

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

- 30 *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
- 35 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
- 40 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
- 45 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.
- 50 *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
- 55 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
- 60 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
- 65 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.

- Every human being has a _____ fingerprint.
- Various _____ herbs are used in making Myanmar dishes.
- Grandma _____ the bread into her coffee before eating it.
- We usually eat _____ potato chips and popcorn while watching TV.
- Students are _____ and attentive to do the group work in class.
- They are having a dinner party to _____ their son's graduation.
- Our farm produces an _____ of fruit and vegetables.
- You shouldn't spend a lot of money on buying _____ cosmetics.
- Mashed potatoes are often eaten with _____.
- 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.

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

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

1. My favourite snack is
2. It is a special snack for children
3. French fries are made from
4. I often have French fries
5. They go well with

Column B

- (a) because it is easy to make them.
- (b) potatoes, butter and oil.
- (c) ketchup, vinegar, mayonnaise and tomato sauce.
- (d) because it is crispy and fluffy.
- (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 made from ... |
| • It is special because... | • I like it because |
| • Its ingredients are ... | • It goes well with ... |

Unit 8 FOOD CHAIN

Reading

- Reading about food chain

Vocabulary

- Phrasal verbs

Grammar

- The passive voice without agents
- Omission of verbs

Listening and Speaking

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

Writing

- Writing about a food chain



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.

1 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:

10 grass → rabbit → hawk

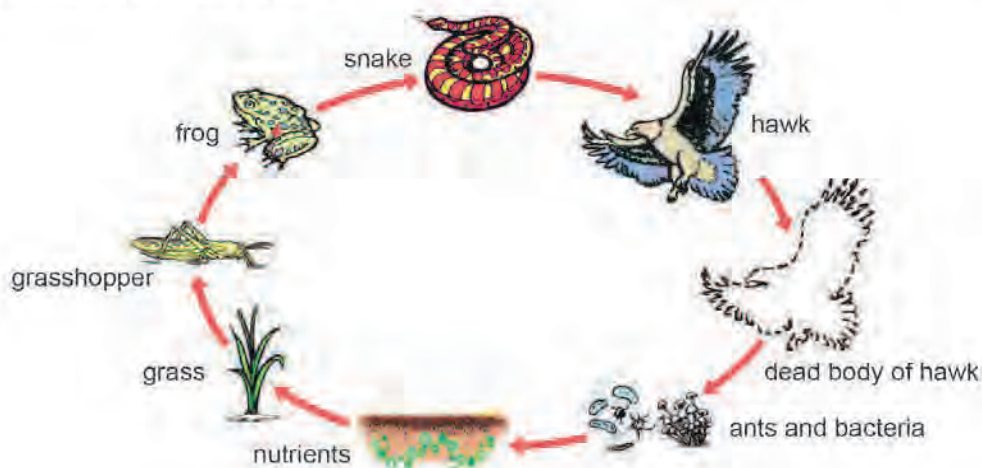
Now, instead of writing "grass is eaten by cows and cows are eaten by tigers," we may use a simple diagram like this:

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:

