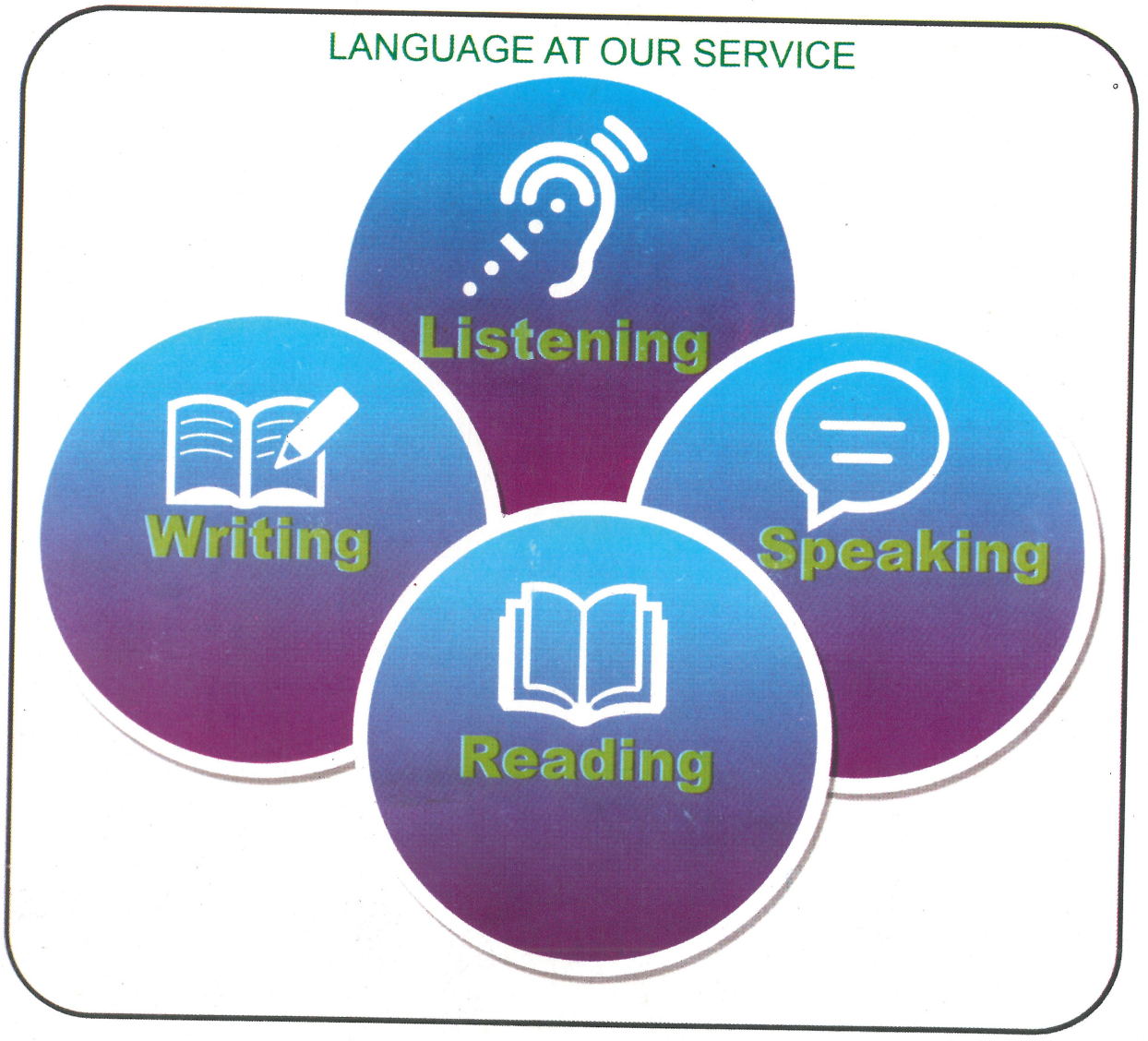
THE GOVERNMENT OF
THE REPUBLIC OF THE UNION OF MYANMAR

MINISTRY OF EDUCATION

TEXTBOOK

ENGLISH

Grade 10



2020 - 2021

THE GOVERNMENT OF
THE REPUBLIC OF THE UNION OF MYANMAR

MINISTRY OF EDUCATION

TEXTBOOK

ENGLISH

Grade 10

၂၀၂၀ ခုနှစ်၊ ဖေဖော်ဝါရီလ၊ အုပ်ရေ - ၁၁၈၃၀၃၁ အုပ်
၂၀၂၀ - ၂၀၂၁ ပညာသင်နှစ်

အရေခံပညာ သင်ရိုးညွှန်းတမ်း၊ သင်ရိုးမာတိကာနှင့်
ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။

အလုပ်အမိန့်အမှတ် - J ၅၈/၁၉ ဖြင့်
Mandalay Region Printers & Publishers Group of Companies
" သုခမြို့ " ပုံနှိပ်တိုက် မန္တလေးမြို့တွင် ပုံနှိပ်သည်။

CONTENTS

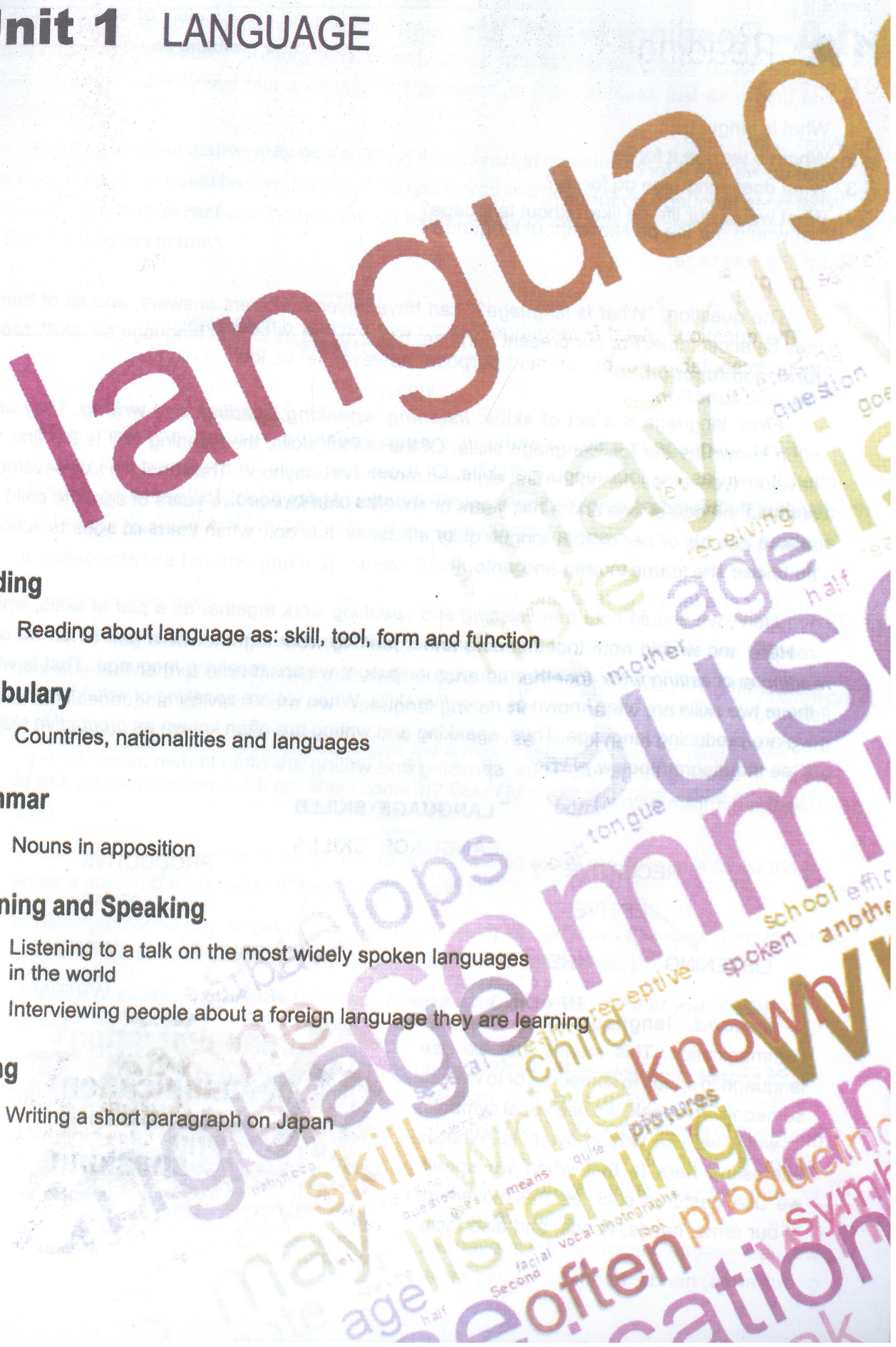
UNIT	TOPIC	PAGE
Unit 1	LANGUAGE	1
Unit 2	LITERATURE	8
Unit 3	ZERO	17
REVIEW 1		24
POEM 1	DAFFODILS	25
Unit 4	PAINTING	26
Unit 5	TRAINS	36
Unit 6	THE PRODIGAL SON	45
REVIEW 2		54
POEM 2	THE BLIND BOY	55
Unit 7	TYPICAL MYANMAR SNACKS	56
Unit 8	FOOD CHAIN	65
Unit 9	CLIMATE CHANGE	74
REVIEW 3		84
POEM 3	SONG	85
Unit 10	FOOD SAFETY	86
Unit 11	*THANAKA*, UNIQUELY MYANMAR	96
Unit 12	URBANIZATION	106
REVIEW 4		115
POEM 4	WHAT IS PINK?	116

Contents

Unit	Topic	Receptive Skills		Productive Skills		Knowledge about Language	
		Listening	Reading	Speaking	Writing	Vocabulary	Grammar
1	LANGUAGE	Listening to a talk on the most widely spoken languages in the world	Reading about language as: skill, tool, form and function	Interviewing people about a foreign language they are learning	Writing a short paragraph on Japan	Countries, nationalities and languages	Nouns in apposition
2	LITERATURE	Listening to people talking about studying literature	Reading about what literature is	Talking about a popular play	Writing about one's favourite author	Defining words	Adjectival phrases, Present simple and present continuous
3	ZERO	Listening to a talk on women inventors	Reading about zero	Talking about a famous person	Writing a short paragraph on zero and its importance	Words related to zero	Subject and predicate, Either ... or and neither ... nor
REVIEW 1							
POEM 1 - DAFFODILS							
4	PAINTING	Listening to a talk	Reading about painting	Talking about interests	Defining people and things, Writing a paragraph on a painting one likes	Words related to painting, Prefixes	Participial phrases, Past simple and past continuous
5	TRAINS	Listening to a talk on choosing the right means of transport	Reading about trains	Giving and seeking personal views	Writing a short paragraph on one's favourite means of transport	Words from the text, Adjectives with '-friendly'	Used to, Present prefect and present perfect continuous
6	THE PRODIGAL SON	Listening to a story	Reading a story	Reporting what people say	Writing a story	Phrasal verbs with 'run', 'Say' and 'tell'	Reported speech
REVIEW 2							
POEM 2 - THE BLIND BOY							

Unit	Topic	Receptive Skills		Productive Skills		Knowledge about Language	
		Listening	Reading	Speaking	Writing	Vocabulary	Grammar
7	TYPICAL MYANMAR SNACKS	Listening to a talk on why people eat snacks	Reading about typica Myanmar snacks	Responding to expressions of pleasure, surprise and sympathy	Writing a descriptive essay	Adjective-forming suffixes	The active voice and the passive voice
8	FOOD CHAIN	Listening to a talk on the food some animals eat	Reading about food chain	Talking about eating habits	Writing about a food chain	Phrasal verbs	The passive voice without agents, Omission of verbs
9	CLIMATE CHANGE	Listening to a talk on the importance of forests	Reading about climate change	Expressing opinions	Writing an expository essay	Expressions related to climate change	The future tense, Conditional clauses
REVIEW 3							
POEM 3 - SONG							
10	FOOD SAFETY	Listening to an article on artificial additives to avoid	Reading about food safety	Asking for nformation	Writing a complaint letter	Words related to food safety	Not only … but also, The more / less / -er … the more / less / -er ...
11	*THANAKA*, UNIQUELY MYANMAR	Listening to a dialogue	Reading about *Thanaka*	Making and esponding o suggestions	Writing an email	Suffixes, Collocations	Relative pronouns: 'who', 'whom' and 'whose'
12	URBANIZATION	Listening to a talk on the differences between urban and rural areas	Reading about urbanization	Making an appointment with a doctor	Writing an argumentative essay	Compound nouns, 'As' and 'like'	Relative pronouns: 'that' and 'which', Making comparisons: 'as … as' and 'not as … as'
REVIEW 4							
POEM 4 - WHAT IS PINK?							

Unit 1 LANGUAGE



1A Reading

Pre-reading

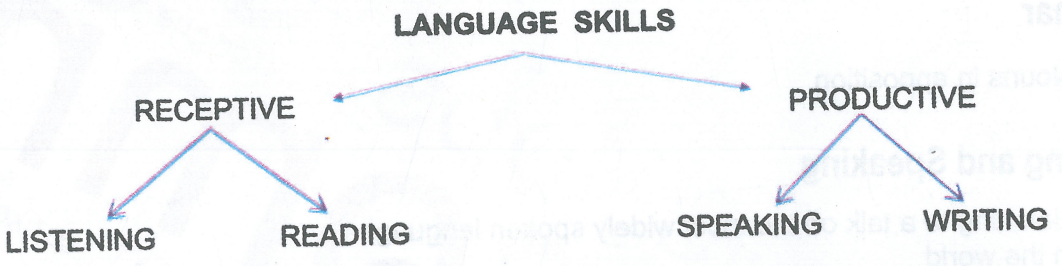
1. What is language?
2. What do we use it for?
3. What does language do for us?
4. What would our life be like without language?

Read the passage.

The question, "*What is language?*" can have several different answers, and all of them may be acceptable. For our present purpose, however, let us look at language as: ***skill***, ***tool***, ***form***, and ***function***.

First, language is **a set of skills**: ***listening***, ***speaking***, ***reading***, and ***writing***. They are often known as the four language skills. Of these four skills, the listening skill is the first to develop. It develops during the first eighteen months of babyhood. The speaking skill develops at about the age of one and a half years or so. By about four or five years of age, the child is able to use his or her mother tongue quite efficiently. It is only when the child goes to school that he or she learns to read and write.

Here, we should note that *listening* and *speaking* work together as a pair of skills, while *reading* and *writing* work together as another pair. We should note further that when we are *listening* or *reading*, we are not producing language; we are receiving language. That is why these two skills are often known as *receptive* skills. When we are *speaking* or *writing*, however, we are producing language. Thus, speaking and writing are often known as *productive* skills. (See the diagram below.)

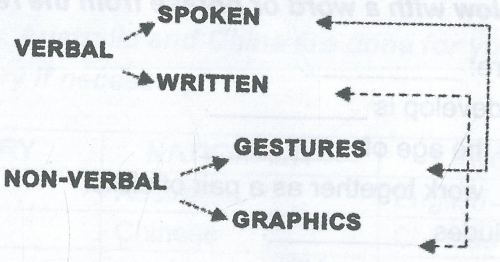


Second, language is a tool for communication. This means that we use language to speak to someone, or to write to someone. To speak, we use vocal symbols; to write, we use written symbols. What is interesting here is that when we speak, we use gestures such as the movement of our arms, hands, heads, and also facial



expressions to help the listener understand us better. When we write, however, we use *graphics* such as pictures, photographs, charts, tables, etc. to help the reader understand us better. Thus, we may say that *speaking* and *gestures* go hand in hand, just as *writing* and *graphics* do.

Third, communication may be *in one of two forms*: ***verbal*** communication, and ***non-verbal*** communication. In ***verbal*** communication, we use words and sentences. They may be spoken or written. In ***non-verbal*** communication, on the other hand, we use gestures and graphics. (See the diagram below.)



Fourth, we use language to help us perform many social functions, which are very much part of our day-to-day life. This means that we use language:

- to **greet** or to **bid farewell** (such as: *Hello! Bye-bye! See you later.* etc.)
- to **pass on information** (such as: *The film last evening was very exciting. I believe Dick failed the exam.* etc.)
- to **ask** someone a question or two (such as: *How are you? Have you done your homework?* etc.)
- to **request** (such as: *Could you please give me a hand? Pass me the salt, please.* etc.)
- to **ask for permission** (such as: *May I come in? Could I borrow your bike for the morning?* etc.)
- to **instruct** someone what to do or how to do something (such as: *Take one tablet three times a day. Add a teaspoon of sugar and stir.* etc.)
- to **direct** someone how to get to a certain place (such as: *Go down this road. Turn left at the traffic lights. The second building on your left is the museum.* etc.)
- to **thank** or **express gratitude** (such as: *Thanks a lot. How very kind of you. Thank you so much.* etc.)
- to **respond** to words of thanks and gratitude (such as: *The pleasure's mine. Please don't mention it. You're most welcome.* etc.)
- to **apologize** or **express regret** (such as: *I'm sorry. What a pity! I'm sorry to hear that. Oh, what a shame!* etc.)

- to **agree** or **disagree** (such as: *Yes, that's right. Of course. Sorry, I can't accept that. I'm afraid you're quite wrong there.* etc.)
- and to perform many, many other functions.

55 In addition, language reflects culture, preserves culture, passes on culture from one generation to the next, preserves nationality, and also identifies social class.

Comprehension

A. Complete each sentence below with a word or phrase from the reading passage.

1. The four language skills are: _____.
2. The first language skill to develop is _____.
3. A baby begins to speak at the age of _____.
4. Listening and _____ work together as a pair of skills.
5. The other pair of skills includes _____.
6. Speaking and writing are _____ skills.
7. Language is also known as a _____ for communication.
8. The two forms of communication are _____.
9. We use _____ when we speak to help the listener understand better.
10. We use _____ when we write to help the reader understand better.

B. Give a short answer to each question below.

1. When does a child begin to read and write?
2. What are the productive skills of language?
3. What are the receptive skills of language?
4. Why do we use gestures when we speak?
5. How do we help the reader understand what we write better?
6. What are the two forms of communication?
7. Do you want to learn any other foreign language apart from English? Why?
8. Which language skill is the most difficult for you to learn? Why?

C. Write the function of each utterance within the brackets given. The first one is done for you as an example.

1. Hello, good morning. (greeting)
2. May I use the phone, please? (_____)
3. It's very kind of you to help me. (_____)
4. Could you please scan the photo for me? (_____)
5. I'm sorry I'm late. (_____)
6. Go along this street and turn right. (_____)

7. It's my pleasure. (_____)
8. How's your grandmother? (_____)
9. I don't quite agree with what you said. (_____)
10. Make three copies of this article. (_____)

1B Vocabulary

Countries, Nationalities and Languages

A. Complete the table. Australia and China are done for you as examples. (Use your dictionary if necessary.)

	COUNTRY	NATIONALITY	LANGUAGE	ADJECTIVE
1.	Australia	Australian	English	Australian
2.	China	Chinese	Chinese	Chinese
3.	France			
4.	Germany			
5.	Italy			
6.	Japan			
7.	Korea			
8.	Laos			
9.	Myanmar			
10.	The UK			
11.	The USA			
12.	Vietnam			

B. Rewrite each sentence below, filling the blanks with appropriate words from the table in Exercise A.

1. Because I speak _____ fluently, I did not have much trouble in France.
2. Those tourists are from Italy and they speak only _____ and do not understand a word of English.
3. I wish to visit Vietnam but I do not speak a word of _____.
4. Since you speak _____ quite well, you should have no problem studying in the USA.
5. I plan to work in Korea, so I'm learning _____ at the Yangon University of Foreign Languages.
6. A kimono is a traditional _____ garment.
7. William Shakespeare is a very widely known _____ playwright and poet.
8. I have never been to Laos and I have never tried _____ food.
9. He grew up in Germany and he speaks _____ fluently.
10. I like _____ food though I don't know how to use the chopstick.

1C Grammar

Nouns in Apposition

In English, two nouns are often used together, one following the other. The second noun tells us something about the first noun. Such two nouns are called ***nouns in apposition***. For example:

- Tokyo, the capital of Japan, …
- U Ba Kyi, the great Myanmar artist, …

A. Spot the nouns in apposition in the following sentences and underline them.

1. There are many pagodas in Bagan, an ancient capital of Myanmar.
2. The ostrich, a kind of flightless bird, is found only in Africa.
3. My son, a musician, earns little and lives with me.
4. Loch Ness, a large mountain lake, is in Scotland.
5. Mt. Everest, the highest peak in the world, is in Nepal.
6. I'd love to climb Kilimanjaro, the highest mountain in Tanzania.
7. Brussels sprout, a green vegetable like a tiny cabbage, is quite delicious to eat.
8. The Nile, the longest river in the world, is in northeastern Africa.
9. Judo, a Japanese martial art, originated from jujitsu, a samurai unarmed fighting technique.
10. Albert Einstein, the great physicist, was famous for his theory of relativity.

B. Combine the two sentences, using nouns in apposition.

1. Myanmar is the second largest country in Southeast Asia. It is known as the land of pagodas.
2. U Tun Tun is our English teacher. He is a very strict person.
3. Aung Aung won many prizes. He is the best footballer in our school.
4. An excuse may or may not be true. It is a reason for an apology.
5. Jack was born in Finland. Finland is the land of a thousand lakes.
6. Elvis Presley was a very popular singer. He was referred to as the "King of Rock and Roll".
7. We will spend our vacation at Ngapali Beach. It is the most beautiful beach in our country.
8. William Henry Gates was born in Washington. He is the principal founder of Microsoft.
9. I like spaghetti. It is an Italian dish with noodles and sauce.
10. My childhood home is just down the road. It is an old wooden house.

1D Listening and Speaking

A. *Listen to the recording and tick the names of the languages you hear.*

Arabic	French	Japanese
Brazilian	German	Portuguese
Chinese	Hindi	Russian
English	Italian	Spanish

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

1. English is spoken by over _____ people in the world.
2. _____ is the second most spoken language in the world.
3. Hindi and Punjabi belong to the _____ language family.
4. People in Spain and Central and South America speak _____.
5. The number of people who speak _____ is more than that of Russian.

C. *Listen again and order the seven languages from the most widely-spoken in the world to the least spoken.*

D. *In pairs, interview your partner using the following questions about a foreign language you are now learning.*

1. Are you learning a foreign language? What is it?
2. When did you start learning it?
3. What difficulties do you have in learning it?
4. How do you study that language outside school?
5. How do you greet each other in that language?
6. What words or phrases would you use to express thanks?
7. What other foreign languages would you like to learn? Why?

E. *Tell the class about the foreign language your friend is learning.*

1E Writing

Use the points suggested below and write a short paragraph of seven to ten sentences on:
Japan.

- an island nation
- in the north Pacific Ocean
- off the coast of the Asian continent
- people
- language
- a very advanced country
- manufactures and exports:
  - cars
  - cameras
  - televisions, etc.

Unit 2 LITERATURE

Reading

- Reading about what literature is

Vocabulary

- Defining words

Grammar

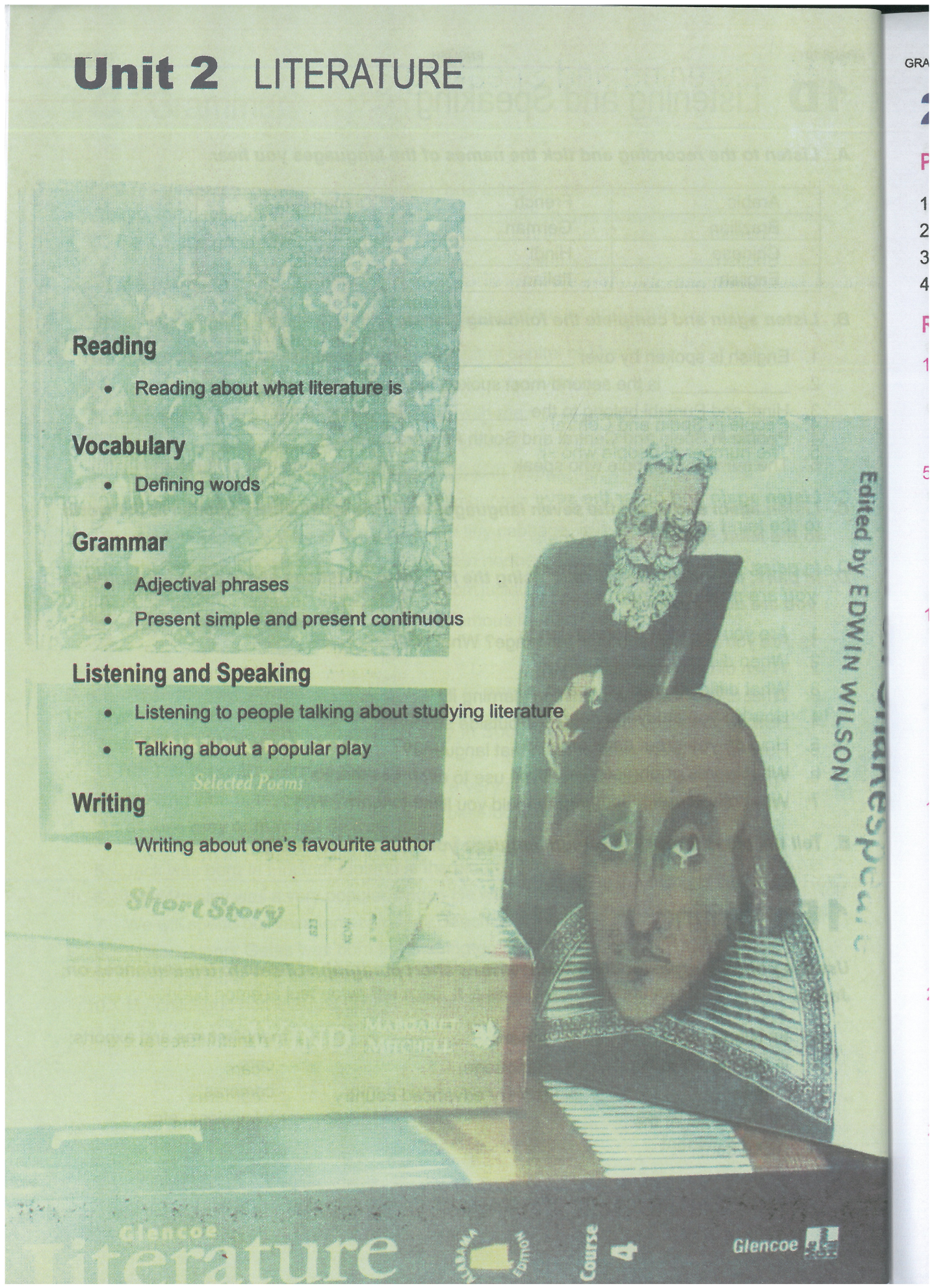
- Adjectival phrases
- Present simple and present continuous

Listening and Speaking

- Listening to people talking about studying literature
- Talking about a popular play

Writing

- Writing about one's favourite author



2A Reading

Pre-reading

1. Do you love reading?
2. Is reading one of your hobbies?
3. Name an English story you have read.
4. Name a Myanmar story you have read.

