

THE GOVERNMENT OF
THE REPUBLIC OF THE UNION OF MYANMAR

MINISTRY OF EDUCATION

TEXTBOOK

ENGLISH

Grade 7

LANGUAGE AT OUR SERVICE



Listening



Writing



Speaking



Reading

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

TEXTBOOK
ENGLISH
Grade 7

INTRODUCTION

In this Grade 7 English Textbook, you will be working with your teacher and classmates to develop knowledge, skills, attitudes and values through the English language.

What will you be learning?

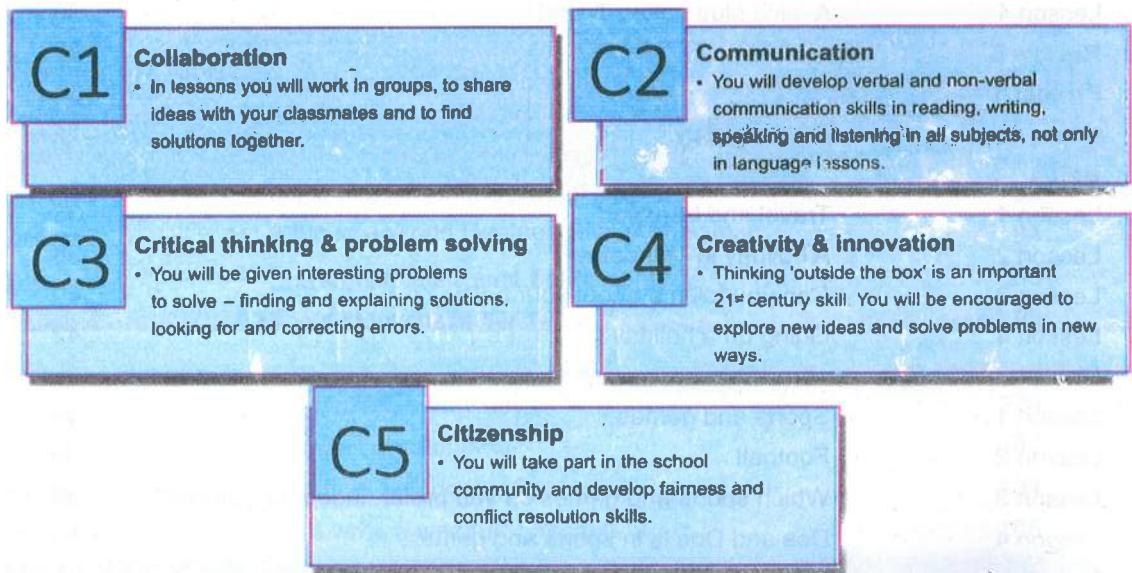
You will learn more about the English language and how it is used in the real world. You will learn to solve problems and think creatively. In some lessons you will work in pairs or in groups. At other times, you will work as a class or individually.

This Grade 7 English Textbook covers seven main content areas: Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Syntax, and Functional Language.

You will also be learning the Five C's

Your teacher will use the 5 C's as important 21st century skills for learning that will enable you to participate 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 G7 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. Learning outcomes clearly define what students will know and be able to do at the end of each unit. Learning outcomes relate to knowledge, skills, attitudes and values.

We hope you will find this Grade 7 English Textbook interesting. We hope you will enjoy learning English!

Table of Contents

Unit	Title	Page
Unit 1		
Lesson 1	My favourite singer	8
Lesson 2	Life as an artiste	10
Lesson 3	Comparing people or things	12
Lesson 4	A personal profile	14
Unit 2		
Lesson 1	Keeping good habits	16
Lesson 2	Getting rid of bad habits	18
Lesson 3	What an annoying habit!	20
Lesson 4	What do you usually do at weekends?	22
Unit 3		
Lesson 1	At the clothes shop	24
Lesson 2	Accessories you usually go for	26
Lesson 3	The most expensive jeans	28
Lesson 4	A nice blue cotton T-shirt	30
Review 1		32
Project 1		34
Poem 1	The Lazy Boy	35
Unit 4		
Lesson 1	Travel and transport	36
Lesson 2	A holiday in Mandalay	38
Lesson 3	Can you tell me about your holiday?	40
Lesson 4	Going on a holiday	42
Unit 5		
Lesson 1	Sports and games	44
Lesson 2	Football	46
Lesson 3	Which sports and games do you prefer, indoor or outdoor?	48
Lesson 4	Dos and Don'ts in sports and games	50
Unit 6		
Lesson 1	To the pizza shop	52
Lesson 2	Amber: The Little Yellowish-brown Light	54
Lesson 3	Do you like living in the countryside?	56
Lesson 4	The best things about your town	58
Review 2		60
Project 2		62
Poem 2	The Greedy Dog	63

Unit	Title	Page
Unit 7		
Lesson 1	A day in the life of a teacher	64
Lesson 2	Days and their names	66
Lesson 3	Do you help your parents?	68
Lesson 4	Do you have a study timetable?	70
Unit 8		
Lesson 1	Little friends can be great friends	72
Lesson 2	Friends always help each other	74
Lesson 3	What were you doing?	76
Lesson 4	Once upon a time ...	78
Unit 9		
Lesson 1	A special celebration for my birthday	80
Lesson 2	An enjoyable visit	82
Lesson 3	Would you like to join us for dinner?	84
Lesson 4	An invitation	86
Review 3		88
Project 3		90
Poem 3	The Sun	91
Unit 10		
Lesson 1	Let's take part in the school concert!	92
Lesson 2	A trip to a World Heritage Site in Myanmar	94
Lesson 3	She's quite intelligent, but rather lazy	96
Lesson 4	The school snack fair	98
Unit 11		
Lesson 1	A beautiful, sunny day	100
Lesson 2	Weather instruments	102
Lesson 3	What will you do if ...?	104
Lesson 4	Let's write a weather forecast!	106
Unit 12		
Lesson 1	Seeing a doctor	108
Lesson 2	Staying healthy	110
Lesson 3	A word of advice	112
Lesson 4	What should I do?	114
Review 4		116
Project 4		118
Poem 4	Teachers Three	119

Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 1 <i>Communication Collaboration Creativity</i>	Interviewing <ul style="list-style-type: none"> • Asking for information 	<ul style="list-style-type: none"> • Talking about Myanmar Zat Pwe • Adjectives describing personality traits
Unit 2 <i>Communication Collaboration Citizenship</i>	<ul style="list-style-type: none"> • Talking about good habits 	<ul style="list-style-type: none"> • Talking about bad habits
Unit 3 <i>Communication Collaboration Critical Thinking</i>	<ul style="list-style-type: none"> • Items of clothing • Shopping for clothes 	<ul style="list-style-type: none"> • Accessories • Advertisements
Review 1	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 1, 2 and 3 	
Project 1 <i>Communication Collaboration Creativity</i>	<ul style="list-style-type: none"> • To describe people using adjectives • To write a personal profile 	
Poem 1	Poem: <i>The Lazy Boy</i> by Agnes J. Austin	
Unit 4 <i>Communication Collaboration Critical Thinking</i>	<ul style="list-style-type: none"> • Kinds of transport • Travel by public transport 	<ul style="list-style-type: none"> • Kinds of holiday • Talking about a holiday
Unit 5 <i>Communication Collaboration Citizenship</i>	<ul style="list-style-type: none"> • Different types of sports and games • Reasons for playing sports and games 	<ul style="list-style-type: none"> • Football rules • Talking about football
Unit 6 <i>Communication Collaboration Creativity</i>	<ul style="list-style-type: none"> • Simple directions • Sequential connectors 	<ul style="list-style-type: none"> • Road signs • Traffic lights
Review 2	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 4, 5 and 6 	
Project 2 <i>Communication Collaboration Creativity</i>	<ul style="list-style-type: none"> • To describe places 	
Poem 2	Poem: <i>The Greedy Dog</i> by an anonymous poet	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> Comparative adjectives 	<ul style="list-style-type: none"> Writing a personal profile Asking for personal information 	<ul style="list-style-type: none"> Describing people
<ul style="list-style-type: none"> Adverbs of frequency Present simple and present continuous 	<ul style="list-style-type: none"> Good and bad habits Weekend activities 	<ul style="list-style-type: none"> Describing habits and routines
<ul style="list-style-type: none"> The use of <i>a lot of, many, much, a few</i> and <i>a little</i> Superlative adjectives 	<ul style="list-style-type: none"> Short messages Order of adjectives 	<ul style="list-style-type: none"> Describing things
<ul style="list-style-type: none"> To provide summative assessment of student learning To successfully complete the project by working collaboratively in small groups 		
<ul style="list-style-type: none"> Yes / No questions Wh- questions 	<ul style="list-style-type: none"> Types of holiday A travel plan 	<ul style="list-style-type: none"> Asking for and giving information
<ul style="list-style-type: none"> Indoor and outdoor sports and games World famous sporting events 	<ul style="list-style-type: none"> Importance of rules in sports and games Different rules in different sports and games 	<ul style="list-style-type: none"> Obligation and necessity
<ul style="list-style-type: none"> Things in a town and a village Prepositions of place 	<ul style="list-style-type: none"> Describing places in a town and a village 	<ul style="list-style-type: none"> Describing places
<ul style="list-style-type: none"> To provide summative assessment of student learning To successfully create a travel brochure by working collaboratively in small groups 		

Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 7 Communication Collaboration Creativity	<ul style="list-style-type: none"> Day, date and time Routine tasks 	<ul style="list-style-type: none"> Planets in our solar system How days got their names
Unit 8 Communication Collaboration Citizenship Critical Thinking	<ul style="list-style-type: none"> Identifying the main points of a story Using linking words 	<ul style="list-style-type: none"> Identifying sequential events in a story Identifying characters in a story
Unit 9 Communication Collaboration Creativity Critical Thinking	<ul style="list-style-type: none"> Making invitations Accepting or declining invitations 	<ul style="list-style-type: none"> Invitation letters Festivals and local foods
Review 3	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 7, 8 and 9 	
Project 3 Communication Collaboration Creativity	<ul style="list-style-type: none"> To identify setting, characters and events of a story To write a story in their own words 	
Poem 3	<p>Poem: <i>The Sun</i> by an anonymous poet</p>	
Unit 10 Communication Collaboration Creativity	<ul style="list-style-type: none"> Extra-curricular activities Asking for and giving opinions 	<ul style="list-style-type: none"> A travel brochure Visiting Bagan
Unit 11 Communication Collaboration Creativity	<ul style="list-style-type: none"> Weather forecast Talking about the weather 	<ul style="list-style-type: none"> Weather instruments and their functions
Unit 12 Communication Collaboration Critical Thinking Creativity	<ul style="list-style-type: none"> Everyday lifestyles Health problems and treatments 	<ul style="list-style-type: none"> Medicine labels Vitamins and minerals
Review 4	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 10, 11 and 12 	
Project 4 Communication Collaboration Critical Thinking	<ul style="list-style-type: none"> To arrange the words and phrases to make meaningful sentences To arrange the sentences to make a meaningful story 	
Poem 4	<p>Poem: <i>Teachers Three</i> by an anonymous poet</p>	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> Adverbs of place, time and frequency Household tasks 	<ul style="list-style-type: none"> School subjects Drawing a study timetable 	<ul style="list-style-type: none"> Talking about routine tasks
<ul style="list-style-type: none"> Talking about past events Past simple and past continuous 	<ul style="list-style-type: none"> Writing a story Using linking words to join the sequence of events 	<ul style="list-style-type: none"> Talking about past events
<ul style="list-style-type: none"> Making requests, offers and invitations Giving responses 	<ul style="list-style-type: none"> Writing a letter Writing a reply 	<ul style="list-style-type: none"> Making invitations
<ul style="list-style-type: none"> To provide summative assessment of student learning 		
<ul style="list-style-type: none"> To successfully complete the project by working collaboratively in small groups 		
<ul style="list-style-type: none"> Adverbs of degree 	<ul style="list-style-type: none"> Designing a flyer for the school snack fair 	<ul style="list-style-type: none"> Asking for and giving opinions
<ul style="list-style-type: none"> The use of <i>will</i> and <i>won't</i> The use of first conditional 	<ul style="list-style-type: none"> Weather words Writing a weather forecast 	<ul style="list-style-type: none"> Talking about the weather
<ul style="list-style-type: none"> The use of <i>should</i> The use of connectives 	<ul style="list-style-type: none"> Asking for and giving advice A happy healthy life 	<ul style="list-style-type: none"> Asking for and giving advice
<ul style="list-style-type: none"> To provide summative assessment of student learning 		
<ul style="list-style-type: none"> To successfully create a meaningful story by working collaboratively in small groups 		

UNIT 1

Lesson 1: My favourite singer

- interviewing
- asking for information

Listening and Speaking

1 In pairs, ask and answer the following questions.

1. Name three singers you know.
2. Who is your favourite singer?
3. Why do you like him / her?

2 Look at the pictures and guess what you are going to hear.



3 Listen to the interview and answer the following questions.

1. Where is the interview taking place?
2. Who is Thura's favourite singer?
3. Why does he like him / her?

4a Listen to the interview again and fill in the blanks with the phrases given below.

favourite singer

listening to music

good voice

At the school concert I

Interviewer: Hello! I'm from City FM Radio. Can I ask you a few questions?

Thura: Sure.

Interviewer: May I know your name?

Thura: I'm Thura.

Interviewer: Nice to meet you, Thura. Do you like (1) _____?

Thura: Yes, I do.

Interviewer: Who's your (2) _____ at this school concert?

Thura: Well, I like a lot of singers, but my favourite is Yadanar.

Interviewer: Why do you like her?

Thura: Because she's got a (3) _____. I like her style, too.

Interviewer: Thank you.

Thura: You're welcome.

4b In pairs, practise the interview.

- 5 In pairs, read the following information in the table, and fill each blank with the correct title in the box. Add three more words to the list in each column.

Things we wish to have	Hobby	Job	Family
(1)	(2)	(3)	(4)
• father	• artist	• swimming	• watch
• mother	• dancer	• doing yoga	• car
• brother	• manager	• playing football	• house
• sister	• personal assistant	• playing the guitar	• mobile phone
• grandmother	• producer	• drawing	• TV
• grandfather	• singer	• gardening	• bicycle

- 6a Complete the interview with the words or phrases given in Exercise 5.

At the school concert II

Interviewer: Hello! I'm from Channel S. Can I ask you a few questions?

Celebrity: Sure.

Interviewer: First of all, who in your family encourages you to be a vocalist?

Celebrity: My ______. She's my great supporter.

Interviewer: I see. How many albums have you produced? Which do you like best?

Celebrity: Four. *My Happiest Moment*. It sold the most.

Interviewer: And, what do you like doing in your free time?

Celebrity: Well, I like _____.

Interviewer: What's the thing you would like to have most?

Celebrity: A _____.

Interviewer: One last question, what's your dream job?

Celebrity: To be a / an _____.

Interviewer: Thanks for your time.

Celebrity: You're welcome.

- 6b Role-play the dialogue in pairs.

7 Role-play

Step 1: Prepare four questions to interview a celebrity about his / her family, dream job, hobbies, things he / she would like to have, etc.

Step 2: Make a role card, each of which has the information of a celebrity.

Step 3: In pairs, role-play the interview. One is the interviewer and the other is the celebrity.

Step 4: Swap roles.

Sample role card

Name:	Zin Thu
Job:	pianist
Hobbies:	playing tennis
Favourite thing(s):	pet dog
Family members:	3

Lesson 2: Life as an artiste

- Myanmar *Zat Pwe*
- adjectives describing personality traits

Reading

- 1 In pairs, tell your friend the type(s) of entertainment you like.
 (a) film (b) concert (c) puppet show (d) opera (e) *Anyeint* (f) *Zat Pwe*
- 2 Which of the following performing arts would you like to watch? Why?



candlelight dance



duet dance



slapstick comedy



Myanmar orchestra



puppet dance



Myanmar opera



Zat Pwe finale



choral dance

3a Read the passage.

Alinga Kyaw Swa Shwe Man Tin Maung

A A typical Myanmar *Zat Pwe* is a classical dance-drama. It usually begins with the candlelight dance, followed by different types of dance, Myanmar opera, and slapstick comedy. This is followed by the classical dance-drama, which presents one of the *jataka* tales (the 550 stories of Lord Buddha's earlier lives). It imparts moral lessons.

B One of the greatest artistes of Myanmar is *Alinga Kyaw Swa Shwe Man Tin Maung*. Mg Tin Maung was born to U Pya and Daw May in 1918 in Mandalay. He had nine siblings and he was the youngest. Since childhood, Mg Tin Maung had been passionate about singing and dancing. His first step towards *Zat Pwe* was dancing at a puppet show when he was very young. Later, he learnt the performing arts from *Mya Chay Gyin Ma Ngwe Myaing* for three years. He founded *Shwe Man Thabin* in 1933, and became a famous artiste, known as *Shwe Man Tin Maung*.



C In 1959, Shwe Man Tin Maung was invited to the United States of America as a representative of the Myanmar cultural troupe. During his visit, he learnt by heart the 27 verses on the Buddha's renunciation. His diligence and hard work set a model for new generations of Myanmar artistes to emulate. Moreover, Shwe Man Tin Maung was dedicated to his art and always held his audience in respect. Although he was very famous, he was modest.

D In addition, he was very imaginative and creative. Where necessary, he used backdrops and props of his choice to bring out the best effect. He also encouraged competition among male dancers in order to bring out the best in grace and style. His new style of the duet dance was very popular at that time. Throughout his life as an artiste, he kept on innovating novel choreography and new operas.

E In 1953, Shwe Man Tin Maung received the title *Alinga Kyaw Swa*, which is awarded to outstanding artistes in Myanmar. In 1969, Shwe Man Tin Maung died while dancing on the stage. His name will never fade away. He remains a historic artiste of Myanmar.

Glossary

choreography(n)	the sequence of steps and movements in dance
finale (n)	last section of a piece of music or drama (e.g. <i>Aung Ba Zei</i> – May success be yours!)
renunciation (n)	the act of rejecting physical pleasures, or giving up of things

3b Match each paragraph (A–E) with the main idea (1–5) given below. The first one is done as an example.

- | | | | |
|------------------------------------|-------|--------------------------|-----|
| 1. Shwe Man Tin Maung's creativity | (D) | 2. the title he received | () |
| 3. what Myanmar <i>Zat Pwe</i> is | () | 4. personality traits | () |
| 5. personal profile | () | | |

3c Read the passage again and answer the following questions.

- What is Myanmar *Zat Pwe*?
- When and where was Shwe Man Tin Maung born?
- What did Shwe Man Tin Maung do during his visit to the US?
- What were Shwe Man Tin Maung's famous creations?
- What is the title Shwe Man Tin Maung received in 1953?
- What personality traits made Shwe Man Tin Maung successful?

4 Match the adjectives to describe personality traits with their meanings.

Personality trait	Meaning
1. passionate	a. having the ability to create
2. dedicated	b. not proud
3. competitive	c. hard-working
4. imaginative	d. giving a lot of time and energy to something
5. modest	e. having a strong desire to do what you like
6. creative	f. enjoying competition
7. diligent	g. good at thinking of new and clever ideas

5 Fill each blank with an appropriate adjective from Exercise 4.

My mother is a (1) _____ woman. She is never proud. My father is a (2) _____ teacher. He spends most of his time teaching and preparing lessons. My elder brother is (3) _____ about music. He wishes to be a musician one day. My elder sister is (4) _____. She can make beautiful bags by using coloured paper. My friends think that I am a (5) _____ student because I study all the time.

Lesson 3: Comparing people or things

- comparative adjectives

Grammar

Comparative adjectives

- Comparative adjectives are used to compare two people, things, places, etc.
- We use *than* after the comparative adjective.
e.g. *Ni Ni is shorter than Phyu Phyu.*



	Adjectives	Rule	Comparatives
one-syllable	tall short	• Add -er.	taller shorter
one-syllable ending in one vowel and one consonant	big thin	• Double the consonant and add -er.	bigger thinner
ending in -y	happy greedy	• Omit -y and add -ier.	happier greedier
two or more syllables	popular exciting	• Put <i>more</i> before the adjective.	more popular more exciting
irregular	good bad far	—	better worse farther/ further

1 Change the following adjectives into their comparative forms.

Adjectives	Comparatives	Adjectives	Comparatives
1 busy	busier	11 lazy	
2 careless		12 old	
3 cheerful		13 pretty	
4 fat		14 sad	
5 fit		15 slim	
6 friendly		16 small	
7 helpful		17 talkative	
8 high		18 ugly	
9 hot		19 wet	
10 interesting		20 young	

- 2 Look at the pictures and compare the people, things or places using the comparative form of the adjectives given in the box.

happy

cold

big

old

far

expensive

My grandfather is _____ than my grandmother.

80



75

U Nyan's house is _____ than U Kyaw's.



U Kyaw's

U Nyan's

Taungoo is _____ from Yangon than Bago.

Taungoo

Bago

Yangon

Pyin Oo Lwin is _____ than Mandalay.



27°C



36°C

Darli is _____ than Zarni.



Darli

Zarni

Apples are _____ than bananas.



K 500



K 100

- 3 Make two sentences into one using the comparative form of the adjective. The first one is done for you as an example.

- Nyi Nyi is hardworking. Ko Ko is very hardworking.

Ko Ko is more hardworking than Nyi Nyi.

- Thuzar is slim. Kyi Pyar is very slim.

- Ohnmar is beautiful. Nilar is very beautiful.

- Bo Bo is lazy. Nyo Nyo is very lazy.

- My grandmother is talkative. My grandfather is very talkative.

- Pu Pu is short-tempered. Nu Nu is very short-tempered.

- My elder sister is funny. My younger sister is very funny.

- Haymah is cheerful. Thiha is very cheerful.

- Yan Naing is humble. Yan Paing is very humble.

- Cats are intelligent. Dogs are very intelligent.

- 4 In groups, compare your friends, using the appropriate comparative adjectives in Exercise .

e.g. *Mi Mi is more cheerful than Ei Ei.*

Min Min is fatter than San San.

Lesson 4: A personal profile

- writing a personal profile
- asking for personal information

Writing

1 Match the questions (1–9) with the answers (a–i).

- | | |
|---|---|
| 1. What's your name? | (a) No. 123, Gandamar Road, Thandwe |
| 2. How do you spell it? | (b) Myanmar |
| 3. What's your nationality? | (c) travelling, drawing and taking photos |
| 4. What's your date of birth? | (d) Aung Aung |
| 5. What's your father's name? | (e) creative, hardworking |
| 6. Where do you live? | (f) an airline pilot |
| 7. What kind of person are you? | (g) A-U-N-G, A-U-N-G |
| 8. What are your hobbies? | (h) U Min Aung |
| 9. What will you be in ten years' time? | (i) 2 nd June, 2007 |

2 In pairs, ask and answer the questions in Exercise 1, using your personal information.

3 Read the following profile and complete the membership application form of the school soccer club.

PROFILE: THIRI NWE



My name is Thiri Nwe. I'm Myanmar. My parents are U Myo Thu and Daw Yin Nwe. My father is an engineer and my mother is a lawyer. I was born on 28th September, 2008. I'm an only child. I'm now in Grade 7. I'm five feet tall. My hobbies are drawing and playing soccer. In my free time, I draw pictures of people and things. I'm hardworking. My favourite woman soccer player is Than Than Htwe. I live at No. 437, Bogyoke Road, Kalay. I can be contacted on 09-799995090.