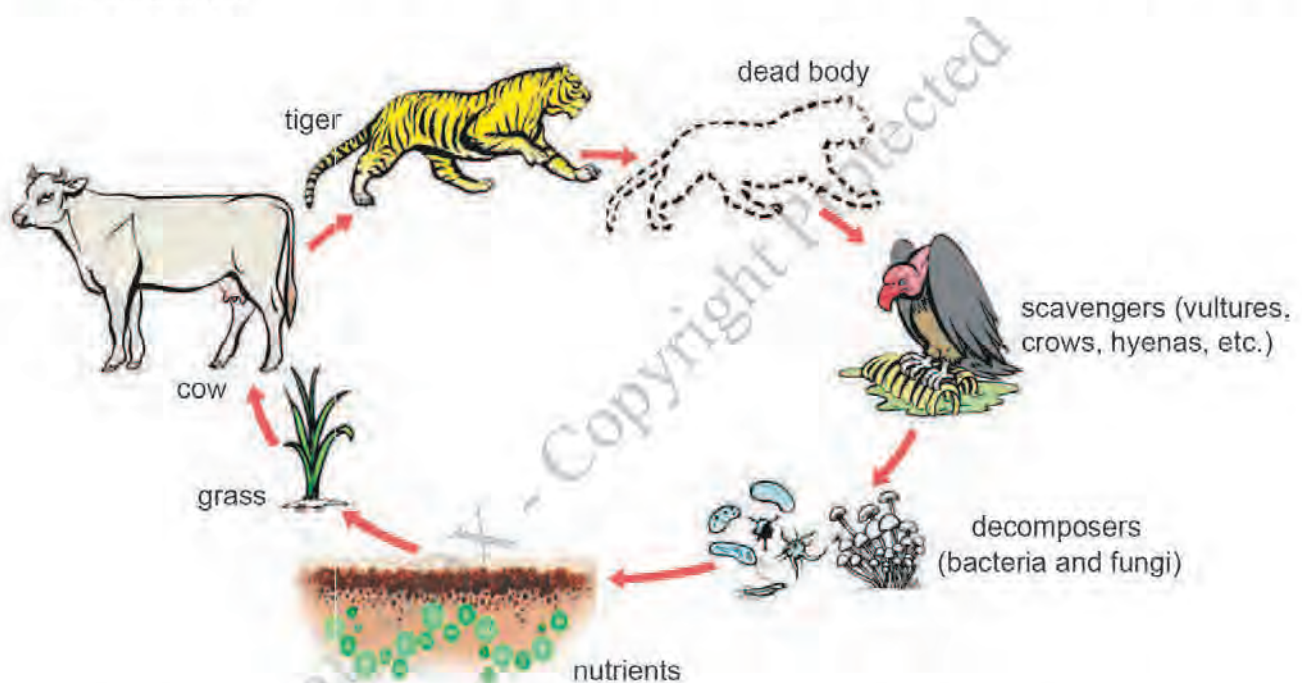
grass → grasshopper → frog → snake → hawk

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.



