

THE GOVERNMENT OF  
THE REPUBLIC OF THE UNION OF MYANMAR

MINISTRY OF EDUCATION

TEXTBOOK  
**ENGLISH**  
GRADE 9

LANGUAGE AT OUR SERVICE

LISTENING



WRITING



SPEAKING



READING



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THE REPUBLIC OF THE UNION OF MYANMAR  
MINISTRY OF EDUCATION**

**TEXTBOOK**  
**ENGLISH**  
**GRADE 9**

နိုင်ငံတော်က အခမဲ့ထောက်ပံ့ပေးသည်။

**BASIC EDUCATION CURRICULUM AND TEXTBOOK COMMITTEE**

THE  
MINISTRY OF EDUCATION

TEXTBOOK

အမျိုးသားသင်ရိုးညွှန်းတမ်းကော်မတီက အတည်ပြုသည်။  
အခြေခံပညာသင်ရိုးညွှန်းတမ်းနှင့်  
ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။

GRADE 9

THE  
MINISTRY OF EDUCATION

## INTRODUCTION

In this Grade 9 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

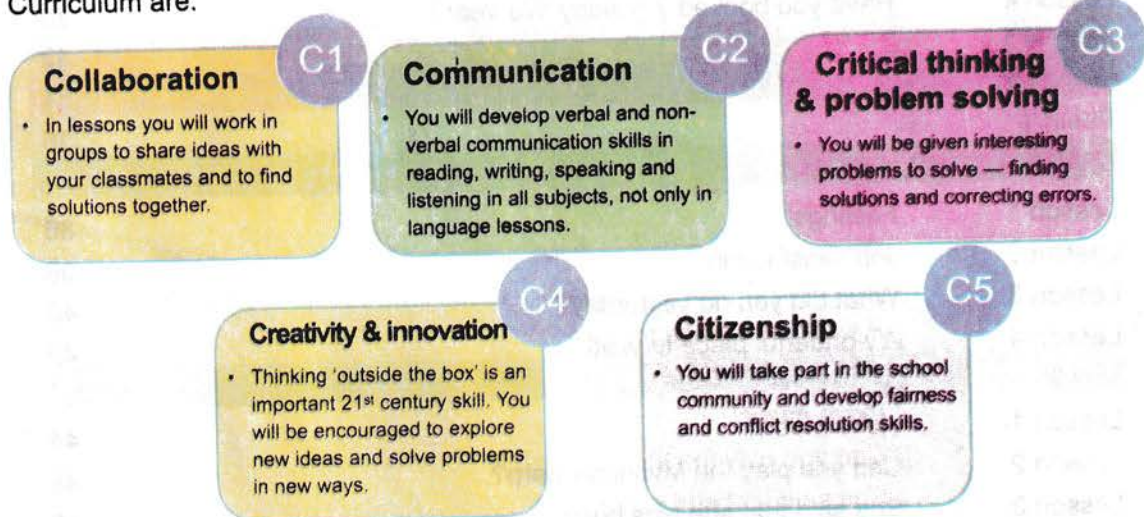
You will learn more about the English language and how it is used in the real world. You will learn to solve problems and think creatively. In some lessons, you will work in pairs or groups. At other times, you will work as a class or individually.

This Grade 9 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 5C's as important 21<sup>st</sup> 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:



### What will you know and be able to do at the end of G9 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 9 English Textbook interesting. We also hope you will continue to enjoy learning English!

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<b>Review 1</b>	<ul style="list-style-type: none"> <li>To help students revise selected knowledge and skills from Units 1, 2 and 3</li> </ul>	
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<b>Review 2</b>	<ul style="list-style-type: none"> <li>To help students revise selected knowledge and skills from Units 4, 5 and 6</li> </ul>	
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Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> <li>• Would you mind / Do you mind ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Writing an email</li> </ul>	<ul style="list-style-type: none"> <li>• Having small talk</li> </ul>
<ul style="list-style-type: none"> <li>• Question tags</li> </ul>	<ul style="list-style-type: none"> <li>• Confirming understanding</li> <li>• Asking for detailed information</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for detailed information</li> </ul>
<ul style="list-style-type: none"> <li>• Uses of the present perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a letter of enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about a holiday</li> </ul>
<ul style="list-style-type: none"> <li>• To provide summative assessment of student learning</li> </ul>		
<ul style="list-style-type: none"> <li>• To successfully complete the project by working collaboratively in small groups</li> </ul>		
<ul style="list-style-type: none"> <li>• Questions in the past simple</li> </ul>	<ul style="list-style-type: none"> <li>• Describing past events</li> <li>• Describing impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Describing feelings, impressions and past events</li> </ul>
<ul style="list-style-type: none"> <li>• Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying opinions and facts</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving opinions</li> </ul>
<ul style="list-style-type: none"> <li>• Past simple and past continuous</li> <li>• Narrating a story</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Linking words</li> </ul>	<ul style="list-style-type: none"> <li>• Recounting an experience</li> </ul>
<ul style="list-style-type: none"> <li>• To provide summative assessment of student learning</li> </ul>		
<ul style="list-style-type: none"> <li>• To successfully complete the project by working collaboratively in small groups</li> </ul>		



Unit Number & Soft Skills	Listening & Speaking	Reading
<b>Unit 7</b> C1, C2, C3, C4, C5	<ul style="list-style-type: none"> <li>Observing the climate of the Earth</li> <li>Talking about cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Some daily activities that cause carbon emission</li> </ul>
<b>Unit 8</b> C1, C2, C3, C4, C5	<ul style="list-style-type: none"> <li>Household devices and kitchen appliances</li> </ul>	<ul style="list-style-type: none"> <li>A healthy cooking appliance</li> <li>Preparing food with an air fryer</li> </ul>
<b>Unit 9</b> C1, C2, C3, C4, C5	<ul style="list-style-type: none"> <li>Talking about social problems</li> </ul>	<ul style="list-style-type: none"> <li>Causes of obesity</li> <li>Prevention of obesity</li> </ul>
<b>Review 3</b>	<ul style="list-style-type: none"> <li>To help students revise selected knowledge and skills from Units 7, 8 and 9</li> </ul>	
<b>Project 3</b> C1, C2, C3, C4	<ul style="list-style-type: none"> <li>To talk about how to reduce GHG emissions</li> </ul>	
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<b>Unit 10</b> C1, C2, C3, C4	<ul style="list-style-type: none"> <li>International travel</li> <li>Buying flight tickets</li> </ul>	<ul style="list-style-type: none"> <li>Travelling in nature</li> <li>Going on a package tour</li> </ul>
<b>Unit 11</b> C1, C2, C3, C4	<ul style="list-style-type: none"> <li>Describing things using adjectives</li> <li>Talking about a cultural heritage site</li> </ul>	<ul style="list-style-type: none"> <li>A brief history of Yangon</li> </ul>
<b>Unit 12</b> C1, C2, C3, C4	<ul style="list-style-type: none"> <li>Talking about physical exercise</li> <li>Giving a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Different kinds of physical exercise</li> </ul>
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<b>Project 4</b> C1, C2, C3, C4	<ul style="list-style-type: none"> <li>To prepare and give a presentation about a well-known person in history, a famous scientist or a successful businessman</li> </ul>	
<b>Poem 4</b>	<ul style="list-style-type: none"> <li><i>The Arrow and the Song</i> by Henry Wadsworth Longfellow</li> </ul>	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> <li>• Clauses of contrast</li> <li>• Second conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Narrating a personal account</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about cause and effect</li> </ul>
<ul style="list-style-type: none"> <li>• Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>• Giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Giving instructions</li> </ul>
<ul style="list-style-type: none"> <li>• Third conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a letter of apology</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about social problems</li> </ul>
<ul style="list-style-type: none"> <li>• To provide summative assessment of student learning</li> </ul>		
<ul style="list-style-type: none"> <li>• To successfully complete the project by working collaboratively in small groups</li> </ul>		
<ul style="list-style-type: none"> <li>• Passive voice</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a travel guide</li> <li>• Sample travel guide structure</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving information</li> </ul>
<ul style="list-style-type: none"> <li>• Present perfect and past simple</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a brief biography</li> </ul>	<ul style="list-style-type: none"> <li>• Describing things</li> <li>• Writing a brief biography</li> </ul>
<ul style="list-style-type: none"> <li>• Will, can, may, could, might</li> <li>• Expressing possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Mind map and bar graph</li> <li>• Writing a project</li> </ul>	<ul style="list-style-type: none"> <li>• Giving a presentation</li> </ul>
<ul style="list-style-type: none"> <li>• To provide summative assessment of student learning</li> </ul>		
<ul style="list-style-type: none"> <li>• To successfully complete the project by working collaboratively in small groups</li> </ul>		

# UNIT 1

## Lesson 1: That's very kind of you

- greetings
- saying thanks
- farewells

### Listening and Speaking

1. Match the greetings (1–4) with the persons (a–d).

- |                 |                     |                   |               |
|-----------------|---------------------|-------------------|---------------|
| 1. Good morning | 2. Long time no see | 3. How do you do? | 4. Hi / Hello |
|-----------------|---------------------|-------------------|---------------|
- (a) someone younger than you  
 (b) someone older than you  
 (c) someone you haven't met for a long time  
 (d) someone introduced to you for the first time

2. Listen to the conversations and tick (✓) the expressions that you hear.

Greetings		Responses	
How are you? / How are you doing? Good morning / afternoon / evening. How do you do? How's everything?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fine, thanks. And you? I'm doing great / well. I'm fine, and you? How do you do? I'm well. / I'm pretty good.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Introducing someone else		Responses	
Meet ... This is ... I'd like to introduce ...	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Nice to meet you! Pleased to meet you! Nice to meet you, too. Pleased to meet you, too.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Saying thanks		Responses	
Thank you. Thanks a lot. That's very kind of you. It was very nice of you. I truly appreciate your help. Thank you for your help.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	You're welcome. I'm glad that I could help. Please don't mention it. My pleasure.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Farewells		Responses	
See you later. Bye. Goodbye. See you soon. Take care. See you then.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Bye. See you. Take care. Stay safe. Bye. Have a nice day.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3. Listen again and fill the blanks with suitable expressions in **Exercise 2**.

(1) At the food court

- Nay Chi:** Hi, Thuzar, Long time no see! (1) \_\_\_\_\_
- Thuzar:** Hello, Nay Chi, I'm doing great.
- Nay Chi:** Thuzar, (2) \_\_\_\_\_ my cousin, Nandi.
- Thuzar:** Hello, Nandi, it's really (3) \_\_\_\_\_.
- Nandi:** Nice to meet you, too.
- Nay Chi:** Would you like to join us for lunch?
- Thuzar:** Yes, of course.
- Nay Chi:** Great! Have a seat. I've ordered steamed rice with roast duck. What would you like?
- Thuzar:** I'll have fried noodles.
- Nay Chi:** That's great! I'll pay the bill.
- Thuzar:** (4) \_\_\_\_\_.
- Nay Chi:** Please don't mention it.
- Nandi:** Excuse me. I must be leaving now. (5) \_\_\_\_\_.
- Nay Chi:** Bye. See you.
- Thuzar:** Bye.

(2) At the Principal's Office

- Thuta:** (6) \_\_\_\_\_, Sayagyi. How are you?
- U Thiha:** Good morning, Thuta. (7) \_\_\_\_\_, and you?
- Thuta:** I'm doing great, thank you. Sayagyi, (8) \_\_\_\_\_ Nyi Zaw.
- U Thiha:** Pleased to meet you, Nyi Zaw.
- Nyi Zaw:** (9) \_\_\_\_\_, Sayagyi.
- Thuta:** Sayagyi, Nyi Zaw is from my hometown.
- Nyi Zaw:** Sayagyi, can you do me a favour? Would you mind telling me how I can apply to your school?
- U Thiha:** No, not at all. But, I have to attend a meeting in a few moments. Please come to my office tomorrow afternoon. (10) \_\_\_\_\_.
- Nyi Zaw:** Thank you, Sayagyi. Goodbye.

4. In groups of three, practise the conversations in **Exercise 3**.

5. In groups of three, role-play a conversation between a teacher and two students, using the following expressions.

Nice to meet you ...      Excuse me, I have to ...      Nice to meet you, too.      How are you?

Fine, thanks ...      Teacher, this is my friend ...      How do you do?      Bye. See you ...

**Lesson 2: How's everything with you?**

• greetings

• small talk

• introductions

**Reading**

1. Tick (✓) the safe topics to start a conversation. Compare your answers with a friend.

politics

income

food

weather

sports

religion

2. Read the passage and choose the appropriate sentences (a–f) to complete the gaps (1–6).

**Greetings**

A greeting is a way of being friendly or polite to someone. It is also a way of opening up a channel of communication – a way of starting a conversation. (1) \_\_\_\_\_. In many languages, a question is used as a greeting: 'How are you?', 'How's it going?', 'How's everything with you?', etc. But such questions are not regarded as real questions. In response to these questions, you do not need to give a full answer or even a true one. In English, for instance, the commonest greeting is a question about a person's health: 'How are you?' People respond to this question with a fixed expression such as 'I'm fine, thanks.' or 'I'm very well, thanks.' (2) \_\_\_\_\_.



**Small talk**

In most cultures, a greeting is usually followed by short conversations, called 'small talk', which is also a way to express politeness, warmth and friendliness. (3) \_\_\_\_\_. Such conversations take place at bus stops, on buses and trains, in lifts – almost anywhere we gather close together. These short verbal exchanges deal with broad topics such as the weather, customer service, movies or TV shows, or a particular consumer product. In many cultures, money, family, religious beliefs and politics are not suitable topics for small talk. (4) \_\_\_\_\_. For instance, at tennis matches, people make small talk about the game they are watching: 'Great game, isn't it?' In fact, small talk enables us to earn the favour and respect of our friends or colleagues and achieve even success in life.



**Introductions**

When you are introduced to someone, you will be often given the name the person

would like to be called. If a person has a title such as doctor, professor or director, it is appropriate to use the title when addressing them. If the person is of the same age or younger, it is all right to address him or her by only his or her first name. If you are uncertain, you may use Mr, Mrs, Ms, or Miss. (5) \_\_\_\_\_. When you are in doubt, you can ask the person how you should address them. Most of the time, people are informal with their greetings. However, it is best to be polite and use a title with a stranger or a business associate. Most people shake hands and make eye contact when they first meet each other. (6) \_\_\_\_\_. A hug and kiss may be used with people who know one another well. In most cultures, it is not common to hug or kiss a person when first being introduced.



- (a) We do not expect them to talk about their headache or their backache, even though they have one.
- (b) Mostly, a person will indicate what they wish to be called.
- (c) Small talk means unimportant things we talk about at the beginning of a conversation.
- (d) In many different cultures, when people meet each other, they exchange greetings such as 'Hello', 'Good morning', and 'How are you?'.
- (e) But, in many cultures, it is also impolite for men to shake hands with women.
- (f) The topics for small talk depend on where the conversation is taking place.

3. Match the words or phrases in Column A with their definitions in Column B.

Column A	Column B
1. address	a. a person that you work with
2. channel	b. the assistance and advice provided by a company to those who buy or use its products or services
3. colleague	c. a conversation between two or more people
4. consumer product	d. a medium for communication
5. customer service	e. a product that is bought by individuals or households for personal use
6. verbal exchanges	f. to speak or write to someone directly

4. Read the text again and answer the following questions.

- 1. What is a greeting?
- 2. Mention three topics which are suitable for small talk.
- 3. How should we address a stranger or a business associate?
- 4. Why is small talk important in our life?
- 5. Should we hug or kiss a person when first being introduced? Why?

### Lesson 3: Be my guest!

- Would you mind / Do you mind ...?

#### Grammar

- To make a polite request or ask for permission, we use 'Would you mind ...?' or 'Do you mind ...?'.

#### 1. Study the table.

Functions	Forms	Examples
Making requests	<i>Would you mind + verb-ing ...?</i>	<i><u>Would you mind closing</u> the window?</i>
	<i>Do you mind + verb-ing ...?</i>	<i><u>Do you mind not standing</u> at the door?</i>
Asking for permission	<i>Would you mind if ...?</i>	<i><u>Would you mind if I closed</u> the window?</i>
	<i>Do you mind if ...?</i>	<i><u>Do you mind if I keep</u> this photo?</i>

#### 2. Make polite requests using 'Would you mind / Do you mind ...?'. The first one is done for you.

- Switch off the alarm.  
*Would you mind / Do you mind switching off the alarm?*
- Call me when you arrive home.
- Give me a hand laying the dinner table.
- Don't tell anyone our secret.
- Put out your cigarette. This is a non-smoking area.

#### 3. Rewrite the following sentences using 'Would you mind / Do you mind ...?'. The first one is done for you.

- Can I smoke here?  
*Would you mind / Do you mind if I smoke here?*
- May I look at your paper?
- Can I leave a bit earlier today?
- May I use your computer?
- Can I switch on the radio?

4. Match the expressions in Column A with the responses in Column B.

Column A	Column B
1. Would you mind passing me the salt?	a. I'd rather you didn't.
2. Do you mind cleaning the room?	b. No, please be my guest.
3. Would you mind if I brought my dog into the room?	c. Of course not. Here you are.
4. Do you mind if I turn on the air conditioner?	d. No, not at all. I'll do it now.

5a. Make polite requests or ask for permission for the following situations. Begin each sentence with the word given in brackets. The first one is done for you.

- You want your brother to wait for you. (Would)  
*Would you mind waiting for me?*
- You are in a taxi. You don't want the driver to drive so fast. (Would)
- You want to use your brother's laptop. Ask him. (Do)
- Your roommate is going out. You want him to fetch you some snacks. (Do)
- Someone is blocking the door and you can't enter. You want him to move aside. (Would)
- You want your brother not to leave his clothes lying around the room. (Would)
- You want to put the calendar on the wall. Ask your teacher. (Would)

5b. Give appropriate responses to the answers in Exercise 5a.

5c. In pairs, practise making requests / asking for permission and giving responses.





**Lesson 4: Thanks for everything****• Writing an email****Writing****1. In pairs, ask and answer the questions.**

1. Have you ever written an email? If so, when and to whom?
2. Who normally sends emails to each other?
3. What are the essential parts of an email?

**2a. Say whether these statements are True or False.**

In writing an email:

1. Greetings (e.g. *Dear Thurein*) and endings (e.g. *Best regards*) are not always necessary.
2. Abbreviations and contractions are used.
3. It is all right to miss out pronouns and other words at the beginning of a sentence.
4. Spelling mistakes are acceptable.
5. Polite expressions (e.g. *I look forward to hearing from you.*) are used.

**2b. Read the email and answer the questions that follow.**

From : thetaung@gmail.com  
To : nyanlin07@gmail.com  
Cc :  
Subject: Thanks for the notes

Dear Nyan Lin,

Thank you so much for lending me the notes of the lessons that I missed during my absence. That's very kind of you. When I copied the notes, I found that some of the lessons were too hard for me. I really need your help. Would you mind explaining the lessons that I don't understand? One more thing – do you mind if I return your notes this weekend? Now, I've recovered from my illness. I think I will be able to attend classes next week. Thanks for everything.

With warm regards,

Thet Aung



1. Who is writing this email to whom?
2. What is the subject of the email?
3. Why did Thet Aung miss the classes?
4. Why is Thet Aung saying thanks to Nyan Lin? Which sentence tells you this?
5. What does Thet Aung request Nyan Lin to do?

**3. Rearrange the following in the proper order. The first one is done for you.**

- a. Shwe Yi \_\_\_\_\_
- b. I just want to say thank you for helping me to improve my Maths skills. \_\_\_\_\_
- c. Hi, Khaing Wai,   1
- d. As you know, I was weak in Maths. \_\_\_\_\_
- e. Thanks for everything you have done for me. \_\_\_\_\_
- f. But you've really made me interested in Maths. \_\_\_\_\_
- g. By the way, do you mind if I borrow some books for the International Maths Olympiad? \_\_\_\_\_
- h. Now I can solve even difficult problems on my own. \_\_\_\_\_
- i. Best regards, \_\_\_\_\_

**4. Based on the prompts given, write an email to someone who has helped you, saying words of appreciation. Make a request for something and ask for permission to do something, using 'Would you mind ...? / Do you mind ...?'**

- words of appreciation
- what he / she has done for you
- where and when
- how his / her help benefits you
- requesting him to do something for you
- asking for his / her permission to do something
- anything you would like to add

**Tips**

When you write an email,

- Use appropriate greetings and endings.
- Make it short and clear.
- Check spelling and grammar.
- Use abbreviations where relevant.
- Use an appropriate style.

**UNIT 2**

**Lesson 1: Most celebrated festivals in Myanmar**

**Learning about Myanmar festivals**

1. Look at the pictures and answer the questions in pairs.

1. What festivals are they?
2. What time of year are they usually held?
3. Have you ever been to a festival?
4. How did you feel when you were taking part in it?



**Vocabulary**

2a. Match the pictures with the words or phrases in the box.

fireworks      paper lanterns      floating candles      hot air balloons



1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_

2b. Which festivals are the pictures in Exercise 2a associated with?

2c. Study the following.

1. look out	to take care or concern oneself
2. set off	to start doing something
3. exhilarating	very exciting and enjoyable
4. lit up	filled with light
5. burst into	to break into pieces in a sudden and violent way
6. unique	very special
7. fascinating	extremely exciting and attractive
8. spectacle	a very impressive show

## Listening and Speaking

3a. Listen to the dialogue and tick the expressions that you hear.

### Useful phrases

<b>Expressing lack of understanding</b>	<b>Checking for understanding</b>
Sorry, I didn't get your point. I'm sorry but I don't understand what you mean.	Do you know what I mean? Are you following me? Are you with me (so far)?
<b>Asking for clarification</b>	<b>Clarifying</b>
Could you clarify that, please? Could you say it in another way?	Let me clarify that. I mean ...
<b>Asking for more information</b>	<b>Showing understanding</b>
Could you give me an example? Could you elaborate on that?	I see. I got it. Thank you.

3b. Listen to the dialogue and say whether the following statements are true (T) or false (F).

- The boy who is visiting the hot air balloon festival is from Yangon. ( )
- Loud music and fireworks make him despair. ( )
- The hot air balloons are decorated with colourful flowers. ( )
- The Sein Na Pan balloon is beautifully decorated with colourful lanterns. ( )
- The fireworks of the balloon usually burst at a height of a hundred metres. ( )

4a. Complete the extracts from the dialogue, using the phrases in the box in Exercise 3a.

Sai Sithu: How do you find the festival?

Wai Yan: (1) \_\_\_\_\_.

Sai Sithu: I mean, how is it? Do you enjoy the festival?

Wai Yan: Sure, it's fantastic.

Sai Sithu: Well, which do you like more?

Wai Yan: (2) \_\_\_\_\_.

Sai Sithu: Which kind of fire balloon do you prefer – Sein Na Pan or Mee Kyi?

Wai Yan: Oh, I see.

Wai Yan: ... They are two different kinds of fire balloons, aren't they?

Sai Sithu: Yes, they are.

Wai Yan: (3) \_\_\_\_\_.

Sai Sithu: OK, let me clarify that.

4b. Listen again and check your answers.

5 In pairs, practise the dialogue in Exercise 4a.

## Lesson 2: The Salone: Nomads of the sea

• lifestyles

### Reading

1. In pairs, look at the photos and answer the questions.

1. Have you ever heard of the Salone? When and where?
2. What is their livelihood?
3. What skills do they possess?



2a. Read the passage and check your answers in Exercise 1.

The Salone, also known as the Moken, are one of the ethnic groups in Myanmar. They are nomads, who inhabit the Myeik Archipelago, which comprises coral reefs, seagrass beds, mangroves, white sandy beaches and tropical evergreen forests. Their traditional lifestyle and customs are interesting to the modern world.

The Salone love to wander around the blue sea in their **fragile** boats used as their homes. They load up their boats with all their belongings – their dogs, cats and chickens. They move from one **deserted** island to another. They seldom touch land and go ashore to stay in their temporary homes when the sea gets rough during the monsoon season. They build long-legged huts made of bamboo or canes for their temporary accommodation. During the hot and cold seasons, they earn their living by fishing and collecting and trading natural marine products such as sea shells, sea cucumbers, oysters, seaweeds, pearls, bird's nests, and medicinal plants that grow on the islands.



On the waters of the Andaman Sea, the Salone's incredible skills can be seen. They can see underwater clearly, dive deep and stay underwater for a long time without any breathing apparatus like snorkelling. For the children, the sea is their playground. They somersault happily into the **choppy** sea from their small boats. They are able to swim and dive even before they can walk.

A Salone man and his boat are inseparable. A boat is his betrothal gift to his beloved woman's parents. It serves as a home, and as a tool for transportation and sea hunting. After marriage, he brings his wife to his family. Each family has a family head, and they travel together in a flotilla, a fleet of boats.

The Salone festival, celebrated in late April at the Myeik Archipelago, marks the time they leave the rough and strong sea before the monsoon season. For the festival, people from all the islands gather in a village to celebrate together. There are performances of folk singing and traditional dancing, and there is also a Salone feast.