Read the passage.

The English word "literature" comes from the Latin word "litteratura," which means "writing." Thus, we may assume that there was no literature until people could write. However, we cannot say that every and any piece of writing is literature. For instance, no one would call a "Recipe for Coconut Rice" literature. Neither could one call the "Directions" on a bottle of medicine literature.

To put it simply, for a piece of writing to be recognized as literature, it must have a lasting effect on the reader in such a way that the reader would want to read on and on, and again and again too. A writer of a piece of literature may be compared to a painter. A painter chooses and uses colours carefully to get a beautiful painting. Similarly, a writer of a piece of literature chooses and uses his words carefully to turn out a piece of writing that will make his reader wish to read on and on, and even again and again.

Another important point to note is that every literate nation has literature of its own.

Literature as a field of study is made up of three subjects: **Prose**, **Poetry**, and **Drama**.

Prose

This is a kind of free, straightforward writing. There are no restrictions on the number of words or syllables as there are in poetry. Thus, letters, essays, articles, biographies, short stories, and novels are all pieces of prose. *Wuthering Heights* by **Emily Brontë**, *Pride and Prejudice* by **Jane Austen**, and *For Whom the Bell Tolls* by **Ernest Hemingway** are well-known novels. They are all pieces of prose.

Poetry

Poetry is sometimes defined as "*literature in verse.*" Depending on the type of poem, the poet has to follow certain rules such as the number of syllables to a line; the number of lines to a stanza; the pattern of rhyme and rhythm to maintain, etc. For instance, a sonnet is a poem that has fourteen lines and a particular pattern of rhyme. A *limerick*, on the other hand, is a humorous poem with five lines and its own rhyming scheme. A *lyrical* poem, another variety, expresses the poet's thoughts and feelings about something such as *love*, *beauty*, *death*, etc. For instance, *Daffodils* by **William Wordsworth**, *Song* by **Christina Rossetti**, and *The Light of Other Days* by **Thomas Moore** are famous lyrical poems.

Edited by EDWIN WILSON

Drama

Sometimes, some writers write stories in the form of a play which is to be performed on a stage of a theatre, or presented as a radio or television programme. Such plays are known as drama. There are three kinds of drama: *Comedy*, *Tragedy*, and *Tragicomedy*.

A *comedy* is a play that is amusing and it makes people laugh. In such a play, the characters may be amusing, or the events may be amusing, or both are amusing. *As You Like It* and *A Midsummer Night's Dream* are well-known comedies written by **William Shakespeare**.

A *tragedy* is a play that has a very sad ending. Such a play usually tells about the heroic struggle and the downfall of the main character. Shakespeare's *Macbeth* and *Julius Caesar* are famous tragedies of English literature. So is *Romeo and Juliet*.

A *tragicomedy* is a type of play that is both sad and amusing. *The Winter's Tale* and *The Tempest* are well-known **Shakespeare's** tragicomedies.

When a novel or a poem or a play is of the highest quality, it becomes a **classic**. Thus, classics in literature are novels, poems, and plays that are of top quality. They are pleasurable to read at any time. And they have enduring cultural value.

As a literate nation, ours is a literate culture, and hence, we too, have our own literature. Surely, you must have come across such Myanmar terms as: ***yatu.*** (ရတု), ***yagan*** (ရကန်), ***pyou.*** (ပျို့), ***aye-gyin:*** (ဧချင်း), ***aing-gyin:*** (အိုင်ချင်း), ***lay-hsit.*** (လေးဆစ်), ***tay-dut.***(တေးထပ်), ***baw-lai*** (ဘောလယ်), etc., all of which are the various kinds of poem of Myanmar literature. And of course we have our prose and drama, too. You might even happen to know or have heard of some prominent figures in Myanmar literature of the past given in the box below:

အနန္တ သူရိယ၊ ရှင်မဟာသီလဝံသ၊ ရှင်မဟာရဋ္ဌသာရ၊ နတ်ရှင်နောင်၊ တောင်ဘီလာဆရာတော်၊ လက်ဝဲသုန္ဒရ အမတ်၊ ကြည့်ကန်ရှင်ကြီး၊ ဦးသြဘာသ၊ ဦးကြင်ဉ၊ လှိုင်ထိပ်ခေါင်တင်၊ စလေဦးပုည၊ လယ်တီဆရာတော်။

Comprehension

A. Complete each sentence below with a word or phrase from the reading passage.

1. A painter uses colours. A writer uses _____.
2. The three subjects under literature are: _____.
3. The author or writer of *Pride and Prejudice* was _____.
4. *For Whom the Bell Tolls* was written by _____.
5. There are _____ lines in a sonnet.
6. There are _____ lines in a limerick.
7. The three kinds of drama are: _____.
8. A play that has a sad ending is a _____.
9. *Yatu.*, *yagan*, *aye-gyin:*, and *baw-lai* are different kinds of Myanmar _____.

B. Give a short answer to each question below.

1. Who wrote *Wuthering Heights*?
2. What is a sonnet?
3. What is a limerick?
4. Who wrote the play *As You Like It*?
5. What is a *tragicomedy*?

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

1. Can a news article be regarded as literature? Why?
2. When can a piece of writing be recognized as literature?
3. What is the difference between a painter and a writer?
4. What is drama meant for?
5. What is the difference between a *comedy* and a *tragedy*?
6. What are classics?
7. Which do you like: *comedy*, *tragedy* or *tragicomedy*? Explain why you like it.
8. Do you wish to be a famous author? Why or why not?

2B Vocabulary

Defining Words

A. Copy from the passage the meaning of each word below:

1. prose
2. poetry
3. drama
4. sonnet
5. limerick
6. comedy
7. tragedy
8. tragicomedy

Learn to define words.

- "**define**" means "**say what the meaning of a word is.**"
- "**definition**" means "**the meaning of a word.**"
- A **definition** has **5** parts. Study the examples below:

(1) WORD TO BE DEFINED ▼	(2) VERB (be) ▼	(3) GENERAL CLASS WORD ▼	(4) wh- WORD ▼	(5) CHARACTERISTIC ▼
A doctor	is	a person	who	treats the sick and wounded.
An amphibian	is	an animal	which	can live in water and on land.
A school	is	a place	where	children go to be educated.
Aluminium	is	a metal	which	is produced from bauxite.

B. ***Match the first parts of the sentences in Column A with the second parts in Column B. (Use your dictionary if necessary.)***

Column A	Column B
1. A limerick is a poem which ...	a) composes poems.
2. A tragedy is a play which ...	b) studies plants.
3. A sonnet is a poem which ...	c) defines the meanings of words.
4. An author is a person who ...	d) tells us about stars and planets.
5. A comedy is a play which ...	e) is amusing and has five lines.
6. A poet is a person who ...	f) writes novels or essays.
7. An astronomer is a person who ...	g) has a sad ending.
8. A dictionary is a book which ...	h) has fourteen lines.
9. A botanist is a person who ...	i) makes the audience laugh.
10. A ruler is an instrument which ...	j) we use to measure length or height.

2C Grammar

Adjectival Phrases

Note the following points well.

- An adjectival phrase may begin with a **preposition**, or an **-ing verb**, or an **-ed / -en verb** as in:
  - **on** the table | **under** the tree | **in** the garden, etc.
  - **sitting** all alone | **talking** to the teacher | **watching** TV, etc.
  - **painted** by U Ba Kyi | **written** in Japanese | **made** in Germany, etc.

- In a sentence, an adjectival phrase modifies the noun in front of it as shown below with an arrow:

- The books **on that table** belong to me.
- Do you know that girl **sitting** over there ?
- Watches **made** in Switzerland are very good.

A. Copy the sentences below in your exercise book. Then, box the adjectival phrase in each sentence, and use an arrow to show the noun it modifies.

1. Plays and poems written by Shakespeare are not easy to understand.
2. Eggs from U Ba's poultry farm are big and fresh.
3. That boy in the green shirt is my cousin.
4. The two men talking under that tree are engineers.
5. The bridge across that river is more than fifty years old.
6. Books sold in that little shop are quite cheap.
7. These lunch packets are for those workers resting under that tree.
8. All those watches in that showcase are made in Japan.
9. Have you read any detective story written by Agatha Christie?
10. Any book borrowed from our library must be returned in two weeks.

Present Simple and Present Continuous

Study the examples below.

a. My cousin ***has*** brown eyes. (a fact that is always true)
b. I ***live*** in a flat near the city centre. (a current situation)
c. I sometimes ***stay up*** till midnight. (a habitual action)

The present simple is used to talk about:

- a fact that is always true
- a current situation
- a habitual action

Study the examples below.

a. Yu Yu can't answer the phone; she ***is having*** a bath. (an activity that is happening now)

b. I ***am living*** with friends until I find a place of my own. (a temporary activity)

c. We ***are meeting*** at 1.00 p.m. outside the restaurant. (a planned future arrangement)

The present continuous is used to talk about:

- an activity that is happening now
- a temporary activity
- a planned future arrangement

B. Underline the verbs in the sentences. The first one is done for you as an example.

1. The teacher always switches off his mobile phone while he is teaching.
2. Do you believe in the existence of ghosts?
3. I do not usually go to the gym at weekends.
4. Why are you upsetting me by asking personal questions?
5. Be serious! I am not joking.
6. A good teacher always makes learning enjoyable.

C. Tick the sentences that are right. Circle the verbs that are wrong and give the correct form.

1. I work in a public library at the moment.
2. We're spending next summer in Mogok.
3. Htun Htun is never getting up early.
4. This coat belongs to my father.
5. Some birds build their nests out of small twigs.
6. I'm usually going to work by bicycle.
7. When does a child begin to walk?
8. Look! The girl dances beautifully.
9. In the picture, we all smile and eat snacks happily.
10. I am not liking to wear too much make-up.

2D Listening and Speaking

A. Listen to Adam, Lucy and Tom talking about studying literature. Then write the names of the speaker next to the utterances. The first one is done for you as an example.

What Adam, Lucy and Tom said	Speaker
1. Describing people requires countless words.	*Adam*
2. I studied literature because I wanted to read and write well.	
3. Art is the greatest expression of human feelings.	
4. Only people who are not smart study literature.	
5. Literature is the central part of many lives.	
6. There is always something new to discover in literature.	

B. Work in pairs. Read your respective text. Some pieces of information are missing.

Student A

"Romeo and Juliet" is one of the most popular plays written by William Shakespeare. The story is about _____. The young man's name is Romeo and the young woman is Juliet. _____ so they marry in secret. One day, Romeo gets into a fight and kills a young man. The young man is _____. Romeo has to leave the city. Juliet sends him a message. The message is very important because _____. Romeo doesn't get it. Because of this, Romeo and Juliet kill themselves at the end of the story.

Student B

"Romeo and Juliet" is one of the most popular plays written by Shakespeare. The story is about a young man who falls in love with a young woman. The names of the young man and the young woman are _____. Their families are enemies so they marry _____. One day, Romeo gets into a fight and kills a young man. The young man is Juliet's cousin. Romeo has to _____. Juliet sends him a message. The message is very important because it explains how they can stay together. Romeo doesn't get it. Because of this, _____ at the end of the story.

Ask and answer the questions given to complete your texts.

A's questions

1. What is the story about?
2. Why do they marry in secret?
3. Who does Romeo kill?
4. Why is the message Juliet sent to Romeo important?

B's questions

1. What are the names of the characters?
2. How do Romeo and Juliet marry?
3. What does Romeo have to do?
4. How does the story end?

2E Writing

Write a paragraph on: **My Favourite Author.**

Use the points suggested below.

- Who your favourite author is
- The title of the book
- When you read it
- What the story is about
- How many books he / she has written
- Why you like him / her

Unit 3 ZERO

Reading

- Reading about zero

Vocabulary

- Words related to zero

Grammar

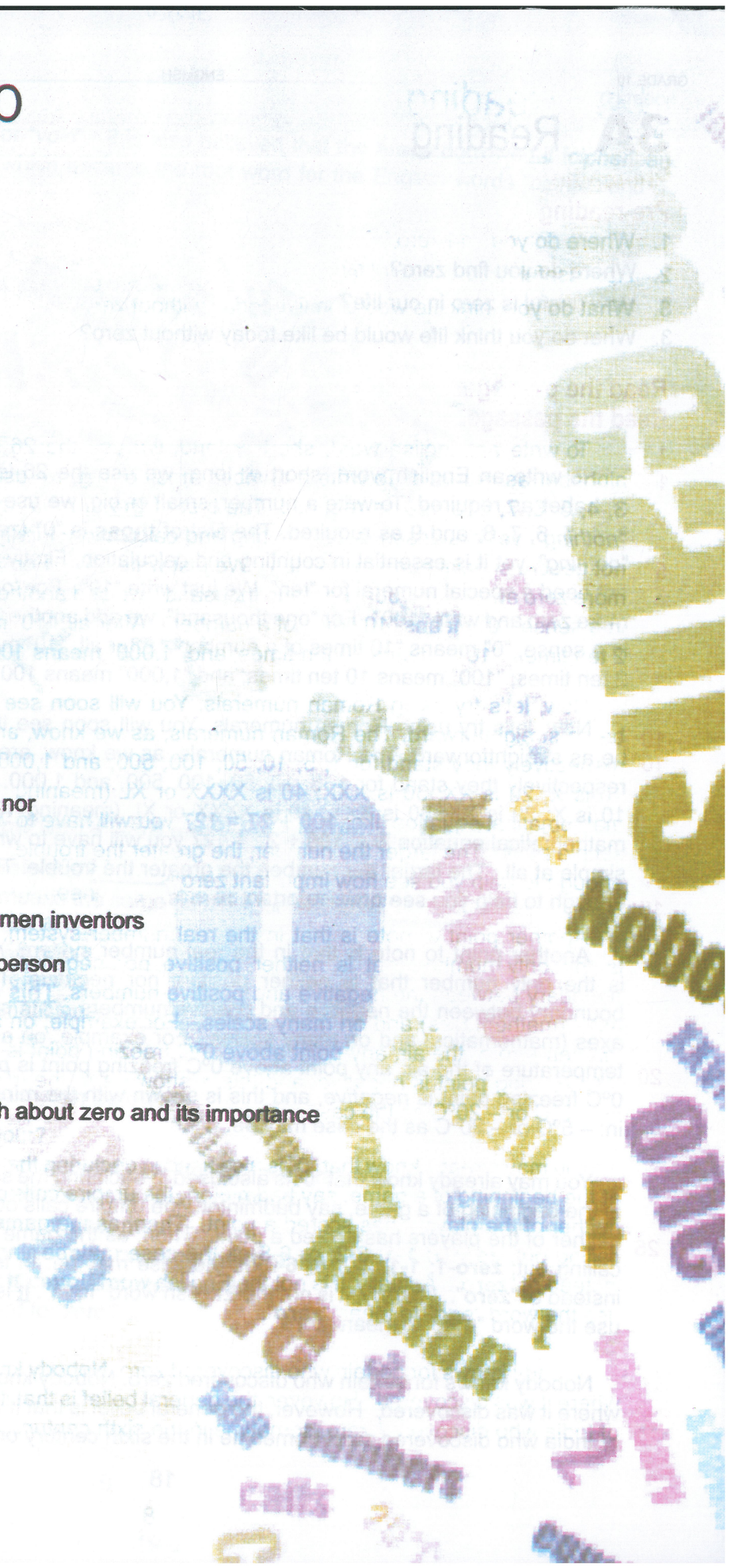
- Subject and predicate
- Either…or and neither…nor

Listening and Speaking

- Listening to a talk on women inventors
- Talking about a famous person

Writing

- Writing a short paragraph about zero and its importance



3A Reading

Pre-reading

1. Where do you find zero?
2. How useful is zero in our life?
3. What do you think life would be like today without zero?

Read the passage.

To write an English word, short or long, we use the 26 letters (A to Z) of the English alphabet as required. To write a number, small or big, we use the Arabic numerals: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 as required. The first of **those** is "0" (zero). The word "zero" means "*nothing*", yet it is essential in counting and calculation. Firstly, because we have "0", we do not need a special numeral for "ten". We just write "10". For "one hundred", we just add one more zero and write "100". For "one thousand", we add another zero and write "1,000". Thus, in a sense, "0" means "10 times of a number". After all, "10" means 1 ten times; "20" means 2 ten times; "100" means 10 ten times; and "1,000" means 100 ten times, and so on.

Now, let's try using Roman numerals. You will soon see that the task would no longer be as straightforward. The Roman numerals, as we know, are: I, V, X, L, C, D, and M, and respectively they stand for 1, 5, 10, 50, 100, 500, and 1,000. There is no "0" at all. Thus, 10 is X; 20 is XX; 30 is XXX; 40 is XXXX or XL (meaning 10 less than 50). For a simple mathematical equation like: **100 + 27 = 127** you will have to write: **C + XXVII = CXXVII**. Not simple at all. The larger the number, the greater the trouble. This illustration should be plain enough to help you see how important zero is.

Another point to note is that in the real number system, *not an imaginary number*, "0" is the only number that is neither positive nor negative. Therefore, "0" represents the boundary between the negative and positive numbers. **This** can be seen on the coordinate axes (mathematics) and on many scales. For example, on a thermometer to measure the temperature of the air, any point above 0°C freezing point is *positive*, while any point below 0°C freezing point is *negative*, and this is shown with the minus sign before the number as in: – 5°C or – 20°C as the case may be.

You may already know that "0" is also used in declaring the scores of a game. For example, at the beginning of a game, say badminton, the umpire calls out: **zero-zero**. This means that neither of the players has scored a point. Then, as the game proceeds we hear the umpire calling out: **zero-1**; **1-1**; **3-2**; or **6-8** as the case may be. In tennis, though, we hear "**love**" instead of "**zero**". Actually, it is not the English word "**love**". **It** is French for "**egg**". The French use the word "**egg**" to mean "**zero**".

Nobody knows for certain who discovered zero. Nobody knows for certain either when and where it was discovered. However, the general belief is that it was the Hindu mathematicians of India who discovered zero, sometime in the sixth century or so. The Hindu word for it was

"*śūnya*", meaning "*empty*", or "*void*". It is also believed that the Arabs borrowed it from the Hindus, and called it "*sifr*", which became the root word for the English words "*cipher*" and "*zero*".



Comprehension

A. Complete each sentence below with a word or phrase from the reading passage.

1. The word "**those**" in line 3 refers to _____.
2. One word in line 10 which means the same as *plain*, or *simple*, is _____.
3. The two kinds of numerals are _____.
4. The word "**This**" in line 18 refers to _____.
5. The word "**it**" in line 27 refers to _____.
6. It was the Hindu mathematicians who _____.
7. The Arabic word for zero is _____.

B. Give a short answer to each question below.

1. What is the passage about?
2. What is the main difference between the two kinds of numerals?
3. Which of the two kinds of numerals is easy to use? Why?
4. What does the Hindu word for zero mean?
5. What does "0" represent on scales and coordinate axes?
6. When did the Hindu mathematicians discover zero?
7. What is the other English word for zero?
8. How do we use "0" today?

3B Vocabulary

Words Related to Zero

Each expression below contains the word "zero". Study them well.

Expression ↓	Meaning ↓
(a) **absolute zero**	lowest temperature possible, which is: - 273.15°C
(b) **ground zero**	the exact place where a nuclear bomb explodes
(c) **zero hour**	the time at which something, especially some type of military activity, is planned to begin
(d) **zero in on somebody / something** (phrasal verb)	direct all your attention towards a particular person or thing

A. Complete each sentence below with a suitable expression from the table.

1. They decided to set 12 midnight as the _____ to attack the enemy.
2. Hiroshima was the first _____ during World War II.
3. First, decide on a plan, then just _____ it.
4. Technically speaking, no temperature can be lower than _____.

B. Study the words given in the following table and complete each sentence, using the correct form of the word given in brackets at the beginning.

Noun	Verb	Adjective
1. calculation	calculate	-
2. discovery discoverer	discover	-
3. equation	equate	-
4. illustration	illustrate	-
5. imagination	imagine	imaginative
6. importance	-	important
7. mathematics mathematician	-	mathematical
8. measurement	measure	measurable
9. number numeral	number	-
10. representation representative	represent	-

1. (represent) The tiger is a common _____ of the cat family.
2. (imagine) She is hardworking but not very _____.
3. (discover) Penicillin was an extremely significant medical _____.
4. (calculate) We used different methods of _____, but we both got the same result.

5. (illustrate) In yesterday's lecture, the professor _____ the difficult concept of relativity, using a diagram.
6. (measure) The lecturer advised the students to set realistic, _____ targets.
7. (equate) You can't _____ passing an examination with being intelligent.
8. (important) He emphasized the _____ of environmental conservation.
9. (mathematics) Physics, Chemistry and _____ are science subjects.
10. (number) There are two kinds of _____: Roman and Arabic.

3C Grammar

Subject and Predicate

Study the five sample sentences below. Note that the Subject and Predicate in each are separated with a forward slash (/). Note also that the verb in the Predicate is underlined.

(a) *All the teachers in our school / are highly qualified.*
(b) *The boy who has won the scholarship / is from my class.*
(c) *One of my friends / drew the cover design for that book.*
(d) *Our principal / has gone to Nay Pyi Taw to attend a meeting.*
(e) *The books in that bookcase / belong to my father.*

A. Separate the Subject and Predicate in each sentence below with a forward slash (/). Also underline the verb in the Predicate.

1. Myanmar, our country, is often called the *Land of Golden Pagodas.*
2. The English alphabet contains twenty-six letters.
3. Most trees in our country shed their leaves in the hot season.
4. Many diseases these days are caused by different kinds of viruses.
5. All those paintings in that gallery are done by famous Myanmar artists.
6. Pollution is causing lasting damage to our environment.
7. Little drops of water and little grains of sand make a mighty ocean and a pleasant land.
8. Almost all the plays written by Shakespeare are well known.
9. According to one English pop song, the best things in life are free.

Either ... or and Neither ... nor

Study the following sentences.

You can either meet me at home or at the office.
Either mum or dad will come to pick you up this afternoon.

- **The correlative conjunction**, 'either ... or' has a positive meaning and is used to offer a choice between two things.

Neither the blue blouse nor the red one is available in size 4.
I will neither call you nor send you a message after midnight.

- **The correlative conjunction**, 'neither ... nor' has a negative meaning and is used to negate both parts of a statement. It means not one and not the other.

B. ***Join the two sentences in each item, using 'either ... or' or 'neither ... nor'.***

1. The injured person could not walk. He could not move.
2. Our relatives do not know that we are buying a new house. Our friends do not know that we are buying a new house.
3. You can ring me up. You can send me an e-mail.
4. According to the weather forecast, it may be cloudy today. It may be rainy today.
5. Love cannot be bought. Love cannot be sold.
6. The restaurant doesn't have fish on its menu. It doesn't have lobster on its menu.
7. I want to talk to your parents. I want to talk to your guardian.
8. We don't have banana juice. We don't have apple juice.
9. I'll have my hair cut today. I'll have my hair cut tomorrow.
10. The boy didn't bring any book to the class. He didn't do his homework.

3D Listening and Speaking

A. Listen to a talk on 'Women Inventors' and complete the sentences.

1. People remember Marie Curie for her _____ of radium and polonium.
2. Marie Curie played a huge role to fight against _____.
3. Grace Hopper was an American computer _____.
4. Stephanie Kwolek invented Kevlar, a material five times stronger than _____.
5. Kevlar is used to make bulletproof _____.
6. The lives of many soldiers, _____ and politicians have been saved by bulletproof vests.
7. The nationality of Mary Anderson is _____.
8. Without windscreen wipers, drivers could not see where they were going when it was raining or _____.
9. The disposable diapers have made parents and children _____.
10. Josephine Cochrane invented the _____ to help her servants with washing dishes.

B. *Read the facts about three persons. In pairs, choose one person and talk about him or her. Use the points below.*

Charles Darwin	Emmeline Pankhurst	Galileo Galilei
• born in 1809 • published "A Book that Shook the World" in 1859 • believed that all species were not created individually • all evolved over a million of years through a process • against the idea that the earth was just 4,000 years old • against the idea that God had created all	• born in 1858 • the principal fighter for women's equality • sent to prison three times • the British government changed the law on voting rights for women in 1918 • achieved equal voting rights to men in 1928	• born in 1564 • spent many years observing the movements of the planets • believed that the earth rotated on its own axis once daily • believed that the earth travelled around the sun once every year • found guilty and imprisoned in his own home in 1633 • referred to as the father of modern science

Talking about a famous person

- Who he / she is
- When he / she was born
- What he / she did
- How he / she changed people's ideas
- What his / her philosophy is

C. *Take turns to talk about the person you chose, asking and answering the following questions.*

- Who is your hero?
- Why do you like him / her?
- How did he / she change the world?
- What are his / her achievements?
- Do you want to be like him / her?
- If you were like him / her, what would you like to change?

3E Writing

Use the points suggested below and write a short paragraph of about ten sentences on: Zero.

- meaning
- who discovered it
- where it was discovered
- importance

REVIEW 1

A. *Write the function of each utterance within the brackets.*

1. I'm sorry I dropped your camera and broke it. (_____)
2. I'd like some yogurt, please. (_____)
3. Walk two blocks to the traffic light and turn right. (_____)
4. Take two teaspoons of this medicine twice a day. (_____)
5. This is the best restaurant I have been to. (_____)

B. *Complete the sentences with the correct forms of the words in brackets.*

1. Listening and reading are known as _____ (receive) skills.
2. Ko Tu is learning _____ (Spain) as he is going to Spain on a study visit next month.
3. Most _____ (India) foods are spicy and hot, but I like them all.
4. A _____ (novel) is a person who writes novels.
5. A tragedy is a play that has a very sad _____ (end).
6. As Myanmar has its own _____ (literature), it is a literate nation.
7. The internet is one of the most useful _____ (invent).
8. Our teacher always uses a lot of _____ (illustrate) in teaching us biology.
9. A person who lacks _____ (imagine) cannot be a good writer.
10. When I was young, I dreamt of becoming a _____ (mathematics), but my dream did not come true.

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

1. Typhoon Hagibis was a large and powerful tropical cyclone. It caused widespread flooding. (Join, using nouns in apposition.)
2. London is the capital of the UK. It is in the southeast of England on the River Thames. (Join, using nouns in apposition.)
3. You can read the novel online. You can also read it in the form of a book. (Join, using 'either … or'.)
4. My friends do not eat beef. I do not eat beef. (Join, using 'neither … nor'.)
5. Ko Toe can be selected as the representative of our class. Nilar can be selected as the representative of our class. (Join, using 'either … or'.)
6. My favourite food is spaghetti, an Italian food.
   (Spot and underline the noun in apposition to 'spaghetti' in the sentence.)
7. The children playing in the garden are my nieces and nephews.
   (Box the adjectival phrase in the sentence.)
8. All of us think that bikes are better than cars for travelling in small towns.
   (Underline the verb in the predicate.)
9. Normally, I wear glasses, but now I _____ (not / wear) them. (Complete the sentence with the correct tense of the verb given in brackets.)
10. How often _____ (you / have) medical check-ups?
    (Complete the sentence with the correct tense of the verb given in brackets.)

