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Unit	Topic	Receptive Skills		Productive Skills		Knowledge about Language	
		Listening	Reading	Speaking	Writing	Vocabulary	Grammar
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Unit 1 LANGUAGE

Reading

- Reading about language as: skill, tool, form and function

Vocabulary

- Countries, nationalities and languages

Grammar

- Nouns in apposition

Listening and Speaking

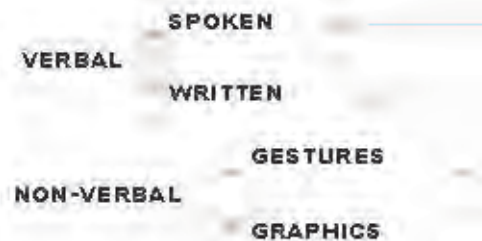
- Listening to a talk on the most widely spoken languages in the world
- Interviewing people about a foreign language they are learning

Writing

- Writing a short paragraph on Japan

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

Shaw on Shakespeare
Edited by EDWIN WILSON

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.

- 1 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
- 5 "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
- 10 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

- 15 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

- 20 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,
- 25 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.

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

30 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**.

35 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.

40 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* (ရတနံ),

45 *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၊ ဦးဩဘာသာ၊ ဦးကြင်ဥ၊ 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	<u>is</u>	a person	<u>who</u>	treats the sick and wounded.
An amphibian	<u>is</u>	an animal	<u>which</u>	can live in water and on land.
A school	<u>is</u>	a place	<u>where</u>	children go to be educated.
Aluminium	<u>is</u>	a metal	<u>which</u>	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

1. A limerick is a poem which ...
2. A tragedy is a play which ...
3. A sonnet is a poem which ...
4. An author is a person who ...
5. A comedy is a play which ...
6. A poet is a person who ...
7. An astronomer is a person who ...
8. A dictionary is a book which ...
9. A botanist is a person who ...
10. A ruler is an instrument which ...

Column B

- a) composes poems.
- b) studies plants.
- c) defines the meanings of words.
- d) tells us about stars and planets.
- e) is amusing and has five lines.
- f) writes novels or essays.
- g) has a sad ending.
- h) has fourteen lines.
- i) makes the audience laugh.
- 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.	<i>Adam</i>
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
<p>"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.</p>

Student B
<p>"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.</p>

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

DBE BOX - Copyright Protected

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.

1 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.

10 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.

20 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.

25 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".

30 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

3B Vocabulary

Words Related to Zero

Each expression below contains the word “zero”. Study them well.

<u>Expression</u> ↓	<u>Meaning</u> ↓
(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.

- They decided to set 12 midnight as the _____ to attack the enemy.
- Hiroshima was the first _____ during World War II.
- First, decide on a plan, then just _____ it.
- 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.

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>
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	-

- (represent) The tiger is a common _____ of the cat family.
- (imagine) She is hardworking but not very _____.
- (discover) Penicillin was an extremely significant medical _____.
- (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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Who is your hero? • Why do you like him / her? • How did he / she change the world? | <ul style="list-style-type: none"> • 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?

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

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



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.

- 1 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.



10



15

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.

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

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

- Where were the first paintings found?
- What were the tools and weapons of people in the early Stone Age made of?
- What do most painters paint for?
- What do most mural paintings on the structures around pagodas depict?
- How are geometric forms and shapes in cubism painted?
- 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.

- My sister passed the matriculation examination in 2014. (a completed action in the past)*
- I had my lunch and then took a walk for about ten minutes. (actions that happened one after the other in the past)*
- 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.

- At seven o'clock last night I was watching TV. (an action in progress at a specific moment in the past)*
- When I arrived, Ko Ko was talking on the phone. (the action in the past continuous started before the action in the simple past)*
- 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.

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

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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.

1 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, 5 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 10 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 15 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, 20 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 25 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 14 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.

<u>Expression</u>	<u>Meaning</u>
↓	↓
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 used to have long hair. (But now I have short hair.)
2. She didn't use to wear glasses. (But now she is wearing glasses.)
3. Did you use to travel 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

- **Present perfect** [**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 for more than 50 years.
U Bo Bo **has been** in that job since 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 | (d) How was it |
| (b) The food was great | (e) Was it expensive |
| (c) They were really interesting | |

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
<i>It was ...</i>	<i>How was it?</i>
<i>They were really ...</i>	<i>Was it ...?</i>
<i>You could have ...</i>	<i>What do you think of ... ?</i>

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

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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?

1 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
5 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."

10 "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
15 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.

20 "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.