The Salone way of life today is more difficult than it used to be because of overfishing.

Moreover, some Salone people tend to **settle** permanently on land. Despite this, some other Salone people still love **roaming** the ocean freely in their small boats from birth to death and keep up their nomadic lifestyle and customs.

### Glossary

betrothal gift (n phr)	- a gift for an agreement to marry someone
feast (n)	- a special meal with large amounts of food and drink
folk singing (n phr)	- the singing of traditional songs of a community
incredible (adj)	- extremely good
nomad (n)	- a member of a group of people who move from one place to another instead of living in one place all of the time
somersault (v)	- to turn over completely in the air

#### 2b Read the text again and answer the following questions.

1. What serves as a home for a Salone family?
2. How do they earn their living?
3. What special skills do the Salone have?
4. How do their boats serve them?
5. When do they go ashore to their temporary homes?
6. What does the Salone festival signify?
7. What can you enjoy at a Salone festival?
8. Do you like their way of life? Why or why not?

#### 3. Find the bold-faced words in the passage that are similar in meaning to the following definitions.

1. travelling around an area without any definite aim \_\_\_\_\_
2. go to live in a new place and stay there for a long time \_\_\_\_\_
3. with no one in / on it \_\_\_\_\_
4. with a lot of small waves \_\_\_\_\_
5. easily broken or destroyed \_\_\_\_\_

#### 4. Complete each sentence with a suitable answer from Exercise 3.

1. The sea can be very \_\_\_\_\_, especially at high tide.
2. The cattle are freely \_\_\_\_\_ around in the farmyard.
3. Nowadays, some Salone people \_\_\_\_\_ down on islands instead of wandering around the sea.
4. Be careful not to drop this vase. It's very \_\_\_\_\_.
5. As there was a stormy weather warning, the beach was completely \_\_\_\_\_.

## Lesson 3: It's a beautiful night, isn't it?

## • question tags

## Grammar



## Question tags

Question tags are short questions at the end of statements. They are mainly used:

- (1) to confirm that something is true or not.
- (2) to encourage a reply from the listener.

- A positive statement is followed by a negative question tag.

e.g. Cherry can speak Spanish, can't she?

statement question tag

- A negative statement is followed by a positive question tag.

e.g. It wasn't a good movie, was it?

statement question tag

- When the statement contains a word with a negative meaning, a positive question tag is used.

e.g. He hardly goes out at night, does he?

They rarely eat out, do they?

- The subject pronouns (I, you, he, it, etc.) are used in the question tag.

e.g. Sandar doesn't look well today, does she?

- When the verb in the statement is a verb-to-be, the question tag begins with that verb-to-be.

e.g. It is a beautiful day, isn't it?

- When the verb in the statement takes an auxiliary, the question tag begins with that auxiliary.

e.g. It is raining outside, isn't it?

Tun Tun hasn't arrived yet, has he?

The students will take part in the essay competition, won't they?

- When the verb in the statement is a main verb, the question tag begins with **do**, **does** (present simple) or **did** (past simple).

e.g. Aung Aung studies regularly, doesn't he?

He graduated from Mandalay University, didn't he?

## Note:

Some verbs / expressions have different question tags.

e.g. I am stupid, aren't I?

Positive imperative – Stop laughing, won't you?

Negative imperative – *Don't stop reading, will you?*

Let's – *Let's go shopping, shall we?*

This / That is – *This is Thura's pen, isn't it?*

These / Those are – *Those are their parents, aren't they?*

**1a. Complete the following with question tags.**

Responses
Yes, she does.
No, they don't.
Yes, you are sometimes.
Yes, absolutely.
Certainly not.
No, never.
Here you're.
I hope so.
Yes, they do.
No, they won't.
Yes, that would be great.
No, she doesn't.
Yes, they are. Thank you.
Yes, they were.
No, I won't. Don't worry.
No, there aren't.

1. Zin Mar lives in Magway, doesn't she?
2. They don't have any children, .....?
3. I am crazy, .....?
4. They are such good players, .....?
5. You wouldn't tell my secret, .....?
6. Muya hasn't been to Kalaw before, .....?
7. Please pass me the sugar, .....?
8. He will come with you, .....?
9. Children like sweets, .....?
10. They won't mind if I take a photo, .....?
11. Let's go for a walk, .....?
12. She hardly speaks to strangers, .....?
13. These are your socks, .....?
14. Thiri and Nilar were late yesterday, .....?
15. Don't be late, .....?
16. There aren't any spiders in the bathroom, .....?

**1b. In pairs, practise the question tags with their responses.**

**2a. Read the situation and write a sentence with a question tag. In each situation you are asking your friend to agree with you. No. 1 is done as an example.**

1. The moon is shining and the stars are twinkling. What do you say? (beautiful night)  
It's a beautiful night, isn't it?
2. Neither you nor your friend can do the sum. What do you say? (difficult)  
The sum .....
3. You and your friend are in a restaurant. You like the food. What do you say? (delicious)  
The food .....
4. You and your friend are at a clothes shop. You look at the price tags of the clothes and find them expensive. What do you say? (expensive)  
The clothes .....
5. You and your friend are stuck in the heavy traffic. What do you say? (heavy)  
The traffic .....
6. You and your friend are walking across an old wooden bridge. Some parts of the bridge are broken. What do you say? (not safe)  
The bridge .....

**2b. In pairs, practise the question tags in Exercise 2a with appropriate responses.**

e.g. *It's a beautiful night, isn't it?*

*Yes, of course.*



## Lesson 4: Could you be more specific about ...?



understanding


asking for detailed information

## Writing

## 1. Study the invitation card and tick the ones that are mentioned in it.

- a. name of host
- b. event name
- c. purpose
- d. event date
- e. event time
- f. venue
- g. attire
- h. arrival time

Basic Education High School, Myoma  
Homage Paying Ceremony



You are cordially invited to the  
Homage Paying Ceremony which will be held as follows:

Date: 8.10.2023 (Sunday)  
Time: 9:00 a.m.  
Venue: City Hall

The Homage Paying Ceremony will be followed by the distribution  
of awards for academic excellence and achievements in various  
extracurricular activities – sports, essay writing, and debate competitions.  
After the ceremony, we will have photo sessions.  
At 11.30 a.m., we will enjoy lunch, singing and dancing.  
Let's show our love and respect to our teachers and honour them!

Alumni Association

## 2. Read Thawdar's email to her friend, Wathan, and answer the questions.

From : [thawdar@gmail.com](mailto:thawdar@gmail.com)

To : [wathan@gmail.com](mailto:wathan@gmail.com)

Subject : Homage Paying Ceremony

Dear Wathan,

How are you? I hope you are having a wonderful holiday. Thanks for sending me the invitation card. This is the ceremony where we can meet our friends, seniors and teachers together in one place. So, let's make a day of it. As you are a member of the Alumni Association, could you tell me about the ceremony in detail?

If I understand you correctly, both the Homage Paying and the Prize awarding ceremonies will be held together. As you won the first prize in the essay competition last year, you will get a prize, won't you? There is also a singing and dancing show. As I understand it, we can also sing karaoke. Right? Are there any volunteers for catering? If not, let's volunteer for it, shall we?

Could you be more specific about the attire and the arrival time? Do we have to wear formal clothes? Since the ceremony is at the City Hall, shall I pick you up on my way there?

Looking forward to hearing from you!

Yours,

Thawdar

1. Why is Thawdar writing the email?
2. What does she ask her friend about the ceremony?
3. What prize did Wathan receive last year?
4. What would Thawdar like to do at the ceremony?
5. What expressions did she use to confirm the information?
6. What expressions did she use to get detailed information?

**Language focus**

**Confirming understanding**

If I understand you correctly, ...  
 As I understand it ...  
 So, what you're saying is ...  
 ... Right?

**Asking for detailed information**

Could you be more specific about ...?  
 May I know more about ...?

**3a. Yesterday, you received a school funfair invitation card from your friend. Read the card and answer the questions.**

1. When is the school funfair?
2. At the school funfair, what can you watch?
3. What can you ride there?
4. What can you buy at the stalls?
5. With whom can you go there?
6. How can you help your teachers at the funfair?
7. Who do you have to contact for voluntary work?



**3b. Write an email to Teacher Cho asking for more information about the school funfair. Use the points given below.**

- confirm the information needed for volunteers
- ask what exactly you must do in selling tickets, food and drinks, etc.
- propose a singing and dancing show
- ask for detailed information about the event time
- add anything you would like to

From : .....

To : .....

Subject : .....

Dear .....

How are you? I hope you are .....

If I understand you correctly, .....

May I know more about .....

Best regards,

.....

## UNIT 3

### Lesson 1: Do you have any holiday plans?

• collocations with travel and holiday

• talking about a holiday

#### Vocabulary: Collocation

Collocation is a group of two or more words that usually go together. It is the combination of words formed when two or more words are often used together in a way that sounds correct.

e.g. *We make money / friends / mistakes.* (correct)

*We <sup>do</sup> make homework / the dishes / laundry.* (incorrect)

1. Study the collocations with travel and holiday given in the box. Add some more words that can go together with travel and holiday. Compare your answers with a friend.

❖ travel (verb) + adverb

e.g. *travel widely, travel freely, travel light*

❖ travel (noun) + noun

e.g. *travel agency, travel plan, travel arrangements, travel costs*

❖ verb + holiday

e.g. *go on holiday, take a holiday, book a holiday*

❖ adjective + holiday

e.g. *exciting holiday, wonderful holiday, disastrous holiday*

❖ holiday + noun

e.g. *holiday destination, holiday photos, holiday season*

2. Complete the following sentences with the appropriate collocations in Exercise 1.

1. My uncle is a sailor and he has travelled \_\_\_\_\_.
2. He never carries much luggage. He likes to travel \_\_\_\_\_.
3. We don't need to worry about our trip. The travel \_\_\_\_\_ has arranged everything for us.
4. The newly arrived manager will be in charge of all the travel \_\_\_\_\_ in our company.

5. If you travel with this new airline, you can reduce your travel \_\_\_\_\_.
6. 'Have you decided where to \_\_\_\_\_ holiday this summer?'  
'Not yet. Any suggestion?'
7. Indawgyi Lake is a popular holiday \_\_\_\_\_ for tourists.
8. The hotel is always full during the holiday \_\_\_\_\_.

### Listening and Speaking

3a Listen to Moe Myint and Wai Yan talking about a holiday. Tick the collocations in Exercise 1 as you listen.

3b Listen again and write True or False against each statement.

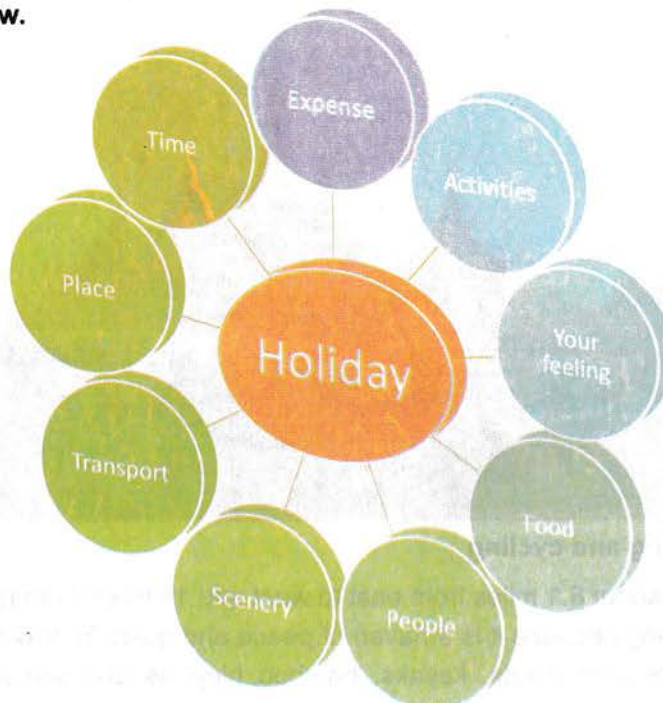
1. Wai Yan went on holiday on his own.
2. Wai Yan enjoyed his holiday.
3. Myitkyina is to the north of Putao.
4. A travel agency bought air tickets to Putao.
5. Wai Yan's uncle is a travel agent.

4. Work in pairs. Role-play the dialogue between Moe Myint and Wai Yan.

**Moe Myint:** Ask Wai Yan about his holiday.

**Wai Yan:** Tell Moe Myint about your holiday.

5. Think about a holiday you took. Then in pairs, talk about your holiday. Use the prompts below.



**Lesson 2: A popular lake resort****• talking about Indawgyi Lake****Reading****1. In groups of four, ask and answer the following questions.**

1. Have you ever travelled widely?
2. Where do you usually go for your holidays?
3. Who usually makes travel arrangements?
4. What do you enjoy doing on your holiday?

**2. Read the posting about Indawgyi Lake.**

There are very few people who do not love holidays. We always look forward to our holidays. People normally choose places where they can go sightseeing or engage themselves in some adventurous activities for pleasure or excitement. In our country, there are many holiday resorts that are popular with people, young or old. One is none other than Indawgyi Lake in Kachin State. For those who love kayaking, trekking, cycling, birdwatching and recreational fishing, Indawgyi Lake has become more and more popular as an ideal adventure holiday destination.

**Kayaking, trekking and cycling**

Indawgyi Lake is about 8.1 miles from east to west and 15 miles from north to south. The lake is worth visiting because it is a haven of peace and quiet. To travel around the lake, travellers can hire motorboats, kayaks, bamboo bicycles and skateboards in Lonton

Village. They can go trekking in the surrounding hills and they can do some sightseeing as well. Cycling along the bank in the early morning will offer travellers an unforgettable experience. Indawgyi Lake's most famous landmark is the golden Shwe Myitzu Pagoda in the lake. Local people as well as visitors can enjoy the pagoda festival held in March every year.

### **Birdwatching and recreational fishing**

About 20,000 birds migrate to this area from Siberia each year to escape unpleasant winter conditions between November and March. Travellers can go on a boat ride on the lake to watch thousands of migratory birds. The sight of thousands of these birds flying in flocks over the wide expanse of the lake is something very rare to see. Although there are some areas prohibited from fishing, travellers can go fishing on the lake for recreation. Moreover, they can join shrimp farmers on their wooden boats as they lay out their traps at dusk.

In spite of being the biggest lake in Myanmar, Indawgyi Lake remains unexplored. In 1999, Indawgyi Lake and its surrounding areas were designated as a wildlife sanctuary, with the purpose of protecting endangered animal species, especially birds. Then it was listed as a UNESCO Biosphere Reserve in 2017. This has made the lake more famous and attractive to travellers all over the world.

#### **3a. Complete each sentence below with a word or phrase from the reading passage.**

1. Bird species \_\_\_\_\_ from Siberia to Indawgyi Lake between November and March.
2. You can go to Lonton Village to \_\_\_\_\_ kayaks.
3. The Shwe Myitzu pagoda festival is held \_\_\_\_\_.
4. Travellers to Indawgyi Lake can \_\_\_\_\_ in the hills.
5. If you want to watch thousands of birds, you can take a \_\_\_\_\_.
6. Shrimp farmers use \_\_\_\_\_ to lay out their traps at dusk.

#### **3b. Answer the following questions in complete sentences.**

1. Where is Indawgyi Lake situated? How wide is it?
2. What can nature lovers do at the lake?
3. Why do the birds from Siberia migrate to Indawgyi Lake each year?
4. Why do you think most of the travellers visit Indawgyi Lake?
5. If you visit Indawgyi Lake, what will you do there?

**Lesson 3: What have you done this week?****• uses of the present perfect****Grammar: Present Perfect****1. Study the form and uses of the present perfect.****Form:** has/ have + past participle form of the verb

The present perfect is used:

- (a) to describe actions which were finished in the past, but are still connected to the present. (not with time expressions for the past such as 'yesterday' or 'ago')
- (b) to express life experience. ('ever' in questions and 'never' in negative sentences)
- (c) to express actions that started in the past and continue to the present (with 'since' and 'for')
  - ★ We use 'for' to show a length of time. (for ten years, for three months, for a long time)
  - ★ We use 'since' to show a starting point of time in the past. (since 2014, since yesterday, since January, since I was young)
- (d) to express actions completed in the recent past. (with 'just', 'lately', 'recently', 'already' and 'yet')

**2. Match the following sentences (1–7) with the uses of the present perfect (a–d). No. 1 is done as an example.**

- |   |        |
|---|--------|
| 1. She has lived in this town for ten years.                | 1. (c) |
| 2. 'Have you eaten oysters before?' 'No, never.'            | 2.     |
| 3. We have learnt English since kindergarten.               | 3.     |
| 4. He has never been to Bodh Gaya in India.                 | 4.     |
| 5. Mum has just finished cooking a special dinner for us.   | 5.     |
| 6. Someone has spilt coffee on the carpet. There's a stain. | 6.     |
| 7. I haven't booked a flight ticket to Japan yet.           | 7.     |

**3. Fill the blanks with 'since' or 'for'.**

1. He has worked in a big company \_\_\_\_\_ five years.
2. They have run a small shop \_\_\_\_\_ December.
3. She has opened a new e-mail account \_\_\_\_\_ a month.
4. The zoologists have observed some migratory birds in this rainforest \_\_\_\_\_ three years.
5. She has played the piano \_\_\_\_\_ she was five.

4. Rewrite the following sentences with the present perfect form of the verbs in brackets.
1. They \_\_\_\_\_ in Ngapali since childhood. (live)
  2. The flight to Mandalay \_\_\_\_\_. (just, take off)
  3. She \_\_\_\_\_ to a mountain resort before. (never, be)
  4. We \_\_\_\_\_ her for several months. (not see)
  5. He \_\_\_\_\_ ill since last week. (be)
  6. She \_\_\_\_\_ him to be angry. (never know)
  7. We \_\_\_\_\_ in this house for three years. (live)
  8. I \_\_\_\_\_ the shopping yet. (not do)
  9. A parcel \_\_\_\_\_ for me. (just, arrive)
  10. ' \_\_\_\_\_ your email?' 'No, not yet.' (you, check)
5. What has or hasn't Moe Moe done? Use the verbs in brackets to complete the sentences.
1. She \_\_\_\_\_ some photos. She's now looking at them. (take)
  2. She \_\_\_\_\_ to bed yet. The light is still on. (go)
  3. Her car is very clean. She \_\_\_\_\_ it. (just, wash)
  4. It's hot in her office. She \_\_\_\_\_ the window. (open)
  5. She \_\_\_\_\_ his letter. She's going to write a reply. (read)
  6. She \_\_\_\_\_ a travel agent for six years. (be)
  7. She \_\_\_\_\_ nine books since she became a travel agent. (write)
6. Write sentences using the present perfect and the prompts given in brackets. No. 1 is done as an example.
1. The puppies are clean now. (My sister / just / wash / them)  
My sister has just washed them.
  2. The children look dirty. (They / play football / in the muddy field)
  3. The roads are all flooded. (It / rain / heavily)
  4. There is no water in the tank now. (The gardener / already / water / the plants)
  5. There is no fish in the fridge. (We / already / cook / all the fish)
7. Write five sentences about what you have done / have not done this week.



**Lesson 4: Have you booked a holiday this year?**

• writing a letter of enquiry

**Writing: Formal letter.****1. Study the elements of a formal letter.**

- 1. Address of the sender:** sender's address at the top-left corner of the letter  
e.g. *No. 2, Bagan Street*  
*Kamayut, Yangon*
- 2. Date:** the date on which the letter is being written  
e.g. *October 1, 2023 / 1<sup>st</sup> October, 2023 / 1-10-2023*
- 3. Address of the recipient:** recipient's address below the date  
e.g. *The Aurora Hotel*  
*No. 234, Strand Road*  
*Ngapali, Myanmar*
- 4. Subject:** the purpose of writing this letter  
e.g. *enquiry about room reservation / discount / hotel facilities*
- 5. Greeting / Salutation:** formal salutation / greeting  
e.g. *Dear Sir / Madam,* (If we don't know the recipient by name)  
*Dear U ... / Daw... / Mr... / Ms...,* (If we know his / her name)
- 6. Body:** main message of the letter written in block format  
e.g. *I am writing this letter to enquire about the prices of your hotel rooms. We will be arriving on Christmas Eve. I would like to know ... /*  
*I am writing this letter to enquire about the room and sport facilities of your hotel...*  
*Thank you. / Thanking you in advance, / Looking forward to hearing from you,* (words of appreciation before leave taking)
- 7. Leave taking:** formal leave taking  
e.g. *Yours sincerely, / Yours faithfully, / Best regards,*
- 8. Signature:** full name of the sender  
e.g. *Aung Aung*

**2a. Label the following letter with the appropriate elements.**

1. \_\_\_\_\_

*No. 2, Sagaing Street,*

2. \_\_\_\_\_

*Kamayut, Yangon*

3. \_\_\_\_\_

*October 25, 2023*

*Happy Travel Agency*

4. \_\_\_\_\_

*No. 11, Strand Road, Ngapali*

*Subject: Enquiry about a room reservation*

5. \_\_\_\_\_

*Dear Sir / Madam,*

6. \_\_\_\_\_

*I am writing to enquire about a reservation at the Happy Beach Hotel. I have heard about this hotel from my friends, but I have never been to Ngapali before. We are visiting Ngapali next month. I would like to know the prices of the rooms, especially the ones with a sea view. Besides, I want to know more about the room and sports facilities. Is there a gym at the hotel? I also want to know if there is a hotel restaurant. And let me know its opening hours. Lastly, may I know if we can get a discount?*

7. \_\_\_\_\_

*Looking forward to your reply,*

*Yours faithfully,*

8. \_\_\_\_\_

*Aung Aung*

**2b. Read the letter again and answer the following questions.**

1. Who is writing this letter to whom? What is the purpose of writing?

2. How many addresses are there in this letter? Whose are they?

**3. Write a letter to a travel agency, enquiring about the Winga Baw Elephant Camp.**

- location
- accommodation
- activities
- facilities



## Review 1

### 1. Choose the correct expression.

1. My job requires me to travel (light / heavy). Most often, I have a one-day trip.
2. Carrying a heavy backpack while travelling may undermine our (travel / travelling) pleasure.
3. Completing a travel (brochure / arrangement) will definitely take more than half an hour.
4. He warned us, "Don't make your (travel cost / travel plan) needlessly complicated!"
5. (Travel cost / Travel money) will vary depending on your travel arrangements.
6. A passport is a (travel plan / travel document) that allows its holder to move easily from one country to another.
7. Christmas and New Year's holidays are peak (travel periods / travel seasons) in many parts of the world.
8. Which places are the most popular (travel sites / travel destinations) in your country?
9. (Low season / High season) is the time when few people are travelling and so prices are lower and crowds are smaller.
10. In the (holiday season / holiday time), it is difficult to get flight tickets.

### 2. Rewrite the sentences according to the instructions given in brackets.

1. It's already six in the morning. It's time he woke up. He (sleep) for about 9 hours. (Rewrite using the correct tense.)
2. Thidar (just finish) her breakfast. What about you? (Rewrite using the correct tense.)
3. He has been playing football \_\_\_\_ he was a child. (Rewrite using either 'since' or 'for'.)
4. They have been living in that haunted house \_\_\_\_\_ the last ten years. (Rewrite using either 'since' or 'for'.)
5. They have been painting the hall \_\_\_\_ 3 hours. (Rewrite using 'since' or 'for'.)
6. You (be) to Japan before? (Rewrite using the correct tense.)
7. I (search) for my wallet the whole day. I can't find it anywhere. (Rewrite using the correct tense.)
8. a / for / agent / many / years / has / he / travel / been. (Rearrange the words to make a meaningful sentence.)

### 3. Complete the dialogue between a policeman and a suspect, using tag questions.

Policeman: Your name is Zaw Zaw, (1) \_\_\_\_\_?

Suspect: Yes, it is.

Policeman: And you're 25, (2) \_\_\_\_\_?

Suspect: Yes, that's right.

Policeman: You weren't at home last night, (3) \_\_\_\_\_?

Suspect: No, I wasn't. I was at my cousin's house.

Policeman: But you don't have any witness, (4) \_\_\_\_\_?

Suspect: I was with my friend Kyaw Kyaw last night.

Policeman: He wasn't with you, (5) \_\_\_\_\_?

Suspect: Why do you say that?

Policeman: Because he was with us at the police station. We arrested him yesterday.

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

1. The *Salone* gathered in a village and celebrated the festival with f \_\_\_\_\_ singing and dancing.
2. A great f \_\_\_\_\_ was served to the guests at the festival.
3. Some *Salone* people have abandoned their n \_\_\_\_\_ lifestyle and settled down on islands.
4. When we went to Singapore on business, we r \_\_\_\_\_ around the city in our free time.
5. Flood victims had to stay in t \_\_\_\_\_ housing for a few weeks before they were able to return to their homes.
6. People believe that computer s \_\_\_\_\_ will enhance their job opportunities.
7. The chair was too f \_\_\_\_\_ to bear her weight.
8. Her family is planning to s \_\_\_\_\_ down in a hilly region in the near future.