POEM 1

Pre-reading

1. Do you like flowers? If so, what flowers do you like? / If not, why?
2. In Myanmar, what do people use flowers for?

GLOSSARY

all at once	=	suddenly
o'er	=	over
vales	=	valleys
twinkle	=	shine with an unsteady light
the Milky Way	=	a broad band of light that can be seen in the night sky and that is caused by the light of a very large number of faint stars
sprightly	=	in a lively way

DAFFODILS

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

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

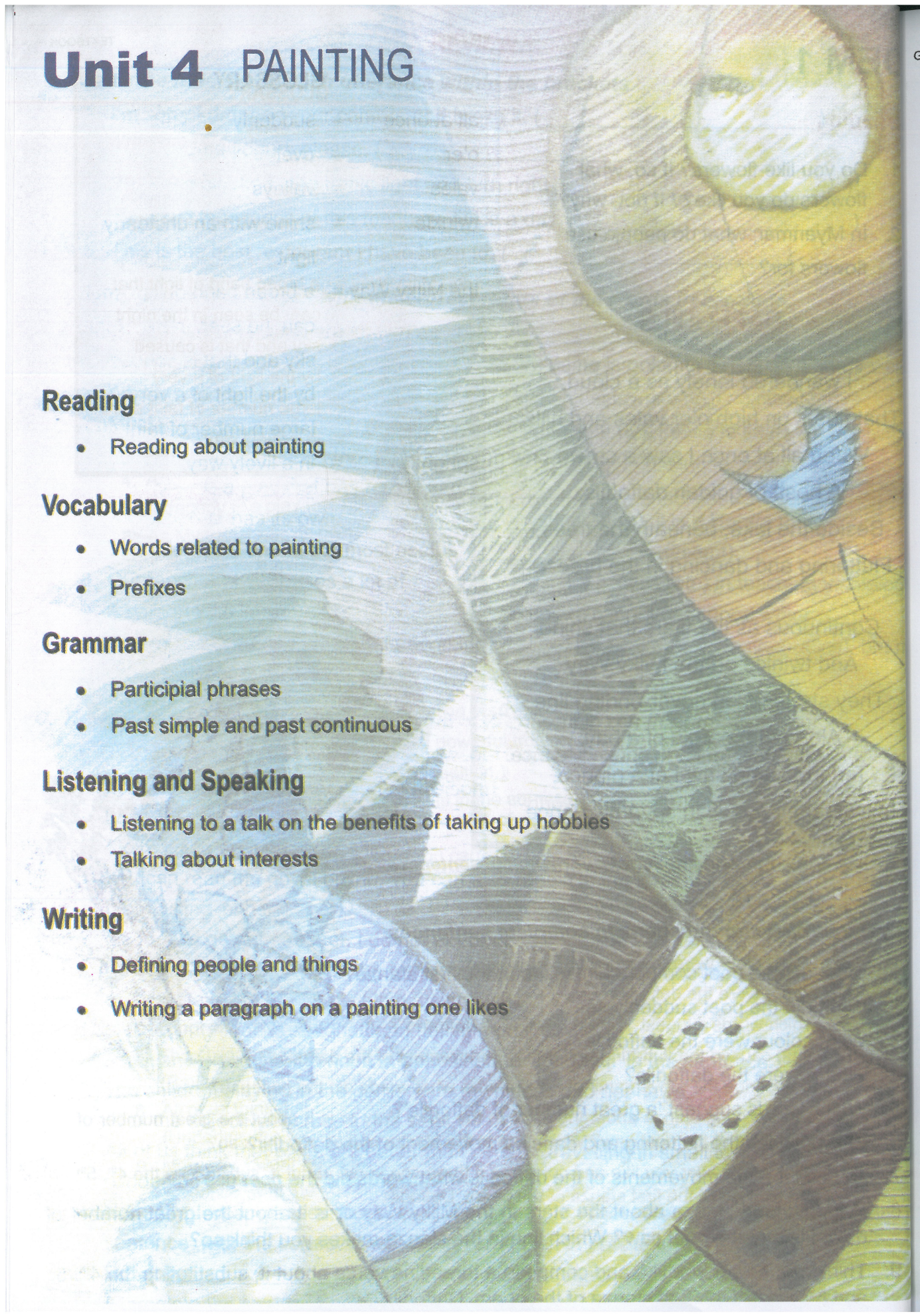
William Wordsworth



Answer the following questions in complete sentences.

1. What did the poet compare himself to in the first stanza?
2. What did the poet suddenly see?
3. What colour were the daffodils?
4. Where were the daffodils?
5. Which words suggest 'a great number of daffodils'?
6. What caused the fluttering and dancing movement of the daffodils?
7. To describe the movements of the daffodils what words did the poet use?
8. Is the second stanza about the stars in the Milky Way or is it about the great number of daffodils that the poet saw? Which line in the stanza makes you think so?
9. Think of a flower you like and compose a three-line verse about it, substituting the 4th, 5th and 6th lines of the first stanza of the poem 'Daffodils'.

Unit 4 PAINTING



Reading

- Reading about painting

Vocabulary

- Words related to painting
- Prefixes

Grammar

- Participial phrases
- Past simple and past continuous

Listening and Speaking

- Listening to a talk on the benefits of taking up hobbies
- Talking about interests

Writing

- Defining people and things
- Writing a paragraph on a painting one likes

4A Reading

Pre-reading

1. Do you like drawing and painting?
2. Are you good at painting?
3. Do you think painting is an easy task? Why or why not?

Read the passage.



Painting, the art of drawing in colours, is a very ancient skill. Paintings discovered deep in the caves of southern Europe are believed to have been done between 750,000 and 150,000 years ago. That period in human history is known as the Palaeolithic Age, or the early Stone Age. Those very early people of that time had learnt to use tools and weapons made only of stone.

Generally speaking, there are five common kinds of painting. They are: water-colour painting, oil painting, tempera painting, mural painting, and fresco painting.



Water-colour painting is done on paper, using colours made from pigments mixed with water only. *Oil* painting is done on canvas, using oil colours. *Tempera* painting is done usually on dry walls, using colours made from pigments mixed with water, egg yolk and glue. *Mural* painting and *fresco* painting are both paintings on walls. However, mural painting is done by brushing water colour onto the dry plaster of a wall, while fresco painting is done by rapidly brushing water colour onto the *wet* plaster of a wall.

Most painters paint just for the pleasure of painting, while some **do** it for a living. Some artists paint to capture the beauty of a sunset or of a countryside, while some others like to do portraits. Frescos and murals portray religious, historic or patriotic themes. Paintings that we see on the structures around pagodas are mostly murals, and they depict the many significant events in the life of the Lord Buddha.

Among the many styles of painting, abstract expressionism and cubism are interesting because they do not follow the conventional style of painting. Abstract expressionism originated in New York in the 1940s. Simply put, it is a kind of painting without recognizable images. It does not keep the limits of conventional form.



Cubism is a modern art in painting. It was invented by the Spanish artist Pablo Picasso. Cubism uses geometric shapes and forms that may overlap and penetrate one another. In most of **these two styles** of painting, it is not always easy to see what message the artist is trying to convey.

In addition to the five common kinds of painting, there is another kind known as graffiti art. It is writings or drawings made on a wall or any other surface, usually as a form of artistic expression within public view, without permission. Graffiti art can be observed all over the world today on buildings, post and phone boxes, underground tunnels, buses and on subway cars.

The debate over whether graffiti is art or harm is still going on. In some countries, writing or painting on walls is a crime. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. Some say that it is an essential thing for a city. They say that a modern city's beauty can't be perfect without graffiti.

Comprehension

A. Complete each sentence below with a word or phrase from the reading passage.

1. One word in line 1 which means 'of or from a long time ago' is _____.
2. Another name for the early Stone Age is _____.
3. _____ painting uses colours made from pigments with water, egg yolk and glue.
4. Paintings on the dry plaster of walls are _____.
5. The word 'do' in line 18 refers to _____.
6. Most paintings that can be _____ on the structures around pagodas are murals.
7. _____ uses geometric forms and shapes.
8. The phrase 'these two styles' in line 29 refers to _____.
9. Graffiti artists _____ or draw on walls or other surfaces.
10. We can _____ graffiti art within public view all over the world today.

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

1. Where were the first paintings found?
2. What were the tools and weapons of people in the early Stone Age made of?
3. What do most painters paint for?
4. What do most mural paintings on the structures around pagodas depict?
5. How are geometric forms and shapes in cubism painted?
6. What kind of artistic expression is graffiti?

7. Where can graffiti be seen?
8. Do you like paintings that capture the beauty of nature or portraits? Why?
9. Should graffiti artists be allowed to write or draw on walls or surfaces within public view? Why or why not?

C. Complete the following table, using information from the passage. The first one is done for you as an example.

Type of painting	Paintings are done on	Type of paints / colours used
1. Water-colour painting	paper	pigments mixed with water
2. Oil painting		
3. Tempera painting		
4. Mural painting		
5. Fresco painting		

4B Vocabulary

Words Related to Painting

A. Complete the pairs of sentences with the correct forms of the words given. Use a dictionary to help you.

convey / portray

1. This painting _____ a feeling of happiness.
   The painting _____ Cinderella in a pink dress.

tool / weapon

2. Carpenters need many kinds of _____ such as saws, hammers and chisels.
   _____ are used to fight or attack or defend yourself when being attacked.

pigment / colour

3. A _____ is used to give colour to paint, ink and plastic.
   She used tomatoes and yellow peppers in the salad for _____.

overlap / penetrate

4. The headlights of my car could not _____ the heavy fog.
   The petals of flowers like roses and tulips _____.

art / painting

5. We visited the Pindaya Cave to see whether there are cave _____ or not.
   She studied the _____ of sculpture at the University of Culture.

Prefixes

- A **prefix** is a letter or a group of letters that is added to the beginning of a word to change its meaning or to form a different word. Prefixes usually change the meaning of the root words but do not change the form of the base word except for some.

  e.g. *geo- + metric (adj.) = geometric (adj.)*
  co- + worker (n) = co-worker (n)
  re- + visit (v) = revisit (v)
  dis- + like (v) = dislike (v)
  en- + large (adj.) = enlarge (v)

B. Complete the following table with nouns and verbs formed by adding prefixes to the root words.

Prefix	Root	Noun
bi-	cycle	
co-	founder	
dis-	advantage	
fore-	head	
non-	profit	
over-	weight	
pre-	test	
semi-	circle	

Prefix	Root	Verb
co-	teach	
de-	compose	
dis-	appear	
mal-	practise	
mis-	pronounce	
over-	eat	
re-	arrange	
pre-	pack	

C. Complete the following table with adjectives formed by adding prefixes to the root words.

Prefix	Root	Adjective
bi-	annual	
dis-	honest	
il-	literate	
im-	possible	
in-	appropriate	
ir-	regular	
over-	confident	
un-	usual	

D. Complete each sentence with the correct form of the word given in brackets by adding the appropriate prefix.

1. At one time in many countries, a large percentage of the rural population was _____. (literate)
2. Currently, she is working in a _____ organisation. (profit)
3. My name is always _____ by people. It is rather difficult to pronounce. (pronounce)
4. A party dress is _____ for formal occasions. (appropriate)
5. Nothing is _____ for a willing heart. (possible)
6. One _____ of living in the town is the lack of safe places for the children to play. (advantage)
7. It is _____ for Thuta to go to bed early. He usually stays up until midnight. (usual)
8. _____ the given words to form grammatical sentences. (arrange)
9. I'm _____ by 4 kg according to my doctor. (weight)
10. Personally I trust him, but many people think that he is _____. (honest)

4C Grammar

Participial Phrases

- A **participial** phrase is a group of words that begins with either an -ing or -ed / -en form of a verb such as: ***reading*** in that room, ***trained*** by a good coach, ***working*** in the garden, ***written*** by Wordsworth, etc.

A. Spot the participial phrases in the following sentences and underline them.

1. Do you know that man working in our neighbour's garden?
2. The children came in making a lot of noise.
3. Many of the articles stolen from that store have been recovered.
4. The Mona Lisa is one of the paintings done by Leonardo da Vinci.
5. Watches made in Switzerland are famous all over the world.
6. Cars manufactured in Japan are good but expensive.
7. That girl talking to our teacher is very brilliant.
8. Birds such as chickens and ducks bred for eggs and meat are called poultry.
9. Decisions made in haste are seldom good.
10. Information gleaned from encyclopaedias is reliable.

Past Simple and Past Continuous

Study the examples below.

a. *My sister passed the matriculation examination in 2014.* (a completed action in the past)

b. *I had my lunch and then took a walk for about ten minutes.* (actions that happened one after the other in the past)

c. *She usually borrowed two or three books from the library every week when she was at the university.* (past habits in the past)

Past Simple is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
- to describe actions that happened one after the other in the past.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).

Study the examples below.

a. *At seven o'clock last night I was watching TV.* (an action in progress at a specific moment in the past)

b. *When I arrived, Ko Ko was talking on the phone.* (the action in the past continuous started before the action in the simple past)

c. *Were you listening while he was talking?* (parallel actions in the past)

Past Continuous is used:

- to describe an action in progress at a specific moment in the past.
- to convey the idea that the action in the past continuous started before the action in the simple past and probably continued after it.
- to describe parallel actions in the past.
- Verbs such as **feel**, **find**, **hear**, **see**, **smell**, **sound**, and **taste** are not used in the progressive when they refer to the action of the senses.

B. Choose and tick the appropriate answers for the following sentences.

1. I could not eat out with you because I (studied / was studying) for my test.
2. Thida and Nilar (played / were playing) outside in the yard when their parents came home.
3. Yesterday evening, we (did not cook / were not cooking). We ordered fried noodles for dinner.
4. Last night, while I (watched / was watching) TV, my brother (listened / was listening) to music.
5. I think you (read / were reading) when I phoned.
6. We (decided / were deciding) not to go out because it (rained / was raining) heavily then.

7. I (looked / was looking) for Yamin, but I (did not see / was not seeing) her anywhere.
8. The lights (went out / were going out) while I (studied / was studying).
9. When I entered the room, I (found / was finding) that it was empty.
10. While I (waited / was waiting) for the bus, I (met / was meeting) my childhood friend.

C. Put the verbs in the following sentences into the past simple or the past continuous tense, whichever is appropriate.

1. They _____ (wait) for the bus when it _____ (start) to rain.
2. He _____ (see) an accident when he _____ (walk) to the library.
3. Her mobile phone _____ (ring) while she _____ (drive) to work.
4. Someone _____ (knock) on the door while I _____ (watch) TV.
5. The old woman _____ (fall) while she _____ (cross) the road.
6. My brother _____ (meet) a beautiful girl when he _____ (travel) to Japan.
7. Someone _____ (snatch) my wallet when I _____ (get off) the bus.
8. It _____ (rain) when he _____ (wake up) this morning.
9. I _____ (fall) and _____ (break) my leg while I _____ (cycle).
10. (you drive) _____ when I _____ (phone) you last night?

4D Listening and Speaking

A. Listen to a talk on 'the benefits of taking up hobbies'. Then complete the sentences.

1. Doing an enjoyable activity helps _____ your satisfaction with life.
2. Pursuing a hobby improves your performance in your _____ and ability to maintain _____.
3. Adding an activity to your list of things to do is actually a great way of releasing _____.
4. When you _____ on a hobby, all of your stress seems to disappear.
5. The more you are engaged in a hobby, the more you are likely to learn about the _____.
6. When taking up a hobby, you can enjoy the process of learning something _____.
7. If you try cooking, you may _____ that you love cooking, and that you have a certain _____ for it.
8. Hobbies help you discover the things that you're _____.

B. Talking about interests

Student A: ***Read Text A and answer B's questions. Then ask questions given below to Student B.***

Text A

Street art is very interesting. It is also called graffiti. Graffiti artists paint pictures on walls. In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In some countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones'. There, artists can paint on walls. In Brazil, graffiti artists can paint pictures on walls and houses. You can see exhibitions of street art in some galleries too. There have been exhibitions of street art in galleries in Paris, London and Los Angeles.

1. Where do street artists paint their pictures?
2. When are street art festivals held every year in the UK?
3. What do lots of people including tourists do at the street art festival?
4. How many famous stars are there in the street art world?
5. Where are famous stars of the street art world from?

Student B: ***Read Text B and answer A's questions. Then ask the questions given below to Student A.***

Text B

Street artists usually paint on pavements, postboxes, buses and walls. Street paintings are colourful and beautiful. In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots of people including tourists come to watch the artists and take photos. There are three famous stars of the street art world. The first group is the twin brothers from Brazil. They painted big colourful pictures of people and a castle in Scotland. The second street artist is from Paris. He painted pictures of the homeless in big cities. The third famous street artist is from South Africa. She painted pictures of people and animals.

1. What is graffiti?
2. With whom do graffiti artists have problems?
3. In Brazil, where can graffiti artists paint?
4. Where can we see exhibitions of street art?
5. In which towns are street art exhibitions held?

4E Writing

Study the examples below and learn to define people, places or things.

A **doctor** is a person *who gives medical treatment to people*.

A **school** is a place *where children are educated*.

A **thermometer** is an instrument *which is used to measure the temperature*.

Note: Use **'who'** for people; **'which'** for objects or animals; **'where'** for place.

A. Define the following, matching the first parts of the sentences in Column A with the second parts in Column B.

1.	A microscope is an instrument ...	(a) has wings but cannot fly.
2.	An encyclopaedia is a book ...	(b) do not eat meat.
3.	A generator is a machine ...	(c) uses lenses to make very small things look larger.
4.	A gallery is a room or building ...	(d) people can see and study different kinds of wild animals and strange birds.
5.	A carnivore is an animal ...	(e) produces electricity.
6.	A cabbage is a vegetable ...	(f) gives information on subjects in alphabetical order.
7.	An ostrich is a large bird ...	(g) is used for keeping works of art for the public to see or study.
8.	Vegetarians are people ...	(h) has no wings and can land or take off vertically.
9.	A zoo is a place ...	(i) is large and round with green or white leaves and can be eaten raw or cooked.
10.	A helicopter is an aircraft ...	(j) eats meat.

B. Write a short paragraph on 'A painting I like', using the following facts.

- What kind of painting it is
- What the painter portrays
- Why you like it

Unit 5 TRAINS

Reading

- Reading about trains

Vocabulary

- Words from the text
- Adjectives with '-friendly'

Grammar

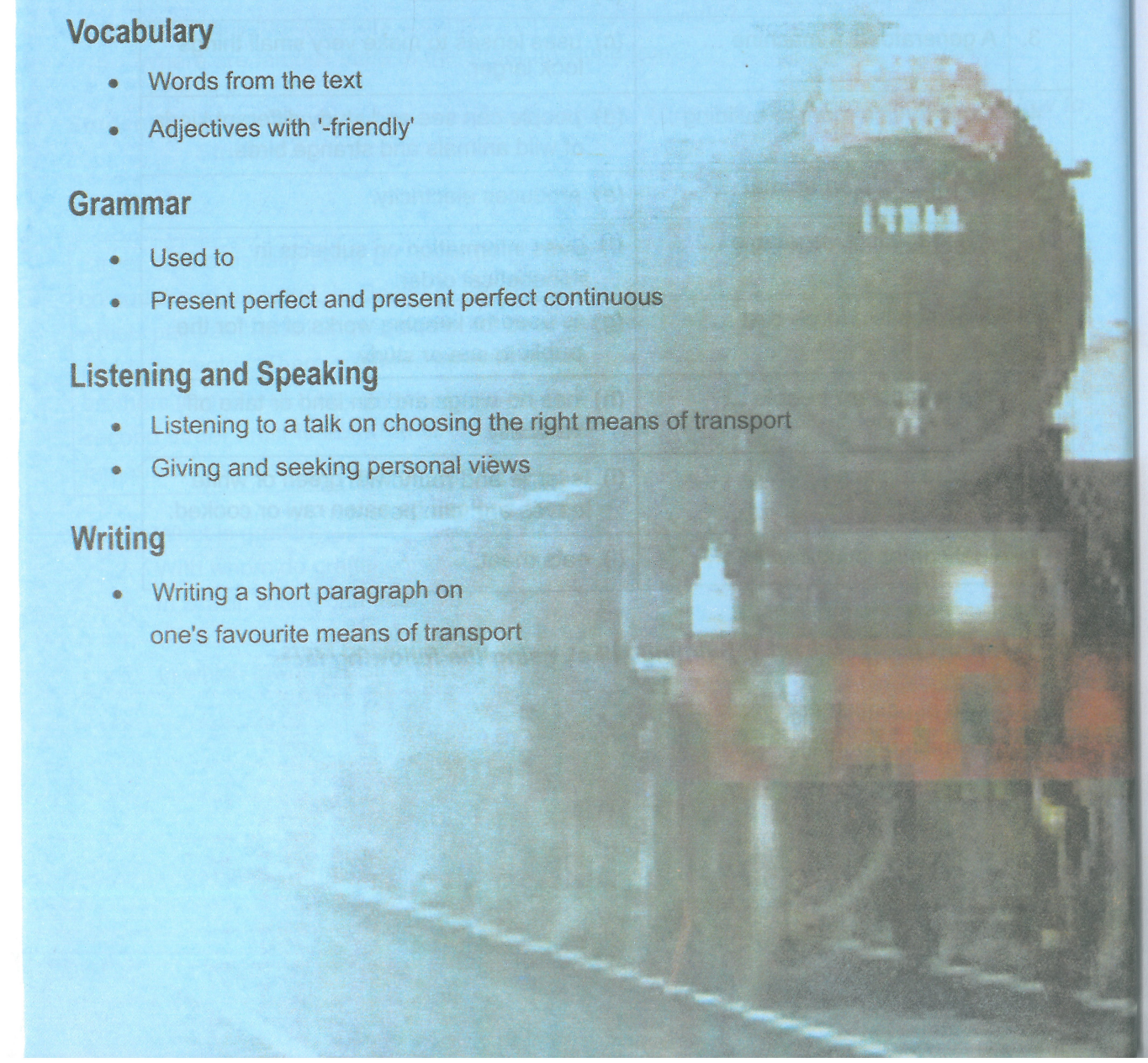
- Used to
- Present perfect and present perfect continuous

Listening and Speaking

- Listening to a talk on choosing the right means of transport
- Giving and seeking personal views

Writing

- Writing a short paragraph on one's favourite means of transport



5A Reading

Pre-reading

1. Have you ever travelled by train? If yes, where did you go?
2. What do you think trains in the old days were powered by?
3. Do you think a train can travel as fast as a bullet?

Read the passage.

We use many means of transport such as planes, ships, trains, cars, etc. The train which was invented in the nineteenth century is still widely used today. Starting from **its** time of invention, trains can be categorized into three: surface trains, underground trains and skytrains. These trains are powered by steam, electricity and diesel.



steam-powered train

In the year 1804 in England, Richard Trevithick, an engineer and inventor, designed and developed the first steam locomotive, the engine that pulls the train — to be used to transport coal or minerals. His engine hauled 10 tons of iron and 70 men for ten miles at a speed of five miles per hour. In 1829, George Stephenson, a British engineer, developed the steam-powered locomotive to haul, for the first time, passengers and freight from Liverpool to Manchester. Steam locomotives, or railway engines, were used until about 1940.

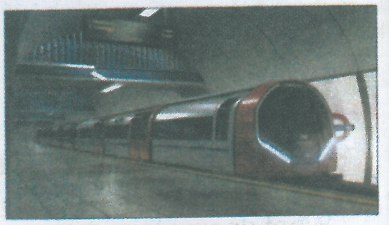
Electric trains are powered by electricity from overhead lines, a third rail or on-board energy storage like a battery. **They** are used on freight routes or in areas with advanced rail networks, and they are ideal for commuter rail service with frequent stops. The locomotive of the first known electric train was built in 1837 by Robert Davidson of Aberdeen, and it was powered by galvanic cells (batteries). The chief disadvantage of an electric train is the high cost of infrastructure: overhead lines or third rail, substations, and control systems.



electric train

In 1860, work on the first Underground began in England. The London Underground was constructed as a response to the city's rapid growth. The first underground railway on which carriages were pulled by steam engine was opened in 1863. Steam engine trains retained their importance in transportation until about 1896, when electric-powered locomotives were used for the subway.

Many cities in the world have underground railway nowadays, as underground trains are more convenient, cheaper and quicker for commuters. Underground trains are commonly used in New York, Mexico City, Paris, Madrid, Shanghai, Beijing, Guangzhou, Nanjing, Seoul, Moscow, Hong Kong, Tokyo, and Singapore.


underground train

It was only in the 20th century that surface trains with diesel-electric locomotives known popularly as diesels, came into use. These diesel trains offered greater flexibility and performance than steam trains, as well as substantially lower operating and maintenance costs. After the Second World War, turbine-electric locomotives were developed, but they were found to be uneconomical and were not used or developed further.

Among the different types of train, the skytrain runs above the surface. It is fully-automated, driverless, rapid transit system in the world. The skytrain system is a quality rapid transit system **that** is fully separated from vehicle traffic, and is an alternative for people to avoid being stuck in congestion. The Light Rapid Transit SkyTrain was opened in January 1986, in Vancouver, British Columbia, Canada. Skytrains can be seen in the USA, Germany, Japan, China, Australia, and South Africa. In Thailand, skytrains started operating in 1999.


skytrain

Today, high-speed bullet trains are becoming popular and common. The first bullet train in Japan travelled 130 miles per hour. Today the Hayabusa (Falcon) bullet train can travel 186 miles per hour. Bullet trains are now quite common in France, Germany, Belgium, Italy, the Netherlands, Spain, Saudi Arabia, South Korea, China, and Japan.


bullet train

The invention of the train is a significant milestone in the history of human development. Trains are very eco-friendly, and though they are expensive to produce and maintain, they are still an important system of transport in many countries of the world.

Comprehension

A. Complete each sentence below with a word or phrase from the reading passage

1. Among the different means of transport, one that is widely used today is _____.
2. The first steam locomotive was used to carry _____.
3. _____ built the first electric locomotive only in 1837.
4. People started using diesel-electric locomotives only in _____.
5. The skytrain system started operating in _____, our neighbouring country, in 1999.

B. *Give a short answer to each question below.*

1. How many types of train in general have been invented? What are they?
2. Who developed the first steam engine and when?
3. What was the first electric train built in 1837 powered by?
4. What is the greatest disadvantage of an electric train?
5. Until when did steam engine trains remain important?

C. *Give complete answers to the following questions.*

1. What does the word "**its**" in line 3 refer to?
2. What does the word "**They**" in line 16 refer to?
3. What type of locomotive is not used or developed anymore? Why?
4. What is a skytrain?
5. What does the word "**that**" in line 41 refer to?
6. Why are skytrains used in many countries?
7. What are the fastest trains at present? How fast can they travel?
8. Why are trains still an important means of transport in the world?
9. Do you like travelling by train? Why or why not?
10. If you could travel to a distant town by plane or train, which form of transport will you choose? Why?

5B Vocabulary

Words from the Text

Study the meanings of the following words.