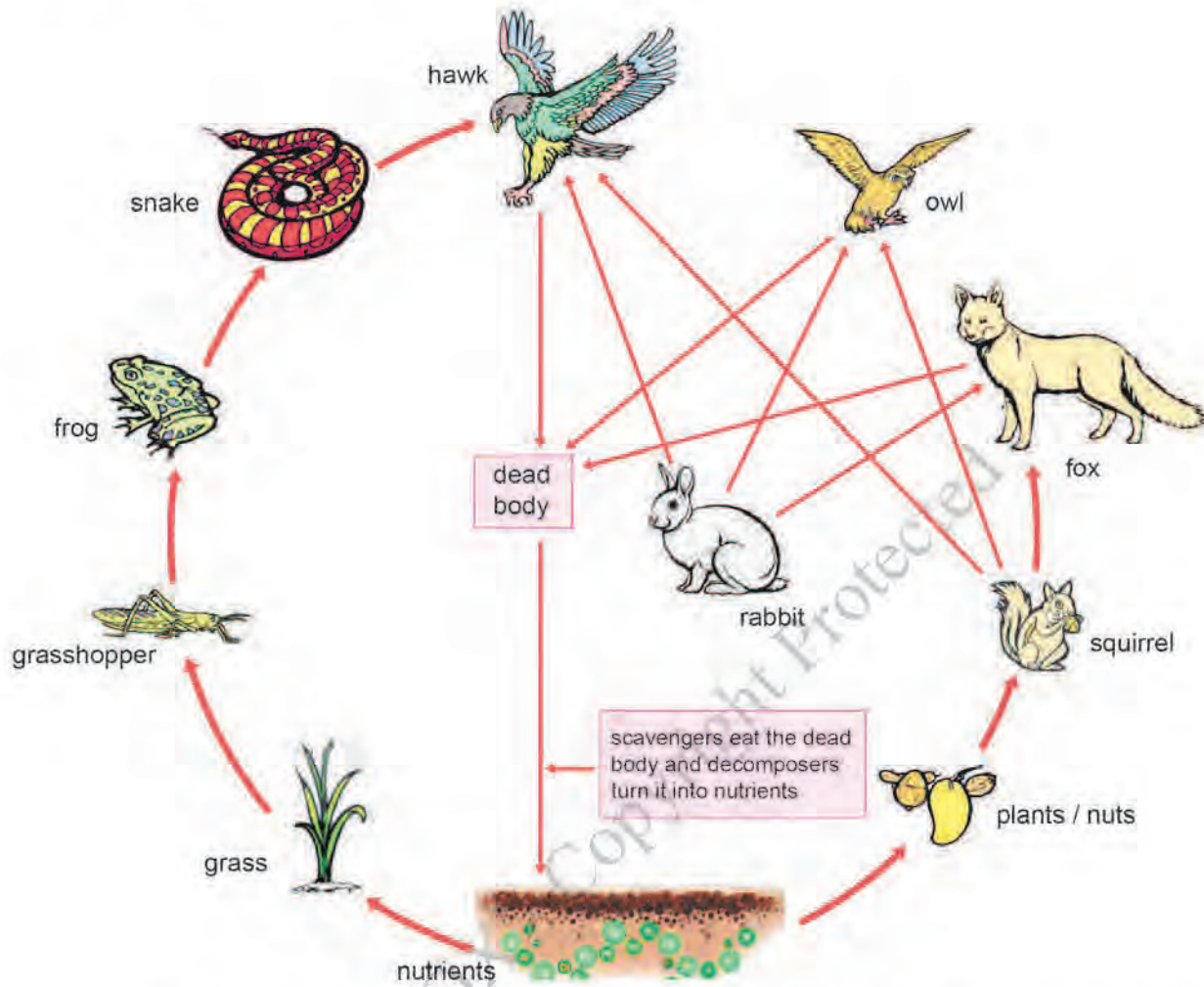
Birds such as vultures and crows, and animals such as hyenas and jackals are called **scavengers**. These birds and animals eat the remains of what other animals have killed and eaten. In fact, vultures eat even the rotting flesh of dead animals. Thus, what these scavengers do is a kind of cleaning up 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.

- Ni Ni had to _____ after class, as she hasn't finished writing her essay.
- I'm _____ gardening as it is said to be very relaxing.
- Susan often _____ stories which are not true at all.
- You could lose your job if you keep _____ with your work.
- Thuzar _____ by her aunt as both her parents were working in another town.
- I _____ in a small village where most people earn their living as farmers.
- Tomorrow, we'll leave at 5 a.m., so don't _____ late tonight.
- Don't _____ all your money before the end of the month.
- Ko Ko _____ Bo Bo in the race.
- 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 UFO 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 |
|----------------|------|------------|
| <i>bananas</i> | | |
| | | |
| | | |
| | | |

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.

