



## A COMPARATIVE STUDY OF VERBS IN ENGLISH AND BURMESE LANGUAGES

So Bhita

A Thesis Submitted in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts  
(Linguistics)

Graduate School  
Mahachulalongkornrajavidyalaya University

C.E. 2018



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## Key to Pronunciation

The pronunciation given in this book primarily for the non-Burmese user. Hence, English letters are used as symbols to represent Burmese speech sound. It should be noted, however, that as not two languages can exactly be the same in every respect, the languages can exactly be the same in every respect, the values of the symbols in terms of English sounds are but approximations at best. Still, there are some Burmese speech sounds for the Key indicates with 'No English equivalent'. The letter symbols are arranged in alphabetical order for user facility.

The following pointers should be of some help to non-Burmese user of this dictionary in this attempt to get the pronunciation of a Burmese word;

1. Myanmar is syllable-timed, whereas English is stress-timed.
2. Burmese words have no consonant final. Though a word (such as) has a consonant letter at its end, the /m/ is not articulated. Similarly, words like may have consonant letters and respectively at their ends, but /k/, /t/ and /p/ are not articulated at all. The articulation ends with a glottal closure.
3. Burmese uses diacritic marks; some for consonant combination, some to represent vowel or diphthong sounds, and some others to indicate tones.
4. Consonant combinations result in consonant clusters, but the manner of articulating Burmese consonant clusters is quite unlike that of articulating consonant clusters in English.
5. Generally, four tones are recognized in Burmese:
  - (a) High, long and falling toward the end (indicated in the Key with a colon (after the letter symbol)
  - (b) High, short and falling, ending with a slow glottal constriction (indicated in the Key with a period (.) after the letter symbol)
  - (c) High, extremely short, ending with a sharp glottal closure (indicated in the Key with a single quote (') after the letter symbol)

(d) Low, level and long, possibly falling slightly toward the end (Kept unmarked in the Key).

6. The letter ‘h’ in isolation represents the same sound as the English ‘h’ (as in hat, hit, how); but in combination with other consonant symbols (except in dh and the), it indicates aspiration (heavier than in English)

7. The letter ‘j’ in isolation represents the same sound as the English ‘y’ (as in yam, youth yet); but in combination with other consonant symbols, it indicates consonant combination, or cluster.

8. The letter ‘n’ in initial and medial positions represents the same sound as the English ‘n’ (as in net, nice, no); but in the final position, it indicates nasalization and it is not articulated.

Symbol	Approximate indications of the symbol’s value in terms of English sounds
b	Like English b in bar, bee, boat
bj	Like English b (in-bay) and y (in yet) pronounced together with simultaneous articulation as done in such words as beauty, bucolic, Beulah
ch	Like English ch in char, chit, church (but with aspiration more pronounced than in English)
D	Like English d in dare, dear, doe
g	Like English g in get, give, goat
Gj	Like English gj in jar, jug, jog
H	Like English h in hat, hem, hitch
hm	Aspirated m (no English equivalent)
hmj	Aspirated m (no English equivalent)
hn	Strongly aspirated n (no English equivalent)
hnj	Aspirated m (no English equivalent)
hp	Like English p in par, peak, pit (but with aspiration more pronounced than equivalent)
hs	Strongly aspirated s (no English equivalent)
ht	Like English t in tar, tar, team, tick (but with more pronounced aspiration)

J	Like English y in yam, youth, yet
k	Like English k in ski, skit (without aspiration)
kh	Like English k in key, kit (with aspiration more pronounced than in English)
kj	Like the aspirated ch in English char (no English equivalent; the closest English sound is the /tj/ in tune, tulip, tumour)
L	Like English l in lay, like, love
M	Like English m in mar, moo, mug
mj	Like English m (in mar) and y (in yet) pronounced together with simultaneous articulation as done in such words as amulet, amuse
N	Like English n in no, not, night
ng	Like English ng in sing, bring (but in Burmese the position is initial, and the articulation is markedly simultaneous)
P	Like English p in spar, speak, spit (with any aspiration)
pj	English p (in pay) and y (in yet) pronounced together with simultaneous articulation as done in such words as pew, computer, putrid
r	Like English r in row, rich, rut
s	Like English s in say, sin, some
sh	Like English sh in shark, shirt, shut
T	Like English t in star, steam, stick (without any aspiration)
th	Like English th in think, thin, thistle
W	Like English w in way, wick, water or when preceded by a consonant like English we in sweat, sweet, swift or u in quarto, queen guava
Z	Like English z in zebra, zip, zoo
an:	nasalized high, long and falling tone; like English u in burn, run, sun
aun	Nasalized low, level and long tone; close to the nasalized English diphthong /au/ in bound, found, but unstressed. (No English equivalent)
aun.	Like English ou long and falling tone; like English ou in bound, round, sound, (without articulating the final consonants)
au'	Like English ou in out, bout, shout (ut ending with a glottal stop)
e	Low, level and long tone, which might be obtained by producing an entirely unstressed e in English berry, cherry, ferry. (No English equivalent)

e:	Low, level and long tone, which might be obtained by producing an entirely unstressed a in English may (modal verb). (No English equivalent)
e'	Low level and long tone, which might be obtained by producing an entirely unstressed a in English may (modal verb). (No English equivalent)
ei	Low, level and long tone, which might be obtained by producing an entirely unstressed a in English amy (modal verb). (No English equivalent)
ei	High, short and falling tone of the foregoing (No English equivalent)
ei:	High, long and falling tone; like English a in bay, day, hay
eI	High, extremely short tone; like English a in bake, cake, late (but ending with a glottal stop)
ein	Nasalized low, level and long tone, which might be obtained by producing an entirely unstressed ai in English pain, gain, stain (No English equivalent)
ein.	Like English ai in paint, faint, saint (without articulating the final consonants)





The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Comparative Study of Verbs in English and Burmese Languages" in partial fulfillment of the requirements for the Degree of Master of Arts in Linguistics.

		
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### **Abstract**

The objectives of this thesis were to present 1) to study verbs in English language; 2) to study verbs in Burmese Language; and 3) to compare English verbs and Burmese Language.

This thesis was to provide a description of usages of the English verbs and Burmese verbs. This study was conducted to examine whether there are verbs, this thesis also dealt with the functions of the verb pattern, prefixes and suffixes, sentences in English and Burmese languages according to their semantic functions.

A comparative study of verbs differences in English and Burmese languages showed that the results of the studies regarding verb to be, verb to have, verb to do etc. In order to investigate this, the result of the analysis showed similarities and differences between the two languages in their use of verb usage. It was designed not only for foreign learners who wish to learn Burmese language but for those who want to increase their capabilities in English.

## Acknowledgements

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**So Bhita**

Feburary 15, 2019

# Chapter I

## Introduction

### 1.1 Backgrounds and Significance of Problems

Nowadays, learning a second language has become more and more popular as the world is becoming a global village. Since English is the global language, it becomes the more learnt language. The present research made a comparative study between the English verb and Burmese verb at the phonological level. Language is important as Holmes, American.

Language is a bridge that can lead to the success. A bridge can link to developing countries so that they can learn and develop their nation. Language plays an important role in the act of achieving a goal, especially common language a kind of language that the Thai nation can share and learn many things from other countries. Moreover, in this globalization of time, English has obviously become the medium of communication around the world both in local and global contexts. The realization of the importance of English performance, this necessity is also applicable to Thailand.<sup>1</sup> Realizing the importance of it the foundation of Buddhist Sunday School, MCU has established English classes for pupils for many years. Especially, the foundation focuses on speaking skills because it is the good way to help pupils to contact world easy.

The use of English as an international language has resulted inevitably in the importance of learning the English language as a second language. The present study looks into the similarities and differences between the English

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<sup>1</sup> Attapol Khamkhien, "Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment" **Journal of Language Teaching and Research**, Vol. 1, No. 6, (November 2010): 757.

language and Burmese languages. Especially, to study what the differences and similarities their verbs are at the phonological level. By doing this study, the distinct phonological features between English and Burmese verbs system was discovered and thesis can help the Myanmar student learners of English in learning English.

Without language, there could be no thought, and hence no exchange of thought since only by language thought can be defined. A language should reflect like a mirror the levels of thought, abides of meaning and colors of emotion. Many generations of mankind have constructed many languages all over the world.

Every Language has its own system and no two languages are identical. I want to try a link between English and Burmese. English is the closest approach to a universal language and is in daily used by many more millions than the population of the British Isles. Based on a lexical approach introduced by Michael Lewis in 1993, vocabulary should be the most important aspect in teaching English because language is grammaticalised Lexis, not lexicalised grammar”<sup>2</sup>

Most of the chapters in this dissertation are set out with an indication of Burmese verbs based on English verbs, By name of this presentation, it is easy to understand features of Burmese verbs for foreign learners.

On the other hand, our country is moving towards the market-oriented economic system. More and more foreigners are coming to our golden land for their investment. At the same time hotels and tourism industries are increasing day by day. It is essential to communicate each other between those foreigners and Myanmar.

This book has been prepared not only for the use of those foreigners who may wish to learn Burmese language but also for Myanmar students who desire to gain a better grasp of English at the same time.

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<sup>2</sup> M. Lewis, **Lexical Approach**, (Hove, English: Language Teaching Publication, 1997), p. 95.

## 1.2 Objectives of the Study

There are three main objectives as follow:

- 1.2.1 To Study Verbs in English Language
- 1.2.2 To Study Verbs in Burmese Language
- 1.2.3 To Compare Verbs in English and Burmese Languages

## 1.3. Research Questions

Based on the objectives of the study stated above, this study addresses the three following research questions.

- 1.3.1 What are Verbs in English Language?
- 1.3.2 What are Verbs in Burmese Language?
- 1.3.3 How do verbs compare in English and Burmese Languages?

## 1.4 Scope of the Study

The scope of the current study consists of the following aspects.

**1.4.1 The Scope of the Content:** This research is the study of English verbs and Burmese language. The study is to compare English and Burmese verb pattern, the structure of English and Burmese verbs and tenses in the selected Grammmartical Books.