**5. Rewrite the sentences with the correct form of the verbs in brackets.**

1. I don't feel well. Do you mind if I (postpone) the meeting?
2. I can't find any place to sit. Do you mind if I (sit) here?
3. I'll wash the dishes. Would you mind (dry) them?
4. I've got a lot of work to do. Would you mind (give) me a hand?
5. This is a non-smoking area. Would you mind (not smoke) here?

**6. Complete the sentences with the appropriate expressions in the box.**

Nice to meet you	Do you mind if	my name is
please call	Good morning	Absolutely not

A: (1) \_\_\_\_\_. It's a beautiful day, isn't it?

B: It really is. By the way, (2) \_\_\_\_\_ Khin Theingi Myat.

A: (3) \_\_\_\_\_. I'm Su Shoon Lae.

B: Nice to meet you, too.

A: (4) \_\_\_\_\_ I call you Theingi?

B: (5) \_\_\_\_\_. Please do.

A: And (6) \_\_\_\_\_ me Shoon Shoon.

## Project 1

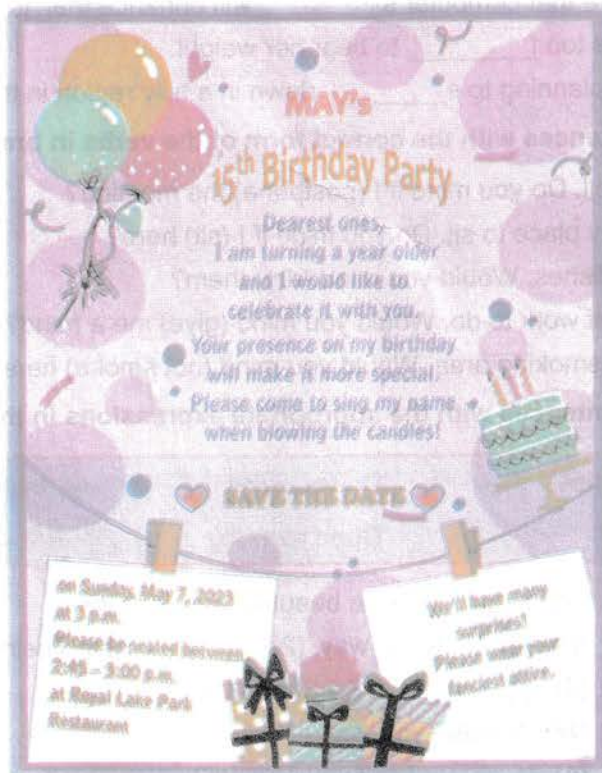
1. Work in groups of four. Choose an event to create an invitation card.

- |                              |                           |
|------------------------------|---------------------------|
| ❖ Birthday Party             | ❖ Homage Paying Ceremony  |
| ❖ New Year Party             | ❖ Housewarming Party      |
| ❖ School Family Day Ceremony | ❖ Prize Awarding Ceremony |

2. Brainstorm the ideas for your invitation card based on the following points.

- |                 |                                |
|-----------------|--------------------------------|
| a. name of host | e. event time                  |
| b. event name   | f. venue                       |
| c. purpose      | g. attire                      |
| d. event date   | h. arrival time (if necessary) |

3. Study the sample invitation card.



4. Create your own invitation card and decorate it with pictures.

5. Present your group's invitation card to the class.



# UNIT 4

## Lesson 1: Feelings!

- describing feelings using adjectives

### Vocabulary

#### 1a. Match the adjectives in Column A with their meanings in Column B.

Column A	Column B
1. amazed	a) working to achieve a goal even if it is difficult
2. motivated	b) unhappy and without hope
3. confused	c) very surprised
4. depressed	d) causing someone to admire or respect
5. determined	e) getting angry easily
6. exhausted	f) unable to think clearly or to understand something
7. fascinated	g) extremely tired
8. frustrated	h) very keen to do something
9. impatient	i) feeling annoyed or less confident
10. impressed	j) extremely interested

#### 1b. Choose the appropriate adjectives.

- The foreigners are (impressed / depressed) with the magnificent Shwedagon Pagoda.
- After a long and tiring journey, the whole team was really (motivated / exhausted).
- The trainer is getting (impatient / fascinated) with those disobedient boys.
- Yupar was (determined / confused) to go abroad for her further studies.
- The boss was (frustrated / amazed) because his manager did not understand what he was trying to say.

### Listening and Speaking

#### 2a. Listen and complete the short dialogues.

- A:** Were you \_\_\_\_\_ when you saw your low grades?  
**B:** Yes, I was definitely \_\_\_\_\_.
- A:** You appear to be \_\_\_\_\_. Did you have a late night?  
**B:** I went to bed only at midnight. I'm really \_\_\_\_\_.
- A:** Will your mother be \_\_\_\_\_ if I accompany you?  
**B:** I'm sure she'll be very \_\_\_\_\_ to see you.

4. **A:** You look \_\_\_\_\_. Can't you follow the lesson?  
**B:** Shh! If the teacher hears what we are saying, she will be \_\_\_\_\_.
5. **A:** Are you \_\_\_\_\_ to hear that he got the first prize in the competition?  
**B:** No, we hope so. He is a highly \_\_\_\_\_ student.
6. **A:** Were you \_\_\_\_\_ with the performance of the school band?  
**B:** Absolutely. I was \_\_\_\_\_.
7. **A:** Why are you looking so \_\_\_\_\_?  
**B:** Because I had to wait for the school bus this morning and I got \_\_\_\_\_ with the driver.

**2b. Practise the dialogues in pairs.**

**3a. Listen to a talk show between the host and the guest speaker, Ye Htet, one of the outstanding Grade 8 students. Say if the following statements are True or False.**

1. For Ye Htet, a great day starts when the teacher scolds him. ( )
2. Ye Htet feels sad when there is no homework. ( )
3. Ye Htet supports his friends to make himself happy. ( )
4. Ye Htet watches cartoon movies when he feels stressed. ( )
5. Ye Htet talks to his dad when he feels depressed. ( )

**3b. Fill the blanks with the suitable adjectives in the box. Then, listen again and check the answers.**

stressed    tired    interested    disciplined    frustrated    motivated

**Host:** How do you stay motivated and disciplined to do your schoolwork?

**Ye Htet:** Well.... Ah... I think if you find something you like or get (1) \_\_\_\_\_ in something, being (2) \_\_\_\_\_ comes naturally. Having a goal in your mind is inspiring and you need to be (3) \_\_\_\_\_ to reach the destination that you want. Keep going up where you want to be.

**Host:** Do you ever feel stressed? What do you do to get rid of your stress?

**Ye Htet:** Sometimes, I don't want to study or do my homework. I feel (4) \_\_\_\_\_ when I can't solve math problems. I feel (5) \_\_\_\_\_ especially on summer nights. When I feel (6) \_\_\_\_\_, I just watch my favorite cartoon movies and listen to pop songs.

**4a. Think about a time when you were disappointed / depressed / pleased / impressed. When was it? Who / What caused the feeling? What did you do then?**

**4b. In pairs, ask and answer the questions.**

When were you disappointed?

I was disappointed when my younger brother didn't listen to me.

What did you do then?

I listened to my favourite song.



## Lesson 2: Job satisfaction

• talking about careers

• describing feelings

### Reading

#### 1. In pairs, ask and answer the questions.

1. What does your father do?
2. Do you think he likes his job? Why?

#### 2. Read the career blog posts and match the people with the correct job titles in the box.

firefighter

fashion designer

bus driver

YouTuber

#### 1. Daw Phyu Thwe, \_\_\_\_\_

Fashion designers hold a special place in today's world. But it is not easy to be a successful fashion designer. Apart from being skilful in sketching designs and selecting materials, a fashion designer must also be **talented** to become an outstanding one. As a fashion designer, I need to study fashion trends and be creative. For me, making a dress is like creating a piece of art. I find joy in my job when I see my customers wearing my outfits and looking smart. The best part of my job is I get to work with celebrities. My dream is to organise a fashion show one day.



#### 2. U Tar Zan, \_\_\_\_\_

I love my job because it is interesting, and every single day is different for me. We respond to different types of emergencies, including fires, vehicle accidents, and medical emergencies. Sometimes, we even receive phone calls to catch **venomous** snakes. It is more frightening to catch a python than to risk your life in the fire. However, we are ready to help people when they are in danger. Being a firefighter is the most satisfying career for me.



#### 3. Ko Phyo Zin, \_\_\_\_\_



Today, many young people aspire to be YouTubers because a successful YouTuber certainly possesses freedom, fun, fame, and fortune. However, becoming popular on YouTube is difficult; writing scripts takes time, and making videos is exhausting. On the other hand, **streaming** online brings a huge income, which is important when pursuing a career. As for me, I base my channel on something I am passionate about, and my goal is to make videos that inspire people. When viewers are **inspired** by the videos, many followers subscribe to my channel. I love my job not just because of the income I can earn but because I can entertain the viewers with my videos.

## 4. U Than Pe, \_\_\_\_\_



Driving a bus is a **demanding** job. As a bus driver, I have no weekends or holidays. I am responsible for the convenience and safety of my passengers. This job can be stressful and **frustrating**. Sometimes, I have to deal with rude or abusive passengers. There are also some drivers who are careless and do not follow traffic rules. Nevertheless, I feel satisfied with my job as I can help my passengers reach their destinations safe and sound.

## 3. Read the blog posts again and decide who said the following.

1. I feel frustrated when I have to deal with abusive passengers.
2. Studying fashion trends is part of my job.
3. I have to take care of the safety of my passengers.
4. I feel motivated when many viewers are inspired by my videos.
5. My job is to help people who are in danger.

## 4. Match the bold-faced words in the blog posts with their definitions.

1. poisonous
2. having a natural ability or skill
3. requiring a lot of time, attention, and energy
4. causing annoyance or upset
5. motivated
6. the technology of transmitting audio and video files in a continuous flow over a wired or wireless internet connection

## 5. Answer the following questions.

1. What is necessary for a fashion designer to be an outstanding one?
2. What does Daw Phyu Thwe like most about her job?
3. What are the responsibilities of a firefighter?
4. Why does U Tar Zan find his job most satisfying?
5. How does online streaming bring a huge income to a YouTuber?
6. Why do young people aspire to be YouTubers?
7. In which way does U Than Pe describe his job?
8. Which job do you think is the most interesting and why?
9. What is your dream job?

### Lesson 3: What did you do yesterday?

• questions in the past simple

#### Grammar

Questions in the past simple are used to ask for information about past actions. In these questions, the *wh*-words *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, and *how* can be used.

Forms	Examples
Wh- + auxiliary verb + sub + main verb (verb-inf)...	1. <i>What did you do yesterday?</i>
Wh- + main verb (past simple) ...	2. <i>Who came to your house yesterday?</i>

**1a. Fill the blanks with the appropriate question words to make questions for the answers in brackets. The first one is done for you.**

- Who** didn't turn off the light? (Tun Tun)
- \_\_\_\_\_ did you go to bed last night? (at 11 o'clock)
- \_\_\_\_\_ did you buy these jeans? (at the mall)
- \_\_\_\_\_ did you start learning English? (9 years ago)
- \_\_\_\_\_ did you do last Sunday? (went swimming)
- \_\_\_\_\_ bought these mangoes? (my sister)
- \_\_\_\_\_ did Thandar leave early? (because she was not well)

**1b. Answer the questions from Exercise 1a in complete sentences. The first one is done for you.**

- Who didn't turn off the light? Tun Tun didn't turn off the light.

**2a. Make questions using the prompts given below.**

- liar / was / who / them / a / told / he / that / ?
- trust / to / did / he / what / their / gain / do / ?
- they / why / let / their / stay / at / did / house / him / ?
- man / where / before / the / did / live / ?
- lend / money / how much / him / they / did / ?
- they / the police / report / when / did / to / ?

**2b. Match the questions (1–6) from Exercise 2a with the answers (a–f).**

- because he was the son of their late old friends
- he did all the housework untiringly
- only yesterday
- all the money they had –1,000,000 kyats

- e. one of their neighbours
- f. at an orphanage

**2c. In pairs, ask and answer the questions.**

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

1. When did she get up?

She got up at 8 o'clock.

2. \_\_\_\_\_?

I went to school on foot yesterday.

3. \_\_\_\_\_?

We arrived late due to the traffic jam.

4. \_\_\_\_\_?

The men pulled the animal out using ropes.

5. \_\_\_\_\_?

The travellers built the tent by the riverbank.

6. \_\_\_\_\_?

We visited our grandparents last week.

7. \_\_\_\_\_?

The new cook put a lot of salt in the chicken curry.

8. \_\_\_\_\_?

Mya Mya's brother went to Kalaw last week.

9. \_\_\_\_\_?

My dad chose the blue jacket for my brother.

10. \_\_\_\_\_?

Moe Moe won the first prize in the drawing competition.

**4a. Complete the sentences so that they are true for you.**

Yesterday, ...

1. I got up early because \_\_\_\_\_.
2. I left for school at \_\_\_\_\_.
3. I put my bag \_\_\_\_\_.
4. I learnt my lessons \_\_\_\_\_.
5. I had lunch with \_\_\_\_\_.
6. I went home \_\_\_\_\_.
7. I \_\_\_\_\_ before I went to bed.

**4b. Make questions for the answers in Exercise 4a.**

**4c. In pairs, ask and answer the questions in Exercise 4b.**

**5. Write five questions to ask your partner about his / her last weekend. Then in pairs, ask and answer the questions.**

## Lesson 4: A wonderful place to visit!

• describing past events

• describing impressions

### Writing

#### 1. In pairs, ask and answer the questions.

1. Have you ever visited an interesting historical place? If yes, what is it?
2. Do you like that place? Why or why not?

#### 2a. Read the letter.



No 9, Pagoda Road

Bago

30.11.2023

Dear Che Cho,

How are you? I miss all of you. I'm sorry for taking so long to write this letter though I promised I would write to you soon. I was busy catching up with the lessons though I must say that all my new friends in Bago are very helpful.

I'm writing this letter to tell you about a historical place I visited. As you know, we moved to Bago last month. It is quite a big city with many famous places to attract visitors. The name of the place we visited yesterday is Kanbawzathardi Golden Palace. It is located in the quiet part of the city and about half an hour drive from where we live. The old palace was first built by King Bayinnaung in 1556. It was later destroyed by the fire and the excavation of the palace started in 1990 and then the palace was rebuilt. The grounds are spacious and the buildings look impressive. We saw the magnificent golden throne for the great audience hall where His Majesty held conferences. It portrays the power of the king at that time. I was amazed at the grandeur of the palace and all the things – the huge golden columns, beautiful pictures, the replica of a royal carriage and also a huge wooden boat. This golden palace seemed to tell us how mighty and strong King Bayinnaung was. He successfully unified the country and conquered some nearby lands, and Myanmar became the most powerful country in Southeast Asia during his reign. Kanbawzathardi Golden Palace is a place we all should visit. It reminds us of the glorious days in the history of Myanmar, and also of our duties to build a unified prosperous country. I think you must be getting impatient to visit this wonderful palace and see all the things yourself. I hope you will be able to persuade your parents to allow you to come to Bago and visit the palace.

Let me end my letter here. Just give me a call before you come. I'll ask my parents to arrange everything for your visit.

I'll be looking forward to your reply.

Yours faithfully,

Aye Aye



**2b. Fill the blanks with the information in the letter.**

1. name of the place \_\_\_\_\_
2. location \_\_\_\_\_
3. adjectives used to describe the writer's impressions of the place \_\_\_\_\_
4. buildings / things the writer saw there \_\_\_\_\_
5. adjectives used to describe people / places / things \_\_\_\_\_

**3. Write a letter to your friend about a place you visited. Include the points in Exercise 2b.**

**Useful language**

- The place you shouldn't miss is ...
- A must for all visitors to our town / city is ...
- The most popular place in our town / city is ...
- Historical landmarks of our town / city include ...
- For visitors who enjoy peace and tranquility, ... is the ideal place.
- For those who would like to go on an exciting boat trip and observe nature at its best, ... is a place they must not miss.
- If you are looking for a historical place where you can observe Myanmar culture, ... is the place for you.
- Other well-known places are ...
- The most famous product of our town / city is ...

## UNIT 5

### Lesson 1: I love music!

• types of music

• asking for and giving opinions

#### 1a. In pairs, ask and answer the questions.

1. Do you like listening to music? Why or why not?
2. What kind of music do you like?



#### 1b. In pairs, list the types of music you know.

#### Vocabulary

#### 2. Study the types of music with their meanings.

1. country: a type of music derived from or imitating the folk style of the Southern U.S. or of the Western cowboy
2. jazz: a type of music that originated in the African-American communities of New Orleans, Louisiana in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries
1. rock: a type of music that developed out of rock'n'roll in the 1960s and 1970s
4. pop: a type of popular music that originated in its modern form during the mid-1950s in the United States and the United Kingdom
5. rap: a musical style in which rhythmic and / or rhyming speech is chanted ('rapped') to musical accompaniment, also called hip-hop
6. K-pop: a popular type of music originating in South Korea and encompassing a variety of styles

#### Listening and Speaking

#### 3a. Listen to two people talking about music and tick the types of music mentioned.

country

K-pop

rock

rap

jazz

pop

#### 3b. Listen again and say whether the following statements are True or False.

1. Both Htet Htet and Lin Lin like listening to music. ( )
2. Htet Htet is going to listen to K-pop songs this weekend. ( )
3. Lin Lin also likes K-pop songs. ( )
4. Htet Htet loves rap music. ( )
5. They think that music can change their moods. ( )

**3c. Listen and complete the dialogue with the correct expressions given in the table.**

Asking for opinions	Giving opinions	
	Agreeing	Disagreeing
What do you think (about it)?	Sure!	Of course not!
What's your opinion about it?	I feel the same way.	I'm afraid not.
Do you agree with me?	I agree with you.	I don't think so.
Do you have any opinion?	Absolutely!	I'm not so sure (about it).

**Lin Lin:** Hi, Htet Htet. What are you going to do this weekend?

**Htet Htet:** I think I'll stay home and listen to music.

**Lin Lin:** What kind of music do you like?

**Htet Htet:** K-pop, Korean pop music.

**Lin Lin:** I don't know much about it. Why do you like it?

**Htet Htet:** The songs are great and the performance is fantastic. (1) \_\_\_\_\_

**Lin Lin:** (2) \_\_\_\_\_ I'm not so keen on K-pop. I prefer rap music.

**Htet Htet:** Rap? What kind of music is it?

**Lin Lin:** It's a type of music in which the words are not sung but are spoken in a rapid, rhythmic way.

**Htet Htet:** Why do you like it?

**Lin Lin:** It draws our attention to what's happening around us. I forget everything while listening to rap. (3) \_\_\_\_\_

**Htet Htet:** (4) \_\_\_\_\_ Some think that it has negative effects on youths. However, I think that music can help change our moods from feeling bad to feeling great.

**Lin Lin:** (5) \_\_\_\_\_ Our lives would be so boring without music.

**Htet Htet:** (6) \_\_\_\_\_



**3d. Practise the dialogue in pairs.**

**4a. Work in pairs.**

Think about your favourite type of music. Tell your partner about it and why you like it.

Ask your partner about his / her favourite type of music. Agree or disagree with your partner and give your opinion(s).

**A**

**B**

**4b. Swap your roles.**

e.g. A: *What kind of music do you like?*

B: *Country music.*



## Lesson 2: Can you play the Myanmar harp?

### • kinds of Myanmar musical instruments

#### Reading

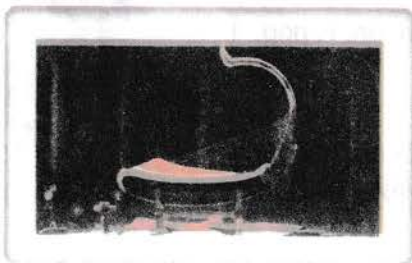
#### 1. In pairs, ask and answer the questions.

1. Can you play a traditional Myanmar musical instrument?
2. If yes, what is it? If no, what musical instrument would you like to play?

#### 2. Read the passage

Every culture in the world has its own form of music that is enjoyed by all ages. Music is an important part of our lives, as it provides **enjoyment** and pleasure in our daily lives. Young and old alike listen to music to relax and relieve the boredom of their lives. Music has the power to make us happy or relieve us of our grief, too. Music, produced by any kind of musical instrument, represents cultural information, and thus musical instruments are unique products of the country's culture.

In Myanmar, we have our own traditional classical music, which falls into two main categories: chamber music and orchestra music. Chamber music is played solo on instruments such as the Myanmar harp, and orchestra music is played primarily on percussion instruments such as the *Hsaing Waing*.



#### The Myanmar harp

The Myanmar harp, called *Saung Gauk*, is regarded as a national musical instrument of Myanmar. Among all Myanmar musical instruments, the *Saung Gauk* is the most popular musical instrument among the Myanmar people as well as foreigners who enjoy Myanmar music. It is a member of the family of string instruments, and unlike any other string instruments, its strings are made of silk. Today, Myanmar

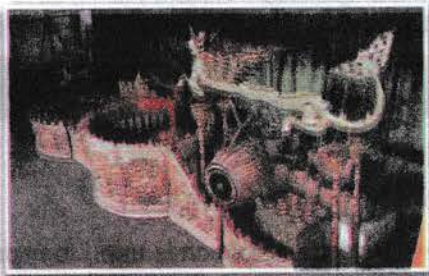
musicians play the sixteen-string *Saung Gauk*. The body is the sound box, and it is made of *padauk*. The black and vermilion body is covered with gold leaf. The flat bar is made of *padauk*, and it is covered with the leather of a female deer. It is visually **stunning** and known as the 'King of Myanmar musical instruments'.

To play the *Saung Gauk*, the player holds it on the lap with its neck pointing forward. Music is produced by plucking the strings with the thumb and the first finger of the right hand, while the left thumb presses against the strings to raise their pitch. Its gentle and soothing music is relaxing. It is a symbol of **dignity** and elegance, and it can still be found in Myanmar as a rich tradition in chamber music. The *Saung Gauk* (the Myanmar harp) is the heart of the Myanmar people and is given as a precious gift to foreign visitors.

#### The Hsaing Waing

The *Hsaing Waing* is the largest type of music **ensemble** in Myanmar and plays an important role in Myanmar society. The *Hsaing Waing* features a variety of percussion and wind instruments, such as tuned drums, gongs, an oboe, bells and clappers. To play these instruments, a group of musicians is required, with the leader typically playing

the tuned drums. The entire drum cage and gong frames are gilded with gold, with carvings of the mythical dragon creature on the large gong stands and beams. Its **magnificent** appearance enchants everyone, and it represents Myanmar's prominent cultural identity.



In Myanmar, the *Hsaing Waing* ensemble performs at rituals and all types of social events, including ceremonial, religious, and social events. The music of the *Hsaing Waing* is dynamic, with unexpected changes in melody and tempo. The beat of a thin drum, occasionally interrupted by the beat of a larger drum, appeals to the audience's heart and mind. People all over Myanmar enjoy watching the *Hsaing Waing* performance, which is accompanied by all-night dances like *Anyeint* or *Zat Pwe*.

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

- extremely beautiful
- the state of taking pleasure in something
- extremely impressive or attractive
- a group of things or people acting together as a whole
- the quality of being worthy of honour or respect

4. Complete the following table.

Musical Instrument	Category	Instrument Type	Player (solo / group)	Music
The Myanmar harp	1. _____	2. _____	3. _____	gentle and soothing
The <i>Hsaing Waing</i>	orchestra music	percussion and 4. _____	group	5. _____

5. Answer the following questions in complete sentences.

- Why is music important in our lives?
- What are the two types of Myanmar classical music?
- How many strings does the Myanmar harp have and what are they made of?
- What is the Myanmar harp made of?
- What is the Myanmar harp known as?
- How does a Myanmar harp player produce music?
- What is the *Hsaing Waing* ensemble comprised of?
- How are the entire drum cage and gong frames decorated?
- Where can you enjoy the *Hsaing Waing* performance?
- How is the music of the *Hsaing Waing* described?

