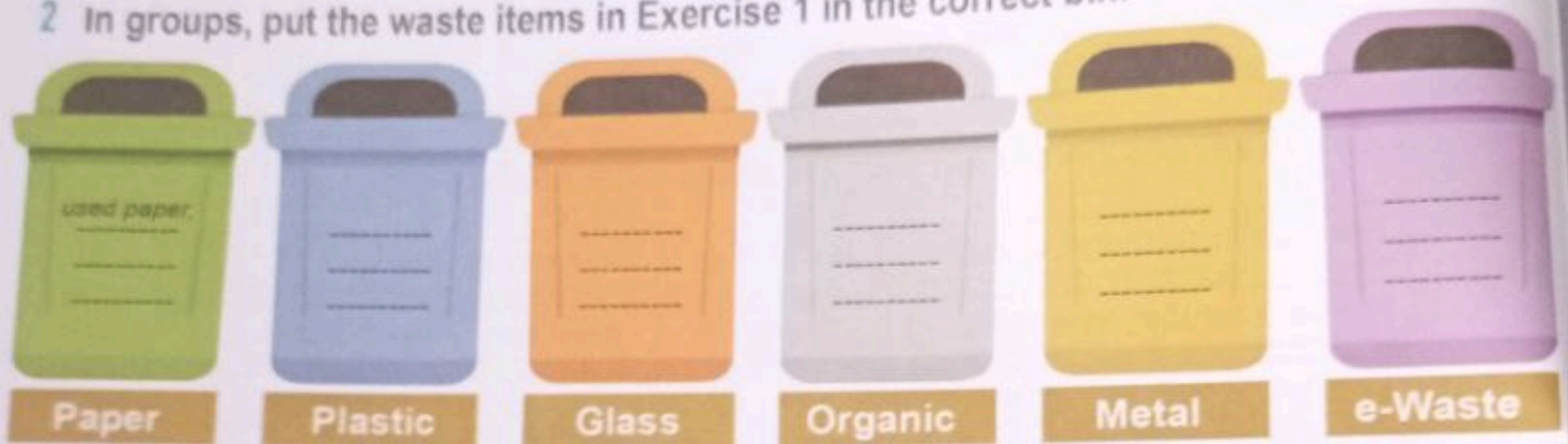


Project 2

1 Work in groups. Tick the waste items that you usually put in your kitchen bin.

<input type="checkbox"/> leftover rice	<input type="checkbox"/> broken spoons	<input type="checkbox"/> fish bones
<input type="checkbox"/> broken mirror	<input type="checkbox"/> broken glassware	<input type="checkbox"/> electric kettles
<input type="checkbox"/> broken cookers	<input type="checkbox"/> plastic bags	<input type="checkbox"/> tins
<input type="checkbox"/> used paper	<input type="checkbox"/> broken glass bottles	<input type="checkbox"/> used batteries
<input type="checkbox"/> tissue	<input type="checkbox"/> plastic containers	<input type="checkbox"/> cardboard boxes
<input type="checkbox"/> damaged CDs	<input type="checkbox"/> vegetable waste	<input type="checkbox"/> plastic bottles

2 In groups, put the waste items in Exercise 1 in the correct bin.



3 Discuss in groups. Add two more items to each category in Exercise 2.

4 In groups, study the following tips and make a waste management plan – what you can reduce, reuse and recycle and how.



What to reduce: tissue, disposable cups and plates, over-packaged items, plastic bags, aluminium foil, Styrofoam boxes, etc.

What to reuse: plastic containers, pickle bottles, cardboard boxes, wrapping papers, chocolate boxes, glass, old clothes, cloth bags, etc.

What to recycle: old newspapers, bottles, tins, magazines, exercise books, garden waste, etc.

- 5 Look at the sample poster and create a poster of your group's waste management plan.
- 6 Display your poster on the classroom walls.
- 7 Present your waste management plan to the class.
- 8 Vote for the best waste management plan.



Poem 2: How Beautiful is the Rain!

Pre-reading

1. Do you think the rain is beautiful? Why or why not?
 2. Do you want to stay indoors or go outdoors on a rainy day? Why?
- 1 Read the poem.

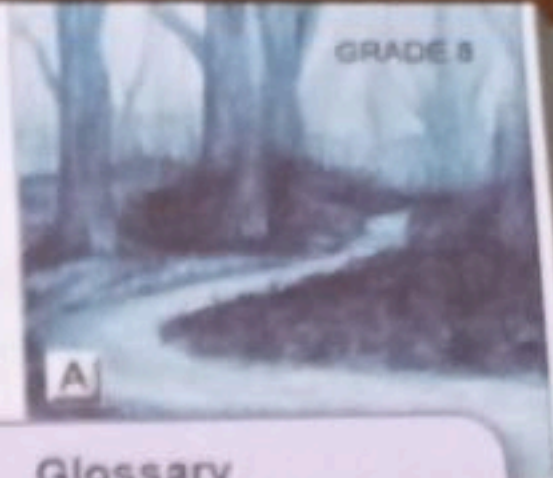
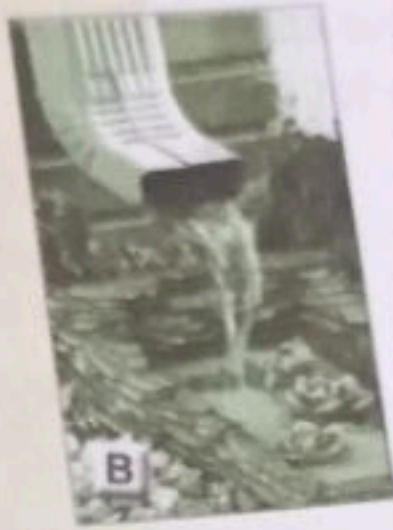
How Beautiful is the Rain!

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

Henry Wadsworth Longfellow



Glossary

clatter (v)	make a loud noise (when something hard hits against something hard)
fiery (adj)	like fire (hot, bright)
gush (v)	come out, flow out with force
gutter (n)	a drain (beside a road or street) to carry away water
muddy (adj)	full of mud
roar (v)	make a loud deep sound (like that made by a lion or tiger)
spout (n)	opening of a pipe from where water comes out
swift (adj)	fast, quick
tramp (n)	sound of heavy footsteps (when soldiers march)

2 Find a word in the poem that each picture refers to.

3 Give a word from the poem to complete each sentence below.

1. Children sometimes play in the _____ during the rainy season.
2. When a lion _____, some animals are frightened and run away.
3. Please turn off the tap. The water tank is _____ now.
4. The cow was limping as its _____ were hurt.
5. She has got a high fever and her cheeks are _____ red.
6. In the silence of the night, the _____ of the rain on the roof is like the rhythmic beats of music.

4 Answer the questions.

1. Find the three words that the poet uses to describe the time before the rain.
2. What are the two adjectives that tell us the poet likes the rain?
3. Find the rhyming words in the poem.
4. What are the three words the poet uses to describe the sound of the raindrops and rainwater?

Unit 7

Lesson 1: Who's calling, please?

- parts of a mobile phone and a telephone

- making a phone call

Vocabulary

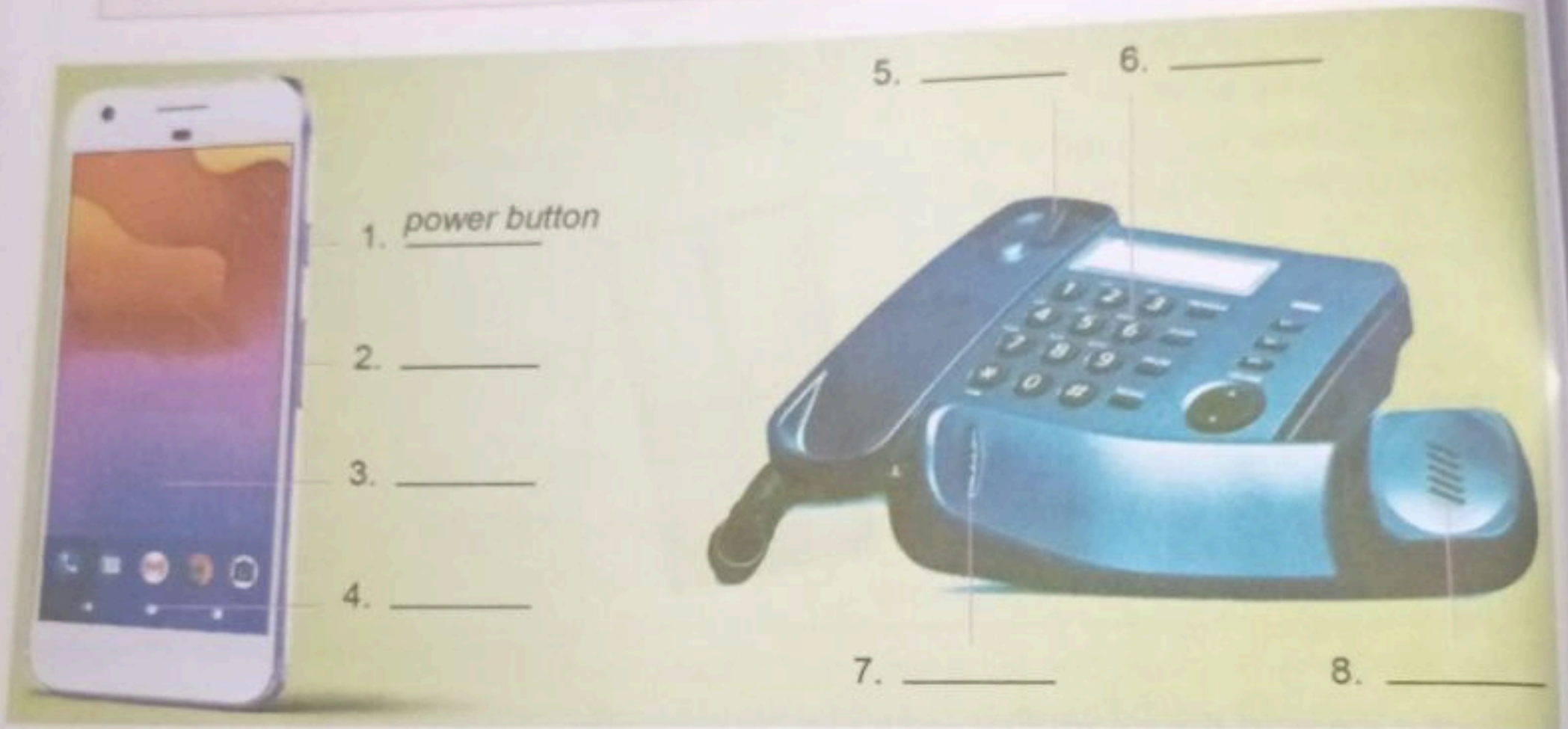
1 Label the parts of a mobile phone and a telephone with the words or phrases given in the box. The first one is done for you.

earpiece
home button

hook
keypad

mouthpiece
power button

screen
volume button



2 Match the phrasal verbs in Column A with their meanings in Column B.

Column A

- pick up
- hold on
- speak up
- call back
- hang up

Column B

- to speak louder
- to telephone somebody again
- to answer the phone
- to finish a telephone conversation
- to wait for a short time

3 Fill in the blanks with the phrasal verbs in Exercise 2.

- Can you _____, please? I'll see if she's in.
- I called my friend this afternoon but there was nobody to _____.
- Let me speak to Yamin before you say goodbye and _____.
- Sorry, I can't hear you. Can you _____ a bit, please?
- I will _____ later if he's not available now.

Listening and Speaking

4 In pairs, ask and answer the following questions.

1. When was the last time you made a phone call?

2. Who did you call? Why?

5 Listen to a telephone conversation and choose the correct answer.

1. Who received Nyi Latt's call?

a. Myo Gyi

b. Myo Gyi's mother

c. Myo Gyi's sister

2. What is Nyi Latt going to do this Saturday?

a. play football

b. play volleyball

c. play basketball

3. Where are they going to play?

a. at home

b. at school

c. at the stadium

4. When is Nyi Latt going to meet Myo Gyi?

a. at 4:50 p.m.

b. at 4:15 p.m.

c. at 4:30 p.m.

5. What problem did Myo Gyi face during the call?

a. Nyi Latt spoke very fast.

b. The line was bad.

c. Nyi Latt spoke too softly.

6 Fill in the blanks with the expressions given in the box.

a. Bye for now.

c. I'm calling

e. Hold on

b. Can I speak to

d. Can you speak up?

f. Who's calling

Myo Gyi's Mum: Hello.

Nyi Latt: Hello. (1) _____ Myo Gyi, please?

Myo Gyi's Mum: (2) _____, please?

Nyi Latt: This is Nyi Latt.

Myo Gyi's Mum: Hi, Nyi Latt. This is Myo Gyi's mum. (3) _____, please.

Myo Gyi: Hello. Myo Gyi speaking.

Nyi Latt: Hello, Myo Gyi. Nyi Latt here. (4) _____ to ask you

what you are going to do this Saturday.

Myo Gyi: Nothing special. How about you?

Nyi Latt: We're going to play football in the school playground. Would you like to join us?

Myo Gyi: I'd love to. When shall we meet?

Nyi Latt: Could we meet at 4:15 on Saturday?

Myo Gyi: I'm sorry. I can't hear you well. The line is bad. (5) _____

Nyi Latt: Is it OK for us to meet at 4:15 p.m. this Saturday?

Myo Gyi: That would be fine.

Nyi Latt: See you then. (6) _____

Myo Gyi: See you. Bye.



7 In groups of three, practise the telephone conversation in **Exercise 6**.

8 In pairs, create a telephone conversation using the role cards below. Role-play the conversation.

Student A

Make a phone call to your friend. Tell him / her what you are going to do this Saturday. And invite him / her to join you.

Student B

Answer the call. And accept the invitation.

Lesson 2: Are you planning a holiday?

- types of holiday

- holiday activities

Reading

1 Read the leaflet.

Heaven on Earth

Are you planning a holiday?

EXCITING holiday packages are waiting for You!

A If you are an adventurous person, this is just for you. During the holiday, we'll bring you to the green hills for a **trek**. You can stay in our camp, where you can rent a bike and take a ride up the hills. Tiring? Yes, but you'll see that it's worth it. As soon as you get to the top of the hill overlooking a valley, you'll get fresh again.

C If you like lying on the sandy beaches, you shouldn't miss this. You'll never get tired of different beach activities like **taking a banana boat**, riding a horse, making sandcastles and so on. Or if you just love to relax, you can spend the day **sunbathing**, listening to the sound of sea waves and feeling the breeze. For more fun, we'll arrange a **bonfire party**, where you can sing and dance happily together.

B If you want to experience an extraordinary holiday, we'll bring you to four unspoiled beaches on a cruise just in a day. You can do a wide variety of watersports such as **canoeing**, swimming, **scuba diving** and **snorkelling**. On your way to the beaches, we'll serve you fresh and delicious seafood. Enough life jackets and lifebuoys are on board for your safety.

D If you want to escape from your typical way of living for a while, why not choose this? You can enjoy the beauty of nature: you will wake up with the tweets of the birds in the early morning, and you will see the stars from your little home at night. You can do a range of activities such as fishing, **cooking over a campfire**, and walking around on our campsite. Don't worry if you don't have a tent, we have tents and sleeping bags to hire at the most reasonable prices.

For more information, visit our website: www.travelonearth.com.mm



Match the types of holiday (1-4) with the texts (A-D).

Types of holiday

- 1. Beach holiday
- 2. Camping holiday
- 3. Adventure holiday
- 4. Cruise holiday

Texts

.....

.....

.....

.....

Label the pictures using the highlighted words or phrases in the leaflet.



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

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

Column A

Column B

- 1. adventurous
- 2. overlooking
- 3. extraordinary
- 4. unspoiled
- 5. lifebuoys
- 6. tweets

- (a) providing a view of, especially from above
- (b) short, high sounds made by a bird
- (c) exciting and often dangerous
- (d) very unusual or unexpected
- (e) beautiful because it has not been changed or damaged by people
- (f) lifebelts; pieces of equipment designed to help you float if you fall into water

Read the leaflet again. Decide if the following statements are true (T) or false (F).