**1.4.2 The Target Data** focuses on the usage of English and Burmese verbs.

**1.4.3 The Scope of the Time** focuses on taking the time to study from October 2018 to February 2019.

## 1.5 Definitions of the Terms Used in the Study

Significant terms related to the study are defined as follows:

**1.5.1 English** refers to a movement to promote the use of English globally as an official lingua franca means of worldwide communication. There is, however, some concern about whether or not there should be a single standard form of this global language.

**1.5.2 Burmese** refers the official language of Burmese, spoken as native language by the majority of Burmese and as a second language by most native speakers of other languages in the country.

**1.5.3 Verbs** refer to verbs in English and Burmese Language such as Suffixes and Prefixes, Negative and Interrogative, Auxiliaries, Verb to be, Verb to have etc.

**1.5.4 Comparative Study** means to compare verbs in English and Burmese Language.

## **1.6 Expected Benefits**

1.6.1 Knowing the Verbs in English Language.

1.6.2 Knowing the Verbs in Burmese Language.

1.6.3 Knowing How to Compare Verbs in English and Burmese Languages.

## Chapter II

### Literature Review and Research Works Concerned

#### 2. 1 History of English Language

Nowadays, English language is known as the common language in the world. It is a main bridge to connect all nations in the globalization “As of 2016, 400 million people spoke English as their first language, and over one billion spoke it as a secondary language.”<sup>1</sup> The history of English Language is a journey from its ancient origins to today’s dynamic and powerful communication tool has been described by many books and journals. English is the official and primary language for major countries such as the United States, United Kingdom, Canada, Australia, Northern Ireland, the Republic of Ireland, New Zealand, South Africa and several other countries have citizens that the majority spoke English. So, where does the English come from? In fact, there are many books and journals that have been written about this. According to “The History of English” text book written by Ishtla Singh, the history of English is divided into three periods called: Old English (Anglo-Saxon, 500 – 1100), Middle English (1100 – 1500) and Modern English (1500 – nowadays). There were no traces of language during the old Stone Age, so, it was not known what language was being spoken during that time. Then, the Celtic was seen as the first language evidently used by early inhabitants in Britain. In the 55 B.C, with the arrival of Roman’s Julius Caesar, Latin was introduced. Unfortunately, like the Celtic language, Latin.

Julius Caesar, having completed the conquest of Britain did not survive in Britain very long. When the Romans pulled out of Britain in 410 BC, the use of Latin began to decline and was completely lost several years after.

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<sup>1</sup> Keith Breene, **Which Countries are Best at English as a Second Language?**, [Online], Recourse: <http://www.weforum.org/agenda/2016/11/which-countries-are-best-english-as-a-second-language-4d24c8c8-6cf6-4067-a7534c82b4bc865b/> [15. January 2018].



In the summer of 55 B.C. Julius Caesar, having completed the conquest of Gaul, invaded Britain. Among other evidences of Romanization, was the use of the Latin language. A great number of inscriptions have been found, all of them in Latin.

The majority of these proceedings were from the military and official class. By nature of these evidences found in public records, was therefore deemed the official language. Even as such, there was not enough evidence to indicate a widespread use of Latin by the native population; Latin did not replace the Celtic Language in Britain as it did in Gaul but was primarily used by members of the upper classes and cities and towns inhabitants. Other indications of Latin being used were findings of graffiti scratched on a tile or a piece of pottery, suggesting that Latin was familiar to the artisan class of some localities. Here and there, a teacher or poet described their works to be read by the Britain there was not a doubt certain people living in this Roman Britain time could use it. However, the Latin language was not widespread mentioned above, its use likely to have declined after 410 BC when the Roman legions were officially withdrawn from Britain, leaving behind only a few traces in the language of the Germanic invaders.<sup>2</sup>

**2.1.1 Old English (Anglo –Saxon, 500 – 1100):** The text book named “Ecclesiastical History of the English People” of Bede author, completed in 731 AD, tell us that the Germanic tribes that conquered England were the Jutes, Saxons, and Angles. And the history of English language really started from there. After the fall of the Roman Empire in 410 BC, The Anglo-Saxons arrived in Britain. These Germanic peoples established their own small, rural communities and integrated bit with the local population across much of England and South East Scotland over the next four centuries. “The emerging language of Old English was highly complex and fully inflected with a five-case system similar to that of modern German. The word English itself derives from the word Angle->Anglisc-->Englisc”<sup>3</sup>

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<sup>2</sup> Albert C., **Baugh and Thomas Cable, A History of the English Language**, (London: Routledge, 2002), p. 40.

<sup>3</sup> *Ibid.*, p. 45.

The invasions of the Vikings in 793 AD marked the next significant contribution to Old English. The Vikings first set foot on England via the island of Lindisfarne, off the North East coast, where they destroyed the famous monastery, butchering the monks and leaving a trail of blood and destruction. Even though it was such a bloody start, it was said that the Vikings were truly tradesmen and not warriors. Over about a span of 400 years, examples of Old English adoption of the Norse words include: gun (gunn), bylog, skill (skil). Despite such a bloodthirsty start, the Vikings weren't all bad and were as much tradesmen as warriors, so over the next few centuries Old English expanded as it adopted Norse words easily recognized today: for example: for example: husband (from the Nordic "hus" – house + "bondi" – owner or head of the household), law and wrong. Interestingly, the Geordie dialect of the region retains much of the pronunciation of these old Nordic words.

The first Viking attacks on England started around 800 AD and were at first merely plundering raids, but some fifty years later these attacks had become more serious and groups had even started settling in Britain. The resistance from the English was badly organized and often ineffective. The lack of unity in English made it a great deal easier for the Vikings to roam and raid the countryside. The Vikings, usually referred to as "Danes", successfully took control of large parts of England made it a great deal easier for the Vikings to roam and raid the countryside. The Vikings, usually towards the end of the ninth century their eyes turned to Wessex, the strongest of the Saxon kingdoms not yet under Danish control. Here, their conquering of England came to an end when King Alfred and his followers put up resistance, eventually forcing the Viking troops to surrender in 878. Alfred and the Viking leader Guthrum reached an agreement, called the Treaty of Wedmore, where the Vikings promised to leave Wessex alone and to accept Christianity. The northern and eastern counties already belonged to the Danes, and now a southern boundary was drawn. This area was what would be called the Dane law.<sup>4</sup>

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<sup>4</sup> Deutschmann, M., **A Brief History of English**, (Sweden: Department of Humanities Mid Sweden University, 2017), p. 12.

**2.1.2 Middle English (1100 – 1500):** the last successful invasion of Britain came in 1066 with the arrival of William the Conqueror (pictured) and the Normans. Perhaps frustrated by the complexities of the language, the Normans brought not only a whole new vocabulary, but over time eroded the grammar of Old English, which was more aligned with the language that might recognize today. French with its heavy Latin influence became the language of Government and Court and a sort of dual “old and new” language system arose. For example, retain the “Anglo Saxon” cow, sheep and pig, but eating “French” boeuf or beef, mouton or mutton, and porc or pork.

The Middle English period begins with the Norman Conquest at the Battle of Hastings in 1066, when the duke of Normandy, Eilliam the Conqueror, defeated King Harold and became king of England. The Norman invasion England in 1066, brought French (F) into England. The Norman invasion England in 1066, brought French (F) into England. The Normans (North-men, descendants of Danes), spoke a French influenced by Germanic dialect. This dialect was Norman French. This led to the unusual situation, in which the common people spoke one language (English), and the aristocrats another (Norman French). Naturally, the two languages gradually began to mix into what we now call Middle English.<sup>5</sup>

**2.1.3 Modern English (1500 – Nowadays):** modern English period is divided into two periods as early modern English (1800 – present)

Early Modern English (1500 - 1800): the next wave of innovation in English came with the Renaissance. The revival of classical scholarship brought many classical Latin and Greek words into the language. Two other major factors influenced the language and served to separate Middle and Modern English. The first was the Great Vowel Shift (a change in pronunciation that began around 1400) and the second the advent of the printing press.

The Great Vowel Shift was a change in pronunciation that began around 1400. During the next two centuries there was a great influx of people into the

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<sup>5</sup> *ibid.*, p. 14.

London region and the different dialects began to affect the pronunciation patterns of the standard. While modern English speakers can read Chaucer with some difficulty, Chaucer's pronunciation would have been completely unintelligible to the modern ear. Shakespeare, on the other hand, would be accented, but understandable.<sup>6</sup>

The last major factor in the development of Modern English was the advent of the printing press. William Caxton brought the printing press to England in 1476. Books became cheaper and as a result, literacy became more common. Publishing for the masses became a profitable enterprise, brought standardization to English. The dialect of London, where most publishing houses were located, became the standard. Spelling and grammar became fixed, and the first English as opposed to Latin, became more common. Finally, the printing press brought standardization to English. The dialect of London, where most publishing houses were located became the standard. Spelling and grammar became fixed, and the first English dictionary was published in 1604.<sup>7</sup> Note that much of this standardization in spelling took place before the Great Vowel Shift was completed, and old pronunciation patterns are often reflected in English spelling.

**2.1.4 Late Modern English (1800- Present);** the main distinction between early and late-modern English is vocabulary. Pronunciation, grammar, and spelling are largely the same, but Late-Modern English has many more words. These words are the result of two historical factors. The first is the industrial Revolution and the rise of the technological society. This fostered the creation of new words for things and ideas that had not previously existed ("oxygen", "atmosphere" "radiating" "nuclear", etc). The second was the British Empire. At its height, Britain ruled one quarter of the earth's surface, and English adopted many foreign words and made them its own. Finally, the 20<sup>th</sup> century saw two world wars, and the military influence

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<sup>6</sup> Ibid., p. 16.

<sup>7</sup> Ibid., p. 17.

on the language during the latter half of this century has been considerable (e.g. the infamous “blockbuster”)

In the present day, English is used in many parts of the world, as a first, second or foreign language, having been carried from its country of origin by former colonial and imperial activity, the slave trade, and recently, economic, cultural and educational prestige. It continues to change at all linguistic levels, in both standard and non-standard varieties, in response to external influences and pressures internal to the language system.