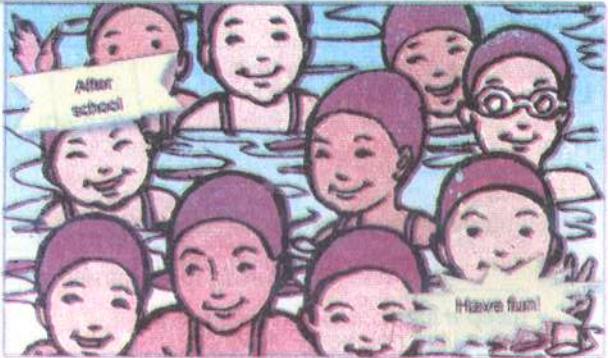
Name	(1) _____
Nationality	(2) _____
Date of Birth	(3) _____
Father's Name	(4) _____
Grade	(5) _____
Height	(6) _____
Hobbies	(7) _____
Kind of Person	(8) _____
Address	(9) _____
Contact No.	(10) _____

- 4 In pairs, read Zaw Zaw's application form for membership of the XYZ Library and complete his personal profile.

Name	(1) Zaw Zaw
Nationality	(2) Myanmar
Date of Birth	(3) 27 th May, 2007
Father's Name	(4) U Myint Zaw
Grade	(5) Grade 7
Interests	(6) Science and Mathematics
Hobbies	(7) gardening and drawing
Address	(8) No. 221, Pagoda Road, Yangon
Contact No.	(9) 09-2012990

My name is _____. I'm _____. I live at _____. My father is _____. I was born on _____. I'm in _____. I'm interested in _____. My hobbies are _____. I can be contacted on _____.

- 5 Read the following advert for membership of the ABC Swimming Club, and write a personal profile for your application.

ABC Swimming Club Dolphin Housing Time: from 5:00 p.m. to 6:00 p.m. <ul style="list-style-type: none"> • Experienced coaches • Security guards for your safety • Learn a life-saving skill • Membership fees: K 6,000 per month 	 Contact No. 09-797169699
e.g. My name is _____ _____ _____	

UNIT 2

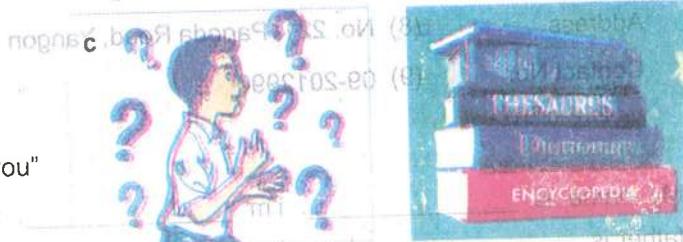
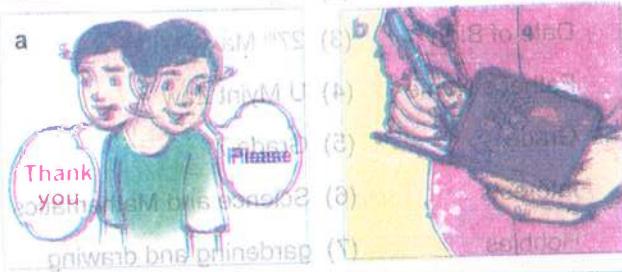
Lesson 1: Keeping good habits

- talking about good habits

Vocabulary and Listening

1 Match the phrases with the pictures.

- notebook habit
- correct habit
- questioning habit
- dictionary habit
- revision habit
- cleaning up habit
- saying "please" and "thank you" habit



2 Listen and complete the text.

Here are the seven good habits. Acquire them.

(1) _____ habit

Get a dictionary for yourself. Beg, (a) _____ or buy. Always keep it by you. Use it to find out the pronunciation, spelling or (b) _____ of a word.

(2) _____ habit

Keep a little notebook. Always (c) _____ it with you. Put down in it the (d) _____ or points you wish to remember.

(3) _____ habit

Revision means (e) _____ again at a thing. After you have written anything, always read it through again carefully to see that there is no (f) _____.

(4) _____ habit

When you find anything wrong in what you have written, (g) _____ it out boldly, and then write the correct form just (h) _____ it.

(5) _____ habit

If _____ don't know, ask. Ask our teacher, your friend, or in fact anybody who is older or (6) _____ than yourself. Ask yourself questions too, and find out the answers for yourself. If you cannot find the answers, then (j) _____ somebody else.

(6) _____ habit

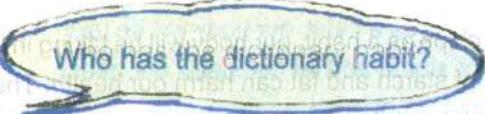
Clean up your (k) _____ table or your room or your classroom after you. If everyone has the habit of cleaning up, the environment will be (l) _____ and we will be healthier.

(7) _____ habit

Always be polite to everyone. (m) _____ 'please' when you ask someone to do something for you. Say 'thank you' when someone (n) _____ something for you or helps you or gives you something. Everyone loves a polite person.

Speaking

- 3 In groups, use the items in the first column to ask: 'Who ...?'. Write the name(s) next to each habit. Study the example.



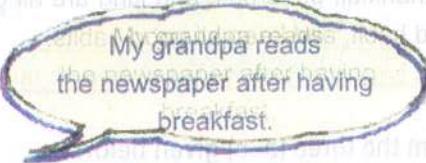
Who has the dictionary habit?



I do.

Find someone who ...	Name
has the dictionary habit	
has the revision habit	
goes to bed early and wakes up early	
has the notebook habit	
reads every day	
has the questioning habit	
takes exercise every day	
puts things in their right place	
cleans up the mess	
writes an essay once a week	

- 4 Talk about the good habits of your family members in groups.



My grandpa reads the newspaper after having breakfast.



My grandpa repairs broken things.

Lesson 2: Getting rid of bad habits

- talking about bad habits

Reading

What is a habit?

- 1 Read the following text and say which habits are good and which are bad.

A habit is something which we do often and regularly. And most of the time, we do not know we are doing it. For example, some people crack their knuckles now and then unknowingly; some twiddle a pen or pencil while thinking seriously about something; some blink every time they begin to say something. All those three are habits. Let us now look at a few habits.

1. _____

If we munch peanuts or potato chips as a habit, our body will be taking in starch and fat more than we need. Too much of starch and fat can harm our health. Thus, munching peanuts or potato chips as a habit is not good.

2. _____

First, listening to loud music for hours on end is not good for our ears. It can harm our hearing ability. Second, loud music can disturb or annoy others who do not like loud music. So you may decide to use earphones, large or small. Doing this for a long time can certainly lead to total loss of hearing. Thus, this habit is good neither for you nor others around you.

3. _____

When people go on a picnic, they usually take along with them food and drinks. Then at the picnic they have a good feed. And when the time comes for them to go home, they just leave all the litter such as empty soft drink cans, single-use cups and plates, and Styrofoam boxes in which they brought their food. This habit of littering is not good either.

There are many other bad habits such as smoking, drinking, taking illegal drugs and using dirty language. Of course there are many good habits like the seven good habits given in the previous lesson. Being polite, thankful, generous, and kind are all good habits. Therefore, we must get rid of any bad habit, and keep all good habits.

Choose a sub-heading for each paragraph from the three (a–c) given below.

- a. Listening to loud music b. Littering c. Munching peanuts or potato chips

3 Match the words with their meanings.

- | | |
|-------------|---|
| 1. blink | (a) damage |
| 2. munch | (b) with no people or things inside |
| 3. harm | (c) not allowed by the law |
| 4. disturb | (d) a white carbohydrate food substance found in potatoes, rice, etc. |
| 5. empty | (e) eat something steadily and often noisily |
| 6. illegal | (f) giving or willing to give freely |
| 7. starch | (g) make someone stop doing something for a short time |
| 8. fat | (h) shut and open your eyes quickly |
| 9. generous | (i) a solid or liquid substance from animals or plants |

4 Match the phrases (1–5) with their meanings (a–e) below.

- | | |
|---------------------|----------------------------|
| 1. now and then | (a) eat as much as we like |
| 2. on end | (b) throw away |
| 3. have a good feed | (c) rude language |
| 4. dirty language | (d) continuously |
| 5. get rid of | (e) sometimes |

5 Complete each sentence with a suitable word from (1–9) in Exercise 3.

1. Myanmar people eat rice, which is rich in _____.
2. Don't _____ your dad. He is very busy now.
3. My grandmother is _____. She always gives food and clothing to the poor.
4. Clever students avoid taking _____ drugs. They know that it will destroy their life.
5. There is nothing inside the bottle. It is _____.
6. Don't _____ your eyes very often. It's a bad habit you should get rid of.
7. I often _____ potato chips while doing my homework.
8. You should stop smoking. It can _____ your health.
9. Eating food containing too much _____ can cause heart diseases.

6 Give a short answer to each question below.

1. According to the text, what do some people do while thinking seriously about something?
-

2. Is eating a lot of potato chips good or bad? Why?
-

3. What can lead to loss of hearing?
-

4. What do people usually leave behind after a picnic?
-

5. Write down two habits that you have. Are they good or bad?
-

Lesson 3: What an annoying habit!

- adverbs of frequency

- present simple and present continuous

Grammar

1 Underline the adverbs of frequency in the following sentences.

- Aung Aung usually goes swimming.
- He is never late for school.
- He is always interested in sports.
- He hardly watches TV.
- He often reads in bed at night.

• Adverbs of frequency are put before the main verb or after verb to be.

2 Spot the mistake and write the correct sentence. The first one is done for you.

- Mya Mya arrives home usually at 5 p.m. *Mya Mya usually arrives home at 5 p.m.*
- Zaw Zaw and his brother are late often. _____
- She uses curry powder never in cooking. _____
- We eat hardly out. _____
- She always is patient. _____

We use the simple present:

- to describe a regular event
e.g. *Ni Ni walks to school every day.*
- to express a general truth
e.g. *It doesn't rain much in upper Myanmar.*

We use the present continuous:

- to describe something that is happening at the moment
e.g. *Kay Kay is watching TV now.*
- to talk about temporary situations
e.g. *They are working hard today.*

3 Underline the correct form of the verbs.

- Zaw Zaw *plays / is playing* badminton every Monday. He *plays / is playing* tennis at the moment.
- A: What *do you read / are you reading?*
B: Dracula. I *don't usually read / am not reading* horror stories, but this one is good.
- Daw Hla *doesn't drink / isn't drinking* tea because she *doesn't like / isn't liking* it.
- They *go / are going* to the cinema every month. Now they *watch / are watching* a comed' film.
- Su Su *looks / is looking* after her little brother every day, but she *doesn't look / isn't looking* after him today because she's got an exam.
- Aung Aung usually *gets up / is getting up* early in the morning, but he *stays / is staying* in bed late today as he has got a headache.
- He usually *wears / is wearing* contact lens. But he *wears / is wearing* glasses today.

- We use *always* with the present continuous to talk about actions that happen very often and may annoy somebody.
- e.g. *He is always using my ruler.*

4 Put the words in the right order.

- My mum / always / is / cooking fish /.
- finding faults / My elder sister / is / always /.
- always / Mi Mi / is / to return the things she borrows / forgetting /.
- My brothers / always / playing computer games / are /.
- My uncle / always / complaining / is / about his neighbours /



5a Match the phrases with the pictures.

borrowing others' pens snapping his / her fingers
picking his / her nose teasing animals



Min Min



Zaw Zaw



Mu Mu and Su Su

1. _____

2. _____

3. _____



Mg Soe



Nyi Nyi



Ko Lay

4. _____

5. _____

6. _____

5b Write a sentence for each picture. Use the present continuous with 'always'.

e.g. 1. *Min Min is always borrowing my pen.*

Lesson 4: What do you usually do at weekends?

- good and bad habits

- weekend activities

Writing

1 Match the two parts of each sentence. Look at the pictures to help you.

**A**

1. My father

**B**

a. usually cleans the bathroom.



2. My teacher

b. usually borrows my calculator.



3. Su Su

c. often plays loud music.



4. Ma Ma

d. always buys me good books.

5. Uncle Moe

e. is always teasing me.

6. Ko Nyi

f. is always giving us a lot of homework.

2a Work in pairs. Read the text about Bo Bo and complete the table.

Bo Bo is my best friend. He has some good habits. He usually gets up early. He also takes physical exercise every day. But he has two bad habits. He eats a lot of junk food. He is always clicking his pen and this annoys our teachers.

getting up early

good habits

bad habits

2b Complete the table with your habits. Write a note on these habits.

good habits

bad habits

I am

3 Read Kyaw Kyaw's weekend activities and complete the table.

Kyaw Kyaw is a student. He goes to school five days a week. His favourite day is Friday because the weekend begins on Friday evening. He loves weekends as he can do anything he likes. He usually rides a bike with his friends on Friday evening. But they have to be careful because there are cars going very fast on the road.

On Saturday, he often goes running in the morning. His father always runs with him. In the afternoon, he sometimes tidies up his room or draws pictures. He visits his grandparents every Saturday evening. He watches TV before he goes to bed.

On Sunday, he often helps his mum in the kitchen in the morning. He usually reads stories in the afternoon. He often plays football with his friends in the late afternoon. They sometimes quarrel but they get over it soon. After dinner, he listens to music and does his homework. He usually goes to bed at about 10 p.m.

Day Time \	Friday	Saturday	Sunday
morning			
afternoon		tidies up his room or draws pictures	
evening	rides a bike		does his homework

4 Complete the table with your weekend activities. Then write a paragraph on what you usually do at weekends.

Day Time \	Friday	Saturday	Sunday
morning			
afternoon			
evening			

UNIT 3**Lesson 1: At the clothes shop**

- items of clothing
- shopping for clothes

1 Answer the following questions.

1. What sort of clothes do you usually wear?
2. What colour do you like wearing?
3. What colour do you dislike wearing?
4. Where do you usually buy clothes?

Vocabulary**2 In groups, think of ten items of clothing and write them down. The first one is done for you.**

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

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

- | | |
|-----------------|---|
| 1. bargain | a. to be of the right size |
| 2. fit | b. try to get a lower price |
| 3. fitting room | c. the price that cannot be changed |
| 4. fixed price | d. put on clothes, shoes, etc. to see if they look good on you |
| 5. try on | e. a place in a clothes shop where you put on clothes to see how they look on you |

Listening and Speaking**4 Label the picture with the words given in the box.**

customer

fitting room

jacket

shop assistant

sweater



5 Who says each line below: the customer (C) or the shop assistant (SA)?

1. The fitting room is over there. _____
2. Can I try it on? _____
3. It suits you perfectly. _____
4. It fits you well. _____
5. It's a fixed price. _____
6. Can I get it for 6,500 kyats? _____
7. Can I have them for 10,000 kyats? _____
8. You can have it for 7,000 kyats. _____
9. I'll take them. _____
10. I'll leave it. _____

6 Listen to the dialogues between a customer and a shop assistant. Put a tick (✓) in the correct column(s).

	Dialogue 1	Dialogue 2
The customer bargained over the price of the clothes.		
The customer tried on the clothes.		
The customer decided to buy the clothes.		
The customer decided to leave the clothes.		

6b Complete Dialogues 1 and 2 between a customer (C) and a shop assistant (SA) with the expressions in the box.

- a. Can I get it for 6,500 kyats?
- b. I'd like a sweater.
- c. It's a fixed price.
- d. Can I try on this blue jacket?
- e. It fits you well.
- f. How much is it?

Dialogue 1

- C: Excuse me, do you have jackets?
 SA: Yes, we do. We have blue, grey and red ones.
 C: (1) _____
 SA: Sure. You can. The fitting rooms are over there.
 C: How do I look?
 SA: It suits you perfectly.
 C: Really? (2) _____
 SA: It's 7,500 kyats.
 C: It's rather expensive. (3) _____
 SA: You can have it for 7,000 kyats.
 C: OK. I'll take it.

Dialogue 2

- SA: Can I help you?
 C: Yes, please. (4) _____
 SA: Would you like to try it on?
 The fitting room is over there.
 C: It seems a bit tight for me.
 SA: No. (5) _____
 C: How much is it?
 SA: It is only 15,000 kyats.
 C: Oh, it's too much.
 Can I have it for 10,000 kyats?
 SA: I'm sorry. (6) _____
 C: I see. I'll leave it.

6c Listen to the dialogues again and check your answers.

7 Practise the dialogues in pairs.

Lesson 2: Accessories you usually go for

- accessories

- advertisements

Vocabulary

1 Label the pictures using the words in the box.

belt	earring	purse	sunglasses	wallet
bracelet	necklace	scarf	tie	watch



2a In pairs, ask and answer the following questions. Tick (✓) the correct box for your partner's answers.

	Yes	No
1. Do you like wearing a watch?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you like wearing sunglasses?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you like wearing bracelets?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you like wearing a belt?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you like wearing a scarf?	<input type="checkbox"/>	<input type="checkbox"/>

2b Work with a different partner. Tell each other about your previous partner.

e.g. Kyi Pyar likes wearing a watch, but she doesn't like wearing sunglasses.

Reading

3a Tick (✓) the items that you think an accessories shop advertisement may contain.

- Address
- Items
- Colours of items
- Materials (e.g. wool, cotton, etc.)
- Name of shop
- Price of items
- Opening hours

Read the advertisements and check your answers.

Stars Local Accessories Shop

- Trendy cotton wallets come in three colours: red, green and yellow. They are light and easy to carry. They are made in Myanmar. Each costs only 3,000 kyats.
- Beautiful scarves made of wool are available in three different colours: white, red and grey. They make you warm in the cold season. They are the products of Pyin Oo Lwin. Each costs 6,000 kyats.
- These inexpensive bracelets are made of seashells. They come in different colours. They are made in Chaungtha. Each costs 1,000 kyats.

Open daily - 9 a.m. to 5 p.m.
No. 66, Bogyoke Market, Pabedan Township, Yangon

Rose Accessories Shop

- Nice leather wallets come in two colours: brown and black. You can keep photos and cards. They are durable. They are made in Japan. Each costs 15,000 kyats.
- Italian silk scarves come in four different colours: yellow, white, black and pink. They are suitable for every season. They go with almost all clothes. They cost 9,000 kyats each.
- These beautiful pearl bracelets are made in Myeik. They are available in two colours: white and black. They can make you look beautiful. Each costs 8,000 kyats.

Open daily - 9 a.m. to 5 p.m.
No. 268, Dagon Centre II, San Chaung Township, Yangon



4 Read the advertisements again and match the descriptions (1–6) with the pictures (A–F).

5 Read the advertisements again and complete the table.

		Colour	Material	Price	Made in (country)
Stars	wallet	red, green, yellow			
	scarf				
	bracelet				
Rose	wallet		leather		
	scarf				
	bracelet			8,000 kyats	Italy

6 Find the underlined words in the advertisements that have the same meaning as the word(s) given below.

- things that are made to be sold
- be in good condition for a long time
- (of things) you can get, buy or find
- match
- not costing much
- very fashionable and modern

7 From the table you completed in Exercise 5, choose one item that you want to buy. In pairs, talk about that item, the name of the shop and the reason why you choose it.

Lesson 3: The most expensive jeans

- the use of *a lot of, many, much, a few and a little*
- superlative adjectives

Grammar

A: **a lot of, many, much, a few and a little**



a lot of customers



a few customers



a lot of money



a little money

a lot of

many = a large number

much = a large quantity

e.g. *There are a lot of clothes shops in my town.* (countable, affirmative)

My mother bought a lot of underwear for me. (uncountable, affirmative)

I don't have many shorts. (countable, negative)

I don't have much money to buy a silk longyi. (uncountable, negative)

a few = a small number a little = a small quantity

e.g. *A few customers came to my clothes shop.* (countable, affirmative)

I have only a little money left. (uncountable, affirmative)

1 Look at the words below and write (C) for a countable noun and (U) for an uncountable one. The first one is done for you.

belt (C)

jacket

scarf

sportswear

cotton

money

silk

wallet

footwear

purse

sweater

wool

2 Circle the correct word or phrase to complete the sentences.

1. My brother doesn't spend (many / much / a few) money on clothes.
2. Ei Ei bought (a lot of / much / a little) scarves in Pyin Oo Lwin.
3. Suu doesn't have (many / much / a little) sweaters to wear in the cold season.
4. Ko Ko has (much / a little / a lot of) sportswear. He spends a lot of money on it.
5. I can give only (many / a little / much) time to tidy my room because I have to do a lot of homework.
6. This shop gave a 25% discount on (much / a few / a little) items last month.
7. Htein Lin has only (a little / a lot of / a few) belts, so he wants to buy a new one.
8. Thi Thi has saved only (a little / a few / a lot of) money, so she can't afford a new watch.
9. There aren't (much / many / a little) clothes in my wardrobe.
10. Not (much / many / a little) accessories are available in this shop.

B: Superlative adjectives

- Superlative adjectives are used to compare a person or thing with the whole group he / she / it belongs to.
- We usually use ***the*** before superlative adjectives.

	Adjectives	Rules	Superlatives
One-syllable	small old	• Add <i>-est</i>	the smallest the oldest
Two or more syllables	modern beautiful	• Put <i>the most</i> before the adjective	the most modern the most beautiful
Irregular	good bad far	—	the best the worst the farthest / furthest

3 Complete the sentences with the superlative form of the adjectives given in brackets.

- Daw Thuzar's clothes shop is _____ (big) in my town.
- Golden Rose sells _____ (expensive) jeans at the market.
- This shop offers _____ (good) service.
- Phway Phway is _____ (fashionable) person I know.
- Don't forget to bring _____ (warm) clothes when you visit Panglong.
- Cotton is _____ (suitable) for the summer wear.
- She bought _____ (nice) dress for her birthday party.
- This is _____ (ugly) wedding dress I have ever seen.
- This purse is _____ (beautiful) one I have got.
- Aung Kyaw wears _____ (clean) shirt when he goes out with friends.

4a Make questions using the superlative form of the adjectives in bold. The first one is done for you.

- Who / **tall** / in your family?
e.g. *Who is the tallest in your family?*
- What / **interesting** / book you've ever read?
.....
- Who / **lazy** / person in your family?
.....
- What / **difficult** / subject for you?
.....
- When / **good** / time to visit your hometown?
.....
- What / **far** / place you've ever visited?
.....

b In pairs, ask and answer the questions from Exercise 4a.

Lesson 4: A nice blue cotton T-shirt

- short messages

- order of adjectives

Writing

- 1 Read the following message and fill the blanks with the parts of a message given below.

leave-taking	message	salutation	signature
--------------	---------	------------	-----------

(1)

Dear Aunty Khine,

(2)

Are you having a great time in Myeik? Do you remember that I asked you to buy a lovely pearl bracelet for me? I want to wear it at our school prize-awarding ceremony. I think it will suit me perfectly.

(3)

LOVE,

(4)

Thida

- 2 Complete the following messages with the words given in the box.

brown
buy

Dear Ma Ma Gyi
new

sunglasses
Thiha

wear
Yours

(1)

1

Are you coming home this Thadingyut? If you are, please buy me a (2) leather belt because I only have a black one. I think it will go well with my (3) trousers.

Love,

(4)

Dear Ko Gyi,

2

Do you plan to go to a shopping centre today? If so, can you please (5) me a pair of trendy big black (6) ? I wish to (7) them on our family trip to Ngwe Saung next week.

(8)

Wat Wat

Order of adjectives

- When we use two or more adjectives together before a noun, we use the order: *opinion, size, age, colour and material.*
e.g. *nice blue cotton T-shirt*

3 Put the following words in the correct column.

ancient	brown	expensive	long	silk
beautiful	cotton	fashionable	new	small
big	cute	green	old	wool
blue	denim	little	red	young

Opinion	Size	Age	Colour	Material
.....
.....
.....
.....