- 1. If you go on an adventure holiday, you can trek and ride a bike up the hills.
- 2. The cruise will visit two different beaches in a day.
- 3. You must buy life jackets and lifebuoys to go on a cruise holiday.
- 4. You can have a bonfire party during the beach holiday.
- 5. You have to bring your own tent if you go on a camping holiday.

In pairs, tell your partner which type of holiday you like most and give reasons for your choice.

Lesson 3: What are you going to do this weekend?

- will and be going to

Grammar

- 'Will' is used to:
 - talk about things that we decide to do at the moment of speaking.
 - make general predictions about the future.

	Form	Examples
Affirmative	will + V-infinitive	- It's hot in here. I will open the window. (a) - I hope she will win the lottery. (b)
Negative	will + not + V-infinitive won't	- It has stopped raining. I will not take the umbrella. (a) - She has got my phone number, but she will not call me. (b)
Question	will + subject + V-infinitive?	- This shirt looks very nice. Will you buy it? (a) - It's raining now. Will it stop? (b)

1 Complete each sentence using 'will' or 'will not' and a verb from the box.

take win go answer like

- The phone is ringing. _____ you _____ it?
- Do you want to try this biscuit? I'm sure you _____ it.
- The bus is so crowded. I _____ it. I will wait for another one.
- I am a fan of Arsenal. I hope they _____ the FA cup.
- The weather is terrible today. I _____ for a walk this evening.

2 In pairs, say if the sentences in Exercise 1 are about (a) things that we decide to do at the moment of speaking or (b) general predictions about the future.

- 'Be going to' is used to:
 - talk about things that we have already decided to do.
 - make predictions based on present evidence.

	Form	Examples
Affirmative	am / is / are going to + V-infinitive	- I am going to take a cruise to Bagan. (a) - The floor is wet. He is going to slip on it. (b)
Negative	am / is / are + not going to + V-infinitive	- I am not going to hold a birthday party this year. (a) - The sky is clear. It is not going to rain today. (b)
Question	am / is / are + subject + going to + V-infinitive?	- Are you going to start your own business? (a) - He's very popular now. Is he going to win the best player award? (b)

3 Complete each sentence with the correct form of 'be going to' and the word(s) given in brackets.

1. I _____ (buy) a backpack for my friend. His birthday is next week.
2. Yan Lay has scored another goal. His team _____ (win) the match.
3. When _____ (you, leave) for Mandalay?
4. The traffic is rather heavy. I think I _____ (be) late for school today.
5. We _____ (not move) to our new house until next week.

4 In pairs, say if the sentences in Exercise 3 are about (a) things that we have already decided to do or (b) predictions based on present evidence.

5 Underline the correct answer.

1. A: What would you like to order?
B: I *will* / *am going to* have a burger, please.
2. A: Look at this brochure. Inlay is amazingly beautiful.
B: My sister *will* / *is going to* go there this summer.
3. A: My aunt is coming towards us.
B: She *will* / *is going to* scold us.
4. A: What are you going to do this Sunday?
B: I think I *will* / *am going to* visit my grandparents.
5. A: My mother is not going to cook dinner today.
B: *Will you* / *Are you going to* eat out?
6. A: It's very hot in here.
B: I *will* / *am going to* switch on the fan.

6 Complete the dialogue with 'will' or 'be going to' and the word(s) in brackets.

Mo Mo: What are you going to do this summer?

Po Po: I (1) _____ (go) on a camping trip with my family.

Mo Mo: Really? Where are you going?

Po Po: We (2) _____ (visit) Kalaw, a famous summer resort.

Mo Mo: How are you going there?

Po Po: I think we (3) _____ (travel) by coach. But I'm not sure.

Mo Mo: I see. What (4) _____ (you, do) there?

Po Po: Cooking over a campfire, trekking in the mountains and sleeping in a tent.

(5) _____ (you, join) us?

Mo Mo: Yes, I will.

7 In pairs, talk about your plans for this weekend as in the following. Use the correct form of 'be going to' and 'will'.

What are you going to do this weekend?

What are you going to do there?

I'm going to visit my grandparents. I haven't seen them for a month.

I think I will learn how to make a cake from my grandma. She's very good at baking. What about you?

Lesson 4: Camping and trekking

- writing an email

Writing

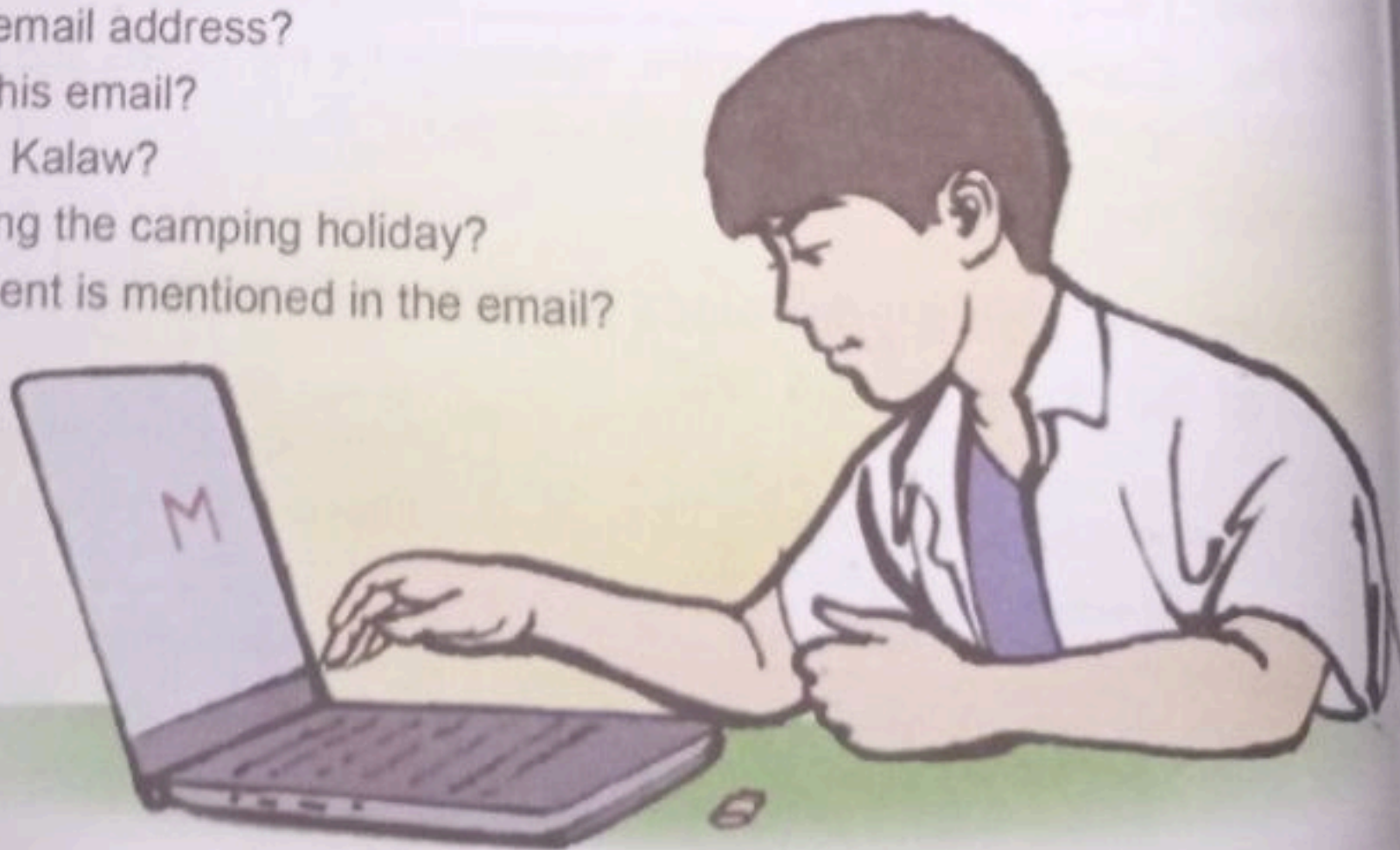
1 Read the email and study the parts of an email.

From: sender's email address	<p>From: bobo14@gmail.com To: kankaung2006@gmail.com, minmin@gmail.com Cc: aung.kalaw@gmail.com Subject: Invitation</p>	Subject: title or the reason for writing the email
To: recipients' email addresses		Salutation: a word or phrase used at the beginning of a letter as a greeting
Cc: (carbon copy) used to show that a copy is being sent to another person		Body: main content
Leave-taking: the act of saying goodbye		<p>Dear Kan Kaung and Min Min,</p> <p>I've got something very exciting to tell you. You know, Uncle Aung is a trekking guide in Kalaw and he has arranged a two-day camping trip for me and my brother. We can go trekking and enjoy the beautiful landscape. It would be an amazing experience and I'd like you to join us. We've already bought sleeping bags, backpacks and tents, so you don't need to worry about anything. We're leaving on 24th December. Hope you can join us.</p> <p>Best, Bo Bo</p>



2 Read the email again and answer the following questions.

1. Who is Bo Bo writing to?
2. What is Kan Kaung's email address?
3. Why is Bo Bo writing this email?
4. Why is Bo Bo going to Kalaw?
5. What can they do during the camping holiday?
6. What camping equipment is mentioned in the email?



3 Fill in the blanks with the expressions given in the box.

looking forward to

I'd love to

Thanks

I hope I can

I'm afraid

Yours

From: minmin@gmail.com

To: bobo14@gmail.com

Subject: Trekking in Kalaw

A

Hello Bo Bo,

Many thanks for your invitation. Yes,
(1) _____ join you. I've got my parents'
permission. I've never been to Kalaw
before, so I'm really (2) _____ it.
I'm sure this is going to be an amazing
holiday. I will call you for more details.

Hope to see you soon.

(3) _____,

Min Min

From: kankaung2006@gmail.com

To: bobo14@gmail.com

Subject: Reply to invitation

B

Hi Bo Bo,

(4) _____ for your invitation. It would
be exciting to go camping and trekking
with you. But (5) _____ I can't. My
grandma who lives in Mnywa has fallen
ill. I have to go and look after her during
the December holiday. (6) _____ join
you next time.

All the best,

Kan Kaung

4 Read the replies in **Exercise 3** again and choose the correct expression.

In email A, Min Min (accepts / declines) the invitation.

In email B, Kan Kaung (accepts / declines) the invitation.

5a Plan a holiday trip. Note down:

- Where
- When
- With whom
- How to get there
- What to do

5b In pairs, ask and answer the questions about your summer holidays.

- Where are you going?
- When are you going?
- Who are you going with?
- How are you going there?
- What are you going to do there?

6 Write an email to your friend, telling your plan for the trip and inviting him / her to join you.

7 Swap your email with a friend's. And write a reply to it. In your reply:

- say thanks to your friend.
- accept or decline the invitation. (If you decline, give a reason.)

Unit 8

Lesson 1: A weekend at a resort

• types of resorts

• facilities of a resort

Listening and Speaking

1a Match the types of resorts with the pictures (1-6).

beach resort eco-resort island resort lake resort desert resort mountain resort



1b Listen and complete the text with the words in the box.

boating	environment	habitats	hotel	mountains
oasis	sea	snorkelling	trekking	water

A resort is a place where many people go for rest and relaxation, sport, or health. There are many different types of resorts. Here are six different types, which are popular with holiday lovers.

A beach resort is located next to the (1) _____. It offers a range of activities such as horseback riding, beach volleyball, (2) _____, kayaking, scuba diving, windsurfing and jet skiing.

A mountain resort is a place located in a mountainous area. Visitors can enjoy the scenic views of the (3) _____. They can go camping, hiking and (4) _____ in the mountains.

An eco-resort is a tourist resort whose facilities are intended to have a minimal impact on the local (5) _____. It also focuses on wildlife conservation. So, visitors can observe such animals as lions, tigers, giraffes, etc. in their natural (6) _____. But they must avoid using detergent in streams or springs, leaving cigarette butts or dumping plastic bags or bottles recklessly.











A lake resort is located near a lake. At a lake resort, visitors can enjoy a range of activities such as swimming, (7) _____, fishing and water sports like diving and speedboat and banana boat rides.

An island resort is a place located on an island. While staying at an island resort (8) _____, we can enjoy different kinds of activities such as fishing, parasailing, boating, scuba diving, swimming, snorkelling and other (9) _____ sports.

A desert resort is usually located in an (10) _____ in a desert. Visitors can have a truly different experience of living in a desert and try adventure sports such as camel rides, sandboarding, sand surfing, hot-air ballooning, mountain biking or motorbiking. Families can enjoy campfire parties, watching the sunset, stargazing and spotting wildlife.

2a Match the icons with the facilities that a resort hotel can offer.

- a. breakfast
- b. car park
- c. fireplace
- d. gym
- e. laundry service
- f. minibar
- g. room service
- h. safe
- i. swimming pool
- j. Wi-Fi

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

2b Choose three hotel facilities in Exercise 2a that you think are important for the following types of visitors. In pairs, tell each other about the facilities giving a reason for each choice.

- A family on holiday
- A group of students going on an excursion

Student A: *I think a car park is important for a family because they travel in their own car.*

Student B: *I think ... is important for ... because ...*

3 In pairs, talk about a resort you want to visit on holiday using the language given below.

<p style="text-align: center;">What type of resort do you want to visit on holiday?</p>	<p style="text-align: center;">I want to visit a / an ... resort.</p>
<p style="text-align: center;">Really? Why?</p>	<p style="text-align: center;">Because I love mountains / forests / islands / the sea / ...</p>
<p style="text-align: center;">What can you do there?</p>	<p style="text-align: center;">I can do lots of activities such as ... What about you?</p>
<p style="text-align: center;">As for me, I like a / an ... resort because it provides / offers ...</p>	<p style="text-align: center;">That's great!</p>

Lesson 2: Heaven or Paradise?

- a description of resorts

- activities we can do at resorts

Reading

1 Look at the photos and discuss the following questions in pairs.

1. What types of resorts do you think they are?
2. What do you think you can do at each resort?

2 Read the texts and find the information related to (a) location and (b) things to do.



Heaven Resort

Located on an island in the coastal region of Myanmar, the Heaven Resort is a wonderful place for fun seekers and nature lovers. The best way to get there is by plane.

The resort has all the facilities of a five-star hotel – free Wi-Fi, a huge car park, a fitness centre, and a swimming pool. All the rooms are fully **furnished** and **spacious**. Moreover, there is also a **patio** with a beautiful garden for each room. If you want to relax, you can swim in the swimming pool, just next to the blue sea. The resort also provides fresh and delicious seafood for food lovers. Nightlife seekers can enjoy the evening music and dance performance by local bands.

You can do a variety of activities such as diving, snorkelling, scuba diving, fishing and sailing. The resort arranges a special trip to Mermaid Island, where you can observe the amazing lifestyles of the local people.



Paradise Resort

The Paradise Resort is an eco-resort in the northern part of Myanmar. It is an ideal place for families and for those who want to seek adventure. You can get there by car, train, or plane.

The hotel offers a **unique** experience of living in a tree house. For those who are afraid of heights, there are also bungalows. Located in a hundred-acre forest, the hotel is a perfect spot for large families with pets. **Self-catering** facilities are available in this resort. There is an **organic** farm where you can pluck fresh vegetables. You can cook your meals in the **kitchenette** but you have to manage the kitchen waste well.

The resort is surrounded with natural springs and waterfalls, and so you can enjoy swimming and fishing there. You can explore wildlife in the resort area. There is also a campsite in the resort where you can put up your own tents and enjoy the night in the forest. The friendly staff are always within reach for your safety.