**Lesson 3: She said that she was busy**

- reported speech

**Grammar****Reported Speech**

- Reported speech is used to report what someone has said.
  - Direct speech repeats the exact words the person used:  
e.g. *He said, "I will buy a bike tomorrow."*
  - Indirect speech reports what someone has said without repeating the exact words. Verb tenses, time and place expressions, and personal pronouns (the first person and second person pronouns) usually change. The word *that* is used to introduce the reported words.  
e.g. *He said that he would buy a bike the next day.*
  - In indirect speech, it is not necessary to change the present tense into the past if the information is still true.  
e.g. *The teacher said that the earth goes round the sun.* (general truth)
  - The third person pronouns (he / she / it / they) are not changed in indirect speech.  
e.g. *She said, "They have invited me."*     *She said that they had invited her.*
- 1. Underline the changes in verb tenses, time and place expressions, and personal pronouns in indirect speech.**

Tenses and modals	Direct Speech	Indirect Speech
Present simple	<i>She said, "I am busy now."</i>	<i>She said that she was busy then.</i>
Present continuous	<i>He said, "I am studying Thai."</i>	<i>He said that he was studying Thai.</i>
Past simple	<i>She said to me, "I wrote to you last week."</i>	<i>She said that she had written to me the week before.</i>
Past continuous	<i>Nilar said to me, "I was reading your letter at six."</i>	<i>Nilar told me that she had been reading my letter at six.</i>
Present perfect	<i>Thidar said to him, "I have washed your clothes today."</i>	<i>Thidar told him that she had washed his clothes that day.</i>
Past perfect	<i>Bo Bo said, "I had taken the piano lessons before."</i>	<i>Bo Bo said that he had taken the piano lessons before.</i>
Future: will / shall	<i>He said to me, "I will see you here tomorrow." He said, "We shall build a house next year."</i>	<i>He told me that he would see me there the next day. He said that they would build a house the following year.</i>
Modal: can	<i>Sithu said, "I can speak English."</i>	<i>Sithu said that he could speak English.</i>

Modals: would*/ could*/ should*/ might*	Mum said, "I could swim when I was ten."	Mum said that she could swim when she was ten.
Modal: must	The boy said to his mother, "I must study tonight."	The boy told his mother that he had to study that night.

2. Complete the tables using the suitable time and place expressions and personal pronouns.

Direct Speech	Indirect Speech
now	(1) _____
this	that
these	(2) _____
here	(3) _____
yesterday	the day before / the previous day
ago	before
tomorrow	(4) _____
today / tonight	(5) _____
last ...	the previous ... / the ... before
next ...	the following ...

Direct Speech	Indirect Speech
I	he / she
we	(6) _____
you	I / we / he / she / they
my	his / her
our	(7) _____
your	(8) _____
me	(9) _____
us	(10) _____
you	me / us / him / her / them
mine	his / hers
ours	theirs
yours	his / hers / theirs

3. Circle the correct option.

- She said that she *won't / wouldn't* be back until the next day.
- He told me that he *does / did* not want to go to the movie.
- Her brother told me that Ma Ma *hadn't / hasn't* had her breakfast yet.
- He said that he had met his old friend *yesterday / the day before*.
- My geography teacher said that the earth *is / was* round.
- My father told me that he would take me to the zoo *tomorrow / the next day*.
- He said that he *can / could* speak Chinese.

4. Change the following sentences into indirect speech.

- I said to my sister, "I am listening to rock music now."
- She said to me, "I can write an essay at one sitting."
- He said to his friend, "We will be late for school today."
- The teacher said to us, "You must gather at the Assembly Hall this afternoon."
- She said to her brother, "You are wasting your money."
- "I could walk a long distance five years ago," said Ni Ni.
- She said, "I haven't finished the project yet."

**Lesson 4: I think it's fantastic!**

• Identifying opinions and facts
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**Writing**

Fact	Opinion
<p><i>A fact is a thing that is known or proved to be true.</i></p> <p>e.g. <i>Rock music originated in the United States in the early 1950s.</i></p>	<p><i>An opinion is an idea or feeling about something.</i></p> <p>e.g. <i>I think rock music is the best.</i></p>

**1. Read each statement and decide whether it is a Fact or an Opinion.**

1. Music can be soft or loud.
2. I think the *Hsaing Waing* looks very grand.
3. The guitar and the violin are string instruments.
4. Playing the harmonica is fun.
5. The Myanmar harp is a classical musical instrument.

**2. Write whether each numbered sentence is a Fact or an Opinion.**

(1) I think all people love artists. I listen to music and watch films in my spare time. (2) Among them, the artist I like best is Win Oo. (3) He was born on 13 March 1935. He was an actor, singer, director, writer, and publisher. One of his songs I like best is 'Thit Sar,' written by Myoma Nyein. He was one of the most famous actors in the history of Myanmar cinema. He won numerous Myanmar Academy Awards for his excellent performances. (4) He won the Best Leading Actor Award two times: for 'Hsaung Eain-mat' in 1967, and for 'Hmone Shwe Yee,' in 1970. (5) In my opinion, these films were absolutely fantastic. I know I will never get bored with them.

1. <i>Opinion</i>	2. _____	3. _____	4. _____	5. _____
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**3. Write your own Facts and Opinions on the topics below. Write only one sentence for each fact and opinion.**

1. My favourite singer

Fact	Opinion

2. A popular rock band in Myanmar

Fact	Opinion

3. The song I like best

Fact	Opinion

4. Write a paragraph about *A popular Myanmar singing contest*. Use the answers to the following questions to help you.

- What is your favourite Myanmar singing contest?
- When did you watch it?
- Who did you like most? Why?
- Who was the winner?
- Did you participate in the voting? Why?
- What is your opinion on the Myanmar singing contest?



## UNIT 6

### Lesson 1: Guess what!

• guessing what will happen next

#### Vocabulary

##### 1a. Study the following.

#### Glossary

convenience store	a small local store where we can buy food, newspapers, etc.
petrol station	a place where we can buy fuel for our vehicles
examination hall	a place where we take examinations
eye care centre	a place where we have our eyes checked

##### 1b. Complete the following sentences with the places in Exercise 1a.

1. My mum lost her spectacles and so she had to go to a / an \_\_\_\_\_ to get a new pair.
2. You are not allowed to bring your mobiles into the \_\_\_\_\_.
3. I usually buy snacks at the \_\_\_\_\_ near my house.
4. There is a / an \_\_\_\_\_ just around the corner. You can fuel your car there.

##### 1c. Complete the following sentences with the correct tense of the verbs in the box. Use your dictionary to find the meaning of each verb.

fuel

bump

glance

refuse

1. He \_\_\_\_\_ to accept my kind invitation.
2. We need to \_\_\_\_\_ at the nearest station. Otherwise, we are going to run out of petrol on the way.
3. I accidentally \_\_\_\_\_ into my old friend at the convenience store yesterday.
4. My strict aunt \_\_\_\_\_ up from her book as we were making a lot of noise.

#### Listening and Speaking

##### 2a. Khine Zar, Shwe Yi, and Phoo Pwint are talking about what they have experienced. Listen to the first part of each story and match the speakers with the correct pictures.



**2b. Listen again and write True or False against each sentence.**

1. Her brother went to the convenience store when Khine Zar was waiting at the petrol station to have the car fuelled.
2. Shwe Yee did not have time to go and get her pencil case, which she had left at home.
3. Phoo Pwint accidentally stepped on her friend's spectacles.

**3a. Work in pairs. Guess what will happen in the second part of each story.**

e.g. Khine Zar's brother answered her call ...

e.g. No, his brother realised he had left his sister and ...

**3b. Listen to the second part of each story. Did you guess correctly?****3c. Listen again and complete the following sentences.**

1. Khine Zar's brother thought that she had been in the \_\_\_\_\_.
  2. Some of Shwe Yee's friends had some extra \_\_\_\_\_.
  3. Phoo Pwint refused Kyaw Kyaw's offer because she thought that she was \_\_\_\_\_ for the broken spectacles.
- 4. In pairs, think of an event that happened to you accidentally or unexpectedly and tell your partner about it.**

**Useful language**

One day, ... / While I was ... / When I ...

Suddenly / Accidentally / Luckily / Fortunately ...





## Lesson 2: A flight in bad weather

• recounting my travel experience

### Reading

#### 1. In pairs, ask and answer the following questions.

1. Have you ever travelled by plane? If yes, when?
2. Have you ever travelled alone? If yes, when and how?

#### 2a. Read the passage.

Last summer, I went to visit my grandparents in Myeik. I had to go there alone, so my dad arranged for me to take a flight. I arrived at the Yangon International Airport two hours early. I checked in at the registration counter and being an early bird, I got a window seat. After the check-in, I sat in the airport **lobby**, waiting to board. While I was having a chat with my grandma on the phone, I heard the announcement that my flight would be **delayed** due to bad weather. After waiting for about five hours, all the passengers were able to board the plane finally.

On board, I buckled my seat belt and made myself comfortable. Not long after the plane had taken off, I heard a rumble under my feet. I did not worry much as I thought that it was just the landing gear **retracting** back into the plane. But about ten minutes later, I heard another rumble, and I realised that it could not be the landing gear. The plane was **shuddering**. The passengers on board became nervous and restless and I got really frightened.

Through the window, I could see the rainwater pouring down on the pane. I thought it was turbulence while flying through the rain clouds. At that moment, we heard the captain make an **unexpected** announcement: "There is a thunderstorm, and we are in the middle of it, so please sit back and buckle up." The turbulence became so severe that I was nearly pulled out of my seat. However, after a minute or two, the turbulence ended, and the cabin crew started to serve us food. The mouth-watering smell that came out of the food carrier was a **relief** for me. Although I was a bit dizzy, I finished all the food in no time at all.

After about an hour, I reached my destination. My grandpa was at the airport to pick me up. As soon as I saw him, my fears flew away. Despite experiencing **inconveniences** on board, I spent my summer holiday happily and peacefully with my beloved grandparents.

#### Glossary

rumble (n)	a continuous deep, booming sound
restless (adj)	unable to relax as a result of anxiety
turbulence (n)	violent or unsteady movement of air
buckle (v)	to fasten
mouth-watering (adj)	smelling, looking, or sounding delicious

**2b. Read the story again and decide whether the following sentences are True, False, or Not Given.**

1. The writer used to travel alone.
2. When the writer arrived at the airport, the plane had already taken off.
3. The plane was flying to Myeik in really bad weather.
4. The writer was unable to eat anything during the flight.
5. The writer enjoyed the summer holiday fully.

**3a. In pairs, find the bold-faced words in the passage that are similar in meaning to the following.**

1. a feeling of reassurance and relaxation following release from anxiety or distress
2. made something or someone late or slow
3. a room into which the main entrance door opens
4. trembling or shaking
5. states of being in (an) annoying situation(s)
6. not expected or regarded as likely to happen
7. drawing back or withdrawing

**3b. Complete the following sentences with the suitable bold-faced words in the passage.**

1. The guests had to wait in the hotel \_\_\_\_\_ till the check-in time.
2. The scientists were surprised to have the \_\_\_\_\_ outcome of their research.
3. The chef apologised to the customers for any \_\_\_\_\_ during lunchtime.
4. The medicine given by my mother brought me a considerable \_\_\_\_\_ from the pain.
5. The train was \_\_\_\_\_ due to bad weather.

**3c. Answer the following questions in complete sentences.**

1. Why did the writer travel by plane?
2. Where was the writer waiting to board?
3. Why was the flight delayed?
4. How many hours did the writer have to spend at the airport?
5. What did the writer think of the first rumble?
6. Why did the passengers on board become nervous and restless?
7. What did the writer see through the window?
8. What did the captain ask the passengers to do?
9. How did the writer spend the summer holiday?
10. If you were in such a situation, how would you feel? Why?

**Lesson 3: A dreadful day**

• past simple and past continuous      • narrating a story

**Grammar**

**Past simple and past continuous**

**1. Study the following sentence and answer the questions that follow.**

The teacher was marking the exercise books when the bell rang.

- (a) Which action – the teacher marking the exercise books or the bell ringing – was in progress?
- (b) Which action interrupted another action in progress?

**2a. Read the beginning part of the story. Choose the correct title.**

A burglary                A robbery

It was a gloomy, wet day. It **was drizzling** and the sky was dark with grey clouds. I hardly **went out** in such kind of weather. But I had to go to the bank to draw money. So I **put on** a pullover, **got into** my car and **drove** to the bank. It was nearly 10 o'clock and there were only three customers inside. Two women **were sitting** on the benches and a man **was talking** on the phone. While I **was filling in** the cash withdrawal form at the counter, two men **rushed into** the bank. They were wearing face masks and raincoats. Suddenly, one of them took something out from his raincoat pocket and pointed it at the bank teller.

**2b. Complete the table with the highlighted words in the story in Exercise 2a. The first one is done for you.**

**The past simple is used for:**

- a. a single completed action in the past
- b. a series of completed actions in the past
- c. a past action that interrupted an activity in progress

**Example**

went out  
 \_\_\_\_\_  
 \_\_\_\_\_

**The past continuous is used for:**

- d. background information / setting a scene
- e. simultaneous actions in progress in the past
- f. an action in progress at a particular time or when another (shorter) action happened

**Example**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Complete the table with the correct forms given in the box.**

was / were + not + verb-ing      did + subject + verb      verb + -ed / -d

Forms	Past Simple	Past Continuous
Affirmative (+)	1. _____	was / were + verb-ing
Negative (-)	did + not + verb	2. _____
Question (?)	3. _____	was / were + subject + verb-ing

**4a. Complete the sentences with the Past Simple or the Past Continuous of the verbs in brackets. Then, tick the sentences that are true for you.**

1. I \_\_\_\_\_ (do) my homework when the light \_\_\_\_\_ (go) out last night.
2. My parents \_\_\_\_\_ (meet) when they \_\_\_\_\_ (study) at university.
3. I \_\_\_\_\_ (have) many friends while I \_\_\_\_\_ (attend) a computer course.
4. I \_\_\_\_\_ (clean) my room when the phone \_\_\_\_\_ (ring).
5. My sister \_\_\_\_\_ (wash) the clothes while I \_\_\_\_\_ (use) the computer.
6. When I \_\_\_\_\_ (get up) this morning, my mother \_\_\_\_\_ (cook) breakfast.
7. I \_\_\_\_\_ (daydream) when the teacher \_\_\_\_\_ (call out) my name.
8. My parents \_\_\_\_\_ (watch) TV when I \_\_\_\_\_ (arrive) home.
9. My friend \_\_\_\_\_ (send) a text message to me while I \_\_\_\_\_ (walk) to school.

**4b. In pairs, write questions for the sentences in Exercise 4a. Then ask and answer the questions.**

**A:** Were you doing your homework when the light went out last night?

**B:** Yes, I was.

**5a. Work in groups of four. Discuss how the story in Exercise 2a would end. Write the ending of the story.**

**5b. Read out your group's story to the class. Whose story do you like most? Why?**

## Lesson 4: What an experience!

• narrative writing

• linking words

### Writing

#### 1a. Read the story and answer the following questions.

1. Which sentence sets the scene?
2. What is the problem of the narrator?
3. What happened in the end?
4. Which tenses are used to narrate the story?
5. List the adjectives and adverbs that are used to make the story interesting.

It was a rainy day in June. The day started as usual: I woke up early, had breakfast, and went to school.

I got there early and spent some time playing with my friends. **When** the school bell rang, we all entered the classroom. **No sooner** did we settle down than our class teacher came in and started the lesson. In the middle of the lesson, I suddenly felt a severe pain in my lower abdomen. Since I could not stand the pain any longer, I raised my hand to draw my teacher's attention. My teacher came to me and asked, "What's wrong?" I couldn't say anything as I nearly fainted with pain. **At that moment**, some of my friends gathered around to help me. Our class teacher informed the headmaster about my illness, and called my parents. With the help of my friends, the teacher took me to hospital. **As soon as** we got there, I was taken to the emergency room. **While** the doctor was checking my abdomen, I heard my parents arrive. **Then**, the doctor told them that I had to have my appendix removed immediately. The operation lasted for about an hour. **By the time** I regained consciousness, it was late in the afternoon. I was in hospital the whole week.

**Finally**, I fully recovered and I was able to go back to school. I am grateful to my teacher and friends! If it were not for their help, I would be in deep trouble. They will always remain in my memory.

#### 1b. Choose the appropriate linking words to complete the sentences.

1. *By the time* / *While* we were playing in the playground, the school bell rang.
2. The nurse first checked my vital signs and *then* / *at that moment* reported to the doctor.
3. *Finally* / *Then* I was discharged and was able to return home.
4. I returned to school *as soon as* / *no sooner* I felt better.
5. *When* / *While* I arrived home, I found a bunch of flowers in my bedroom.

2a. In groups of four, write a story using tips and stages given (about 250 words).

**Tips**

- Use the tenses: past simple and past continuous to tell your story.
- Use adjectives and adverbs to make the story interesting.
- Use linking words.
- Divide your story into three paragraphs.

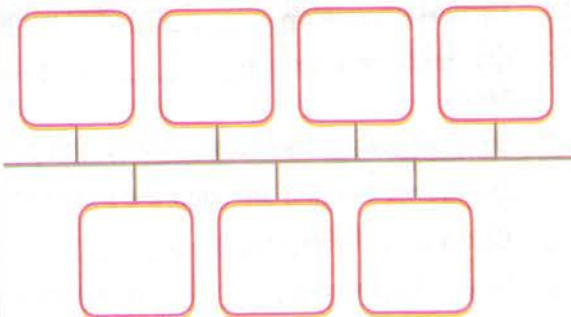
**Stage 1: INTRODUCTION**

- Set the scene (e.g. *One day, ... / One fine morning, ... / It was a ... , etc.*)

**Stage 2: A TIMELINE**

- Put the events in a timeline.

*Story timeline*



**Stage 3: CONCLUSION**

- What happened in the end?
- End your story with:  
*I will never forget ... /  
 ... will always be on my mind /  
 ... will always remain in my memory, etc.*

2b. Read the stories to the class. Choose the story you like best and give reasons.

2c. Read the announcement given and imagine you are going to enter the story writing competition. Write a story for the competition in 250 words.

*Announcement*

The school's Story Writing Competition will be held this weekend at 10:00 a.m. in the assembly hall.

The competition is open to all students in Grade 7, 8 and 9.

Contact your English teacher for more information.

## Review 2

### 1. Choose the correct adjective.

1. Students feel (satisfied / stressed) when the examination is drawing near.
2. The audience was so (impressed / annoyed) with the new singer's powerful voice that they gave him a loud applause.
3. Mi Mi is more (motivated / interested) in science subjects than arts subjects.
4. The girls danced to the (rhythmic / active) beat of the *Hsaing Waing* ensemble's music.
5. He can no longer work with his (demanding / outstanding) boss.

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

1. He was completely e\_\_\_\_\_ after working out for two hours at the gym.
2. My grandma's only e\_\_\_\_\_ in life is reading. She reads books in her free time.
3. My aunt always listens to country and pop m\_\_\_\_\_.
4. Using mobiles and smoking are prohibited at the p\_\_\_\_\_ station.
5. Being very clumsy, Nu Nu b\_\_\_\_\_ into the dining table.
6. Many children are f\_\_\_\_\_ by cartoon characters.
7. Although my father is a pianist, I cannot play any musical i\_\_\_\_\_ at all.
8. Being caught in the heavy traffic, Tun Tun got f\_\_\_\_\_ as he had a meeting.
9. My little brother could not sit still and got r\_\_\_\_\_ as it was hot and humid in the car.
10. There is a c\_\_\_\_\_ store near our house and I usually buy snacks there.

### 3. Rewrite the sentences in indirect speech.

1. "I'll come and see you tomorrow," Ko Sai said to his younger sister.
2. "I've never been to a music festival," said Aung Aung.
3. Ei Ei said to her brother, "I am doing homework when you call me up."
4. She said, "I went to the cinema with my friends last week."
5. He said, "My mum doesn't like this show."

### 4. Make questions to which the underlined words are answers.

1. This vase cost me 45,000 Kyats.
2. I used to play badminton with Cherry when I was young.
3. Maths is my favourite subject.
4. I have two brothers and three sisters.
5. I go to school on foot as it is not far from my house.

**5. Rewrite the sentences using the past simple or past continuous tenses of the verbs in brackets.**

1. In May last year, my elder sister (study) hard for her final examination and I (take) an online course.
2. Daw Nilar (cook) dinner while her son (clean) the bathroom at 5 p.m. yesterday.
3. As he (not feel) well, he (lie) down on the bench.
4. They (decide) to close the shop early because there (be) a storm warning.
5. I (not know) who (play) the piano at 10 p.m. last night.

**6a. Correct the mistakes in the questions below.**

1. When you started studying English?
2. Who did helped you to learn English?
3. Did you to learn anything important from your teachers?
4. How often did you used English?
5. Whom you practised English with?

**6b. Work in pairs. Ask and answer the questions in Exercise 6a.**

**7a. Complete the dialogue between Nway Nway and Po Po.**

**Po Po:** (1) \_\_\_\_\_?

**Nway Nway:** I'm going to my music class. I'm learning how to play the harp.

**Po Po:** Really? I know you can play the guitar very well.

(2) \_\_\_\_\_?

**Nway Nway:** Yes. The difference between them is the number of strings. The guitar has 6 strings while the harp has 16 strings.

**Po Po:** Wonderful! (3) \_\_\_\_\_?

**Nway Nway:** I like music because it makes us relaxed.

**Po Po:** I agree. (4) \_\_\_\_\_?

**Nway Nway:** Yes, I did. I took part in the Myanmar traditional music competition last month.

**Po Po:** Great! (5) \_\_\_\_\_ any prize?

**Nway Nway:** Yes! I got the silver medal.

**7b. In pairs, practise the dialogue in Exercise 7a.**



## Project 2

### 1a. Study the narrative given below.

#### My first cooking experience

My earliest memory of cooking **dated** back to the summer vacation when I **was** in Grade 7. I frequently **overheard** some of my friends talk about the food they **prepared** themselves. I also **dreamed** of cooking but **did not get** any opportunities. One morning during the summer vacation, I **was** alone at home while my parents **went** to the market. Breakfast was not ready, and so, I **had** the opportunity to cook.

In the refrigerator, I **found** some green peas, cauliflower, mushrooms, minced chicken, eggs and noodles. I **decided** to prepare fried noodles for breakfast. I had previously seen it on YouTube. I **took** a pan and **placed** it on the stove. I **put** some oil in the pan, and then all the minced chicken, vegetables and noodles along with it. I **added** seasonings and some water. As in the video, I **cooked** it for three minutes, and finally, I **topped** the fried noodles with three eggs. Just before my parents **arrived**, I had successfully made fried noodles for the very first time. As soon as my parents **arrived**, I proudly **said**, "Breakfast is ready!" They **looked** astonished and delighted. I **served** it to them with great excitement only to realise that salt was missing. Moreover, the minced chicken, and the noodles **were not cooked** enough. On top of that, the eggs **were** still like the raw ones.

What lessons **did I learn** from it? As opposed to the video I had seen, the ingredients **did not get** cooked in three minutes. My mum **smiled** at me, praising me for my great effort. She **added** some salt and **reheated** the fried noodles for five minutes. My parents **finished** everything on their plates. They also **complimented** me for making such a fantastic breakfast. Serving my parents the food I had prepared **made** me feel incredibly delighted, and cooking soon **became** one of my favourite pastimes.

Title

Introduction

(setting the scene & describing the problem)

Body

(Details that help the readers visualise the events)

Conclusion

(lesson(s) learnt from the experience)

### 1b. Answer the following questions.

1. What tense is mostly used in the narrative?
2. Find the verb in present simple. What do you think the narrator uses the present simple for?
2. In groups of four, write a narrative of an event, a trip or a film.
3. Check whether your group's writing includes the following points.
  - ❖ a thrilling / stimulating opening
  - ❖ a clear plot, with vivid and exact details (with dialogues / strong emotions)
  - ❖ a heart-touching ending / lesson(s) learnt
4. After posting your works on the board, go for a gallery walk. Vote for the best narrative.

## Poem 2: Light

### Pre-reading

1. What do you see when you look at the sky at night?
2. Can you see stars and planets without using any telescopes?

### 1. Read the poem.

#### Light

The night has a thousand eyes,  
And the day but one;  
Yet the light of the bright world dies  
With the dying sun.  
The mind has a thousand eyes,  
And the heart but one;  
Yet the light of a whole life dies  
When love is done.

*F.W. Bourdillon*



#### Glossary

dying (adj)	on the point of death
life (n)	the period between the birth and death of a living thing
love (n)	an intense feeling of deep affection
done (adj)	no longer existing

### 2. Answer the following questions.

1. What does 'eyes' in the first line refer to?
2. How many stars does the day have?
3. What does the line "the night has a thousand eyes" mean?
4. When does the light of the bright world die?
5. What does the line "the mind has a thousand eyes" mean?
6. What does 'one' in the second line of the second stanza refer to?
7. What is the meaning of the line "the light of a whole life dies"?
8. What message does the poet want to give to the reader?

### 3. Complete the following table with the words or phrases to indicate what they represent metaphorically. The first one is done for you as an example.

Image	What it represents
eyes of the night	stars
eye of the day	
eyes of the mind	
eye of the heart	

### 4. Write a rhyming couplet on images and what they symbolise as in the example given below.

To reveal our thoughts our lips smile.  
To reveal our heart our eyes smile.

# UNIT 7

## Lesson 1: Tracing global climate

• observing the climate of the Earth

• talking about cause and effect

### 1a. Discuss the following questions.

1. What's the weather like today?
2. What's the difference between 'weather' and 'climate'?

### 1b. Match the words below with their meanings in the boxes.

1. Weather .....

A

the regular pattern of weather conditions in a particular place, usually tracked for at least 30 years

2. Climate .....

B

the condition of the atmosphere at a particular place and time such as the temperature, if there is wind, rain, sun, etc.