4 Make the following sentences into one using the correct adjective order. The first one is done for you.

- This purse is blue. It's made of cotton. And it's cute.
It's a cute blue cotton purse......
- This necklace is big. It's old. It's expensive.
.....
- This skirt is long. It is made of denim. It is cheap.
.....
- These scarves are red. They're made of silk. And they're beautiful.
.....
- These jackets are made of leather. They're small. They're brown. And they're fashionable.
.....

5a Your birthday is next month. Think about a gift you wish to have for your coming birthday. Give three adjectives to describe the gift. Then complete the list.

- the gift you wish to have
- adjectives to describe it
- why you wish to have it

5b Use the notes in Exercise 5a to write a short message to your uncle. Ask him to buy you a gift for your coming birthday.

Review 1

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

1. No one lives in that old house. It is e_____.
2. Listening to l_____ music can harm our hearing in the long run.
3. Hla Hla talks a lot. She is very t_____.
4. Mu Mu cares only about herself. She is very s_____.
5. Some people find it difficult to get rid of a bad h_____ such as smoking.
6. He is a c_____ chef. He can make a variety of new dishes.
7. Toe Toe has a lot of friends in the class. She is very f_____.
8. My sister is s_____. She is not patient.
9. Don't be g_____. Take three and share the rest with others.
10. Please don't d_____ Mon Mon. She's trying to do her homework.

2 Rewrite each sentence using the correct form of the adjective given in brackets.

1. My brother is _____ (tall) than me.
2. The children are _____ (happy) in the countryside than in a city.
3. Thandar is one of the _____ (fashionable) models in Myanmar.
4. Playing football is _____ (exciting) than doing yoga.
5. Thuzar is the _____ (beautiful) girl in our class.

3 Rewrite each sentence using the present simple or present continuous form of the verb given in brackets.

1. I _____ (meet) my friends every Sunday evening.
2. Don't speak loudly. Mum _____ (sleep) now.
3. Zaw Zaw _____ (play) computer games every day.
4. Don't make too much noise. I _____ (do) my homework now.
5. Bo Bo cannot answer the phone. He _____ (drive) at the moment.
6. She always _____ (throw) rubbish in the dustbin.
7. He _____ (save) half of his pocket money every month.
8. San San has a test next month. So she _____ (study) a lot this week.
9. I don't like them. They _____ (always, gossip) about other people.
10. This blouse _____ (fit) you well. Buy it.

4 Choose the correct word or phrase.

1. I don't have _____ (many / much) neckties.
2. Mum loves wearing scarves. She has bought _____ (a lot of / much) scarves.
3. I drink _____ (a little / many) honey every evening for my health.
4. How _____ (many / much) skirts do you have, Soe Soe?
5. Noe Noe has got _____ (much / a few) white blouses.

5 Complete the dialogues with the words or phrases in the boxes.

try

fixed

different

take

get

Dialogue 1

- Salesgirl:** Can I help you?
- Thandar:** Do you have T-shirts?
- Salesgirl:** Yes. We have T-shirts in (1) _____ colours.
- Thandar:** I like this white T-shirt. Can I (2) _____ it on?
- Salesgirl:** Of course. The fitting room is over there.
- Thandar:** I'll (3) _____ it. How much is it?
- Salesgirl:** 6,000 kyats.
- Thandar:** Can I (4) _____ it for 5,000 kyats?
- Salesgirl:** Sorry, it's a (5) _____ price.

favourite singer

successful

beautiful

How many

Can I ask you

Dialogue 2

- Interviewer:** Hello, I'm from Zoom TV. (1) _____ a few questions?
- Rap Artist:** Sure.
- Interviewer:** (2) _____ albums have you produced?
- Rap Artist:** Seven altogether.
- Interviewer:** Which one is the most (3) _____ ?
- Rap Artist:** I think it's '*Happy Life*' – the latest album.
- Interviewer:** Who is your (4) _____ ?
- Rap Artist:** Hay Mar. She's got a very (5) _____ voice.

Project 1

1. In groups, think of your favourite celebrity.
2. Write about your favourite celebrity. Make sure you include the following information:
 - who he / she is
 - what he / she is
 - why you like him / her
 - what his / her achievements are
 - what kind of person he / she is (e.g. handsome, attractive, etc)
3. Create a poster like the sample poster below.

Sample Poster

This poster is based on the personal profile of an actress and singer who achieved great success between the 1930s and the 1950s.

My Favourite Actress

My favourite actress is May Shin. She was one of the most popular actresses in Myanmar. She was also a famous singer. She was an incredibly talented star.



Appearance and Personality

She was beautiful and graceful. She was simple and composed. She was Myanmar in every sense of the word. She was a deeply religious person. She had a soft gentle voice. People loved her singing as well as her songs.

Profile

Her real name was Ma Than Shin. She was born in Mandalay on 10th March, 1917. She had five siblings and she was the youngest in her family. She passed Grade 7 from a Wesleyan School in 1936.

At the age of 18, she started to work for the A1 Film Company. Then, she worked as a radio presenter at the Burma Broadcasting Service (BBS) from 1951 to 1958. She passed away on 3rd September, 2008.

Her Achievements

She was indeed a highly talented actress and her audience admired her much for her ability to act in a most natural way to suit her role. However, she was famous more for singing than for her performance in films. The songs she sang were 'ka-la-baw tay,' which means 'pop songs' of her time. Her songs remained popular from the 1930s to the late 1960s or so. It is believed that she released more than 40 phonograph records. In 1958, she was awarded the *Wunna-Kyaw-Htin* title, the highest award given to an artiste.

Poem 1: The Lazy Boy

Pre-reading

- Do you often get a scolding from your parents? If yes, why do they scold you?
- Do you know anyone who is lazy? Why do you think he / she is lazy?

Read the poem.

The Lazy Boy

Who gets a scolding every day
Because he is too fond of play
And from his work will get away?

The lazy boy.

Who comes to school with dirty face
And even boots without a lace,
And so is always in disgrace?

The lazy boy.

He never does his writing well,
And cannot even read or spell;
Oh! anyone can quickly tell

The lazy boy.

Then I must never idle be,
That anyone may say of me,
"How very sad it is to see

The lazy boy."

Agnes J. Austin

Glossary

scolding (n)	the act of speaking angrily to somebody
fond of (adj)	like someone or something very much
lace (n)	a string that you use to tie up your shoes or boots
disgrace (n)	shame, dishonour



2 Give short answers to the following questions.

- Who gets a scolding every day?
- Who do you think scolds the boy every day?
- Why is the boy always in disgrace?
- What are the things the boy can't do in class?
- Find the adjectives in the poem.
Check their meanings with your friend.
- Who often gets a scolding in your class? Why?

3 Complete the table with the rhyming words in the poem.

1st stanza

2nd stanza

3rd stanza

4th stanza

day, face, well, be,

UNIT 4

Lesson 1: Travel and transport

• kinds of transport

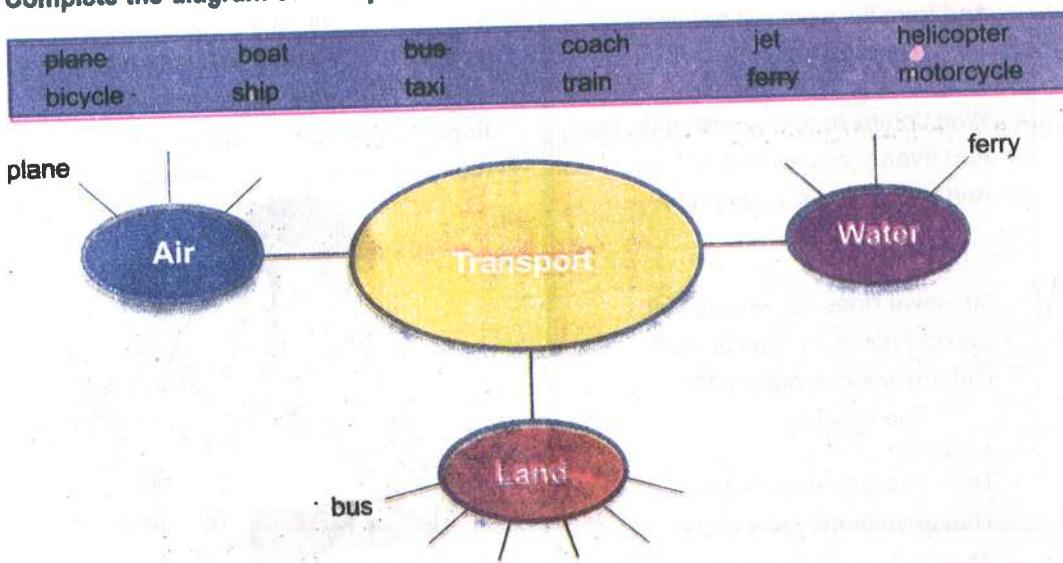
• travel by public transport

Listening and Speaking

1 Answer these questions.

- What kinds of transport do you have in your city / town / village?
- How do you come to school?
- How long does it take you to get here?

2 Complete the diagram of transport with the words in the box.



3a Listen to five students talking about how they go to school and fill in the blanks with the phrases in the box.

by school bus by bike by bus by car on foot

S 1: I go to school (1) _____. It takes about twenty minutes.

S 2: Most of the time, I go to school (2) _____. But if it is raining, I take the bus.

S 3: I go to school (3) _____. It is good exercise! But when it rains, I get the bus.

S 4: I usually go to school (4) _____. Sometimes, I get up late and I miss my bus, so I have to take a taxi.

S 5: I go to school (5) _____. It takes about an hour because there's a lot of traffic. Sometimes I listen to music during the journey.

3b Work in groups of four. In turn, ask 3 students how they come to school. Write their names and the kinds of transport they take.

Name	Kind of transport
Student 1 _____	_____
Student 2 _____	_____
Student 3 _____	_____

Useful Language

A: How do you come to school?

B: By bus.

4a Listen and complete Dialogue 1.

my cousin

by coach

sightseeing

plans

Dialogue 1

- Kyaw Thu: Hi, Su Khine. Do you have any (1) _____ for the Thadingyut holidays?
- Su Khine: Well, I've decided to go to Mandalay with (2) _____.
- Kyaw Thu: That sounds interesting.
- Su Khine: Would you like to come with us?
- Kyaw Thu: Yes, I'd love to. What can we do there?
- Su Khine: We can go (3) _____. We'll visit all the top tourist sites and temples.
- Kyaw Thu: How can we get there?
- Su Khine: What about going (4) _____? I'll get one more ticket for you.
- Kyaw Thu: That's great!

4b Listen and complete Dialogue 2.

pagodas

plane

weeks

enjoyed

holidays

parents

Dialogue 2

- A: How did you spend your last (1) _____?
- B: I went to Loikaw to do some sightseeing.
- A: Great! Did you go with your friends?
- B: No. I went with my (2) _____.
- A: How did you go there?
- B: By bus, but we came back by (3) _____.

- A: How long were you there?
- B: For about two (4) _____.
- A: That's a long time. What did you do there?
- B: We visited a few temples and (5) _____. We also went to the Kayah Cultural Museum.
- A: So what was the best thing about your holiday?
- B: Oh, that's difficult to say, but I think I (6) _____ sightseeing most.

4c In pairs, practise Dialogues 1 and 2.

Lesson 2: A holiday in Mandalay

• kinds of holiday

• talking about a holiday

Reading

1 How do you plan to spend your holidays? Tick (✓) the ones you like.

- going with family
- going with friends
- going on your own
- going on a beach holiday
- going on a city tour
- staying in the countryside

2a Read the following essay.

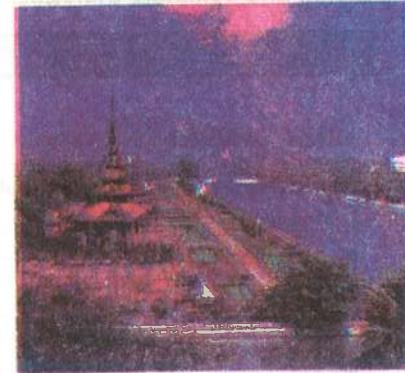
A Holiday in Mandalay

Going somewhere for a holiday is almost always an enjoyable experience. Some go on a holiday just for rest and relaxation; some for reasons of health; some for the excitement of meeting new people, seeing new things, gaining new knowledge, etc. As for me, a holiday is always sightseeing.



Last December, I went for a holiday in Mandalay. I went with my family. We went by train. We left in the morning and arrived in Mandalay quite late in the evening. The train journey was most pleasant. The green fields we passed through and the mountain ranges we saw at a distance were **scenic** indeed. The fellow travellers in our carriage were friendly and **considerate**.

In Mandalay, we stayed at a hotel in the city centre. The rooms were comfortable, food delicious, and service good. The following morning, we went by taxi to the Mandalay Hill. The view from the top of the hill was simply **breathtaking**! The hilltop presented us with a **panoramic** view of the city of Mandalay as well as the distant mountain ranges of Sagaing and Shan State. And of course, we could quite clearly see the old palace with its walls and moat, the Ayeyarwady River and the Yankin Hill as well. Never had I seen Mandalay and its surroundings like before.



In the afternoon, we went on a short boat ride on the Ayeyarwady. On our way back to the hotel, we dropped in at a few shops and I bought a couple of T-shirts and several **handicrafts** as **souvenirs** for my friends. Nothing much of value; but they were pretty expensive. We spent the entire Sunday morning visiting a few temples and monasteries. In the afternoon, we visited the Mandalay palace, a historic site. It is **impressive** indeed. Then we went to the famous U Bein Bridge, where we had a chance to watch a beautiful sunset. The following morning, my family and I took the train home. I was glad I found Mandalay as a true city of Myanmar history, art and culture. An unforgettable holiday indeed.

2d Choose from the bold-faced words the one that means the same as each definition given below.

1. with a view of a wide area of land _____
2. pleasing or beautiful to look at _____
3. extremely exciting, beautiful, or surprising _____
4. making you admire something because it is very good, large, important, etc. _____
5. things made by people using their hands in a skilful way _____
6. things that you buy or keep to remember a place or a special event _____
7. kind and helpful _____

2e Select from the box as many suitable adjectives as possible for each word below.

beautiful	red	green	blue	orange
enjoyable	yellow	distant	gloomy	historic

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

- a. fields
- b. mountain ranges
- c. holiday
- d. palace
- e. sunset

2d Read the statements. Write T (true) or F (false).

1. The writer went alone to Mandalay.
2. He arrived in Mandalay in the late evening.
3. He stayed at a hotel in the countryside.
4. He bought just two T-shirts for his friends.
5. U Bein Bridge is famous for its beautiful sunset.

2e Read the essay again and answer the questions.

1. While travelling by train, what did the writer see along the way?
2. According to the writer, how was the food at the hotel?
3. What did he buy for his friends as souvenirs?
4. Make a list of the places that he visited in Mandalay.
5. Why do you think the writer went on a short boat ride?
6. Why do you think the writer said, "Mandalay is a city of Myanmar history, art and culture"?
7. Which place would you like to visit for a holiday? Why?
8. What kind of transport will you take if you go on a holiday? Why?

Lesson 3: Can you tell me about your holiday?

• yes / no questions

• wh- questions

Grammar

1 Put the following questions in the correct column. Just write the number.

1. Do you like travelling?
2. Where are the children playing?
3. Are you studying for the exam?
4. What will you do this weekend?
5. Who gives you pocket money?

6. Can you sing?
7. Are you an only child?
8. Have you done your homework?
9. How do you come to school?
10. What is your phone number?

Yes / No questions

Wh- questions

Yes / No Questions

Form	Examples
auxiliary 'be, have or modal' + subject + main verb	1. Are you learning to swim? 2. Have you ever been to Ngapali? 3. Can you ride a bicycle? 4. Do you like watching TV? 5. Are you an only child?
auxiliary 'do' + subject + verb Infinitive	
'be' (main verb) + subject	

2 Make questions using the prompts.

1. their homework / they / are / doing / ?
2. your mother / does / work / ?
3. know / do / his phone number / you / ?
4. you / come along / with us / can / ?
5. heard / you / have / the news / ?
6. the lesson / you / understand / do / ?

Wh- questions

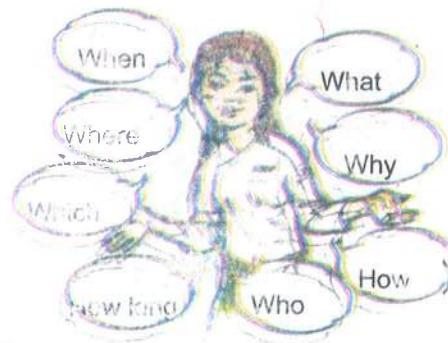
Form	Examples
question word + auxiliary verb 'be, have or modal' + subject + main verb	1. What are you talking about?
question word + auxiliary verb 'do' + subject + verb Infinitive	2. What do you do after school?
question word + 'be' (main verb) + subject	3. What is your hobby?
question word + main verb	4. Who travels a lot in your family?

3 Make questions using the prompts.

1. is / the capital city / what / of / Myanmar / ?
2. you / did / when / my message / see / ?
3. you / have / here / how long / lived / ?
4. the child / crying / is / why / ?
5. Maths / who / you / teaches / ?
6. this robot / how / work / does / ?

4 Complete the sentences with the wh-question words.

1. We use _____ to ask about people.
2. We use _____ to ask about reasons.
3. We use _____ to ask about things.
4. We use _____ to ask about places.
5. We use _____ to ask about time.
6. We use _____ to ask about the length of time.
7. We use _____ to ask about the way of doing something.
8. We use _____ to ask about a person's occupation.
9. We use _____ to ask about choice.



5 Match the questions (1-7) with the answers (a-g).



1. Where are you going for your holiday?
2. Who are you going with?
3. How are you going there?
4. When are you leaving?
5. How long are you staying there?
6. What can you do there?
7. Why do you wish to go there?

- a. ... four days
- b. ... tomorrow
- c. ... Magway
- d. ... my family
- e. ... because
- f. ... it's a great city.
- g. ... visit the pagodas.



6 Write a question to get the underlined part of the sentence as the answer.

e.g. The baby is crying because it's hungry. → Why is the baby crying?

1. We can get knowledge from travelling.
2. They arrived in Bangkok yesterday.
3. I like the red shirt best.
4. They will stay in Monywa for two weeks.
5. Naw Ku always stands first in class.
6. The famous Rih Lake is in Chin State.
7. She is wearing a coat because it is cold.
8. We can go to Mandalay by car, train or plane.

7 Work in pairs.

Student A: Student B is going on holiday. You want to know about his / her holiday. Write ten questions. Then ask him / her.

Student B: Imagine you are going on holiday. Choose one of the places below. Then answer Student A's questions.



Hpa-an



Inlay



Myitkyina

Lesson 4: Going on a holiday

- types of holiday
- a travel plan

Vocabulary

1 Tick (✓) six points that you think are important for you to have a good holiday. Compare your answers with your friend's.

weather	<input type="checkbox"/>	safety	<input type="checkbox"/>	accommodation	<input type="checkbox"/>	scenes	<input type="checkbox"/>
shopping	<input type="checkbox"/>	adventure	<input type="checkbox"/>	cost	<input type="checkbox"/>	transport	<input type="checkbox"/>
relaxation	<input type="checkbox"/>	food	<input type="checkbox"/>	company	<input type="checkbox"/>	activities	<input type="checkbox"/>

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

beach holiday

camping holiday

adventure holiday

city tour



1.

2.

3.

4.

2b Look at the above pictures. In pairs, discuss why people like to go on such holidays.

3 Complete the table with the phrases given below.

go sightseeing	lie on the beach	go trekking	eat seafood
visit pagodas	eat in restaurants	stay in a tent	go snorkelling
go swimming	cook food	swim underwater	observe underwater life

Types of holiday	Things you can do
beach holiday	
camping holiday	
adventure holiday	
city tour	

Writing

- 5c Min Khant and his parents are planning their holiday.
Match the pictures (1–5) with the words (a–e) in the box.

a. transport	b. destination	c. duration
d. accommodation	e. things to do	

1.

December

Mon	Tue	Wed	Thu	Fri	Sat	Sun
21	22	23	24	25	26	27

2.



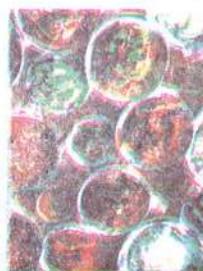
3.



4.



5.



- 5d In pairs, ask and answer the questions using the information in the pictures.

1. Where are they going?
2. How are they going?
3. When are they going?
4. Where are they staying?
5. How long are they staying there?
6. What are they going to do?
7. What are they going to buy?

- 6a In pairs, create a holiday plan for Min Khant and his family.

December

Fri 25th

arrive in Bagan, check in at the hotel

Sat 26thSun 27th

- 6b Write sentences to describe their holiday plan.

They're going to _____

Glossary

destination (n) place where someone is going

accommodation (n) place to live or stay, especially on holiday

duration (n) length of time that something continues

UNIT 5

Lesson 1: Sports and games

- different types of sports and games
- reasons for playing sports and games

Listening and Speaking

1a In pairs, match each picture with the correct activity.

do taekwondo

go jogging

play tennis

do athletics

go cycling

play volleyball

do wrestling

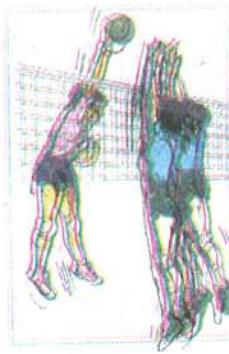
go swimming

play football

do aerobics

go climbing

play basketball

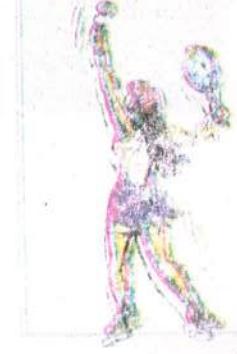


1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

1b Listen and check your answers.

1c Listen again and repeat.

2a Why do you play sports? Choose three best reasons for you to do sports.

1. to meet friends
2. to keep fit
3. to learn something new
4. to make new friends
5. to lose weight
6. to have lots of fun
7. to win medals or prizes
8. to reduce stress

2b Listen and complete the following dialogues with the words or phrases given.

Saturday and Sunday	keeps me healthy	football
---------------------	------------------	----------

Dialogue 1

Student A: What sports do you do?

Student B: I usually play (1) _____.

Student A: How often do you play it?

Student B: Every (2) _____.

Student A: Why do you like it?

Student B: It (3) _____.

weekend	reduces stress	athletics
---------	----------------	-----------

Dialogue 2

Student A: What sports do you do?

Student B: I usually do (1) _____.

Student A: How often do you do it?

Student B: Every (2) _____.

Student A: Why do you like it?

Student B: It (3) _____.

2c Practise the dialogues with your friend using the information given below.

Practice 1: basketball / every Monday and Tuesday / makes me strong and active

Practice 2: cycling / at weekends / keeps me fit

3 Listen to five sentences about football. Underline the correct answers.

1. A football field is called a football (court / ground / pitch).
2. A football team in play consists of (11 / 12 / 13) players.
3. The length of a standard football field is (110 / 120 / 130) yards.
4. A football match is divided into two halves: each half lasts (45 / 15 / 8) minutes.
5. The height of the goal or goalpost is (24 / 15 / 8) feet.