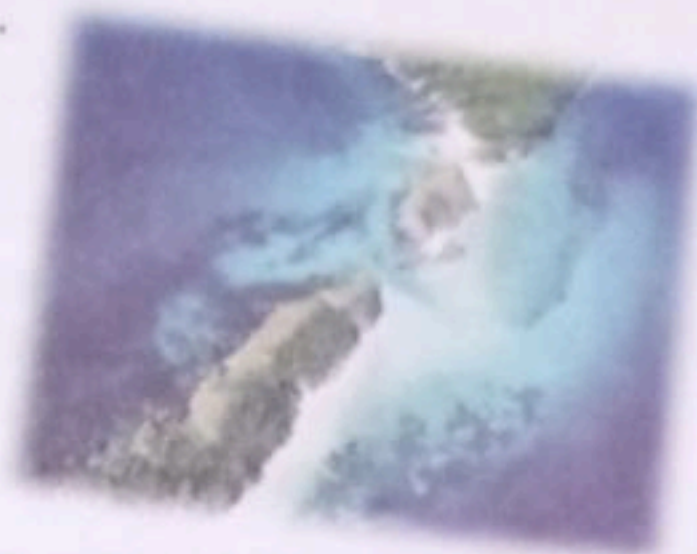
3 Read the texts again and say where you can do the following activities. Write HR (Heaven Resort), PR (Paradise Resort) or B (both).

- | | | | |
|---------------------------|-------|-------------------------------|-------|
| 1. diving | (_) | 6. cooking in the kitchenette | (_) |
| 2. fishing | (_) | 7. sleeping in a tent | (_) |
| 3. living in a tree house | (_) | 8. snorkelling | (_) |
| 4. sailing | (_) | 9. swimming | (_) |
| 5. scuba diving | (_) | 10. exploring wildlife | (_) |

4 Read the texts again and answer the following questions.

Heaven Resort

1. What type of resort is the Heaven Resort?
2. What room facilities does the Heaven Resort provide?
3. Where is the swimming pool located?
4. What does the resort provide for food lovers?
5. What activities can you do at the Heaven Resort?



Paradise Resort

1. What type of resort is the Paradise Resort?
2. Who is this resort designed for?
3. Where can visitors stay?
4. Where can visitors go swimming at this resort?
5. What can visitors do on the campsite?



5 Match the highlighted words in the texts with the definitions.

- | | |
|----------|---|
| 1. _____ | being the only one of its kind; very special or unusual |
| 2. _____ | produced or practised without using artificial chemicals |
| 3. _____ | with plenty of space for people to move around in |
| 4. _____ | a flat hard area near a house, where people sit outside |
| 5. _____ | a small room or area used as a kitchen |
| 6. _____ | having cooking facilities available so that you can cook meals for yourself |
| 7. _____ | containing furniture; having furniture in a room |

6a Answer the following questions to find out the resort you would like to visit.

1. Which resort do you prefer – the Heaven Resort or the Paradise Resort? Why?
2. Who do you want to go there with?
3. How will you get there?
4. How long do you want to stay there?
5. What is the first thing you want to do there?
6. What two other things do you want to do?
7. What benefits do you expect to gain from this trip?



6b Using the questions in Exercise 6a, interview your friend about the holiday resort he / she would like to visit.

Lesson 3: Which is a better resort?

• comparatives

• making comparisons

Grammar

Comparatives

1a Read the statements. Write T (true) or F (false).

1. The Chindwin River is *longer* than the Ayeyarwady River.
2. A five-star hotel provides *more facilities* than a three-star hotel.
3. It is *less expensive* to travel by coach than by flight.
4. Living in Yangon is *more costly* than living in Mandalay.
5. Beaches are *busier* in the rainy season than in the cold season.
6. We can save *more money* if we go by train than by car.
7. There are *more people* in cities than in the countryside.
8. Eco-resorts produce *less rubbish* than beach resorts.

1b Compare your answers with your partner's.

1c Match the sentences (1-8) in Exercise 1a with the comparative structures (a-d). The first one is done for you.

- | | |
|--|-------------|
| a. adjective with -er + than ... | (1 , 5) |
| b. more / less + adjective + than ... | (__ , __) |
| c. more / fewer + countable noun + than ... | (__ , __) |
| d. more / less + uncountable noun + than ... | (__ , __) |

2 Study the information about the two hotels and choose the correct alternative.

1. It takes _____ (more / less) time to get to the King Hotel from the airport than the Queen Hotel.
2. The King Hotel has _____ (fewer / less) rooms than the Queen Hotel.
3. It costs _____ (more / less) to stay at the King Hotel than at the Queen Hotel.
4. The Queen Hotel provides _____ (more / less) facilities than the King Hotel.
5. The Queen Hotel is _____ (more / less) convenient for families who come in their own cars than the King Hotel.



King Hotel

- 50 km from airport
- 20 rooms
- MMK 80,000 per night







Queen Hotel

- 30 km from airport
- 40 rooms
- MMK 100,000 per night







3 Complete the passage with the correct comparative form of the appropriate adjectives in the box.

attractive high small many (x2) popular populated

Yangon and Mandalay, the two major cities in Myanmar, are different in many ways. With an area of 163.8 km², Mandalay is (1) _____ than Yangon with 576 km² in area.



Visitors to Mandalay can have the wonderful experience of cycling around the city. There are (2) _____ bicycles and motorbikes in Mandalay than in Yangon. Yangon, however, is (3) _____ among cyclists than Mandalay as the roads in Yangon are always busy with cars and buses.

Being an ancient capital, Mandalay is (4) _____ to visitors who want to observe Myanmar traditional arts and handicrafts. Yangon, on the other hand, has (5) _____ colonial buildings which can give visitors the vibe of being in a British city. Being a commercial city, Yangon is (6) _____ and the cost of living is (7) _____ than that of Mandalay.

Nevertheless, the people living in those two big cities are proud of their respective cities. If you meet the people from those cities, ask them about their home cities. They will surely have a lot to tell you!

4a Study the information about the Dream Hotel and the Ruby Hotel. Then, compare them using the words in the box as in the examples.

expensive far near spacious
facilities rooms staff suites

	Dream Hotel	Ruby Hotel
Area	10 acres	5 acres
Rating	5-star	3-star
Price per night	\$150	\$100
Distance from city centre	10 miles	18 miles
No. of staff	30	20
Single rooms	10	7
Double rooms	25	15
Suites	8	5

Dream Hotel



Ruby Hotel



e.g. *The Dream Hotel is more expensive than the Ruby Hotel.*
The Ruby Hotel has fewer single rooms than the Dream Hotel.

4b In pairs, ask and answer the questions.

Which hotel is more expensive?

The Dream Hotel is more expensive.

Which hotel has higher rating?

The Dream Hotel has higher rating.

Lesson 4: My dream resort

• descriptive adjectives

• describing a dream resort

Writing

1 Match the phrases (1–6) with the pictures (a–f) in Exercise 2.

(1) coach

(4) hospitable staff

(2) coastal area

(5) panoramic view

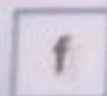
(3) crowded area

(6) spacious room

2 Complete the following brochure with the phrases in Exercise 1. There is one extra.

Mega Palace

1 The Mega Palace is a beautiful beach resort in the (1) _____. You can get there on a cruise, by train, (2) _____ or car.



2 As soon as you arrive at the Mega Palace, our (3) _____ will welcome you with beautiful smiles and make your stay an unforgettable one. If you are looking for a (4) _____, there are 56 enormous rooms in our resort and all the rooms are fully furnished. The resort provides delicious food, excellent Wi-Fi and lively music and dance performance.

3 You can do many beach sports such as swimming, sailing and surfing. There is a range of mountains nearby, so if you are interested, you can go hiking and enjoy the breathtaking (5) _____ of the coast from the top.

3 Match the paragraphs (1–3) with their main ideas (a–c).

a. facilities

b. activities you can do

c. location

4 Circle the adjective that does not belong in each group. The first one is done for you.

1. friendly, kind, helpful, spacious, hospitable

2. breathtaking, delicious, picturesque, scenic, panoramic

3. comfortable, cosy, spacious, luxurious, helpful

4. tasty, crowded, remote, peaceful, busy

5. traditional, nutritious, crowded, organic, delicious

staff

view

room

place

food

5 Substitute the word 'nice' with more descriptive words in the box.

- | | | | | |
|-----------|----------|-----------|----------|--------|
| delicious | friendly | luxurious | peaceful | scenic |
|-----------|----------|-----------|----------|--------|

- 1 Our nice staff will make your stay a wonderful one.
- 2 From your room, you can see the nice view of the sea.
- 3 Our nice rooms will give you the best experience of staying in a five-star resort.
- 4 The resort provides nice food to the visitors throughout their stay.
- 5 The resort is located in a nice place where people can relax.

6 Study the following note and complete the description in the box.

The Flamingo Resort

Type of resort	pet-friendly lake resort
Location	near Flamingo Lake
Travel options	train, bus or plane
Facilities	delicious local food, 24-hour room service, high speed Wi-Fi and laundry service
Activities	staying in a houseboat, birdwatching, canoeing and swimming
Things to avoid doing	hunting, fishing, shooting birds and littering

The Flamingo Resort is a pet-friendly (1) _____ located near Flamingo Lake in the northern part of the country. You can get there by (2) _____. The resort has nice restaurants that serve (3) _____. In addition, you can have 24-hour room service, (4) _____, and laundry service. It is a perfect place for people who love nature. It is also a great place for families and those who would like to bring their (5) _____. You can have a wonderful experience of staying in a (6) _____. You can do a lot of (7) _____ such as birdwatching, canoeing and swimming. But you must (8) _____ hunting, fishing, shooting birds and littering.

7 Write a description of the Yellow Beach Resort using the note and the useful language in the box.

The Yellow Beach Resort

Type of resort	beach resort
Location	next to the blue sea
Travel options	plane, bus or car
Facilities	swimming pool, room service, free Wi-Fi, and wide parking space
Activities	sunbathing, biking, horse-riding, swimming, fishing and yachting
Things to avoid doing	littering and shooting birds

Useful language

- It is a / an ... resort.
- It is located / situated ...
- You can get there by / on / in ...
- The best way to get there is by / on / in ...
- For ..., there is / are ...
- The resort has / offers / provides ... for ...
- You can / must ... You should not miss ...
- You cannot / must not / should not ...

Unit 9

Lesson 1: What is the biggest lake in Myanmar?

- geographical features

- talking about famous places

Listening and Speaking

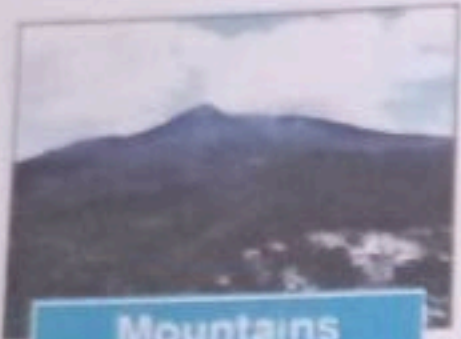
1a Write the names of places in the box under the correct geographical features. An example is given for each category. Then, listen and check.

Zwekabin
Ngapali

Sittaung
Indawgyi

Hukawng
Haigyi

Pindaya
Dat Taw Gyaint



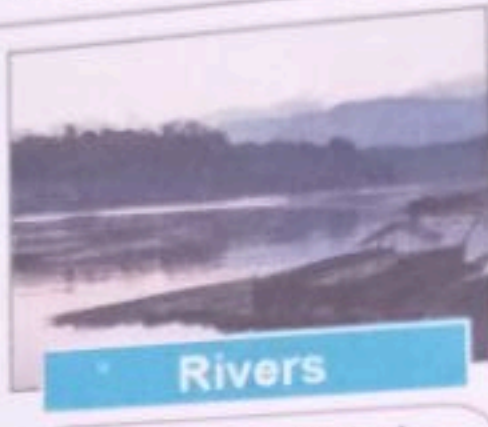
Mountains

1. Mt Popa
2. Mt _____
3. _____



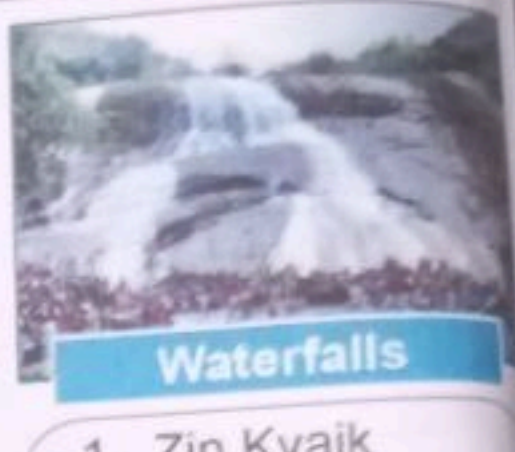
Islands

1. Bilu
2. _____
3. _____



Rivers

1. The Chindwin
2. The _____
3. _____



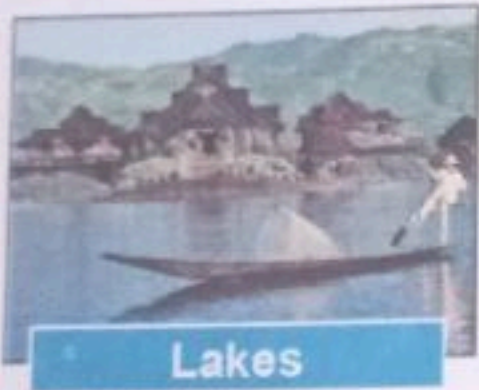
Waterfalls

1. Zin Kyaik
2. _____
3. _____



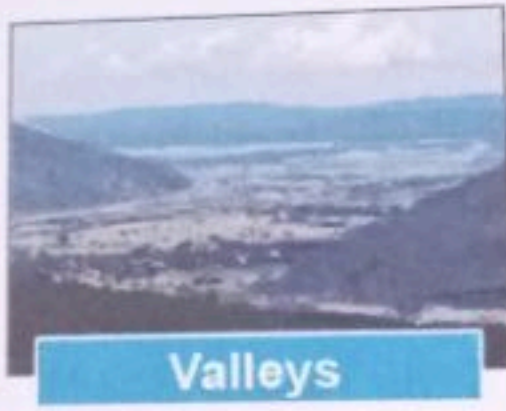
Caves

1. Sadan
2. _____
3. _____



Lakes

1. Inlay
2. _____
3. _____



Valleys

1. The Kabaw
2. The _____
3. _____



Beaches

1. Setse
2. _____
3. _____

1b Add one more name of place to each feature in Exercise 1a.

2a Work in groups of four. Circle a, b or c. Listen and check.

1. Which is the highest mountain in Myanmar?
 - (a) Mt Gamlang Razi
 - (b) Mt Popa
 - (c) Mt Hkakabo Razi
2. Which is the longest river in Myanmar?
 - (a) The Chindwin
 - (b) The Sittaung
 - (c) The Ayeyarwady
3. Which is the largest lake in Myanmar?
 - (a) Inlay
 - (b) Indawgyi
 - (c) Inya
4. Which is the biggest island in Myanmar?
 - (a) Ramree
 - (b) Haigyi
 - (c) Coco
5. Which is the largest valley in Myanmar?
 - (a) The Hukawng
 - (b) The Kabaw
 - (c) The Mogaung

2b In pairs, practise asking and answering the questions in Exercise 2a.
 3a Listen and number the places in the order you hear them.



3b Listen again and complete the dialogue with the words in the box.

mountain island places Beach monasteries pagoda Bridge

Thiha: Hi, Marlar. I haven't seen you for a week. I heard you went on a trip. How was it?
Marlar: Amazing! I went to four different (1) _____ in Mon State.
Thiha: That sounds great. Where did you go first?
Marlar: Well, we started off by driving to the Kyaikhtiyo Pagoda near Kyaikhto.
Thiha: What do you think of the (2) _____?
Marlar: Oh, it's a real wonder! It's built on the top of a huge boulder standing on the edge of a (3) _____. It's also known as the Golden Rock Pagoda.
Thiha: Where did you go next?
Marlar: Then we drove across the Thanlwin (4) _____ to Mawlamyine.
Thiha: What did you do there?
Marlar: We spent two nights there, visiting a few ancient pagodas and (5) _____, shopping in the daytime, and going out at night.
Thiha: Did you go to Setse (6) _____?
Marlar: Yes, we did. It's a beautiful sandy beach stretching for about four miles. We stayed there for hours to relax and enjoy the beautiful scenery.
Thiha: And what was the last place you went to?
Marlar: Finally, we went to Bilu Island. It's a beautiful (7) _____ with lots of paddy fields and rubber plantations. It's famous for its local products like coconut mats, bamboo hats, wooden pipes and rubber bands.
Thiha: Wow, I've always wanted to go there. It sounds like you had a great holiday.
Marlar: I did. It was really exciting.