## Listening and Speaking

### 2a. How well do you know about climate change? Say whether the following statements are True or False.

- a. The conditions of the Earth's climate today are the same as those of ( ) centuries ago.
- b. The temperature of our Earth has increased due to the rise in the ( ) amount of carbon dioxide in the atmosphere.
- c. The most abundant greenhouse gas in the atmosphere is Methane. ( )
- d. Human activities are the main contributors to emissions of greenhouse ( ) gases.
- e. Average temperatures between 2015 and 2019 were the highest on ( ) record.
- f. The year 2019 was the hottest on record. ( )
- g. Global air temperatures have increased about 1.1° F over the past century. ( )
- h. Ice sheets in Greenland are shrinking because of global warming. ( )
- i. Floods, heat waves and cyclones will occur less frequently if the planet ( ) keeps getting warmer.
- j. About 20% of the world's population is exposed to deadly heat waves ( ) more than 30 days per year.

- |   |     |
|---|-----|
| k. Global climate change threatens the world's ecosystems.    | ( ) |
| l. Our future generations will be affected by climate change. | ( ) |

2b. Listen to a climate observer talking about climate change and check your answers in Exercise 2a.

3. Study the following sentences which show the relationship between the cause of a problem and its effect.

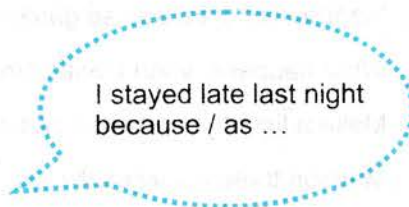
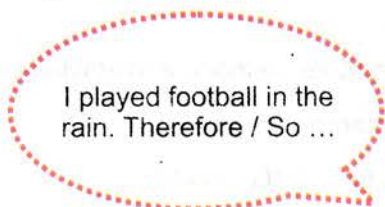
Cause	Linking words	Effect
It has been raining heavily for days.	Therefore / So	the whole town has been badly flooded.
Effect	Linking words	Cause
The whole town has been badly flooded	because / as	it has been raining heavily for days.

4. Match the causes (1–6) with the effects (a–f).

1. I thought this year's monsoon was over.	a. Mum asked my teacher for three days' leave.
2. It suddenly began to rain while I was riding a bicycle.	b. I got grade B in most subjects and didn't even get the pass mark in Maths.
3. The next day, I got a fever and a terrible cough.	c. I left my rain coat at home when I went to school.
4. I missed the classes for three days.	d. I got a scolding from my mum.
5. I didn't do well in the monthly test.	e. I got to school soaking wet.
6. I failed the monthly test.	f. I didn't understand the lessons taught during my absence.

5. To show cause and effect, join the sentences in Exercise 4, using the suitable linking words 'because', 'as', 'therefore', or 'so'.

6a. In pairs, talk about the cause and effect of a problem of yours – health, education or family, using the suitable linking words 'because', 'as', 'therefore', or 'so'.



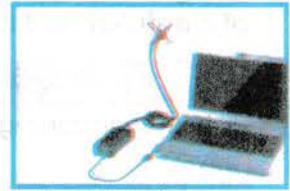
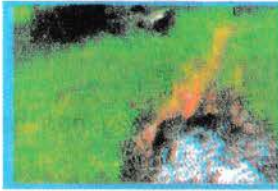
6b. Present the cause and effect of the problem of your friend to the class.

## Lesson 2: Culprits in the climate change crisis!

- some daily activities that cause carbon emissions

### Reading

1a. Look at the pictures and in pairs, ask and answer the questions.



1. Do you burn garden waste or kitchen waste?
2. Do you use Styrofoam boxes?
3. Do you unplug electronics when you are not using them?

No, never.  
Yes, I do. Sometimes.

1b. Do you think the above activities are good or bad for our environment? Why?

2a. Study the glossary.

Glossary	
manure (n)	solid waste from animals, especially from large ones
curb (v)	to control or limit something, especially something bad
exacerbate (v)	to make something worse, especially a disease or problem
GHG footprint (n)	a measure of the total amount of greenhouse gas emissions
landfill (n)	an area of land where large amounts of waste material are buried under the earth
combustion (n)	the process of burning
anaerobic (adj)	without oxygen or happening without oxygen

2b. Read the article on the next page and answer the following questions.

1. Which should we eat more – plant-based foods or animal-based foods? Why?
2. Mention the greenhouse gases in the article.
3. What happens when plastic breaks down into more methane and ethylene?
4. Make a list of your daily activities that cause carbon emissions.
5. Mention three activities that you can do to reduce GHG emissions.

### **Are you willing to combat climate change?**

*The effects of climate change are already being felt everywhere in the world, and they will get worse if the greenhouse gases (GHGs) in the atmosphere cannot be controlled. Do you know that a lot of GHGs are released into the atmosphere?*

**Our diets have a huge impact on climate change.** According to the Food and Agriculture Organisation (FAO), the meat and dairy industry generates 14.5% of the world's greenhouse gas emissions. Raising livestock generates 21% of greenhouse gas emissions from food production. These greenhouse gases include methane belched by grazing animals, as well as methane and nitrous oxide released from livestock manure. Animal-based food production generates more greenhouse gas emissions than plant-based food production. Therefore, shifting towards consuming more plant-based foods is recognised as an option for curbing greenhouse gas emissions and climate change.

**Food loss and waste exacerbates the climate change crisis with its significant GHG footprint.** Food loss and waste occurs throughout the food system — during production, procession, distribution, retail and food service sales and consumption. Production, transportation, and handling of food generate significant carbon dioxide emissions. In addition, when food ends up in landfills, it generates methane, an even more potent greenhouse gas that causes climate change.

**Let's Combat Climate Change!**

Governments, organisations and individuals are responsible for combating climate change and global warming. Preventive measures are to be taken to reduce greenhouse gas emissions. Consider your daily activities and do what you can do to reduce GHG emissions.

**Plugging electronics is responsible for carbon emissions.** Households use energy for heating, cooling, lighting, and cooking. To power our modern life, we have been burning fossil fuels, which leads to climate change. However, what we need to care about is when an electrical appliance like an air-conditioner is kept in standby mode, it continues to drain energy. Experts say that unplugging unused electronics reduces our carbon emissions.

**Solid waste is directly linked to the rise in GHG emissions.** It contributes directly to greenhouse gases such as methane and nitrous oxide. Methane is released from the anaerobic decay of waste in landfills, and nitrous oxide from our solid waste combustion facilities.

**Plastic products are one of the main contributors to global warming.** Single-use plastic products are used in our daily lives. The more plastic we make, the more fossil fuels we use. This means that we exacerbate climate change. According to the records, about 400 million tonnes of plastic waste are produced every year. Scientists say that heat from burning plastic releases powerful greenhouse gases. As our planet is getting hotter, the plastic breaks down into more methane and ethylene which lead to global warming.

### Lesson 3: What would you do if you had more time?

• clauses of contrast

• second conditional

#### Grammar

#### Clauses of contrast

- We use linking words such as '*although, even though, though, and despite or in spite of*' to express contrast.

#### 1. Study the following.

##### **although / even though / though + clause (sub + verb)**

- *although / even though* can be used *at the beginning or in the middle* of a sentence.
- *even though* is stronger than *although* and is used to express a big or surprising contrast.
- *though* is more informal than *although*. It can be used in the middle of a sentence.

##### **Examples**

*Even though / Although I am overweight, I will not go on a diet.*

*I love my little brother though he often annoys me.*

**in spite of / despite + noun / v-ing ...**

**in spite of / despite + the fact that + sub + verb**

##### **Examples**

*The plane managed to land in spite of / despite the terrible weather.*

*In spite of / Despite being over 80, my granny is still active.*

*He is good at English in spite of / despite the fact that he finds it boring.*

#### 2. Choose the suitable linking words.

1. (Despite / Although) studying hard, I never stood first in the class.
2. We won the game (in spite of / even though) we had one player fewer.
3. (In spite of / Although) being a widow, she has brought up her sons very well.
4. (Despite / Even though) she had a terrible headache, she went to work.
5. (Even though / Though) he worked very hard, he was not promoted as he expected.
6. We enjoyed the salad (despite / although) it was a bit spicy.
7. The film was fantastic (despite the fact that / despite) it didn't get good reviews.

## The Second Conditional

- We use *the second conditional* to talk about an imaginary or unreal situation in the present or in the near future and *would / wouldn't + verb-infinitive* to talk about the result.

### 3. Study the following.

If + sub + verb (past simple), sub + would + verb-inf  
 Sub + would + verb-inf + if + sub + verb (past simple)

- could* can also be used instead of *would*.
- were* is used instead of *was*.

#### Examples

- If I had more time, I would read more books.
- You wouldn't be so tired if you didn't stay up late last night.
- If I were rich, I could buy that beautiful house.

### 4. Match the sentence halves.

- |   |   |
|---|---|
| 1. I would be happier                   | a. if there were a garden in front of it. |
| 2. If I got full marks in English,      | b. I would try harder.                    |
| 3. If I were you,                       | c. would you wear it?                     |
| 4. If I bought this funny mask for you, | d. if I had more friends.                 |
| 5. I would buy the house                | e. what would you give me?                |

### 5. Complete the sentences with the correct form of the verbs in brackets.

- I would buy you a smart watch if you got high marks in Science. (buy, get)
- If they \_\_\_\_\_ me a part-time job, I \_\_\_\_\_ it. (offer, accept)
- I \_\_\_\_\_ to school if I \_\_\_\_\_ a bicycle. (not walk, have)
- I \_\_\_\_\_ happier if you \_\_\_\_\_ me MacBook. (be, give)
- If it \_\_\_\_\_, we \_\_\_\_\_ on a picnic. (not rain, go)
- If I \_\_\_\_\_ a chairman, I \_\_\_\_\_ new and different ideas. (be, offer)

### 6a. Complete the sentences so that they are true for you.

- If I had more free time, ....
- If I had a lot of money, ....
- If I were a bird, ...
- If I were you, ...
- If I could speak English well, ...
- If I didn't have to study, ...

### 6b. Compare your answers with your partner.



## Lesson 4: I found total peace!

- narrating a personal account

### Writing

#### 1. Read the composition and answer the questions.

##### My wonderful experience

I found total peace when my family and I climbed a mountain near Mawlamyine last October. We set out although it was drizzling. On the way up, we passed a small stream, and saw a few children playing in the water. We met other people and enjoyed a pleasant conversation along the way. When we saw a bamboo hut, we took a rest for a few minutes. Everywhere we looked, huge green mountains seemed to surround us. Then, we proceeded and arrived at the top at about 10 a.m. We were tired and sweaty but happy because of the soft cool breeze and the gentle chimes of the bells from a pagoda at the top of the mountain. After bathing in a mountain stream, we were fresh again. We walked to the pagoda to worship. There, some people were meditating; others offering candles and flowers to Lord Buddha. There was harmony and tranquility all around us. In the late afternoon, we went down the mountain talking about the beauty and peace we had enjoyed. The splendour of the pagoda and the serenity of nature brought complete peace to my mind. I will keep this inner peace in my heart forever.

1. Circle the words or phrases that show the writer's experience.
  2. When did the writer and his family climb the mountain?
  3. What did the writer see while climbing the mountain?
  4. Underline the comment made by the writer.
  5. What tenses are used to write his / her personal account?
  6. Find the adjectives that describe the writer's feelings.
2. Study the following guidelines. Check if the composition follows these guidelines.

**Introduction:** It includes a topic sentence or the main idea and brief background information.

- topic sentence: the writer's experience (when? / who? / what? / where?)
- background information: setting the stage for actions

**Body:** It includes sequence of actions and supporting details.

- actions and details: using specific details to make the actions come alive for the reader and support the main idea

**Conclusion:** It ties together the entire piece. It may contain one or more of the following:

- a restatement of the main idea and a brief account of the body
- comment: the writer's opinions, emotions, or other ideas about the experience

### 3. Put the sentences in the correct order.

#### The most terrifying day of my life

- a. It was during the Thadingyut holiday last year. My parents went to a wedding reception. I had to babysit my brother who was only 5 then.
- b. He was immediately taken to the hospital.
- c. I looked at his arm, and the skin looked like hot melted wax.
- d. The most terrifying day of my life was when my brother had terrible burns.  1
- e. At the hospital, while the doctor was treating his burns, my mum and I were sitting in the waiting room, crying and praying. Then, we went back home.
- f. I was shaking with fear. I didn't know what to do.
- g. My brother recovered soon, but there remained scars on his right arm. They will remind me of that terrible day for the rest of my life.
- h. While looking after my brother I got tired and hungry. So I started preparing some omelet. It was when the oil in the pan was getting hot that my brother came to ask for some water.
- i. At that moment, my parents got home. They were shocked to see what had happened to my brother.
- j. When I turned round to give him the water, I accidentally hit the handle of the pan and spilt the hot oil all over his right arm.



#### 4a. Write a composition on one of the following situations.

- a situation in which you experienced total joy
- an embarrassing situation of any kind
- a natural disaster or an accident
- a shocking experience

#### 4b. In pairs, check if your composition follows the guidelines given in [Exercise 2](#).

# UNIT 8

## Lesson 1: What electrical devices would you like to have?

- household devices and kitchen appliances

### Vocabulary

- Name three electrical devices you know. Compare your answers with your partner.
- Label the pictures of electrical devices with the words given in the box.

air conditioner    blender    pressure cooker    dishwasher    freezer  
 vacuum cleaner    toaster    washing machine    water cooler



1. \_\_\_\_\_



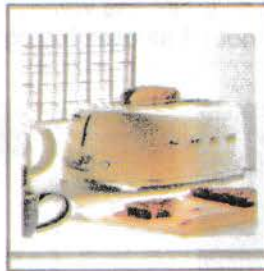
2. \_\_\_\_\_



3. \_\_\_\_\_



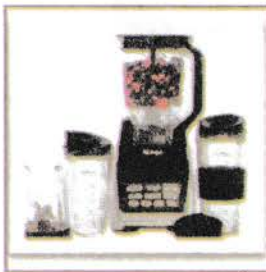
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

- Which ones do you want to have at home? Why?

## 2. Fill each blank with the name of a device.

e.g. A water purifier is a device that is used for purifying water.

1. A \_\_\_\_\_ is a device that is used for cooking rice.
2. A \_\_\_\_\_ is a device that is used for cooling water.
3. A \_\_\_\_\_ is a device that is used for straightening hair.
4. A \_\_\_\_\_ is a device that is used for mixing food.
5. A \_\_\_\_\_ is a device that is used for making coffee.
6. A \_\_\_\_\_ is a device that is used for massaging the neck.

## Listening and Speaking

### 3a. Listen to the dialogue and tick the devices that you hear.

electric kettle	<input type="checkbox"/>	blender	<input type="checkbox"/>	pressure cooker	<input type="checkbox"/>
microwave oven	<input type="checkbox"/>	freezer	<input type="checkbox"/>	coffee maker	<input type="checkbox"/>
refrigerator	<input type="checkbox"/>	toaster	<input type="checkbox"/>	water cooler	<input type="checkbox"/>

### 3b. Complete each sentence with an appropriate electrical device.

1. A \_\_\_\_\_ is a home appliance used to wash the laundry.
2. A \_\_\_\_\_ is a machine used to clean cooking utensils and dishes.
3. A \_\_\_\_\_ is a device used to remove dirt from floors and other surfaces.
4. A \_\_\_\_\_ is a kitchen appliance used to store food and drinks at a cool temperature.
5. A \_\_\_\_\_ is a large piece of electrical equipment in which food is kept frozen at a low temperature.

### 3c. Listen and check your answers.

#### 4. In pairs, ask and answer the questions.

1. What electrical device(s) do you have at home?
2. What do you use it / them for?
3. What electrical device(s) do you want to have? Why?

#### Useful language

- I use it for verb-ing ...
- I use it to verb-inf ...
- It will be useful / convenient / easy / ... to verb-inf ...
- ... because I want to / don't want to verb-inf ...
- ... because I like / don't like ...

## Lesson 2: Air fryers

- a healthy cooking appliance

- preparing food with an air fryer

### Reading

#### 1. Work in pairs. Ask and answer the questions.

1. Have you ever eaten air-fried chicken / air-fried potatoes? If so, do you like them? If not, would you like to try some?
2. Do you think air-fried foods are good for health? Why or why not?

#### 2a. Read the following text.

1. \_\_\_\_\_

In **modern** kitchens, an air fryer has become a popular **appliance** that is used to cook meat, fish, and vegetables such as potatoes. It works by **circulating** hot air around the food to make it crunchy outside and soft inside.

2. \_\_\_\_\_

To cook food in an air fryer, take the following steps. First, remove the pan with a basket from the appliance by pulling the handle and put the ingredients in the basket. Then, put the pan with the basket back into the air fryer; set the required temperature; set the **timer** to the required cooking time; and switch on the appliance. After that, shake, turn or stir as needed during the cooking time. When you hear the timer bell, the cooking time is **over**. When the food is ready, pull out the pan, lift the basket out of the pan by sliding the lid first, and then by pressing the basket **release** button. Finally, **empty** the contents into a bowl or onto a plate.



3. \_\_\_\_\_

According to a medical review, air-fried foods are better for health than **deep-fried** foods. The former foods require less oil, and thus have a significantly lower fat content, which may help reduce calorie intake, leading to weight loss. Compared to deep-frying, air-frying can reduce the formation of acrylamide. Acrylamide is a chemical substance which is thought to cause cancer. So, air-fried foods are healthier than deep-fried foods. Nevertheless, they are still fried foods and harmful chemicals are present at lower levels in air-fried foods. Air fryers take more time to cook food and produce a slightly different taste and **texture**. In addition, they can be expensive depending on their brands and **models**. Although using air fryers has some disadvantages, they will be of great interest to many housewives.

**2b. Match the paragraphs (1-3) in Exercise 2a with the sub-headings (a-c).**

- a. Advantages and disadvantages of using air fryers
- b. What an air fryer is
- c. How to prepare food with an air fryer

**3a. Match the bold-faced words in the text with their meanings.**

1. to remove everything that is in a container
2. a machine designed to do a particular thing, such as preparing food, heating or cleaning
3. made or done using the most recent designs or methods
4. the way a particular type of food feels in your mouth
5. designs or types of a product
6. a device that starts or stops a machine working at a particular time
7. cooked in oil that covers it completely
8. finished
9. the state of being set free from a fixed position
10. moving continuously around a place or system

**3b. Complete the sentences with the words in Exercise 3a. Make necessary changes.**

1. Be careful with an electrical \_\_\_\_\_ – you can get an electric shock.
2. I don't like the taste and \_\_\_\_\_ of air-fried potatoes.
3. Taking regular exercise helps to get the blood \_\_\_\_\_ through the muscles.
4. \_\_\_\_\_ foods are oily and high in calories.
5. She had to \_\_\_\_\_ the contents of her bag onto the table to find the key.
6. The latest \_\_\_\_\_ of BMW is too expensive for me to buy.
7. They were lost on the way and when they finally arrived, the ceremony was \_\_\_\_\_.
8. She set the \_\_\_\_\_ to one minute to reheat the rice in the microwave oven.
9. He wants to study \_\_\_\_\_ methods of farming in foreign countries.
10. The sudden \_\_\_\_\_ of the handbrake made her feel a certain movement.

**4. Read the text again and answer the following questions.**

1. How does an air fryer work?
2. What do you do first to put the ingredients into the air fryer?
3. How do you know that the cooking time is over?
4. How do you take the basket away from the pan?
5. Why are air-fried foods better for health than deep-fried foods?
6. What will happen to you if you take low-calorie foods?
7. What is acrylamide?
8. Mention one disadvantage of using air fryers.
9. If you have an air fryer, what food will you prepare?

**Lesson 3: Beware of ...!**

- imperatives

**Grammar****1. Choose the correct alternative.**

- Do / **Don't do** your homework regularly.
- Play / **Don't play** with fire!

**Imperatives**

- We use imperatives to tell people what to do or what not to do. In other words, we use imperatives to give orders, instructions, advice and warnings.
- Imperative sentences fall into two main categories: positive imperatives and negative imperatives.
- Imperative sentences end with a period (.), or with an exclamation mark (!).
- To be polite, 'please' can be used with imperatives.

**2. Put the sentences in the correct column.**

- Turn to page 21.
- Don't drop the rubbish on the floor.
- Beware of dogs!
- Don't touch that switch!
- Take this two times a day before meal.
- Help yourself to some more coffee.
- Don't underestimate your opponent.
- Don't make hasty decisions.

Positive imperatives	Negative imperatives

3. Match the verbs in Column 1 with the phrases or clauses in Column 2 to make traffic rules.

Column 1	Column 2
1. Wear	a. on the pathway.
2. Don't drive	b. alcohol while driving.
3. Don't break	c. your seat belt when you are in a car.
4. Avoid	d. a signal before taking a turn.
5. Give	e. through the red light.
6. Don't park	f. the speed limit.

4. Write an imperative sentence for each situation. Use the verbs / verb phrases in the box. Make negative imperatives where necessary. The first one is done for you.

turn on      turn to      swim      switch off      pay attention to

- The teacher notices a student is not paying attention to what she is saying. The teacher says:  
*Pay attention to me.*  
*Pay attention to what I am saying.*
  - The water in the lake is deep and people often get drowned. The sign reads:  
\_\_\_\_\_
  - You are in a meeting room. Your friend's mobile phone is ringing. You say to your friend:  
\_\_\_\_\_
  - The teacher enters the room and begins the lesson. The students have their books on their desks. The teacher says:  
\_\_\_\_\_
  - It is rather dark in the room. You say to your friend near the switch:  
\_\_\_\_\_
5. In pairs, write five imperative sentences (positive or negative) to talk about pedestrian rules. Use the verbs given in the box.

look      use      play      run      cross

6. In groups, choose one of the topics below. Brainstorm ideas and make imperatives to give instructions / advice.

Global warming

Security on the Internet

How to keep fit



## Lesson 4: Can you tell me how ...?

• giving instructions

• sequence words

### Writing

#### 1. In pairs, ask and answer the questions.

1. Do you use email?
2. What can we do with email?

#### 2a. Read the dialogue below. What is it about?

**Mother:** Son, can you tell me how to attach photos to an email message?

**Son:** My pleasure. Are you online?

**Mother:** Not yet.

**Son:** First of all, double click on the internet browser.

**Mother:** OK.

**Son:** Yes, then click on 'email' icon, and go to 'compose'.

**Mother:** OK, got it.

**Son:** After that, you type the email address here, in this box.

**Mother:** Done. What next?

**Son:** Next, you write your message in the big space here.

**Mother:** OK. ... Then what about the photo I want to send?

**Son:** You need to attach it to your mail. Do you see the symbol of 'paper clip' at the bottom? Yes, it's the attach icon. Click on it. Then select the photo you want to send. OK, that's it. After that click 'open'. See? You have already attached the photo.

**Mother:** So, have I sent the photo?

**Son:** Not yet. Click on 'send' icon.

**Mother:** Done! Thanks.

#### 2b. Read the dialogue again and put the instructions below in the correct order. The first one is done for you.

#### How to attach photos to email

Type the email address.	Click on email icon.	Click on 'attach' icon.
Write your message.	Go to 'compose'.	Click 'open'.
Select the photo.	Double click on the internet browser. (1)	Click on 'send' icon.

2c. Is the order of the instructions the same for your computer or your mobile phone? If not, how is it different?

**Giving instructions**

Form		Examples
You +	present simple	<i>You type the email address.</i>
The imperative form		<i>Type the email address.</i>

- Use **sequence words** to give a series of instructions.  
*First / First of all / Firstly, etc.*  
*Secondly / Then / After that / Next / Afterwards, etc.*  
*The last step / Finally / Lastly*

- Find the **sequence words** in the dialogue in **Exercise 2a** and underline them.
- Work in groups. Write instructions on how to set an alarm clock on your mobile phone, using the words given and appropriate **sequence words**.

- Verbs** – touch / choose / set / save / add / tap / scroll / hit / swipe / select, etc.
- Nouns** – app (application) / screen / clock / alarm / icon / tab / button / plus symbol / switch / numbers / date / time, etc.
- Phrases** – at the top-right corner / at the top-left corner / at the top-middle / at the bottom-right / at the bottom-left / at the bottom-middle, etc.

**How to set an alarm clock on your mobile phone**

First of all, .....

.....

.....

.....

- Work in groups. Choose one of the topics below. Brainstorm ideas and write instructions, using appropriate **sequence words**.

How to send a document via Viber

How to install an application

How to cook rice using a rice cooker



# UNIT 9

## Lesson 1: What are today's social problems?

- talking about social problems

### Vocabulary

1a Match the words (1–10) with their meanings (a–j).