## 2.2. History of Burmese Languages;

Burmese is an important member of the Tibeto- Burman sub-family of the Sino-Tibetan family of languages. All researchers who have studied the origin and development of the Myanmar script which flourished in India from about 500 B. C to over 300 A.D.

Burmese script like the Brahmin n script is system of writing constructed from Consonants, consonant combination symbols<sup>c</sup> ,၂ , ၵ , ခ , vowel symbols related to the relevant consonants, and diacritic marks indicating tone level (miggahita, visajjaniya). Though the number of consonants and vowels, and the name and number of symbols are slightly different due to the difference in the languages which employ the Brahmin n script, the Myanmar writing system and those which employ the Brahmin n writing system are basically the same.<sup>8</sup>

A study of the track of change through the ages of Brahmin n consonants, consonant combination symbol, vowels, vowel symbols and diacritic marks clearly show the relationship with the forms of Burmese consonants consonant combination symbols, vowels and vowel symbols and diacritic marks.

The first Brahmin script was seen about 500 B. C. it had spread through out India by 300 A. D in the reign of King Asoka.

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<sup>8</sup> Khin Min, Maung, **Old Usage Styles of Myanmar Script**, (Myanmar Unicode & NLP Research Center, 1989), p. 9.

After the dissolution of the Maurya kingdom established by king Asoka, first the Kusana dynasty, and later, the Gupta dynasty appeared and ruled in northern India. The Brahmin script gradually changed during those reigns. The scripts which developed during those reigns were named Kusana and Gupta for the kings. Then such convoluted scripts as Kutila and urban Nagari simple script like sharda and Bengali developed progressively according to region and period. Writing forms in those scripts became gradually differentiated regionally and historically.

In South India, the Andhra dynasty arose after the dissolution of the Maurya kingdom. Then arose such dynasties as Pllav, Kadamba, Calukya, Rashtrakuta and Cola. During Those dynasties there developed from Brahmin such scripts in the west as Pacchimi script, Madhya Pradesh script in the middle region, and in the south, such scripts as Talugu, Kanati, academic Grantha, and Tamil which are contained in Kadamba, Calukya and Rashtrakuta.

These Indian scripts descended from Brahmin spread to Tibet, Sri Lanka, Myanmar, Thailand, Cambodia and Indonesia along with the Indian beliefs and culture in the period 100 A. D to 800 A. D and helped in the development in those regions of indigenous scripts.

**2.2.1 Spread of Indian Scripts to Myanmar:** During the period 100 A.D to 1200 A.D when the Brahmin script developed gradually into Brahmin -derived scripts in India, there developed in Myanmar the civilizations communicated with the countries in the east and west. There was special communication with India in the west by land and sea. Buddhism reached Burmese very early because of such intercourse Brahmin script and scripts derived from Brahmin arrived in Myanmar in their successive periods. The indigenous peoples of Burmese employed those scripts to inscribe and study extracts from the Pali teachings, of Buddha and recorded acts of charity and merit in Sanskrit. When the conditions developed to use writing for their indigenous languages, they adapted and devised consonant and vowel signs and symbols based on the familiar contemporary. Brahmin derived scripts to approximate as close as possible the sounds of their languages.

**2.2.2 Writing in Burmese in the Sixth Century:** Writing in the sixth century A. D found in Burmese are bell inscriptions, brass plate inscriptions and lithic inscriptions of Rakhine Vesali, Pyu lithic inscriptions of Hanlin Pali inscriptions in Pyu script, Sanskrit.

**2.2.3 Pyu Writing:** Writing of the period A.D 400 to 600 is found in the Ayeyarwady Valley in the form of stone inscriptions (such as the Hanlin Pyu stone inscriptions) in Pyu characters and Pyu language, extracts from the Buddhist canon on gold plates in Pyu characters, and stone inscriptions in mixed Pyu and Sanskrit languages.

The Pyu people had established an urban civilization by about A.D 300-400. The old Pyu script resembles the Kadamba script of southern India. Thus, epigraphical researchers conclude that the Pyu devised their script on the basis of the Kadamba script. Though the Pyu accepted and employed the Kadamba script as a basis, it is evident that they were also familiar with the Gupta script as seen in some Pyu-Sanskrit bilingual religious inscriptions. Vertically exaggerated letters as in Jaggayapeta script are found in many Pyu script was based on the Kadamba script it was not free from the influence of other contemporary Indian scripts.

**2.2.4 Writing Form A. D 600 to 1200:** Writing found in Myanmar during this period are Sanskrit stone inscriptions from Rakhine Vesali, Pyu stone inscriptions from various parts of Myanmar, Mon stone inscriptions and Burmese stone inscriptions.

Rakhine Vesali: Ananda-Candra stone inscriptions and other stone inscriptions are found at Rakhine Vesali during this period. The stone inscriptions are Sanskrit stone inscriptions inscribed in the Nagari script which is descended from the Gupta scripts. The Vesali period flourished till A.D 900 but few inscriptions are to be found after A.D 800.<sup>9</sup>

Pyu writing, Historical researchers hold the opinion Pyu urban states were extant in Myanmar till A. D 900- 1000. Pyu stone inscriptions are to be found widely. However, it is difficult to date these Pyu stone inscriptions because they do not carry dates and some are almost illegible. The period is assessed by century on the basis of the form of the characters. However, it can be firmly held that Pyu writing

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<sup>9</sup> Chang, Charles B, "Journal of the Southeast Asian Linguistics Society", **Applied Linguistics**. Vol.25 No.7 (March 2009): 77-94.

was in use at the end of the 22th century and the beginning of the 12<sup>th</sup> on the evidence of Rajakumar stone inscription in pyu language at the beginning of the 12<sup>th</sup> century and the Pyu plaque inscriptions inscribed during the reign of Kyansittha.

Mon writing: the earliest Mon writing is found on the plaque in the relic chamber of the Kyaik-day-art pagoda inscribed with the Pali verse beginning "Ye-dhanma". The characteristics of the script date it as of the 7<sup>th</sup> century A. D. They are undated but the form of the characters place them in the 10<sup>th</sup> and 11<sup>th</sup> centuries. From the reign of Anawrahta in the 11<sup>th</sup> centuries. From the reign of Anawrahta in the 11<sup>th</sup> century to the reign of Alaungsithu in the 12<sup>th</sup> century, Mon stone inscription, Myakan Mon stone inscriptions and Rajakumar Mon stone inscription are famous.<sup>10</sup>

Evidence found within Myanmar is not sufficient to trace the origins of Mon writing. The Mons resided widely within south-east Asia from the beginning of the Christian era. Thus, stone inscriptions inscribed with Mon characters in the Mon Loanguage may be seen in Dvaravati of Thailand. These are Pra Pathom stone inscriptions estimated to be of the 7<sup>th</sup> century A. D. and Lopburi stone inscriptions of the 8<sup>th</sup>, 9<sup>th</sup> century A. D. the formation of consonants, vowels and orthography suggests that these stone inscriptions are about three centuries earlier than the 10<sup>th</sup> – 11<sup>th</sup> century stone inscriptions found in Myanmar, at That on,. Those characters may be compared with the characters of the table beginning Te-dhamma of Kyaik –day-art pagoda. They may also be compared with Pyu characters. From the evidence it may be estimated that Mon writing originated about the 5<sup>th</sup> or 6<sup>th</sup> century A.D. Epigraphy shows that the style of writing of the earliest Mon stone inscriptions is similar to the style found in the Cambodian Takap stone inscriptions, and Laokaowat stone inscriptions both inscribed in Sanskrit. This shows that the Mon was familiar with Pali and Sanskrit material and the Indian scripts used for such trusts before indigenous writing was developed. The earliest Mon writing and script and the characters of Cambodian stone inscriptions are similar to the Pallav script of the fourth century A.D. South India. Thus, epigraphers conclude that the Mon based their script

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<sup>10</sup> Bradley, David, **Changes in Burmese Phonology and Orthography**, (SEALS Conference: Kasetart University Press, 2011), p. 123.



on the Pallava script of South India. Though the Mon based their script their own language. The Mon accepted devowelizer symbols which can be found in other south Indian scripts as CALukya and Vallabhi. These show that though Mon script was based on Pallava, it was not free of the influence of contemporary Indian scripts.<sup>11</sup>

**2.2.5 Burmese Writing:** The earliest Burmese writing is from the Bagan period of the 11<sup>th</sup> and 12<sup>th</sup> centuries Rajakumar stone inscription saw inscribed in about 475 B.E or A.A 1113 which is early 12<sup>th</sup> century. There are earlier Burmese writings. In Kyanaittha's Myakan Mon stone inscription the name of the lake Maha Nibbanletsee Chi ye is inserted in Myanmar. This inscription is earlier than Rajakumar inscription. Though there is no date, epigraphers believe from the formation of the letters and orthography that thetsotaung Pawdawmu Pagoda inscriptions were earlier than Rajakumar inscription by about 50 years. From the reign of Bagan to the reign of Alaung Sithu, it was the fashion to offer votive tablets at the pagodas. It was the fashion to offer votive tablets at the pagodas. Donors would inscribe a few lines about their act o merit in a language selected from Pali, Mon, Pyu and Myanmar. Along such votive tablets those found in the field of U Chit Sa of Bagan are held to be very early by virtue of formation of characters and orthography. It may be said from the evidence that Burmese writing was well established by the 11<sup>th</sup> century.<sup>12</sup>

Just as there is relationship of the development of the scripts of the Pyu and Mon to the development of the Pyu and Mon urban states, so also there is the relationship o the development o Burmese writing to the development of the Burmese urban state. Though the Bagan state was in existence from ancient days it began to flourish only during Anawratha's reign in the 11<sup>th</sup> century. The Myanmar was familiar with Sanskrit and Pali literature and Pyu and Mon writing before the development of Burmese writing. In terms of scripts they were also familiar in the 10<sup>th</sup> and 11<sup>th</sup> cenruries with Nagari, Pyu and Mon characters Since Pyu and Mon

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<sup>11</sup> Bradley, David, **Pronouns in Burmese-Lolo**, (Melbourne: La Trobe University Press, 2003), p. 14.