Word	Meaning
1. categorize	a. put things into groups according to what type they are
2. commuter	b. a person who travels into a city to work each day usually from quite far away
3. convenient	c. easy to get to
4. congestion	d. the state of being crowded and full of traffic
5. eco-friendly	e. not harmful to the environment
6. flexibility	f. being able to change to new conditions or situations
7. ideal	g. perfect, most suitable
8. maintenance	h. keeping something in good condition by repairing it regularly
9. retain	i. keep something
10. significant	j. important enough to have an effect

A. Fill each blank with the correct form of the word from the table.

1. The skytrain is the most _____ form of transport for those living in urban areas.
2. The teachers were pleased to note the _____ improvements of their students.
3. Before buying a house, one should consider its future possible _____ cost.
4. The researcher is going to _____ the newly found birds according to their species.
5. As more and more people live outside the city, there are more _____ working in downtown areas.
6. Although we left home earlier, we were late for the meeting because of the traffic _____.
7. Horse-carts were the _____ transport in many countries before the invention of trains.
8. Plastic bags are not _____ because using a lot of them can harm the environment.
9. More and more people in Europe travel by the Euro Train because of the _____ of its schedule.

Adjectives with '-friendly'

B. Match the expressions (1-5) with their meanings (a-e) and complete each sentence below with a suitable expression from the table.

Expression ↓	Meaning ↓
1. eco-friendly	(a) acting in the interests of the 'whole' child which includes his or her health, nutrition and overall well-being
2. user-friendly	(b) not containing substances that are destructive to the ozone layer
3. child-friendly	(c) friendly to guests; hospitable; welcoming
4. ozone-friendly	(d) easy to use or understand
5. guest-friendly	(e) not harmful to the natural environment

6. Dictionaries should be as _____ as possible.
7. Our products are packed in _____ paper bags.
8. The facilities in this hotel are _____. I do not have any difficulty using them.
9. This car was designed to be _____ by using an electric engine.
10. Schools must be as _____ as possible so that children will be happy and healthy.

5C Grammar

Used to

Study the following examples.

1. *I <u>used to have</u> long hair. (But now I have short hair.)*
2. *She <u>didn't use to wear</u> glasses. (But now she is wearing glasses.)*
3. *<u>Did you use to travel</u> a lot? (Because you travel a lot.)*

- ***Used to*** can be used for things that happened repeatedly or over a long period of time in the past, but are usually not true now, for example, for things which happened when you were a child.

A. Rewrite the following sentences with the correct form of 'used to'.

1. She (not like) vegetables when she was a child.
2. We can't believe she has failed the exam. She (work) hard.
3. Su Su (not like) Maths. She was really bad at it.
4. What (you, do) in the summer when you lived in the country?
5. Zaw Zaw (not eat) carrots, but now, he eats it.
6. (You, play) tennis when you were at school?
7. Myintzu (like) chocolate, but now she does not like it.
8. We (live) in a flat when we were young.
9. My aunt (speak) Spanish, but she has forgotten it all.
10. They (go) to the beach every summer when they were young?

Present Perfect and Present Perfect Continuous

- <u>Present perfect</u> [**have/has + $V_{(-ed/-en)}$**] is used to speak or write about:
  - **Completion of an activity** — *e.g. I **have done** my homework. She **has had** her lunch.*
  - **Experience** — *e.g. I **have been** to Bagan twice. She **has seen** him before.*
  - **Continuity of an activity** (which began sometime in the past but continues up to the present) — *e.g. I **have lived** in Yangon <u>for</u> more than 50 years. U Bo Bo **has been** in that job <u>since</u> 2010.*

- Present perfect continuous [**have/has + been + $V_{(-ing)}$**] is used to speak or write about:
  - **Something that has been in progress throughout a period** — *e.g. She **has been typing** all day. We **have been walking** around all the morning. That's why we're so tired.*
  - **Continuity of an activity** (which happened over a period of time in the past but continues up to the present) — *e.g. U Min Maung **has been working** in Nissan Company since 2010.*

Note: Verbs like ***learn, lie, live, rain, sit, sleep, stand, study, wait, work, etc.*** naturally suggest continuity (as in: *I **have been working** here since 2009.*)

- We use the present perfect to emphasise the result of an action.
- We use the present perfect continuous to emphasise the duration of an action.

e.g. I've called him three times this morning.
I've been calling him since 9 o' clock.

B. Supply the present perfect or the present perfect continuous form (whichever is appropriate) of the verb given in brackets.

1. I'm not hungry. I (have) my lunch already.
2. Nyi Nyi doesn't want to go to Bago. He (be) there twice already.
3. Soe Soe (study) Japanese for two years but she hasn't mastered it yet.
4. How long (the children, sleep)?
5. Till now we (not receive) any message from Dar Dar.
6. We (build) this garage ourselves and hope to finish it within the next two days.
7. Hurry! Your school bus (arrive).
8. I think someone (take) my umbrella by mistake.
9. Ko Lay (paint) his room and it will look good when it is finished.
10. My favourite actor (not win) any academy award till now.

5D Listening and Speaking

A. Listen to a travel agent giving advice on how to choose the right form of transport. Fill in the blanks.

1. It is always wise to have a _____ travel plan.
2. If you plan to see a lot within a short time, a _____ means of transport is suitable.
3. If you want to _____ your horizons, a slower means of transport is fine.
4. How much money you are prepared to spend will help you _____ the type of transport you should take.

5. With a fat _____ and lots of time, expensive cruise or train trip would suit you.
6. The more time you have, the _____ your travel can be.
7. If you plan to visit five cities in Europe in a month, you could save money by taking the coach or renting a _____.
8. If there are going to be kids travelling along with you, their _____ and endurance will need to be considered.

B. *Complete the following dialogue, using the expressions given below.*

(a) It was wonderful
(b) The food was great
(c) They were really interesting
(d) How was it
(e) Was it expensive

Giving and seeking personal views

A: Where did you go on your holiday?
B: I went to Bagan with my parents.
A: (1) _____? Did you have a good time?
B: (2) _____. Bagan is a great city with many historical landmarks.
A: What places did you visit?
B: We visited many ancient pagodas, the museum and *Tharabar* Gate. (3) _____!
A: Really? Where did you stay there?
B: We stayed at the Florabreeze Hotel in Old Bagan.
A: (4) _____?
B: No, it was a budget hotel.
A: What about the food?
B: (5) _____! We had not only Myanmar traditional food but also European food, both of which were delicious.
A: Well. I may go to Bagan next holiday.

C. *In pairs, talk about the trip you went on using the useful language phrases below.*

Useful language phrases

Giving personal views	**Seeking personal views**
It was …	*How was it?*
They were really …	*Was it …?*
You could have …	*What do you think of … ?*

5E Writing

Among different means of transport such as car, train, plane, bicycle, motorbike, etc., which do you like most? Why?

Using the following points, write a short paragraph on the means of transport you like most.

- the common means of transport in your village / town / city
- the means of transport you like
- the one you like best
- why you like it best

Unit 6 THE PRODIGAL SON

Reading

- Reading a story

Vocabulary

- Phrasal verbs with '*run*'
- '*Say*' and '*tell*'

Grammar

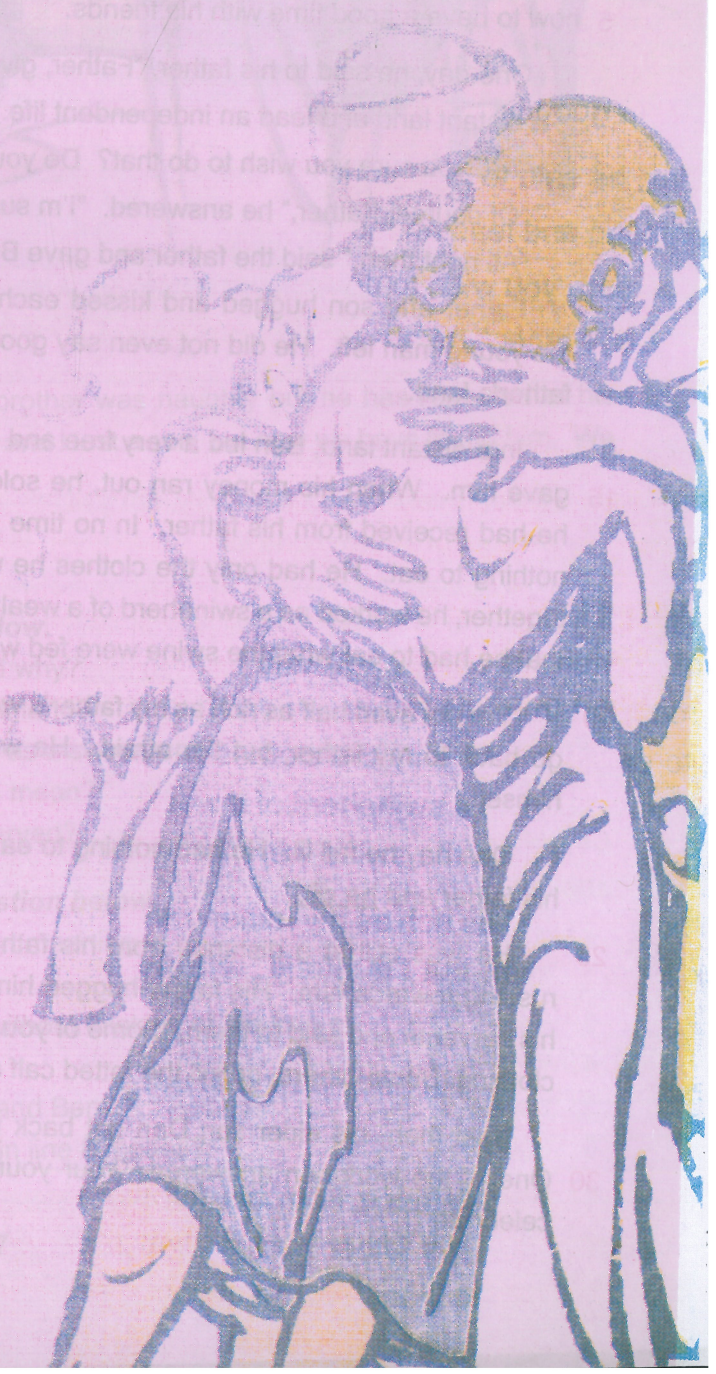
- Reported speech

Listening and Speaking

- Listening to a story
- Reporting what people say

Writing

- Writing a story



6A Reading

Pre-reading

1. When you were young, who usually told you stories?
2. What is your favourite story? Why?
3. What kind of stories do you like?

Once upon a time, there was a very wealthy man. He owned flocks of sheep, herds of cattle, orchards, vineyards, and wheat farms. He had two sons, Dan and Ben. Dan, the elder one, was serious, hardworking, and was a great help to his father. Ben, the younger one, was a happy-go-lucky young man and never bothered to help his father. All he kept thinking was how to have a good time with his friends.

One day, he said to his father, "Father, give me my share of the inheritance. I wish to go to a distant land and lead an independent life."

"Are you sure you wish to do that? Do you think you'll **make it**?"

"Of course, Father," he answered. "I'm sure I'll succeed."

"All right then," said the father and gave Ben whatever the son was entitled to.

Father and son hugged and kissed each other as was the custom, said goodbye, and the young man left. He did not even say goodbye to **his** brother Dan or the workmen on his father's land.

In a distant land, Ben led a very free and easy life, just squandering the money his father gave him. When his money ran out, he sold one piece of precious jewellery after another he had received from his father. In no time he became a pauper with nowhere to stay and nothing to eat. He had only the clothes he was wearing. Then, to keep his body and soul together, he worked as a swineherd of a wealthy man in that distant land. He became so poor that he had to eat what the swine were fed with.

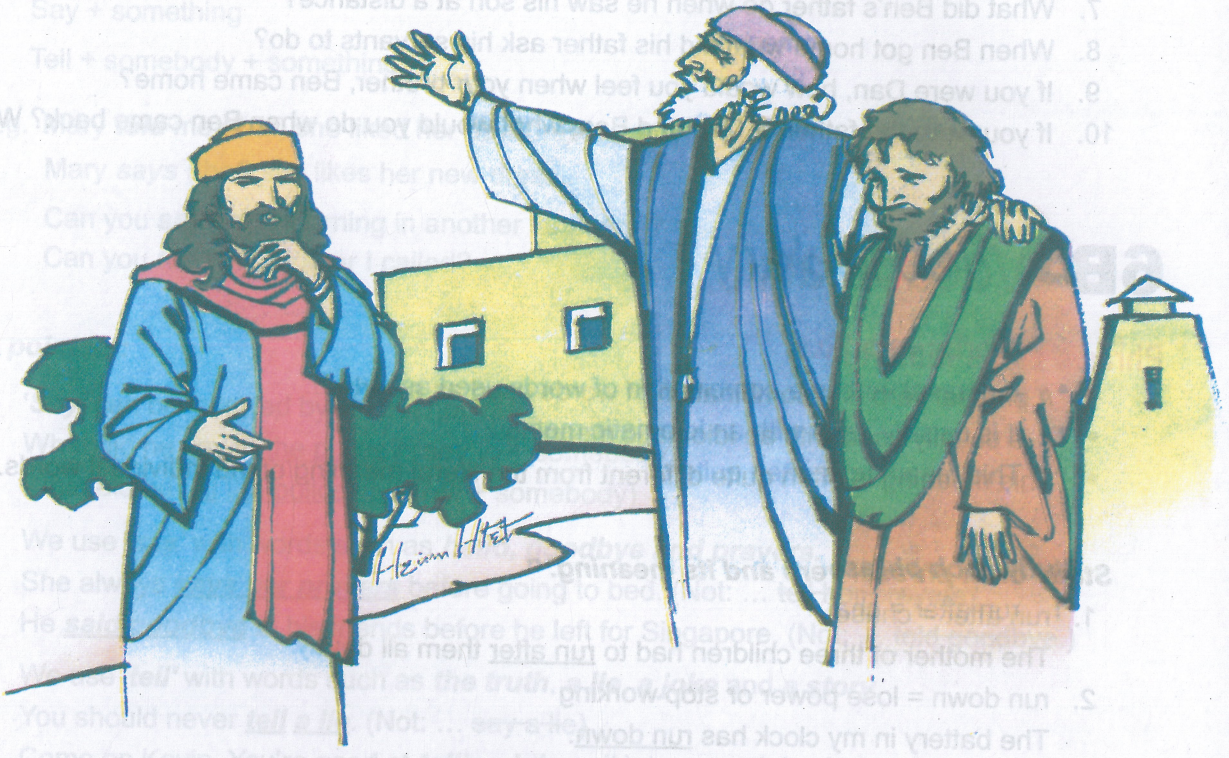
"I'm not even half as rich as my father's workmen," he often thought sadly. "I think I should go back to my father, but I'm afraid. He would certainly drive me away," he often said to himself.

One day he fell ill. He had nothing to eat, and he was in rags. He decided to go back to his father and **he did**.

He was still at a distance from his father's house when his father saw him and came rushing towards him. His father hugged him and kissed him and welcomed him. He called his servants and said to them, "Some of you, wash my son up and dress him up in the best of clothing. Some others, go kill the fatted calf and prepare a grand meal. We shall celebrate."

Just then, his elder son Dan got back from the orchards and said, "What's going on?" One of the workmen answered, "Your younger brother is back and your father is going to celebrate."

Dan went to his father and said, "Father, why are you doing all **this** for the naughty prodigal son? He deserves to be driven out."



"No, Dan," said the father, "Yes, your brother was naughty but he has repented of his folly and has come back. You lost a brother, and I lost a son, but now we have found him. We should rejoice and celebrate."

Comprehension

A. Give a short answer to each question below.

1. What did Ben ask for from his father and why?
2. What kind of life did Ben lead at a distant land?
3. What did Ben have to eat when working as a swineherd?
4. What does the phrase '**he did**' in line 24 mean?
5. What did Dan think that his brother deserved?

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

1. The word 'prodigal' in the title is similar in meaning to
   a. wasting a lot of one's time
   b. spending a large amount of money without thinking of the future
   c. having a very good ability
2. What are the differences between Dan and Ben?
3. What do you think the phrase '**make it**' in line 8 means?
4. What does '**his**' in line 12 refer to?

5. When Ben ran out of money in a distant land, what did he do?
6. What did Ben think that his father would do to him if he went back home?
7. What did Ben's father do when he saw his son at a distance?
8. When Ben got home what did his father ask his servants to do?
9. If you were Dan, how would you feel when your brother, Ben came home?
10. If you were the father of Dan and Ben, what would you do when Ben came back? Why?

6B Vocabulary

Phrasal Verbs with 'Run'

- A phrasal verb is a combination of words used as a verb.
- It is usually used with an idiomatic meaning.
- This meaning is often quite different from the literal meaning of the individual words.

Study each phrasal verb and its meaning.

1. run after = chase
   The mother of three children had to run after them all day.
2. run down = lose power or stop working
   The battery in my clock has run down.
3. run into someone = meet someone unexpectedly
   I ran into my English teacher at the shopping mall yesterday.
4. run on = be powered by
   Electric cars run on electricity, not gas.
5. run out of = have none left
   We ran out of ice cream at the party, so we had to go and buy some more.
6. run over = hit with a vehicle (car, train, truck)
   She was upset because she ran over a cat while driving home from work.
7. run through = do something quickly
   Let me run through the schedule for the tour.

A. Complete the following sentences with the correct forms of the phrasal verbs given above.

1. After travelling for three hours, our car _____ petrol.
2. The man was driving at top speed when he _____ a dog.
3. I didn't have time to read the essay thoroughly, so I just _____ it.
4. What sort of fuel does the car _____?
5. Last night I _____ a childhood friend of mine at a concert.
6. I can't use my calculator. I think the battery has _____.
7. While I _____ my cat, I tripped over a stone and fell.

'Say' and 'Tell'

Study the following pointers.

- Say + something
- Tell + somebody + something

e.g. Mary ***told*** me (that) she liked her new dress.
Mary ***says*** (that) she likes her new dress.
Can you ***say*** good morning in another language?
Can you ***tell*** your mother I called?

More pointers:

- ***'Say'*** can be followed by ***to***, but not ***'tell'***.
  What did he say to the police? (***say*** to + somebody)
  What did he tell the police? (***tell*** + somebody)
- We use ***'say'*** with words such as ***hello, goodbye and prayers.***
  She always ***says her prayers*** before going to bed. (Not: … ~~tell her prayers~~)
  He ***said goodbye*** to his friends before he left for Singapore. (Not: … ~~told goodbye~~.)
- We use ***'tell'*** with words such as ***the truth***, ***a lie***, ***a joke*** and ***a story***.
  You should never ***tell a lie***. (Not: … ~~say a lie~~)
  Come on Kevin. You're good at ***telling jokes***. (Not: … ~~say jokes~~)

B. Complete each sentence, using the correct form of 'say' or 'tell'.

1. Thida _____ she would join us after work.
2. He _____ the police about the car he had lost.
3. Nilar _____ us that she could not come to the party.
4. They _____ us they were going to the museum that afternoon.
5. I agree with what you _____ to some extent.
6. The teacher _____ the children to stop chattering in class.
7. People _____ that girls spend more time worrying about how they look than boys do.
8. Don't hesitate to _____ me if you need anything.
9. I _____ the boy a story that made his hair stand on end.
10. I think it's time for me to _____ what I really think.
11. I just stopped by to _____ hello.
12. He left without _____ goodbye.
13. He needs to carefully _____ them the truth.
14. I wish to _____ 'thank you' for all you've done for me.
15. Can you please _____ me what time the train leaves?

6C Grammar

Reported Speech

Study the following sentences.

Direct Speech	Reported Speech
Zaw Zaw said, "I have been waiting for you for an hour."	Zaw Zaw said ***that*** he had been waiting for us for an hour.
Mee Mee said to me, "Do you find my purse?"	Mee Mee asked ***if*** I found her purse.
The teacher asked Ko Ko, "Why are you absent?"	The teacher asked Ko Ko ***why*** he was absent.
Grandma asked me, "Help me find my glasses."	Grandma asked me ***to*** help her find her glasses.

- *Reported speech* is an act of reporting something that was said.
- No quotation marks are used. Study the changes in the verb forms in the following examples.

Direct Speech	Reported Speech
1. She said, "I **watch** TV every day."	She said that she ***watched*** TV every day.
2. She said, "I **am watching** TV."	She said that she ***was watching*** TV.
3. She said, "I **have watched** TV."	She said that she ***had watched*** TV.
4. She said, "I **watched** TV."	She said that she ***had watched*** TV.
5. She said, "I **will watch** TV."	She said that she ***would watch*** TV.
6. She said, "I **am going to watch** TV."	She said that she ***was going to watch*** TV.
7. She said to me, "**Watch** TV."	She told me ***to watch*** TV.
8. She said, "**Do** you **watch** TV?"	She asked me if I ***watched*** TV.
9. She said, "What **is** your favourite TV programme?"	She asked me what my favourite TV programme ***was***.

- If the reporting verb (the main verb of the sentence, e.g. said) is in the past, the verb in the reported clause will usually be in a past form.
- The present tense is retained when the reported sentence deals with a general truth: e.g. *She said that the Earth is round.*

- When changing the direct speech to the reported speech, the following expressions in Column A are changed as follows:

Column A	Column B
here	there
this	that
these	those
now	then
today	that day
tonight	that night
yesterday	the day before / the previous day
ago	before
tomorrow	the next day / the following day
next month / year	the following month / year

Statements

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

e.g. He said, "I am doing my homework."
He said that he was doing his homework.
The teacher said to me, "You are making good progress."
The teacher told me that I was making good progress.

A. Change the following into the reported speech.

1. She said, "I travel a lot in my job."
2. Mother said, "I don't see any stranger here."
3. Ni Ni said, "They have already had their lunch."
4. Thuzar said, "I'm leaving for Nay Pyi Taw tomorrow."
5. "I saw a crocodile in the river 10 years ago," said Su Su.
6. "I have just turned off the light," said Thuta.
7. "Mom, I have already done my homework," said Nilar.
8. Zaw Zaw said, "My friends and I are going swimming this weekend."
9. Our teacher said, "I want you to concentrate on your studies."
10. My uncle said, "If you work harder, you will get better grades."

Questions

- We use **'ask'** as a reporting verb in the reported speech.
- In **Yes / No** questions, **if / whether** is used to introduce the reported clause.
- In **Wh-** questions, the **question words** are retained.

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

e.g. He said to the new secretary, "Can you type?"
He asked the new secretary if she could type.
"What are you doing, Mg Mg?" said the teacher.
The teacher asked Mg Mg what he was doing.

B. Change the following into the reported speech.

1. Marlar asked Thuzar, "Have you been to Singapore?"
2. My English teacher said, "Do you want to speak English fluently?"
3. My sister asked me, "What plan do you have today?"
4. My father said to me, "Are you willing to work harder?"
5. "Why are you late again, Myintzu?" asked the teacher.
6. Thin Thin asked Ohnmar, "When does the last coach to Mandalay leave?"
7. The teacher asked Ko Toe, "What is your favourite subject?"
8. Aye Aye said, "Why do you look so sad today?"
9. "How often do you take out the trash?" asked my aunt.
10. My neighbour asked me, "Did you see my dog?"

Commands and Requests

Study the following examples.

e.g. Father said, "Htoo Htoo, stop making a noise."
Father told Htoo Htoo to stop making a noise.
Grandmother said, "Please bring me a glass of water."
Grandmother asked me to bring her a glass of water.
The guard told us, "Don't enter this area."
The guard told us not to enter that area.

- The reporting verb ***'tell'*** is used in an imperative sentence.
- The reporting verb ***'tell'*** is immediately followed by a noun or a pronoun object.
- To introduce the reported clause, ***to infinitive / not to infinitive*** is used.

C. Change the following sentences into the reported speech.

1. My uncle warned me, "Don't waste your time playing online games."
2. His mother told him, "Study harder because this is your last chance."
3. The man said to the stranger, "Go down the street and then turn left."
4. Mother said to me, "Tidy up your bed every day."
5. "Lend me your camera for a day, Cho Cho," said her brother.
6. "Avoid eating unhealthy food," said the doctor to her patient.
7. Mother said to me, "Hurry or you'll be late for school."
8. Our teacher asked us, "Give your opinion on this statement."

9. My aunt said to us, "Enjoy some fresh strawberries."
10. "Please give me a few weeks to make up my mind," said Nilar to Kyi Pyar.

6D Listening and Speaking

A. Listen to the story and decide whether the given statements are TRUE (T) or FALSE (F).

1. One summer, the wealthy noble family decided to spend their weekend in a big city.
2. The children of the noble man were all boys.
3. The son of the gardener rescued the drowning boy.
4. The parents of the boy were very grateful to the gardener's son.
5. About sixty years later, Winston Churchill became the President of Britain.
6. The Queen instructed the cabinet to get the best doctor to save Winston Churchill.
7. The boy who was saved by Alexander Fleming 60 years ago was Winston Churchill.
8. Alexander Fleming was the doctor who developed penicillin.
9. Alexander Fleming saved the life of Winston Churchill twice.
10. Alexander Fleming was the son of a wealthy noble family.

B. Work in pairs. Taking turns, one member says one of the following and the other reports what he / she has said by using the reported speech.

Reporting what someone says

e.g. A: I like playing online games.
B: He / She said he / she liked playing online games.

1. I like watching videos on the internet.
2. I am looking for a part-time job.
3. Come to me at 6 p.m. tomorrow.
4. Make me a cup of tea.
5. What is your favourite fruit?

C. Write three sentences (a statement, a question and a command / a request). In pairs, report what your friend has said as in Exercise B.

6E Writing

Write a story of your own. It may be a true story or an imaginary one. You may use the following prompts.

- What the story is about
- Who the characters are
- When it happened
- What happened

REVIEW 2

A. Complete each sentence, choosing the correct expression given in brackets.

1. (Cubism / Graffiti) is a style of art in which objects are shown as a group of geometric shapes, and (cubism / graffiti) can be called street art.
2. (Art / Painting) is an (art / painting) of making pictures using paints.
3. Don't (overeat / overweight) if you do not want to get (overeat / overweight).
4. Several (disagreed / disagreements) have to be resolved because people (disagreed / disagreements) on the best way to raise the fund.
5. Thousands of (commuters / travellers) go to work by train every day.
6. I always buy (eco-friendly / guest-friendly) products so as not to harm the natural environment.
7. Traffic (congestion / maintenance) is getting worse and worse due to the increasing number of cars in the cities.
8. I had (run out of / run over) space and had to put my address on the other side of the paper.
9. When I was a child, Grandma always (said / told) me bedtime stories.
10. Our principal (said / told), "I have something important to (say / tell) you today."

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

1. Grandpa (has read / has been reading) the newspaper the whole morning. (Underline the correct answer.)
2. Su Su (love) dogs when she was a child but she doesn't like them anymore. (Rewrite, using the correct form of 'used to'.)
3. In the past, people (not, use to) travel as much as they do today. (Rewrite, using the correct form of 'used to'.)
4. Smiling and waving, the actress greeted her fans. (Spot the participial phrase and underline it.)
5. Watched by millions, soccer is popular all around the world. (Underline the participial phrase.)
6. While I (cooked / was cooking), my brother (did / was doing) the cleaning up. (Underline the correct answer.)
7. My roommate (got / was getting) ready for school at 7:30 yesterday morning when I (woke up / was waking up). (Underline the correct answer.)
8. Win Win said, "My mother will celebrate her birthday next weekend." (Change the sentence into the reported speech.)
9. A policeman asked the man, "What are you doing here?" (Change the sentence into the reported speech.)
10. The teacher said, "Are you ready for the performance?" (Change the sentence into the reported speech.)
11. Mother said, "Nilar, don't worry about what others think of you." (Change the sentence into the reported speech.)