Column A	Column B
1. unemployment	a. unequal treatment of an individual based on gender
2. violence	b. a condition in which excess body fat has accumulated to such an extent that it may negatively affect health
3. pollution	c. the recruitment, transportation, transfer, hiding or receipt of people through force, or deception
4. gender discrimination	d. not having enough money to meet basic needs including food, clothing and shelter
5. human trafficking	e. substance use disorder that affects a person's brain and behaviour and leads to an inability to control the use of legal or illegal drug
6. poverty	f. the state of having no home
7. obesity	g. the process of making air, water, soil, etc. dangerously dirty
8. drug addiction	h. behaviour involving physical force intended to hurt, damage, or kill someone or something
9. homelessness	i. an illegal act for which someone can be punished by the government
10. crime	j. the state of not having a job

1b. Which social problems in **Exercise 1a** are described in the following pictures?



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_

2. Complete the sentences with the words from Column A in **Exercise 1a**.

- He cannot stop taking illegal drugs and his life is nearly ruined by \_\_\_\_\_.
- Air \_\_\_\_\_ comes from natural phenomena like forest fires and traffic fumes.
- After the war, millions of people experienced hunger and \_\_\_\_\_ and could not afford food and housing.
- He was punished for a \_\_\_\_\_ that he didn't actually commit.

5. My brother has not found any work yet and has been on \_\_\_\_\_ for six months.
6. People who do not have enough money to meet the basic needs should find a way to fight their \_\_\_\_\_.
7. Many parents assume that watching \_\_\_\_\_ on television has a harmful effect on children.

### Listening and Speaking

#### 3. Listen to the dialogues and tick the social problems that you hear.

1. poverty     2. obesity     3. unemployment     4. homelessness

#### 4a. Listen to dialogue 1 and circle a or b.

1. Thiha has the problem of getting \_\_\_\_\_ day by day.
  - a. fat
  - b. headache
2. Thiha is careless about his \_\_\_\_\_.
  - a. homework
  - b. health
3. Thiha is not used to taking \_\_\_\_\_ regularly.
  - a. physical exercise
  - b. a bath
4. Tun Tun has read \_\_\_\_\_ on dieting in a health journal.
  - a. a newspaper
  - b. an article
5. Thiha should keep on following a diet plan for up to \_\_\_\_\_.
  - a. five months
  - b. six months
6. Thiha wants to have a \_\_\_\_\_ like Tun Tun.
  - a. good look
  - b. muscular build
7. Thiha should go to a \_\_\_\_\_ to do physical exercise.
  - a. weight club
  - b. fitness centre
8. Thiha will have a better physique and \_\_\_\_\_ when he meets Tun Tun again.
  - a. smart posture
  - b. poor posture

#### 4b. Listen again and complete the dialogue.

Htet Htet : Hi, long time no see!

Kyaw Kyaw : I was rather busy (1) \_\_\_\_\_ a job three months ago. Now, I've got a job.

Htet Htet : Wow, Congratulations! You must be proud of it.

Kyaw Kyaw : Sure, but my parents are happier than me, I would say.

Htet Htet : How lucky you are! How did you get this job?

Kyaw Kyaw : Fortune smiled on me.

Htet Htet : I envy you very much. I haven't got (2) \_\_\_\_\_ yet.

Kyaw Kyaw : Oh, no. Sorry to hear that.

Htet Htet : Actually, (3) \_\_\_\_\_ is a social problem these days, you know. I don't know what I should do.

Kyaw Kyaw : You should contact some (4) \_\_\_\_\_ and they will give you information about vacancies.

Htet Htet : Thank you for your advice.

Kyaw Kyaw : OK, I'm sure you'll be lucky.

Htet Htet : Hopefully, I'll get a (5) \_\_\_\_\_ job to support my family.

Kyaw Kyaw : Good luck!

#### 4c. In pairs, practise the dialogue.

## Lesson 2: Obesity

- causes of obesity

- prevention of obesity

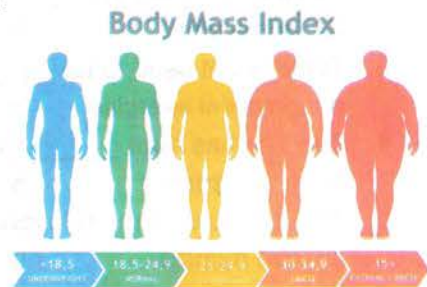
### Reading

#### 1. Work with a partner. Discuss the following questions.

1. If a person eats too much and moves too little, what will happen to him or her?
2. Do you have time to do physical exercise? If so, what exercise do you do?
3. If you want to lose weight, what will you do?

#### 2. Read the passage.

Obesity simply means the condition of being extremely fat. According to Webster's New World Medical Dictionary (2008), obesity is defined as 'the state of being well above one's normal weight'. A person has traditionally been considered to be obese if they are more than 20 percent over their ideal weight. It becomes one of the most serious health problems of the 21<sup>st</sup> century. According to the World Health Organisation (WHO) projections, at least one in three of the world's adult population is **overweight** and almost one in 10 is obese. The fundamental causes of obesity are unhealthy eating habits, hectic lifestyles and lack of regular exercise.



One of the common causes of obesity is having unhealthy eating habits. Nowadays, most people have bad habits of eating and drinking too much. In addition, they like eating foods that are high in fat, such as pizza and potato chips and those high in refined sugar, like chocolate and sweets. One major cause of obesity of many people, young or old, of today is spending hours on exchanging 'trash' on Facebook or engaging in computer games. Moreover, many people are physically inactive due to the increasingly sedentary nature of many forms of work and changing modes of transportation. Another important cause of obesity is lack of enough physical exercise. People need more time to do physical activities. According to experts, they should do five hours of **moderate** exercise per week. This could be walking, cycling, or swimming. Also, they should participate in sports. The more physical activities they are engaged in, the better they feel. Therefore, doing regular exercise can be said to be an effective weapon against obesity.

Obesity is not just an **uncomfortable** condition of the body. Many obese people are greatly concerned about their personal appearance as well. On top of that, obesity is a serious health problem that increases the risk of other diseases such as heart disease, diabetes, high blood pressure and certain forms of cancer. It also causes breathing problems, especially while sleeping. In addition, the costs of treating these diseases can be extremely high.

Being overweight or obese is largely **preventable**. People should eat a **balanced** diet that consists of a little meat, some dairy products and a lot of fruit, vegetables and grains. However busy we are, we should try to have time for regular physical exercise. If

people become overweight, they should take some weight-loss **medications** on the doctor's recommendations. Of course, trying to reduce weight is not an easy task. Changing a lifestyle is hard and often painful. The results of obesity are much worse.

In order to **combat** obesity, individuals should take responsibility for having healthy eating habits and balanced lifestyles and doing regular exercise. If we all take the shared responsibility for **tackling** obesity, we can see an end to obesity in the not-too-distant future.

### Glossary

hectic (adj)	very busy or full of activity
trash (n)	writing, ideas, etc. that you think are of poor quality
sedentary (adj)	spending a lot of time sitting down, and not moving very much
lifestyle (n)	style of living that reflects the attitudes and values of a person
not-too-distant future (n phr)	quite soon; near

### 3. Find the bold-faced words in the passage that are similar in meanings to the following.

1. capable of being prevented \_\_\_\_\_
2. medicines given to people who are ill \_\_\_\_\_
3. not very large or very small \_\_\_\_\_
4. causing discomfort or annoyance \_\_\_\_\_
5. too heavy and fat \_\_\_\_\_
6. to fight against \_\_\_\_\_
7. dealing with a difficult problem \_\_\_\_\_
8. having a healthy mixture of different kinds of food \_\_\_\_\_

### 4. Answer the following questions in complete sentences.

1. What does obesity mean?
2. How is obesity defined by a medical dictionary?
3. When can we say a person is obese?
4. Mention the three main causes of obesity in the passage.
5. How many hours a week should a person do physical exercise?
6. Mention the physical activities we should do to be healthy.
7. Why should we engage in more physical activities?
8. What are the health problems caused by obesity?
9. What does a balanced diet consist of?
10. What should people do if they become overweight?
11. In order to combat obesity, what should individuals do?
12. If you are getting fat day by day, how would you change your lifestyle?

**Lesson 3: If you had missed the class, ...**

- third conditional

**Grammar****Third conditional (Unreal conditions)**

Third conditional sentences talk about unreal situations in the past or to express regret about something that happened or didn't happen.

If clause (condition)	Main clause (result)
If + past perfect	would have + past participle

e.g. *If you had got up earlier this morning, you would not have missed the class.*

**1. Match the beginnings (1-5) in Column A with the endings (a-e) in Column B.****Column A**

- If I had got up on time
- If I had set my alarm clock
- If I had known your mobile number
- If the next flight hadn't been full
- If I had not lost my job

**Column B**

- I would have contacted you.
- I'd have had time for breakfast.
- I wouldn't have overslept.
- I could have supported my family.
- I could have got to Paris on time.

**2. Rewrite the sentences putting the words in brackets in the correct order.**

- She would have arrived in time (she / missed / if / bus / hadn't / the).
- If they had stolen a car, (punished / would / have / they / been).
- She would have studied Japanese (moved / if / to / she / Japan / had).
- If I had taken my umbrella, (wet / have / wouldn't / I / got).
- I would have read a novel (this / more / got / if / had / time / week / I).
- (she / gone / would / beach / have / the / to) if it hadn't rained.
- If you had called me, (come / I / immediately / have / to / would / you).
- You could have bought a new computer (money / if / saved / you / had).
- You wouldn't have an accident (carefully / if / had / you / driven / more).
- If the alarm clock had gone off, (she / have / wouldn't / plane / her / missed).

**3. Complete the following sentences with the correct forms of the verbs given in brackets.**

- If Nilar \_\_\_\_\_ (meet) Aung Aung yesterday, she \_\_\_\_\_ (ask) for his help.
- Su Su \_\_\_\_\_ (lose) some weight if she \_\_\_\_\_ (join) a gym.
- If Lin Lin \_\_\_\_\_ (not disturb) Thu Thu, she \_\_\_\_\_ (finish) the assignment on time.
- If Lily \_\_\_\_\_ (return) earlier, they \_\_\_\_\_ (go) to the concert together.
- He \_\_\_\_\_ (not miss) classes if he \_\_\_\_\_ (not break) his leg in an accident.

6. We \_\_\_\_\_ (not pay) for the rent if Ni Ni \_\_\_\_\_ (not lend) us some money.
7. If she \_\_\_\_\_ (be) more careful, she \_\_\_\_\_ (not fall over) in the street.
8. Toe Toe \_\_\_\_\_ (complete) the task on time if she \_\_\_\_\_ (not waste) so much time.
9. If she \_\_\_\_\_ (water) the plants, they \_\_\_\_\_ (not die).
10. We \_\_\_\_\_ (buy) her a present if she \_\_\_\_\_ (tell) us about her birthday.

**4. Rewrite the sentences with the correct form of the verbs in brackets for the situations given.**

1. Her examination results were terrible.  
If she \_\_\_\_\_ (study) more, she \_\_\_\_\_ (pass) the examination.
2. I didn't get any invitation to the party.  
If I \_\_\_\_\_ (have) an invitation, I \_\_\_\_\_ (go) to that party.
3. You had an accident because you didn't drive carefully.  
If you \_\_\_\_\_ (drive) carefully, you \_\_\_\_\_ (not have) an accident.
4. The firemen arrived. They tried to put out the fire, but they were late.  
If the firemen \_\_\_\_\_ (arrive) earlier, they \_\_\_\_\_ (put out) the fire in time.
5. We didn't play well so we lost the game.  
If we \_\_\_\_\_ (play) well, we \_\_\_\_\_ (not lose) the game.
6. He ate so much and he felt sick.  
If he \_\_\_\_\_ (eat) so much, he \_\_\_\_\_ (feel) sick.
7. He went out in the rain without taking an umbrella.  
If he \_\_\_\_\_ (take) an umbrella, he \_\_\_\_\_ (not catch) a cold.
8. It didn't snow and so we couldn't go skiing.  
If it \_\_\_\_\_ (snow), we \_\_\_\_\_ (go) skiing.
9. You didn't save money. Now, you can't afford an apartment.  
If you \_\_\_\_\_ (save) money, you \_\_\_\_\_ (buy) an apartment.
10. The wind was so strong that the bridge collapsed.  
If the wind \_\_\_\_\_ (not be) so strong, the bridge \_\_\_\_\_ (not collapse).

**5. Complete the following sentences in a meaningful way.**

1. If he had taken my advice, \_\_\_\_\_.
2. If I hadn't eaten too much oily food, \_\_\_\_\_.
3. If I had taken regular exercise, \_\_\_\_\_.
4. If you had not played video games all the time, \_\_\_\_\_.
5. If you hadn't been so nervous in the interview, \_\_\_\_\_.
6. I would have come if \_\_\_\_\_.
7. We would have been happy if \_\_\_\_\_.
8. I would have brought my umbrella if \_\_\_\_\_.
9. You would have been ill if \_\_\_\_\_.
10. If he hadn't lied to me before, \_\_\_\_\_.



## Lesson 4: Please accept my sincere apology

- writing a letter of apology

### Writing

1. Study the following apology letter. Fill the blanks (1–6) with the words or phrases in the box.

- |                       |                         |                             |
|-----------------------|-------------------------|-----------------------------|
| a. salutation         | b. action you will take | c. leave-taking             |
| d. receiver's address | e. apologising          | f. explaining the reason(s) |

1. \_\_\_\_\_

Class Teacher,  
Smart School,  
Kamayut,  
Yangon.

1. 10. 2023

2. \_\_\_\_\_

Dear Sir / Madam,

3. \_\_\_\_\_

I am writing this letter to apologise to you on behalf of my son. I heard that he had broken a windowpane in the front door of the classroom. I am really sorry for the way my son behaved last Monday.

4. \_\_\_\_\_

I know that his behaviour is unacceptable and it was a big disappointment to us. I also know that such behaviour is against the school rules. Being the only son, he can sometimes be mischievous. We always teach him not to behave badly at home or at school. I am grateful to you for helping him to behave well and improve his studies.

5. \_\_\_\_\_

Please accept my sincere apology. We are sorry from the bottom of our hearts. We promise that he will not repeat such bad manners in the future.

6. \_\_\_\_\_

Sincerely,  
U Nay Aung

**2. Fill the blanks with the expressions given in the box.**

- |                      |                       |
|----------------------|-----------------------|
| a. try my best       | c. had a heart attack |
| b. finish my project | d. spend two days     |

U Aung Moe

BEHS(2)

Insein,

Yangon.

1.10.2023

Dear Teacher,

I am sorry for not being able to (1) \_\_\_\_\_ in time. I would like to apologise to you for this. When I was preparing for my project, my grandfather (2) \_\_\_\_\_ and he was sent to the hospital immediately.

I had to (3) \_\_\_\_\_ looking after him in the hospital. And I was terribly busy and could not finish doing my project.

Please accept my apology for not being able to submit my project in time. I promise I will (4) \_\_\_\_\_ not to be late in the future.

Sincerely,

Thurein

**Elements of an apology letter**

- Receiver's address
- Salutation (greeting)
- Body of the letter:
  - Paragraph 1: apologising for absence / mistake
  - Paragraph 2: explaining the reason for absence / mistake
  - Paragraph 3: telling him / her what action you will take
- Closing: leave-taking

**3. Write a letter of apology to your aunt for your absence from her birthday party.**

## Review 3

### 1. Complete each blank with an appropriate word. The initial letters are given.

1. Yesterday, many flights were cancelled because of bad w\_\_\_\_\_.
2. Animal m\_\_\_\_\_ are a rich source of nutrients for crops and grasslands.
3. Unplugging unused electronics is a good habit because it is one of the human activities for curbing g\_\_\_\_\_ gas emissions.
4. Most of the plastic we throw away will end up in a l\_\_\_\_\_ and it may take up for centuries to decompose.
5. Poisonous gases are produced during f\_\_\_\_\_ fuel combustion.
6. Many people from all over the world died during the Covid-19 p\_\_\_\_\_.
7. The closure of many factories led to an increase in u\_\_\_\_\_.
8. Crimes with great v\_\_\_\_\_ are not tolerated in any society.
9. Poverty, unemployment and homelessness are today's s\_\_\_\_\_ problems.
10. The suspect insisted that he had not committed any c\_\_\_\_\_.

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

hair dryer	water cooler	freezer	air conditioner	microwave oven
food mixer	electric kettle	toaster	neck massager	vacuum cleaner

1. The baker put some flour, eggs and water into the \_\_\_\_\_.
  2. The janitor is cleaning the floor with a / an \_\_\_\_\_.
  3. He took out two slices of bread from the \_\_\_\_\_ to make a sandwich.
  4. Mother put the meat and fish in the \_\_\_\_\_ when she came back from the market.
  5. She filled up the \_\_\_\_\_ with water and boiled it to make coffee for the guests.
  6. A / An \_\_\_\_\_ is an electrical device that is used to cook or heat food quickly.
  7. Grandmother uses a / an \_\_\_\_\_ whenever she has a stiff neck.
  8. It is rather hot in the room because the \_\_\_\_\_ doesn't work well.
  9. A / An \_\_\_\_\_ is a piece of equipment from which we can get cold water to drink.
  10. We can use a / an \_\_\_\_\_ not only to dry wet hair but also to make different hair styles.
- ### 3. Finish each sentence in such a way that it means exactly the same as the sentence that is given.
1. Although it was cold, we all went for a walk.  
Despite \_\_\_\_\_.

2. I tried to persuade my sister to do sports but I didn't succeed.

Although \_\_\_\_\_.

3. Aye Mar was not feeling well but she went to school.

In spite of \_\_\_\_\_.

4. I decided to phone my teacher although it was late.

Despite \_\_\_\_\_.

5. In spite of the fact that the car was cheap, it was in good condition.

Although \_\_\_\_\_.

6. Despite losing the race, we celebrated.

Even though \_\_\_\_\_.

7. In spite of the rain, I went out for a swim.

Although \_\_\_\_\_.

**4. Complete the sentences so that they are true for you.**

1. If I were twenty years old, \_\_\_\_\_

2. If I met a person from legend, \_\_\_\_\_

3. If I had a chance to choose a place to live in, \_\_\_\_\_

4. If I were a film star, \_\_\_\_\_

5. If I saw a famous cartoon character, \_\_\_\_\_

**5. Complete the following third conditional sentences with the correct form of the verbs given in brackets.**

1. If Moe War \_\_\_\_\_ (not go) on holidays, she \_\_\_\_\_ (not spend) all her money.

2. If she \_\_\_\_\_ (apologise) to me, I \_\_\_\_\_ (not be) so upset.

3. We \_\_\_\_\_ (go) to the museum if we \_\_\_\_\_ (have) more time.

4. The lessons \_\_\_\_\_ (be) easier for you if you \_\_\_\_\_ (study) more.

5. If you \_\_\_\_\_ (ask) me, I \_\_\_\_\_ (tell) you the truth.

6. If my alarm clock \_\_\_\_\_ (go) off, I \_\_\_\_\_ (not miss) the school bus.

7. If he \_\_\_\_\_ (have) enough money, he \_\_\_\_\_ (buy) a new car.

8. If I \_\_\_\_\_ (participate) in that contest, I \_\_\_\_\_ (win) a prize.

**6. Write down five classroom rules, using positive and negative imperatives.**

**7. Complete the text with the verbs given in the box.**

add

drain

serve

remove

stir

put

First, (1) \_\_\_\_\_ the noodles into 450ml of boiling water in a pot. Then, boil and (2) \_\_\_\_\_ for 2-3 minutes. Next, (3) \_\_\_\_\_ the pot from the heat and (4) \_\_\_\_\_ away the water. After that, put the noodles on a plate. Afterwards, (5) \_\_\_\_\_ the seasoning powder and seasoning oil to the noodles. Finally, mix them well and (6) \_\_\_\_\_ immediately.

## Project 3

**1. Read the texts and tick the human activities mentioned in them.**

- |                         |  |
|-------------------------|--|
| 1. burning dry leaves   | 3. using plastic bottles                         |
| 2. eating a lot of meat | 4. preparing / buying food more than you can eat |

I like cold drinks. So I used to buy bottles of cold drinks and leave the empty bottles in the classroom, or on the road. But, now I have learnt that plastic bottles are not environmentally friendly. Therefore, I have decided to drink bottled drinks less and I will try to recycle empty bottles systematically. This is how I am trying my best to reduce greenhouse gas emissions. I am really proud of my work.



a

I used to buy food more than enough. When I couldn't finish it up, I put it in the bin. Now, I realise that greenhouse gases mainly come from the production of food, and also from decayed foods. Therefore, I have decided not to buy food more than I can eat and I will never throw it away. This is how I am trying my best to reduce greenhouse gas emissions. The best part is I can save more money.



b

**2. In groups of four, make a list of human activities that increase the amount of GHGs in the atmosphere.**

Human activities that increase the amount of GHGs in the atmosphere

1. *using plastic bags*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**3. Choose one of the activities (2-4) in Exercise 2 and brainstorm ideas on what you can do to reduce the amount of GHGs. The first one is done for you.**

*Using plastic bags can increase the amount of GHGs in the atmosphere.*  
*Instead of using plastic bags,*

- use reusable bags.
- use sustainable containers such as steel lunch boxes.
- use cardboard boxes.

**4. Based on the information in Exercise 3 tell the class how to reduce GHG emissions.**

**Useful language**

*We like / We used to ...*  
*But now, we have learnt that / Now, we realize that ...*  
*Therefore, we have decided to / not to ...*  
*This is how we are trying our best to reduce GHG emissions.*

## Poem 3: Months

### Pre-reading

1. How many months are there in a year?
2. Which months are cold in Myanmar?
3. Which months are hot in Myanmar?
4. Which months are rainy months?

### 1. Read the poem.

#### Months

January cold desolate;  
 February all dripping wet;  
 March wind ranges;  
 April changes;  
 Birds sing in tune  
     To flowers of May,  
 And sunny June  
     Brings longest day;  
 In scorched July  
 The storm-clouds fly  
 Lightning torn;  
 August bears corn,  
 September fruit;  
 In rough October  
 Earth must disrobe her;  
 Stars fall and shoot  
 In keen November;  
 And night is long  
 And cold is strong  
 In bleak December.

*Christina Rossetti*



#### Glossary

desolate (adj)	miserable
drip (verb)	be so wet as to shed small drops of liquid
range (verb)	vary
scorched (adj)	burned by flames or heat
disrobe (verb)	take off one's clothes
keen (adj)	extremely cold; biting
bleak (adj)	cold and miserable

### 2. Answer the following questions.

1. What is the poem about?
2. What is the weather like in January?
3. What happens in May?
4. Which month of the year is the hottest?
5. What is meant by 'Earth must disrobe her'?
6. In which month of the year are nights longer?

### 3. Write a short paragraph on 'The month I like best', using the points in brackets.

e.g. *The month I like best is ...* (why you like it; what you would like to do; where you would like to go; how you feel; etc.)

# UNIT 10

## Lesson 1: Where are they?

- international travel
- buying flight tickets

### Vocabulary

1. Complete the sentences using the words and phrases in the box.

- |                     |                   |                  |
|---------------------|-------------------|------------------|
| a. passport         | c. arrival card   | e. boarding pass |
| b. airport terminal | d. duty-free shop | f. captain       |

1. A / An \_\_\_\_\_ is an official document with personal information and a photograph issued by a government to its citizens for international travel.
2. A / An \_\_\_\_\_ is a card given to passengers to fill with personal information and show to immigration officials in a foreign country.
3. A / An \_\_\_\_\_ is helped by a co-pilot, also known as the first officer of the aeroplane.
4. Passengers flying to another country can buy chocolates, perfumes, luxury items, etc. from the \_\_\_\_\_ at cheaper prices.
5. A / An \_\_\_\_\_ is a card that gives a passenger permission to board the plane.
6. A / An \_\_\_\_\_ is a building within an airport where passengers arrive and depart.

2. Look at the names of currencies, countries and currency codes given below and complete the table.

- |   |                                    |
|---|------------------------------------|
| a. Pound Sterling / the United Kingdom      | e. Baht / Thailand                 |
| b. US Dollar / the United States of America | f. Kyat / Myanmar                  |
| c. Singapore Dollar / Singapore             | g. Euro / European Union Countries |
| d. Yuan / China                             | h. Yen / Japan                     |

Currency Code	Currency / Country	Currency Code	Currency / Country
1. SGD		5. USD	
2. THB		6. MMK	
3. CNY		7. EUR	
4. GBP		8. JPY	

**Listening and Speaking**

**3. Listen to the conversations and number the following.**

- at the money changer
- at the check-in desk
- at the immigration counter
- at the duty-free shop

**4. Listen again and complete the conversations.**

**Conversation 1**

**Staff:** Good afternoon! Where are you flying today?

**Passenger:** Yangon.

**Staff:** Please show me your (1) \_\_\_\_\_. Are you checking in any bags?

**Passenger:** Just this one.

**Staff:** Here is your (2) \_\_\_\_\_. Your flight departs from (3) \_\_\_\_\_ and it'll begin boarding at 15:40. Your seat number is 7C.