3c In pairs, practise the dialogue.

4 In pairs, take turns talking about a famous place in Myanmar, based on the questions given below.

- What's the name of the place?
- Where is it?
- What can you see and do there?
- What is it famous for?
- Why do you want to visit it?
- What do you like about it?

Lesson 2: Beautiful Myanmar

- natural features in Myanmar

Reading

1 Read the texts and write the names of the places under the correct pictures.

Snow-capped Mountains

Snow-capped mountains are the birthplace of numerous rivers and lakes. The splendid snow-capped mountains stand majestically in Kachin State, the northernmost part of Myanmar. To enjoy the amazing views of those snow-capped mountains, it is necessary to make a journey to Putao, the northernmost town of Kachin State. Putao is famous for its snow-capped mountains, which surround the town. Among these mountains, Mt Hkakabo Razi, which is part of the Himalayan mountain range, stands gloriously as the highest mountain in Southeast Asia. It is 5,881 metres high. The Ayeyarwady River originates from the confluence of the N'Mai Hka and Mali Hka rivers, which have their origins in the snow-capped mountains.

Sadan Cave

With its beautiful scenery, Sadan Cave is a popular holiday destination. It is located near the city of Hpa-an in Kayin State. It is an enormous cave with lots of Buddha images, wall carvings and beautiful columns of rocks hanging from the roof. When you come out from the cave, there is a small river outside. And you can take a boat trip to enjoy the wonderful views around the cave. The boat will bring you to the main entrance to the cave. Sadan Cave is one of the longest caves in Myanmar.

Ngapali Beach

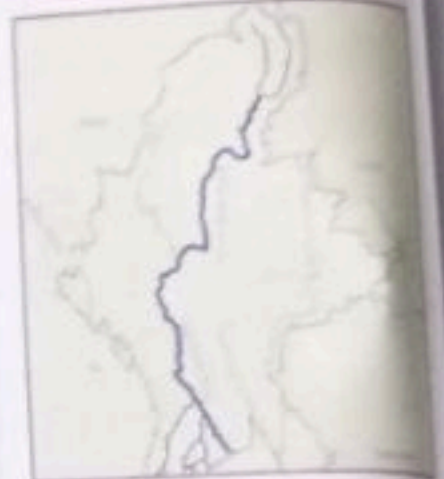
Located on the Bay of Bengal, Ngapali Beach is about 7 kilometres away from the town of Thandwe in Rakhine State of Myanmar. The beach, which stretches for about 3 kilometres, is famous as Myanmar's most impressive tourist attraction, and one of the most beautiful beaches in the world. It is well-known for its soft and creamy sand, its unspoiled water and its green palm trees. You can do a range of beach activities such as going birdwatching, taking a boat trip, riding a bike, and playing water sports like kayaking, scuba diving, and snorkelling.

The Ayeyarwady River

The Ayeyarwady River is the longest and largest river in Myanmar. Born of the confluence of the N'Mai Hka and Mali Hka rivers in Kachin State, the Ayeyarwady River makes a long journey of 2,210 kilometres. It flows through the country to its destination – the Andaman Sea. It has been described by songwriters and poets as breathtaking beauty of nature. Along its banks stand many ancient capitals of the Kingdoms of Myanmar, which are part of our cultural and historical heritage. The Ayeyarwady River contributes a lot to the biodiversity enrichment of Myanmar. In fact, the Ayeyarwady River is the backbone as well as the lifeblood of the people of Myanmar.



1. _____



2. _____



3. _____



4. _____

Glossary

biodiversity (n)	the variety of plants and animals in a particular place
carving (n)	a shape or pattern cut into wood or stone
enormous (adj)	extremely large
enrichment (n)	the act of improving the quality of something, especially by adding something to it
gloriously (adv)	in a way that is impressive because of its size and beauty
heritage (n)	traditional beliefs, values, customs, etc. of a country
Kingdom (n)	a country ruled by a king or queen
majestically (adv)	very beautifully
splendid (adj)	very impressive or very beautiful
unspoiled (adj)	that has not been changed or damaged by people

2 Read the texts again and decide if the statements are True (T), False (F) or Not Mentioned (NM). Write T, F or NM.

- | | |
|--|--------------------------|
| 1. Putao is the best place to see snow-capped mountains. | <input type="checkbox"/> |
| 2. Mt Hkakabo Razi is the only snow-capped mountain in Kachin State. | <input type="checkbox"/> |
| 3. Mt Hkakabo Razi is part of the Himalayan mountain range. | <input type="checkbox"/> |
| 4. Thousands of tourists visit Sadan Cave every year. | <input type="checkbox"/> |
| 5. You can go for a boat ride to enjoy the wonderful views around Sadan Cave. | <input type="checkbox"/> |
| 6. Sadan Cave is surrounded by green palm trees. | <input type="checkbox"/> |
| 7. Ngapali Beach is a seven minutes' drive from Thandwe. | <input type="checkbox"/> |
| 8. Visitors to Ngapali Beach are not allowed to play water sports. | <input type="checkbox"/> |
| 9. Songwriters and poets have described the Ayeyarwady River as breathtaking beauty of nature. | <input type="checkbox"/> |
| 10. The Ayeyarwady River is home to a wide variety of plants and animals. | <input type="checkbox"/> |

3 Read the texts again and answer the questions.

- In which part of Myanmar can you see snow-capped mountains?
- What is the height of Mt Hkakabo Razi?
- Where is Sadan Cave located?
- How can we enjoy the wonderful views around Sadan Cave?
- What is Ngapali Beach famous for?
- How long is the Ayeyarwady River?
- What can be seen along the banks of the Ayeyarwady River?
- What types of geographical features can you see in or near the area where you live?
- Make a list of six well-known geographical features that exist in other parts of the world.
- Which type of geographical feature do you find most interesting? Why?

Lesson 3: An ideal place for a day trip

• prepositions of time, location and direction

• prepositional phrases

1 Read the text and answer the questions.

1. Where is Hlawga National Park situated?
2. When was it established?

3. What animals can you see in the wildlife park?



Hlawga National Park is a fantastic place for city dwellers who want to explore nature and do outdoor activities. It is located in Mingaladon Township, about an hour's drive from downtown Yangon. It was established on 30th September, 1982 and opened to the public in 1989. The park has an area of 1,540 acres, consisting of a wildlife park, a mini-zoo and a buffer zone. You can see various types of mammals, reptiles and birds in the wildlife park. It is an ideal place for a day trip.

Grammar

Prepositions and prepositional phrases

- A preposition is a word that comes before a noun, a noun phrase, or a pronoun, and shows its relation to another part of the sentence. We use prepositions to show time, location, or direction.
- A prepositional phrase consists of a preposition and its object.

Examples

1. I never go out alone at night.
2. Come and sit beside me.
3. He fell down the stairs.

2 Study the table.

Common prepositions

Examples

Time		
<ul style="list-style-type: none"> • part of the day / month / season / year / century 	in	I often go for a walk <i>in</i> the morning. I was born <i>in</i> April / <i>in</i> 2007. Schools open <i>in</i> the rainy season. We are living <i>in</i> the 21 st century.
<ul style="list-style-type: none"> • clock times 	at	The meeting will start <i>at</i> 9 a.m.
<ul style="list-style-type: none"> • days / dates 	on	I sometimes sleep late <i>on</i> Sundays. World Teachers' Day is annually held <i>on</i> 5 th October.
<ul style="list-style-type: none"> • beginning time ... ending time 	from ... to	The park is open <i>from</i> 9 a.m. <i>to</i> 4 p.m.
<ul style="list-style-type: none"> • duration of time 	for	He has been ill <i>for</i> a few days.
<ul style="list-style-type: none"> • point in time 	since	I haven't eaten anything <i>since</i> 8 a.m.
<ul style="list-style-type: none"> • other common prepositions 	after, before, by, nearly, over	Thuzar gets up late and always arrives <i>after</i> us. I am usually in bed <i>before</i> / <i>by</i> 10 p.m. He has been here <i>nearly</i> / <i>over</i> five years.

Location

• vertical relationships	above, below, down, on, under, up	My friend has a mole just above / below her left eye. Your key is on / under the table. The monastery is halfway down / up the hill.
• horizontal relationships	at, between, by, in, next to	He lives at No. 10, Bawga Road, Pyay. She sat down between Nu Nu and Lu Lu. He was standing by the door.
• facing relationships	across, before, behind, in front of, opposite	The hospital is across the road. The bus stop is just before our house. My brother's room is opposite mine.

Direction

• movement in one direction	along, around, from, into, to	The river flows from north to south. We took a walk along the beach.
• passing movement	across, down, past, through, up	The boy ran across the street. He walked past me without noticing me.

3 Underline the prepositional phrases in the text in Exercise 1.

4 Underline the prepositional phrases. Write 'time', 'location' or 'direction' against each sentence. The first one is done for you.

- | | |
|---|--|
| 1. The park is open <u>from 8 a.m. to 4 p.m.</u> (time) | 4. His flat is on the second floor. |
| 2. Mt Everest is the highest mountain in the world. | 5. Those beautiful old buildings were built in the 19 th century. |
| 3. The bank is across the street. | 6. I'd like to go around the world one day. |

5 Complete the sentences with the prepositions given below.

along	around	at	in	on	up
-------	--------	----	----	----	----

- | | |
|---|--|
| 1. When we arrived _____ the gate, there was a long queue. | 4. The safari bus takes visitors _____ the park. |
| 2. The monkey climbed _____ the tree quickly and looked down. | 5. We can go for a boat ride _____ the lake. |
| 3. Visitors can go camping _____ the forest. | 6. Look! There's a blue bird _____ the branch. |

6 Circle the correct prepositions.

Last weekend, our family went to Hlawga National Park for a day trip. We arrived there (1) at / in / on 8 o'clock. We paid admission fees (2) at / between / on the ticket office and entered the park. First, we went (3) around / by / through the park. It was an exciting experience. We saw deer, monkeys, birds, elephants, crocodiles, hippopotamuses, etc. in their natural habitats. Then, we went on a boat ride (4) along / below / next to the lake. After that, we had a delicious lunch (5) at / by / through a restaurant. Tired, but happy, we went home (6) after / in / on the late afternoon. It was a wonderful trip.

7 Write ten sentences using prepositions of 'time', 'location' and 'direction'.

Lesson 4: A memorable holiday

- descriptive writing

- describing a holiday

Descriptive writing gives a clear description of a person, an animal, a place, or an event in such a way that a picture is formed in the reader's mind.



Writing

1 Read the article and answer the questions.

A Memorable Holiday

Have you ever done anything on impulse? We have. It was in April, last year. It was rather a hot day. My parents, my sister and I were at home, having the usual breakfast – fried rice and fried eggs. I said, "How lovely it would be to go to a seaside!" My father replied, "Why not?" We rushed to our rooms, packed our overnight bags, and got into the car. Off we went to Chaung Tha!

Chaung Tha, a popular beach resort located in Ayeyarwady Region, is only a five hours' drive from Yangon. It is famous for its fresh seafood, offshore islands, and fishing villages. We drove along the Yangon-Pathain Highway, past the golden paddy fields, and the lovely small villages. At about 1 p.m., we arrived at Chaung Tha. We faced a dilemma once we got there. There were many people on holiday like us and all the hotels were full. So, we gave up the plan to visit the offshore islands and stay the night at a hotel. However, we made the best use of our time there. We went to the beach, which was crowded with families, and small groups of locals and foreigners. We hired some buoys, and made a dash for the blue sea. The air was fresh, and the seawater, warm and relaxing. After an hour or so in the water, we all felt hungry and came out of the water. We enjoyed delicious fresh seafood – grilled fish and lobsters. Then we had coconut milk from the vendors on the beach.

Reluctantly, we drove back to Yangon in the evening. Happy, but tired, we finally got home. Though it was not a perfect holiday, we loved it. It was a memorable holiday. Chaung Tha is a great holiday resort, but you should make arrangements before you go.

Glossary	
impulse (n)	a sudden strong wish to do something
dilemma (n)	a difficult situation or problem
dash (n)	the act of running somewhere very quickly
grilled (adj)	(of food) cooked over fire

1. What did the writer and his family do on impulse?
2. Why did they go there?
3. What is Chaung Tha famous for?

4. Was it a perfect holiday for them? Why / Why not?
5. According to the writer, what should you do before you go to Chaung Tha?

2 Find the adjectives the writer uses to describe the following. The first one is done for you.

1. weatherhot.....	4. hotels	7. seafood
2. breakfast	5. beach	8. feelings
3. scenery	6. seawater	9. holiday

3 Match the writing tips (1–4) with the examples (a–d) from the article. Then, find one more example for each.

Writing tips	
1.	Catch the readers' interest by talking directly to the readers.
2.	Make the readers see, feel, and hear by using specific adjectives, nouns, and strong action verbs.
3.	Use a wide range of vocabulary to avoid using the same words.
4.	Use linking expressions to make well-constructed and logical sentences.

Examples	
a.	popular, famous, great
b.	Though it was not a perfect holiday, we loved it.
c.	the golden paddy fields, and the lovely small villages
d.	Have you ever done anything on impulse?

4a Write about a memorable holiday in your life. Use the paragraph plan below to help you. Use the writing tips in Exercise 3.

- Paragraph 1: When and where you went for your holiday, why you went there, who you went with, and how you went there
- Paragraph 2: What you saw and what you did along the journey, and at your holiday destination
- Paragraph 3: What happened, what your feelings were, and what you learned from your holiday

4b Swap your writing with your partner's, and check if the writing tips are followed.

Review 3

1 Fill in the blanks with suitable words. The initial letters are given.

1. My grandparents would like to s_____ in the morning sun.
2. We have already bought tents and other equipment for our c_____ trip.
3. I dropped my phone accidentally and the s_____ cracked.
4. Don't h_____ up the phone. I've got something else to tell you.
5. The hotel receptionist was on the phone but she covered the m_____ and greeted the guests.
6. E_____ have become more popular among travellers who want to conserve the natural environment.
7. My grandma is still very a_____ although she is in her 70s.
8. Our school library provides free W_____, so we can read e-books and surf the Internet.
9. This hotel provides the f_____ we need to relax ourselves; we can use the gym and the swimming pool any time.
10. The Garden restaurant serves fresh fruits and vegetables from its own o_____ farm.

2 Circle the odd one.

- | | | | |
|-------------------|------------|--------------|-------------|
| 1. snorkelling | cycling | scuba diving | swimming |
| 2. horse riding | hiking | trekking | parasailing |
| 3. swimming | boating | kayaking | canoeing |
| 4. windsurfing | jet-skiing | biking | sailing |
| 5. rivers | seas | waterfalls | boats |
| 6. hippopotamuses | tigers | parks | giraffes |

3 Select from the box as many suitable superlatives as possible for each noun below.

deepest	highest	largest	longest	most beautiful
---------	---------	---------	---------	----------------

- | | |
|----------|--------------|
| 1. _____ | a. beach |
| 2. _____ | b. cave |
| 3. _____ | c. lake |
| 4. _____ | d. mountain |
| 5. _____ | e. river |
| 6. _____ | f. waterfall |

4 Complete the sentences with the words in the box.

island	waterfall	Lake	mountain	river
--------	-----------	------	----------	-------

1. The world's highest _____ is Mt Everest.
2. The longest _____ in the world is the Nile.
3. Greenland located between the North Atlantic and the Arctic Oceans is the largest _____ in the world.
4. Angel Falls in Venezuela is the highest _____ in the world.
5. Inlay _____ is famous as one of the top tourist sites in Southeast Asia.