<sup>12</sup> Aung-thwin, Michael, **The Mists of Ramanna**, (Honolulu: University of Hawaii Press, 2005,) p. 126.

characters were based on Indian characters descended from Brahmin, early Pyu and Mon characters were similar. Serifs could be found in both early Pyu and Mon characters. By the end of the 9th century A.D, the head-marks developed from the horizontal head-lines in Mon characters had more or less disappeared. But these head-marks continued to be seen in Pyu characters till the 12<sup>th</sup> century. In writing Pyu characters, much up and down space was utilized in drawing the vertically elongated letters. Such vertically elongated letters were also found in the Pra Patom Mon stone inscriptions. The vertical displacement had become shorter in the 10<sup>th</sup> to 11<sup>th</sup> century Thaton Mon stone inscriptions. The Mon characters of the 10th and 11<sup>th</sup> centuries have a similar form than contemporary Pyu characters. For this reason when the time came to develop the Myanmar script, simple and easy Mon characters were selected over the more difficult Nagari and Pyu characters. Thus, from the Bagan period Burmese characters and symbols became similar in form to Mon characters and symbols.

The developers of the Burmese script took what was appropriate to the Burmese language from Sanskrit, Pali, Pyu and Mon scripts, and rejected what was not appropriate. Sanskrit consonants and Mon consonant and unnecessary in Myanmar were rejected. Though *th* and *d* were not consonants used in Myanmar they were retained so as not to create difficulty in the study of Pali. The vowel mark (The long *o*), the tone mark (-), the characters, though not extant in Pali and Mon were devised. Thus, the Burmese script which is similar to the Mon script which is descended from Brahmin, and which is also related to Pali, Sanskrit and Mon scripts began to be developed in the Pagan period according to the style and manner of the Burmese.<sup>13</sup>

**2.2.6 Writing after the 12<sup>th</sup> Century:** Pyu writing: After the Rajakumar stone inscription of the early 12<sup>th</sup> century no more Pyu writing has been found. Mon writing: Mon stone inscriptions began to disappear after the latter part of the 12<sup>th</sup>

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<sup>13</sup> Okell, John, **Burmese by Ear or Essential Myanmar**, (London, the School of Oriental and African Studies: University of London, 2002), p. 145.

century. However, Mon writing continued to be alive in Lower Myanmar. Middle Mon stone inscriptions began to be found around Hanthawaddy in the 15<sup>th</sup> century A.D. Mon writing is thriving in the Mon state today.

Burmese writing: Burmese writing related to Burmese writing are found after the 12<sup>th</sup> century. These are Karen, Pa-O and Shan writing. These scripts should continue to be studied.<sup>14</sup>

### 2.3. English as an International Language

The two authors, Sharfifian<sup>15</sup> and Saraceni<sup>16</sup> have mentioned on spreading of English to the global that thanks to the colonial and postcolonial expansion of English as well as the help of globalization, it is widely agreed that the sociolinguistic reality of this language has become far more complex than those of other languages in the world today. This changing reality, envisioned by 1599 minor poet, Samuel Daniel, who fantasized about English going to the “strange shores” has led English to acquire the status of an international language, and, prompted a paradigm shift in the field of Applied Linguistics and ELT.

In fact, about one hundred years ago many educated people learned and spoke French when they met people from other countries. Today, the worldwide growing interest in English, most people from other countries. Most people speak English when they meet foreigners. Therefore, it is necessary to stress the need for a new approach to English language learning and teaching. English, nowadays, becomes the international language. According to Will<sup>17</sup>, there are more people who speak English as a second language than people who speak English as a first

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<sup>14</sup> Khin, Min, Maung, **Myanmar English Dictionary**, (Shwe Ohn: publisher press, 2005), p. 113.

<sup>15</sup> Farzad, S., **English as an International Language: Perspectives and Pedagogical Issues**, (Research & Education Association Publisher: Bilingual 2009), p. 126.

<sup>16</sup> Mario Saraceni, “Relocating English: Towards a new paradigm for English in the world”, **Language and Intercultural Communication**, Vol. 9, No. 3, (August 2009): 175- 186.

<sup>17</sup> Pierpaolo Antonello, **How to Become the Global Language**, [Online], Resource: <https://englishlive.ef.com/blog/english-in-the-real-world/english-became-global-language/> [3 June 2015].

language. There are many reasons that English speaker in most countries around the world and English becomes so popular. One of them is language of business. It is increasingly true as international trade expands every year. And another important reason is American culture such as movie, music and McDonald's has quickly spread throughout the world. It brings its own language to people all around the world

Further, as a result of "new technologies bringing new linguistic opportunities, English emerged as a first-rank language in industries which in turn affected all aspects of society, the press, advertising, broadcasting, motion pictures, sound recording, transport and communication"<sup>18</sup>. It became the dominant language in a variety of economic and cultural arenas such as the language of international organizations, of the motion picture industry and popular music, of international travel, of publications, and of education. In fact, fish man with article of "Sociology of English as and Additional Language"<sup>19</sup>, he observes that it is the "non-English-mother-tongue" countries that have been significantly active in using English, and that have enhanced its value in each of the arenas. And, take together; it is these international roles or functions of English that have given the language the status of an international language.

Why should have developed English as a language used intensively by other communities, when Portuguese has not done so? There are many possible reasons, according to Gradual<sup>20</sup>, of which these three may be crucial: first. English is a borrowing language. It has ways of taking the names of ideas and things from other cultures and expressing them in English without native speakers of English feeling

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<sup>18</sup> Joshua, F., **The Other Tongue: English across Cultures**, (Urbana: University of Illinois Press, 1982), pp. 15-22.

<sup>19</sup> Sandra Lee McKay, "Teaching English as an International Language: Rethinking Goals and Perspectives", **RELC Journal**, Vol. 7, No. 1, (June 2003): 31-39.

<sup>20</sup> David, G., **English in The Future: Analyzing English in A Global Context**, (New York: Routledge, 2001), pp. 26-37.

that the so-called “purity” of their language is threatened thereby. Second, at the same time it possesses a great range to rules for the formation of new words. English, it would seem, is well-adapted for development and change. Third, English is the language in which has been principally conducted the genesis of the Second Industrial Revolution.

In addition, Crystal<sup>21</sup> and McKay<sup>22</sup> also stated that the status of an international language ascribed to English. It is also a result of the increasing numbers of countries in the world bestowing a special role or priority upon English, either by making it an official language of the world bestowing a special role or priority upon English, either by making it an official language of the country or by requiring its study as a second or foreign language. The changing role and status of English in those countries have also suggested changes to the backgrounds of the users of English. This is another increasingly recognized feature that gives English the status of an international language. The “strange shores” in which English enters are not “language less”. The inhabitants of those shores already speak another language or languages, which makes English an additional language to their linguistic repertoire.

The development of Today’s users of English is predominantly multilingual users of English. They are fluent in English and in other languages, and they develop and use English in multilingual. Thirteen years ago, basing his figures on expected population changes, Graddol envisaged that the number of people using English as their second language will grow from 235 million to around 462 million during the next 50 years.<sup>23</sup> Although it is difficult to determine the exact numbers of users of English today’s communication in English takes place between bilateral and multilingual speakers of English. According to Graddol, it means that so called monolingual “native-speakers” of English have

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<sup>21</sup> David, C., **English as a Global Language**, (New York: Cambridge University Press, 1997), p. 113.

<sup>22</sup> Sandra Lee McKay, “Teaching English as an International Language: Rethinking Goals and Perspectives”, **RECL Journal**, Vol. 7, No. 1, (June 2003): 31-39.

<sup>23</sup> David G., **The Decline of the Native Speaker**, (London: British Council, 1999), p. 62.

more than likely become “the minority”. The forces of globalization such as the explosion of advanced information technologies and human mobility across the globe have further led to uncertainty of the lingua-cultural backgrounds of the interlocutors with whom people communicate in English. What is definitely certain is that today’s communicative exchanges are multilingual in nature, characterized by “variation in linguistic and cultural behavior” and take place between speakers whose lingua-cultural backgrounds are often diverse and complex.<sup>24</sup>

This global expansion English and the increase in the number of multilingual speakers of English in the world have further led to emergence of different varieties of world English. Journals such as *World English*, *English Today*, and *English World Wide*, have been publishing or decade research studies that use a wide range of methodological approaches to document explicitly the newly emerged and emergent English in different parts of the world. The republications collectively and unanimously illustrate and argue that when English is brought in a particular society, the language and its culture are “appropriated” (Canagarajah<sup>25</sup> 1999) and “renationalized” (MacKay<sup>26</sup> 2002) to “suit the local taste-bud” (Marlina<sup>27</sup> 2010) and to project their own cultural and linguistic identities. Therefore, with its pluralized forms, English is a vehicle for users of English to project their cultural identities and to express their cultural conceptualizations to those outside their local milieu. In today’s communicative settings, speakers of English are likely to use the varieties of English they know and other languages they speak. Depending on their interlocutors’ linguistic backgrounds, and to employ various pragmatic strategies to negotiate with other speakers of English in order to achieve mutual intelligibility.

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<sup>24</sup> Sandra Lee McKay, “EIL Curriculum Development”, *RELC Journal*, Vol.34, No.1 (June 2003): 11-22.

<sup>25</sup> David G., *English Next*, (London: British Council, 2006), p. 20.

<sup>26</sup> Dandra, L., *Teaching English as an International Language*, (Oxford: Oxford University Press, 2002, p. 107.

<sup>27</sup> Marlina, R., *Teachers of English: English teaching Professional*, (Chiclester: Keyways Publishing, 2010), p. 77.

## 2.4 What are English Verbs?

Learners need to understand various features of verbs in order to construct and choose between appropriate tenses and in order to use other basic sentence constituents (e.g. subject, direct and indirect objects) in the right orders. Forming questions and negative statements involves making changes to the form or sentence position of verbs. Learners often have difficulty with this, and may continue making mistakes long after they have understood the rules.

While all languages have verbs, many make no grammatical distinction between. For example, modal verbs and main verbs, or event verbs and state verbs. Many languages don't have tenses, or don't use auxiliary verbs in forming them.