**Conversation 2**

**Customer:** Excuse me, is this snack popular as a souvenir?

**Clerk:** Yes, it is. It is produced in a traditional way. This brand is especially popular here.

**Customer:** I see. I'll (4) \_\_\_\_\_ five boxes. Could you wrap them separately?



**Conversation 3**

**Customer:** I'd like to exchange Kyat to US dollar, please.

**Clerk:** You can look at the (5) \_\_\_\_\_ on the board.

**Customer:** I'd like to exchange 300,000 Kyats.

**Clerk:** Your passport, please.

**Customer:** Here you are.

0% COMMISSION			
	Currency	100 Kyats	1000 Kyats
1	USD	1.292	1.291
2	EUR	1.443	1.444
3	GBP	1.447	1.445
4	HKD	7.493	7.496
5	KWD	0.930	0.930
6	€ + 3	1.458	1.457
7	HTD	0.670	0.673
8	CHF	1.497	1.497
9	CAD	14.028	14.019
10	HKD	17.424	17.434
11	JPY	119.00	119.10

**Conversation 4**

**Officer:** Please show your (6) \_\_\_\_\_ and passport.

**Passenger:** Here you are.

**Officer:** Kindly look at the camera here. Thank you! Enjoy your stay!

**Passenger:** Thanks.

**5. Practise each conversation in pairs.**



## Lesson 2: Enjoying nature

- travelling in nature

- going on a package tour

### Reading

#### 1. Answer the following questions.

1. Which season do you think is the best to go on a holiday in your country? Why?
2. What do you like doing on your holiday? Why?

#### 2a. Read the brochures.



### PARADISE OF WILD MONKEYS

The snow monkeys show a variety of facial expressions throughout the four seasons.

Come and observe them in their natural habitat as you stand at the edge of the wild.

### JIGOKUDANI MONKEY PARK

Since its opening in 1964, Jigokudani Monkey Park (Wild Snow Monkey Park) is known as a place where intriguing behaviour of Japanese monkeys can be observed the whole year.

Jigokudani is located in Nagano Prefecture, Japan. The monkeys live in the bountiful natural habitat found here. The monkeys are known for bathing in the onsen (hot spring) during the cold winter months, earning the nickname of the 'Snow Monkeys'.



*Come here*

*From December to March*

*Opening hours*

*8:50 - 18:00*

*Price*

*Adult (13+) 15,500 JPY*

*Child (6-12) 11,000 JPY*

Start the one-day tour with a morning visit to Jigokudani Snow Monkey Park, followed by a warm winter lunch and a visit to Zenko-ji temple.

**CATCH THE NORTHERN LIGHTS!**

The **aurora borealis**, beautiful Northern skies painted with **hazy** green, pinkish light or a vivid purple, is one of nature's wonders. Iceland, which is located on the edge of the Arctic Circle, is one of the best places to see the northern lights.

**WHEN TO SEE THE NORTHERN LIGHTS**

If you visit Iceland between September and March when the weather is clear, your chances of catching the aurora are high. The lights also depend on solar wind activity, so downloading apps that provide a northern lights forecast is recommended.



Best time to see  
September - March  
Duration: 2 hours

**ENJOY THE LIGHTS ON LUXURY YACHT**

Experience the beauty of the northern lights on a luxury yacht. You can see this breathtaking scene from deck areas or comfortable lounge areas.

**Fee:** Adult USD 85.40  
Child USD 63.20

**Glossary**

- intriguing (adj) - very interesting because of being unusual
- bountiful (adj) - large in amount
- hazy (adj) - not clear because of air containing something that makes it difficult to go through it
- aurora borealis (n phr) - a pattern of coloured lights that are sometimes seen in the night sky in the most northern parts of the world

**2b. Complete the table.**

	Jigokudani Monkey Park	The Northern Lights
Location		
Activity		
Best time to visit		

**2c. Answer the following questions in complete sentences.**

- In which seasons can you see the monkeys in Jigokudani Monkey Park?
- Why is Jigokudani Monkey Park famous?
- Why are the monkeys in Jigokudani called the 'Snow Monkeys'?
- What colours can you see in beautiful northern skies of Iceland?
- Why is downloading apps that provide a northern lights forecast recommended?

### Lesson 3: Who is the agent?

- passive voice

#### Grammar

#### Passive Voice

#### 1. Study the following.

When we write a sentence in the **active** voice, we say **what the subject does**.

e.g. *My father built this house 10 years ago.*

- When we write a sentence in the **passive** voice, we say **what is done to the subject**.

e.g. *This house was built by my father 10 years ago.*

When we change from the active voice to the passive voice,

- the object of the verb in the active voice becomes the subject of the verb in the passive voice.
- the form of the verb is changed by using the same tense of the verb to be together with the past participle of the verb.
- the subject of the verb in the active voice becomes the object of the word 'by'.

Active Voice	Passive Voice
Khin Khin cleans the room daily.	The room is cleaned by Khin Khin daily.
The engineers are building a new bridge.	A new bridge is being built by the engineers.
My brother has taken my bike.	My bike has been taken by my brother .
My mother scolded me yesterday.	I was scolded by my mother yesterday.
The workers were painting the wall when I arrived.	The wall was being painted by the workers when I arrived.
Soe Soe had taken the medicine before I came home.	The medicine had been taken by Soe Soe before I came home.
The students will give a presentation tomorrow.	A presentation will be given by the students tomorrow.

**2. Change the following sentences into the passive voice.**

1. Mother is baking a cake now.
2. Daw Nu has written a special edition for children.
3. The tiger was chasing the deer.
4. Birds build nests on the trees.
5. Thomas Edison invented the light bulb.
6. Kyaw Kyaw will never forget this experience.
7. The burglars had cut a big hole in the steel door.

**Agent vs. Instrument**

The person / thing that performs an action is called **the agent**. It is used with 'by' in the passive sentence.

e.g. *Bagan Dynasty was founded by King Anawrahta.*

The object which causes something to happen is called **the instrument**. It is used with 'with' in the passive sentence.

e.g. *A straight line is drawn with a ruler.*

**3. Complete each sentence using with or by.**

1. The window of the headmaster's office was broken \_\_\_\_\_ a ball.
2. 'The Starry Night' was painted \_\_\_\_\_ Vincent Van Gogh in June, 1889.
3. 'The Scarlet Sunset' by Joseph Turner was painted \_\_\_\_\_ watercolour.
4. Half the city was damaged \_\_\_\_\_ the earthquake.
5. He was hit \_\_\_\_\_ a wooden club while he was walking down the street.

**The passive voice without agents**

When the agent is unknown, unimportant or not obvious from the context, it can be omitted in the passive voice.

e.g. *Tuk-tuk is widely used as a taxi in some ASEAN countries.*

**4. Change the following sentences into the passive voice.**

1. They built the castle in the 18<sup>th</sup> century.
2. We have arrested the thief.
3. No one has ever beaten my brother at tennis.
4. People speak English all over the world.
5. Someone is using my computer at the moment.

**Lesson 4: A travel guide to our city**

• writing a travel guide

• sample travel guide structure

**Writing**

**1. Discuss the following questions.**

1. What do you like doing when you visit a new city or place?
2. What information do you need when you visit a new city or place?

**2a. Read a travel guide to Manila.**

**A TRAVEL GUIDE TO MANILA**



(A) \_\_\_\_\_

Welcome to Manila, the capital of the Philippines. From old colonial buildings with Spanish architecture to the Ocean Park, there are plenty of things to see and do in Manila.

(B) \_\_\_\_\_

Getting around Manila is easy. The best means of transportation to go around the city is riding colourful Jeepneys and tricycles. You can also take trains and buses for longer distances.



(C) \_\_\_\_\_



If you want a taste of Old Manila, *Intramuros* District is the right place for you. Colonised by the Spaniards for over 300 years, this place used to be the seat of power during the colonial period. You can roam around *Intramuros* to see many historic architectures, like Manila Cathedral, Casa Manila, etc. You can also visit the National Museum Complex where you can spend your time at the national museum of fine arts, of anthropology, and of natural history.

(D) \_\_\_\_\_

*Divisoria* is dubbed as the 'Mother of All Markets' in Manila and is known for its shops selling a variety of cheap goods. *Binondo* Chinatown is also a good choice if you want to try Chinese delicacies and go shopping. SM Mall of Asia is the biggest mall and is the place where many events are held.



**2b. Match the headings (i-iv) with the paragraphs (A-D) of the travel guide to Manila.**

- i. Places not to miss in Manila
- ii. Shopping areas
- iii. Why visit Manila?
- iv. Colourful transportation

### Writing a travel guide

#### Sample travel guide structure

The style of travel guides varies widely and most of them have a similar structure, which consists of:

- location
- getting around
- popular sites and attractions
- activities

Make sure to include the information that travellers are interested in.

**3a. Answer the following questions.**

1. Where is your town / city located?
2. Do you want to invite travellers to your town / city? Why?
3. What means of transportation are available for getting around?
4. What are the popular places in your town / city? Why are they popular?
5. What can travellers do in your town / city?

**3b. Write a travel guide to your town / city using the answers to the questions in Exercise 3a.**

**3c. In pairs, compare your travel guide. Have you described similar places and activities in your travel guide?**

# UNIT 11



## Lesson 1: A small antique bronze statue!

- describing things using adjectives
- talking about a cultural heritage site

### Vocabulary

1. Study the following.

ancient (adj)	belonging to a time long ago in history, especially thousands of years ago
bronze (n)	a hard metal that is a mixture of copper and tin
drummer (n)	someone who plays the drums
cute (adj)	very pretty or attractive
clown (n)	an entertainer who wears funny clothes and a large red nose and does silly things to make people laugh
stunning (adj)	extremely attractive or beautiful
cymbalist (n)	a musician who plays the cymbals
mould (v)	to shape a soft substance into a particular form or object by pressing it or by putting it into a mould
extraordinary (adj)	very unusual or surprising
healing power (phr)	the power of becoming healthy and strong again

### Order of adjectives

quantity	opinion	size	age	shape	colour	origin	material	noun
A		small	antique		brown	Pyu	bronze	coin
A	beautiful				white		cotton	blanket
Two		tiny					metal	pots

2. Put the following in the correct order to make a meaningful phrase. The first one is done for you.

1. house / white / modern / a / large  
a large modern white house
2. blue / big / round / eyes
3. ugly / curtains / old / cotton / grey / the
4. a / box / metal / rectangular / tiny
5. brown / cute / little / puppy / a

**Listening and speaking**

**3a. Listen to two students talking about antiques. Match the students (A and B) with the photos (1 and 2).**

Student A \_\_\_\_\_

Student B \_\_\_\_\_



**3b. Rewrite the sentences putting the adjectives in brackets in the correct order.**

- I would like to talk about (bronze, *Pyu*, small, five, ancient) figures displayed at the Sri Ksetra Museum.
- The third one is (funny, cute, a, bronze, small) statue.
- The fourth one is (bronze, attractive, an, dancer, shiny) statue.
- The last one is (slim, bronze, a, cymbalist, stunning) statue.
- On the left is (three-headed, an, elephant, bronze, extraordinary) statue.

**3c. Listen again and check your answers.**

**4. Listen to Student A and fill the blanks with the words given below.**

attractive	slim	bronze	cute
<i>Pyu</i>	drummer	funny	ancient

I would like to talk about five small (1) \_\_\_\_\_ *Pyu* bronze figures displayed at the Sri Ksetra Museum. The museum is located in the Sri Ksetra World Heritage Site, Pyay Township. Let me introduce the figures from left to right. As described in the photo, the first small figure is a fascinating bronze flautist statue. The second one is a well-crafted bronze (2) \_\_\_\_\_ statue. The third one is a (3) \_\_\_\_\_ (4) \_\_\_\_\_ small bronze statue. It's a clown carrying a bag on its back. The fourth one is an (5) \_\_\_\_\_ shiny bronze dancer statue. It's much bigger in size compared to the other four figures. The last one is a stunning (6) \_\_\_\_\_ bronze cymbalist statue. All these statues were discovered inside a small ancient (7) \_\_\_\_\_ (8) \_\_\_\_\_ bell which is beautifully moulded. The bell was found at a site near the Phayama Pagoda in 1967. Let me end my talk here. Thank you for your attention.

**5. In pairs, describe the Sri Ksetra World Cultural Heritage Site, using the information given below.**



**Sri Ksetra World Cultural Heritage Site**

- one of the first-ever acknowledged ancient cities as the World Heritage sites in Myanmar
- located in Pyay, Bago Region
- established in BC 443
- the ancient cylindrical pagodas and temples
- the artefacts of *Pyu* cultural heritage at the Sri Ksetra Museum
- five small ancient *Pyu* bronze figures



## Lesson 2: Getting hooked on history

## a brief history of Yangon

## Reading

## 1. Work in pairs. Discuss these questions.

1. How old is Yangon?
2. What was Yangon formerly known as?

## 2. Read the passage.



The town which is known as Yangon today is said to have been founded over 2,600 years ago (BC 588). Mon chronicles of the 11<sup>th</sup> Century refer to it as Dagon or Lagun, and it was known as Dagon until King Alaungpaya renamed it Yangon (anglicised as Rangoon) in 1755. According to Mon chronicles, King Anawrahta of Bagan came to Dagon to extend his authority over Lower Myanmar in the middle of the 11<sup>th</sup> Century. King Anawrahta conquered Thaton, the capital of the Mon Kingdom, which is only about 140

miles east of Dagon. So it is possible that he visited Dagon about this time. In the late 13<sup>th</sup> century, it was only with the fall of the Bagan dynasty that Dagon began to emerge. But Dagon was not yet a port and it was to the Mon ports of Patheingyi, Thanlyin, Motetama and Bago that the earliest recorded visitors came. Dagon was still insignificant until the 15<sup>th</sup> century. And it was not a port until the first half of the 16<sup>th</sup> century. It was only in the second half of the 16<sup>th</sup> Century that Dagon, gradually achieved enough significance to gain the mention of foreign travellers.



By the end of the 16<sup>th</sup> Century, with the change in the course of the Bago River, which no longer flowed directly into the Gulf of Motetama, Thanlyin replaced Bago as the main Mon port. Dagon was still a small stockade town by the river. However, it was said that during the festivals, the town was too crowded to travel by land or by boat. In fact, the main religious festivals were accompanied by fairs, which were by this time sufficiently attractive to people from foreign countries, making Dagon a market for overseas trade.



In May 1755, King Alaungpaya conquered Lower Myanmar, including Dagon. This marked an important stage in the history of Yangon for it led to the growth of the modern city. He wanted to make a fresh start and have a new port. As a result, Dagon became an obvious choice for a new port as it had already been a place of some commercial importance because of the fairs that accompanied the main religious festivals at the Shwedagon. Dagon became the leading port in Myanmar with its new name, Yangon.



**3a. Match the words (1–5) with their meanings (a–e).**

- |                 |   |
|-----------------|---|
| 1. chronicle    | (a) a period of time when a particular family ruled a country |
| 2. authority    | (b) a written record of a series of events                    |
| 3. dynasty      | (c) a fence used to defend a place                            |
| 4. significance | (d) power   |
| 5. stockade     | (e) importance  |

**3b. Complete each sentence with a suitable word from (1–5) in Exercise 3a.**

- Many pagodas and buildings in Mandalay should be preserved for their historical \_\_\_\_\_.
- King Bayinnaung of the Taungoo dynasty unified the country and exerted his \_\_\_\_\_ to restore peace.
- When ancient Myanmars established their housing, they built \_\_\_\_\_ as a means of protection.
- King Theebaw was the last heir of the Kongbong \_\_\_\_\_ of Myanmar.
- 'The Great History of Konbaung' by U Mg Mg Tin is the detailed \_\_\_\_\_ of its period.

**4. Read the passage again and decide whether the following statements are True or False.**

- Yangon was founded 2,600 years ago. ( )
- The Bagan dynasty fell in the early 11<sup>th</sup> century. ( )
- Dagon was one of the ports where the earliest recorded visitors came. ( )
- Dagon was still an insignificant place by the end of the 16<sup>th</sup> century. ( )
- Dagon was renamed Yangon by King Alaungpaya in May 1755. ( )

**5. Answer the following questions.**

- Why did King Anawrahta come to Dagon?
- What is the capital of the Mon Kingdom?
- When did Dagon gain the interest of foreign travellers?
- How did Thanlyin become the main Mon port by the end of the 16<sup>th</sup> century?
- What made Dagon a market for overseas trade?
- Why was King Alaungpaya's conquest of Dagon an important stage in the history of Yangon?
- Why was Dagon chosen as a new port?
- Do you know any old city which was founded by a king? How is it different from Dagon?
- In which city would you like to live in – Dagon (the old city) or Yangon? Why or why not?

### Lesson 3: Have you ever been to Bagan?

- present perfect and past simple

#### Grammar

#### Present Perfect & Past Simple

#### 1. Match the sentences (1–5) with their uses (a–e).

- |  |  |
|--|--|
| 1. I have lived in Yangon since birth.       | a. To talk about finished actions in the past with past time expressions ( <i>yesterday, last week, in 1755, etc.</i> )    |
| 2. I have never seen a live band in my life. | b. To talk about past actions when the time is not stated  |
| 3. I haven't made a call to mum yet.         | c. To talk about a completed action often with <i>just, already, and yet</i>   |
| 4. I visited Bagan last year.                | d. To talk about an action that started in the past and continues to the present, usually with <i>for</i> and <i>since</i> |
| 5. I have done my homework.                  | e. To talk about the repetition of an action up to now and experiences with <i>ever, never</i> and <i>before</i>           |

#### 2. Choose the correct option.

- King Alaungpaya **has renamed / renamed** Dagon as Yangon in 1755.
- When **did he conquer / has he conquered** Dagon?
- Have you ever seen / Did you see** ancient coins?
- Nay Pyi Taw **replaced / has replaced** Yangon as the capital of Myanmar since 2005.
- Our country **regained / has regained** her independence in 1948.

#### 3. Fill the blanks with the past simple or the present perfect form of the verbs given in brackets.

Bagan, an ancient city and a UNESCO World Heritage Site, is located in Mandalay Region, Myanmar. From the 9<sup>th</sup> to 13<sup>th</sup> centuries, the city (1) \_\_\_\_\_ (be) the capital of the Bagan Kingdom, the first kingdom that (2) \_\_\_\_\_ (unify) the regions that would later constitute Myanmar. During the 11<sup>th</sup> and 13<sup>th</sup> centuries, more than 10,000 Buddhist temples, pagodas and monasteries (3) \_\_\_\_\_ (construct), of which the remains of over 2,200 temples and pagodas (4) \_\_\_\_\_ (survive) since then.

Located in an active earthquake zone, Bagan (5) \_\_\_\_\_ (suffer) from many earthquakes over the ages. In the past, the earthquakes (6) \_\_\_\_\_ (damage) many temples and pagodas. They (7) \_\_\_\_\_ (undergo) restorations since 1990s.

On 24 August 2016, a major earthquake (8) \_\_\_\_\_ (destroy) almost 400 temples in Bagan. After that, the Bagan Archaeological Department (9) \_\_\_\_\_ (start) a survey with the help of the UNESCO experts in order to reconstruct the damaged temples. On 6 July 2019, Bagan (10) \_\_\_\_\_ (list) as a World Heritage Site by UNESCO.

**4a. Complete the questions with the present perfect or the past simple form of the verbs given in brackets.**

- \_\_\_\_\_ you ever \_\_\_\_\_ (play) a musical instrument?
- \_\_\_\_\_ you \_\_\_\_\_ (enjoy) your time in Pyin Oo Lwin last weekend?
- What \_\_\_\_\_ you \_\_\_\_\_ (learn) at school yesterday?
- \_\_\_\_\_ you ever \_\_\_\_\_ (be) to Bagan?
- How long \_\_\_\_\_ you \_\_\_\_\_ (study) English?
- What \_\_\_\_\_ you \_\_\_\_\_ (watch) on TV last night?
- What sports \_\_\_\_\_ you \_\_\_\_\_ (play) since Grade 4?
- How many English lessons \_\_\_\_\_ you \_\_\_\_\_ (have) this week?
- \_\_\_\_\_ you \_\_\_\_\_ (finish) your project yet?
- \_\_\_\_\_ you \_\_\_\_\_ (see) the Headmaster yesterday?

**4b. Work in pairs. Ask and answer the questions in Exercise 4a.**

A: Have you ever played a musical instrument?

B: Yes, I have.  
OR  
No, never.

A: Did you enjoy your time in Pyin Oo Lwin last weekend?

B: Yes, it was fun.  
OR  
No, not really.

**5. Write a sentence each for the following using the present perfect.**

visit a museum

pay a visit to the zoo

walk in a park

go to the cinema

try Chinese food / try Indian cuisine

go shopping with friends

act in a play

write a poem

sing karaoke

swim in a lake

e.g. *I have never visited a museum.*

## Lesson 4: Famous people in history

- writing a brief biography

### Writing

#### 1 Discuss the following in groups.

1. Name some famous people in Myanmar history.
2. Why are they famous?

### Biography

A Biography is the history of the life of a person written by someone else.

#### 2. Read the biography of King Mindon and put the verbs in brackets in the correct form of the past simple.

### King Mindon



King Mindon (1) \_\_\_\_\_ (be) one of Myanmar's most well-liked and admired kings in the Konbaung Dynasty. He (2) \_\_\_\_\_ (be) born to King Tharawadi and queen of southern chamber in Amarapura in 1814. He (3) \_\_\_\_\_ (study) under Sayadaw U Sandimar of the *The-inn* monastery. He (4) \_\_\_\_\_ (take) the throne in 1853 and (5) \_\_\_\_\_ (rule) the country with the help of his brother, Crown Prince Kanaung, who (6) \_\_\_\_\_ (be) an excellent administrator and moderniser. During his rule, King Mindon (7) \_\_\_\_\_ (try) to both modernise his country and protect the upper part of his country against British incursions. He (8) \_\_\_\_\_ (establish) Yadanabon (Mandalay), in 1857, the final royal capital of Upper Myanmar. In order to study the advancements during the Industrial Revolution, many Myanmar scholars (9) \_\_\_\_\_ (send) to France, Italy, the United States, and Great Britain by King Mindon. Some of his achievements (10) \_\_\_\_\_ (be) reform of the *Thathameda* taxes, introduction of a salary system and modernisation of the kingdom's army. He (11) \_\_\_\_\_ (build) roads, (12) \_\_\_\_\_ (develop) a telegraph system, and (13) \_\_\_\_\_ (introduce) coins for trade. He also (14) \_\_\_\_\_ (standardise) the weights and measures of the country. During the reign of King Mindon, Myanmar reached the peak of its culture and religion. King Mindon (15) \_\_\_\_\_ (pass) away in 1878.

#### 3. Study the key points included in a biography and find them in **Exercise 2**.

1. name, date and place of birth
2. family information (parents and siblings)
3. education and occupation in chronological order
4. important life events in chronological order
5. significant achievements
6. (date of death)

4. The following sentences are extracted from the biography of Maha Bandoola. Read the sentences and number them from 1 to 11 to indicate the best order. The first one is done for you.

- a. He fought in the expansionist war of King Bodawpaya in Waitharli in 1816.
- b. He served first as the lowest grade retainer in the royal service of Crown Prince, Thado Minsaw.
- c. In 1818, he was awarded the title *Maha Bandoola* and appointed as Minister at the court of Ava by Bagyidaw.
- 1 d. Maha Bandoola was the commander-in-chief of the Royal Myanmar Armed Forces.
- e. He became the prince's bodyguard at the age of 24 in 1806.
- f. He was born in Ngapayin village in 1782 and was named Mg Yit.
- g. He was awarded the title *Ne Myo Thura Yegaung* and appointed as the governor of Debayin Town in 1813.
- h. In March 1825, he died in action at Danubyu, defending against the British courageously.
- i. When he grew up, he moved to Amarapura, where his uncle, a palace guard, lived.
- j. Later in 1814, he commanded the Myanmar Armed Forces in the battle of Manipur.
- k. He began his studies at the Buddhist monastery at the age of six.