Lesson 2: Football

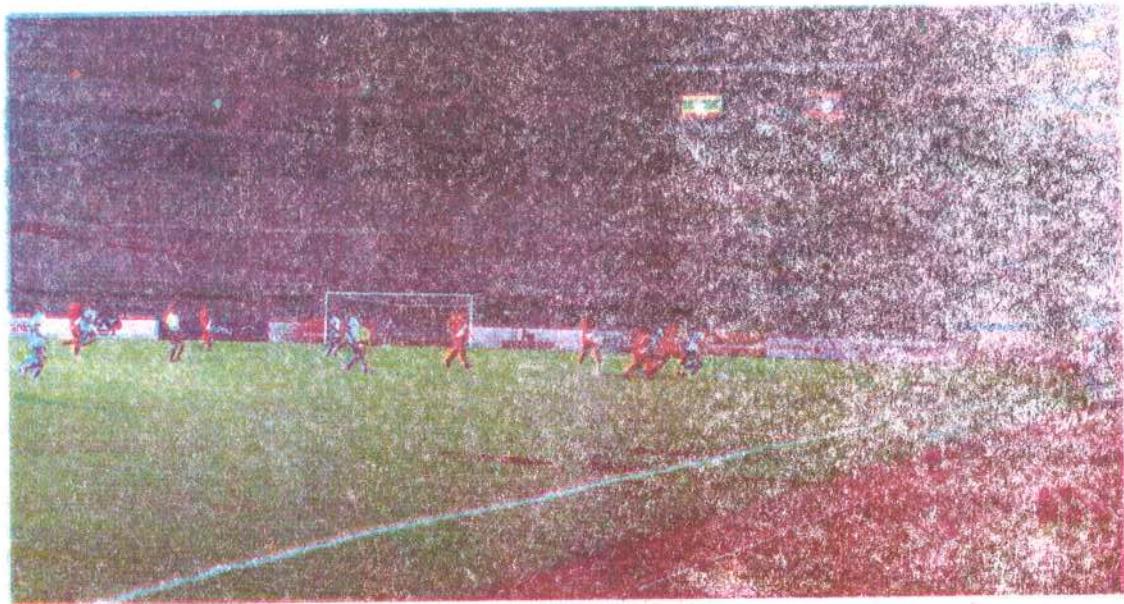
- football rules

- talking about football

Reading

1 With a classmate, ask and answer the following questions in turn.

- Do you like playing football? Why or why not?
- Do you like watching football matches? Why or why not?
- Are you familiar with any rules of football?



2a Read the passage.

Glossary

opponent (n)

a person that you are competing against in a game

attack (v)

(a) go forward in a game to try to score goals or points

(b) hurt an opponent using physical force

defend (v)

protect against attack

assist (v)

help somebody to do something

commit a foul (v)

do something wrong or against the rules

Football is the most popular game in the world. It is played by two teams, each trying to get the ball through the opponent's goal. The football pitch, or field, is 120 yards long and 53.5 yards wide. At each end of the field is a goal, 24 feet wide and 8 feet high.

Each team in play has 11 players: 1 **goalkeeper** and 10 **players**. The goalkeeper's task is to stop the ball from getting through his goal. He is the only player who is allowed to touch the ball with his hands while it is in play. The other ten players are to do their best to get the ball through the opponent's goal. Apart from their hands, they may use their feet, knees, head and chest freely to defend or attack. Their task is to get the ball to the opponent's half of the pitch, and kick it or head it through the opponent's goal.

A football **match** lasts 90 minutes, with a 15-minute break **between** two 45-minute halves. A **referee** keeps the game under strict control. He is assisted by two linesmen on each side of the pitch. Any action against any rule is a foul. For example, touching the ball with the hand is a foul; attacking an opponent is a foul. When a player fouls, the referee gives the other **team** a free kick or a penalty.



If a player commits a serious foul, the referee shows him a **yellow card** as a warning. If this player commits a second foul, the referee may show him the **yellow card** as a second time, followed by a **red card**. This means that this player must leave the pitch immediately, and his team must play on with only ten players.

Of the several major events on the international calendar for football, the **FIFA World Cup** is the biggest. Thousands watch these matches at stadiums and millions on TV.

Choose from the bold-faced words the one which means the same as each item below.

1. An area with lines for playing a particular sport _____
2. A group of players forming one side in a game or sport _____
3. A person who keeps a game under control _____
4. A sports competition in which two teams compete against each other _____
5. A player whose task is to stop the ball from entering the goal _____

Read the passage again. Decide if the statements below are true (T) or false (F).

1. The standard playing time of a football match is 90 minutes. _____
2. The assistant referees help the referee to control the game. _____
3. A player can use his / her head to score a goal. _____
4. If necessary, the players are allowed to attack a player from the other team. _____
5. A player who receives a yellow card for the first time has to leave the field. _____

Answer the following questions.

1. What are the length and breadth of a football pitch?
2. Which parts of the body can players use to defend or attack?
3. Who assists the referee in keeping the game under control?
4. What is a foul? Give an example of a foul a player may commit.
5. Which card is more serious, a red card or a yellow card? Why?

Lesson 3: Which sports and games do you prefer, indoor or outdoor?

- indoor and outdoor sports and games
- world famous sporting events

Vocabulary

Sports and games

Put the following sports and games in the correct column(s).

chess	cycling	swimming	horse-riding	boxing
tennis	volleyball	badminton	weightlifting	golf
judo	football	taekwondo	sepak takraw	skiing

Indoor sports and games	Outdoor sports and games

World famous sporting events

Study the following sporting events.

1. FIFA stands for "Federation Internationale de Football Association". The FIFA World Cup is an international association football competition contested by the senior men's national teams of the members of FIFA.
2. The Olympic Games are a set of international athletic contests which take place every four years.
3. Wimbledon is an international tennis tournament or competition held in Wimbledon, England for two weeks every year.
4. The NBA Finals is the championship series of the National Basketball Association, USA.
5. The Masters Tournament is one of the four major championships in professional golf.

Match the following sporting events (1–5) with the sports (a–e).

- | | |
|---------------|---------------|
| 1. Olympics | a. football |
| 2. World Cup | b. golf |
| 3. Wimbledon | c. basketball |
| 4. NBA Finals | d. athletics |
| 5. Masters | e. tennis |

Grammar

Must / Have to (Tense)

	Past	Present	Future
Affirmative	had to	must	must
Negative	did not have to	must not	must not
Affirmative	had to	have / has to	will have to
Negative	did not have to	do / does not have to	will not have to

Study the following examples.

- We must / have to go to school every day.* (Present)
- You must / will have to come tomorrow.* (Future)
- They had to sleep outside the house last night.* (Past)
- We don't have to come early every morning.* (Present)
- I didn't have to clean the house yesterday. My sister did it.* (Past)

Choose the correct answer.

- You (must / have to) get here at 7 a.m. sharp tomorrow.
- She (has to / had to) take a bus and then a train to get to work every day.
- I (must / had to) wait for the bus for two hours last night.
- Every student (must / had to) wear an ID card when they enter the school.
- I (mustn't / didn't have to) wear my school uniform this morning as I had no school.

Must / Have to (Appropriacy)

Study the following examples.

- | Appropriate | Inappropriate |
|---|---|
| a. <i>You look tired. You <u>must</u> take a rest.</i> | d. <i>You look tired. You <u>have to</u> take a rest.</i> |
| b. <i>You <u>mustn't</u> drive through a red light.</i> | e. <i>You <u>don't have to</u> drive through a red light.</i> |
| c. <i>I <u>don't have to</u> get up early on Sundays.</i> | f. <i>I <u>mustn't</u> get up early on Sundays.</i> |

Choose the correct answer.

- You (mustn't / don't have to) pay for the tickets in advance.
- I am very hungry. I (must / have to) eat something.
- You (mustn't / don't have to) cheat in the examination.
- In a volleyball match, the players (mustn't / don't have to) touch the net.
- I (must / have to) get up at 6 a.m. and prepare for school on weekdays.

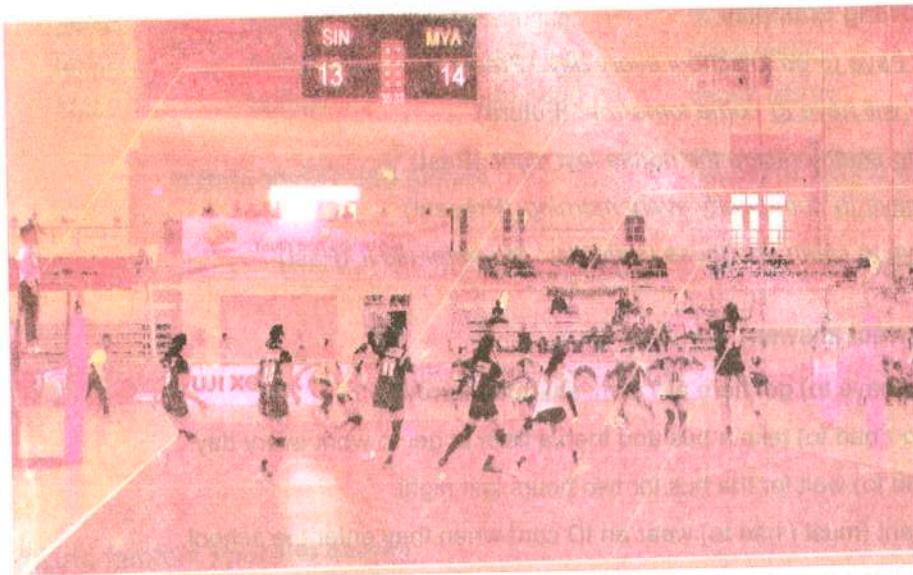
Lesson 4: Dos and Don'ts in sports and games

- importance of rules in sports and games
- different rules in different sports and games

Writing

In pairs, label the picture of a volleyball game in play with the words and phrases given below.

- a. service line b. volleyball court c. net d. referee e. player



1. _____

2. _____

3. _____

4. _____

5. _____

The following paragraph is about some basic rules that a volleyball player needs to know and follow. Complete it with the words in the box.

referees	hit	step	scores	catch
court	net	foul	last	front

Volleyball is a popular team sport, in which two teams are separated with a (1) _____. If you have an interest in volleyball, there are several things you should know. A volleyball (2) _____, or ground is 18 metres long and 9 metres wide. In a match, there are two (3) _____. Each team has six players, three in (4) _____ and three behind. The players need to serve the ball over the net successfully. They must not (5) _____ on the service line when serving. They must not (6) _____ the ball twice in succession. They are not allowed to (7) _____ or hold the ball. While playing, they must not touch the net. Any action against the rules is a (8) _____. It is almost impossible to say exactly how long a volleyball match will last. But most matches usually (9) _____ between 60 and 90 minutes. At the end of a game, the team which (10) _____ more points wins.

Work with a friend. Link the two parts of each sentence.

Column A

1. A player
2. There are several things
3. Volleyball
4. The winner of the game
5. A volleyball court
6. There are 2 referees and 2 line judges
7. There are 6 players
8. A volleyball match

Column B

- a. is the team which scores more points at the end of the game.
- b. is a team sport.
- c. usually lasts between 60 and 90 minutes.
- d. in a volleyball team in play.
- e. is not allowed to play against the rules.
- f. is 18 metres long and 9 metres wide.
- g. to keep the game under control.
- h. that a player should know and follow.

Write a paragraph about basketball, using the prompts in the order given.



- a team sport
- several things that a player should know and follow
- 20 metres long and 15 metres wide
- usually takes four 10-minute quarters with a break of 3–5 minutes in between
- 1 referee and 2 umpires to keep the game under control
- 5 players on a team in play
- not allowed to play against the rules
- the team which scores more points at the end of the game

UNIT 6**Lesson 1: To the pizza shop**

- simple directions

- sequential connectors

Listening and Speaking

Go past (the bank).

Go straight on.

Turn left.

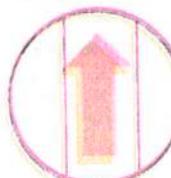
Turn right.

Work with a friend. Match the pictures with the phrases.

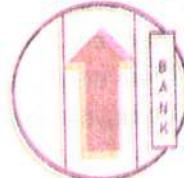
1. _____



2. _____



3. _____



4. _____

Work with a friend. Match the pictures with the phrases.

It's on the corner.

It's on your right.

It's opposite (the bank).

It's between (A and B).

It's on your left.



1. _____



2. _____



3. _____



4. _____



5. _____

Listen and check.**Use the questions and answers given below as an example to link the items in the two columns. Then practise with a friend.**A: *What's a?*B: *It's a place where you can***Column A**

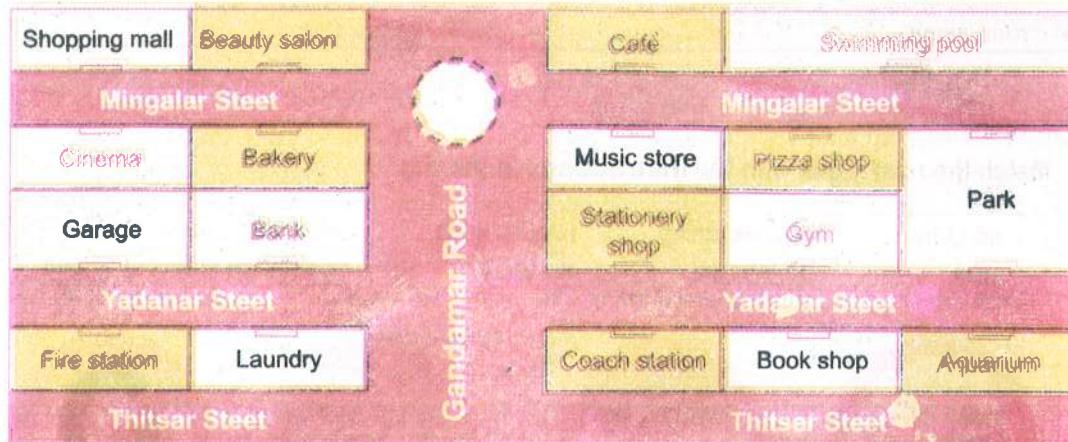
1. beauty salon
2. bakery
3. garage
4. fire station
5. aquarium

e.g. A: *What's a beauty salon?***Column B**

- a. buy bread and cakes.
- b. see the fire engines.
- c. ~~get your hair cut.~~
- d. see colourful fish.
- e. send your car to be repaired or fixed.

B: *It's a place where you can get your hair cut.*

Use the map and complete the dialogues with the words in the boxes on the right.



Dialogue 1 Speaker A is at the park.

A: How do I get to the cinema from here?

B: First, go (1) along Yadanar Street. Next, turn (2) _____ on Gandamar Road. Then, at the roundabout, turn (3) _____ on Mingalar Street. Go past the bakery. The cinema is next to it, (4) _____ the shopping mall. You can go there by bus.

A: Thank you.

opposite
left
along
right

Dialogue 2 Speaker A is at the aquarium.

A: Could you tell me where the café is?

B: Yes. There's a café on Mingalar Street. First, go (1) _____ Thitsar Street. Next, turn (2) _____ on Gandamar Road. Then go (3) _____ on. The café is on the (4) _____ of Gandamar Road and Mingalar Street.

A: Thanks a lot.

corner
right
along
straight

Dialogue 3 Speaker A is at the fire station.

A: Could you please tell me how to get to the pizza shop?

B: Yes. First, go along Thitsar Street.

Next, turn left on Gandamar Road and go (1) _____ on.

Then, turn (2) _____ on Mingalar Street.

The pizza shop is (3) _____ the music store and the park, (4) _____ the swimming pool.

A: Thanks.

opposite
between
straight
right

Use the map and role-play the dialogue between you and your friend. Speaker A chooses a spot on the map and asks for directions. Speaker B directs.

Lesson 2: Amber: The Little Yellowish-brown Light

- road signs

- traffic lights

Reading

Match the road signs with the instructions in the box.

no U-turn
stop

no overtaking
no left turn

speed hump
no entry

maximum speed
pedestrian crossing ahead



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Match the pictures (A–F) with their instructions (1–6).

1. Throw rubbish in the dustbin.
2. Don't walk on the grass.
3. Slow down near the school.
4. Don't use your mobile phones while filling gas.
5. No smoking.
6. No food or drink.



3a Read the following story.

Amber: The Little Yellowish-brown Light

Amber, the yellowish-brown light, was feeling sad. She was thinking about her own job. She thought, "My friends, Green Light and Red Light, have the best jobs. Everyone listens to Green when he lights up and says 'Go!' Everyone stops and stares at Red when they see him. But nobody cares very much about me."

One day Green and Red argued about who had the better job. After a long quarrel, Green lit up as bright as he could. Dodge, the Truck, smiled at Green and began to move along. There was a car named Saloon, moving behind Dodge. At that moment, Red turned his light on and lit up as bright as he could. Dodge stopped suddenly when he saw Red. And Saloon, following behind, crashed into Dodge.

Amber was watching and became worried. She knew she had to do something. Immediately she turned her light on and said, 'Slow down'. Amber was amazed to see that all the cars were slowing down. She told Red to light up and Red did so. She was pleased to see that the cars stopped. Then she told Green to light up and Green did so. One by one the cars started to move slowly. Finally, she realized that all the traffic lights were important. From that day on, Amber was never sad again.

3b Match the colour of the light with its instruction.

Go

Stop

Slow Down



1. _____

2. _____

3. _____

3c Complete each sentence below with an appropriate word.

1. Amber thought that _____ cared very much about her.
2. When traffic lights are red, cars must _____.
3. There was a _____ about their jobs between Green and Red.
4. Amber became _____ when she saw Saloon crash into Dodge.
5. Amber realized that she was as _____ as Green and Red.

3d Read the passage again and answer the following questions.

1. What are the colours of the traffic lights?
2. How was Amber feeling at the beginning of the story?
3. What did Dodge do when he saw Red?
4. Who crashed into Dodge?
5. What must cars do when Amber turns her light on?
6. Do you think Amber's job is important? Why / Why not?

Lesson 3: Do you like living in the countryside?

• things in a town and a village

• prepositions of place

Vocabulary

1 Work with a friend. Match the pictures with the words or phrases in the box.

bakery
haystack

beauty salon
paddy field

cowshed
scarecrow

fire station
swimming pool



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

2a Put the words or phrases from Exercise 1 in the correct column. Add three more things to each column.

Things in a town	Things In a village

2b Which words in Column A are associated with the places in Column B?

Column A

- rice plants, cows, scarecrows
- water, diving boards, swimsuits
- fire engines, hoses, water
- combs, scissors, mirrors
- cows, mangers, hay

Column B

- cowshed
- paddy field
- beauty salon
- fire station
- swimming pool

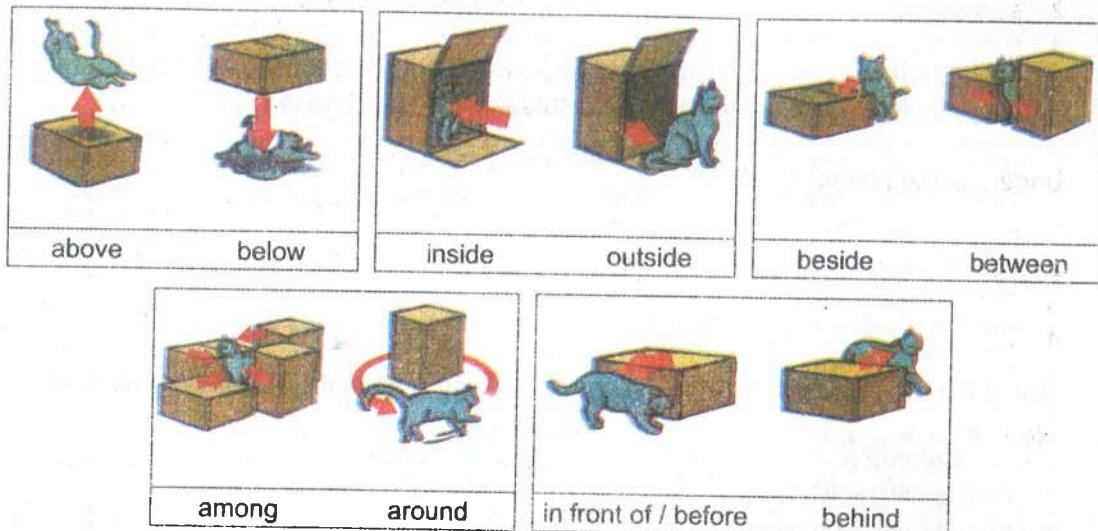
2c In pairs, ask and answer the questions. The first one is done for you.

e. g. A: What can you see in a cowshed? B: Cows, mangers and hay.

Grammar

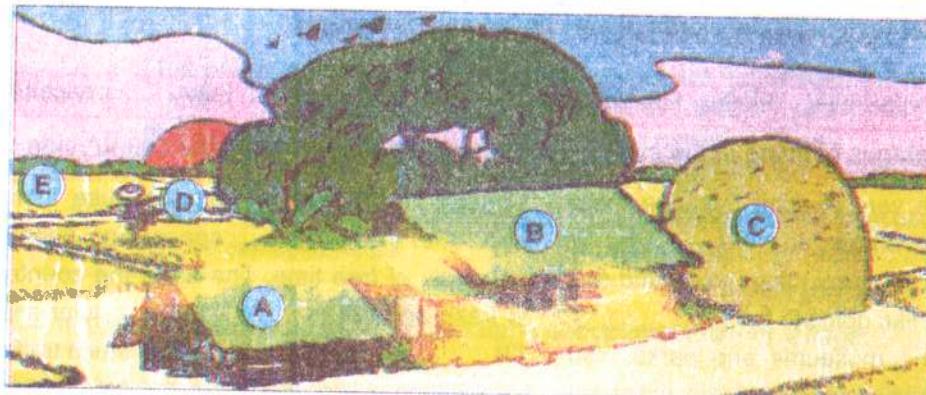
Prepositions of place

3 Look at the pictures.



4 Match the items (A–E) with the words (1–5).

1. cowshed 2. haystack 3. hut 4. paddy field 5. scarecrow



- A. _____
B. _____
C. _____
D. _____
E. _____

5 Look at the picture and choose the correct preposition.

- The hut is *beside / between* the cowshed and the haystack.
- The birds are flying *below / above* the tree.
- The banana plant is *in front of / behind* the hut.
- The cows are *inside / outside* the cowshed.
- The scarecrow is *among / around* the rice plants.

6 In pairs, ask and answer the questions about the things or places in the picture.

e.g. A: Where is the haystack? B: The haystack is beside the hut.

Lesson 4: The best things about your town

- describing places in a town and a village

Vocabulary

- 1 Select from the box as many suitable adjectives as possible to describe city life and country life. (Use commas to separate the adjectives you choose.)

busy	easy	exciting	happy	hard	interesting
lonely	peaceful	quiet	relaxing	safe	simple

city life _____

country life _____

- 2 Match the two halves of each sentence. Write these sentences in your exercise book.

Column A

- People can grow
- In a city, we have
- Life in the countryside is
- There isn't
- Transport services are

Column B

- much traffic in a village.
- good in a city.
- very peaceful.
- their own food in a village.
- more ways of spending free time.

- 3a Complete the texts with the words given above each paragraph.

taxis restaurants hotels cinema

open fresh clean peaceful

Advantages of living in the city

City life is very exciting because there are many shops and (1) _____. There are so many things to do and see in the city, like going to the (2) _____ and visiting museums and parks. You can meet your friends at the café and have a good time. In a city, it's easier to go about because there are lots of buses and (3) _____. There are lots of (4) _____ where different kinds of food are available. Thus, many people love living in the city.