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Unit 9 CLIMATE CHANGE

Reading

- Reading about climate change

Vocabulary

- Expressions related to climate change

Grammar

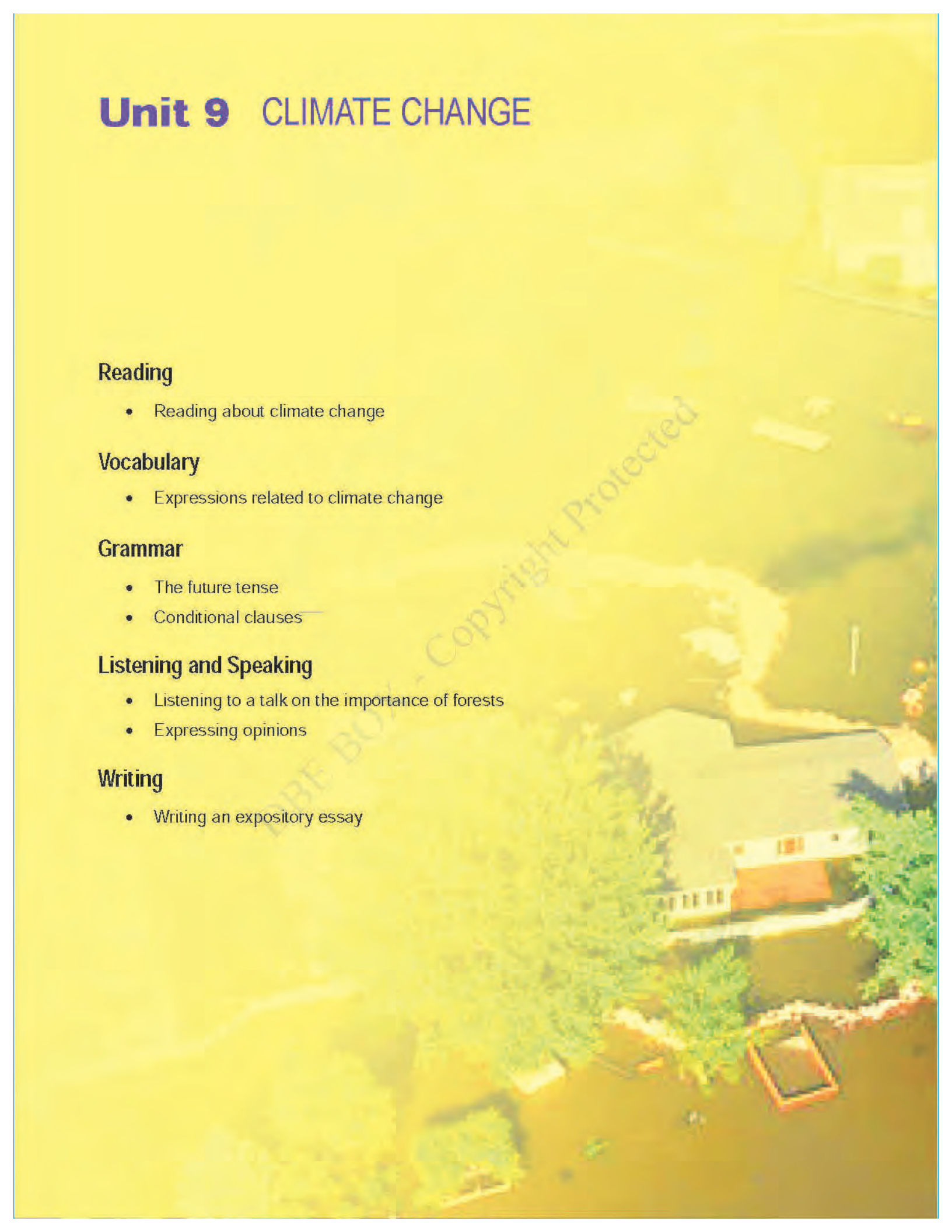
- The future tense
- Conditional clauses

Listening and Speaking

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

Writing

- Writing an expository essay



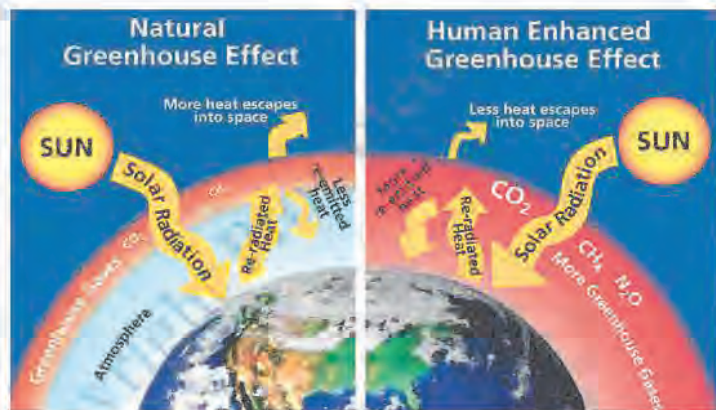
9A Reading

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.

- 1 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
- 5 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
- 10 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,
- 15 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.

- 20 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,
- 25 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? Why?
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 CO₂ 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.