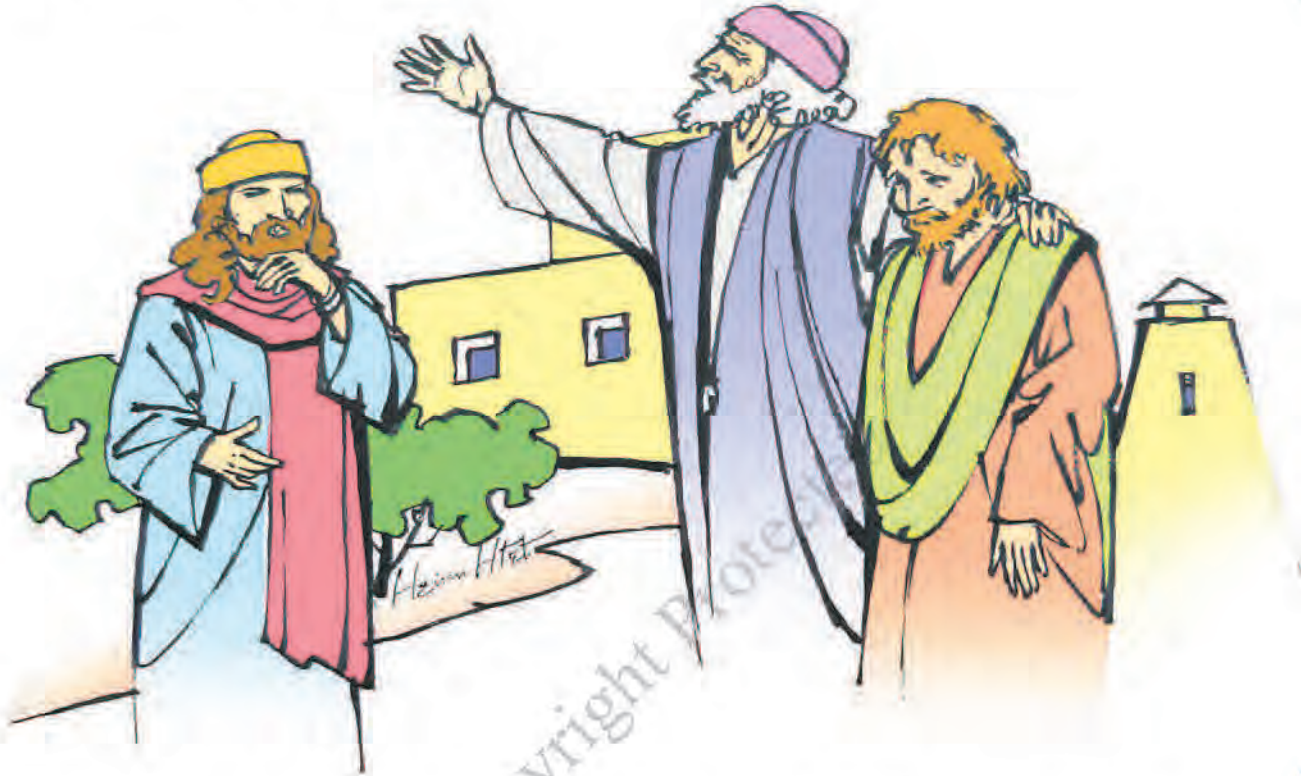
One day he fell ill. He had nothing to eat, and he was in rags. He decided to go back to his father and he did.

25 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?"

30 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 **35** 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

Zaw Zaw said, "I have been waiting for you for an hour."

Mee Mee said to me, "Do you find my purse?"

The teacher asked Ko Ko, "Why are you absent?"

Grandma asked me, "Help me find my glasses."

Reported Speech

Zaw Zaw said **that** he had been waiting for us for an hour.

Mee Mee asked **if** I found her purse.

The teacher asked Ko Ko **why** he was absent.

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.

- She said, "I travel a lot in my job."
- Mother said, "I don't see any stranger here."
- Ni Ni said, "They have already had their lunch."
- Thuzar said, "I'm leaving for Nay Pyi Taw tomorrow."
- "I saw a crocodile in the river 10 years ago," said Su Su.
- "I have just turned off the light," said Thuta.
- "Mom, I have already done my homework," said Nilar.
- Zaw Zaw said, "My friends and I are going swimming this weekend."
- Our teacher said, "I want you to concentrate on your studies."
- 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 (overeate / overweight) if you do not want to get (overeate / 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.

- 1 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
- 5 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
- 10 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.

- 15 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
- 20 *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
- 25 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.