Advantages of living in the countryside

Country life is very relaxing because there is a lot of (1) _____ space. And people have lots of free time. The air in the country is fresh and (2) _____. Life is quiet and (3) _____ because there isn't much traffic in a village. I like walking in the countryside because there are lots of flowers and trees. In a village, there are plenty of (4) _____ fruits and vegetables, and life is simple. Thus, many people love living in the countryside.

- 3b Which do you prefer – living in the city or living in the countryside? Write five reasons for your answer.

Writing

4a Read the text about Kalaw.

Kalaw is a hill town, with a population of about 200,000. It is located in Southern Shan State. It is famous for its cool climate and scenic views. It is also known as Pine Land. And the air is fresh, carrying the sweet smell of the pine trees.



There are many places of interest in Kalaw such as the colourful flower-lined streets, coffee and tea plantations, elephant camps, the Shwe U Min Pagoda, and the Palaung village. The Palaung people grow tea, damsons and mangoes on the hillsides. Two enjoyable outdoor activities in Kalaw are hiking and camping around the town and up in the hills.

Like any other town, Kalaw certainly has markets of its own. However, there is what they call the "Big Market Day", held on a five-day cycle. On this day, vendors or sellers from the suburbs and neighbouring villages come to sell their wares in or around the town's market. Their wares range from fruits and vegetables to assorted articles to a variety of local popular snacks. How Kalaw's townsfolk as well as local and foreign tourists throng the marketplace of the Big Market Day!



4b Look at the points below and tick (✓) the ones that are included in the text.

- | | | | |
|------------------------------|-----|-----------------------------------|-----|
| a) population | () | e) places of interest | () |
| b) location | () | f) local food | () |
| c) entertainment | () | g) livelihood of the local people | () |
| d) things we can do in Kalaw | () | h) festivals | () |

5a In pairs, answer the following questions about your town or village.

1. What is the name of your town / village?
2. What is its population?
3. Where is it located?
4. What is it famous for?
5. What are the places of interest in your town / village?
6. What are the things that visitors can do in your town / village?
7. What is the best food in your town / village?
8. What are the products of your town / village?
9. What do the local people grow?
10. Do you love your town / village? Why / Why not?

5b Write a paragraph on "My Town" or "My Village", using the answers from Exercise 5a.

Review 2**1 Circle the odd one out.**

- | | | | |
|----------------|------------|------------|-------------|
| 1. bus | boat | ferry | ship |
| 2. sightseeing | trekking | sleeping | snorkelling |
| 3. hotel | camp | apartment | transport |
| 4. goalkeeper | teacher | referee | linesman |
| 5. tennis | volleyball | basketball | taekwondo |

2 Underline the correct word.

1. Ko Ko is learning to *drive / ride* a car.
2. I usually *take / ride* a bike to school.
3. Father always *takes / rides* a bus to work.
4. Bo Bo goes to school *on / by* foot.
5. Travelling *by / with* train is really fantastic.

3 Work in pairs to ask Wh-questions and answers them.**Wh-questions**

1. _____ are you looking for in the bag?
2. _____ got the first prize in the competition?
3. _____ are you looking so excited?
4. _____ was the last time you went on holiday?
5. _____ do you come to school?
6. _____ have you been?
7. _____ do you usually have for breakfast?

Answers

- ... my pen.
 ... Saw Thein.
 ... because I won a prize.
 ... last year.
 ... by school bus.
 ... canteen.
 ... fried rice.

4 Use the prompts to make questions.

1. sleeping / the children / are / ?
2. swimming / like / do / you / ?
3. is / the capital / what / of / Thailand / ?
4. you / where / live / do / ?
5. you / did / lie to me / why / ?
6. you / done / what / have / ?
7. do / who / live with / you / ?

5 Match the questions with the answers.

- | | |
|--|-----------------------------|
| 1. Where are you going for your holiday? | (a) ... visit a pearl farm. |
| 2. Who are you going with? | (b) ... by plane. |
| 3. How are you going there? | (c) ... one week. |
| 4. What are you going to do there? | (d) ... Myeik. |
| 5. How long are you staying there? | (e) ... my parents. |

6 Complete the following dialogue with appropriate words or phrases in the box.

volleyball

a week

lots of fun

do

court

Student A: Do you like playing sports?

Student B: Yes, I (1) _____.

Student A: What sports do you usually do?

Student B: (2) _____.

Student A: How often do you play it?

Student B: Three days (3) _____: every Monday, Tuesday and Wednesday.

Student A: Where do you usually play it?

Student B: On the school volleyball (4) _____.

Student A: Why do you like it?

Student B: I can meet my friends and have (5) _____.

7 Underline the correct words or phrases.

1. You *don't have to* / *mustn't* answer all the questions. Choose any two you like.
2. I feel very sleepy. I *must* / *have to* go to bed now.
3. You *mustn't* / *don't have to* use a mobile phone in the examination hall.
4. You *mustn't* / *don't have to* gossip about others.
5. My father *must* / *has to* get up early in the morning to open his burger shop.

8 Rearrange the letters to make words. The first letters are given.

1. k-a-b-y-r-e

b _____

2. c-a-e-r-r-o-s-w-c

s _____

3. o-s-e-d-c-w-h

c _____

4. r-m-u-a-q-i-a-u

a _____

5. s-a-y-h-t-c-k-a

h _____

9 Fill each blank with an appropriate preposition in the box.

above

outside

in front of

up

1. U Khin climbed (1) _____ a mango tree and plucked some mangoes.

2. There is a mirror (2) _____ the basin.

3. There is a flag (3) _____ the office.

4. What's (4) _____ the box? Let me have a look.

5. Daw Pan Nu works in a factory just (5) _____ of Yangon.

Project 2

1. Work with groups of four or five. Imagine you are from a travel agency.
2. Make a brochure for an interesting package holiday.
3. Brainstorm the following points for the holiday:
 - (a) destination
 - (b) interesting places to visit
 - (c) transportation
 - (d) food you can have there
 - (e) things you can do there
4. Decorate the brochure beautifully, using pictures.

Sample brochure

Plan an unforgettable trip with Royal Rose



We have fantastic package holidays around Myanmar. If you want to have a memorable trip, come and join us!

Royal Rose Travel and Tour
No. 18, 2nd Street,
Yangon
9599 777195773
royalrose.travel@gmail.com

Package Holiday to Mon State

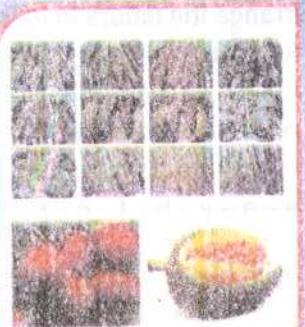


Interesting Places

- Kyauk Htee Yoe Pagoda
- Kyauk Than Lan Pagoda
- The First Baptist Church of Myanmar
- Bafan Beach
- Mon Cultural Museum
- Death Railway Museum

Food you can have

- Delicious Seafood
- Mawlamyine Pancake
- Thai Food
- Yummy Barbecue
- Durian, Rambutan, Mangosteen



Transportation

- Coach
- Train
- Aeroplane

We can get to Mawlamyine by coach, train or plane. Then, we will go to interesting places by boat. Don't worry about health care - our doctor will be with you along the way.

Things to do there

- Visit famous pagodas
- Play football and swim at the beach
- Take photos
- Wander night market
- Have fun with friends
- Buy souvenirs



Poem 2: The Greedy Dog

Pre-reading

- What is the poem about?
- Write down the adjectives that you can use to describe a dog.

1 Read the poem.

The Greedy Dog

A narrow bridge from bank to bank
Lay right across a brook;

A dog that crossed with meat in mouth
Chanced in the stream to look.

And there, as large as life itself,
He saw a piece of meat;

Held by another like himself,
Carrying it off to eat.

"Ha! ha! the dog said to himself,
"I'll have that meat as well!"

He snatched at it; but in the brook
His own good dinner fell.

Anonymous

Glossary

bank (n)	side of a river or a stream
lay (v)	was in a particular place
brook (n)	a small stream
chance (v)	do something unplanned
snatch (v)	take something quickly
as large as life itself	used to show surprise at seeing somebody/ something



2 Complete the sentences with the appropriate words or phrases.

- A bridge was across a _____.
- While crossing the bridge, the dog happened to _____ in the stream.
- The dog _____ a piece of meat in the stream.
- His own _____ fell from his mouth.

3 Answer the following questions.

- What adjective does the poet use to describe the dog? Can you think of another adjective?
- Find the words that rhyme with the following:
brook meat well
- Do you think the dog he saw in the stream was a real one? Why or why not?
- What lesson do you get from this poem?

UNIT 7

Lesson 1: A day in the life of a teacher

day, date and time

routine tasks

Listening and Speaking

1 Answer the questions.

- What day is today? What's the date?
- Look at the calendar for October 2020. How many days are there?
- What are the months that have 30 days?

October 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Imagine today is 22nd October. Match the expressions (1–5) with the dates (a–e). Then listen and repeat.

- | | |
|-----------------|--|
| 1. today | a. Friday 23 rd October |
| 2. yesterday | b. Saturday 24 th and Sunday 25 th October |
| 3. tomorrow | c. Tuesday 20 th October |
| 4. two days ago | d. Wednesday 21 st October |
| 5. this weekend | e. Thursday 22 nd October |

3 In pairs, instruct and respond using the sentences below.

Today is October. Give the date for yesterday / tomorrow / two days ago/ this weekend.

4 Link each item with the appropriate words in the box.

- | | | | | |
|---------------|---------|----------------|----------------|------------------------------|
| a. two days | b. week | c. a long time | d. the morning | e. 12 th November |
| f. 11:00 a.m. | g. year | h. 2007 | i. Sundays | j. midnight |

ago

last

on

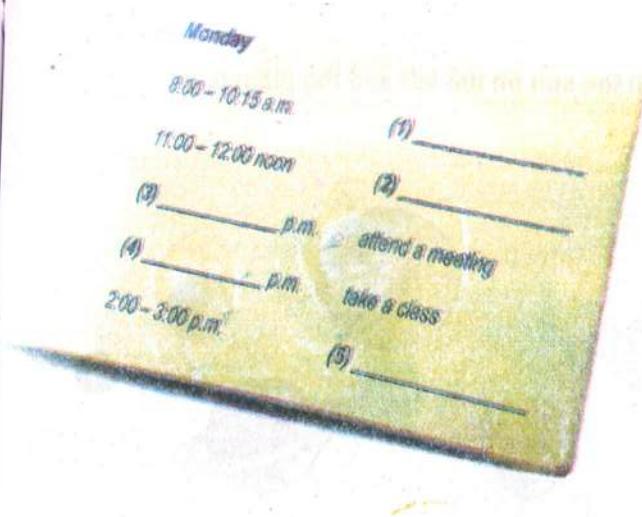
in

at

DE 7

- 5 Listen to a teacher talking about her routine tasks and complete her diary entries with some of the time expressions or routine tasks given below.

- a. check students' work b. prepare lesson plans c. set questions d. take classes
e. 12:30 - 1:30 f. 1:00 - 1:45 g. 12:00 - 12:30 h. 12:30 - 1:00



Useful language

- I take classes ...
 - In the morning/ afternoon ...
 - From ... to ...
 - Then ...
 - After lunch/the meeting ...
 - I check ...
 - I attend ...
 - I prepare ...

- 6 Imagine you are a teacher. Tell your friend what you do on Monday, using the information in Exercise 5.

7a Match the questions on the left with the answers on the right.

- | | |
|--|----------------------------------|
| 1. What's your date of birth? | a. From 8 a.m. to 2 p.m. |
| 2. When's the Myanmar New Year Day? | b. 9 th December 2008 |
| 3. What are your school hours? | c. 30 minutes |
| 4. How many periods do you have a day? | d. 17 th April |
| 5. How long is your lunch break? | e. 8 |

7b In pairs, ask and answer the questions in Exercise 7a.

Lesson 2: Days and their names

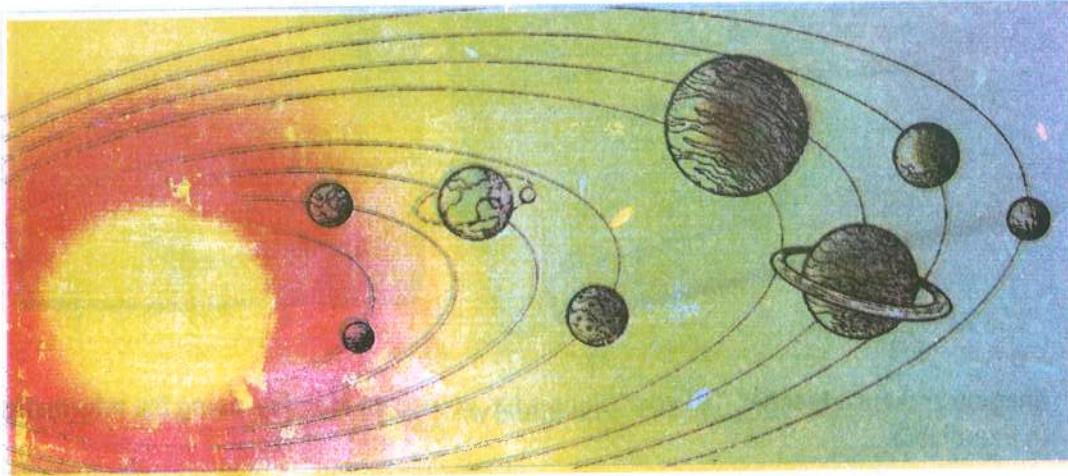
- planets in our solar system
- how days got their names

1 Answer the questions.

1. What are the names of the days of the week?
2. Do you know how the days of the week got their names?

Reading

- 2 This is a picture of our solar system with the sun on the left and the planets on the right. Can you name each one?



3 Read the passage.

The seven days of the week are named in honour of the sun, the moon, and five of the planets. The five planets are Mars, Mercury, Jupiter, Venus and Saturn. These are the Roman names of Roman gods and goddesses. And these were the only five planets that the people of long ago knew about. These ancient people believed that the sun, the moon, and the five planets took turns ruling over the days. And the seven days from sun's day to the next sun's day became the week.

The day ruled by the sun was called sun's day, and became Sunday. Similarly, moon's day became Monday, and Saturn's day became Saturday. However, the days ruled by Mars, Mercury, Jupiter, and Venus did not become "Mars's day," "Mercury's day," "Jupiter's day," and "Venus's day." They became Tuesday, Wednesday, Thursday, and Friday. These names came from the Vikings, also known as the Norsemen. Tui was their god of war. So Tui's day became Tuesday. Woden was their chief god, and so Woden's day became Wednesday. Thor was their god of thunder, so Thor's day became Thursday. Finally, Friday came from Frigg's day. Frigg was the wife of Woden and the goddess of the sky.

Glossary

in honour of (phr)	in order to show respect and admiration for somebody or something
planet (n)	a large round object in space that moves around a star such as the sun
rule over (phr v)	control
take turns (phr)	do something one after the other
god / goddess (n)	a being or spirit who is believed to have power
Roman (n)	a person who lived in Rome or the Roman empire in ancient times
Viking (n)	a Norseman

4 Choose the correct title for the passage.

- a. Planets b. Days of the week c. Gods and goddesses

5 Complete each sentence with an appropriate word or phrase from the passage.

1. Mars, Mercury, Jupiter, Venus and Saturn are the names of Roman gods and _____.
2. The Romans believed that the sun, the moon, and the five planets _____ over the days in turn.
3. The Vikings were also called the _____.
4. Thor was the Viking _____.
5. Woden and Frigg, the chief god and the goddess of the sky, were husband and _____.

6 Give short oral answers.

1. What planets did the Romans know?
2. Which Roman god ruled over Saturday according to the passage?
3. Which days were named after the Viking gods and goddesses?
4. Which Viking god do you think was the most powerful? Why?
5. Look at the names of the planets. What planets are missing in the passage?
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

7 Give complete oral answers.**8 Work in groups. Ask and answer the following questions.**

- What's your name?
- Who gave you your name? Why are you given this name?
- Do you like your name? Why or why not?
- If you could change your name, what would be your new name? Why?

Useful language

- | | |
|---|---|
| <ul style="list-style-type: none"> • My name is • gave me my name. • I was named after ... • I was named in honour of ... | <ul style="list-style-type: none"> • I was named ... because I was born on / in ... • I was named ... because I was ... • I was named ... because my parents want me to be ... |
|---|---|

Lesson 3: Do you help your parents?

- adverbs of place, time and frequency
- household tasks

Grammar

1 In pairs, ask and answer the questions.

1. How often do you help your parents?
2. When do you help them?

Adverbs

- Adverbs give more information about verbs, adjectives, or other adverbs.

2a Match the explanations (1–3) with the sentences (a–f).

1. **Adverbs of place** tell us where something happens or is done.
e.g. *here, outside, upstairs, everywhere, in*
2. **Adverbs of time** tell us when something happens or is done.
e.g. *tonight, tomorrow, yesterday, later, now*
3. **Adverbs of frequency** tell us how often something happens or is done.
e.g. *always, sometimes, often, never, seldom*

- a. He is always punctual.
- b. You can sit here.
- c. We are leaving tonight.
- d. Father sometimes does yoga.
- e. A man is waiting outside.
- f. Tomorrow, we have a test.

1. _____

2. _____

3. _____

2b Underline the adverb in each sentence. Then write place, time, or frequency next to the sentence. The first one is done for you.

1. I put my bag there. (place)
2. The children are playing upstairs.
3. I will do my homework now.
4. He is always late for work.
5. He takes physical exercise daily.
6. She rarely eats seafood.
7. They arrived yesterday.
8. My mum never scolds me.
9. They will go on holiday soon.
10. He is looking for his key everywhere.

2c Rewrite the sentences, putting the given adverbs in the correct place.

1. I go to school on foot. (usually)
2. We eat beef. (never)
3. The teacher wants to see you. (now)
4. The man started the engine and the car moved. (forward)
5. Grandma has to take medicine. (daily)
6. They left Yangon and now they are in Mandalay. (yesterday)
7. We stayed because it was raining heavily. (indoors)

- An adverb phrase is a group of two or more words that functions as an adverb.

3 Put the adverb phrases in the correct column.

once a week	after lunch	at night	in the bedroom
in the afternoon	every day	every evening	in the morning
in the garden	at home	in the kitchen	twice a day

Time	Place	Frequency

4a Match the pictures with the phrases given below.

- a. does the dishes b. mops the floor c. hangs the washing d. irons the clothes



Ko Toe
(once a week)



Ma Ma
(in the bedroom)



Zar Zar
(every day)



Zaw Zaw
(in the afternoon)

4b Write a sentence for each picture, using the adverb phrase in the box. The first one is done for you.

1. Ko Toe mops the floor once a week.

5 Look at the household tasks. Tell your partner what household tasks you do and how often you do them.

tidy the room
lay the table
do the laundry
clean the kitchen

dust the furniture
sweep the floor
take the rubbish out
water the plants

make the bed
feed the pet
clear the table
dry the dishes

Lesson 4: Do you have a study timetable?

- school subjects
- drawing a study timetable

Writing

1 Look at the school subjects in the box. Tick (✓) the subjects you are studying in Grade 7.

Medicine	Nursing	Music	English	Mathematics
Engineering	History	Art	Physical Education	Morals and Civics
Life Skills	Geography	ICT	Myanmar	Science

- A **study timetable** is a plan of one's time. A good study timetable helps students manage their time effectively.

2a Look at the study timetable of Nay Yaung.

Time	Day	Mon	Tue	Wed	Thur	Fri	
6–7 a.m.		Get up and get ready for the day					
8–8:45 a.m.		History	History	History	Science	Life Skills	Revision
8:45–9:30 a.m.		Science	Maths	Science	English	English	
9:30–10:15 a.m.		Maths	Geography	Maths	Geography	Maths	
10:15–11 a.m.		Myanmar	Myanmar	Maths	Myanmar	Myanmar	
11–11:30 a.m.							
11:30 a.m.– 12:15 p.m.		Maths	Science	English	Morals & Civics	Science	
12:15–1 p.m.		English	English	Myanmar	Life Skills	PE	English Speaking Class
1–1:45 p.m.		Morals & Civics	English	Geography	Art	PE	
1:45–2:30 p.m.		Art	ICT	Domestic Science	ICT	Library	
2:30–3 p.m.							
3–5 p.m.		Homework and studies					
5–7 p.m.							
7–8:30 p.m.		Leisure and family time					

2b Give short answers to the following questions.

1. What time does Nay Yaung get up? _____
2. What are his school hours? _____
3. What are his school subjects? _____
4. How many periods of History does he have a week? _____
5. How long is his lunch break? _____
6. On weekdays, how much time does he spend on his homework and studies? _____
7. What does he do in his free time? _____
8. When does he revise his lessons? _____
9. Do you think this study timetable is good? Why or why not? _____

3 Work in pairs. Ask and answer the questions about your daily routine.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What time do you get up in the morning? 2. When do you leave home for school? 3. What do you do when you arrive home from school? 4. Do you do any household chores?
If so, when? 5. When do you revise your lessons? | <ol style="list-style-type: none"> 6. What do you do in your free time? 7. When do you study your lessons? 8. Do you exercise to keep fit?
If so, when? 9. Do you attend any weekend class?
If so, what is it and when do you attend it? |
|--|--|

4 Draw your own study timetable, using the sample given in Exercise [2a](#).

5 In pairs, compare your study timetables. Whose timetable do you think is better? Why?

I think my / your study timetable is better because it has time for but my / your study timetable doesn't have time for

Unit 8

Lesson 1: Little friends can be great friends

- identifying the main points of a story

- using linking words

Vocabulary

- 1 Label each picture and then write the correct character trait under it. The first one is done for you.

Animals:

crow

deer

mouse

tortoise

Character traits:

runs quickly

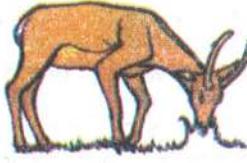
gnaws things

moves slowly

caws loudly



tortoise
moves slowly



Listening

- 2 Look at the pictures in Exercise 3. Guess what you will hear. Put a tick. (✓)

- friendship among animals
- animals in trouble
- man and animals
- how animals behave
- how intelligent animals are
- how animals fight against each other

- 3 Listen and complete the sentences.