Bandoola's armour at the British Museum

5. Write the biography of King Bayinnaung using the key points given.



King Bayinnaung (1516 - 1581)

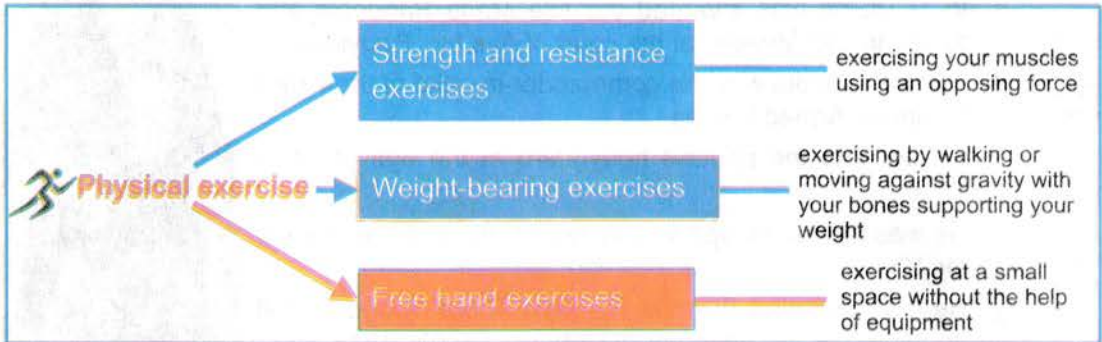
- childhood name – Shin Ye Htut
- was educated in the palace along with the prince and other children when he was young
- born – Mingyi Swe and Shin Myint – 1516
- during his reign – unified Myanmar and built the Second Myanmar Kingdom
- captured Kaytumadi (Taungoo) – ascended the throne – 1551
- received training in martial arts and military strategies
- famous for his military strategy in Naung Yoe battle – 1538
- reigned for 32 years – passed away – 1581
- captured Hantharwaddy (Bago) – ascended the throne – 1552
- continuously expanded military territories – conquered parts of some neighbouring countries – made Myanmar – most powerful kingdom – Southeast Asia

# UNIT 12

## Lesson 1: Let's go to the gym!

- talking about physical exercise
- giving a presentation

### Vocabulary



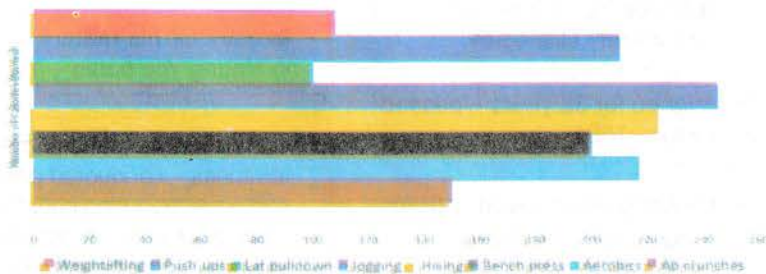
1. Put the following exercises into the correct category.

- a. weightlifting
- b. hiking
- c. lat pulldown
- d. aerobics
- e. push-ups
- f. bench press
- g. jogging
- h. ab crunches

Strength and resistance exercises	Weight-bearing exercises	Free hand exercises

### Listening and speaking

2. Listen to a gym trainer talking about effective exercises for burning calories and fill each blank with an appropriate word.



1. Three key points the presenter wants to focus are *What*, \_\_\_\_\_ and *How*.
2. The question and answer session is at the \_\_\_\_\_ of the presentation.
3. When we take in more calories than we need, they are stored as \_\_\_\_\_.
4. Examples of diseases caused by an increase in cholesterol level are obesity, diabetes, \_\_\_\_\_ and stroke.
5. Of all the exercises mentioned in the bar chart, \_\_\_\_\_ can burn calories most.
6. Of all the exercises mentioned in the bar chart, \_\_\_\_\_ can burn calories least.
7. According to the speaker, \_\_\_\_\_ exercises are more effective than exercises with equipment.

## Speaking

### Useful language for presentation

#### Greetings and introduction

- Good morning / afternoon, everyone / Teacher and Classmates.
- I'm ...
- I'm here to talk about ...

#### Presentation structure

- My presentation is divided into ... parts.
- In my presentation, I'll be focusing on ... key issues / points.

#### Timing

- It will take about ... minutes.

#### Handouts

- I'll be handing out copies of the slides at the end of my talk.

#### Questions

- Please feel free to interrupt me at any time during my presentation.
- If you have any questions, I'll be happy to answer them at the end of my presentation.

#### Conclusion

- I'd just like to conclude by saying that ...
- This is the end of my presentation. Thank you for your time and attention.

### 3. Put the following strips of paper in the gaps below to form meaningful language expressions.

the problem of hunger and malnutrition

glad to answer them at the end of my presentation

three main parts

to cover all these topics

which I'm going to distribute at the end of my talk

1. If you have any questions, I'll be \_\_\_\_\_.
2. Don't worry about taking notes. I have prepared some handouts, \_\_\_\_\_.
3. I've divided my presentation into \_\_\_\_\_.
4. My presentation will take about 30 minutes \_\_\_\_\_.
5. I'd like to talk about \_\_\_\_\_.

### 4. Imagine you are going to give a presentation on a topic of your choice. Prepare the beginning of the presentation based on the following points:

- Introduction
- Timing
- Questions
- Presentation structure
- Handouts

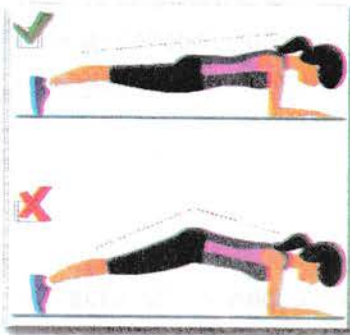


## Lesson 2: Let's try them out!

• different kinds of physical exercise

## Reading

1. Look at the picture and discuss the following questions.



- What is the girl doing in the picture?
- Which is the right way to do this exercise?
- What benefit can you get from this exercise?
- Have you ever tried this exercise?
- How many seconds do you think you can hold yourself in this position?

2. Read the passage, circle the unfamiliar words and discuss with your partners.

A study led by the World Health Organisation (WHO) in 2019 shows that the majority of teenagers worldwide are not **sufficiently** physically active. WHO claims that children and teenagers should exercise 60 minutes per day. Regular exercise is important for teenagers to **prevent** weight gain, high blood pressure, heart attack and **stroke**. In order to improve your health and fitness, you should do physical exercise as a regular part of your daily life. You can do exercise in the **gym**, in the park and at home.

Strength and **resistance** exercises such as weightlifting, swimming and cycling keep your muscles strong. Weight-bearing exercises such as walking, jogging and running keep your bones strong. You do not need to worry about the cost of doing exercise. Free hand exercises such as push-ups, squats and planks are as effective as exercises done with gym equipment. These exercises improve your blood circulation and your skin receives more **nutrients**. As a result, **toxins** in your body are removed. You will have glowing skin after exercise due to the increase in blood flow.

Don't you feel **stiff** and tired after school? Well, what are you waiting for? Light physical exercise can make you feel better. Let's try them out! First, spread your arms to the sides. Second, make arm circles forward. Third, reverse the direction. Then, hold your arms in front of your body and move them up and down. Next, swing your arms above your head and wave them from side to side like a car windshield wiper. It is that simple!

3. Match the bold-faced words in the passage with their definitions.

- a sudden disabling attack \_\_\_\_\_
- unable to move easily \_\_\_\_\_
- a place for improving physical fitness \_\_\_\_\_
- the use of force \_\_\_\_\_
- to keep something from happening \_\_\_\_\_
- poisons produced in the body \_\_\_\_\_

7. things providing nourishments required for good health \_\_\_\_\_
8. to an adequate degree \_\_\_\_\_

**4. Complete the sentences with the appropriate bold-faced words in the passage.**

1. The haemoglobin level in the patient's blood is \_\_\_\_\_ high for tomorrow's operation.
2. My grandfather had a \_\_\_\_\_ and became partially paralysed.
3. Regular exercise helps to \_\_\_\_\_ heart disease, diabetes and stroke.
4. Kyaw Kyaw goes to the \_\_\_\_\_ to build muscles for a bodybuilding competition.
5. I took part in the mini marathon and the muscles in my legs were as \_\_\_\_\_ as a board.
6. Citrus fruits rich in Vitamin C can help develop our \_\_\_\_\_ to infection.
7. Drinking green juice regularly can purify \_\_\_\_\_ in your body.
8. Protein and Vitamin D are the main \_\_\_\_\_ for the growth of our body.

**5. Fill each gap with the best choice - a, b or c.**

1. Most of the teenagers in the world do not \_\_\_\_\_.
  - a. do enough physical exercise
  - b. eat enough
  - c. have sufficient class activity
2. Regular exercise can \_\_\_\_\_.
  - a. harm our health
  - b. improve memory
  - c. lead to healthy lifestyle
3. Weight-bearing exercises include \_\_\_\_\_.
  - a. jogging
  - b. swimming
  - c. weightlifting
4. \_\_\_\_\_ can glow your skin.
  - a. Weight gain
  - b. Gym equipment
  - c. Good blood circulation
5. \_\_\_\_\_ should be done when you feel tired.
  - a. Free hand exercises
  - b. Light physical exercise
  - c. Strength and resistance exercises

**6. Answer the questions in complete sentences.**

1. According to WHO, how often should children and teenagers exercise?
2. Why should children and teenagers do regular exercise?
3. What are some examples of strength and resistance exercises?
4. What happens when your skin receives more nutrients?
5. Mention two examples of free hand exercises.
6. What can you do when you feel stiff and tired?
7. Which do you prefer – going to the gym or doing free hand exercises at home? Why?
8. What kind of exercise would you suggest to a friend who is overweight?

**Lesson 3: The battery may be dead**

• will, can, may, could, might      • expressing possibility

**Grammar**

**1. Study the table and underline the modals expressing possibility.**

Modal Verb	Possibility	Examples
will	Certain	<i>Thura will be in his office by 8 a.m. tomorrow. He always arrives at 8 a.m.</i>
can	Almost certain	<i>It can be very dangerous to drive through a red light.</i>
may	Fairly certain	<i>She may join us at the party tomorrow, but I am not sure.</i>
could		<i>If you go out in the rain, you could catch a cold.</i>
might	Not certain	<i>Kyaw Kyaw might be at the library, but you'd better check.</i>

**2. Match the sentences (1-6) with the sentences (a-h) below. There are 2 extras.**

- |   |                                     |
|---|-------------------------------------|
| 1. Can you see the grey sky?              | 4. Thuzar has a low-grade fever.    |
| 2. The car won't start.                   | 5. My printer is having paper jams. |
| 3. U Than Aung looked tired this morning. | 6. Do not overuse painkillers.      |

a. They can harm you.

b. He might be hungry.

c. I think he couldn't sleep well last night.

d. I bet he will know the answer.

e. The battery may be dead.

f. I might need to go to a service centre.

g. I think it will rain heavily.

h. She may not come to school tomorrow.

**3. Circle the correct option (a, b or c) to complete the sentences.**

- |  |                   |                    |                     |
|--|-------------------|--------------------|---------------------|
| 1. It is good to have you here. I _____ the task without your help.                                    | a. may not finish | b. will not finish | c. might not finish |
| 2. If Kyi Kyi arrives on time, she _____ the delicious meal with us.                                   | a. could enjoy    | b. may enjoy       | c. can enjoy        |
| 3. Kaung Kaung left the office early. He _____ an appointment.   | a. might have     | b. can have        | c. will have        |
| 4. Everybody is busy with their assignments except Han Su. She is helpful and _____ get help from her. | a. you can't      | b. you can         | c. you might        |
| 5. Thura gained so much weight and his suit _____ him.   | a. couldn't fit   | b. mightn't fit    | c. won't fit        |

**4. Look at the following future events and make true statements about you, using modal verbs. Then, tell them to your classmates.**

e.g. eat Mohinga ⇒ *I will eat Mohinga tomorrow morning.*

- study regularly
- help my family with household chores
- buy a computer
- learn a new language
- visit my friends after the exam
- play with neighbours this evening

**Horoscopes**

**5a. In groups, create future predictions for your classmates who were born on Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday for the next week. Make your predictions about health, money, love, luck and education. Use different modal verbs of possibility.**

e.g. Health: *You will be in the best of health next week.*

Money: *You may have more pocket money.*

Love: *You could be lonely next week.*

Luck: *You might suddenly be lucky.*

Education: *You can be successful in your study.*

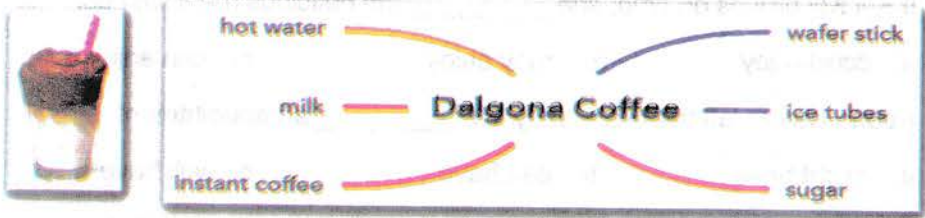
**5b. Start fortune-telling with classmates in new groups.**

**Lesson 4: Infographics**

• mind map and bar graph • writing a project

**Writing**

1. Fill the blanks (1-6) with the words from the mind map.



To prepare Dalgona coffee, first, take 2 tablespoons of (1) \_\_\_\_\_. Second, add 2 tablespoons of (2) \_\_\_\_\_ to sweeten the coffee. Mix them with 2 tablespoons of (3) \_\_\_\_\_ – freshly boiled one. Whisk until the mixture becomes thick and creamy. When it gets creamy, keep it aside. Put some (4) \_\_\_\_\_ in a glass. Fill the  $\frac{3}{4}$  of the glass with (5) \_\_\_\_\_. Take the mixture and put it on the milk. Finally, put a (6) \_\_\_\_\_ for decoration. Now, Dalgona coffee is ready to be served.

**Project writing using infographics**

**Pre-Writing**

Brainstorm - think as many ideas as you can from infographics

**While-Writing**

**Introduction**

- Start with general idea
- Narrow it down to focused area
- Summarize the infographics

**Body**

- Pick 3 or 4 main features and write about them with reference to data in the infographics

**Conclusion**

- Build connection with introduction

**Post-Writing**

- Edit your first draft
- Check grammar, vocabulary and spelling
- Make changes if necessary

**Useful language**

Introduction

The table / figure / bar graph gives data / information on ...  
 The biggest / main difference between... and... is...

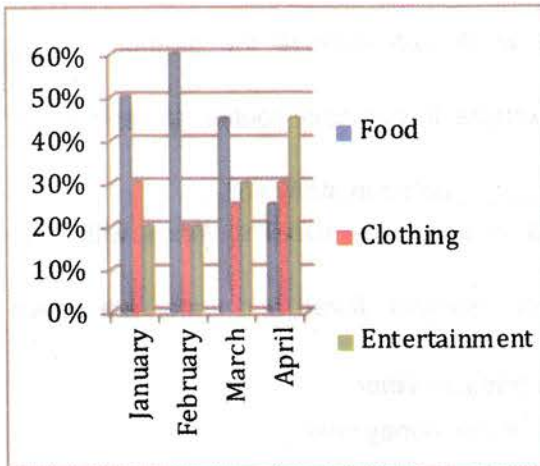
Body

The data suggest that ...  
 It can be seen / noticed / observed that ...  
 ... falls by ...% ...

Conclusion

To summarise, the most significant ...

2. Read the model essay below and fill the gaps with the words in the box.



- |                    |                    |
|--------------------|--------------------|
| suggest            | increased slightly |
| summarize          | decrease           |
| data               | increased by       |
| increased markedly |                    |

The bar chart gives the (1) \_\_\_\_\_ on the monthly expenses for food, clothing and entertainment of a family living in Yangon in 2022. Overall, it can be seen that levels of expenses vary over the period. To begin, in January most money

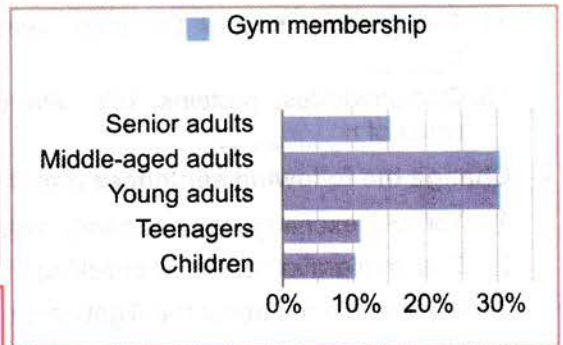
was spent on food by 50%. Although expenses for food (2) \_\_\_\_\_ the following month, it then falls in March by 45% and in April by 25%.

The data (3) \_\_\_\_\_ that clothing starts with lower percentage – 30% in January and 20% by February, It is then (4) \_\_\_\_\_ 25% in March and by 30% in April.

Only 20% is spent on entertainment in January and in February. Expenses on entertainment (5) \_\_\_\_\_ in March and April.

To (6) \_\_\_\_\_, the most significant increase in expenses can be observed in entertainment. The most significant (7) \_\_\_\_\_ can be seen in food.

3. In groups of four, write a report on the following graph which shows the percentage of gym membership according to age group.



## Review 4

1. **Fill each blank with an appropriate word. The initial letters are given to help you.**
  1. The captain is helped by his c \_\_\_\_\_, the first officer, in an aircraft.
  2. You must show your p \_\_\_\_\_ to the immigration officer at the immigration desk.
  3. The flight attendant said, "Show me your b \_\_\_\_\_ pass, please."
  4. When we go to a foreign country, it is advisable for us to have a city g \_\_\_\_\_.
  5. During the reign of King Mindon, Myanmar reached the p \_\_\_\_\_ of culture and religion.
  6. According to the c \_\_\_\_\_, King Anawrahta established the first Myanmar empire.
  7. It is fascinating to read the b \_\_\_\_\_ of ancient Myanmar kings.
  8. We can find many a \_\_\_\_\_ Buddhist temples and pagodas in Bagan.
  9. Some temples ruined by the earthquake are still in r \_\_\_\_\_ process.
  10. He is very knowledgeable about the significant a \_\_\_\_\_ of great people in history.
  11. Practising s \_\_\_\_\_ a few days a week can improve the strength of leg muscles.
  12. Thu Thu starts to take a \_\_\_\_\_ exercise in her daily routine to reduce her weight.
  13. Seedlings of Myanmar *Thanakha* s \_\_\_\_\_ better in stony soil.
  14. Though she is over 50, mum keeps in shape by avoiding foods with high c \_\_\_\_\_.
  15. Carbohydrates, proteins, fats, vitamins, minerals, fibres and water are seven types of n \_\_\_\_\_.
2. **Change the following sentences into the passive voice.**
  1. You can exchange your currency notes at the money changer.
  2. The immigration officer is checking the passengers' passports.
  3. No one told me about the flight delay.
  4. Passengers can buy chocolates, perfumes and last-minute gifts at the duty-free shop.
  5. The travel agent will arrange the flight tickets and accommodation.
  6. You should book a hotel room before you go on a trip.
  7. Natives of Amarapura produce high-quality silk.
3. **Complete the questions with the past simple or the present perfect tense of the verbs in brackets.**
  1. \_\_\_\_\_ you ever \_\_\_\_\_ (give) a presentation in English?
  2. What historical sites \_\_\_\_\_ you \_\_\_\_\_ (visit) in your holiday last year?
  3. Who \_\_\_\_\_ (influence) you when you were young?

4. How long \_\_\_\_\_ it \_\_\_\_\_ (take) you to realise your mistake?
5. When \_\_\_\_\_ you \_\_\_\_\_ (begin) to be confident in your ability to speak English?
6. How long \_\_\_\_\_ you \_\_\_\_\_ (know) that man?
7. \_\_\_\_\_ you \_\_\_\_\_ (see) Mie Mie this week?

4. **Choose the correct option.**

1. She (will / may) know Kay Kay's telephone number, but I'm not sure.
2. Hurry up! I'm sure they (will / could) be waiting for us.
3. It (could / will) take a long time for the company to overcome the financial problem. Who knows?
4. The two boys look very much alike. They (can / will) be twins.
5. It's only 9 a.m. He (won't / can't) be at work yet. He always leaves home after 9 a.m.
6. Tun Tun is hardworking. He (will / may) pass the exam with flying colours.

5. **Complete the conversations with appropriate words or phrases given in the box.**

dollars    plane    passport    exchange rate    seat number    exchange

(1) **At the check-in desk**

**Staff:** Good evening! Where are you flying?

**Passenger:** Bangkok.

**Staff:** Please show me your (1) \_\_\_\_\_. Are you checking in any bags?

**Passenger:** Just this one.

**Staff:** Here's your ticket. Your (2) \_\_\_\_\_ departs from Gate 5 and the boarding time is 8 p.m. Your (3) \_\_\_\_\_ is 9A.

**Passenger:** Thank you.

**Staff:** My pleasure.

(2) **At the money changer**

**Customer:** I'd like to exchange US (4) \_\_\_\_\_ for Bahts, please.

**Clerk:** Okay. How much would you like to (5) \_\_\_\_\_?

**Customer:** Three hundred dollars. What's the (6) \_\_\_\_\_ today?

**Clerk:** You can find it on the board over there. May I have your passport, please?

**Customer:** Here you are.

6. **Complete the beginning part of a presentation.**

Good morning, everyone. My (1) \_\_\_\_\_ is Aye Chan. Today, I'm going to (2) \_\_\_\_\_ a presentation on 'Famous places in my town'. I've (3) \_\_\_\_\_ my presentation into three main parts. Firstly, I'll (4) \_\_\_\_\_ talking about the location of my town. (5) \_\_\_\_\_, I'll be dealing with places of interest. Finally, (6) I \_\_\_\_\_ be talking about things to do there. My presentation will (7) \_\_\_\_\_ about 15 minutes. I have prepared (8) \_\_\_\_\_ that I'll distribute at the end of my presentation. If you have any (9) \_\_\_\_\_, please feel free to interrupt me at any time.



# Project 4

## Giving a presentation

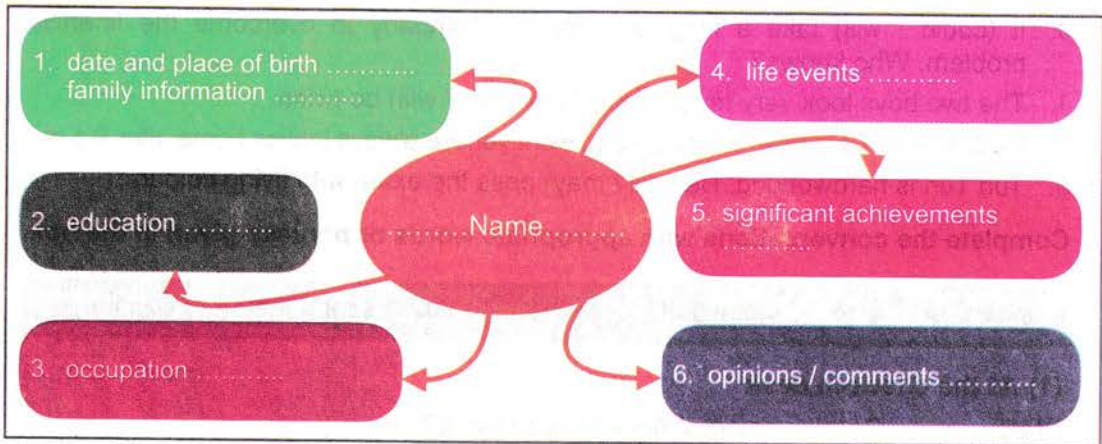
1. In groups of six, choose one of the topics given below for your presentation. Find out some facts about the topic.

A well-known person in history

A famous scientist

A successful businessman

2a. Complete the mind map.



2b. Before giving your presentation, decide:

- ❖ how much time your presentation will take
- ❖ whether you will distribute handouts or not
- ❖ whether you welcome questions during your presentation or at the end of your presentation

2c. Choose a presenter from your group and ask him / her to give a presentation. Follow the presentation structure:

- greeting
- self-introduction
- introducing your topic
- main ideas
- timing
- handouts
- conclusion
- ending
- question and answer session

Good morning, \_\_\_\_\_. My name is \_\_\_\_\_. I'm going to give a presentation on \_\_\_\_\_. I've divided my talk into \_\_\_\_\_. Firstly, I'll be talking about \_\_\_\_\_. Secondly, I'll be dealing with \_\_\_\_\_. Thirdly, \_\_\_\_\_. Fourthly, \_\_\_\_\_. Fifthly, I'll be looking at \_\_\_\_\_. My last point will be \_\_\_\_\_. My presentation will last about \_\_\_\_\_. I'll be distributing handouts \_\_\_\_\_. If you have any questions, \_\_\_\_\_. Let me start with my first point, \_\_\_\_\_. The name of the famous scientist I'm going to talk about is \_\_\_\_\_.

## Poem 4: The Arrow and the Song

### Pre-reading

1. Do you like singing a song?
2. When do you usually sing a song?
3. Have you ever used a bow and arrow?

### 1. Read the poem.

#### The Arrow and the Song

I shot an arrow into the air,  
It fell to earth, I knew not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

*Henry Wadsworth Longfellow*



#### Glossary

keen (adj)	highly developed or sharp
flight (n)	the action or process of flying through the air
oak (n)	a large tree which bears acorns and typically has lobed deciduous leaves
unbroke (adj)	not broken, fractured or damaged

### 2. Answer the following questions.

1. What did the poet do with the arrow?
2. What did the poet breathe into the air?
3. What is one similarity between the flight of the song and that of the arrow?
4. Why did the poet repeat the line "I knew not where" for two times?
5. Where did the poet find the song he had sung from beginning to end?
6. What message do you think the poet gives to the reader?

### 3. Write a pair of two rhyming couplets on things that you have done, but cannot undo very easily as in the example given below.

I found a boomerang and threw it into the sky,  
It came back. I knew not why;  
For so quickly it flew, my heart  
Became quite frightened of its path.