People often think of verbs as 'doing words' or 'action words'. While many verbs "do" describe "actions" (e.g. hit, paint), we also use verbs to express other meanings such as existence (e.g. be, become, exist), mental conditions and processes (e.g. believe, deduce, enjoy), and relationships (e.g. depend, determine).

In terms of meaning, their importance varies considerably. In the first text below, most of the verbs convey important information that couldn't be guessed if they were left out. Sometimes, however, nouns convey the essential meaning, and the verbs convey important information that couldn't be guessed if they were left out. Sometimes, however nouns convey the essential meaning, and the verbs may only 'support' them, conveying little information (e.g. I had breakfast) or conveying information which is already clear in the context. Many of the verbs in the second text opposite illustrate this (e.g. make, salute, add, bring).

In many languages it is possible to identify at least some verbs from unique features of their spelling and pronunciation. This is not the case in English.

In the following; the verbs have been printed in italics.

Wisdom is the ability to see, understand and know clearly and deeply, and to speak and act from that understanding. Wisdom sees into the heart of things. It comes from a deep conception with oneself, and also connects us with all life.

To make the barbecue sauce, salute the chopped garlic in the oil for one minute. Discard the garlic and add the vinegar, wine, Worcestershire sauce tomato ketchup, a few drops of Tabasco and water to the pan. Bring to the boil and simmer for 6 minutes, stirring occasionally.

We normally need to include at least one verb in every sentence. If we compare English with other languages, we can generalize that (as in most European Language) the verb follows the subject and precedes everything else.

## **2.5 The Important of English Verbs**

A verb is a word that comes from the Latin word *verb*. It is a part of speech that is used to describe motion or convey a subject in action. Examples of verbs include: learn, walk, run, read etc. In most languages a verb can be inflected or modified to portray a specific tense, voice or mood. There are also verbs that also have to agree with a certain gender, argument or person. A verb must have specific tense. Present—indicates that the action is actually being carried out at that moment. Past tense means that the action has already taken place and future tense means that the action will be carried out at a later time (future). A verb is a very important part of any sentence. There are two main functions that a verb can play: there are those verbs that put a subject into motion and other verbs offer more clarification on the same subject.

## **2.6 The Important of Burmese Verbs**

In spite of the fact that the numbers of Burmese verbs are considerably few, they play an important role in Burmese Grammar. They can express manners of actions, the speaker's mood, quality, habit, opinion, advice, and so on. They are also used for time expression. Besides, the occurrence of auxiliary verbs is quite frequent in our everyday speech as well as in written language. Generally, to construct an expression/utterance, verbs are the main keys – they express actions of the subjects. And, to support verbs grammatically and/or semantically is the task of auxiliary verbs. Any other grammatical cannot be substituted to perform their task. This is



why we can say that barbs are one important word category in Burmese grammar.

Language is used as a means of communication; the transmission of thought from one mind to others, is one of the basic activities of the human race. Since communication is an essential function of civilization, we must study a language and try to have a command of language. In learning a language, there are four skills we need to acquire they are listening, speaking, reading, and writing.

## 2.7 Literature Review and Research Works Concerned

2.7.1 This book is Textbook for the students of Linguistics. The title of this book, *The Grammar of Words*, gives the linguistic entity of the word a pivotal role in understanding morphology. The morphological structures are explained very concise and clearly. It is a very useful book for a new generation of students of language, and that they will enjoy reading and thinking about the many wonderful intricacies of human language.<sup>28</sup>

2.7.2 This is a textbook for students of the English language or of English literature. It discusses; (1) words as units of meaning versus units of sentence structure (Chaps, 2, 4, 5) (3) inflectionally related word forms (forms of the same word) versus derivationally related words (different 'word' with a shared base)<sup>29</sup>

2.7.3 A simple view of reading is a basic theory of reading comprehension developed by Hoover and Gough (1990). A simple view consists of two factors, decoding and oral language, which have reading comprehension is a form of linguistic comprehension that enters the brain through visual decoding.<sup>30</sup>

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<sup>28</sup> Booji, Geert. **The Grammar of Words: an Introduction to Morphology**; tr.by J.A .Swewart, 2<sup>nd</sup> ed, (New York: Oxford University Press, 2007), p. 85.

<sup>29</sup> Carstairs, Andrew and Cathy, Mc., **An Introduction to English Morphology: Words and Their Structure**, (Edinburgh: Edinburgh University Press, 2002), p. 124.

<sup>30</sup> Leech, Reuchar, and Hougenraad, **English Grammar for Today**, (London: Macmillan Publisher Ltd, 1982), p. 184-185.

Whenever readers can understand in contents, readers will have good skill in reading. But if readers read something difficult, it's hard to decode and make readers bored of reading. But if readers read something simple reading are decoding in contents, improving oral language and linguistic comprehension easily.

2.7.4 Thomson and Martinet's classic intermediate grammar for foreign learners is the most widely used book of its kind. It is popular because its explanations are clear and because it deals thoroughly with the topics which students find most difficult. The strength of the book is that examples from classroom research are used to demonstrate how meta-language about grammar and meaning can be included, rather than added separately, in a adolescent learners. This volume is a welcome addition to work taking this view on how language development is involved in content learning. This book is valuable both to TESOL student and practice is moving in that direction.

The book is comprehensive survey of structure and forms, written in clear modern English and illustrated numerous examples. Areas of particular difficulty have been given special attention. Differences between conversational usage and strict grammatical forms are shown but the emphasis is on conversational forms.<sup>31</sup>

2.7.5 The entries in Practical English Usages are not only informed by Swan's authoritative knowledge of English grammar, but a sure sense of which aspects of the grammar are likely to be problematic, and how these can be most effectively explained. Henry Widdowson, Emeritus Professor of Education, University of London.

It features basic descriptions of English and used as well as highlighting various words, which are often problematic for non-native speakers. Although the model is basically British English, it explains some of the stylistic differences between British and American usage.

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<sup>31</sup> A. J. Thomson and A. V. Martinet, **Practical English Grammar**, (Oxford University press, 1986), p. 3.

This is a reference book, not a systematic course in English grammar. It will be most useful to a student who has made a mistake and wants to find out why it is wrong, or to a teacher who is looking for a clear explanation of a difficult point of grammar or vocabulary. The best way to find a point is to look in the index at the back: most problems are indexed under several different names. So it is not usually difficult to locate quickly the entry you need.<sup>32</sup>

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<sup>32</sup> Michael Swan, **Practical English Usage**, (London: Oxford University press, 1980), p. 11.

## Chapter III

### Research Methodology

The methodology of this current research consists of five main parts; research design, source of data, data collection and data analysis.

#### 3.1 Research Design

This study is documentative research in nature to study the cooperation of the difference and similarity of English and Burmese language based on verbs. Reading lots of materials from various resources including books, research works journals online articles and so on.

#### 3.2 Source of Data

The source of data being analyzed from the primary sources of many scholar books that related to Grammar and its respective English and Burmese Grammar. The analysis of the data will lead to a comprehensive understanding of the method of comparative study.

#### 3.3 Data Tool

Collecting the related materials from the primary and secondary sources. Try to understand the related terms with contexts and to categorize them.

#### 3.4 Data Collection

Collecting the related materials from primary and secondary sources. Try to understand the related terms with contexts and to categorize them.

Collecting data from the primary sources, as well as all the writing of the books in regards to English and Burmese Verbs.

#### 3.5 Data Analysis

After collecting materials and information from both primary and

secondary sources, the data will be analyzed. The analysis of the data will lead to a comprehensive understanding of the similarities and differences between English and Burmese languages based on verbs.

## Chapter IV

### Results of Data Analysis

#### 4.1 The Study of English Verbs

##### 4.1.1 English Verb Pattern

There are so many languages all over the world, but no two languages are exactly alike. They are different from each other in the sound system, grammar and vocabulary. Each language is self-contained it has its own system.

In foreign language learning, the learner has to develop the new language system in him. The structural system of the target language must be established in the learner. This new system must be working side by side with the system of the mother tongue. But in general, the system of mother tongue stands in the way of the acquisition of the system of the foreign language.

The teaching of English in Burmese is being encouraged and conducted at all levels all over the country, In the same way the teaching of Myanmar in foreign university should be encouraged and conducted at all levels all over the world. Burmese students find that certain English words and phrases have no equivalents in Burmese and that of two languages are syntactically not the same. On the other hand, foreign students who are learning Burmese may find that certain Burmese words and phrases have no equivalents in their mother tongue. Since Burmese learners of English have the system of the mother tongue well established in them, they find learning English difficult. This is because the learners tend to apply the rules of the mother tongue to the target language and these results in errors in the use of the foreign languages.

Some teachers assume that grammar does not help students improve their writing skill. This assumption should not be agreed but it is possible that native speakers of English do not need to study English grammar because they know

without thinking from long practice, what is correct and what is not. It may assume that native speakers of Burmese do not need to study Burmese Grammar. But it is necessary for language learners to know that one important way of improving written language is to attend to grammar and syntax.

This is the simplest of verb patterns the subject is followed by an intransitive verb, which expresses complete without the help of any other words. The teacher should make the learners have a clear view of system of the target languages. There are so many areas in the system of English and Burmese languages. For anyone who is learning to speak or write correct English, the most important word in a sentence is the verb. Therefore the learner must pay particular attention to verb patterns. Students can read an English passage, and have a proper understanding of the passage but they are unable to produce their own English sentences. The reason for this is that they are ignorant of the rules of the verb usage and have had little practice in this area. In order to remedy this, some basic verb patterns are set out.

#### **English Verb Pattern 1: S + V**

Some of English intransitive verbs may be used Subject and verb.

No.	Subject	Verb
1	Birds	fly
2	The baby	is crying

#### **English Verb Pattern 2: S + V + O**

Some of English transitive verbs may be used with a simple direct object which is noun or pronoun.

No.	Subject	Verb	Objective
1	Cats	Catch	mice
2	The dogs	bit	the man

#### **English Verb Pattern 3: S + V + I.O + D.O**

English verbs used this pattern have two objects, an indirect object followed by a direct object.