5 Complete the sentences with 'will' or 'be going to' and the verbs in brackets.

- 1 Ngu Wah _____ (have) a meal at a Thai restaurant with her family next Sunday.
- 2 You don't look well. I _____ (carry) your backpack.
- 3 I _____ (not watch) TV tonight because I don't like the programmes that will be on.
- 4 My mum likes flowers. I _____ (give) her a bouquet on the coming Mother's Day.
- 5 Yan Shin _____ (not come) today, I guess.

6 Complete each sentence with 'more', 'fewer' or 'less'.

- 1 The rooms in a three-star hotel are _____ spacious than those in a five-star hotel.
- 2 Holiday resorts usually receive _____ booking during the holiday season.
- 3 As it was rainy last night, there were _____ people on the roads than usual.
- 4 If I have _____ time, I will stay a couple of days at the resort.
- 5 Fishing consumes much _____ energy than swimming.

7 Complete each blank with an appropriate preposition given below.

above (x2) along at from in (x3) up

Mt Popa is an extinct volcano (1) _____ central Myanmar, about 50 kilometres (2) _____ Bagan, an ancient city of Myanmar kings. It is 1,518 metres (3) _____ sea level. Surrounded by lush greenery, Mt Popa is like an oasis although it is (4) _____ the dry zone. It boasts an assortment of butterflies and birds. Southwest of Mt Popa is Taungkalat, which is 737 metres (5) _____ sea level. A monastery was established (6) _____ the summit of Taungkalat (7) _____ the early 20th century. To get to the summit of Taungkalat, we have to walk (8) _____ the stairway of 777 steps. (9) _____ the way, we can smell the fragrance of flowers. From the top of Taungkalat, we can enjoy the breathtaking panoramic view.

8 Complete the dialogue with the expressions given in the box.

I'm calling who's calling can I speak to call you back bye for now

Nadi's Mum: Hello.

Phyu Pwint: Hello. (1) _____ Nadi?

Nadi's Mum: I'm afraid she's out. She's gone to her grandma. May I know
(2) _____?

Phyu Pwint: I'm Phyu Pwint. (3) _____ to invite Nadi to my birthday party.

Nadi's Mum: OK, dear. I'll ask her to (4) _____ when she's home.

Phyu Pwint: Thank you and (5) _____.

Nadi's Mum: Bye.

Project 3

1a Tick four places that you think are popular for school excursions.

beach
museum

cave
park

countryside
resort

mountain
waterfall

1b Choose a place for a school excursion.

2 Study the sample excursion plan.

Excursion Plan

Group name:	Orange
Date:	17 th December, 2022
No. of students and teachers:	40 students and 5 teachers
Destination:	Pyin Oo Lwin
Distance:	42 miles from Mandalay
Transport:	coach
Travel time:	1½ hours
Things to take:	pen, notepad, cap, umbrella, bottled water
Places of interest:	National Kandawgyi Botanical Gardens, Maha Ant Htoo Kan Thar Pagoda, Peik Chin Myaung Cave, Dat Taw Gyaint and BE Waterfalls
What to see:	many species of flowers, trees and insects in National Kandawgyi Botanical Gardens, various beautiful landscapes
What to do:	visit historical pagodas and cultural buildings, buy local food products such as strawberries, grapes, and fresh coffee powder
What to learn:	different species of flowers, plants and insects



3 In groups, name your group, choose a place and make a plan for your school excursion.

- | | |
|---|---|
| <ul style="list-style-type: none"> • What your destination is and why you choose it • How far it is from your school • How you will go there • How long it will take you to get there | <ul style="list-style-type: none"> • How many teachers and students will go there • What you need to take with you • What you can see and do there • What you expect to learn from your excursion |
|---|---|

- Δ Include photos or pictures.
- Δ Check spelling, grammar and punctuation.

4 Present your group's excursion plan to the class.

Poem 3: The Snare
Pre-reading

- 1 Do you like animals? Why or why not?
 - 2 How do you feel when you see a small animal or bird in a snare?
 - 3 Do you want to help people or animals who are in trouble? Why or why not?
- 1 Read the poem.



The Snare

I hear a sudden cry of pain!
 There is a rabbit in a snare:
 Now I hear the cry again,
 But I cannot tell from where.

But I cannot tell from where
 He is calling out for aid!
 Crying on the frightened air,
 Making everything afraid!

Making everything afraid!
 Wrinkling up his little face!
 As he cries again for aid;
 - and I cannot find the place!

And I cannot find the place
 Where his paw is in the snare!
 Little One! Oh, Little One!
 I am searching everywhere!

James Stephens

Glossary

aid (n)	help
cry (n)	shout or scream, typically to express fear, pain, or grief
frightened (adj)	afraid or anxious
paw (n)	the foot of an animal that has claws or nails, such as a cat, dog, or bear
snare (n)	a trap or a device for catching small animals usually with a rope or wire that tightens around the animal
wrinkling (v)	making or causing lines or folds in something, especially the skin

2 Fill each blank with a suitable word in the box.

calling	cry	find	fright	pain	trapped	wrinkling
---------	-----	------	--------	------	---------	-----------

The poet hears a cry of a rabbit which is being (1) _____ in a snare. He senses that the rabbit is in (2) _____. He hears the cry again, but he does not know where the sound of (3) _____ for help comes from. The poet thinks that the rabbit is frightened. Because of the painful (4) _____, the poet feels that even the air is filled with pain and (5) _____. He imagines the little face of the little rabbit (6) _____ up with pain and fear. However hard he tries, he cannot (7) _____ the place where the rabbit is.

3 Read the poem again and answer the following questions in complete sentences.

1. What does the poet hear?
2. Why does the poet think the rabbit is crying?
3. Why is the poet searching for the rabbit?
4. Why is the rabbit wrinkling up his face?
5. What does "Little one" in the last stanza refer to?
6. Why isn't the poet able to help the rabbit?
7. How do you feel about the rabbit in the poem?
8. Which lines are repeated? Why do you think these lines are repeated?
9. What do you think will happen to the rabbit in the end?

Unit 10

Lesson 1: My favourite pastime

• different age groups

• talking about pastimes

Listening and Speaking

1a Read the texts and complete the table.

I am Min Min. I am 19 years old. I am a part-time library assistant. As a teenager, there are a lot of things I like doing in my free time. I love listening to music. My favourite pastime is playing football. My aim in life is to become a successful footballer like Messi.

I am Nan San. I am 23. I am a flight attendant. As a young adult, I am active and eager to learn new things. I love jogging in the evenings. It keeps my heart and mind healthy. Moreover, studying languages is my favourite pastime. I can speak four languages. Now I am excited to study the Arabic language online.

I am Soe Soe. I am in my late forties. I am married and my husband is in his early fifties. I am a dressmaker. I love making beautiful dresses. As I am in middle age, I am so busy doing household chores every day. I am lucky though. I can make my living as a dressmaker. And I also love growing indoor and outdoor plants.

I am U Tin Tun. I am in my seventies. I am a retired petroleum engineer. I love reading newspapers or journals in English or Myanmar in the mornings. I am also interested in playing golf. As a senior adult, I am now getting into meditating, which is good for my physical and mental health.

Name	Age group	Occupation	Pastimes
Min Min	teenager	part-time library assistant	listening to music,
.....
.....
.....

1b Categorise the leisure activities according to age groups: teenagers, young adults, middle-aged adults or senior adults. Each activity is possible for more than one age group.

- | | | |
|--------------------|------------------------|------------------------------|
| sewing | reading newspapers | hanging out with friends |
| collecting stamps | taking photos | listening to classical music |
| keeping a diary | doing aerobics | listening to hip hop music |
| learning languages | watching the news | playing computer games |
| playing golf | watching fantasy films | watching drama series |

1c In pairs, tell each other about your family members and their pastimes.
 e.g. My brother is a young adult and he loves playing computer games.
 My aunt is a middle-aged adult and she loves doing aerobics.

2 Listen and complete the texts.

A

My dad gave me a camera on my 12th birthday and since then I've been interested in (1) _____. My cousin and I go to (2) _____ in town and usually take landscape photos. I love nature and I enjoy (3) _____ because it makes me more (4) _____ and I can (5) _____ my feelings through my pictures. It seems easy to use a camera, but you need to use your (6) _____ to get good pictures.



B

My favourite pastime is (1) _____ and every weekend I play on the (2) _____ near my house. I play with my friends or with my brother. Last summer, my brother taught me (3) _____. At first, I didn't like playing tennis because it was (4) _____, but now, I enjoy playing tennis, especially when I can (5) _____ my brother. Besides, it's good for (6) _____.



3a Complete the dialogue using the information in Text A of Exercise 2.

- A: What's your favourite pastime?
- B: I like (1) _____.
- A: So do I. I usually take photos of my family members and relatives. What about you?
- B: I enjoy (2) _____.
- A: Sounds great. Why do you like taking landscape photos?
- B: Because I love (3) _____.
- A: Where do you usually take photos?
- B: At (4) _____.
- A: Who do you usually go with?
- B: With (5) _____. Hey, we are going to take photos in the park next week. Will you join us?
- A: Of course, I will. It'll be fun.



3b In pairs, practise the dialogue.

3c Make a dialogue for Text B of Exercise 2. Role-play the dialogue: Student A asks questions and Student B answers the questions.

4a In pairs, talk about your favourite pastime.

4b Report back to the class about your friend's favourite pastime. You can begin like this -

My friend's favourite pastime is
He / She has been

Lesson 2: More time to relax

- benefits of doing leisure activities

Reading

1 Answer the following questions.

1. How many hours a day do you study at school and at home?
2. What do you do in your free time? How much time do you spend doing your hobby?

2 Read the article.

Schooldays are the best days of our lives, but today, life can be hard for the majority of teenagers. This means that most teenagers are always worried about their homework, exams and marks. They get a lot of pressure from their teachers and parents. Their teachers ask them to work harder and give them a lot of homework. Ambitious parents want them to do well in the exam. Some parents also want their children to learn foreign languages or take a computer course. As a result, many teenagers have less time for leisure activities. In fact, they need more time to relax and do what they like to do.



Free time is essential for our mental and physical well-being. Teenagers with hobbies are most likely to feel more relaxed and happier. Leisure activities are particularly important for their health, and a break from study can refresh their mind and body. After sitting at a desk all day, it is good for teenagers to go outside and do exercise. If they are tired from studying for long hours, activities like cooking or painting give them a complete break. More importantly, while they are doing what they like, they can forget about their problems. Consequently, they feel relaxed and refreshed.

Teenagers can also gain great satisfaction from following their hobbies. For example, when they have cooked a meal or painted a picture, they feel proud and confident. They will then realize that hobbies help them to concentrate more on their studies. Doing some leisure activities is a good way of meeting people and making new friends.

As teenagers are busy with their studies, it may be hard to find time to do leisure activities. In fact, having free time is an absolutely essential part of their daily routine. "Take up a hobby, and have fun doing it, and learn new things".



Match the words (1-5) with their meanings (a-e).

- | | |
|---------------|--|
| 1. pressure | (a) needing rest because you have worked hard |
| 2. relaxed | (b) to learn or start to do something, especially for pleasure |
| 3. well-being | (c) calm and not anxious or worried |
| 4. tired from | (d) difficulties and feelings of anxiety caused by others |
| 5. take up | (e) general health and happiness |

Find words in the article to complete the table.

Adjective	Noun	Verb	Noun
1. _____	refreshment	5. _____	concentration
2. _____	confidence	6. _____	relaxation
3. satisfied	_____		
4. _____	ambition		

Complete each sentence with a suitable word from Exercise 4a.

- If you want to improve your health, you must find time to _____.
- She is trying very hard to achieve her _____ in life.
- Can you turn the TV down? I can't fully _____ on my homework.
- He felt quite _____ after solving some difficult sums in a maths test.
- You should have _____ when giving a presentation before the class.
- A cup of tea or coffee can make you feel _____.

Read the article again and say if the statements are True (T) or False (F).

- No teenager gets stressed because of their teachers and parents.
- Teenagers spend more time on leisure activities.
- If teenagers do activities they are interested in during their free time, they will feel more relaxed and happier.
- Doing some leisure activities helps teenagers to make new friends.
- Today's teenagers are happy during their school hours.

Answer the following questions.

- What do you think is the main idea of the article?
- What worries teenagers?
- What should teenagers do after studying for long hours?
- Do you think that your parents and teachers give you a lot of pressure? Why or why not?
- Do you think having free time is important for you? Why or why not?

Lesson 3: What do you like doing in your free time?

• verbs followed by a gerund

• verbs followed by a to-infinitive

Grammar

1 Study the following.

What do you like doing in your free time?

I like playing the piano.
I wish to become a professional pianist when I grow up.

Some verbs are followed by a gerund or an -ing form. (e.g. like, enjoy, hate, etc.)

like + playing

Some verbs are followed by a to-infinitive form. (e.g. wish, afford, refuse, etc.)

wish + to become

2a Read the text.

Swe Swe enjoyed eating chocolate, cheese, sweets and potato chips. Then, she found that she was gaining weight. She decided to go on a diet. Her aunt offered to cook healthy food for her. Swe Swe stopped eating fast food, too. After a month, she had lost a few pounds, but she wanted to lose more. Her aunt also suggested that she should go to the gym. Swe Swe didn't fancy exercising, but she agreed to give it a try. She exercises every day and she looks better now. She hopes to lose more weight.

2b Put the verbs underlined in the text in the correct column.

Verb + gerund	Verb + to-infinitive
enjoy, _____, _____	decide, _____, _____ _____, _____

2c Study the following tables.

Verbs which are followed by a gerund

avoid	enjoy	keep	resist
* begin	fancy	* like	mind
consider	finish	* love	* start
deny	* hate	practise	* stop
dislike	include	quit	suggest

Verbs which are followed by a to-infinitive

afford	decide	hesitate	pretend
agree	decline	hope	promise
aim	expect	learn	refuse
arrange	fail	manage	want
attempt	offer	plan	wish

(The verbs asterisked can also be followed by a to-infinitive.)

Notice the difference between "stop doing something" and "stop to do something":
We stopped taking pictures. (We were no longer taking pictures.)

We stopped to take pictures. (We stopped what we were doing to start taking pictures.)

Complete each sentence with the gerund or to-infinitive form of the verb given in the box.

buy look after clean get do

- 1 My cousin never refuses _____ my dog when I take a trip.
- 2 I can't afford _____ an iPhone: it's very expensive.
- 3 Could you please wait for a moment? I'm going to finish _____ my homework.
- 4 Congratulations! You managed _____ a good job.
- 5 Would you mind _____ the kitchen, please? It's rather messy.

Match the two halves of each sentence.

- | | |
|--|--|
| 1. We have planned | a. to phone me if you need my help. |
| 2. Don't hesitate | b. driving during the rush hour. |
| 3. Before the headmaster, Mg Ba denied | c. taking exercise every day. |
| 4. Mum always leaves home early to avoid | d. to visit some famous temples in Bagan. |
| 5. As I want to lose more weight, I have to keep | e. breaking the window, but no one believed him. |

5a Complete each blank with the correct form of the verb 'do'.

1. What do you plan _____ during the summer holiday?	5. What do you love _____ at the weekend?
2. What do you hate _____ in the evenings?	6. What have you arranged _____ for the school fun fair?
3. What is something you can't learn _____?	7. What do you consider _____ when the exam is over?
4. What are you going to quit _____ next year?	8. What do you wish _____ on your birthday?

5b Work in pairs. Ask and answer the questions in Exercise 5a.

A: What do you plan to do during the summer holiday?

B: I plan to go hiking.