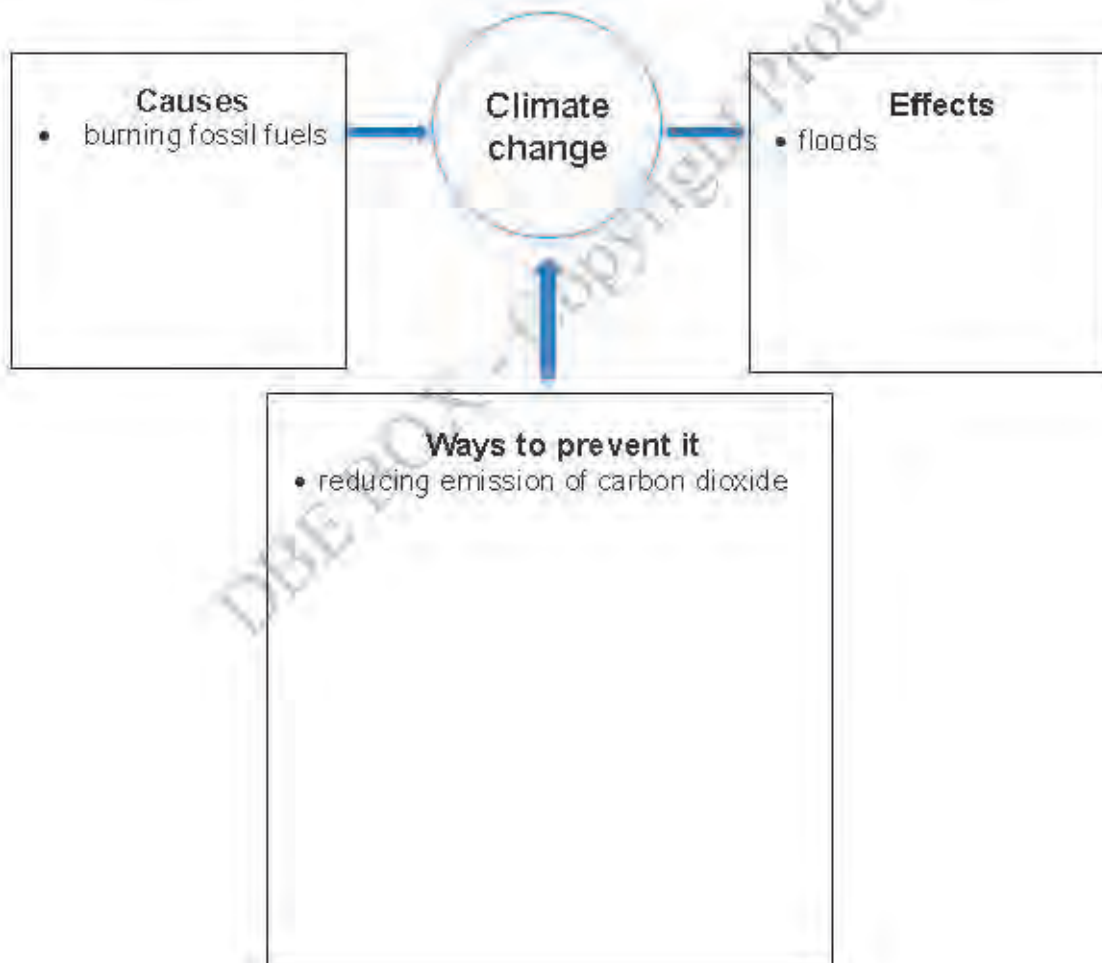
1. What does "it" in line 6 refer to?
2. What do climatologists study?
3. Why is the earth's atmosphere compared to a blanket?
4. What happens when the level of greenhouse gases rises?
5. What does "its" in line 22 refer to?
6. What does "which" in line 31 refer to?
7. What are the *El Niño* and *La 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.