No.	Subjct	Verb	Indirect Objective	Direct Objective
1	He	Gave	her	a pen
2	She	teachers	us	English

#### English Verb Pattern 4: Sub + V + Prep + Prep O

When a verb closely linked with a preposition, the verb and the preposition must be learnt as a unit in English. Many verbs may be used with more than one preposition.

No.	Subject	Verb	Preposition	Prepositional Object
1	He	Succeeded	in	solving the problem
2	She	complained	of	the heat

#### English Verb Pattern 5: S + V + O + Prep + O

In the book of "A Guide to Patters and usage verbs used with a direct object which is followed by a preposition and a prepositional object. The verb has to be learnt in the pattern.

No.	Subject	Verb	Object	Preposition	Object
1	He	Gave	a book	To	her
2	She	bought	a pen	for	me

#### English Verb Pattern 6: S + V + C

In English many intransitive verbs require a subject complement. This complement may be a (pro) noun, a gerund an adjective, an adverb or prepositional phrase (often equivalent to an adjective or a clause.

Subject	Verb	Complement
She	is	a teacher
He	is	intelligent

#### English Verb Pattern 7: S + V + C + Prep + O

For English when a verb is closely linked with a preposition, the verb and the preposition must be learnt as a unit: thus succeed in (something, doing something) belong to somebody. Many verbs may be used with more than one proposition, thus complain to



(somebody) complain about or of (something) But there the verb be is used and adjective is used as complement some of adjectives are also linked with a preposition.

Subject	Verb	Complement	Preposition	Objective
She	Is	afraid	of	snakes
We	Are	interested	in	literature

#### English Verb Pattern 8: It + be + Sub c + Sub

When the subject of the verb be is an infinitive phrase, the construction with preparatory it is preferred in English.

It	Be	Subj Complement	Subject
It	Is	difficult	to solve this problem
It	Is	a sin	to tell a lie

#### English Verb Pattern 9: There + V + Subj + Adver Cop

When the subject of verb be is indefinite the construction with preparatory there is preferred in English. This there has no meaning. This pattern can be seen in A guide to patterns and usage in English written by A.S Hornby.

There	Verb	Subject	Adverbial Complement
There	Are	fifty students	in our class
There	were	many people	at the cinema

#### 4.1.2 Suffixes and Prefixes

Now, let's turn to suffixes. A suffix is a letter or group of letters added to the end of a word. Suffixes are commonly used to show the part of speech of a word. For example, adding "ion" to the verb "act" gives us "action," the noun form of the word. Suffixes also tell us the verb tenses of words or whether the words are plural or singular. Some common suffixes are -er,-s, es, ed, -ing and -ly. Here are a few things to remember when learning suffixes:

1. Some suffixes have more than one meaning. For example, the suffix -er may suggest a person who performs an action, like a teacher. But "er" is also

commonly added to the ends of adjectives and adverbs. They compare two things and show that one is “more” than the other, such as in “faster” and “stronger.”

2. The spelling of a base word can change when a suffix is added. This true of most base words ending in the letter “y.” for instance, when we add the stuffiness to the word “crazy” to make “craziness,” we replace the “y” with an “i.” this begins with a vowel. For example, in the words “write,” “make” and “manage.” We drop the “e” in the words when we add -ing to make: “writing,” “making” and “managing.” We also often drop the silent “e” before the suffix -able such as in “usable” Be careful, though, because with some words, we keep the “e,” such as in “changeable” and “loveable.”

There are additional suffix rules, but they deal with spelling and can be learnt with time and practice.

A thing to keep in mind about both prefixes and suffixes is that some are only used with some words for example, we add the suffix -ful to some nouns to mean “full of,” such as in the words “beautiful” or “helpful.” But, we cannot add -ful to just any noun. You could not, for example, say “loveful” to mean full of love.

Before this chapter goes on, it will be necessary to discuss the definition of the prefix and suffix.

In The advanced learner’s dictionary of current English, the definitions of prefix and suffix are as follow;

Prefix- PREFIX- n. (1) word or syllable e.g. (pre-co) placed in front of the word to add or change its meaning.

(2) Word used before a person’s name (e.g mr, Dr). V.t- Prifixs add a to or in front of; add at the beginning; - a new paragraph at the beginning.

Suffix -SAFIKS- n. letter (s) or syllable (s) added at the end of a word to make another word. E.g. ‘y’ added to rust to make rusty or as an inflexion e.g.- en in exam of prefix.

In Burmese particles can be used as prefix or suffix.

By using the prefixes and suffixes, English verbs may serve as nouns or adjectives; on the other hand, the adjectives may serve as verbs.

By using the particles, Burmese verbs may serve as nouns or adjective; on the other hand, the adjectives may serve as verbs.

English verbs can be be formed as nouns by adding the suffix “er”

**Table 1: Suffix “er”**

Verb	Suffix	Noun (Person)
Paint	er	painter
Teach	er	teacher
Write	er	writer
Dance	er	dancer

**Table 2: Suffix – “ing”**

English verbs can be formed as nouns by using the suffix “ing”. They can also be formed as adjectives by using the suffix “ing.”

Verb	Suffix	Adjective-Noun
Teach	ing	teaching
Paint	ing	painting
Write	ing	writing
Dance	ing	dancing

Some of English verbs can also be formed as adjectives by adding the suffix ed to regular verbs. The definition of the suffix ed is pointed out in the advanced learner’s Dictionary as follow:

**Table 3: Suffix – ed**

- (1) Forming p.t and p.p of many verbs
- (2) Added to nouns to form adj, as bearded having a beard; long legged, having long legs; honeyed, sweet like honey.

Verb	Suffix	Adjective
Boil	ed	boiled
Plan	ed	planned
Polish	ed	polished

**Table 4: - Suffix - able**

In English, the element able usually has the same meaning as the adjective able or the verb can. It can be added to almost all English verbs.

The suffix able in the advanced learners Dictionary of current English is defined as follow; -able eibl- suffix used with v-v: bearable that can be born; eatable that is fit to be eaten; removable that can be removed. Used with nouns; sal (e) able fit for sale, sale peaceable inclined to peace.

Verb	Element or Suffix	Adjective
Break	able	breakable
Eat	able	eatable
Teach	able	teachable

**Table 5: Suffix – “en”**

In English, the suffixes – en, ify, and ize from verbs and usually mean (1) become (or) (2) make things happen.

The suffix “en” forms verbs from adjectives of one syllable.

Adjective	Suffix	Verb
Black	en	blacken
Hard	en	harden
Bright	en	brighten

**Table 6: Suffix – “ify”**

In this case it is important to put forward the definition of “sei” ㄍ Auxiliary verb

- Voiced, negative ma v-ㄍ sei
- Cause to; make (some-one do) (When followed by auxiliary verb

“chin” “ချင့်” want to” want (someone to do)

This definition can be studied in Reference Grammar of colloquial Burmese written By John Okell.

This suffix is added to both nouns and adjectives (of latin origin) if they have one syllable.

Noun	Suffix	New Verb
Class	ify	lassify
Pure	ify	purify

**Table 7: Suffix – ”ion”**

The English suffix-ion ment, al and verbs. These suffixes can be added to the verb form noun in English.

Verb	Suffix	Noun
Express	ion	expression
Act	ion	action
Operate	ion	operation

In Burmese, the suffix “chin” ချင့် is added to the verb.

**Table 8: ment = suffix**

The suffixe is added to –ment, -al.

Verb	Suffix	Noun
Pay	ment	payment
Judge	ment	judgement
Arrive	al	arrival

## 4.2 The Study of Burmese Verbs

### 4.2.1 Features of Burmese Verbs

There are so many languages all over the world but no two languages are exactly alike. English, like all languages, is full of problems for foreign learners. In the same way,

Burmese has its own system and Burmes verbs are unique. It is necessary to give an intriduction, it may be easy to inderstand the features of Burmese verbs for foreign learners.

**Table 1: Probably the majority of Burmese verbs are monosyllabic;**

သွား /thaw:/ Go	လေး /lei:/ Be heavy
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**Table 2: A few are weak dissyllables, i. e, disyllabic with a weak initial syllable.**

သရော် /thayau/ Mock	ကလက် /kale/ be wanton
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Others are polysyllabic. Most polysyllabic verbs are analyzable as made up of two or more verbs in various ways. Polysyllabic verbs which cannot be analysed may be loan words;

သင်္ကာ from pali sankā /thin-ka/ Doubt, suspect	ပူဇော် From pali Puja /pu-zo/ worship
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Otherwise one can only speculate that they may be either loans of which the origin not been traced, or compounds of which the members are not now known individually;

ကြောင်းကြာ	/caunca/	be anxious
ဆင်းရဲ	/hsin:/ye/	be poor
ဆုံးမ	/hsoun-ma/	rebuke

### Compound Verbs

Compound verbs contain two or more “members” liked together. Examples of compound verbs containing two members are; Reside “stay”“sit”

သွားဝယ်	သွား	ဝယ်
/thaw:we/	/thaw:/	/we/
Go and buy	go	buy
နေထိုင်	နေ	ထိုင်
/nei/htain/	/nei/	/htain/

All other members in compound verbs. I. e those which are neither pre-verbs nor auxiliary members, are called ordinary or simply ordinary verbs’ is called an ordinary compound Examples are သွားဝယ် thwa: we နေထိုင် nei htain above.