Choose any four verbs from the box and make four sentences with the activities given.

attempt dislike enjoy expect fail practise quit start

- use Facebook
- ride a bike
- study Korean
- do wushu
- go shopping
- play the guitar

eg. I attempted to ride a bike when I was five.
My sister enjoys using Facebook.

Lesson 4: A happy healthy family

- writing about a family lifestyle

Writing

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

a crossword puzzle
aerobics
badminton
board games
camping

dancing
fishing
golf
gymnastics
jogging

hiking
judo
karate
online games
shopping

swimming
the drums
the guitar
yoga
wushu

Do	Go	Play

2 Find and correct ten mistakes in the text. The first one is done for you.

We always have a healthy diet to keep ourselves fit. My mum often tells us that eating habits are important for health. She suggests ^{having} ~~have~~ organic fruit and vegetables. My sister enjoys eating them and she is planning growing fruit and vegetables. My mum always prepares nutritious meals for us. She also says, "We must avoid eat too much junk food such as potato chips and sweets". We all have decided following her suggestions. We usually do physical activities every day to stay healthy. My grandpa exercises every morning and does golf twice a week. My grandma and my sister go for a walk in the early mornings. They also work in the garden every evening as they love gardening and growing flowers. My father usually does badminton with me and, sometimes my sister joins us. My mum plays yoga at home for an hour a day. Spending time together makes a family happy. We do board games together after dinner. Sometimes, we play a crossword puzzle. We all do hiking in the mountains on holiday. It can reduce our stress and worries because of the new environment.

3 Read the text and write the correct section labels (a–e) next to the paragraphs (1–5).

a. Conclusion

b. Eating Habits

c. Introduction

d. Physical Activities

e. Sleeping Habits

There are altogether six in my family, my grandparents, my parents, my elder sister and myself. Ours is a happy family because everyone is healthy. To keep ourselves fit, we follow some dos and don'ts.

1.

First, we always have a healthy diet to keep ourselves fit. My mum often tells us that eating habits are important for health. She suggests having organic fruit and vegetables. My sister enjoys eating them and she is planning to grow fruit and vegetables in the garden. My mum always prepares nutritious meals for us. She also says, "We must avoid eating too much junk food such as potato chips and sweets". We all have decided to follow her suggestions to keep ourselves fit.

2.

Second, we usually do physical activities every day to stay healthy. My grandpa exercises every morning and plays golf twice a week. My grandma and my sister go for a walk in the early mornings. They also work in the garden every evening as they love gardening and growing flowers. My father usually plays badminton with me and, sometimes my sister joins us. My mum does yoga at home for an hour a day. Doing physical activities helps us to improve our blood circulation. It can reduce our stress and worries.

3.

Finally, we all try to get enough sleep. Everyone at home sleeps seven or eight hours a day. My grandma wants us to go to bed early and get up early. At first, my sister and I were not used to this habit. However, we gradually come to know the advantages of getting up early and we are now early risers.

4.

A healthy lifestyle means having a healthy diet, doing physical activities and taking regular sleeping hours. As we all take great care of such things, everybody in our family is always healthy and happy.

5.

4 Make a list of dos and don'ts of your family, based on Exercise 3. Then, write a five-paragraph essay on 'My Family Lifestyle'.

Unit 11

Lesson 1: My favourite digital device

giving opinions, agreeing and disagreeing

digital devices

Listening and Speaking

1a Label the pictures using the words or phrases given in the box.

Bluetooth speaker
laptop

digital camera
mobile phone

digital clock
smart TV

flash drive
smart watch

games console
tablet



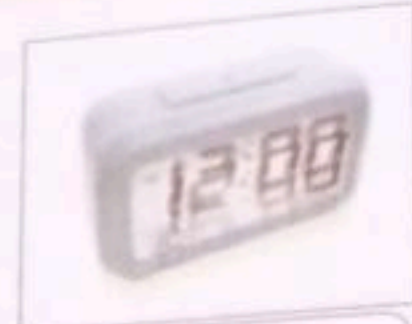
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

1b Listen and check. Listen again and repeat.

2a Listen to the dialogue and tick (✓) the digital devices that you hear.

Bluetooth speaker

digital clock

tablet

games console

smart watch

mobile phone

smart TV

laptop

flash drive

2b Listen to the dialogue again and complete the table.

		The digital devices they have	What they do with them
1.	Htoo Khant	smart watch (1)	counts his steps and (3) plays video games
2.	Set Aung	tablet (2)	(4), listens to music, (5) and plays video games (6)

2c Complete the dialogue with the expressions in the box.

I feel the same way

I agree with you

I don't think you should

You should

I think I should

You're absolutely right

Set Aung: What kind of digital device do you like best?
Htoo Khant: My favourite device is my smart watch. I use it to count my steps and to check my pulse rate. (1) _____ buy one.
Set Aung: Yes, (2) _____. I'll ask my dad to buy one for me.
Htoo Khant: It's not very expensive, either. And what's your favourite device?
Set Aung: My tablet. I can see things clearer on my tablet screen.
Htoo Khant: (3) _____. Tablet screens are larger than phone screens. It's good for our eyesight. And what do you use it for?
Set Aung: I usually take photos. Sometimes, I listen to music. I can also read e-books. I play video games with friends too. It's really useful.
Htoo Khant: (4) _____. I also have a games console and sometimes I play video games with my brother at weekends. What about watching TV?
Set Aung: Oh, I really love it. We have a smart TV at home. I watch films in the evenings. As it is connected to the Internet, we can use a lot of applications, such as YouTube and Zoom.
Htoo Khant: That sounds good. But (5) _____ spend too much time on these devices.
Set Aung: (6) _____. We should balance study and play.

2d Listen again and check your answers. Then, practise the dialogue with a friend.

3 Put the following expressions in the correct column.

I think so, too.	I (totally) agree with you / that.	I don't think so.
Yes, you're (absolutely) right.	I feel the same way.	In my opinion, ...
I disagree with you / that.	I'm afraid I don't agree (with you).	I think ...
They should / shouldn't ...	I'm not so sure about it / that.	I don't think ...

Giving opinions	Agreeing	Disagreeing
<i>I think ...</i>	<i>I think so, too.</i>	<i>I'm afraid I don't agree (with you).</i>

4a Study the following.

A: I think the mobile phone is useful in many ways.
B: I feel the same way.

A: A mobile phone is better than a smart TV.
B: I'm not so sure about that.

4b Work with a friend. Look at the list of digital devices in the box.

Bluetooth speaker	DVD player	games console
laptop	MP3 player	video camera

Student A: Give Student B an opinion on one of the devices in the box.
Student B: Agree or disagree with Student A's opinion. Then switch roles.

Lesson 2: Do you have a mobile phone?

- advantages and disadvantages of using mobile phones

Reading

1 Answer the questions.

- Do you have a mobile phone?
- If yes, what do you use it for?
- If no, would you like to have one?



2a Read the following text.

The mobile phone is one of the world's greatest inventions. It is now becoming more and more popular with people of all ages. So, it is hard to imagine life without a mobile phone, but mobile phones can be quite harmful.

Using a mobile phone has many advantages. It is small and easy to carry and we can keep in touch with friends and family at any time. Mobile phones are essential in emergency situations. We can make emergency calls if there is an accident. We can do a variety of things with our phone – sending text messages, listening to music, taking photos, playing games, etc. In addition, if we have access to the Internet, we can search for any information we want and download music, videos, games, etc. We can also use social media such as Facebook, Twitter, Instagram, TikTok, Smule, WeChat, WhatsApp, etc. Social media is a means to get information about the world around us.

On the other hand, using mobile phones has a lot of disadvantages. Children and teenagers can easily become addicted to mobile phones. As a result, students cannot fully concentrate on their studies. Looking at a phone screen for long hours can damage their eyes. Some people use their mobile phones while they are driving and this can cause road accidents. Talking loudly on the phone can disturb or annoy others in public places like cinemas and hospitals, as well as on buses and trains. Using mobile phones for long is a waste of time and money. The worst disadvantage is that an overuse of mobile phones can isolate you from family and people around you.

To sum up, using mobile phones has many advantages, but we must be aware of the disadvantages. In my opinion, the mobile phone is a necessity for our daily lives, but there are times when it can cause many problems. It is important to enjoy life in the real world, not just on a phone screen. So, let's use it wisely.

2b Circle the best title for the text above.

- Teen Mobile Phone Addiction
- The Widespread Use of the Internet
- Mobile Phones: Pros and Cons



Lesson 3: I will buy a new laptop if ...

- zero conditional and first conditional

- talking about conditions and results

Grammar

Conditional sentences

1 Study the following.

We use conditional sentences to talk about conditions and results. A conditional sentence consists of two parts: an if-clause expressing a condition and a main clause expressing the result of that condition.

Zero conditional (If X happens, Y happens.)

We use the zero conditional to talk about general truths or facts.

If-clause (condition)	Main clause (result)
If + subject + present simple ...	subject + present simple ...
e.g. <i>If you heat water to 100°C, it boils.</i> (Every time you heat water to 100°C, it boils.)	

First conditional (If X happens, Y will happen.)

We use the first conditional to talk about something that is possible to happen in the future.

If-clause (condition)	Main clause (result)
If + subject + present simple ...	subject + will / won't + verb-infinitive
e.g. <i>If I am late, she will be angry.</i> (Perhaps I will be late; then she will be angry.) <i>If he misses the school bus, he won't arrive in time for school.</i>	

Note The if-clause can come before or after the main clause. If it comes before the main clause, use a comma (,). If it comes after the main clause, don't use a comma.

e.g. *If you heat water to 100°C, it boils.*
The water boils if you heat it to 100°C.

If I am late, she will be angry.
She will be angry if I am late.

2 Underline the correct alternatives.

1. If you mix blue and yellow, you *get* / *will get* green.
2. If you walk in the rain, you *catch* / *will catch* a cold.
3. I *have* / *will have* Thai food if I eat out tomorrow.
4. If you boil water, it *turns* / *will turn* into steam.
5. Ko Khant *wins* / *will win* the first prize in the tennis tournament if he practises hard.
6. If I unplug the electric clock, it *stops* / *will stop*.
7. He *doesn't get* / *won't get* good grades if he doesn't study regularly.

3 Match the beginnings of the sentences with the correct endings. The first one is done for you as an example.

1	If you freeze water,	if the weather is fine.
2	If you throw a piece of wood into water,	if we leave during rush-hour.
3	We will go to the beach	if I have a test.
4	We will be caught in a traffic jam	it floats.
5	We won't miss the train	I will go to his birthday party.
6	I will study late at night	it expands.
7	If he invites me,	it turns into ice.
8	If we heat iron,	if we get up early.

e.g. *If you freeze water, it turns into ice.*

4 Write zero or first conditional sentences using the prompts. The first one is done for you.

1. she / take / a taxi / she / get there / in time /.
If she takes a taxi, she will get there in time.
2. we / have / a balanced diet / we / be / healthy /.
3. it / rain / in the evening / the boys / play football /.
4. you / put on / the brakes / the car / stop /.
5. she / open / the parcel / she / get / a surprise /.
6. you / press / this button / the coffee maker / start /.

5a Complete each sentence with the correct form of the verbs given in brackets.

1. If you press the red button of the vending machine, coffee _____ (come) out.
2. If I have a headache, I _____ (take) an aspirin.
3. If you lift this table on your own, you _____ (hurt) your back.
4. If smoke is detected, the smoke alarm _____ (go off).
5. If everyone turns off unwanted lights, we _____ (be) able to save a lot of electricity.

5b Finish the following, using the zero or first conditional.

1. If I have a long holiday, _____.
2. If you drop a glass on the floor, _____.
3. If I have enough money, _____.
4. If I reduce my screen time, _____.
5. If I overeat, _____.
6. If you pour oil on water, _____.
7. If I spend too much time on digital devices, _____.

Lesson 4: I will send you a text message

- writing text messages

Writing

1a Discuss these questions.

1. What digital devices do you want to have?

2. What will you use them for?

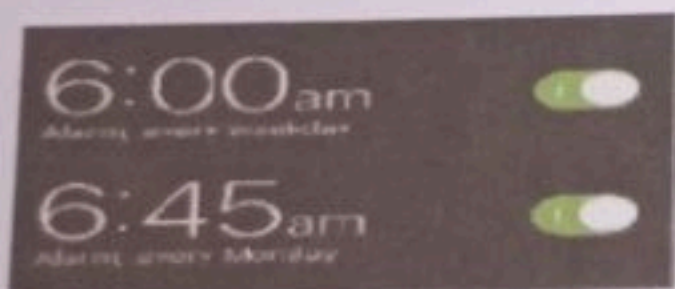
1b Which device(s) will you use if you want to do each of the following? The first one is done for you.

- listen to music
- take photos
- save files
- play video games
- make phone calls
- set an alarm
- store information or data
- watch films
- count steps and check pulse rate
- send text messages

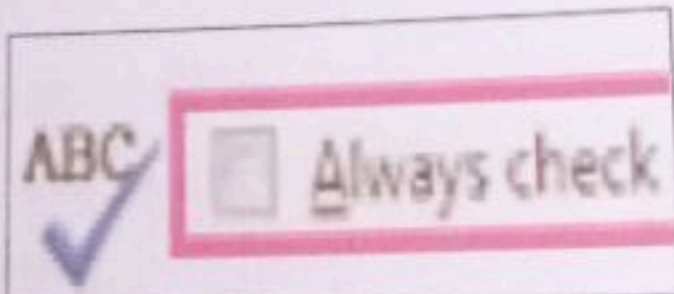


1. I will use **an MP3 player / a mobile phone / a tablet / a laptop** if I want to listen to music.

2 Match the if-clauses (a-f) with the main clauses (1-6). The first one is done for you.



a. If I have to get up early



b. If I finish writing an email



c. If you turn off the computer



d. If my phone battery runs low



e. If I play video games



f. If I press the red button

- _____ , I press the buttons on the controller.
- _____ , I recharge it.
- _____ , the camera captures images.
- _____ , the screen goes black.
- _____ , I set the alarm.
- _____ , I check the spelling.