1. The story is about four friends: a _____, a mouse, a deer and a tortoise.



2. The _____ was trapped in a hunter's net.



3. The _____ had a good idea to save their friend.



4. The _____ pretended to be dead.

5. The crow chased the _____ away.

6. The mouse bit the _____ to free his friend.

4 Listen again and tick the word or phrase that best completes each statement.

1. The four friends lived _____.
 (a) in a forest (b) in a zoo (c) on a farm
2. The crow, the deer and the mouse were _____.
 (a) searching for food (b) waiting for the tortoise (c) playing under a tree
3. Suddenly, the crow, the deer and the mouse _____.
 (a) saw a trap (b) saw a hunter (c) heard a scream
4. The mouse gnawed the net to _____ the tortoise.
 (a) free (b) trap (c) chase
5. The hunter was _____ that the tortoise was missing.
 (a) angry (b) shocked (c) sorry

5 Listen again and check your answers.

6 Look at the sentences in Exercises 3 and 4. In pairs, tell each other the story about four friends, using the linking words below.

first

then

next

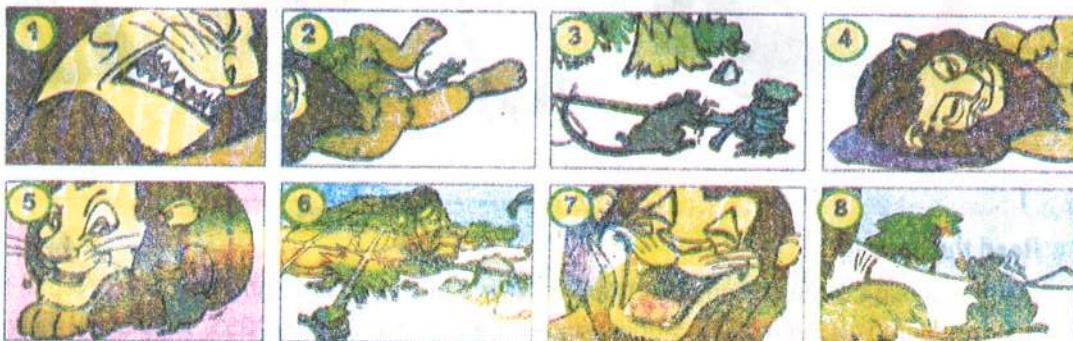
after that

finally

Once upon a time, _____

Speaking

7 Look at the pictures. In groups of four, match the pictures (1–8) with the sentences (a–h). Then tell a story to the class.



- a. A lion was sleeping in a forest.
- b. The lion was angry and caught the mouse.
- c. The lion was trapped in a net.
- d. The lion laughed.
- e. A mouse ran all over the lion.
- f. The mouse gnawed the net and saved the lion.
- g. The mouse begged the lion not to kill it, saying it would help the lion one day.
- h. The lion and the mouse became best friends.

Useful language

- Once upon a time, ...
- There was / were ...
- The lion / mouse was ...
- First / Then / Next / After that / Finally

Lesson 2: Friends always help each other

- identifying sequential events in a story

- identifying characters in a story

Reading

1 Look at the picture and answer the questions.

- What do you see in the picture?
- What are they doing?
- Where do you think they are?

2 Tick the dangers climbers can face.

- | | | |
|---|--|---|
| <input type="checkbox"/> getting lost in the snow | <input type="checkbox"/> extreme weather | <input type="checkbox"/> drowning |
| <input type="checkbox"/> food poisoning | <input type="checkbox"/> getting seasick | <input type="checkbox"/> getting sunburnt |
| <input type="checkbox"/> wild animals | <input type="checkbox"/> lack of oxygen | <input type="checkbox"/> slipping and falling |



3a Label the pictures with the words given below. Guess what these things are for.

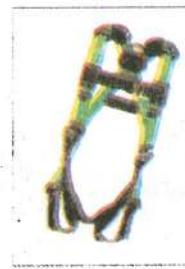
climbing shoes

harness

helmet

ice axe

ropes



1. _____

2. _____

3. _____

4. _____

5. _____

3b Read the passage.

Two mountain climbers, Edmund Hillary of New Zealand and Tensing Norgay of Nepal, had just conquered Mt Everest, the world's highest peak. It was 29 May 1953. They stood there, at the very top of the world, 29,028 feet above sea level. They planted the flag they had brought with them. They were proud of their conquest.

Then they began to descend. Suddenly, Hillary's feet slipped and he fell into a crevasse, which is a deep open crack in the ice. "Tensing", he shouted.

At once, the alert Nepalese went into action. He drove his axe into the ice and held the rope tight. Hillary, by then, had fallen fifteen feet into the crevasse. He was now dangling by the rope which Norgay held. Inch by inch, Norgay pulled his fallen companion up to safety. The two continued their descent. As soon as they reached their camp, Hillary told the other members of their climbing party about his accident and how Norgay saved his life. Tensing Norgay just smiled. modestly, but sincerely, he said, "Climbers are friends, and friends always help each other. That's all I can say."

3c Find words in the passage to complete the tables.

Verb	Noun
conquer
.....	descent

Adjective	Adverb
sudden
modest

3d Complete the sentences with the correct form of the words in the tables.

- The playground is wide and clear; children can play in _____.
- I _____ believe that I've made the right decision.
- The plane began its _____ to the airport.
- The storm began _____.
- You can _____ fear by facing it.
- She got high marks in the exam, but she was very _____ about her success.

3e In groups, match the words and their meanings.

Column A

- setting
- character
- problem
- plot

Column B

- a person or animal in a story
- sequence of events that make up a story
- place and time a story takes place
- a difficult situation that the main character faces

3f In groups, read the story again. Then complete the table below.

Setting	Character(s)
.....
.....

3g Put the following events in the correct order. The first one is done for you.

- Edmund pulled up the rope to save Hillary. (.....)
- Hillary slipped and fell down into a crevasse. (.....)
- The two climbers, Edmund Hillary and Tensing Norgay reached the top of Mt Everest. (1....)
- They got back to their camp safely. (.....)
- They planted the flag they had brought. (.....)
- They climbed down Mt Everest. (.....)
- Edmund drove his axe into the ice and held a rope tight. (.....)
- Edmund and Hillary continued descending the mountain. (.....)

3h Look at the events of the story in Exercise 3g. Answer the following question.

Which stage of the story shows the problem?

Lesson 3: What were you doing?

- talking about past events
- past simple and past continuous

Grammar

Past Simple and Past Continuous

1a Read the following text. Underline the verbs and write PS for the past simple and PC for the past continuous. The first one is done for you.

PS

Last Sunday, my friends invited me to go hiking with them to Mount Popa. I had no experience of climbing a mountain, so I decided to join them. The sun was shining and everyone was talking and laughing as we started the climb. Suddenly, one of my friends shouted, "Look out!" because I was going towards a steep slope. I tried to stop but unfortunately, I fell flat and my head hit against a huge stone. As a result, I got a lump on my head. What an unlucky holiday it was for me!

1b Study the four explanations below.

- We use the **past simple** to describe events in a story.
- We use the **past continuous** to talk about an activity in progress at a point of time in the past.
- We use the **past simple** to describe completed actions in the past.
- We use the **past continuous** to talk about an activity in progress in the past that was interrupted by another action.

2a Read the dialogues.

A: Did you go swimming yesterday?

B: No, I didn't. My mum didn't allow me to go swimming. I went to the gym.

C: What was he doing when the traffic lights turned red?

D: He was not looking at the traffic lights. He was talking on the phone.

E: Were you playing with your friends when your father came back from work?

F: No, I wasn't. I was reading a book.

2b Complete the following table with the verbs in Exercise 2a

	Past simple	Past continuous
Affirmative	went,	was talking,
Negative	didn't allow	was not looking
Interrogative	did you go	was he doing,

2c In pairs, practise the dialogues in Exercise 2a

3 Link the first half of a sentence in Column A with an appropriate half in Column B.

Column A

1. When the teacher came in
2. I was having my breakfast
3. Ju Ju was swimming in the sea
4. While my aunt was hanging the clothes on the line
5. When Nyi Htwe was running after a cat

Column B

- a. when the school bus arrived.
- b. the students stopped talking.
- c. it rained heavily.
- d. he slipped and fell.
- e. while we were lying on the beach.

4 Underline the correct tense. The first one is done for you.

1. My friends (invited / were inviting) me to go fishing with them.
2. I (made / was making) my tent while others (had / were having) a good time up in the mountains.
3. After my piano lesson, I (decided / was deciding) to meet them at the library.
4. The wind (blew / was blowing) and the trees (swayed / were swaying) in the wind.
5. I fell asleep while I (watched / was watching) TV.

5 Put the verbs in brackets in the past simple or the past continuous.

1. While I (shop), somebody (steal) my bike.
2. The police (stop) him while he (drive).
3. When I last (hear) from Zaw Zaw, he (work) in a bank.
4. Ohnmar (walk) towards the gate when I (see) her.
5. The doorbell (ring) when we (expect) the guests.

6 Practise the dialogue as suggested below.

Speaker A: Complete the question "What were you doing ..." with an item from Column A.

Speaker B: Complete the answer "I was ..." with an appropriate item from Column B.

Example Speaker A: What were you doing when the lights went out last night?

Speaker B: I was watching the evening news on TV.

Column A

1. when the lights went out last night
2. when it was raining yesterday
3. while your brother was doing the dishes
4. when the teacher entered
5. at 6 a.m. this morning
6. while they were singing

Column B

- a. having breakfast
- b. watching the evening news on TV
- c. drying them
- d. playing the guitar
- e. cleaning the whiteboard
- f. playing football

Lesson 4: Once upon a time ...

- writing a story
- using linking words to join the sequence of events

Writing

Look at the picture.



- 1a** In pairs, describe the picture by answering the following questions.

1. What animals do you see in the picture?
2. Where were they?
3. What was the tiger doing?
4. What do you think the bulls would do when the tiger tried to kill them?
5. Do you think the tiger could kill the bulls? Why or why not?

- 1b** Put the following events in the correct order.

1. There was a quarrel among the bulls.
2. In the same field, there was a tiger which had been waiting for a chance to kill them for food.
3. There were three bulls grazing in a field together in peace and safety.
4. It was easy for the tiger to kill them one at a time.
5. They started to live separately.
6. The tiger could not kill them because they stayed together in unity.

- 1c** Check the answers with a friend.

- 1d** Complete the story with the linking words given below. Use the words or phrases in the box. Use the capital letter where necessary. The first one is done for you.

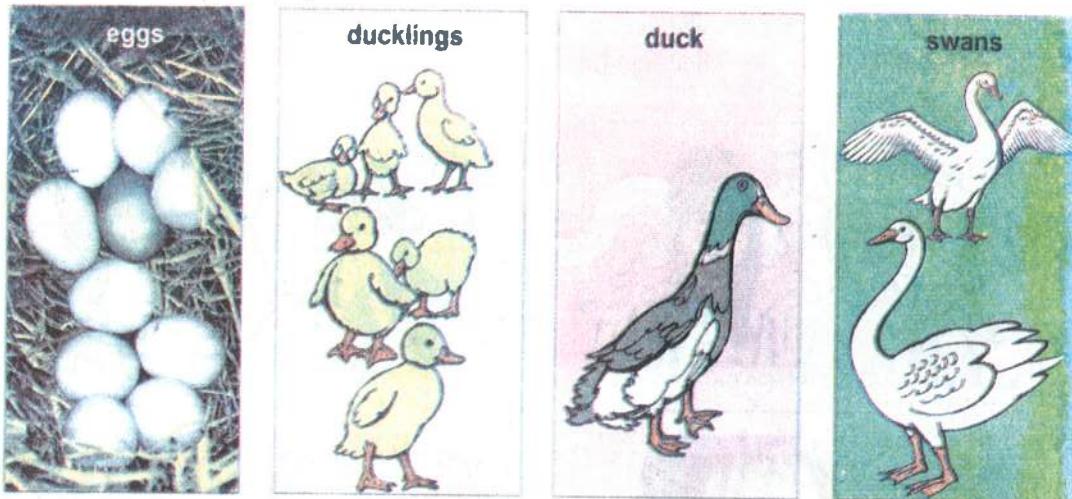
and after because but therefore once upon a time

- (1) Once upon a time, there were three bulls. They grazed in a field together in peace and safety. They were always together and helped one another. In that same field, there was a tiger which had been watching them. He was waiting for a chance to kill them for food. He could not attack them (2) _____ the bulls were always together (3) _____ helped each other to drive him off. (4) _____ the tiger could not keep away from that field. He hoped there could be a chance of killing the bulls. One day the bulls had a quarrel, and (5) _____ it quarrel, they started to live separately, as far away from one another as they could get. (6) _____ it was easy for the tiger to kill them one at a time, and soon made an end of all three bulls.

2a Study the words and the meanings.

- | | |
|-------------|--|
| hatch | - (of chickens or ducks) break an egg so a baby animal can come out |
| lay eggs | - (a female bird or insect) produce eggs from inside the body |
| grow up | - change from being a baby or young child to being an older child or adult |
| make fun of | - tease, laugh at or joke about |

2b Study the pictures and the labels.



2c Complete the story with the verbs given below.

- | | | | | |
|---------|--------|-------------|------|---------------|
| grew up | jumped | made fun of | saw | was looking |
| hatched | laid | went down | swam | were swimming |

Once there was a duck on a farm. It (1) _____ ten eggs. Soon, they all (2) _____. When the ducklings (3) _____, nine ducklings looked like their mum but the tenth was big, grey and ugly. All the other ducklings (4) _____ the ugly one. As he was unhappy on the farm, the poor duckling (5) _____ to a river nearby to swim away. At that time, several beautiful swans (6) _____ happily. At first, he was afraid to swim, but he (7) _____ into the river. When he (8) _____ his reflection in the water, he found that a strange beautiful animal (9) _____ back at him. As he realized that he was not an ugly duckling, but a beautiful swan, he (10) _____ happily with the other swans.

2d In groups, write a story using animal characters. Use linking words where necessary.

UNIT 9

Lesson 1: A special celebration for my birthday

- making invitations
- accepting or declining invitations

Listening and Speaking

1 Label each picture with the appropriate event below.

- | | |
|-----------------|------------------------|
| birthday party | wedding ceremony |
| naming ceremony | homage-paying ceremony |



1. _____



2. _____



3. _____



4. _____

2 Listen to four dialogues and complete the table.

Dialogue	Event	When	Where
1	naming ceremony
2	our school
3	next Sunday from 1 p.m. to 3 p.m.
4	Star Restaurant

3 Listen again and tick the expressions that you hear.

Making Invitations

- Would you like to come?
- Do you want to come?
- Would you come to his wedding ceremony?
- I would like to invite you to my birthday party.

Accepting Invitations

- Thanks. I shall.
- I shall, with pleasure.
- Yes, I'd love to.
- Certainly, I shall.

Declining Invitations

- I'd love to, but I....
- I'm sorry, I can't.
- Thank you, but I'm afraid I can't.

4a Complete the dialogues with appropriate expressions in Exercise 3.

Dialogue 1

M = Mya Mya, H = Hla Hla

- M: Hi, Hla Hla!
- H: Hello, Mya Mya. How are you?
- M: Fine, thanks. We are going to have a party.
- (1) _____
- H: When?
- M: This Saturday at 10 a.m.
- H: Where?
- M: At my house.
- H: (2) _____. OK, see you then.
- M: See you. Bye.

Dialogue 2

B = Bo Bo, A = Aung Aung

- B: Hi, Aung Aung!
- A: Hello, Bo Bo. How are you?
- B: Great. We are going to the music concert at the Kandawgyi Park.
- (3) _____
- A: When?
- B: This Sunday at 8 p.m.
- A: (4) _____. I have to see the dentist.
- B: OK, next time then.

4b Practise the dialogues with your friend.

5 Work in pairs.

Student A: Invite your friend (Student B) to the following events. Include the time and the place.

Student B: Respond to the invitation. Accept two invitations and decline the other two. Give a reason if you decline.

School Concert

School Fun Fair

New Year Party

Going on a Picnic

Lesson 2: An enjoyable visit

- invitation letters

- festivals and local foods

Reading

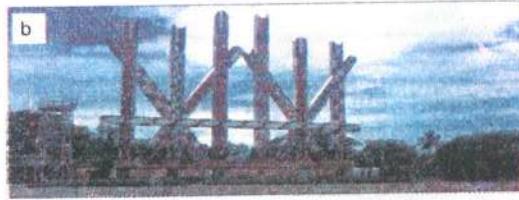
- 1a Look at the pictures. Choose two from the four and label the pictures. Do you know where they are held?

Hot Air Balloon Festival

Kachin Manaw Festival

Lighting Festival

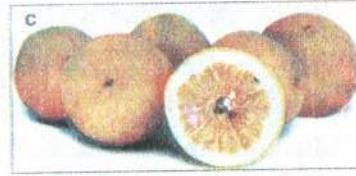
Phaung Daw Oo Pagoda Festival



- 1b Work in pairs. Tell your partner which festival you would like to go to. Why?

I'd like to go to festival because I want to ... / I think it is ... / ...

- 2 Do you know the names of the food items below? Read the letters on the next page quickly and label the pictures.



- 3 Work in pairs. Student A: Read letter 1. Student B: Read letter 2. Then, ask and answer the questions in pairs.

1. What is the name of the festival?
2. Where is it held?
3. When is it held?
4. What can you do there?
5. What are the popular local food items?
6. What fruits are abundant?
7. What rice dishes are mentioned in the letter?
8. Will you accept the invitation? Why / Why not?

Letter 1

No.9, Mali Kha Street
Myitkyina
30. 10. 2020

Dear ...,

I'm Jar Nu from Myitkyina. I'd like to invite you to our Manaw festival held in January. We can dance together in the Manaw Park. Our traditional dishes such as *shat jam* and *si pa* are really tasty. *Shat jam* includes rice, carrots, mushrooms, fried onions and meat such as chicken, pork or beef. *Si pa* is a typical vegetable dish consisting of pumpkin, pumpkin tendrils, mustard, mushroom, okra, long beans, cauliflower, and rice flour. Kachin traditional chicken curry is also popular. Local fruits like grapefruits, pineapples and lychees are abundant. Moreover, I'll take you to Myit Hsone, the confluence of the N'Mai Kha and Mali Kha rivers. You can take pictures of the breathtaking views. I'm sure you'll have a wonderful time. I hope you will come to my hometown.

Yours lovingly,
Jar Nu

Letter 2

No.5, Cherry Street
Taunggyi
15. 10. 2020

Dear ...,

I'm Khun Naung from Taunggyi. Have you ever heard about the hot air balloon festival in my hometown? It is always held in November. The sky is beautifully lit up with hot air balloons. Just imagine the picturesque view of the sky at night. There are a lot of interesting places too. Inlay Lake and the Pindaya Caves are tourist attractions. What's more, you can enjoy the fantastic local food – Shan noodles, *nga htamin* (yellow mashed cooked rice with fish), *khaw pote* (sticky rice cake), fried tofu (bean curd), etc. Local fruits such as oranges, strawberries, and avocados are fresh and plentiful. Beautiful flowers are everywhere. So, I'd like to invite you to my hometown. I shall be happy if you come.

Your loving friend,
Khun Naung

Glossary

abundant (adj)	plentiful
fantastic (adj)	very good
local (adj)	relating to a city, or town
tradition (n)	something a group of people believe and do without changing for a long time
traditional (adj)	according to tradition
typical (adj)	having the usual features or qualities of a particular group or thing
dish (n)	food prepared in a particular way as part of a meal
confluence (n)	the place where two rivers meet and become one larger river

4 Complete the sentences with appropriate words from the glossary.

- Mangoes are _____ in the rainy season.
- Chicken stew is my favourite _____.
- We are going on a picnic to the _____ of the rivers.
- The film I watched last night is _____. I want to watch it again.
- We had a _____ English breakfast of bacon, eggs, toast and tea this morning.

Lesson 3: Would you like to join us for dinner?

- making requests, offers and invitations
- giving responses

Grammar

1 Study the following.

Forms	Functions	Examples
Would you ...?	requesting – asking someone to do something	– <i>Would you open the door for me, please?</i>
Would you like me to ...? Would you like ...?	offering – offering to do something for someone	– <i>Would you like me to clean the board?</i> – <i>Would you like a coffee?</i>
Would you like to ...?	inviting – inviting someone to do something / inviting someone to a particular event	– <i>Would you like to come to the match?</i>

2 Choose the correct function for each question below.

- | | | |
|------------|----------|----------|
| requesting | offering | inviting |
|------------|----------|----------|
1. Would you like me to get you a taxi? _____
2. Would you like to join us at 2 p.m. for tea? _____
3. Would you turn on the TV, please? _____
4. Would you like to play table tennis with me next Sunday? _____
5. Would you like a chocolate? _____

3 Link each beginning on the left with its second part on the right.

- | | |
|----------------------|------------------------------------|
| 1. Would you like me | (a) something to drink? |
| 2. Would you lend me | (b) a letter for me, please? |
| 3. Would you like to | (c) to help you with this problem? |
| 4. Would you type | (d) your bicycle, please? |
| 5. Would you like | (e) come to my birthday party? |

4 Make written requests, offers or invitations, using the question forms given in brackets.

- 1 Invite your partner to play football with you tomorrow after school.
(Would you like to ...?)
- 2 Ask your friend to give an example of an uncountable noun. (Would you ...?)
- 3 Offer to help. (Would you like me to ...?)
- 4 Invite your friends to come to your birthday party. (Would you like to ...?)
- 5 Ask your brother to post the letter. (Would you ...?)

5 Study the following.

Requesting, offering and inviting	Accepting	Declining
Would you ...? e.g. <i>Would you help me move this table?</i>	Sure. / Certainly.	I'm sorry, I can't.
Would you like me ...? e.g. <i>Would you like me to take a picture of you?</i>	Yes, please.	No, thanks.
Would you like ...? e.g. <i>Would you like something to drink?</i>	Thanks. Could I have ...?	No, thanks.
Would you like to ...? e.g. <i>Would you like to come along with me to the cinema this evening?</i>	Yes, I'd love to.	I'd love to, but ...

6 Tick the correct response from the two given.

1. Would you like to come to the football match on Sunday?
a) That's OK. b) Yes, I'd love to.
2. Would you like me to get you a ticket for the concert tomorrow?
a) Yes, please. b) I'm sorry I can't.
3. Would you help me, please?
a) Sure. b) No, thanks.
4. Would you like a drink?
a) No, don't worry. b) No, thanks.
5. Would you like me to get a doctor?
a) Fine, thanks. b) Yes, please.

7 Complete the questions and answers. The first one is done for you.

e.g. Offer someone food. Accept, and ask for an apple.	A: <i>Would you like something to eat?</i> B: <i>Thanks. Could I have an apple?</i>
1. Invite someone to go out for a coffee tomorrow. Decline.	A: ? B:
2. Offer someone a drink. Accept, and ask for a glass of orange juice.	A: ? B:
3. Ask someone to turn off the lights. Accept.	A: ? B:

Lesson 4: An invitation

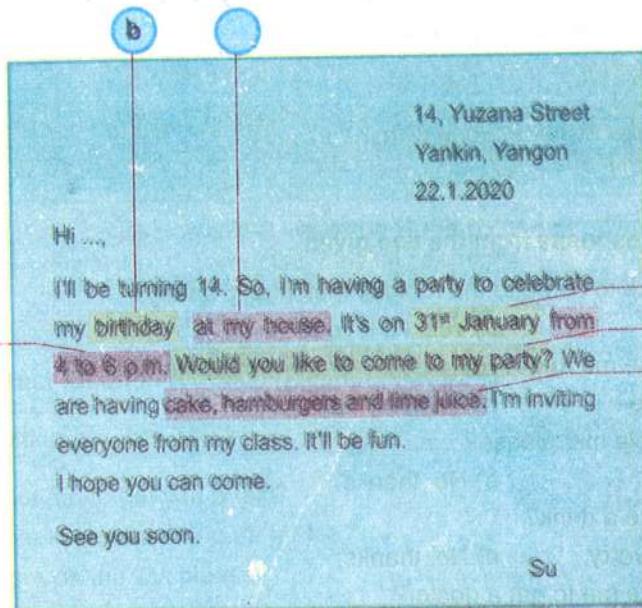
• writing a letter

• writing a reply

Writing

1 Label the highlighted expressions correctly. The first one is done for you.

- (a) date (b) event (c) food and drinks (d) invitation (e) place (f) time



2 Look at the invitation card on the left and complete the letter.

*Sandar's
14th BIRTHDAY
Saturday January 25th 9 - 11 a.m.
Shwe Kyauk Monastery*

14, Thiri Street
Mayangone, Yangon
12.1.2020

Hi ...