In brief a member of a compound verbs may be either ordinary, pre-verbs or auxiliary and ordinary compound member ordinary member. Pre-verbs compound= pre-verbs member+ ordinary member auxiliary compound= ordinary member+ auxiliary member ordinary compound verbs are most commonly disyllabic;

ရောင်းဝယ် /yaun: we/ Trade sell buy	ရောင်း /yaun:/
သွားလာ /thwa:la/ Go go come	သွား လာ /thwa: la/

**Doubled Verbs**

Sometimes a disyllabic ordinary compound verbs is found especially in formal of literary contexts, where one of its members alone could have carried the meaning equally well and in less elevated contexts only one member would normally be used. These are called doubled verbs and the additional member is a “doubler” The presence of the doubler usually results in a more sonorous and elevated tone stylistically and in some styles nearly every verbs is doubled. The doubler generally follows the usual verb;

ပြောဆို /pyo-hsou/ Speak	ပြော /yo/ ‘id’	ဆို /hsou/ ‘id’
ချက် ပြုတ် cet-pyou Cook	ချက် /cet/ ‘id’	ပြုတ် /pyou/ ‘id’
ကြည့်ရှု /cihyu/ Look	ကြည့် ရှု /ci/ ‘id’	/hyu/ ‘id’

### Artificial Compound Verbs

Artificial compound verbs are a variety of doubled verbs, in which the second member is an “artificial” member, i. e. it is a syllable derived from the first member by the formative of rhyme or, less frequently of chime.

e.g. -သွက်လက်	သွက်	လက်	(rhyme syllable)
/thwe-le/	/thwe/	let	
be nimble, future		id	
ခြားနား	ခြား	နား	(rhyme syllable)
/hcana:/	/hca:/	/na:/	
Be different			
သာယာ	သာ	ယာ	(rhyme syllable)
/thã -yã/	/thã/		
Be pleasant			

### Frequentative Repetition in Compound Verbs.

The first member of pre-verb compounds and many auxiliary compounds may be repeated.

This indicates frequency or continuousness of occurrence and is called frequentative repetition”;

e.g. pre verbs		
ထပ်	/htâ/	repeat
ထပ်ထပ်တီး	/htâ-htâti:/	play again and again
ဝင်	/win/	enter
ဝင်ဝင်ပြော	/win'-win'-pyo/	keep going in and speaking

### Verbs with Tied Noun

Some verbs besides occurring alone are also found closely linked in meaning with a preceding noun, in such a way that the whole phrase may be regarded as a single unit meaning. Noun in this position are called tied noun and the whole phrase is called a “verb with tied- noun verb”.



e.g.	နားထောင်	/na:-htaun/	ear	+	“set up on end” listen
	လေပစ်	/lei-pyit/	air	+	“throw”

### Multiple Compound Verbs

Compound verbs of more than two syllables may be;

- (a) Ordinary compounds of which the members are themselves ordinary compounds or unanalyzable disyllabic verbs;
- (b) Pre-verb compound with more than one pre-verb member,
- (c) Auxiliary compounds with more than one auxiliary member;
- (d) Mixtures of different types;

Example:

- (a) Ordinary compounds, containing two disyllabic ordinary compound members.

ရိုးသေလေးစား	/youthai-leisa:/	‘id’ + ‘id’
ရေးသားစပ်ဆို	/yeitha:-sâhsou/	write + compose

- (b) Pre-verb compounds containing two pre-verb members;

လိုက် လျှောက် ကြည့်

/lai-hasu-kyit/

Go along -wander- look

“wander along looking”

ပြန် ထိုင် ရေး

/pyan'-htain-ye/

Resume- sit- write

“go back to sitting down and writing”

- (c) Auxiliary compound containing two auxiliary members;

လုပ်ချင်နေ

/lou -chin-nei/

Do-want- stay

“be wanting to do”

ကြား လိုက်မိ

/kya;-lai- mi/

Hear- happen to inadvertently

“happen to hear by chance”

(d) Mixtures of different types ordinary compound with auxiliary member:

ဆက် ဆံ ချင်

/has hsan- hcin/

Associate- want to

Want to associate

Ordinary compound with pre-verb member

ထိုင် -စဉ်း -စား

/htain-sin: -sa:/

Sit- think

Sit and think

Both pre-verb and auxiliary member;

သွား ပြော ရုံ

/thwa:/ /pyo-ye/

To- tell- dare

Dare to go and tell

Pre-verb is doubled ordinary compound;

ပြန်လည် ဖွင့်

/pyan-le-hpwin/

Return – open

“reopen”

Pre-verb is artificial compound

ဆက်	လက်	လုပ်
/hse’/	/le’/	/lou/

Continue – work

“go on working”

Position of prefix ma in compound and tied- noun verbs

As a general rule the particle ma မှ is prefixed to the first member of ordinary and auxiliary compound (ma VV), but to the second member of pre-verb compounds (V ma V), and to the verb in tied – noun verbs (N ma V);

Ordinary compound ma –

မဆောင်ရွက်

/ma- haaun-ywe:/

Not bear- carry on the head

“not excute, carry out”

Auxiliary compound: ma

မ ယူ သွား

ma -yu - thwa:

Not - take - go

“not take away”

Pre-verb compound: ma

ဆင်းမသောက်

/hsin-ma -tho/

To down- not- drink

Not go down and drink

Tied- noun verb;

နှုတ် -မ -ဆက်

/hnon- ma-hse/

Mouth- not - join

Not greet

There are, however, certain variations and exceptions to this general pattern:

(a) In some auxiliary compounds ma is prefixed to the auxiliary member instead of to the ordinary member;

Example:

ယူ မ သွား

/yu-ma-thwa:/

Take- not – go

not take away’

‘not take progress’

တိုးတက်မလာ

/tuo- te- ma-lã/

advance- a second- not –come

(b) In disyllabic ordinary compound and is sometimes prefixed to both members (ma V ma V);

Example:

မ ထိန်း မ သိမ်း

/ma-htein-ma-thein:/

Not-restrain- not put away

“not put under detention”

မ ပြော မ ဆို

/ma-pyo-ma-hsou’

Not-speak-not - say

“not speak”

(c) Exceptionally, pre-verb compounds may occur in the pattern ma V, and tied-noun verbs in the pattern.

#### Pre- verb compound

မဆင်းသောက်

/ma-hsin-thou’/

Not-go down-drink

Not go down and drink

#### Tied-noun verb

မ နှုတ် ဆက်

/ma/ /hnou/ /hsè/

Not mouth join

“not greet”

Two types of verb may be distinguished: they are called functive and ‘stative’ and are described below. In some cases they are found in “h non-h” pairs; but in others the classification as functive or stative depends on their meaning H-non-h pairs.

A number of verbs occur in pairs. The relationship between the verbs in each pair is that the verb with an aspirate initial is the transitive, active or causative correlate of the verb with a plain initial;

Example;

ခဲငြ	<b>/hkweʻ/</b>	split, separateʻ
ကဲငြ	<b>/kweʻ/</b>	‘be split, separated’
ဖြတ်	<b>/hpyǎ/</b>	‘cut, break’
ပြတ်	<b>/pyǎ/</b>	‘be cut, broken, snap’
ချက်	<b>/hcé/</b>	‘cook’
ကျက်	<b>/cé/</b>	‘be cooked
ဆုတ်	<b>/hsouʻ/</b>	tear
စုတ်	<b>/souʻ/</b>	‘be torn, shabby’

Only a few verbs belong to h-non pairs. Other verbs may appear in form to belong to pairs but have in fact no such relation to each other;<sup>1</sup>

Example;

ခုး	<b>/hku:/</b>	pluck, dish out
ကူး	<b>/ku:/</b>	cross over
ထ	<b>/hta/</b>	get up
တ	<b>/ta/</b>	call upon
ဖက်	<b>/hpě/</b>	embrace
ပက်	<b>/pě/</b>	throw at

#### 4.2.2 Introduction to Burmese Verb Pattern

For a foreigner who is learning to speak or write correct Burmese, he should know the place of Burmese verbs and verbal affixes. They may read a Burmese passage and have a proper understanding of the passage but they may be

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<sup>1</sup> John Okell, *A Reference Grammar of Colloquial Burmese*, (London, Oxford University Press, 1999), p. 98.

unable to produce their own Burmese sentences. In order to remedy this a comparative study of Burmese verbs and some English basic verb patterns is set out.

### Burmese Verb Pattern 1: “Subj+ Verb”

Here, the place of the verb is the same in Burmese. The subject is followed by an intransitive verb, which expresses complete sense without the help of any other words.

Subject	Verb
<p>ငှက်များသည် /nghet-mja:-this/ Birds</p>	<p>ပျံသန်း ကြသည် /pyan-than:-kaja -thi/ fly</p>
<p>ကလေးသည် /ka-lei-thi/ The baby</p>	<p>ငိုနေသည် /ngou- nei- thi/ Is crying</p>

### Burmese Verb Pattern 2: Sub + Obj + V

In this pattern, the subject is followed by the transitive verb and object is after the verb in English.

Subject	Object	Verb
<p>ကြောင်များသည် /kjaum-mja-thi/ Cat</p>	<p>ကြွက်များသည် /kwje-mja-kou/ mice</p>	<p>ဖမ်းကြသည် /phan:-kja-thi/ catch</p>
<p>ခွေးသည် /khwe:-thi/ The dog</p>	<p>လူကို /lu-ko/ the man</p>	<p>ကိုက်ခဲ့သည် /kai -khe-thi/ Bit</p>

In Burmese, the subject is followed by the object and the verb is at the end of the sentence.

### Burmese Verb Pattern 3: S + I.O + D.O + V

In this pattern, the verb is after the subject and followed by the indirect object in English. In Burmese, we can learn as follow;

1. He gave her a pen.
2. She teaches us English.

Subject	Indirect Object	Direct Object	Verb
သူသည် /thu -thi/	သူမအား thu-ma-a:/	မှင်တံတခု /hmin-tan -takhu/	ပေးခဲ့သည် /pei-hke! -thi
သူမသည် /thu-ma-thi/	ကွန်ပီတို့အား /kyun-nou-tou- a:/	အင်္ဂလိပ်စာ /english-ca/	သင်ပေးခဲ့သည် /thin-pei-khe:-thi/

**Burmese Verb Pattern 4: Sub + Obj. + V**

The place of the verb is at the end of the sentence and indirect is after the subject. Direct object is before the verb here.

The prepositional object is a (pro) noun or gerund in this pattern. The verb is after the subject and the preposition is after the verb in English.