POEM 2

Pre-reading

1. Have you ever seen or met anyone who is blind? If so, when and where?
2. How do you feel when you see such blind people?
3. What do you think blind people would like to see most in their lives if they could see?



The Blind Boy

O say, what is that thing call'd Light,
Which I must ne'er enjoy;
What are the blessings of the sight?
O, tell your poor blind boy.

You talk of wondrous things you see,
You say the sun shines bright;
I feel him warm, but how can he
Or make it day and night?

My day and night myself I make,
Whene'er I sleep, or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe:
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy;
Whilst thus I sing, I am a king,
Although a poor blind boy.

Colley Cibber

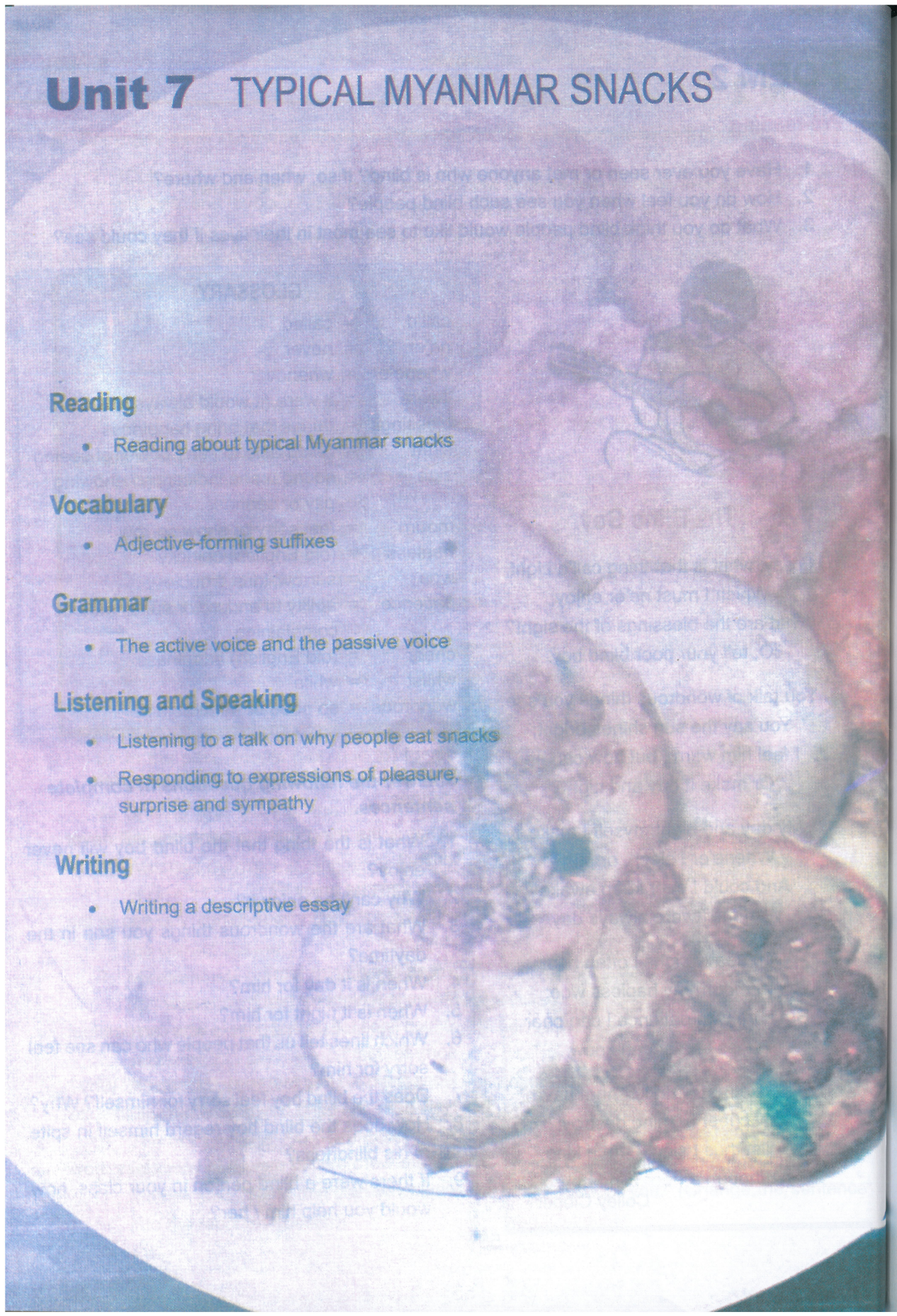
GLOSSARY

call'd	=	called
ne'er	=	never
whene'er	=	whenever
'twere	=	it were (it would always be)
blessings	=	things that bring happiness
sight	=	being able to see / power of seeing
sigh	=	sound made indicating / showing pity or sadness
mourn	=	feel sorry or show sorrow
hapless	=	(old English) unlucky
woe	=	sorrow, loss, trouble
patience	=	ability to endure or suffer without complaining
cheer	=	(old English) happiness
whilst	=	while
wondrous	=	so good or admirable

Answer the following questions in complete sentences.

1. What is the thing that the blind boy will never enjoy?
2. Why can't he enjoy it?
3. What are the wondrous things you see in the daytime?
4. When is it day for him?
5. When is it night for him?
6. Which lines tell us that people who can see feel sorry for him?
7. Does the blind boy feel sorry for himself? Why?
8. How does the blind boy regard himself in spite of his blindness?
9. If there were a blind person in your class, how would you help him / her?

Unit 7 TYPICAL MYANMAR SNACKS



Reading

- Reading about typical Myanmar snacks

Vocabulary

- Adjective-forming suffixes

Grammar

- The active voice and the passive voice

Listening and Speaking

- Listening to a talk on why people eat snacks
- Responding to expressions of pleasure, surprise and sympathy

Writing

- Writing a descriptive essay

7A Reading

Pre-reading

1. What is a snack?
2. Why do people eat snacks?
3. Name some typical Myanmar snacks you know.
4. What is your favourite snack?

Read the passage.

People normally have three meals a day and between meals, they eat something which is called a snack. Most Myanmar local snacks are made from rice and glutinous rice. Some of these are traditionally **aromatic** and lightly-prepared foods, using a delicate balance of quick stir-frying, steaming, or boiling, supplemented with spices and seasonings. One important point to note is that the style of preparing snacks may vary from region to region, and from culture to culture. For instance, what we know as *mont-ti* is available in two varieties such as *Mandalay mont-ti* and *Rakhine mont-ti*.

Rice noodles in gravy (*mont-hin-gah*)

Mont-hin-gah, rice noodles in **gravy**, is the most popular Myanmar snack. It can be taken as a snack as well as a full meal. To make *mont-hin-gah* gravy, a variety of ingredients are required but the main ingredients are fish, sliced pith of banana stem, roasted rice flour, roasted pea flour, lemon grass, ginger, onions, garlic, eggs and good quality fish sauce. Roasted rice flour and roasted pea flour thicken the *mont-hin-gah* gravy whereas lemon grass and ginger give a zesty flavour to it.



Many like to have *mont-hin-gah with* a variety of fritters such as gourd fritters (*bu-thee-gyaw*), pea fritters (pe-gyaw) and deep-fried twisted dough sticks (*i-kyar-kwei*). Some people like to eat *mont-hin-gah* with coriander leaves, a dash of lime juice and roasted chilli powder. Shops selling *mont-hin-gah* can be found in any city, town and village in our country. In most alms-giving ceremonies, *mont-hin-gah* is almost always a must simply because it is a preference of both hosts and guests.

Steamed glutinous rice (*kauk-hnyin-baung*)

To make *kauk-hnyin-baung*, glutinous rice is steamed. There are two kinds of glutinous rice: white and black. The black is delicious and **crispy**. It can be taken with boiled peas soaked in sesame oil, or with a sprinkling of shredded coconut and a pinch of roasted brown sesame powder with salt. It goes equally well with fried chicken or fried fish. City folks usually have it as breakfast with hot coffee whereas people in rural areas prefer to have it with plain green tea.



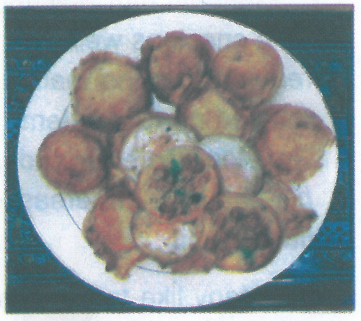
Viscous glutinous snack (*hta-ma-ne*)



Hta-ma-ne is a mixture of glutinous rice, roasted sesame seeds, roasted peanuts, coconut slices and a generous amount of cooking oil. Flavoured with ginger, *hta-ma-ne* goes well with the cold weather of the harvest season. It is said that the word *hta-ma-ne* comes from *hnan-ma-ne*; *hnan* in Myanmar is sesame seeds and *ma-ne* means large in amount. The snack is called *hnan-ma-ne* because a large amount of sesame seeds is required to make it. Though it is available in markets all the year round, it is regularly made in *Ta-bo-dwe*, the eleventh month of the Myanmar calendar which falls in February. At such a time, *hta-ma-ne*-making competitions are held in many parts of the country to **celebrate** the harvest festival. The competition is like a big gathering because many hands are needed to get perfect *hta-ma-ne*. Perfect *hta-ma-ne* requires both a well-balanced proportion of the ingredients and **cooperative** strength of the team members.

Darby-and-Joan Myanmar mini pancakes (*mont-lin-ma-yar*)

A popular Myanmar street food with a rather unusual name is *mont-lin-ma-yar*. Literally, the word means husband-and-wife pancakes. Like most Myanmar snacks, rice is used as the main ingredient to make this. It is made from rice batter in the form of two small hemispheres, each facing the other forming a loving couple. It is eaten with roasted sesame powder with salt and boiled green peas. Some people put coconut milk in mixing batter and some prepare the mini pancakes with a quail egg in each hemisphere.



Mont-lin-ma-yar is a popular snack sold at the food stalls of pagoda festivals. However, it is available anytime, anywhere and liked by all Myanmar people – young and old – because it is delicious, nutritious and not **costly** to make.

Gourd fritters (*bu-thee-gyaw*)

To prepare gourd fritters, tender gourd chips **dipped** in rice batter are fried until they become golden brown. It is a tradition of Myanmar to eat *bu-thee-gyaw* together with lettuce and a sauce made from tamarind pulp in which crushed chillies and garlic are mixed. A plate of *bu-thee-gyaw* with lettuce on the side, with a bowl of tamarind sauce to be taken with a cup of plain green tea is hard to **resist**.

Bu-thee-gyaw is available anytime and almost everywhere in Myanmar. There is always an **abundance** of shops selling *bu-thee-gyaw* in the food stalls of any pagoda festivals throughout the country.



There are indeed many other snacks, namely *hsa-nwin-ma-kin, mont-pyit-tha-let, mont-lone-ye-baw, ye-mont, mont-hsi-gyaw, mont-kywea-thea,* etc. Each of these snacks has its own **unique** taste. The reason why Myanmar snacks are widely known is simply because they are delicious and not too costly.

Comprehension

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

1. a large quantity that is more than enough (a) _____
2. having a pleasant noticeable smell (b) _____
3. put into a liquid and taken out again (c) _____
4. involving doing something together with others towards a shared aim (d) _____
5. expensive (e) _____
6. (of food) pleasantly hard and dry (f) _____
7. being the only one of its kind (g) _____
8. brown sauce made by adding flour to the juices that come from meat or fish while cooking (h) _____
9. stop yourself from doing something you very much want to do (i) _____
10. show that a day or an event is important by doing something special on it (j) _____

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

1. Every human being has a _____ fingerprint.
2. Various _____ herbs are used in making Myanmar dishes.
3. Grandma _____ the bread into her coffee before eating it.
4. We usually eat _____ potato chips and popcorn while watching TV.
5. Students are _____ and attentive to do the group work in class.
6. They are having a dinner party to _____ their son's graduation.
7. Our farm produces an _____ of fruit and vegetables.
8. You shouldn't spend a lot of money on buying _____ cosmetics.
9. Mashed potatoes are often eaten with _____ .
10. Toe Toe likes chocolate ice cream so much that he can't _____ it whenever he sees it.

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

1. Which sentence tells you that *mont-hin-gah* is essential in almost every ceremony in Myanmar?
2. What ingredients are used to make *hta-ma-ne*?
3. What do we need in order to get perfect *hta-ma-ne*?
4. Why is *mont-lin-ma-yar* given that name?
5. What do we usually eat *bu-thee-gyaw* with?
6. Some make snacks to celebrate. Give an example of Myanmar tradition of snacking to celebrate.
7. What is the common ingredient of Myanmar snacks mentioned in the passage?
8. Do you like steamed glutinous rice? Give reasons for your answer.
9. Among the ingredients used in making *mont-hin-gah*, what do you think is the most important?
10. Out of the Myanmar snacks mentioned in the passage, which do you like most? Why?

7B Vocabulary

Adjective-forming Suffixes

A. Many adjectives can be formed by adding characteristic endings or suffixes to the root words which are either verbs or nouns. Study the following table. Then add adjectives in the spaces given.

Suffix	Root word	Adjective
-al	tradition (n)	traditional
	nutrition (n)	nutritional
	nation (n)	
	season (n)	
-ive	compete (v)	competitive
	effect (n)	
	reflect (v)	
	attract (v)	
-ous	vary (v)	various
	nutrition (n)	nutritious
	fame (n)	
	adventure (n) (v)	
-ful	success (n)	successful
	power (n)	
	colour (n)	
	forget (v)	
-ible	access (n) (v)	accessible
	horror (n)	
	digest (v)	
	response (n)	
-able	avail (v)	available
	enjoy (v)	
	comfort (n)	
	reason (n) (v)	

B. Fill each blank with the correct adjective of the underlined word.

1. The artist gained his <u>fame</u> only when he died. He became _____ for his latest work.
2. There is a <u>tradition</u> in our family that we have a party on New Year's Day. It is _____ to make steamed glutinous rice on that day.
3. The menu of this restaurant <u>varies</u> with the season. _____ dishes are available in different seasons.
4. There is not much <u>nutrition</u> in potato chips. Nuts and fruit are more _____.
5. All students have <u>access</u> to the school library. The information they need is _____ to them.
6. We <u>enjoyed</u> the trip to Bagan. It was really _____.

7. A very _____ storm hit the coastal region last night. Ships were helpless against its power.
8. She always attracts people wherever she goes. She is really an _____ lady.
9. Her new diet programme has worked wonders for her. It is _____.
10. I am glad to notice your improvement in English, because your improvement is quite _____.

7C Grammar

The Active Voice and the Passive Voice

Study the following sample sentences.

Active	1. John Agent	waters Verb	these flowers every day. Object (Recipient)
Passive	2. These flowers Object (Recipient)	are watered Verb	by John every day. Agent

Passive verb = be + V ed/en

Note: In the first sentence, the doer is the subject of the sentence. In the second sentence, the recipient is the subject of the sentence.

Study the active and passive verb forms in various tenses and aspects.

	ACTIVE VOICE	PASSIVE VOICE
SIMPLE PRESENT	Daw Lay May **cleans** the kitchen every Sunday.	The kitchen **is** cleaned by Daw Lay May every Sunday.
SIMPLE PAST	Nwe Ni **sent** the letter to the wrong address.	The letter **was sent** to the wrong address by Nwe Ni.
PRESENT CONTINUOUS	Uncle Phyo **is preparing** dinner now.	Dinner **is being prepared** by Uncle Phyo now.
PAST CONTINUOUS	The workmen **were cleaning** the windows when I was there.	The windows **were being cleaned** by the workmen when I was there.
PRESENT PERFECT	Mie Mie **has left** the kitchen door open.	The kitchen door **has been left** open by Mie Mie.
PAST PERFECT	Htwe Lay **had baked** the cake when the guests arrived.	The cake **had been baked** by Htwe Lay when the guests arrived.
SIMPLE FUTURE	Myo Kyaw **will finish** the project by tomorrow afternoon.	The project **will be finished** by Myo Kyaw by tomorrow afternoon.

Note: Present perfect continuous, past perfect continuous, future continuous and future perfect continuous are left out because the frequency of their uses in the passive voice is low.

A. *Rewrite the following in the passive.*

1. Zaw Zaw is fixing the car at the moment.
2. The police arrested the man for shoplifting.
3. The waiters had laid the tables before the customers arrived.
4. Scientists always gather information on natural disasters.
5. A wildfire can destroy large areas of land in just a few minutes.
6. Egyptians built pyramids to keep the names and stories of their kings alive.
7. The Internet empowers people by enabling the exchange of information.
8. Entrepreneurs should design products based on what customers say they want.
9. Virologists study viruses to discover how to stop people from getting infested.
10. Scientists have used chimps to study infectious diseases.

B. *Read the following paragraph and complete the blanks with the correct passive form of the verbs given below. The first one is done for you as an example.*

bake	enjoy	place	mix	sprinkle
eat	make	pour	smear	use

Myanmar Pancake (*bein-mont*)

Bein-mont or Myanmar pancake (1) is made from rice flour, palm sugar, eggs, coconut chips, and peanuts, garnished with poppy seeds. Rice flour (2) _____ with palm sugar (3) _____ to make batter for this pancake. First, a shallow pan (4) _____ with a tiny amount of edible oil, using a makeshift brush so that the pancake won't stick to the pan. Then a ladle of batter (5) _____ into the pan. Next coconut chips and poppy seeds (6) _____ on top of the batter. The pan (7) _____ on an open fireplace and then covered with a lid on which are pieces of burning coal. In other words, the pancake (8) _____ with heat from below and above. When it turns golden brown, sweet and tasty pancake is ready to be served. Some *bein-mont* makers use butter instead of edible oil in order to make it more delicious. *Bein-mont* (9) _____ with either tea or coffee, and it is a very common breakfast which (10) _____ by people from rural and urban areas in Myanmar.



7D Listening and Speaking

A. *Listen to the recording and say whether the following statements are TRUE (T) or FALSE (F). Write T or F next to the statement.*

1. Eating snacks can reduce stress.
2. Most people eat snacks when they are sad.
3. People usually celebrate their achievements by having snacks.
4. Many people have snacks to break up the monotony of their daily lives.
5. Some eat snacks so that they can finish their job without delay.
6. Eating snacks is funny.
7. The way we eat snacks differs if our social culture differs.
8. People in France, Mexico and the Philippines eat snacks as a fifth meal.

Responding to Expressions of Pleasure, Surprise and Sympathy

B. *Study the following expressions. What do they express? Write the correct heading given in the box for each column.*

Pleasure	Surprise	Sympathy

1	2	3 .....
Did you / she / they? That's amazing! You're kidding! Really?	What a pity! Oh dear. That's too bad. How awful!	Fantastic! That's great! Lovely! Brilliant!

C. *Complete the following dialogue using the short responses given above.*

A: My grandma hasn't been too well lately.

B: (1)_____

A: She's 80. At her age, she should slow down a bit. But she said she would come along with us to Kyeik-htee-yo Pagoda.

B: (2)_____

A: We told her to stay at home, but she won't listen to us. She said she wanted to enjoy her life to the full.

B: (3)_____

A: Last week, she went to the supermarket and then cooked for the whole family.

B: (4)_____

A: We're going to give her a big party for her 81st birthday.

B: (5)_____

A: But she doesn't want us to spend much for her birthday. She prefers to make a donation to people who are in need.

B: That's very sweet of her.

D. *In pairs, practise the dialogue.*

7E Writing

Descriptive Essay

- **A descriptive essay** expresses or describes a person, place or thing in a way that readers can easily form a picture of it in the mind.

A. Connect the first parts of the sentences in Column A with the appropriate parts in Column B.

Column A	Column B
1. My favourite snack is	(a) because it is easy to make them.
2. It is a special snack for children	(b) potatoes, butter and oil.
3. French fries are made from	(c) ketchup, vinegar, mayonnaise and tomato sauce.
4. I often have French fries	(d) because it is crispy and fluffy.
5. They go well with	(e) French fries or deep fried potatoes.

B. Use the points suggested below. Create your own snack and write a short paragraph of about six or seven sentences to describe it.

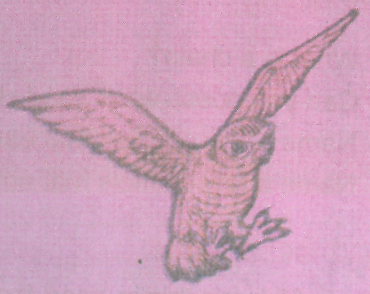
- What your favourite snack is
- What it is made from
- When you usually have it
- What you eat it with
- Why you like it

Useful language

- My favourite snack is ...
- It is special because...
- Its ingredients are ...
- It is made from ...
- I like it because ....
- It goes well with ...

Unit 8 FOOD CHAIN





owl

hawk

Reading

- Reading about food chain

Vocabulary

- Phrasal verbs

snake

Grammar

- The passive voice without agents
- Omission of verbs

frog

rabbit

Listening and Speaking

- Listening to a talk on the food some animals eat
- Talking about eating habits

grasshopper

Writing

- Writing about a food chain

scaven
body a
grass

grass

8A Reading

Pre-reading

1. What is a chain?
2. Can you guess what "food chain" could mean?
3. Name a few animals that eat grass.
4. Name a few animals that eat the animals that eat grass.

Read the passage.

All living things need food. Plants are living things, so they need food. The question is: "*Where do plants get their food from?*" Well, plants make their own food by using carbon dioxide from the air and water from the soil in the presence of sunlight as they possess green pigments. Animals, on the other hand, cannot make **their** own food, so they must eat plants or other living things. For example, grass grows in a field, and we all know that "*rabbits eat grass, and hawks eat rabbits*." Now, we may rewrite that sentence in the passive voice, and we will get: "*grass is eaten by rabbits, and rabbits are eaten by hawks*." That is an example of a simple food chain. Now, instead of writing a full sentence, let us use an arrow [→] to show "***what is eaten by what***." Then we get a simple diagram of a simple food chain like this:

grass → rabbit → hawk

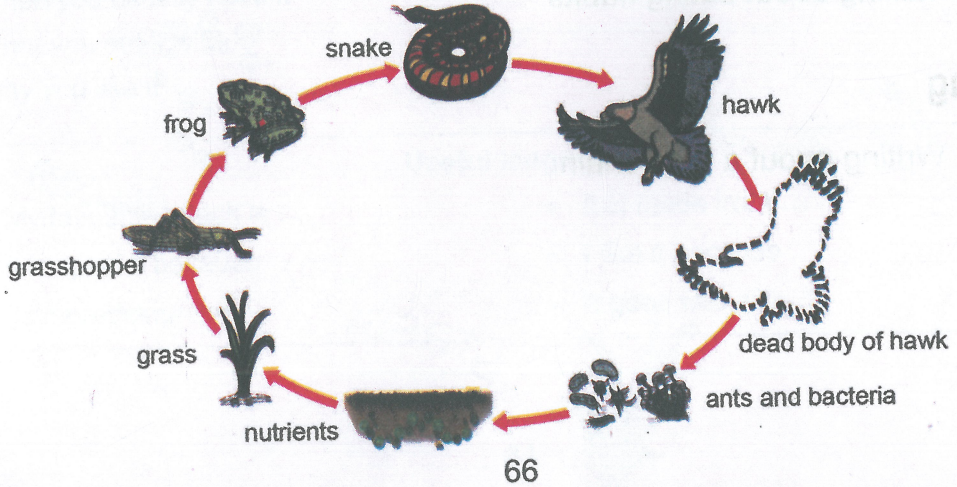
Now, instead of writing "*grass is eaten by cows and cows are eaten by tigers*," we may use a simple diagram like this:

grass → cow → tiger

To understand better, let us take a little larger food chain where "grass is eaten by grasshoppers, and grasshoppers by frogs, and frogs by snakes, and snakes by hawks." A simple diagram for that will be:

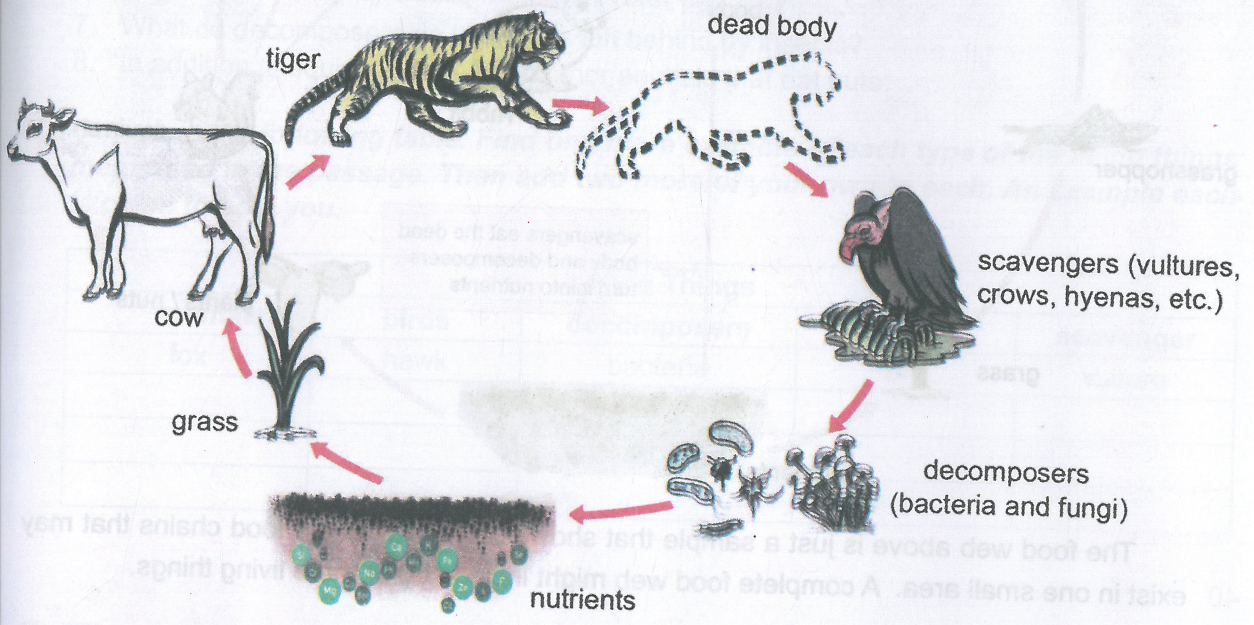
grass → grasshopper → frog → snake → hawk

But when the hawks die one day, their bodies fall to earth, and they are eaten by ants and bacteria. Their bodies then decompose and become nutrients for plants. Study the diagram to understand the food chain.