I'll be turning (1) _____. So, I'm having a party to celebrate my (2) _____ at the (3) _____. It's on (4) _____ from (5) _____ to (6) _____. Would you like to come? We are having butter rice and chicken curry. My friends are coming. It'll be fun. I hope you can come.

See you.

(7) _____

3a Match the pictures with the events in the box.

New Year party

housewarming party

novitiation ceremony



1. _____

2. _____

3. _____

3b Write a letter to invite your friends to one of the events in Exercise 3a. Refer to Exercise 1.

4a Read the replies below. Label the highlighted expressions correctly.

a. accepting

b. giving a reason

c. thanking

d. thanking and declining

A

No. 1, Marlar Street
Yankin, Yangon
26.1.2020

Hi Kyaw,

Thanks for the invitation.

I'll be there for sure. Butter rice is my favourite. I'll see you then. I'll bring you a beautiful present.

See you soon.

Lwin

Useful language for accepting

- Thank you so much. It was very/so / really kind of you.
- I'd love to come.
- I look forward to seeing you.

B

No. 9, Rose Street
Yankin, Yangon
27.1.2020

Hello Mi Mi,

Thanks for the invitation but I'm sorry I can't. I will be away with my parents on a trip. I shall bring back a special gift for you. I'm sure you will have a wonderful time.

Best wishes.

Bo Bo

4b Which letter accepts the invitation, and which declines?

5 Work in pairs. Swap your letters in Exercise 3b. Read it and write a reply.

Useful language for declining

- I would love to come but I'm afraid I can't.
- I have to ... / I'll ...
- I wish you would have a great time.

Review 3**1 Complete each blank with an appropriate word. The first letter is given.**

1. Let us h_____ our school football team for their victory.
2. The Earth is one of the p_____ in our solar system.
3. The capital cities of a_____ Myanmar Kingdoms can still be found in central Myanmar.
4. The ancient Romans believed in gods and g_____.
5. Rome was the capital of the Roman E_____.
6. Climbers who succeed in reaching the top of the mountain are proud of their c_____.
7. This morning, I found a rat caught in the t_____.
8. My friend dived into the lake to s_____ the drowning man.
9. A mother hen sits on her eggs to h_____ them.
10. Look! A huge fish is caught in the n_____.
11. Yesterday, I got a birthday i_____ from my friend.
12. The students are making preparations for the homage-paying c_____.
13. My aunt will hold her wedding r_____ at a grand hotel next month.
14. In our country, there is a f_____ for every month.
15. Mother cooked a delicious fish d_____ yesterday.

2 Rewrite the sentences, putting the adverbs or adverb phrases in the correct place.

- | | |
|---|--|
| 1. She goes shopping on weekdays. (never) | 5. We eat out. (rarely) |
| 2. We will pay a visit to Pathein. (tomorrow) | 6. The boy is staying. (there) |
| 3. They will arrive home. (soon) | 7. She is happy and cheerful. (always) |
| 4. The workers are digging a hole. (under a tree) | 8. They moved into their new house.
(last week) |

3a Link the verbs in Column A with the phrases in Column B.

Column A	Column B
1. tidy	a. the dishes
2. dust	b. the rooms
3. lay	c. the rubbish
4. do	d. the table
5. take out	e. the furniture
6. dry	f. the laundry

3b Complete the paragraph below using the phrases in Exercise 3a. The first one is done as an example.

Mum (1) tidies the rooms every day; our house is always clean. My sister has to (2) _____ on Saturdays, and she does the ironing on Sundays. I (3) _____ in the late afternoon, and the tables and chairs are shiny. My sister and I also help mum to (4) _____ before dinner. After dinner, dad has to wash and (5) _____. Every evening, my sister and I (6) _____ so that the kitchen is always clean.

- 4 Write complete sentences, using the past simple and the past continuous appropriately. The first one is done as an example.

Jerry		Tom		1. While Jerry was eating cheese, Tom came in.
eat cheese		come in		

Cinderella		her stepsisters		2. While
sweep the floor		dance	

Snow White		The Seven Dwarfs		3. While
sleep		play happily	
Harry Potter		The Owl		4. While
have a meal		fly in	

- 5 Fill each blank in the paragraph with an appropriate linking word in the box.

after because but so when then

Kyaw Swa needed a new jacket for his trip. (1) _____ he went downtown to buy one. (2) _____ he found that many shops were closed (3) _____ it was a public holiday. (4) _____ going around in a supermarket for some time, he found a jacket he liked. He bought it without trying it on and (5) _____ he came home. (6) _____ he got home and put the jacket on, he realized that he had bought the wrong size.

- 6 Fill each blank with an appropriate response.

Speaker A: What's the date today?

Speaker B: _____

Speaker C: How often do you play with your friends?

Speaker D: _____

Speaker E: Would you like to come to our food fair?

Speaker F: _____

Project 3

- 1 Read the following story and answer the questions.

True Friends

Many centuries ago, near Syracuse, a city in Greece, there lived two friends. Their names were Damon and Pythias. One day, Dionysius, the ruler of Syracuse, accused Pythias of plotting against him. And the ruler gave the order to kill Pythias.

Pythias begged Dionysius to give him three days to go home and say goodbye to his family. Dionysius replied that he would let Pythias go home if he had someone to stay in his place. Damon agreed to help his friend Pythias. He also offered to die for his friend if Pythias failed to return. Thus, Pythias went back to his family.

Three days had passed. Dionysius was about to kill Damon when Pythias returned. Dionysius, the ruler, saw how one friend was ready to die for the other. He was touched, and he did not wish to separate such loyal friends. So he set both of them free.

- What is the name of the story?
 - When did it happen?
 - Where did it take place?
 - Who were the characters?
 - What did they do?
- 2 In groups, choose a short story you have read.
Write it in your own words, based on the above questions.

Poem 3: The Sun

Pre-reading

- How long does the earth take to rotate once?
- What causes day and night?

1 Read the poem.

The Sun

The sun that shines all day so bright,
I wonder where he goes at night.
He sinks behind a distant hill,
And all the world grows dark and still.

And then I go to bed and sleep
Until the day begins to peep,
And when my eyes unclose, I see
The sun is shining down on me.

While we are fast asleep in bed,
The sun must go, I've heard it said,
To other countries far away,
To make them warm and bright and gay.

I do not know but I hope the sun
When all his nightly work is done,
Will not forget to come again
And wake me through the window-pane

Anonymous



Glossary

wonder (v)	don't know and wish to know
sink (v)	go down
distant (adj)	far away
still (adj)	motionless
peep (v)	appear slowly
fast asleep	sleeping deeply
gay (adj)	cheerful; happy
nightly (adj)	every night

2 Answer the following questions in complete sentences.

- What does the pronoun "he" (Line 2) refer to?
- What happens to the world when the sun sinks behind a distant hill?
- When does the sun go to other countries?
- What is the sun's "nightly work"?
- Underline the adjectives in the poem.
- Do you think the poet likes the sun? Why or why not?

3 Complete the table with the rhyming words in the poem.

1 st stanza	2 nd stanza	3 rd stanza	4 th stanza
bright, _____	sleep, _____	bed, _____	sun, _____
hill, _____	see, _____	away, _____	again, _____

UNIT 10

Lesson 1: Let's take part in the school concert!

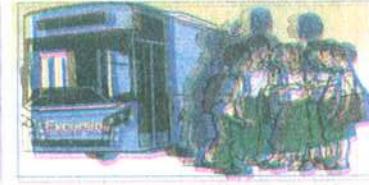
- extra-curricular activities
- asking for and giving opinions

Listening and Speaking

1a Tick (✓) the extra-curricular activities that you would like to take part in at school.

- planting trees snack fair school concert going on an excursion
 sports and games physical fitness elocution contest Mathematical Olympiad

1b Match the pictures with the correct extra-curricular activities in Exercise 1a



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

1c Listen and check.

2a Listen and complete Dialogue 1.

Dialogue 1

Kay Kay: Hi, Nay Nay. Have you (1) _____ the notice about the School Family Day?

Nay Nay: Yes, I have. What do you (2) _____ about dancing at the school concert?

Kay Kay: I (3) _____ I can dance well.

Nay Nay: Then (4) _____ about singing? I know you are good at singing.

Kay Kay: Yes, that's a (5) _____. I'll sing at the concert.

Nay Nay: Great. Let's contact our class teacher.

School Family Day

will be celebrated on Sunday 3rd January 2021.

Anyone can take part in the following programmes:

- school concert
- poster exhibition
- snack fair

For more information, contact your class teacher.

2b Listen and complete Dialogue 2.

Dialogue 2

Su Su: Hi, Yu Yu. The School Family Day will be celebrated next week.
Wouldn't you (1) _____ to sell something at the snack fair?

Yu Yu: No, I'm afraid not. I'm not (2) _____ at making snacks.

Su Su: Then, how about designing something for the poster exhibition?
You like drawing, don't you?

Yu Yu: Yes, that's (3) _____. I shall.

Su Su: What kind of poster do you have in mind?

Yu Yu: I (4) _____ I'll do something for 'Save Our Planet.'

Su Su: Good. Let's (5) _____ our class teacher about it.



2c Practise the dialogues with a friend.

3a In pairs, fill each blank with the correct title given below.

Agreeing

Asking for opinions

Disagreeing

Giving opinions

1.

- *What do you think about / of ...?*
- *What's your opinion of / on ...?*

2.

- *Yes, you're right.*
- *I agree with you / that.*

3.

- *I think ...*
- *I don't think ...*

4.

- *I'm sorry, I can't agree.*
- *I don't agree with you / that.*

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

Student A asks Student B for an opinion on one of the following topics. Student B gives a positive or negative opinion. And switch roles.

going on an excursion

the movie

planting trees

the music show

the food at the snack fair

the school concert

e.g. A: *What do you think about the weather?*

B: *I think it's bad.*

Useful language

Asking for an opinion

What do you think about / of ...?

Giving a positive opinion

I think it's quite good / nice / great / fantastic ...

Giving a negative opinion

I think it's really bad / awful / terrible / boring ...

Lesson 2: A trip to a World Heritage Site in Myanmar

- a travel brochure

- visiting Bagan

Reading

1 In pairs, ask and answer the following questions.

- When was your last trip?
- Have you ever been to Bagan?

2a Read the following travel brochure.

Welcome to Bagan!

Bagan, known as 'The Land of Pagodas' is a famous historic site in Myanmar. It is home to over 2,200 temples and pagodas. Bagan was recognized as a world heritage site on July 6, 2019.

Getting to

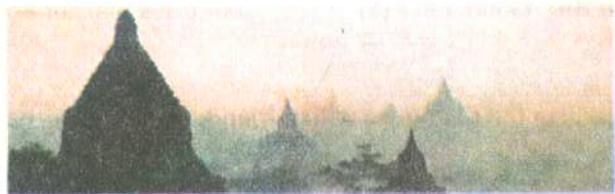


There are four ways to go to Bagan, by plane, train, coach or ship. There are various travel agencies to arrange a trip to Bagan.



Best time to go

You may visit Bagan anytime of the year but the best time is between October and February. You can also go there during the rainy season, which is from June to October.



Main areas in Bagan

Bagan is divided into four main areas – Nyaung U, Old Bagan, Myinkaba and New Bagan.



Getting around

To get around Bagan, you can hire a bicycle and cycle at your leisure to visit any pagoda or temple of your choice. You can also go around by car or pony-cart.



A hot air balloon ride is wonderful. The view of the temples from the balloon is breathtaking. For visitors, there are souvenirs galore sold in stalls or by children on foot.

Must-see in Bagan

Bagan is known for its temples and pagodas. Some are old and some are in ruins but they are still sacred places. Some famous pagodas and temples are:

Sulamani	Shwezigon
Ananda	Shwesandaw
Htilominlo	Dhammayangyi
Thabinnyu	Bhu

Bagan is famous for its rooftop views of endless pagodas and temples at sunrise and sunset. They are worth visiting for the rock carvings and stone statues which are abundant throughout Bagan.

Notice: Footwearing is prohibited in restricted areas.

2b Match the words in Column A with the meanings in Column B.

Column A	Column B
1. galore	(a) the process or state of being spoiled or destroyed
2. heritage	(b) receiving great religious respect
3. ruin	(c) interesting, useful or helpful
4. sacred	(d) in great amounts or numbers
5. worth	(e) traditional beliefs, values, customs, etc. of a country

2c Complete each sentence with the words in Exercise 2b.

1. In Bagan, there are many _____ pagodas and temples which Buddhists hold in great respect.
2. Bagan is one of the world _____ sites in Myanmar.
3. There are shops with handicrafts _____ for you to pick and choose.
4. Bagan is _____ visiting for its rooftop views of endless temples at sunrise.
5. In 2016, nearly 400 temples in Bagan fell into _____ in an earthquake.

2d Say whether the following statements are true (T) or false (F).

1. We can get to Bagan by air, land or water.
2. There are 2,200 temples and pagodas in Bagan.
3. The best time to visit Bagan is during the rainy season.
4. Cycling is the only way to go around Bagan.
5. Visitors can take a hot air balloon ride during their stay in Bagan.
6. Visitors can hardly find souvenir shops there.

2e Answer the following questions in complete sentences.

1. Why is Bagan called 'The Land of Pagodas'?
2. When did it become a world heritage site?
3. How can you get there?
4. What are the best months to visit Bagan?
5. What are the four main areas of Bagan?
6. What are two activities visitors can do there?
7. What are the best places visitors must see in Bagan?
8. How can you go to Bagan from your town?
9. Do you think Bagan is worth visiting? Give reasons for your answer.

Lesson 3: She's quite intelligent, but rather lazy

- adverbs of degree

Grammar

Intensifiers

Adverbs of degree are known as intensifiers. They are used to modify adjectives or other adverbs. They normally go before the adjective or adverb which they modify.

Examples

The film was quite good. (adverb + adjective)

I know her fairly well. (adverb + adverb)

Here are some adverbs of degree.

Low degree	a bit / a little / slightly e.g. This sum was <u>a bit</u> difficult, but most students could solve it.
Medium degree	fairly / pretty / quite / rather e.g. This sum was <u>fairly</u> difficult, but some could solve it.
High degree	very / really / extremely / awfully e.g. This sum was <u>very</u> difficult, so only a few could solve it.
Full degree	entirely / completely / totally / absolutely / certainly e.g. This sum was <u>certainly</u> difficult, so very few could solve it.

1 Underline the adverbs of degree.

- These diagrams are a bit confusing.
- The movie is very exciting.
- This little cat is really cute.
- The music show is pretty good.
- This lesson is fairly difficult.
- This box is rather heavy.
- The weather is extremely hot.
- They were slightly injured in the crash.
- The journey was entirely enjoyable.
- Can you wait a little longer?
- These people are quite friendly.
- The old man is completely mad.
- It is awfully cold here in Hakka.
- The two brothers are totally different.

2 Put the adverbs of degree in Exercise 1 in the correct column.

Low degree	Medium degree	High degree	Full degree

3 Complete each sentence using the correct adverb of degree in brackets.

1. We are _____ hungry. We haven't eaten anything all day. (a little / really)
2. These clothes are _____ expensive. Only the rich can afford to buy them. (very, a bit)
3. The TV is _____ loud. Shall I turn it down? (slightly / rather)
4. It's getting _____ cold in here, but I don't think I'll need a jacket. (really / a bit)
5. It's _____ hot outside. We should stay home. (extremely / slightly)

Note: **Rather** is similar to **Quite**, but they are used differently.

Quite is mainly used with positive words and positive ideas.

e.g. *This story is quite interesting.*

Rather is often used with negative words and negative ideas.

e.g. *She is rather lazy.*

4 Complete each sentence with *quite* or *rather*.

1. These students are _____ intelligent.
2. The food at the hotel is usually _____ good.
3. The hotel rooms are _____ comfortable.
4. The shoes are _____ expensive. Do you have cheaper ones?
5. The traffic was _____ heavy.

5 Make sentences using the prompts given below.

1. ran / the / quickly / fairly / horse /.
2. slightly / these / are / sour / plums /.
3. played / our / extremely / team / well /.
4. really / she / at / is / drawing / good /.
5. story / completely / is / the / untrue /.

**6 Write as many meaningful sentences as you can, using the information given below.
The first one is done for you.**

Kalaw	really	tired
Football	extremely	peaceful
Our house	absolutely	popular
The players	quite	right
You	pretty	small

e.g. *Kalaw is quite peaceful.*

Lesson 4: The school snack fair

2a

- designing a flyer for the school snack fair

Writing

- 1 Label each snack with the correct name from the box.

chicken burger	coconut jelly	fried tofu	fried chicken & cold drinks
ice cream	mont-hin-gah	nangyi salad	noodles in coconut gravy
Myanmar pancake	pickled tea leaf salad	Shan noodle salad	yellow sticky rice



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____



7. _____

8. _____

9. _____



10. _____

11. _____

12. _____

- 2a** Work in small groups. Design a flyer for a food item you will sell at the school snack fair. Use the Writing Plan to help you prepare.

Writing Plan

- Choose a food item from the list in Exercise 1.
- Think of a main heading to say what the text is about.
- Draw a picture / pictures of the food item you have chosen.
- Use small headings (When, Where, Price and Information) to give the reader specific information.
- Look at the sample flyer.

Sample Flyer

School Snack Fair

Mont-hin-gah

 **Delicious**

 **Hygienic**

For those who like the best!!!



When?
Sunday 9th December,
9 – 11 a.m.

Where?
In the school hall

Price:
K 1,000 per serving
(Price includes deep fried fritters and tea or coffee.)

Information:
Contact our group leader Min Min from Grade 7 for tickets.







- 2b** Swap your flyer with other groups. Have a discussion, exchanging views and opinions in answer to the question: "Which flyer is the most interesting?"

UNIT 11

Lesson 1: A beautiful, sunny day

• weather forecast

• talking about the weather

1 In pairs, ask and answer the questions.

- What kind of weather do you like / dislike? (e.g. cool / warm / sunny / hot / cold / wet)
- What is the weather like today? (e.g. hot / cold / wet)
- What will the weather be like tomorrow? (e.g. hot / cold / sunny / cloudy)

Vocabulary

2 Study the weather symbols and their meanings.

thundery		showery
foggy		rainy
windy		stormy
sunny		cloudy

3 Look at the table and complete the sentences.

Nay Pyi Taw	Bangkok	Kuala Lumpur	Vientiane
thundery	windy	sunny	foggy
29°C	30°C	34°C	26°C
Hanoi	Manila	Singapore	Phnom Penh
stormy	rainy	Showery	cloudy
30°C	29°C	29°C	31°C

- In Nay Pyi Taw, it will be _____ today. And the temperature will be 29°C.
- It will be windy in Bangkok with a temperature of _____.
- The temperature in Kuala Lumpur will be 34°C and it will be _____ most of the day.
- It will be _____ in Vientiane but the temperature will rise to 26°C.
- In Hanoi, it will be stormy with a temperature of _____.
- It will be _____ in Manila. So the temperature will drop to 29°C.
- In Singapore, it will be _____ and the temperature will be around 29°C.
- In Phnom Penh, it will be cloudy with a temperature of _____.

Listening and Speaking

- 4a** Listen to the weather forecast and complete the table with the words given in the box.

windy

sunny

cloudy

34°C

26°C

30°C

Today's weather			
Capital	Bandar Seri Begawan	Phnom Penh	Jakarta
Weather			
Temperature			

- 4b** Listen again and cross out FIVE mistakes in the weather forecast below. Then correct the mistakes. The first one is done for you.

Good morning! Here is the weather for ~~tomorrow~~ ^{today}. In Bandar Seri Begawan, it will be stormy most of the day with the temperature around 30°C. The cloudy weather will continue in Phnom Penh. The temperature will be a bit below 34°C. In Jakarta, it will be sunny most of the day but there will be some rain. The temperature will be over 26°C.

- 5** In pairs, ask and answer the questions to complete the table.

Student A: Ask Student B questions to complete the table. And answer Student B's questions using the information given in your table.

e.g. A: *What will the weather be like in Vientiane tomorrow?*

Student B: Answer Student A's questions using the information given in your table. And ask Student A questions to complete the table.

e.g. B: *It will be foggy most of the day. The temperature will be around 26°C.*

Student A		
Vientiane	foggy	26°C
Kuala Lumpur		34°C
Nay Pyi Taw		32°C
Manila		29°C
Singapore		
Bangkok		
Hanoi		

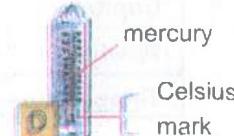
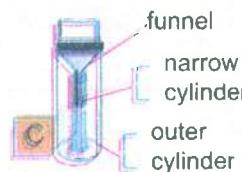
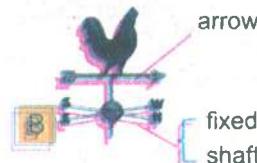
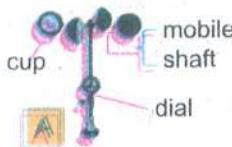
Student B		
Vientiane		26°C
Kuala Lumpur		
Nay Pyi Taw		
Manila		
Singapore		27°C
Bangkok		31°C
Hanoi		30°C

Lesson 2: Weather instruments

- weather instruments and their functions

Reading

1 Match the pictures (A-D) with the weather instruments (1-4).



The Meteorologist

I am a meteorologist. I make weather forecasts by studying clouds, rain, wind, and temperature of the earth's atmosphere.

Welcome to my website!

[Home](#) [Weather Instruments](#) [Forecast](#) [FAQs](#) [Contact](#)

1. Weathervane

A weathervane shows wind direction. A weathervane has an arrow that can spin and show which direction the wind is blowing from. The directions: north, south, east and west are marked on separate fixed shafts. Weathervanes are usually placed on the roofs of buildings. We can sometimes see weathervanes decorated in the shape of a rooster. They are called weathercocks.

[Read more>>](#)

2. Wind gauge

A wind gauge is used to measure wind speed. It consists of four cups and a dial, which are fixed to a mobile shaft. When the wind blows, the cups spin around. The speed of rotation shows the speed of wind. The wind speed appears on the dial. Wind gauges are also called anemometers. They are the simplest wind measurement tools and are put in high places. [Read more>>](#)

3. Rain gauge

Meteorologists use rain gauges to measure the amount of rainfall. A rain gauge consists of three parts: a funnel, a long narrow cylinder and an outer cylinder. Rain falls through the funnel into the narrow cylinder. When the narrow cylinder fills, the rain water in the narrow cylinder flows into the outer cylinder. Rain gauges are put in open places away from buildings and trees. [Read more>>](#)

4. Thermometer

Thermometers show air temperature. There are different kinds of thermometers. The simplest one is the mercury thermometer. It consists of a glass tube with marks on it. Celsius (C) marks are on one side of the tube and Fahrenheit (F) marks on the other side. The tube contains liquid mercury. When the temperature rises, the mercury level increases. [Read more>>](#)

Glossary

atmosphere (n)	the mixture of gases that surrounds the Earth
instrument (n)	a tool or device used for scientific work
spin (v)	turn around and around quickly
fix (v)	place something in a way that does not move easily
shaft (n)	a long narrow part of a tool which holds or turns other parts
dial (n)	the part of a machine that shows you a measurement of something
mobile (adj)	able to move
rainfall (n)	the amount of rain that falls

2 Read the passage and write the instrument name that each sentence describes: weathervane (WV), wind gauge (WG), rain gauge (RG) or thermometer (T).