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • burning fossil fuels • cutting down trees • stop using fossil fuels • floods • glaciers and sea ice melt • storms | <ul style="list-style-type: none"> • loss of property and life • loss of vegetation • occurrence of <i>El Niño</i> and <i>La Niña</i> • planting more trees • reducing emission of carbon dioxide | <ul style="list-style-type: none"> • 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 <i>is</i> late, we will have to go without him. (b) Unless it <i>rains</i> , the plants will die . |
| Type 2 | Simple Past | Future Conditional | (c) If I <i>were</i> you, I would study more. |
| Type 3 | Past Perfect | Future Perfect | (d) If you <i>had warned</i> me, I would not have told your father about that party. |

B. Supply the correct form of the verbs in brackets.

- If the temperature falls below zero, water (freeze).
- If you visit Scotland, you (see) Edinburgh Castle.
- Unless you sleep well at night, you (not, feel) good the next morning.
- He (lend) her the money if she had asked for it from him.
- You wouldn't have fallen unless there (not be) a banana skin on the ground.
- If you get there early enough, you (have) a chance to choose the seats you want.
- If you ate too much, you (gain) weight.
- If everyone (work) faster, we could finish our work in time.
- Unless the sales (increase), we'd have to close the shop.
- 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 stabilize 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 | General |
|-------------------------------|---|
| In my opinion ... | Some people say that ... |
| In my experience ... | Many / Most people think / believe that ... |
| Speaking for myself ... | Everybody knows that ... |
| Personally, I think ... | According to scientists ... |
| I (strongly) believe that ... | The thing is that ... |
| I really feel that ... | The point is that ... |
| If you ask me ... | |

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

DBE BOX - Copyright Protected

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.

- 1 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?

- 5 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
10 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
15 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
20 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, 25 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 30 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 35 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 40 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 45 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.

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

| | |
|---|---|
| <p>Asking for information What snack do you ... ? Why do you like it? How often do you ... ? Have you (ever) had / eaten ... ? Is there ... ?</p> | <p>Asking for opinions Do you think it is ... ?</p> |
|---|---|

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) | b. body of the letter | 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 20 th 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, <i>Hla May</i> 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. _____

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**

5 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
10 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
15 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

20 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
25 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
30 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
35 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
40 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
45 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 | Suffix | Root word | Verb |
|--------|------------------|------|--------|---------------|------|
| -ate | immigrant (n) | | -ize | computer (n) | |
| | different (adj.) | | | memory (n) | |
| -en | strength (n) | | -ify | simple (adj.) | |
| | light (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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Would you care ...? • Why don't you ...? | <ul style="list-style-type: none"> • Shall I / we ...? • Would you like ...? |
|---|--|

Accepting or declining suggestions

| Accepting | Declining |
|--|--|
| <ul style="list-style-type: none"> • That's a good / great idea! • That sounds good / great. • Thanks! I'd love to. | <ul style="list-style-type: none"> • I'd rather not ... • I'd prefer ... • 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