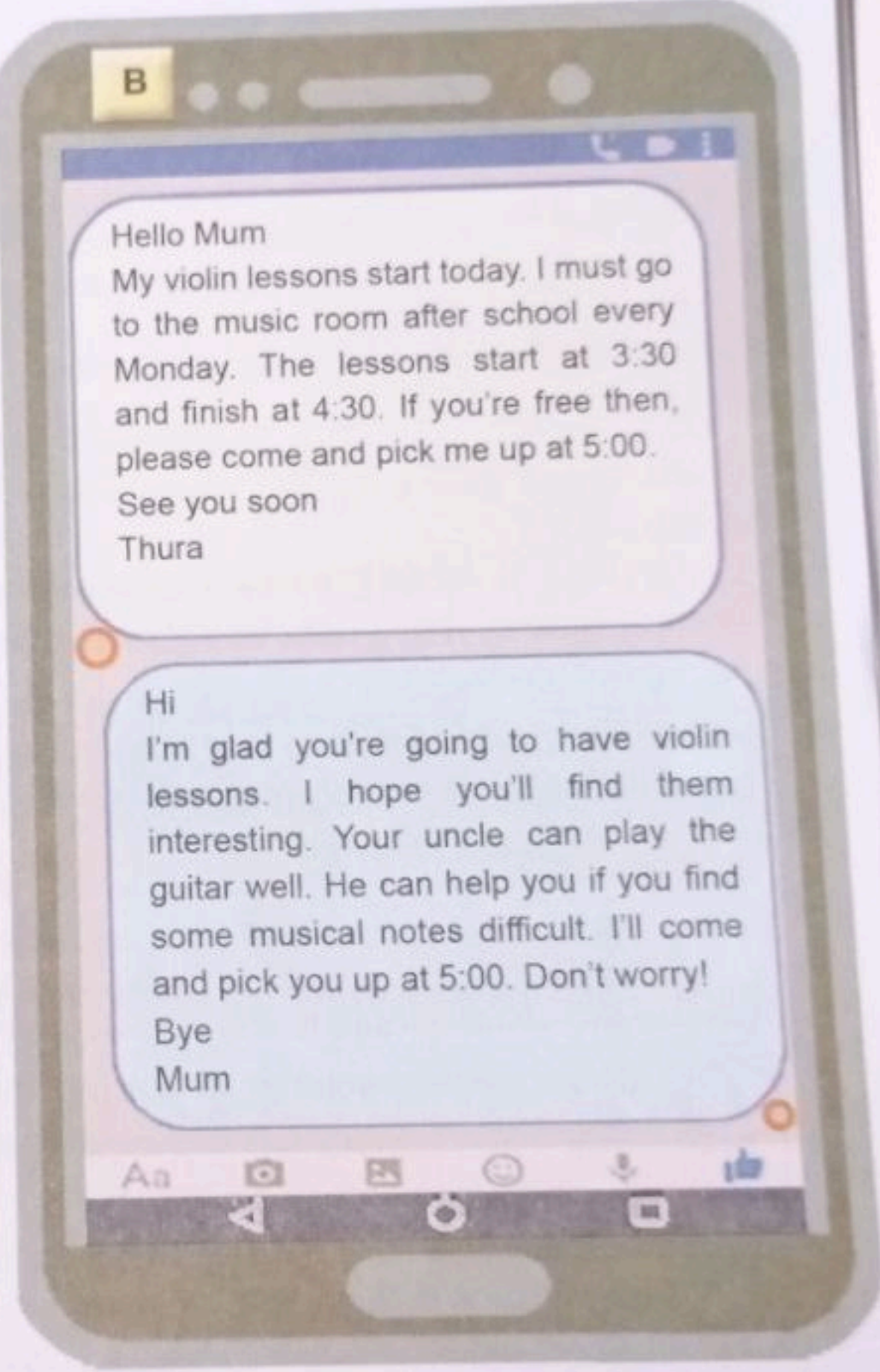
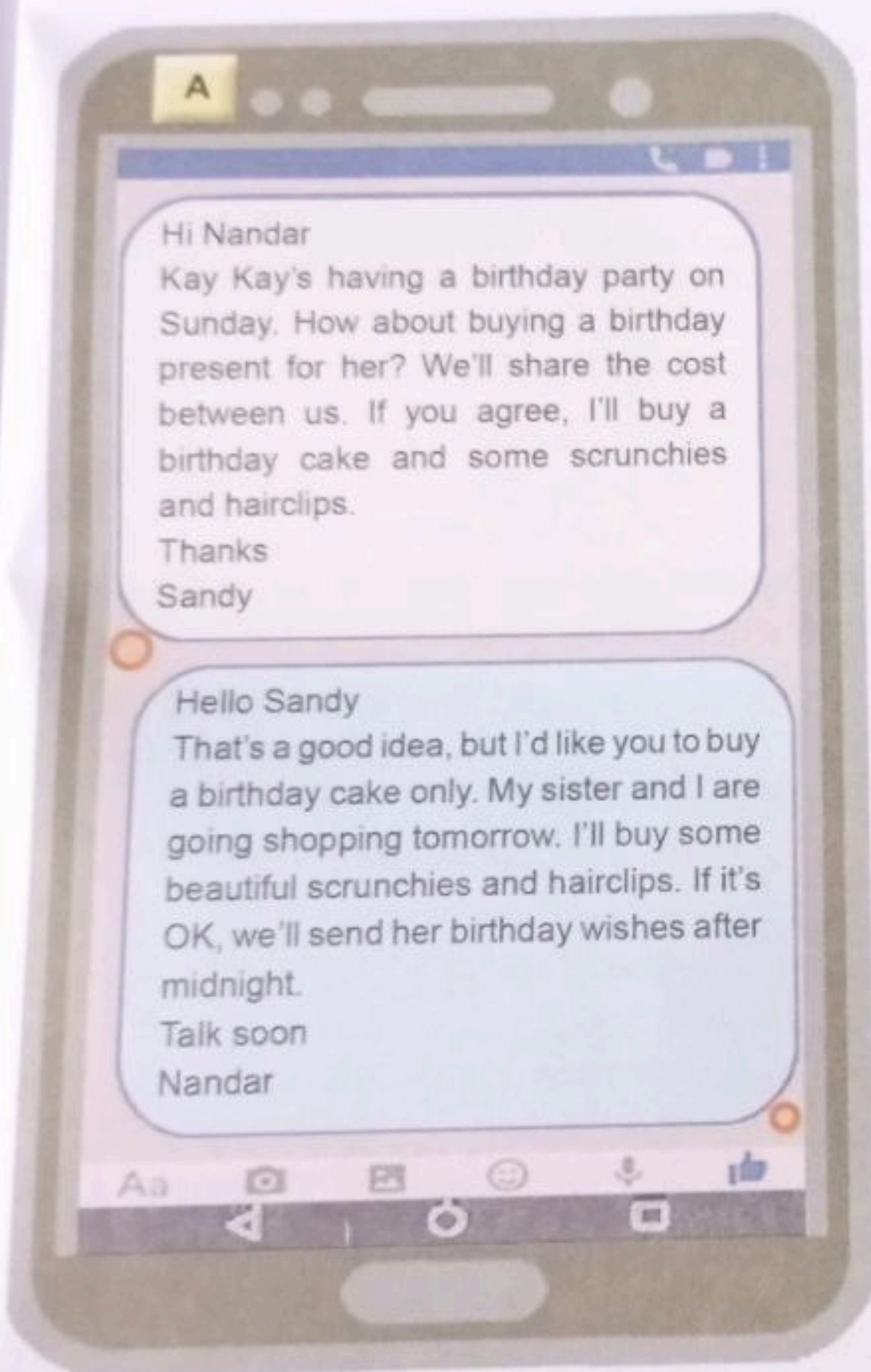
1. *If I play video games, I press the buttons on the controller.*

Put the informal phrases used in short messages in the correct column.

- | | | | | |
|--------------|-----------|-----------|--------------|---------------|
| thanks | hi | take care | hello (name) | see you later |
| see you soon | hi (name) | bye | hello | talk soon |

Starting phrases	Finishing phrases
.....
.....

4a Study the following text messages. What is each message about?



4b You and your friend are going to plan a Science project. Write a short message to your friend telling him / her about the meeting you are going to have.

- Where you will meet
- What time you will start and end
- What you need to bring for the project

4c Work in pairs. Swap your messages. Then read it and write a reply.

Unit 12

Lesson 1: Breaking news

• news topics

• talking about news

Vocabulary

1a Match the words in Column A with their definitions in Column B.

Column A	Column B
1. sports	a. an event that causes great harm, damage, or death
2. weather	b. someone who is famous, especially in areas of entertainment such as films, music, or sport
3. crime	c. games such as football, basketball, etc.
4. disaster	d. a popular style of clothing, hair, decoration, or behaviour
5. fashion	e. temperature and other conditions such as sun, rain, and wind
6. celebrity	f. an action or activity that is against the law

1b Which of the following news topics interests you most? Why?

sports news
weather news

disaster news
crime news

celebrity news
fashion news

1c Listen and number the news excerpts in the order you hear them. Then write the correct type of news next to each. The first one is done for you.

For his contribution to Myanmar film industry, Bogalay Tint Aung received the 2017 Lifetime Achievement Award.

A powerful earthquake hit the island last Sunday afternoon and destroyed twenty houses.

1 Cooler wetter weather is coming to northern parts of the country. It is expected to bring more clouds to those regions.

Two men with guns robbed a store in an outer suburb last night and they took two million kyats from the store owner.

A summer fashion show will be held at the Spring Hotel at the end of this month and there will be other performances by singers.

It was a big match between two top teams, which ended in a 2-2 draw.

weather news

Listening and Speaking

2 Fill the blanks with the words given below. Then, listen and check.

firefighters
whales

injured
control

storm
homes

earthquake
coastal

A All the (1) _____ in the region are still putting out the forest fire which started yesterday evening. They all are trying very hard to keep the blazes under (2) _____ very soon.



B A severe (3) _____ hit the town last Friday and it made many buildings collapse. Hundreds of people lost their (4) _____ because of the storm.



C A strong (5) _____ shook in the eastern part of the country. It was reported that at least 14 people were killed and more than 100 people were (6) _____.



D A very miserable thing happened last weekend. Thirteen (7) _____ were stranded on the shore near a village in the (8) _____ region. Nearly half of them were found dead.



3a Listen and complete the dialogue with the words in the box.

award

headmaster

news

save

special

A: Did you watch the TV (1) _____ last night?

B: No, I didn't. Did you hear anything (2) _____?

A: Yes, I've got a bit of good news for our school.

B: Go ahead. What's in the news?

A: Our (3) _____ was presented with an award for 'Outstanding Performance' on World Teachers' Day. You know, it's held every year on 5th October in Nay Pyi Taw.

B: Wow! That's amazing! What did he receive this (4) _____ for?

A: He rescued a student from drowning in a fast-flowing stream last year.

B: Oh, he risked his life to (5) _____ that student. I'm really proud to hear that.

A: OK, let's go to congratulate our headmaster!

3b Listen and check your answers.

3c Practise the dialogue with a partner.

Lesson 2: What is happening in the world today?

• local news

• international news

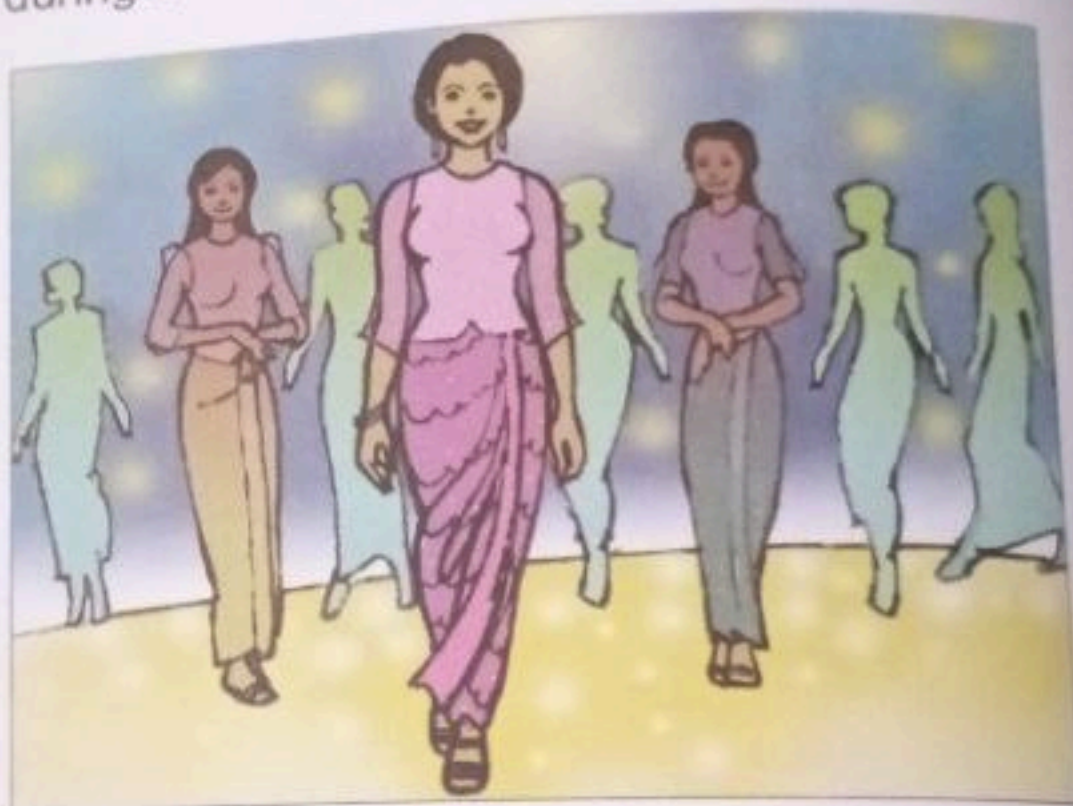
Reading

1 Read the news items given below.



B. Some of the Myanmar popular fashion designers recently held a fashion show at the Kazumi Hotel, Yangon. It took place from September 23 to 25. Famous models wore the dresses created by the designers. They said that the aim of the show was to promote local fashion designs. At the event, the audience enjoyed not only the fashion show but also the performances by famous singers. On the last day of the event, there was a big lucky draw for the audience.

A. This summer will come out above average temperatures for the entire country. The hottest months will be May and June. The temperatures in these months are higher than normal in the south and the west but near normal in the north and the east. Although the temperatures are higher than normal, there will also be heavy rains with strong winds during these months.



C. Last week, there was a big theft of diamonds worth \$5 million in an African country. For a couple of days, the police searched for the three thieves who had stolen precious stones. Finally, the thieves were arrested at the airport just before they left the country. One of them disguised himself as an old man and the rest as tourists. The police said, "We're able to arrest them with the help of the passengers." They added, "This is due to successful cooperation between the police and the public."

D. An anonymous businessman donated \$1 million to help in the fight against COVID-19. The donor said, "We need each other now more than ever." He added, "We should thank all the doctors and nurses for their tireless efforts on the frontline." The money will be used to purchase medicines and PPE sets.



Glossary

disguised (v)	gave a new appearance to person or thing especially to hide its true form
frontline (n)	the most important position in a movement
PPE (abbr.)	personal protective equipment
promote (v)	support or encourage something
worth (adj)	equal in value to

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

Column A

1. audience
2. designer
3. donor
4. model
5. passenger

Column B

- a. a person who provides money, food, etc. to a charity
- b. a person whose job is to wear and show new styles of clothes and be photographed wearing them
- c. a number of people who watch a concert, fashion show, etc.
- d. a person who is travelling in a car, bus, train, plane, or ship and who is not driving it or working on it
- e. a person who makes plans or patterns for clothes, furniture, equipment, etc.

3 Read the news items again and decide if the following statements are true (T) or false (F) or not given (NG).

1. It will be rainy and windy in May and June.
2. The fashion show lasted for four days.
3. Famous singers entertained the audience at the fashion show.
4. The stolen diamonds were worth \$5,000,000.
5. The anonymous donor advised doctors and nurses to buy PPE sets.

4 Complete the following sentences with the words in the box.

disguised

efforts

entire

fashion

frontline

1. Doctors and nurses are fighting against COVID-19 on the _____ in times of pandemic.
2. The man _____ himself by wearing a false moustache.
3. The hairstyle which was popular about fifty years ago is now in _____ again.
4. Kyi Thar put a lot of _____ into finishing the project on time.
5. His disruptive behaviour annoyed the _____ class.

5 Answer the following questions.

1. According to the weather news, will summer be hotter or cooler this year than the previous year?
2. In which parts of the country will the temperatures be higher?
3. Where and when was the fashion show held?
4. What was the aim of the fashion show?
5. How much were the diamonds worth?
6. Why were the police able to arrest the thieves?
7. How will the donation be used according to the passage?

Lesson 3: Good news or bad news?

• present perfect, past simple and past continuous

• describing a past event

Grammar

1 Study the table.

Present perfect		Examples
We use the present perfect to talk about (a) an action that happened at an unspecified time in the past.	(+)	<i>He has caught the influenza.</i>
(b) a completed action (often with <i>just, already and yet</i>).	(+) (+) (-) (?)	<i>I have already booked the hotel.</i> <i>The train has just left. (recent action)</i> <i>The ambulance hasn't arrived yet.</i> <i>Haven't you heard the news <u>yet</u>?</i>
(c) an action that started in the past and continues to the present (usually with <i>for and since</i>).	(+) (-)	<i>He's been absent <u>for</u> three days. (length of time)</i> <i>I haven't seen him <u>since</u> Friday. (starting point)</i>
(d) repetition of an action up to now and experiences with <i>ever, never and before</i> .	(+) (-) (?)	<i>He has been to Singapore twice.</i> <i>I have never seen this film <u>before</u>.</i> <i>Have you ever travelled by plane?</i>

2 Complete the table with the negative and question forms of the present perfect.

Affirmative (+)	Subject + has / have + past participle
Negative (-)	Subject + _____ + _____ + _____
Question (?)	(Wh-) + _____ + _____ + _____ ?