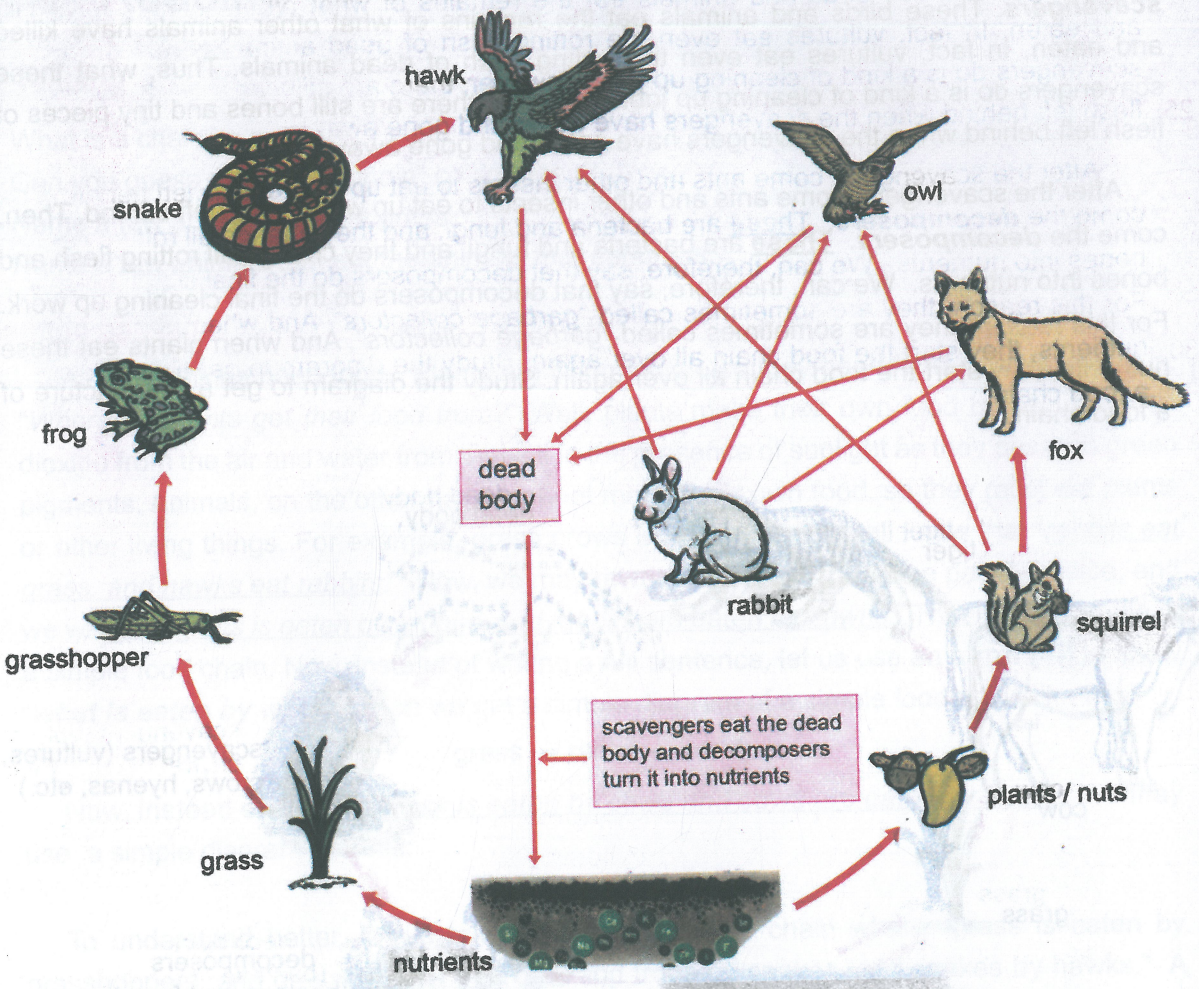
Birds such as vultures and crows, and animals such as hyenas and jackals are called ***scavengers***. These birds and animals eat the remains of what other animals have killed and eaten. In fact, vultures eat even the rotting flesh of dead animals. Thus, what these scavengers do is a kind of cleaning up job. However, there are still bones and tiny pieces of flesh left behind when the scavengers have eaten and gone away.

After the scavengers, come ants and other insects to eat up whatever is left behind. Then, come the ***decomposers***. **These** are bacteria and fungi, and they change all rotting flesh and bones into nutrients. We can, therefore, say that decomposers do the final cleaning up work. For this reason, they are sometimes called "*garbage collectors*". And when plants eat these nutrients, they start the food chain all over again. Study the diagram to get a clear picture of a food chain.



Moreover, some food chains are connected with many other food chains. This connection of food chains is called a ***food web***. For example, squirrels eat nuts. Then, these squirrels become food for hawks, owls, or foxes. And when hawks, owls and foxes die, their dead bodies become food for scavengers. What the scavengers leave behind becomes food for decomposers. These decomposers change everything into nutrients. Then, nutrients become food for plants, and the food chain starts again.

See the diagram below to understand this better.



The food web above is just a sample that shows only a few of the food chains that may exist in one small area. A complete food web might include 50 or more living things.

Comprehension

A. Read the passage and decide if the following statements are TRUE (T) or FALSE (F) or NOT MENTIONED (NM). Write T, F or NM in the brackets.

1. Both animals and plants need food. ( )
2. Both animals and plants make their own food. ( )
3. After being eaten by ants and bacteria, the bodies of animals decompose and become nutrients. ( )
4. Nothing is left behind when the scavengers have eaten what other animals have killed or eaten. ( )
5. Vultures eat what other animals have killed or eaten as well as the rotting flesh of dead animals. ( )
6. The scavengers do the cleaning up of the remains of animals. ( )

7. Nutrients are made up of magnesium, calcium and sulphur. ( )
8. The decomposers come before ants and other insects to eat up what is left by scavengers. ( )
9. Decomposers are known as garbage collectors. ( )
10. People eat scavengers and decomposers. ( )

B. *Answer the following questions in complete sentences.*

1. How do plants make their food?
2. What is the difference between plants and animals?
3. What does the word "**their**" in line 4 refer to?
4. Unlike plants, what must animals do to live?
5. What animals do the cleaning up before the final cleaning up?
6. What does the word "**These**" in line 27 refer to?
7. What do decomposers do to what is left behind by insects?
8. In addition to squirrels, name two other animals that eat nuts.

C. *Complete the following table. Find one more example of each type of the living things mentioned in the passage. Then add two more of your own to each. An example each is given to help you.*

Living Things				
animals	**birds**	**decomposers**	**insects**	**scavenger**
fox	hawk	bacteria	ant	vulture

8B Vocabulary

Phrasal Verbs

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

e.g. put up with = tolerate
stand for = represent

Phrasal verbs with 'up' and 'behind'

Study the following phrasal verbs.

bring up	= look after a child until maturity
grow up	= develop into an adult
stay up	= go to bed later than usual
take up	= begin doing something as a hobby
use up	= use something until none is left
make up	= invent false stories
fall behind	= fail to keep pace with others
lag behind	= be late
leave behind	= leave something, especially something you possess
stay behind	= remain where one is while others leave

Complete the sentences with the correct forms of the phrasal verbs given above.

1. Ni Ni had to _____ after class, as she hasn't finished writing her essay.
2. I'm _____ gardening as it is said to be very relaxing.
3. Susan often _____ stories which are not true at all.
4. You could lose your job if you keep _____ with your work.
5. Thuzar _____ by her aunt as both her parents were working in another town.
6. I _____ in a small village where most people earn their living as farmers.
7. Tomorrow, we'll leave at 5 a.m., so don't _____ late tonight.
8. Don't _____ all your money before the end of the month.
9. Ko Ko _____ Bo Bo in the race.
10. We accidentally _____ our luggage at the airport.

8C Grammar

The Passive Voice without Agents

The passive is used:

- **when the agent (= the person who does the action) is unknown, unimportant or not obvious from the context.**

e.g. ***John Lennon, the famous singer, was shot.*** **(We don't know who shot him.)**
That old house was built in 1905. **(unimportant agent)**

- when the action is more important than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.

e.g. *Ten people **were killed** in shootings across Chicago between Friday and Monday morning.*

A. Change each sentence below in the passive voice.

1. You must keep the fire exit free all the time.
2. People built the pyramids nearly 5,000 years ago.
3. They painted the entire house blue.
4. They required the staff to follow safety rules.
5. They vacuum and dust the office every night.
6. People speak English all over the world.
7. They usually lock this gate at 10 p.m.
8. Someone used my computer in my absence.
9. He warned us against the pickpockets in this area.
10. They will fine you if you dump rubbish illegally.
11. Where did they find the book?
12. They will refurbish this hotel in the following year.
13. They are building a new stadium near the station.
14. Someone has sent Nandar a mysterious letter.
15. People have seen UFOs in this area.

Omission of Verbs

Study the two sentences below.

(a) Grass is eaten by grasshoppers, and grasshoppers are eaten by frogs; and frogs are eaten by snakes and snakes are eaten by hawks.

(b) Grass is eaten by grasshoppers, grasshoppers by frogs, frogs by snakes and snakes by hawks.

- The verbs in sentence (a) can be omitted as shown in sentence (b).

B. Shorten the following sentences by omitting the repeated verbs.

1. My mother gave me a beautiful dress; my father gave me a calculator and my brother gave me a watch on my birthday.
2. When the fire broke out, Daw Nilar was in the living room and her baby was in the bedroom.
3. I like travelling by train but my friend, Hnin Zi, likes travelling by plane.
4. Some animals live on land; some live in water and some live both on land and in water.
5. I was born in Yangon; my elder brother was born in Taunggyi and my sister was born in Dawei.
6. Mg Mg is good at playing football; Zaw Zaw is good at playing tennis and Ko Ko is good at playing basketball.

7. Some plants grow well in clay soils; some grow well in sandy soils and some grow well in silt soils.
8. In supermarkets, frozen food must be kept at zero degree Fahrenheit; meat and fish must be kept at 28-32 degree Fahrenheit; and dairy produce must be kept at 40-50 degree Fahrenheit.
9. For my parents' anniversary, I am cleaning the backyard; my brothers are cleaning the window panes and my cousins are cleaning the garden.
10. My hobby is collecting stamps; John's hobby is collecting CDs and Mary's hobby is collecting coins.

8D Listening and Speaking

A. Listen and complete the table with the food some animals eat.

Animal	Food
rabbits and rats	hard grains and nuts
frogs	
bees and butterflies	

B. Listen again and fill the blanks.

1. Animals like squirrels eat hard _____ and nuts.
2. Snakes swallow their food because they do not have chewing _____.
3. The frog uses its long sticky _____ to catch its prey.
4. Cows and _____ first swallow their food whole and bring it back into their mouth and keep chewing it for hours.
5. Dogs and cats use their _____ to lap up their food.
6. The giraffe uses its _____ to reach tall trees.
7. The elephant uses its _____ to take in food.

C. Put the food items below into the correct columns. The first one is done for you.

bananas	beef	beans	broccoli	carrots
chicken	grapes	lamb	mutton	mushrooms
oranges	pears	pork	potatoes	watermelons

Fruit	Meat	Vegetables
bananas		

D. In pairs, ask and answer about each other's eating habits, using the questions given below.

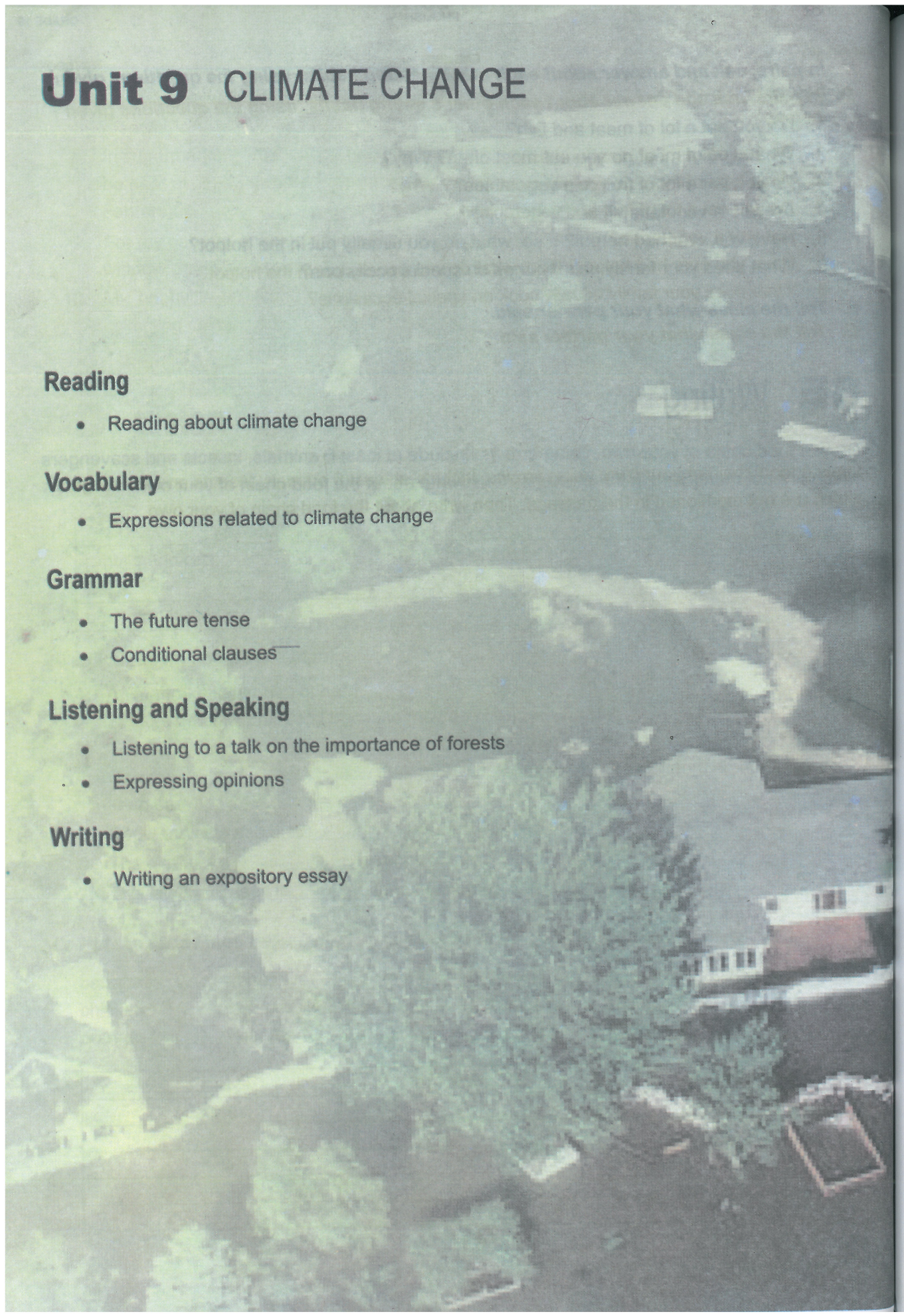
1. Do you eat a lot of meat and fish?
2. What type of meat do you eat most often? Why?
3. Do you eat a lot of fruit and vegetables?
4. Are you a vegetarian?
5. Have you ever had hotpot? If so, what do you usually put in the hotpot?
6. What does your family usually cook on special occasions?

E. Tell the class what your partner said.

8E Writing

Draw a food chain of your own, using arrows. Include at least 6 animals, insects and scavengers which are not mentioned in the passage. Then write about the food chain of your own.

Unit 9 CLIMATE CHANGE



Reading

- Reading about climate change

Vocabulary

- Expressions related to climate change

Grammar

- The future tense
- Conditional clauses

Listening and Speaking

- Listening to a talk on the importance of forests
- Expressing opinions

Writing

- Writing an expository essay

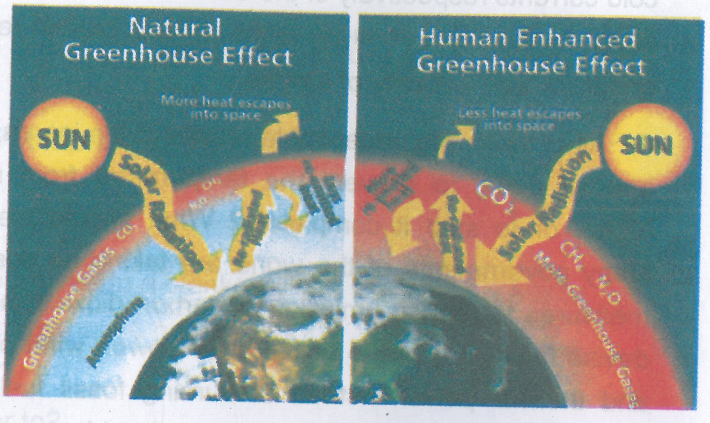
9A Reading

Pre-reading

1. What is climate change?
2. What causes climate change?
3. What are the effects of climate change?
4. What are we doing about it?

Read the passage.

A Climate change is simply: change in climate. What we should understand here is that climate as used in the title of this lesson refers not to the climate of any particular country or part of the world. It refers to the entire climate of this earth of ours. It means the climate of the whole world is changing. To be specific, the average temperature of the earth is rising, slowly and steadily. And our earth is getting warmer and warmer from year to year. This phenomenon, or happening, is called global warming.



B Climatologists, scientists who carry out scientific studies of general weather conditions, say that greenhouse gases (*carbon dioxide*, *methane*, *nitrous oxide*, *ozone*, *fluorinated compounds*, and *water vapour*) in our earth's atmosphere act as a blanket and have kept our earth constantly warm enough for over four billion years for living things to be able to live. Without these gases as a blanket, the temperature of the earth would be 33°C cooler than we can stand, and most living things would not be able to survive.

C Today, climatologists agree that carbon dioxide levels in the atmosphere have gradually risen. So have the levels of other greenhouse gases. As a result, the temperature of the earth's atmosphere, **its** oceans and landmasses is increasing day by day.

D Now, what is making this global temperature rise? Who is responsible for it? Frankly speaking, we are responsible for it. Since the advent of the Industrial Revolution in the 1700s, we have been burning fossil fuels such as coal, oil, and natural gas to produce energy to run our cars, trains, ships, planes and many other energy-consuming inventions. The more fuels we burn, the higher the carbon dioxide level in the atmosphere, and the warmer the earth gets.

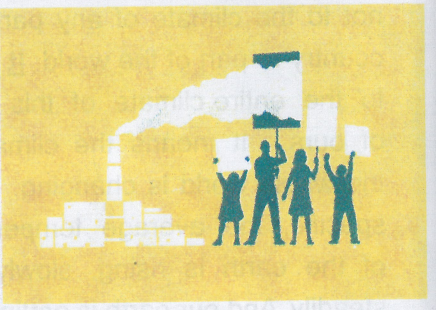
E In addition, we cut down many trees, forgetting or not caring that trees use carbon dioxide

in the air to manufacture food, and thereby keep the level of carbon dioxide in the atmosphere at a safe level for all. With fewer and fewer trees, not only does the level of carbon dioxide in the atmosphere rise, but there is increasing soil erosion, **which** in turn leads to loss of vegetation.



F Then, with the rise in the temperature of the atmosphere, there is a relative rise in the temperature of oceans. This in turn causes more and more glaciers and sea ice to melt, which in turn causes sea levels to rise, flooding many coastal regions leading to loss of property and life. Then there are the *El Niño* and *La Niña*, warm and cold currents respectively of the South Pacific Ocean, that bring about severe changes in the climatic pattern resulting in changes in temperature, snow, and track and intensity of storms.

G All of those are undesirable results of the increase in the temperature of the earth. What are we doing to prevent the temperature from rising higher or to stop it completely? What should we do? Many governments of the world are taking all possible measures to reduce emission of carbon dioxide, and to devise feasible ways to utilize solar power, wind power, and thermal power instead of burning fossil fuels. As responsible citizens, we ourselves should stop using fossil fuels, plant more trees, and do our utmost to keep our planet earth green and clean.



Comprehension

A. Which paragraph (A–G) best answers each question (1–7) below?

1. What causes climate change?
2. Can climate change be prevented?
3. What is climate change?
4. What happens when the temperature rises?
5. How do greenhouse gases function?
6. Why are trees important?
7. What is the current situation of the earth?

B. *Fill each blank with an appropriate phrase or clause .*

1. Global warming means the earth _____.
2. Living things are able to live because _____ blanket the earth and have kept it constantly warm.
3. The temperature of the earth's atmosphere, its oceans and landmasses has risen because CO_2 levels in the atmosphere _____.
4. The energy we need to run cars, trains, ships and planes comes from
5. An increase in soil erosion can lead to _____.
6. Severe changes in the climatic pattern are caused by _____ in the South Pacific Ocean.
7. We should use solar power, wind power and thermal power to _____.

C. *Answer the following questions in complete sentences.*

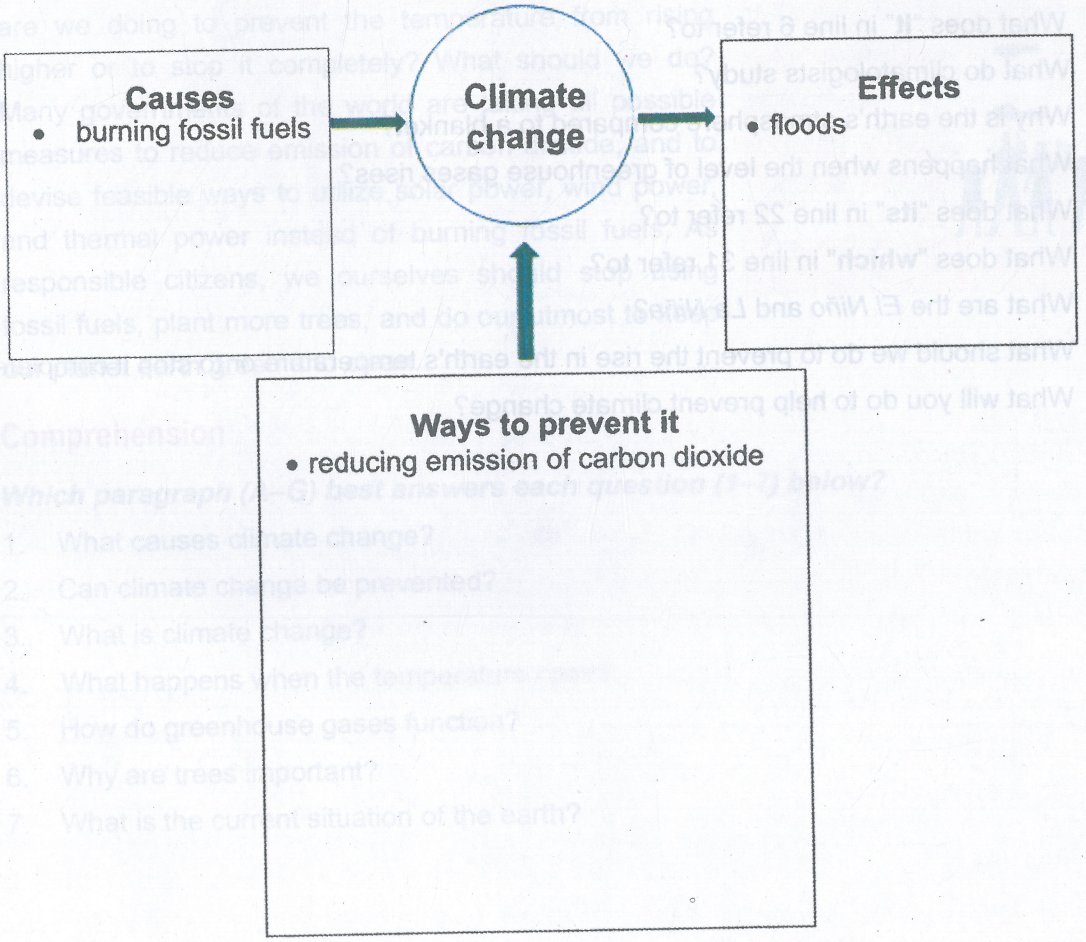
1. What does "**It**" in line 6 refer to?
2. What do climatologists study?
3. Why is the earth's atmosphere compared to a blanket?
4. What happens when the level of greenhouse gases rises?
5. What does "**its**" in line 22 refer to?
6. What does "**which**" in line 31 refer to?
7. What are the *El Niño* and *La Niña*?
8. What should we do to prevent the rise in the earth's temperature or to stop it completely?
9. What will you do to help prevent climate change?

9B Vocabulary

Expressions Related to Climate Change

Put the expressions below in the correct boxes. An example is given for each.

• burning fossil fuels • cutting down trees • stop using fossil fuels • floods • glaciers and sea ice melt • storms	• loss of property and life • loss of vegetation • occurrence of *El Niño* and *La Niña* • planting more trees • reducing emission of carbon dioxide	• soil erosion • emission of carbon dioxide • weather patterns change severely • utilizing solar power, wind power, etc.



9C Grammar

The Future Tense

- The future tense [**will + $V_{(-inf)}$**] is used to speak or write about:
  - what we think or believe will happen.
    e.g. You will fail if you do not study.
    He will tell you when he gets here.
    What will happen when it is too hot?
  - decision made at the present time.
    e.g. The room is stuffy. I will turn on the fan.
    I'm hungry. I will make myself a sandwich or two.
    I don't want to see him. So I won't come to the party tomorrow.

A. Complete each sentence, using the future tense with an appropriate phrase below.

bring me a nice present	see the dentist
close the window	miss the train
take swimming lessons	not take long
throw a big party	stand first
enjoy the delightful view	buy some bread

1. Mother has a severe toothache; she _____.
2. Father has gone to Paris to attend a conference. I think he _____ when he comes back.
3. Nyo Nyo will get a long holiday this summer; she _____.
4. Kyaw Lwin will be fifteen on 27th October; he _____ on that day.
5. Hurry up please. Otherwise we _____.
6. He studies very hard. I think he _____ in the final examination.
7. It's cold in here; I _____.
8. If I have time, I _____ on my way home.
9. Please wait for a few minutes; I _____.
10. Let's stop here for a while. We _____ over the valley.

Conditional Clauses

A conditional clause is a type of subordinate clause, most commonly introduced by the conjunction *if* or *unless*.

e.g. If I study hard, I will pass the exam.

I will pass the exam if I study hard.

Study the form of conditional clauses.

	If-clause	Main clause	Examples
Type 1	Simple Present	Future Simple	(a) If he ***is*** late, we ***will have to go*** without him. (b) Unless it ***rains***, the plants ***will die***.
Type 2	Simple Past	Future Conditional	(c) If I ***were*** you, I ***would study*** more.
Type 3	Past Perfect	Future Perfect	(d) If you ***had warned*** me, I ***would not have told*** your father about that party.

B Supply the correct form of the verbs in brackets.

1. If the temperature falls below zero, water (freeze).
2. If you visit Scotland, you (see) Edinburgh Castle.
3. Unless you sleep well at night, you (not, feel) good the next morning.
4. He (lend) her the money if she had asked for it from him.
5. You wouldn't have fallen unless there (not be) a banana skin on the ground.
6. If you get there early enough, you (have) a chance to choose the seats you want.
7. If you ate too much, you (gain) weight.
8. If everyone (work) faster, we could finish our work in time.
9. Unless the sales (increase), we'd have to close the shop.
10. If his parents (not, support) him, he would have had to find a part-time job.

9D Listening and Speaking

A. *Listen to the recording and say whether the following statements are TRUE (T) or FALSE (F).*

1. Forests are homes to millions of animals.
2. There cannot be streams and rivers in forests.
3. We shouldn't live near forests.
4. People who live near forests have no income.
5. We get timber and wood from forests.
6. Tourists visit forest areas to see nature at its best.
7. We can prevent climate change if there are trees.
8. Trees can stablize the climate.
9. Trees absorb carbon dioxide.
10. Both oxygen and carbon dioxide are bad gases.