1. It shows how fast or slow the wind is blowing.
2. It shows the direction of wind.
3. It measures how hot or cold the air is.
4. It measures the amount of water that falls as rain.
5. It is also called an anemometer.

3 Read the passage again and decide if the statements are true (T) or false (F). Correct the statements that are false.

1. When the wind blows, the arrow of the weathervane turns around. ()
2. Rain gauges are placed near buildings and trees. ()
3. Rainwater flows through the funnel into the outer container. ()
4. The mercury level decreases when the temperature falls. ()
5. The cups of wind gauges show the wind speed. ()

4 Answer the following questions.

1. Where can you usually find weathervanes?
2. What do rain gauges show?
3. What does a wind gauge consist of?
4. What is the simplest kind of thermometer?
5. Which weather instrument measures the speed of wind?

Lesson 3: What will you do if ...?

- the use of *will* and *won't*
- the use of first conditional

Grammar

A: *will / won't*

- We use "*will*" and "*won't*" to talk about the future or make predictions.
- We often use "*will*" and "*won't*" with *tomorrow*, *next week*, *soon*, etc.

Affirmative

will ('ll) + V-infinitive

e.g. *We will go to Nay Pyi Taw tomorrow.*
They will arrive next week.

Negative

will not (won't) + V-infinitive

e.g. *We won't go to Nay Pyi Taw tomorrow.*
They won't arrive next week.

Question

will + subject + V-infinitive

e.g. *Will they come next week?*
Will it rain tomorrow?
Will he be here soon?

Short answer

Yes, subject + *will*. / No, subject + *won't*.

e.g. *Yes, they will.* / *No, they won't.*
Yes, it will. / *No, it won't.*
Yes, he will. / *No, he won't.*

1 Complete the sentences with *will* or *won't*.

- Su Su _____ come tomorrow because she is not well.
- _____ you pass the exam if you don't study?
- I _____ come if you don't invite me.
- I _____ look after my parents when they are old.
- We _____ have time to answer all the questions because there are too many.

2 Make predictions using the phrases given in brackets. The first one is done for you.

- It's sunny now. I don't think *it will rain today* (rain today)
- Thi-Ha is not hard-working. I guess (pass the exam)
- Cho Cho is very good at singing. I think (become a great singer)
- Min Kyaw can run very fast. I guess (win a gold medal)
- Thuzar is learning Chinese. I think (speak Chinese very well soon)

B: First conditional

- We use "first conditional" to talk about a possible future condition and its result. It consists of two parts: "if clause" and "main clause".

"If clause" (condition)	"Main clause" (result)
If + simple present e.g. If the weather <u>is</u> fine, If my friend <u>comes</u> , If I <u>don't feel</u> well, If he <u>doesn't finish</u> his homework,	will / won't + V-infinitive we <u>will go</u> for a picnic tomorrow. I <u>won't go</u> out. I <u>will see</u> the doctor. he <u>won't watch</u> TV.

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

e.g. If it is cold, I will wear a jacket. I will wear a jacket if it is cold.
 "if clause" "main clause" "main clause" "if clause"

3 Match the two halves of each sentence.**Column A**

- If you get up late,
- If I don't know the meaning of a word,
- I will run away
- We will stay home
- If you don't have a pen,

Column B

- if I see a snake.
- I will lend you mine.
- you will miss the bus.
- I will look it up in a dictionary.
- if it rains.

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

- If he eat too much, he will gain weight.
- I will learn how to play the piano if I have time.
- If you do not exercise, you not be fit.
- I go for a walk in the park if it is sunny.
- If it rains, I not go out.

5a Complete each question with the correct form of the verb in brackets.

- What will you do if you lose your pen?
- What will you do if you not understand a lesson?
- What will you do if your friend throw the rubbish on the floor?
- What will you do if you find a gold ring in the street?
- What will you do if your friend not feel well?

5b Write the answers that are true for you to the questions in Exercise 5a.**5c In pairs, ask and give short answers to the questions in Exercise 5a.**

e.g. A: *What will you do if you lose your pen?*

B: *I will lock it.*

Lesson 4: Let's write a weather forecast!

- weather words
- writing a weather forecast

Writing

1 Complete the table with the words or phrases given in the passage.

In Yangon, it is sunny in the morning today. We expect 7 hours of sunshine. The maximum temperature will be 31°C. It will be cloudy and windy in the afternoon. The direction of the wind will be from the southwest and the average speed will be 6 mph. It will be cold in the evening. The temperature will fall, and the minimum temperature will be 22°C tonight. There is a 5% chance of precipitation. The sun rises at 6:34 a.m. and sets at 6:00 p.m.

Weather Forecast Yangon Today

morning	→ sunny
afternoon	→
evening	→
temperature	→ High _____ / Low _____
wind speed	→
wind direction	→
hours of sunshine	→
precipitation	→
sunrise	→
sunset	→

Glossary

average (n)	a number that is calculated by adding quantities together and then dividing the total by the number of quantities.
maximum (adj)	the highest amount or number that is allowed or possible
minimum (adj)	the lowest amount or number that is allowed or possible
mph (abbr.)	miles per hour
precipitation (n)	the amount of rain that falls, usually measured by the depth in inches

2 Study the table and complete the text.



morning	➔ partly cloudy
afternoon	➔ rainy
evening	➔ cold
temperature	➔ 36°C / 23°C
wind speed	➔ 8 mph
wind direction	➔ South
hours of sunshine	➔ 3
precipitation	➔ 40%
sunset	➔ 5:30 p.m.

In Nay Pyi Taw, it is (1) _____ in the morning today. It will be (2) _____ in the afternoon. There is a 40% chance of (3) _____. The direction of the wind will be from the south and the average speed will be (4) _____ mph. We expect 3 hours of (5) _____ in the daytime. The maximum temperature today will be (6) _____. The temperature will drop to (7) _____ tonight. The sun rises at 6:30 a.m. and (8) _____ at 5:30 p.m.

3 In pairs, write a weather forecast for Mandalay, using the information in the box given below.

**Weather Forecast
Mandalay
Today**

morning		afternoon	
late afternoon		evening	
temperature	➔ 38°C / 20°C	wind direction	
wind speed	➔ 6 mph		
hours of sunshine	➔ 2		
precipitation	➔ 40%		
sunrise	➔ 6:30 a.m.		
sunset	➔ 5:00 p.m.		

4 In groups of four, write a weather forecast for the town you live in.

Unit 12

Lesson 1: Seeing a doctor

everyday lifestyles

health problems and treatments

Listening and Speaking

1a Tick (✓) the healthy habits and cross (✗) the unhealthy ones.

- | | |
|--|-------------------------------|
| 1. going to the gym regularly | 5. taking exercise daily |
| 2. playing computer games all the time | 6. having fresh vegetables |
| 3. watching TV for long hours | 7. drinking soft drinks a lot |
| 4. eating junk food very often | 8. going for a walk regularly |

1b Listen and complete.

soft drinks	long hours	junk food	the gym	fresh vegetables	a walk
-------------	------------	-----------	---------	------------------	--------

Speaker 1: I usually watch TV for (1) _____ every evening. I often stay up late at night.
I drink (2) _____ a lot. And I eat (3) _____ a lot.

Speaker 2: I usually get up at 6 and go for (4) _____ for about forty minutes. I go to (5) _____ three days a week. And I try to have (6) _____ every day.

1c Listen again and check your answers.**2a** Listen and repeat the health problems.

headache

sore eyes

earache

diarrhoea

cough

sore throat

runny nose

fever

2b Match the pictures with the health problems in Exercise 2a.

1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

2c Listen and complete the following sentences with the words in the box.

diarrhoea sore eyes sore throat headache fever

1. If you have _____, avoid eating spicy food and raw vegetables.
2. If you have a _____, drink lots of fluids, take a rest and stay cool.
3. If you have a _____, massage your neck and temples and take a rest.
4. If you have a _____, gargle with warm water.
5. If you have _____, use eyedrops.

3a Listen to the dialogue between a receptionist and a patient, and complete it with the words in the box.

be thank help make see

- Receptionist:** Good afternoon. Good Health Clinic. Can I (1) _____ you?
- Patient:** I would like to (2) _____ an appointment with Dr Ko Ko.
- Receptionist:** Your name, please.
- Patient:** Linn Linn.
- Receptionist:** Linn Linn, (3) _____ here at four this afternoon, please.
- Patient:** Yes, I shall. (4) _____ you.
- Receptionist:** You're welcome. (5) _____ you!

3b Practise the dialogue with a friend.

4a Listen to the dialogue between a doctor and a patient, and complete it with the words in the box.

headache temperature problem prescription rest

- Doctor:** Good morning. What's your (1) _____?
- Patient:** I don't feel well. I've got a (2) _____.
- Doctor:** Let me take your (3) _____. Yes, you've got a fever.
- Patient:** Is it serious?
- Doctor:** No, it isn't. I'll give you a (4) _____.
- Patient:** Can I go to school?
- Doctor:** No, you should take a (5) _____ for one day.
- Patient:** Thank you, Doctor.



4b Practise the dialogue with a friend.

Lesson 2 : Staying healthy

- medicine labels

- vitamins and minerals

Reading

1 Study the following directions and warnings.

- | | |
|-----------------------------------|------------------------------------|
| a. take three times a day | f. take after meals |
| b. take with plenty of water | g. shake well before use |
| c. chew tablets before swallowing | h. do not take on an empty stomach |
| d. keep out of reach of children | i. store in a cool dry place |
| e. do not take with juice | j. keep away from sunlight |

2 Match the items (a–e) with the information (1–5) in the medicine label.

- a. expiry date b. manufacturer c. directions d. name e. warning

1. VITMIGOLD
2. Adults: 2–3 teaspoons
Children: 3–12 years (1 teaspoon)
Store in refrigerator
3. Keep away from children
4. 11/ 2021
5. Silver Co., Ltd



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

3 Read the following medicine label and answer the questions.

Ingredients:

Vitamin A, B, C, D, E,

Calcium, Magnesium



Directions:

Children between 10–12, 1 tablet a day

Children over 12, 1–2 tablets a day or as directed

Store below 30°C, away from sunlight

Warning:

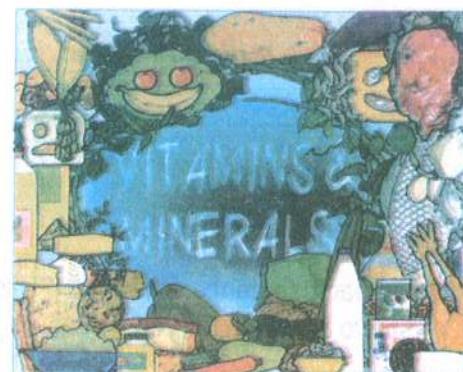
Not to be taken by children under 10 years

1. What is the name of the medicine?
2. How should we store this medicine?
3. What is it for?
4. Who shouldn't take this medicine?
5. What ingredients does this medicine contain apart from vitamins?

4a Read the passage.

For the growth and good health of our body, **vitamins** and **minerals** are essential. There is a wide variety of vitamins. We can get Vitamin A from meat, milk, eggs, fruits and vegetables. It is good for our eyes, bones, muscles and tissues. We can get Vitamin B from meat, grain and eggs. It helps our body produce red blood cells and improves brain functions. We can get Vitamin C mainly from citrus fruits like lime and lemon. It protects our body against getting an **infection** and keeps our teeth and bones healthy. We obtain Vitamin D from sunlight. It makes our bones healthy. Vitamin E is found in eggs, nuts and seeds. It is good for our skin and eyes. We get Vitamin K from green vegetables like lettuce. It is essential for blood clotting.

There are also different types of minerals. Calcium is available from dairy products like milk, cheese and yoghurt. It helps to build our teeth and bones. Iron helps the blood to carry oxygen within the body. We can obtain it from meat and seafood. Zinc helps with healing of wounds. We can get it from milk, meat and fish. Magnesium is found in nuts, seeds, and green vegetables and it is good for our blood circulation.



When we do not get enough vitamin and mineral **supplements** over a period of time, they will have a **deficiency** disease. To prevent deficiency, they should have a balanced diet or take vitamin and mineral supplements.

4b Choose the appropriate bold-faced word from the reading passage that means the same as each phrase given below.

- | | |
|---|----------|
| 1. chemicals that our body needs to stay healthy | 1. _____ |
| 2. disease | 2. _____ |
| 3. the state of not having enough of something that is essential | 3. _____ |
| 4. things that are added to something else to improve it | 4. _____ |
| 5. natural substances needed for the growth and good health of the body | 5. _____ |

4c Answer the questions.

1. How many types of vitamins are there?
2. Where can we get Vitamin B from?
3. How can Vitamin D help us?
4. What can happen to us if we do not have enough vitamins and minerals?
5. What do we need Vitamin A for?

Lesson 3: A word of advice

- the use of *should*

- the use of connectives

Grammar

We usually use ***should*** to ask for and give advice.

Asking for advice	Giving advice
1. Should I change my lifestyle? I don't feel well very often.	1. I think you should take exercise regularly.
2. I failed my monthly tests. What should I do?	2. You should spend more time on your homework.
3. Do you think I should eat more vegetables?	3. Yes, of course. I think you should eat more fruits, too.

1 Read each sentence. Write (A) if it is asking for advice and (G) if it is giving advice. The first two are done for you.

- You shouldn't eat much fat.* (G)
- Sandar wants to leave school. What should I tell her?* (A)
- I think you should eat more fish than meat.* ()
- Do you think I should study harder?* ()
- You should try to lose weight.* ()
- Do you think I should go home early?* ()

2 Use "should" or "shouldn't" appropriately with the prompts in brackets for each situation. The first two are done for you.

- I feel very tired. (take a rest)
e.g. *You should take a rest.*
- She has got a backache. (lift heavy objects)
e.g. *She shouldn't lift heavy objects.*
- She has got sore eyes. (watch TV)
- He can't sleep well at night. (drink a glass of milk before going to bed)
- I can't stop coughing. (drink green tea with honey)
- Su Su has got a toothache. (see the dentist)

Connectives

Connectives are words that link or join sentences or parts of a sentence. Study the four given below.

Connectives	To show	Examples
and	addition	<i>She can swim and ride a bike.</i>
but	contrast	<i>I like fruit but I don't like vegetables.</i>
so	result	<i>They were late, so they missed the train.</i>
because	reason	<i>We couldn't go out because the weather was terrible.</i>

3 Rewrite sentences using "and" without repeating unnecessary words. The first one is done for you.

1. She sings well. She dances well.
She sings and dances well.
2. He plays tennis. He plays badminton.
3. I went downstairs. I opened the door.
4. I've been to Greece. I've been to Turkey.
5. I washed my shirt. I dried my shirt.

4 Put "but" or "so" in the gaps. The first one is done for you:

- | | | |
|------------------------------|-------|---|
| 1. The film was very long, | | .. <i>but</i> it was interesting. |
| | | .. <i>so</i> we got home late. |
| 2. This restaurant is cheap, | | the food is terrible. |
| | | many people go there. |
| 3. I'm studying hard, | | I don't have much free time. |
| | | I'm not making much progress. |
| 4. I've got her address, | | I can write to her. |
| | | I haven't got her phone number. |
| 5. She was tired, | | she wanted to go home. |
| | | she kept on working. |

5 Join sentences with "because" and "so". The first one is done for you.

1. He passed the exam. He studied very hard.
He passed the exam because he studied very hard.
He studied very hard so he passed the exam.
2. I moved to another hotel. The rooms were dirty.
3. I arrived late at the station. I missed the train.
4. I didn't like the film. I left and went home straight.
5. He is very hungry now. He hasn't had anything yet.

Lesson 4: What should I do?

- asking for and giving advice
- a happy healthy life

Writing

1a Study the examples given.



e.g. I feel tired. What should I do?

You should take a rest.

I think you should take a rest.

You shouldn't work long hours.

I don't think you should work long hours.

1b Give advice using the clues given in brackets. The first two are done for you.

1. I feel dizzy. What should I do? (drink a glass of lime juice)

You should drink a glass of lime juice.

I think you should drink a glass of lime juice.

2. I sprained my ankle. What should I do? (not walk much)

You shouldn't walk much.

I don't think you should walk much.

3. I have a test next week. What should I do? (revise your lessons)

4. I've got a stomachache. What should I do? (not eat spicy food)

5. I've burnt my hand accidentally. What should I do? (keep it in cool water)

6. I need some money. What should I do? (ask your parents)

2a Two friends of yours are having problems. Su Su often falls ill and Tun Tun gets poor grades in monthly tests. There are ten pieces of advice for them. Put them in the right column.

attend classes regularly

eat more fruit and vegetables

have a healthy diet

not watch TV for long

listen to the teacher carefully

not go to bed late

go to the gym regularly

not eat junk food

do homework regularly

not play computer games all the time

Su Su	Tun Tun
1.	
2.	
3.	
4.	
5.	

2b Complete the pieces of advice for Su Su using the information in her column. The first one is done for you.

1. You should go to the gym regularly.
2. You should
3. I think
4. You shouldn't
5. I don't think

2c Write the five pieces of advice for Tun Tun using the information in his column.

1.
2.
3.
4.
5.

3a Complete the following sentences with the phrases in the box.

a good diet computer games junk food a good night's sleep exercise regularly

1. You should get _____ so that you feel fresh and light the next day.
2. You shouldn't eat too much of _____ because it can harm your health.
3. You should eat _____ to stay healthy.
4. You shouldn't play _____ for long because it is bad for your eyes.
5. You should _____ to keep fit.

3b Complete the following paragraph, using the sentences in Exercise 3a. Add two more pieces of advice.

A happy healthy life

Health is important for everyone. If you are healthy, you will be happy. There are some steps to follow if you want to be healthy. _____

To sum up, if you follow the tips mentioned above, you will lead a happy healthy life.

Review 4

4

1 Fill each blank with a suitable word. The first letter is given to help you.

1. Temperatures will d _____ to 10°C tomorrow, so take some warm clothes with you.
2. The average annual r _____ in this city is 2 inches.
3. We use a variety of i _____ to measure weather conditions.
4. It is very f _____ this morning. Drive carefully.
5. Smoke from factories and traffic is polluting the earth's a _____.
6. UNESCO recognized Bagan as a World H _____ Site on 6th July, 2019.
7. Fish are a _____ in this river and so many come to fish here.
8. This film is w _____ seeing. It has a lot to teach us.
9. According to the forecast for tomorrow, the t _____ will reach 43°C.
10. The city was in r _____ after a severe earthquake.
11. I need a doctor's p _____ to buy this medicine.
12. We use eye drops when we have s _____ eyes.
13. You should go out for a w _____. It's not good to be indoors all day.
14. A s _____ helps us remember a place or a person.
15. Many h _____ pagodas and temples can still be found in Bagan.
16. I had to move heavy tables this morning. And now I have got a b _____.
17. U Ba has got a bad c _____ because he smokes too much.
18. I can't sing well because I have a sore t _____.

5

2 Complete each sentence using the correct adverb of degree given in brackets.

1. The weather was _____ hot, so we had to rest often. (quite / rather)
2. Yesterday was very cold, but it's _____ warm today. (quite / rather)
3. I know her _____ well, but we are not close friends. (very / fairly)
4. Zaw Zaw is _____ tall. He should be a member on our volleyball team. (very / a bit)
5. This problem is very difficult. It is _____ impossible for me to solve it.
(quite, absolutely)

3 Make sentences by putting the words in the correct order.

1. is / tree / very / this / old /.
2. well / Japanese / speak / fairly / can / she /.
3. quite / mushroom / was / the / soup / tasty /.
4. a bit / it / was / yesterday / warm /.
5. fish / fresh / is / this / really /.

4 Complete the sentences using 'and', 'but', 'so' or 'because'.

1. We are ready. _____ let's go.
2. I want to go out _____ it's raining again.
3. Please come _____ visit us during the Thingyan holidays.
4. Soe Soe finished university _____ got a job.
5. Thet Thet was happy _____ she got a present.
6. He can't sleep _____ he drank a lot of coffee.
7. I opened the bag _____ saw the money.
8. The house is big _____ my bedroom is small.
9. We stopped at a restaurant _____ we were hungry.
10. It is raining outside _____ we have to go out.

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

1. I will buy you a sweater if I (find) a nice one.
2. My uncle (work) as a taxi-driver if he needs money.
3. His father (give) him 50,000 kyats if he stops playing computer games.
4. Thinn Thinn will study Chinese next year if she (have) time.
5. If the bus (be) late, I will get to school late.
6. I will buy that camera if it (not cost) too much.
7. They (be) champions if they win this game.
8. I will go to the doctor if I (not get) better by tomorrow.

6 Put "should" or "shouldn't" whichever is correct for the sentence.

1. You _____ eat too much before you go to bed.
2. You _____ watch TV for long hours. It is bad for your eyes.
3. If you are tired, you _____ take a short rest.
4. You _____ listen to loud music. It can harm your hearing ability.
5. We _____ wash our hands before and after meals.

Project 4**Work in groups of four or five.**

- Study the boxed items in Exercise 1.
- Each boxed item is a "sense unit" of a sentence.
- The sense units are not in the proper order.

1 Arrange the boxed items to get a meaningful sentence. Use a capital letter, comma, full stop or a question mark where necessary.

1. what it was did not know took it home but he he
2. a golden egg from that day on collected every morning he
3. it was pure gold found he that to his great delight
4. to the nest a man of his goose went once
5. the eggs became rich soon by selling he
6. the goose all the eggs one morning to take he killed so
7. it and up was quite heavy found picked that it he
8. an egg was found yellow and glittering he that to his surprise
9. of simple joy destroys the source greed
10. examined at his home yellow glittering egg he the
11. inside nothing to his great dismay found he
12. greedier richer grew grew he he as

2 Now arrange those 12 sentences in the proper order to get a meaningful story.**Greed destroys the source of simple joy**

Poem 4**Pre-reading**

1. Name three teachers you admire.
2. Give reasons why you admire them.

1 Read the poem.**Teachers Three**

I rested awhile in a quiet nook,
And found there teachers three —
One was a bird, and one was a brook,
And one was a green, green tree.

The wee bird sang a cheerful song
That no one heard but me;
And it seemed to say, "You've heard my lay,
Pass on its melody!"

And the brook flowed on in a glad, glad way,
Smiling at the rock's rebuff.
"I have no room," it said, "for gloom;
I laugh when the road is rough!"

The green tree stood with wide, wide boughs,
Like hand outstretched to greet;
And when the branches stirred,
I caught this word:
"Be a friend to all you meet!"

Anonymous

Glossary

awhile (adv)	for a short time
nook (n)	a small space that cannot be seen easily
wee (adj)	small; little
but (adv)	only
lay (n)	a song
melody(n)	a tune
rebuff (n)	a refusal
gloom (n)	sadness; unhappiness
boughs (n)	large branches of a tree
outstretched (adj)	stretched or reaching out as far as possible
stirred (v)	moved slightly
pass on (phr v)	give something to somebody else

2 Complete the sentences with words from the poem.

1. The poet _____ for a short time in a quiet place.
2. The poet heard the bird sing a _____ song.
3. The bird told the poet to _____ its melody.
4. The brook _____ although the road was rough.
5. The _____ taught the poet to be a friend to everyone he met.

3 Answer the following questions.

1. Who were the three teachers?
2. Where did the poet find them?
3. What were the boughs of the green tree compared to?
4. Underline the rhyming words in the poem.
5. Do you like this poem? Why / Why not?