3 Study the table below and write the affirmative, negative and question forms of the past simple and past continuous.

Past simple	Past continuous
<ul style="list-style-type: none"> We use the past simple to talk about an action that started and finished at a specific time in the past with time expressions like <i>yesterday, ago, last night, etc.</i> e.g. <i>The accident happened an hour ago.</i> <i>She didn't agree with us at yesterday's meeting.</i> <i>Did your flight arrive late last night?</i> 	<ul style="list-style-type: none"> We use the past continuous to talk about (a) what was already happening at a particular time in the past. e.g. <i>She was sitting at her desk, but she wasn't studying.</i> (b) an unfinished activity interrupted by a sudden past action. (In this case, we use the past simple and past continuous together.) e.g. <i>She was cooking when he called.</i>

Underline the verbs in the conversation. Then complete the table with the verbs.

Ma Nu: Ko Aung, have you heard the news about the shopkeeper U Kan?
 Ko Aung: No. I haven't.
 Ma Nu: Did you see him when you went shopping yesterday?
 Ko Aung: Yes, I did. He was checking his stock book but he didn't see me.
 Ma Nu: He won 10 million kyats in the State Lottery. Our neighbours were talking about it this morning.
 Ko Aung: Really?

	Present perfect	Past simple	Past continuous
+			
-			
?			

5 Complete each sentence with the appropriate form of the verb in brackets.

1. Fortunately, no one _____ (die) in the road accident yesterday.
2. Heavy rains and floods _____ (make) hundreds of people in lowland areas homeless.
3. Myanmar _____ (be) a member of ASEAN since 1997.
4. The ship _____ (sink) while it _____ (cross) the Pacific.
5. The art gallery _____ (hold) three exhibitions this month.
6. They _____ (postpone) the excursion because of the bad weather.

6a Complete the sentences with the correct form of the verbs in brackets.



Last night, a burglar broke into my shop-cum-house. I (1) _____ (go) to bed rather late. I (2) _____ (start) to go to sleep when a slight cracking sound (3) _____ (wake) me up. I (4) _____ (go) down the stairs with a torch. In the pale moonlight coming through the window, I (5) _____ (see) a man standing behind the cash desk. He (6) _____ (go) through the drawers. I shouted, "Thief! Thief!" and (7) _____ (shine) the torch in his face. He (8) _____ (wear) a mask and there was a crowbar in his hand. At once, he ran towards the open window, jumped onto the windowsill and (9) _____ (escape). I called the police and they (10) _____ (arrive) a few minutes later.

6b Imagine you are the police officer. Make questions using the prompts.

how / the burglar / come in?

you / see / his face?

he / carry / any weapon?

What / he / wear?

he / attack / you?

you / check / your belongings?



6c Work in pairs.

Student A (Police officer): Ask questions from Exercise 6b.

Student B (Houseowner): Answer A's questions.

Lesson 4: What happened in my neighbourhood?

• past time expressions

• writing a short news story

Writing

1a Link the words and phrases in the box with 'ago', 'last' and 'yesterday' to form past time expressions. Write them in the correct column.

century, century, afternoon, evening, an hour, a month, month, morning, night, ten minutes, Sunday, two days, a few years, year, weekend, week

_____ ago e.g. a century ago	last _____ e.g. last century	yesterday _____ e.g. yesterday afternoon
---------------------------------	---------------------------------	---

1b Complete the sentences using the time expressions in Exercise 1a. Use a different time expression for each sentence.

1. A powerful cyclone hit a few fishing villages in the coastal region _____.
2. My favourite writer won the National Literary Award _____.
3. Schools around the world were closed because of the COVID-19 outbreak _____.
4. The journalist reported that three masked men robbed a bank _____.
5. The December sports festival ended _____.
6. They held the opening ceremony of a new school building _____.
7. Two world wars broke out in the _____.
8. Due to the heavy rain, there were a few road accidents _____.

1c Compare your answers with your friend's.

1d Write three sentences about the past events that you experienced, using appropriate time expressions.

2a Join each pair of sentences with 'when' and 'while', changing the verbs in brackets into the correct past tenses. The first one is done for you.

1. The burglars (break) into the house. The houseowner (sleep) in his bedroom.
When the burglars broke into the house, the houseowner was sleeping in his bedroom.
While the houseowner was sleeping in his bedroom, the burglars broke into the house.
2. The accident (happen). They (wait) for the bus.
3. It (start) to rain. The footballers (play) hard for the winning goal.
4. The doorbell (ring). The reporter (announce) the breaking news.
5. The workers (work) in the furniture factory. The fire alarm (go) off.
6. The cooks (prepare) a gala dinner. The special guests (arrive).
7. We (walk) along the bank of the river. We (see) a man drowning in the river.
8. The gas cylinder in the kitchen (explode) loudly. We (have) lunch.
9. U Ba (drive) down the road. His mobile phone (begin) to ring.
10. The lights (go) out. The lift (go) up.

20 Finish each sentence to make it meaningful and logical. Use the past simple or the past continuous.

1. When it began to rain, _____
2. While the farmers were ploughing the fields, _____
3. The car broke down while _____
4. The students were doing an experiment in the laboratory when _____
5. While they were rowing up the stream, _____

3a Complete the news story with the correct tense of the verbs given in the box.

arrive, be, fall, find, get, happen, hear, leave, look, run, sleep, spread

It (1) was about 5 o'clock yesterday morning. Zaw Zaw (2) _____ up early to go for a walk. Everyone else in his house (3) _____ as it was Sunday. Zaw Zaw (4) _____ a strange loud noise and (5) _____ out of the house to see what (6) _____.

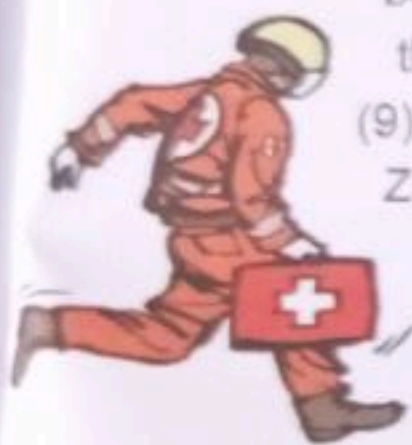
Many people in his neighbourhood (7) _____ out of their windows. At first, Zaw Zaw could not see things clearly

because a big cloud of dust (8) _____ all over the street. After a few seconds, all of them

(9) _____ that the old brick building opposite to Zaw Zaw's house (10) _____ down slowly.

Five minutes later, the local emergency response team (11) _____. Luckily, no one was injured

in this accident because the houseowner (12) _____ the house last month knowing that it was too old to live in anymore.

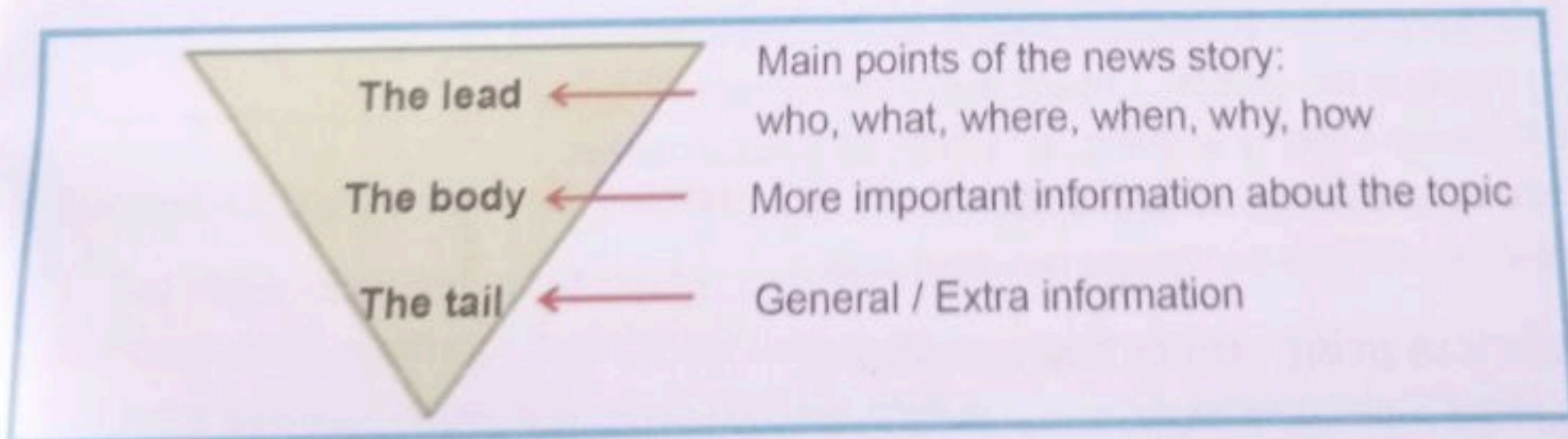


Later that day, the police came and inquired about the accident.

3b Read the news story in Exercise 3a and answer the following questions.

1. What happened?
2. When and where did it happen?
3. Why did it happen?
4. Who was injured in the accident?
5. What happened in the end?

Structure of a news story



4 Write a short news story about an accident or an event you saw or were involved in.

Review 4

1 Complete each blank with an appropriate word. The initial letters are given.

1. Artists have to use their i_____ to create works of art.
2. My uncle's favourite p_____ is collecting stamps.
3. It will be difficult for Ko Ko to b_____ the defending tennis champion.
4. Going hiking in the mountains all day is extremely t_____.
5. Doing yoga helps you to improve your physical and mental w_____.
6. I like to wear my smart watch as I can c_____ my steps and check my pulse rate.
7. Mobile phones are very useful in e_____ situations.
8. I need a_____ to the Internet to download my favourite songs from YouTube.
9. Social m_____ is an easy means of getting information from across the world.
10. My sister who is studying abroad always keeps in t_____ with the family via WeChat.

2 Complete the sentences with the words in the box.

sports disasters celebrity fashion weather crime

1. A huge crowd is waiting for the _____ to come out of the hotel.
2. This area is frequently hit by natural _____ such as earthquakes and floods.
3. Playing _____ and games makes us healthy.
4. The accused finally admitted that he had committed the _____.
5. The designer is making new dresses for the _____ show which will be held next month.
6. Because of the bad _____, we couldn't continue our journey.

3 Choose the correct alternative.

1. The Second World War *broke out* / *has broken out* in 1939.
2. The police *did not find* / *have not found* the missing child yet.
3. The weather *was* / *has been* bad since last Friday.
4. The millionaire *donated* / *has donated* one million dollars to the charity three days ago.
5. Michel Mayor from Switzerland *won* / *has won* the Nobel Prize for Physics in 2019.
6. One of the most destructive volcanic eruptions *happened* / *has happened* in Indonesia in 1883.

4 Put the verbs in brackets in the past simple or the past continuous.

1. Mother (make) dinner when we arrived.
2. The minister (deliver) a welcome speech at the ceremony last night.
3. While I (walk) in the garden, I heard someone scream for help.
4. At six o'clock yesterday evening, we (shop) at a supermarket.
5. He stood up suddenly and (leave) the room.
6. A burglar (break) into that house two days ago.

5 Make sentences using zero or first conditional.

1. If / you / heat / ice / it / melt / .
2. If / she / eat / greasy food / she / become / fat / .
3. If / you / put / chlorine / in water / it / kill / bacteria / .

- 4. The children / stay indoors / if / it / rain / .
- 5. If / the climate / be / extreme / crops / die / .
- 6. If / you / turn on / the table lamp / you / see / better / .

6 Complete the dialogue between a policeman and a witness to the bank robbery using the correct form of the verbs in brackets.

Policeman:	What you (1) _____ (do) at the time of the robbery yesterday?
Witness:	I (2) _____ (stand) outside a shop near the bank. And I saw a man running out of the bank, carrying a bag.
Policeman:	Can you tell me what he's like?
Witness:	He's rather tall and thin.
Policeman:	What (3) _____ (he, wear)?
Witness:	He (4) _____ (wear) a black jacket and blue jeans. I think he (5) _____ (have) a pistol in his jacket pocket.
Policeman:	What (6) _____ (happen) then?
Witness:	He (7) _____ (get) into a black van and (8) _____ (drive) away.
Policeman:	(9) _____ (you, see) the number plate?
Witness:	Yes, I did, but I (10) _____ (not, remember) the number.
Policeman:	That's all for now. Thank you.

7 Choose an appropriate response from the four in the box and write it under each text message.

That's a good idea! Sure. No problem.	I think you should reduce your screen time. I'd love to, but I'm not feeling well.
--	---

My eyes and back hurt when I use my phone these days. What should I do?

Nu Nu's going to have a birthday party on Sunday. How about buying a special cake for her?

1. _____

2. _____

Do you feel like going out this evening? Let's have dinner together with my family. We'll pick you up at your house at 6:30. Is that OK?

Have you finished doing the sums? I've got a problem with some. If you have time, please help me. OK?

3. _____

4. _____

8 Underline the correct alternative. The first one is done for you.

- 1. I've never attempted *teaching* / to teach my parrot to speak.
- 2. I don't mind *washing* / *to wash* the dishes.
- 3. I hope *getting* / *to get* a grade A in essay writing.
- 4. I can't afford *buying* / *to buy* a smart watch.
- 5. I enjoy *chatting* / *to chat* with my friends.
- 6. I'm trying to quit *playing* / *to play* online games.

Project 4

- 1 Work in groups of four. Decide what digital device your group would like to have. You can choose one of the devices given below.



- 2 Write a short paragraph on 'The device we would like to have' using the following information.
- the digital device you would like to have
 - its make and brand
 - its colour
 - why you would like to have it
 - how you will use it
- 3 Display the written paragraphs on the board. Vote for the best one.

Poem 4: The Moon

Pre-reading

1. When can we usually see the moon?
2. According to a Myanmar legend, what exists on the moon?
3. What do you usually do on moonlit nights?

1 Read the poem.

The Moon

The moon has a face like the clock in the hall;
 She shines on thieves on the garden wall,
 On streets and fields and harbour quays,
 And birdies asleep in the forks of the trees.
 The squalling cat and the squeaking mouse,
 The howling dog by the door of the house,
 The bat that lies in bed at noon,
 All love to be out by the light of the moon.
 But all of the things that belong to the day
 Cuddle to sleep to be out of her way;
 And flowers and children close their eyes
 Till up in the morning the sun shall rise.

Robert Louis Stevenson

3 Fill each blank with a suitable word in the box.

children	come	moon	names
night	stanzas	things	written

The poem was (1) _____ by Robert Louis Stevenson. It is about the (2) _____ and it has three (3) _____. The first stanza gives us the (4) _____ on which the moon shines. The second gives the (5) _____ of four animals which like to (6) _____ out at night. The last stanza tells us that flowers, (7) _____ and many things that belong to the day sleep at (8) _____.

4 Answer the following questions in complete sentences.

1. What is the moon compared to in the poem? Why?
2. What does 'She' in Stanza 1 refer to?
3. What sound does a cat make?
4. What sound does a mouse make?
5. What sound does a dog make?
6. What creatures like to be out at night?
7. Who sleeps at night according to the poet?
8. Do you like moonlit nights? Why or why not?

Glossary

birdies (n)	small birds
cuddle (v)	hold someone or something closely for affection, warmth, or comfort
fork (n)	place where two branches meet
harbour (n)	place of shelter for ships and boats
howling (n)	a long loud high wavering noise made by dogs
quay (n)	a platform in a harbour where boats come in to load, etc.
squalling (n)	a cry or yell roughly made by cats
squeaking (n)	a short high cry made by mice

2 Match the doers on the left with the things they do on the right.

- | | |
|-------------|-------------------------------------|
| (1) bats | (a) sleep in the forks of the trees |
| (2) cats | (b) sleep in the daytime |
| (3) dogs | (c) squeak |
| (4) mice | (d) howl |
| (5) birdies | (e) squall |