Expressing Opinions

Study the language phrases used to express opinions.

Personal
In my opinion ...
In my experience ...
Speaking for myself ...
Personally, I think ...
I (strongly) believe that ...
I really feel that ...
If you ask me ...

General
Some people say that ...
Many / Most people think / believe that ...
Everybody knows that ...
According to scientists ...
The thing is that ...
The point is that ...

B. *Complete the dialogue with the expressions given below.*

(a)	I agree	(e)	personally, I think
(b)	in my opinion	(f)	the point is that
(c)	I know what you mean	(g)	that's what I think
(d)	of course it is	(h)	that's very true

A: Hey, did you hear that? A new parking site is going to be built in the park over there.

B: Really? But (1) _____, that's crazy. What we need is more trees. (2) _____ cars should disappear. They pollute the air and they make too much noise.

A: (3) _____we can't live without cars today. Without cars, how will you get to work?

B: I can take the bus.

A: Yes, (4) _____, but we use cars for so many purposes.

B: (5) _____, but we can always find other alternatives.

A: You have a point there, but if we didn't have cars, we would need better public transport.

B: Yes, (6) _____.

A: But still, having a car is so convenient.

B: (7) _____, I know. But we can't have everything, can we?

A: Exactly. (8) _____ too. We can't have everything. Still, so I prefer having a car.

C. In pairs, practise the dialogue.

9E Writing

Expository Writing

An expository writing is an argument which can offer two opposing perspectives. The writer needs to establish his opinion on a topic and persuade his opinion by exploring the reasons why each view may or may not be valid. The writer usually maintains a calm and neutral stand throughout the text to establish an unbiased and informative argument.

Steps in writing an expository essay

1. Define your topic

   Before you begin your essay you need to define what the topic is. Expository essay topics can be about anything, but they are primarily used to argue ideas about controversial topics like climate change or controlling diseases. You should decide which side you are supporting.

2. Outline

   A well-structured expository essay requires a well-structured outline. The outline includes:

   Introduction : clearly states the topic and explain why it is important.

   Body : contains the arguments and logic for both sides.

   Conclusion : establishes your personal stand on the argument.

Write an expository essay on "Public transportation is better than private transportation for the environment", using the prompts given below:

- solve air pollution and noise pollution problems
- save energy
- slow down the process of climate change
- reduce traffic jam
- reach our destination faster
- meet new people on our journey

REVIEW 3

A. Complete each sentence with the appropriate word given in the box. There are two extra words you do not need.

competitive	costly	decomposers	erosion	forgetful	fossil
gravy	resist	solar	various	unique	using

1. Buying new furniture can be very _____, so why don't we think of buying used items?
2. My grandfather is getting very _____ in his old age.
3. Graduates have to fight for jobs in a highly _____ market.
4. That building is _____ because all the others like it were destroyed.
5. Teenagers may find it difficult to _____ peer pressure.
6. Many fungi and bacteria are important _____ in food chains.
7. _____ fuels are non-renewable and rapidly running out.
8. We are _____ up the earth's resources at an alarming rate.
9. The calculator I am currently using runs on _____ power.
10. As the roots of these trees go deep and are strong, they prevent soil _____.

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

1. If these shoes fit me, I _____ (buy) them. (Complete the sentence, using the correct tense of the verb given in brackets.)
2. If I _____ (listen) to the news last night, I would have known the good news earlier. (Complete the sentence, using the correct tense of the verb given in brackets.)
3. If I were rich, I _____ (help) the poor and the needy as much as I can. (Complete the sentence, using the correct tense of the verb given in brackets.)
4. You can find rental car companies in all airports around the world and in most cities. (Change the sentence into the Passive voice.)
5. They painted not only the outside of the house but also the inside. (Change the sentence into the Passive voice.)
6. They will sort out the problem as soon as possible. (Change the sentence into the Passive voice.)
7. Carnivores eat meat, herbivores eat plants, and omnivores eat both meat and plants. (Rewrite the sentence, omitting the verbs where necessary.)
8. Mee Mee likes shopping online; Zaw Zaw likes chatting online and Si Si likes watching movies online. (Rewrite the sentence, omitting the verbs where necessary.)
9. What subject _____ (you, study) currently in school? (Complete the sentence, using the correct tense of the verb in brackets.)
10. Every morning, customers _____ (line up) outside the front door of the bakery. (Complete the sentence, using the correct tense of the verb in brackets.)
11. These days, the police _____ (watch) every move the suspect makes. (Complete the sentence, using the correct tense of the verb in brackets.)
12. It is natural that young children _____ (cling) onto their mothers for everything. (Complete the sentence, using the correct tense of the verb in brackets.)

POEM 3

Pre-reading

1. What comes into your mind when you see the title of the poem, 'Song'?
2. Do you like songs? If so, why? If not, why?
3. Name the kinds of songs you know.



Song

When I am dead, my dearest,
Sing no sad songs for me;
Plant thou no roses at my head,
Nor shady cypress tree:
Be the green grass above me
With showers and dewdrops wet;
And if thou wilt, remember,
And if thou wilt, forget.

I shall not see the shadows,
I shall not feel the rain;
I shall not hear the nightingale
Sing on, as if in pain:
And dreaming through the twilight
That doth not rise nor set,
Haply, I may remember,
And haply may forget.

Christina Rossetti

GLOSSARY

cypress	= a tall and narrow evergreen tree
nightingale	= a small brown European bird that sings beautiful songs
twilight	= the time of day just after sunset or before dawn, when the Sun is below the horizon

Answer the following questions in complete sentences.

1. Copy out the rhyming words in the poem.
2. Copy out the 'old' English words used by the poet.
3. What does each 'old' English word mean?
4. To whom do you think Christina Rossetti says all these things?
5. What are the things she does not want people to do when she is dead and gone?
6. Why do you think she tells people not to do these things?
7. Why does she think that the nightingale sings?

Unit 10 FOOD SAFETY



Reading

- Reading about food safety

Vocabulary

- Words related to food safety

Grammar

- Not only ... but also
- The more / less / -er ..., the more / less / -er ...

Listening and Speaking

- Listening to an article on artificial additives to avoid
- Asking for information

Writing

- Writing a complaint letter



10A Reading

Pre-reading

1. Do you think the food you eat is always safe? Why or why not?
2. What healthy food do you usually eat?
3. Do you think fast food is healthy? Why or why not?

Read the passage.

All living things need food. Plants need food; animals need food; and human beings also need food. But: ***What is food?*** ***What do we need food for?*** ***What kind of food is good for us?*** ***What kind of food is not good for us?*** ***What is food safety?*** Read on to find the answers to those vital questions.

What is food?

Food is something we eat or drink. Rice is food. Milk is food. Bread is food. Butter, cheese, vegetables, beef, mutton, fish, fruits are all food. In fact, water too is food.

What do we need food for?

We need food mainly for health, energy and growth. Our body needs a daily supply of starch, sugar, proteins, fats, vitamins and minerals. All these can be found in the food we eat. Rice, wheat, potatoes, eggs, chicken, beef, mutton, fish, vegetables and fruits contain one or more of **those**. Sometimes, however, we eat or drink something, not for our health, but just for the pleasure of enjoying the taste of something such as ice cream, cake, peanuts, or popcorn. The more active we are, the more food we need.

What kind of food is good for us?

Fresh fruits and vegetables are good for us because they contain vitamins and minerals. Eggs, milk, cheese, fish, chicken, beef, and mutton are good for us because they contain proteins. Rice, bread, and potatoes give us carbohydrate for the starch and sugar we need for our daily activities.

One thing we need to be careful about is that we should never eat more than we need. After all, too much of anything is not good. All doctors advise us to have a "*balanced diet*". A "*balanced diet*" is "*a combination of the correct types and amounts of food*". If we have a balanced diet, we will get the right amount of vitamins and minerals for each day.

What kind of food is not good for us?

Any fruit or vegetable that is not fresh is not good for us. Any fish or meat that is not fresh is not good for us. Any vegetable or meat that is not well-cooked is not good for us. Too much

of one kind of food is not good for us. Generally speaking, any food that makes us sick is not good for us. For example, certain mushrooms and certain types of seafood can make us sick, that is, they make us vomit after eating them, and in certain cases, can make us break out in rash. This is commonly known as food allergy. In some cases, a wrong combination of food can cause food poisoning and even death.

Moreover, many preserved foods such as corned beef, canned sardines, tuna, sausages are not advisable. So are artificially flavoured fruit juices. All those canned fish or meat and flavoured fruit juices contain additives and colourants, **which** are chemicals that can be harmful to our health.



Furthermore, many farmers today use chemical fertilizers and pesticides for good reasons, but in most cases, such fertilizers and pesticides are overused. As a result, the vegetables and fruits we eat can contain traces of fertilizers and pesticides. All these are harmful to health.

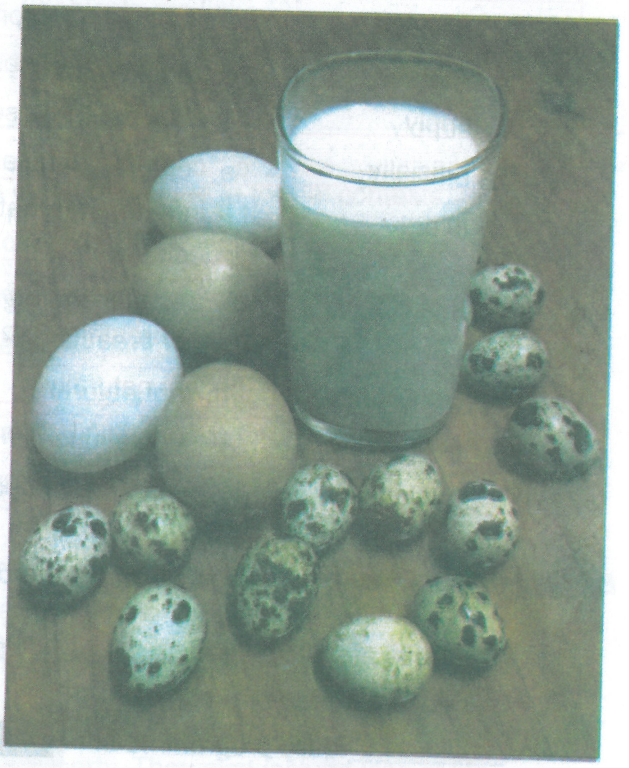
What is food safety?

"*Food safety*" means "*food that is safe to eat; food that will not be harmful to our health*". This means that food, right from its production to our dining table must be hygienically handled. This means that the vegetables and fruits we buy should not only be fresh but also free of traces of fertilizers and pesticides. Similarly, the meat we buy should never be from diseased animals. Canned meat, fish, fruit, and vegetables, as well as flavoured fruit juices should contain as little additives and colourants as possible.

Many countries have a department known as "Food and Drug Administration" (FDA). The department is responsible for the safety of food and drug in the country.

Nevertheless, we ourselves must do our best to look after our own safety by having only fresh fruits and vegetables, only well-cooked meat or fish, and a balanced diet.

Comprehension



A. Give a short answer to each question below.

1. What are living things?
2. Name three kinds of food you eat almost every day.
3. Why are fresh fruits and vegetables good for us?
4. What is a balanced diet?
5. What can happen to us when we have a wrong combination of food?
6. What examples of preserved food are given in the passage?
7. What kind of fruits and vegetables should we eat?
8. What is the Food and Drug Administration (FDA) responsible for?

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

1. What do we need food for?
2. What does the underlined word **'those'** in line 10 refer to?
3. What is the advantage of having a balanced diet?
4. When we have food allergy, what can happen to us?
5. Why can canned fish or meat and flavoured fruit juices be harmful to our health?
6. What does the underlined word **'which'** in line 30 refer to?
7. Why do you think farmers use fertilizers and pesticides?
8. How should food be handled?
9. Give an example of what the Food and Drug Administration (FDA) does in Myanmar.
10. Do you think you have a balanced diet? Why or why not?

10B Vocabulary

Words Related to Food Safety

A. Match the words (1–10) in Column A with their meanings (a–j) in Column B.

Column A	Column B
1. responsible	a. a substance added to food to improve its taste or appearance
2. balanced	b. having the job or duty of taking care of somebody / something
3. vital	c. an amount of something
4. supply	d. dyes that are used to add or change colour
5. artificially	e. chemical substances used to kill pests, especially insects
6. allergy	f. in a manner that is clean in order to protect us against diseases
7. additive	g. a condition that makes a person become sick or develop skin or breathing problems
8. colourants	h. not naturally
9. pesticides	i. containing different parts in suitable quantities
10. hygienically	j. extremely important or necessary

B. Fill in each blank with the appropriate word from Exercise A.

1. The fruits are picked and _____ ripened before shipping.
2. It is good for everyone to have a _____ daily programme of work and recreation.
3. At home I am _____ for doing the washing up.
4. All food sellers should prepare their food _____.
5. Do we have enough _____ of water for the trip?
6. We use _____ to kill insects.
7. We should avoid foods and drinks containing _____.
8. Some people develop an _____ to the fur of animals.
9. It is _____ that you follow the rules laid down by the school.
10. Food colouring is often an _____ in foods.



10C Grammar

Not only ... but also

Study the following examples.

1. *Not only children but also adults like the film.* (2 subjects are linked.)
2. *She not only sings but also dances beautifully.* (2 verbs are linked.)
3. *They need not only food but also shelter.* (2 objects are linked.)
4. *Ngapali is a good place to visit not only in the hot season but also in the cold season.* (2 adverb phrases are linked.)

- The "not only … but also" construction is commonly used in formal contexts.
- This can be useful when presenting two qualities of a character, an action or an event.
- When using "*not only . . . but also*" in a sentence, the words following the two parts, i.e., "*not only ... but also*" should belong to the same part of speech.

A. Combine the sentences, using 'not only ... but also'.

e.g. *He can play the guitar. He can also play the violin.*
He can play not only the guitar but also the violin.

1. She has a great sense of humour. She has good communication skills.
2. We will redecorate our living room. We will also redecorate our kitchen.
3. My mother is a good teacher to me. She is also a good friend to me.
4. The effects of flooding include damage to property. They also include loss of life.
5. My new car has a front camera. It also has a rear camera.
6. Smoking can cause heart and lung diseases. It can also cause cancer.
7. Nandar fell while playing badminton. She also broke her leg.
8. Sandar won the race. She also broke last year's record.
9. The new housing block has a swimming pool. It also has a gym.
10. He won the first prize at the school level competition. He also won the first prize at the national level competition.

The more / less / -er ..., the more / less / -er ...

- This structure is used to say how one thing changes in relation to another.
  The more active you are, the more food you need.
- The subject and the verb of the second clause, or both clauses, may be omitted if their meaning is obvious.
  The more, the merrier. (If there are more people, the occasion will be merrier.)

The more / less / -er + Subject + V ..., the more / less / -er + Subject + V ...

B. *Rewrite the following sentences, using 'The more / less / -er ..., the more / less / -er ...' structure.*

e.g. *If you go farther south, it will be warmer.*
The farther south you go, the warmer it will be.

1. I get older, but I feel younger.
2. If I study more, I get better grades.
3. If there are more cars, the traffic will be worse.
4. If you have a better education, you will have greater opportunities.
5. If the coffee is stronger, I sleep less.
6. When you grow richer, your worries will be greater.
7. If you practise more, you will improve more.
8. If the quality of healthcare is better, life expectancy will be longer.
9. If you are younger, it will be easier to learn languages.
10. If you give more time to play games, you will have less time for study.

10D Listening and Speaking

A. *Listen to the extract of an article on "Artificial Additives to Avoid". Then complete the following table.*

Foods in Supermarkets

Advantages	Disadvantages
1. A lot of foods we buy in _____ are pre-packaged and pre-prepared.	1. Most of the foods contain chemicals and _____
2. The pre-packaged and pre-prepared foods need little or no _____ before ready to be eaten.	2. They harm _____ and animals.
3. The prepacked foods are_____ for customers.	3. Many chemicals are used in meats, _____ and farm produce.
4. They save a lot of_____.	4. Eating unsafe food will add great costs to our _____ system.

B. *Complete the following dialogue, using the expressions given below.*

(a) is there (b) what fruits (c) how often
(d) do you think (e) do you like most (f) how are

Asking for information on the fruits you have

A: (1) _____ do you usually eat?
B: Oranges, bananas and apples.
A: Among them, which (2) _____ and why?
B: Oranges most. I just love their taste.
A: (3) _____ oranges are good for health?
B: Yes, I do as long as they contain no sweetener.
A: (4) _____ oranges good for health?
B: They contain a lot of vitamins A and C, and they are good for the teeth.
A: (5) _____ do you eat them?
B: Almost every day.
A: (6) _____ any kind of fruit you don't like?
B: Yes, dragon fruits. I don't find it tasty

C. *In pairs, practise substituting the dialogue with your favourite snack, using the useful language phrases below.*

Useful language phrases

Asking for information	***Asking for opinions***
What snack do you …? *Why do you like it?* *How often do you …?* *Have you (ever) had / eaten …?* *Is there …?*	*Do you think it is …?*

10E Writing

Writing a complaint letter

A. *Study the following complaint letter and label the parts of the letter (1–5) using the parts given in the box.*

a. salutation (greeting)		*c. leave-taking*	*d. sender's address and date*	*e. receiver's address*

(1) --------

No. 21, Htan Bin Road,
Mayangone Township, Yangon.
21-8-2020

(2) --------

Sales Manager
Excellent Mart No. 1, Khayay Road, Bahan Township,
Yangon.

(3) --------

Dear Sir,

(4) --------

On the 20th of August 2020, I bought a dozen bottles of milk with the brand name 'Fresh'. Unfortunately, when I got home, I found the milk had gone sour.

I wonder, therefore, whether I could get a refund or a replacement. I have attached a copy of the receipt.

I look forward to hearing from you within a week if possible. My phone number is 09-1234567.

(5) --------

Yours faithfully,

Hla May
Daw Hla May

B. You are Ko Sithu. You live in Pyay. Write a complaint letter to the sales manager of ***Bright*** office and stationery store, complaining about the electronic calculator you bought from their shop at No. 28, Pagoda Road, Yangon. Tell him that when you got home, the electronic calculator did not work and you would like a replacement to be made.

When you write a complaint letter, follow the outline below.

- Sender's address
- Date
- Receiver's address
- Salutation (greeting)
- Body of the letter:

  Paragraph 1: Describe what is wrong with the product or describe the problems. Give the date of purchase and place of purchase.

  Paragraph 2: Explain how you would like the problem to be solved.

  Paragraph 3: Explain that you look forward to receiving a reply together with a solution. Set a date or time limit you wish to receive the reply. Give a phone number where you can be reached.
- Closing: Include a leave-taking, such as "Yours faithfully", signature and your full name.

Unit 11 *THANAKHA*, UNIQUELY MYANMAR

Reading

- Reading about *Thanakha*

Vocabulary

- Suffixes
- Collocations

Grammar

- Relative pronouns: who, whom and whose

Listening and Speaking

- Listening to a dialogue between Mary and Sandar
- Making and responding to suggestions

Writing

- Writing an email



11A Reading

Pre-reading

1. What beauty products do you use every day?
2. Do you apply *thanakha* to your face? Why?
3. Have you ever seen *thanakha* trees? If so, where can you find them?

Comprehension

A. *Read the passage and choose the appropriate topic for each paragraph. Match paragraphs (1–5) with topics (a–e).*

a. What *thanakha* is
b. How *thanakha* is used
c. The future of *thanakha*
d. An incomparable beauty product of Myanmar
e. Different forms of *thanakha*

1. _____

With the **booming** of the beauty industry, there are more choices for beauty products such as make-ups, lip care, masks, creams, moisturizers, spray deodorants, aftershave balms and countless others than in the past. In spite of new products and brands being created every day, *thanakha* is a **unique** beauty product of Myanmar. It is inseparable from the daily life of most women in Myanmar. In other countries, it is used mostly for medicinal purposes. Only in Myanmar is it used mainly as a cosmetic.



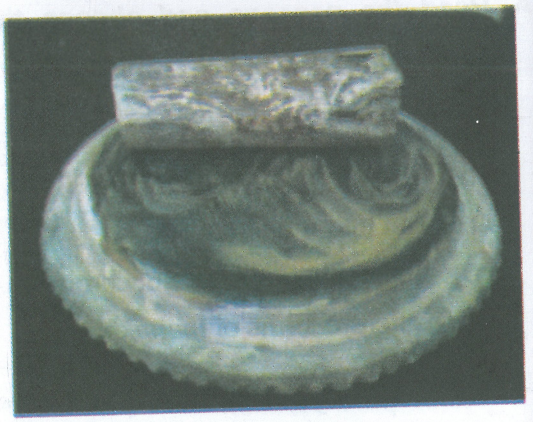
2. _____

In Myanmar, *thanakha* means different things to different groups of people. To Myanmar children, it means just a paste their mothers **smear** on their faces and bodies after a bath. To beauty conscious young ladies, a thin layer of the best quality *thanakha* applied to their faces somewhat covers pimples and acne on their faces. It also keeps them sweet-scented, cool and fresh the whole day. Some young ladies find time to make decorative patterns such as that of a leaf, or flower. To teenage boys, *thanakha* helps them hide the ugly pimples that begin to appear on their faces just at the age when they want to look handsome. To older women, *thanakha* makes them feel protected

from getting wrinkles and freckles. To those who have to toil in the paddy fields, or sell things in the tropical sun, a thick layer of *thanakha* definitely serves as a sun block, protecting their faces and limbs from sunburn. To a young man returning from a visit to upper Myanmar, a sizable piece of *thanakha* serves as a **cherished** gift for his beloved. To indigenous medical men, the roots of *thanakha* trees are of much value as they form important ingredients in some medicines.

3. _____

And what might *thanakha* mean to a foreign woman visiting Myanmar for the first time? She is likely to be **bewildered** to see most local women with yellowish patches on their faces and arms. She will likely ask a person nearby what those yellow patches are. She will, of course, be told that the yellowish patches are paste from the bark of the *thanakha* tree. She may even be told that the paste is obtained from grinding the bark of *thanakha* with a bit of water on a *kyauk pyin*, a piece of flat stone. At the same time, she is likely to learn about its many benefits.



4. _____

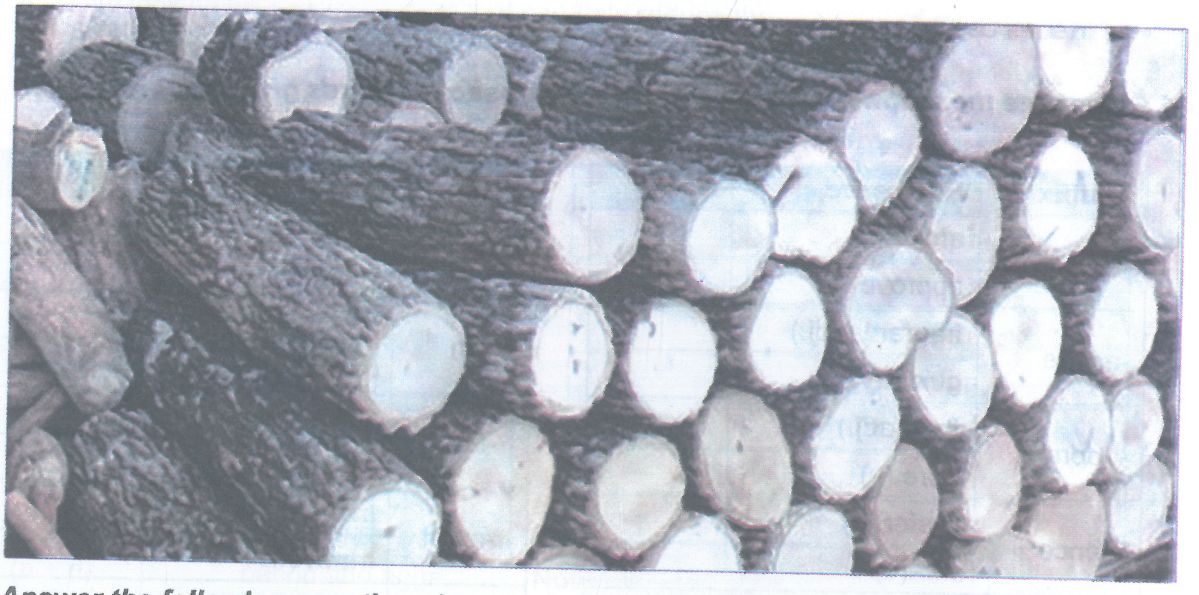
Thanakha comes in different forms and sizes: from pieces cut from the slender branches to huge trunks, which look like logs for the fireplace. It is also available in the form of small cakes, creams, lotions and powders. Today, *thanakha* paste with fragrances of flowers and fruits is available on the market.

5. _____

Today, many forms of beauty products may compete with *thanakha*, and many young and old Myanmar ladies may show preference for western dresses and beauty products, but many of them may still continue to rely on the power of *thanakha* for their beauty and comfort. Currently, *thanakha* is exported in the form of cakes, creams and powders. There are Myanmar entrepreneurs who are doing their best to promote the sale of *thanakha* abroad. This will surely help the world to recognize *thanakha* as a Myanmar cultural heritage. It might even convince non-Myanmar women that *thanakha* is good not only as a cosmetic but also as a skincare product.

B. *For each word in bold, choose from the three choices given, one that is similar in meaning and circle a, b or c whichever is correct.*

1. **booming** in paragraph 1
   a. changing b. growing c. success
2. **unique** in paragraph 1
   a. very rare b. very special c. very valuable
3. **smears** in paragraph 2
   a. covers b. puts c. spreads
4. **cherished** in paragraph 2
   a. valued b. honoured c. respected
5. **bewildered** in paragraph 3
   a. confused b. pleased c. shocked



C. *Answer the following questions in complete sentences.*

1. Why are there more choices of beauty products today than in the past?
2. How is *thanakha* mainly used in other countries and in Myanmar?
3. For what purpose do beauty conscious ladies apply *thanakha* to their faces?
4. At what age do pimples appear on the faces of boys?
5. What protects people who have to toil in the sun from sunburn?
6. Why are the roots of *thanakha* trees valuable to the medical man?
7. In what forms is *thanakha* available?
8. Why do many Myanmar ladies still rely on *thanakha*?
9. Do you like to apply *thanakha* to your face? Why or why not?
10. Do you think the use of *thanakha* as a cosmetic will be more popular or less popular in the future? Why?

11B Vocabulary

Suffixes

Study the following examples.

- A **suffix** is a letter or a group of letters that is added to the end of a word.
- Adding a suffix to a word changes its meaning or forms a different word.

thick (adj.) + *-ness* = *thickness (n)*
remove (v) + *-al* = *removal (n)*
differ (v) + *-ence* = *difference (n)*

Noun-forming suffixes

- Nouns can be formed from verbs and adjectives, and other nouns.