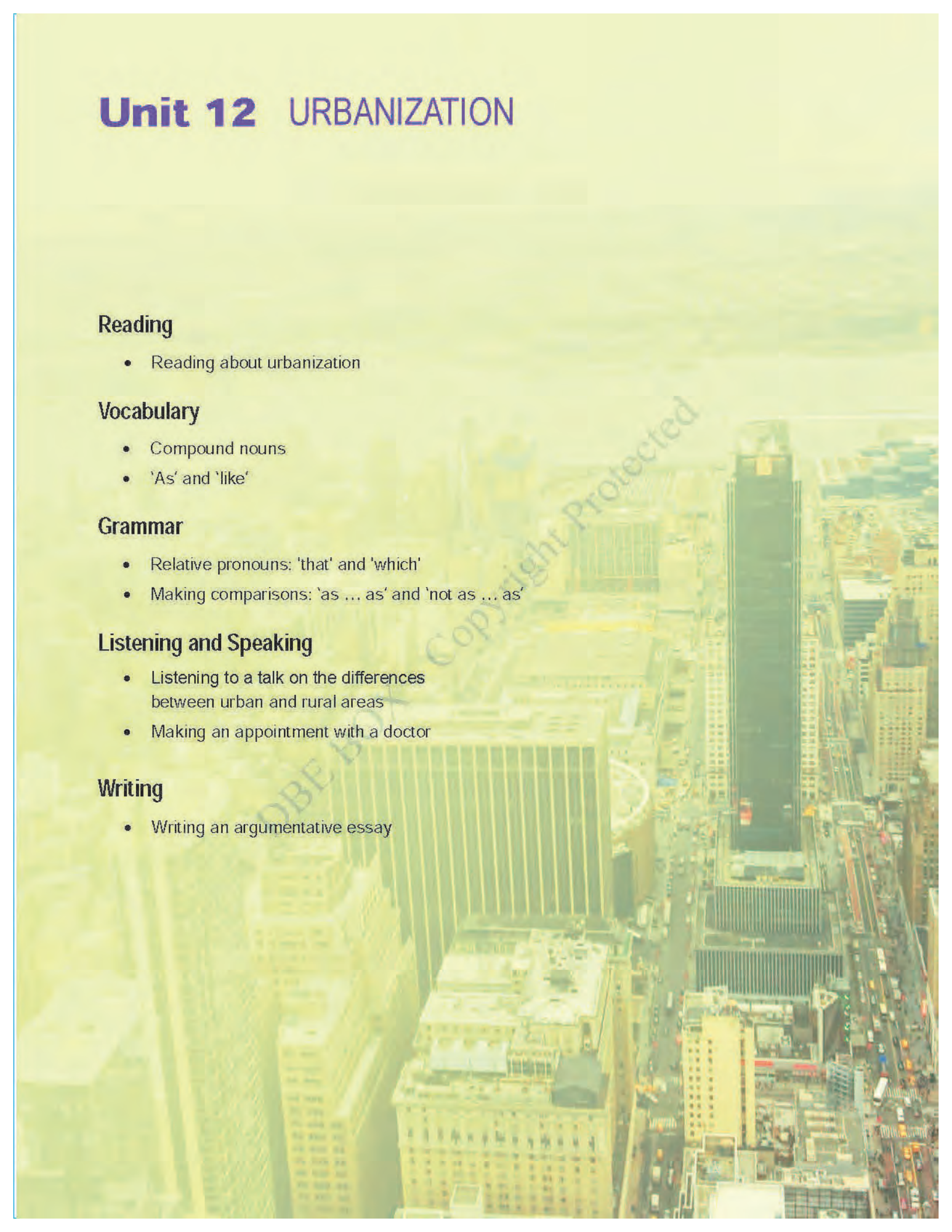
- Relative pronouns: 'that' and 'which'
- Making comparisons: 'as ... as' and 'not as ... as'

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.

- 1 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)



- 5 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.

- 15 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).

- At the same time, sewage and other drainage systems should be well maintained.
- However, urbanization brings about many undesirable results.
- Reasons for rural folks to move to towns and cities are many.
- There are, of course, other urban comforts and conveniences they may enjoy.
- 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 **cannot 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. | (d) Yes, 10 o'clock is fine. |
| (b) Certainly. | (e) Thank you. |
| (c) Nay Aung. | (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

beauty
cultural
recreation
root
service

Column B

cause
centres
heritage
provider
products

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

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

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

- Commuting by bus is cheaper than other forms of transport.
(Rewrite, using 'not as ... as'.)
- I like listening to the news on the radio. I also like watching it on TV.
(Rewrite, using 'as ... as'.)
- Exercise can help lower blood pressure. It can also protect you against heart attacks.
(Combine the sentences, using 'not only ... but also'.)
- 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'.)
- If we study more, we discover our ignorance more.
(Rewrite, using 'the more / less / -er ..., the more / less / -er ...')
- If the food particles are fine, it is easier to digest.
(Rewrite, using 'the more / less / -er ..., the more / less / -er ...')
- She's the student _____ handwriting is the best in my class.
(Rewrite the sentence, filling in the blank with 'who', 'whom' or 'whose'.)
- 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'.)
- A person without common sense is _____ a house without a foundation.
(Rewrite the sentence, filling in the blank with 'as' or 'like'.)
- 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.