A. Complete the following table by adding suffixes to the words given.

Suffix	Root word	Noun
-al	arrive (v)	
	approve (v)	
-ance	fragrant (adj.)	
	guide (v)	
-dom	free (adj.)	
	bore (v)	
-ence	prefer (v)	
	refer (v)	
-er	moisturize (v)	
	teach (v)	

Suffix	Root word	Noun
-or	invent (v)	
	act (v)	
-ion	promote (v)	
	revise (v)	
-ist	science (n)	
	art (n)	
-ment	manage (v)	
	move (v)	
-ness	useful (adj.)	
	great (adj.)	

Verb-forming suffixes

- Verbs can be formed from nouns and adjectives.

height (n) + *-en* = *heighten (v)*
pure (adj.) + *-fy* = *purify (v)*

B. Complete the following table by adding suffixes to the words given.

Suffix	Root word	Verb
-ate	immigrant (n)	
	different (adj.)	
-en	strength (n)	
	light (adj.)	

Suffix	Root word	Verb
-ize	computer (n)	
	memory (n)	
-ify	simple (adj.)	
	example (n)	

C. Complete each sentence with the correct form of the word given in brackets.

1. She tried to _____ up her speech with a few jokes. (light)
2. Bagan is one of the major _____ attractions in Myanmar. (tour)
3. His answer has no direct _____ to the question. (relevant)
4. I am looking for a skin cleanser that can help reduce the _____ of my face. (oily)
5. Fresh flowers _____ the entire church on my sister's wedding day. (beauty)
6. I often go to my teacher for words of _____. (encourage)
7. This new toothpaste will _____ your teeth better. (white)
8. We congratulated them on the successful _____ of their project. (complete)
9. Regular exercise will _____ your muscle. (strong)
10. I plan to _____ in history for my BA degree. (special)

Collocations

Study the following examples.

(v + n)	*take medicine*	**Not** ~~drink medicine~~
(adj. + n)	great hero	**Not** ~~huge hero~~
(adv + adj.)	extremely cold	**Not** ~~strongly cold~~
(n + n)	bacon and eggs	**Not** ~~bread and eggs~~

- Collocations are groups of two or more words that usually go together.
- Therefore, words that are often used together are collocations.

D. Complete each sentence with the appropriate word given in the box that collocates with the word(s) in italics.

apply	boomed	do	heritage	medical
products	promote	toil	wearing	wins

1. Mg Mg is such a reliable student that he _____ *the trust* of all his teachers and friends.
2. Food producers should _____ *their best* to make sure that they produce safe foods.
3. We are introducing a new range of *beauty* _____ intended for teenagers.
4. Hotel and tourism *industry* has _____ in the last few years.

5. Some Myanmar women are very fond of _____ *flowers* in their hair.
6. Farmers in our village have to _____ *in the paddy field* from morning till evening.
7. She doesn't _____ *any make-up*; yet she is beautiful.
8. We launched a big advertising campaign to _____ *the sale* of our new product.
9. Our traditions and customs are all part of our *cultural* _____.
10. The drug is sold only for _____ *purposes*.

11C Grammar

Relative Pronouns: 'who', 'whom' and 'whose'

Study the following sentences.

Su Su, **who** went to the same school as mine, has now become a famous doctor.
He got married to the girl, **whom** he met in university.
The prize will go to the student, **whose** story is the most interesting.

- We use the relative pronoun ***who*** to refer to people.
- We use the relative pronoun ***whom*** to refer to people when the person is the object of the verb.
- We use the relative pronoun ***whose*** to refer to possession of people and animals.

A. Fill in each blank with 'who', 'whom' or 'whose', whichever is correct. The first one is done for you as an example.

1. The girl, whom we met in Tokyo last year, sent me a postcard.
2. Daw Nilar is my teacher, _____ taught me English when I was in Grade 3.
3. She is the student, _____ handwriting is the best in my class.
4. She is one of those people, _____ loves to be the centre of attention.
5. Daw Nu is a person, _____ takes her responsibilities seriously.
6. The police are investigating the company, _____ top managers were arrested last night.
7. Do you know the woman, _____ I sent those flowers to?
8. The school is established specially for children, _____ schooling has been disturbed by illness.
9. The person, _____ we met on the train, was very helpful.
10. He, _____ is ashamed of asking, is ashamed of learning.

B. Combine each pair of sentences, using the appropriate relative pronoun as in the example.

e.g. *My aunt has five children. She lives in Mandalay.*
My aunt, who lives in Mandalay, has five children.

1. I helped the girl. Her car had broken down in front of our house.
2. I hardly recognized my distant relatives. They came to my sister's wedding.
3. Nyi Nyi is very good at playing football. He has just moved to our school.
4. The children are not from our school. They are playing in the street.
5. The people live next door to us. They are very friendly.
6. The home for the aged is for elderly people. They do not have anyone to look after them.
7. I met the famous singer at a friend's birthday party. I always buy his albums.
8. The cyclist won the race. He had trained hard the whole year.
9. Customers like the salespersons. The salespersons are friendly and helpful.
10. We chose Aye Aye as our team leader. Everyone trusted her.

11D Listening and Speaking

A. Listen to the dialogue between Mary and Sandar and fill in the blanks.

Mary is a visitor from Australia. This is her very first visit to Myanmar. Her new friend Sandar is showing her around Baho Market in Shwebo.

1. Mary asked Sandar about _____.
2. Mary thought that Myanmar people _____ their faces yellow.
3. Mary said that wherever she went, she saw Myanmar people with _____ on their cheeks and foreheads.
4. Sandar explained to Mary that *thanakha* is used as a _____ and sometimes as medicine.
5. Sandar's mother is an expert on _____.
6. Sandar told Mary that *thanakha* helps protect _____ faces from the sun.
7. Sandar said that *thanakha* could be bought as pieces of wood, or _____ in the form of creams, lotions, cakes or powders.

B. *Complete the following dialogue with the expressions given in the box.*

I would ...	that's a good idea
would you ...	why don't you ...
that sounds ...	

Making and responding to suggestions

Nu Nu : Hello, Thandar, where are you off to?

Thandar : The supermarket, to buy a few cosmetic items.

Nu Nu : Such as?

Thandar : Oh you know, lipstick, make-up, eye shadow, so on and so forth. (1) _____ care to come along?

Nu Nu : Yes, (2) _____, maybe just to keep you company and look around for a lipstick and eye shadow.

Thandar : (3) _____ buy creams or lotions to protect your skin from sunburn?

Nu Nu : (4) _____ great, but I prefer our local product as it works fine for me.

Thandar : What do you mean by local product?

Nu Nu : *Thanakha*, of course. It beats all foreign products, and what's more, it is not expensive.

Thandar : Really?

Nu Nu : Of course. Have you ever seen my face turning oily? It's *thanakha* that keeps my complexion in good shape.

Thandar : Well, (5) _____, but I've never used it. I think I should try.

Nu Nu : You certainly should. And I guarantee that you'll come to prefer it to all those fancy foreign products!

C. Your friend, Susan who has come to visit Myanmar, wants to buy souvenirs for her friends. In pairs, write a short dialogue between Susan and you making suggestions to her on what to buy and where to buy them. You can use the expressions given below.

Making suggestions

- Would you care ...?
- Why don't you ...?
- Shall I / we ...?
- Would you like ...?

Accepting or declining suggestions

Accepting	Declining
• That's a good / great idea!	• I'd rather not ...
• That sounds good / great.	• I'd prefer ...
• Thanks! I'd love to.	• That's a good idea but ...

11E Writing

Write an email to an online pal, Yuri from Japan, telling her about thanakha, a cosmetic unique to Myanmar. You can begin like this.

To: yuri12apple@gmail.com
Subject:
Hi Yuri,
How are things? Everything's okay here. Thank you for your last mail.
I find the tea culture in Japan you told me very interesting. I'd also like to tell you about a cosmetic unique to Myanmar only. I hope you'll find it interesting too ...

Unit 12 URBANIZATION

Reading

- Reading about urbanization

Vocabulary

- Compound nouns
- 'As' and 'like'

Grammar

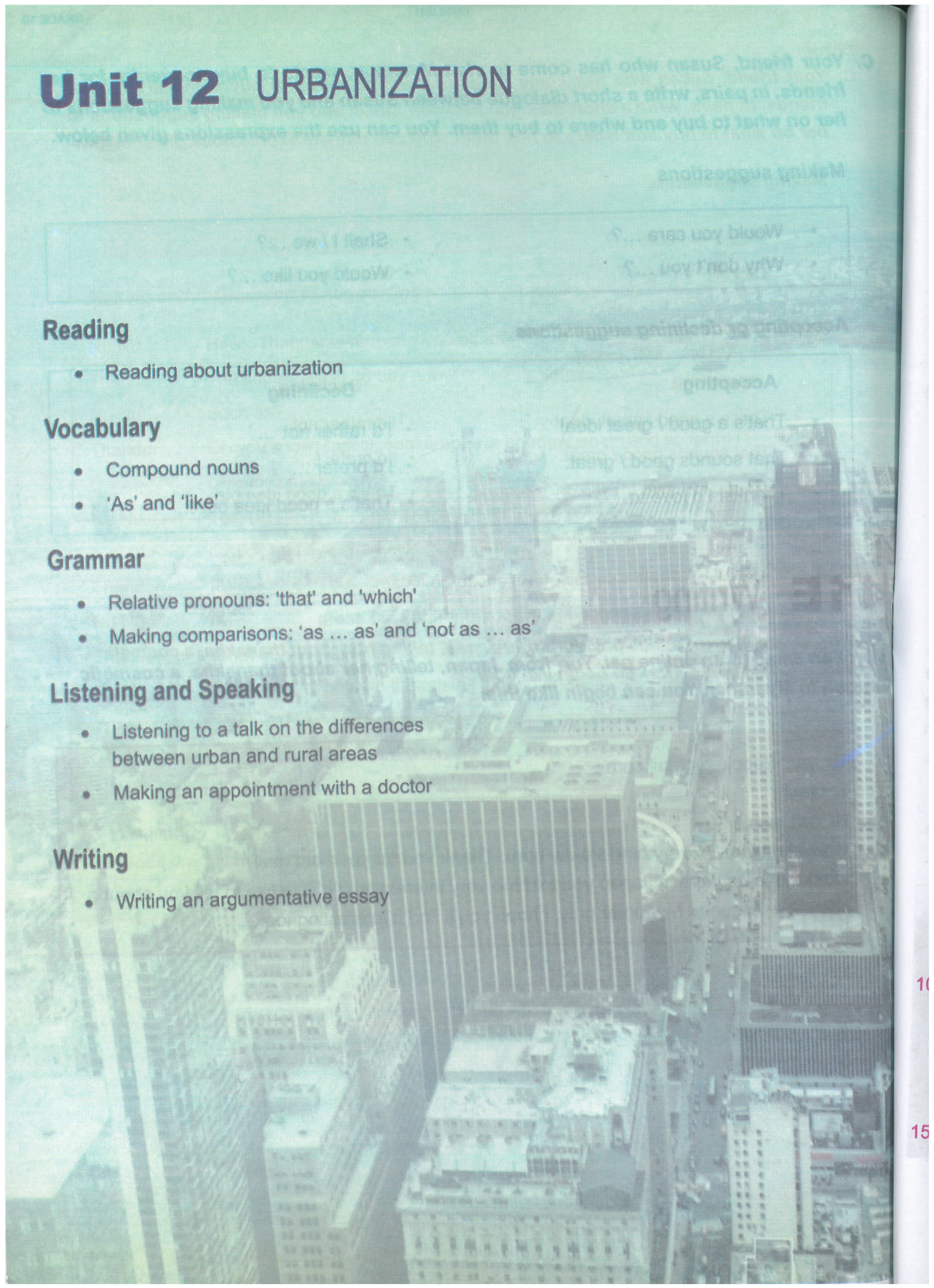
- Relative pronouns: 'that' and 'which'
- Making comparisons: 'as … as' and 'not as … as'

Listening and Speaking

- Listening to a talk on the differences between urban and rural areas
- Making an appointment with a doctor

Writing

- Writing an argumentative essay



12A Reading

Pre-reading

1. Where do you live – in a village, a town, or a city?
2. Why do some people leave their villages and move to towns?
3. Do you think life in a city is better than life in a village?

Read the passage.

The word 'urbanization' is the noun form of the verb 'urbanize', and 'urbanize' comes from the adjective 'urban', which means 'of or in a city or town'. The simple diagram below should help you see how those three words are related.

urban (adjective) → urbanize (verb) → urbanization (noun)



As most of us know, people living in the countryside often leave their rural homes to live in towns and cities. (1) _____. Thus, urbanization is "the process by which more and more people leave the countryside to live in cities".

Causes of urbanization

(2) _____. And these reasons may be political, economic or social. However, the root cause is the natural desire of humans to look for **greener pastures**. This means that as human beings, we wish to be better, that is we wish to get more, earn more, rise higher in rank, and so on. And this makes us switch from one job to another; or move from one place to another; or give up one method and try something else. For example, people who are already rich still wish to be richer and richer.

So what do they do? They buy up land in the countryside and establish modern livestock and dairy farms. The rural farmers of that countryside begin to find it more and more difficult to earn enough to meet their daily needs. So what do they do? They move to towns

or cities to find new forms of livelihood. Here, the reason is economic. Sometimes, in some parts of the world, because of war, all the people of a village are required to abandon their homes and find somewhere else to live. Here, the reason is political. The number may not be large but there are rural families who move from the countryside to towns and cities where there are better schools, colleges and universities for their children, as well as better hospitals, healthcare centres, and other medical service providers for the entire family. (3) _____. In such a case, the reason is social.

Advantages and disadvantages

Urbanization certainly brings about many advantages such as a greater number of hospitals and clinics, all better equipped and better staffed with specialists; a greater number of educational institutions such as schools, colleges, and universities; an infrastructure more advanced than the one in the countryside; and of course, all the urban comforts and conveniences such as recreation centres, libraries, museums, parks, beauty salons, hotels, and restaurants. (4) _____. These may be classified as economic and social ills. One of them is the growth of slums where people live in shanties and hovels, and sanitation is inadequate. Then there are problems of unemployment, overcrowded living quarters, traffic congestion, and air pollution. There is also a rise in the cost of living, and also a rise in urban crime such as mugging, stealing, drug abusing, prostitution and murder. As a result, the urban areas are not as safe as they used to be.

Some solutions to those problems of urbanization

With more and more people from the countryside coming to stay in towns and cities, good housing plans should be drawn up and implemented. (5) _____. To solve the unemployment problem, private investments may be encouraged in order to create more jobs. The police force may need to be expanded in proportion to the increase in population and crime. Means to control the influx of people from the countryside may need to be adopted.

Final observation

Whether we like it or not, whether urbanization is good or bad, it is part of our modern life. It is ours to make the best of it.

Comprehension

A. *Five sentences are removed from the passage. Choose from the sentences (A–E) the one which best fits each gap (1–5).*

A. At the same time, sewage and other drainage systems should be well maintained.

B. However, urbanization brings about many undesirable results.

C. Reasons for rural folks to move to towns and cities are many.

D. There are, of course, other urban comforts and conveniences they may enjoy.

E. This moving of rural people to towns and cities is urbanization.



B. *Read the passage again and complete the table with the examples given for the general expressions in Column A. An example each is given in Column B.*

A. General expression	B. Example
medical service providers	hospitals, ...
education institutions	schools, ...
urban comforts and conveniences	recreation centres, ...
undesirable results brought about by urbanization	the growth of slums, ...
urban crime	mugging, ...

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

1. For what reasons do people living in the countryside often leave their rural homes?
2. The phrase '**greener pastures**' in line 9 is similar in meaning to –
   a. places that are green
   b. places in big cities
   c. places that offer new opportunities
3. When human beings wish to be better, what do they do?
4. When modern livestock and dairy farms are established in the countryside, what happens to the rural farmers there?
5. Because of war in some parts of the world, what do people in villages have to do?
6. What kind of undesirable results does urbanization bring about?
7. With the growth of slums, where are people forced to live?
8. If more job opportunities can be created, what problem can be solved?
9. To what extent should the police force be expanded?
10. If you were living in a village, would you move to a big city? Why?
11. Would you like to live in a village or a big city? Why?

12B Vocabulary

Compound Nouns

Study the following examples.

water bottles (n + n)

paddy fields (n + n)

- ***A compound noun*** consists of more than one word. Compound nouns can be formed in different ways. The most common way is to put two nouns together (noun + noun); other common types are (adjective + noun) and (verb + noun).

A. *Match the nouns in Column A with those in Column B to form compound nouns found in the reading passage.*

	Column A	Column B
1.	air	provider
2.	beauty	centre
3.	dairy	salon
4.	drainage	congestion
5.	drug	pollution
6.	housing	abusing
7.	recreation	plan
8.	root	system
9.	rural	problem
10.	service	cause
11.	traffic	farms
12.	unemployment	folks

B. *Complete each sentence with an appropriate compound noun from Exercise A as in the example.*

e.g. The bookstore is a service provider for people looking for rare books.

1. Unhappiness is the _____ of his illness.
2. Many _____ in the rural areas were turned into industrial zones.
3. This area was very muddy before the _____ was installed.
4. To resolve the _____, we must create more job opportunities.
5. This weekend, I am going to visit my _____ who live in a village.
6. Do you usually go to the _____ to have your hair cut?
7. There's a _____ on the ground floor. You can play table tennis there.
8. Among the causes of _____, car exhaust fumes are the worst.
9. Architects are currently drafting a new _____ for our city.
10. Much of the crime in this area is related to _____.
11. _____ in large cities seems to be an insoluble problem.

'As' and 'like'

Study the following examples in which 'as' and 'like' are used as prepositions.

*He worked for a long time **as** a teacher in Africa. (His job is teaching.)*
*It rained all weekend **as** we thought it would. (We thought it would rain and it really rained.)*
*She works in a hotel **like** me. (We both work in a hotel.)*
*It's hot in this room. It's **like** an oven. (Both an oven and this room are hot.)*
*She's got a shawl **like** mine. (Both of us have got the same kind of shawls.)*
*That house looks **like** a castle. (The appearance of the house and that of a castle is compared.)*

The use of 'as'

- ***'As' + noun*** means '***in the role of'*** and is commonly used to talk about jobs.
- **'As'** is also used to compare something that is the same as something else, or in the same condition.

The use of 'like'

- ***Like + noun*** means '***similar to***' or '***in the same way as'***.
- When we compare appearance or behaviour, we use ***like***, not ***as***.

C. Complete the following sentences, using 'as' or 'like'.

1. I'm attending the meeting _____ an observer.
2. The baby is more _____ his mother than his father.
3. There is too much traffic in London _____ in New York.
4. We're late for the train. We'll have to run _____ the wind.
5. I'm your friend and, _____ a friend, I advise you to think again.
6. I want to join the air force _____ a fighter jet pilot.
7. My father gave me this watch _____ a birthday present.
8. I'm afraid I can't meet you tomorrow _____ we have planned.
9. He's 18, but he sometimes behaves _____ a child.
10. She's a talented writer, _____ most of her family are.

12C Grammar

Relative Pronouns: 'that' and 'which'

Study the following example sentences.

*I do not like stories, **that / which** have sad endings. (**'that'** or **'which'** is used to refer to stories.)*
*Nandar works for a company, **that / which** makes shoes. (**'that'** or **'which'** is used to refer to a company.)*

- When we talk about things, we use that or which in a relative clause.

A. Join the two sentences in each number, using 'that' or 'which' as in the example given.

e.g. I do these exercises every day. They build muscles and increase stamina.
I do these exercises, that / which build muscles and increase stamina every day.

1. The building was destroyed in the storm. It has now been rebuilt.
2. We stayed in the *Excellent Hotel.* A friend recommended it to us.
3. These buses go to the airport. They leave every half hour.
4. Ko Tu told me about his new job. He is enjoying it very much.
5. We often go to Bago to visit our relatives. It is only ten miles from our village.
6. These stairs lead to the swimming pool. They are rather slippery.
7. Mother gave me this sweater. She knitted it herself.
8. The washing machine is still working perfectly. I have used it with care.

B. Make sentences with relative clauses using the words as in the example given.

e.g. Unicycle / a vehicle like a bicycle / has only one wheel.
A unicycle is a vehicle like a bicycle that / which has only one wheel.

1. the earth / the only planet / can support life.
2. the invention / has changed the modern world / the computer.
3. swimming / an activity / I enjoy doing.
4. the programme / I love watching on TV / the Master Chef programme.
5. an activity / helps reduce stress / gardening.

Making Comparisons: 'as ... as' and 'not as ... as'

Study the following sentences, with 'as ... as' and 'not as ... as'.

1. A small elephant is big. That cow is also big.
   That cow is **as** big **as** a small elephant.
2. Mee Mee can play the piano well. Ko Ko can also play the piano well.
   Ko Ko can play the piano as well as Mee Mee.
3. Thura can run faster than Thuta.
   Thuta can**not** run **as** fast **as** Thura.
4. It is colder this year than it was last year.
   It was **not as** cold last year **as** it is this year.

- We use '**as + adjective / adverb + as**' to make comparisons when the things we are comparing are equal in some way.
- We use '**not as + adjective / adverb + as**' to make comparisons between things which are not equal.

C. Join each pair of sentences, using 'as ...as'.

1. Climbing up a mountain is difficult. Climbing down a mountain is also difficult.
2. It is warm today. It was also warm yesterday.
3. The shopping mall is crowded today. It was also crowded yesterday.
4. Yesterday, they played well. They usually play well.
5. My mother is always busy. My father is also always busy.

D. Rewrite the sentences, using 'not as ...as'.

1. Robots can work more precisely than human workers.
2. An electric lamp is brighter than a candle.
3. Ko Ko spends more time playing than studying.
4. Nuclear power is cleaner than coal.
5. The air quality in rural areas is better than the air quality in urban areas.

12D Listening and Speaking

A. Listen to a short talk on the differences between urban life and rural life and complete the table.

The Differences between Urban Life and Rural Life

	Urban area	Rural area
life	Life in urban areas is _____ and complicated.	Life in rural areas is simple and _____.
settlement	The settlement in urban areas includes _____ and towns.	The settlement in rural areas includes _____ and groups of houses.
environment	The environment in urban areas is separated from _____.	The environment in rural areas is in _____ contact with nature.
people	People are engaged in non-agricultural _____.	The primary job of rural people is _____.
population	Urban areas are _____ populated.	Rural areas are _____ populated.
jobs	People _____ change their jobs.	People do not _____ change their jobs.

B. Complete the following dialogue, using the expressions given below.

(a) I'm not feeling very well.
(b) Certainly.
(c) Nay Aung.
(d) Yes, 10 o'clock is fine.
(e) Thank you.
(f) I'd like to make an appointment with the doctor.

Making an appointment with a doctor

Receptionist: Dr. Anderson's clinic. May I help you?
Patient: (1) _____.
Receptionist: Certainly, could you tell me what your problem is?
Patient: (2) _____.
Receptionist: OK, let me check. Yes, Dr. Anderson can see you tomorrow. Can you come in the morning?

Patient: (3) _____.
Receptionist: How about 10 o'clock?
Patient: (4) _____.
Receptionist: May I have your name?
Patient: (5) _____.
Receptionist: OK, 10 tomorrow morning.
Patient: (6) _____.
Receptionist: Goodbye.

C. In pairs, practise making an appointment with a dentist.

12E Writing

Argumentative Essay

An argumentative essay is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he supports the most. The general structure of an argumentative essay follows this format.

1. Introduction: Attention grabber, Background information
2. Body: Major arguments
3. Counterarguments: An argument to refute earlier arguments and give weight to the actual position
4. Conclusion: Concluding remarks

Write an argumentative essay to prove that life is better in the city than in the rural area. You can use the useful language provided below.

- It is often said that ... / It is undeniable that ... / It is a well-known fact that ...
- One argument in support of ... / The second reason for ... / An important aspect of the problem is ...
- On the other hand, we can observe that ... / The other side of the coin is, however, that ...
- Another way of looking at this question is to ...
- The truth of the matter is simply that ...
- On balance, we can safely say that ...
- On reflection, it seems more accurate to say that ...
- What conclusions can be drawn from all this? / The conclusion that we can come to is ...
- To sum up ... / We believe that ... / ... we have to accept that ...

REVIEW 4

A. Match the words in Column A with those in Column B to make compound nouns.

Column A	Column B
beauty	cause
cultural	centres
recreation	heritage
root	provider
service	products

B. Complete each sentence below with the appropriate compound noun from Exercise A.

1. The _____ of the current energy crisis is that we simply use too much energy.
2. Our _____ are not tested on animals.
3. A _____ is an organization or business which offers service to others in exchange for payment.
4. To attract workers, companies build _____, sports fields and art galleries for their staff.
5. Myanmar is a land with rich _____ such as ancient pagodas.

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

1. Commuting by bus is cheaper than other forms of transport.
   (Rewrite, using 'not as ... as'.)
2. I like listening to the news on the radio. I also like watching it on TV.
   (Rewrite, using 'as ... as'.)
3. Exercise can help lower blood pressure. It can also protect you against heart attacks.
   (Combine the sentences, using 'not only ... but also'.)
4. We meet to share one another's joys. We meet to also share one another's burdens.
   (Combine the sentences, using 'not only ... but also'.)
5. If we study more, we discover our ignorance more.
   (Rewrite, using 'the more / less / -er ..., the more / less / -er ...')
6. If the food particles are fine, it is easier to digest.
   (Rewrite, using 'the more / less / -er ..., the more / less / -er ...')
7. She's the student _____ handwriting is the best in my class.
   (Rewrite the sentence, filling in the blank with 'who', 'whom' or 'whose'.)
8. I rang Nilar, _____ was a good friend as well as the family doctor.
   (Rewrite the sentence, filling in the blank with 'who', 'whom' or 'whose'.)
9. A person without common sense is _____ a house without a foundation.
   (Rewrite the sentence, filling in the blank with 'as' or 'like'.)
10. He had worked variously _____ a waiter and shop assistant, but finally became a successful businessman. (Rewrite the sentence, filling in the blank with 'as' or 'like'.)

POEM 4

Pre-reading

1. What is your favourite colour? Why do you like that colour most?
2. Is there any colour you don't like? Why or why not?



What Is Pink?

What is pink? A rose is pink
By the fountain's brink.
What is red? A poppy's red
In its barley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow,
Rich and ripe and mellow.
What is green? The grass is green,
With small flowers between.
What is violet? Clouds are violet
In the summer twilight.
What is orange? Why, an orange,
Just an orange!

Christina Rossetti

GLOSSARY

fountain = a stream of water that is forced up into the air through a small hole
brink = the edge of something
poppy = plant with red flower
swan = large long-necked water bird
pears = a sweet juicy fruit with a usually green skin, firm white flesh, and roughly teardrop shape, eaten fresh or canned
mellow = soft, juicy, fully ripened, and sweet
violet = a deep purplish blue colour
twilight = the time of day just after sunset or before dawn, when the Sun is below the horizon

A. ***Complete the table below, using the information in the poem. For each item, an example is done for you.***

Colour	Things in Nature	Prepositional Phrases that Describe Places	Prepositional Phrases that Describe Time	Adjectives other than Colours
pink	a rose	by the fountain brink	in the summer twilight	rich

B. ***Compose a four line verse which is similar to the poem, 'What is Pink?' using colours, things in nature, time, places and adjectives of your choice.***