When we learn Burmese verbs, we cannot see identical usage for this pattern. Burmese will use S+O+V to express these actions. We may learn as follows:

1. He succeeded in solving the problem.
2. She complained of the heat.

Subject	Object	Verb
သူသည် /thu-thi/	ပြဿနာဖြေရှင်းကို(ရာတ၌) /pja-than-a-phje-shin:-chin:-kou/	အောင်မြင်ခဲ့သည် /aun myin khe thi/
သူမသည် /thu-ma- thi/	ပူခြင်းကို /pu- chin:- kou/	ကြီးထွားခဲ့သည် /gyi:-htwa: khe thi/

**Burmese Verb Pattern 5: S + I.O + Prep. D.O + Prep + V**

By learning English and Burmese tables, it may be seen that some of English verbs are linked with the prepositions.

Burmese sentences can be learnt as follow;

1. He gave a book to her.
2. She bought a pen for me.

Subject	Indirect Object	Preposit-ion	Direct Object	Preposition	Verb
သူသည် /thu-thi/	သူမ /thu-ma/	အား /a:/	စာအုပ်တအုပ် /ca-ou-ta-ou/	ကို kou/	ပေးခဲ့သည် /pei-the -thi/

သူမသည် /thu-ma-thi/	ကျွန်ုပ် /kjum-nou/	အတွက် /a-twe/	ခဲတံတချောင်း /kha-wan-tachaun;/	ကို /kou/	ပေးခဲ့သည် /pei-khe-thi/
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In this pattern, the preposition is before the indirect object in English. But in Burmese the preposition is after the indirect object and the preposition “kou: ကို” is after the direct object.

**Burmese Verb Pattern 6: S + V + C**

For this pattern, there are so many differences between English and Burmese language. To express these actions. Burmes well use as follow.

1. She is a teacher.
2. He is intelligent.

Subject	Object	Verb
သူမသည် /thu -ma- thi/	ဆရာမတစ်ယောက် /saya-ma-ta -yau/	ဖြစ်သည် /phi- thi/
သူသည် /thu- thi/		ဉာဏ်ကောင်းသည် /njan- kaun:- thi/

**Burmese Verb Pattern 7: S + O + V**

In Burmese, it is quite different from English to express these actions. The preposition is unnecessary to express them in Burmese. Burmese will use S+O+V pattern.

1. She is afrid of snakes.
2. We are interested in literature.

Subject	Object	Verb
သူမသည် /thu- ma- thi/	မြွေများကို /mwe- mja;- ko/	ကြောက်သည် /kjau- thi/
ကျွန်တော်တို့သည် /kyaun- to- tou- thi/	အနုစာပေကို /a- nu- ca- pei- kou/	စိတ်ဝင်စားသည် /cei- win- ca:- thi/

The particle kou ကို is used for object in Burmese By learning these table, we may understand the differences between English and Burmese.



### Burmese Verb Pattern 8

In Burmese, this kind of pattern can't be seen. To express this action, Burmese will use as follow,

1. It is difficult to solve this problem.
2. It is a sin to tell a lie.

Subject	Verb
ဒီပဿနာကို ဖြေရှင်းရန် /di- pja- than- a- kou- phja- shin- yan/	ခက်ခဲသည် /khe- khe:- thi/

Subject	Subject Complement	Verb
လိမ်ညာခြင်းသည် /lein -nja- chin:- thi/	အကုသိုလ်တစ်ခု /a- ku- thou- ta- khu/	ဖြစ်သည် /phji- thi/

### Burmese Verb Pattern 9: Adv Compl + S + V

To express these action, Burmese sentences can be constructed as follow,

1. There are fifty students in our class.
2. There were many people at the cinema.

Adverbial Complement	Subject	Verb
ကျွန်တော်တို့အတန်းမှာ /kjun-tau-tou-a-tan- mha/	ကျောင်းသား(၅၀) /kjaun:- tha:-nga-se/	ရှိသည် /shi -thi/
ရုပ်ရှင်ရုံမှာ /yout-shin-youn-mha	လူများစွာ /lu -mja: -swa/	ရှိခဲ့ကြသည် /shi- khei -kja- thi/

Adverbial complement will come first and the subject proceeded. The verb is at the end of the sentence in Burmese. By comparing the patterns and sentence constructions of two languages, the differences and similarities of English and Myanmar verbs can be learnt.<sup>2</sup>

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<sup>2</sup> A.S Homby, **Guide to Patterns and Usage in English**, (London: Oxford University Press, 1954), P. 56.

**4.2.3 Suffixes and Prefixes of Burmese Verbs**

A painter is a person who paints; a teacher is a person who teachers,  
 For this case /thu/ သူ the suffix is added to the verb to form noun in Burmese.

In Reference Grammar of Colloquial Burmese by John Okell, The definition of /thu/ သူ is given as follow;

Thu သူ  
 Special head noun  
 Person who does (do) er  
 Voiced a rather elevated equivalent of  
 - တဲ့လူ v-te- lu (v-attrib- person)<sup>3</sup>

**Table 1**

1. Painter
2. Teacher
3. Writer
4. Dancer

Verb	Suffix	Noun
ပန်းချီဆွဲ /bagyi-swe/	သူ /thu/	ပန်းချီဆွဲသည် /ba-gi-swe- thu/
စာသင် /ca-thin/	သူ /thu/	စာသင်သူ /ca-thin-thu/
စာရေး /ca-yei/	သူ /thu/	စာရေးသူ /ca-yei- thu/
က /ka/	သူ /thu/	ကသူ /ka-thu/

From these two table, it may be understood that the English suffix, “er” is equivalent to Burmese suffix or special head noun /thu/ သူ

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<sup>3</sup> John Okell, **Reference Grammar of Colloquial Burmese Part I**, (London: Oxford University Press), 1969, p. 69.

**Table 2:** English suffix “ing”. and Myanmar suffix or special head noun “အ” and “chin” ခြင်း,

For this case, /chin/ ခြင်း the suffix is added to the verb in Burmese.

1. Teaching
2. Painting
3. Writing
4. Dancing

Verb	Suffix	Noun
တောင် /ca-thin/	ခြင်း /chin:/	တောင်ခြင်း /ca-thin-chin:/
ပန်းချီဆွဲ /ba-gi-swe/	ခြင်း /chin:/	ပန်းချီဆွဲခြင်း /ba-gi-swe-chin:/
စာရေး /ca-yei/	ခြင်း /chin:/	စာရေးခြင်း /sa-yea-chin/
က /ka/	ခြင်း /chin:/	ကခြင်း /ka-chin:/

Here, the definition of /chin/ ခြင်း is necessary to be described. In a Reference Grammar of Colloquial Burmese /chin/ ခြင်း is discussed as follow,<sup>4</sup>

/chin/ ခြင်း /a/ - အ

- special head noun

- Thing, act of (doing) (do) ing, often used simply to form nouns from verbs of special heads

အရေး /a- yei/ အမှု /amhu/

Some of Burmese verbs can also be formed as nouns by adding the prefix /a/ အ to the verb.

1. Teaching
2. Painting

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<sup>4</sup> John Okell, **Reference Grammar of Colloquial Burmese Part II**, (London: oxford University Press, 1969), p. 48.

3. Writing

4. Dancing

Prefix	Verb	Noun
အ /a/	က /ka/	အက /a-ka/
အ /a/	သင် /thin/	အသင် /a-thin/
အ /a/	ပြေး /pyae/	အပြေး /a-pyay:/
အ /a/	ရေး /yae:/	အရေး /a-yay:/

From these table, the English suffix “ing” and Myanmar suffixes or special head nouns /a/ အ and /chin/ ခြင်း can be compared and contrasted.

English suffix ed and Burmese /tho/ သော In Burmese, the suffix /tho/ သော is added to the verb to form adjectives.

1. Boiled
2. Planned
3. Polished

Verb	Suffix
ဆူပွတ် /hsu pwé/	သော /tho/
အစီစဉ်ဆွဲ /a-ccinswe- swe/	သော /tho/
အရောင်တင် /a-yaun-tin/	သော /tho/

The English suffix able and Burmese suffix-naing /tho/ နိုင်သော, In Burmese, /nain-tho/ နိုင်သော is equivalent to the English suffix “able”

/tho/ သော is adjective suffix or particle and /nain/ နိုင် is equivalent to “can”. The definition of /nain/ နိုင် is discussed in Auxiliaries Chapter.

The suffixes “nain” နိုင် and /tho/ သော are added to the verb to form adjectives for this action.

1. Breakable
2. Eatable
3. Teachable

Verb	Suffixes	Adjectives
ကျိုး /kjo:/	နိုင်သော /naing-tho/	ကျိုးနိုင်သော /kja: -nain -ho/
စား /ca:/	နိုင်သော /naing-tho/	စားနိုင်သော /ca: -nain -tho/
သင် /thin/	နိုင်သော /naing-tho/	သင်နိုင်သော /thin- naing -tho/

From these tables, the difference and the similarities between the suffixes – able and /naing-tho/ နိုင်သော can be studied.

In Burmese, there is no special rules for this action the adjective suffix “tho” သော is omitted and the ordinary verbal suffix “thi” သည် is used to form the verb. The auxiliary “sei” စေ is added before “thi” သည်။

1. Blacken
2. Harden
3. Brighten

Noun	Adjective	Verb	Auxiliary	Verbal Suffix	New Verb
နက် /ne/	သော /tho/	နက် /ne/	စေ /sei/	သည် /thi/	နက်စေသည် /ne- sei- thi/
မာ /ma/	သော /tho/	မာ /ma/	စေ /sei/	သည် /thi/	မာစေသည် /ma- sei- thi/
တောက်ပ /tau-pa/	သော /tho/	တောက်ပ /tau-pa/	စေ /sei/	သည် /thi/	တောက်ပစေသည် /tau-pa-sei-thi/

In Burmese, the noun suffix or affix “chin” ခြင်း is omitted and the ordinary verbal suffix “thi” သည် is added to form new verb the first action.

1. Classify

Noun	Omitted Suffix	New Verb
ခဲခြံမှူး စိတ်ဖြာ /hkwe-han-sei-hpya/	ခြင်း /chin/	ခွဲခြမ်း စိတ္တုဗာသညာ /hkwe-hcan-sei- hpya-thi/

For the second case, the adjective suffix “tho” သော is omitted and the ordinary affix “thi” သညာ is added to form new verb.

1. Purify

Adjective	Omitted Suffix	New Verb
သန့်စင်စေ /than-sin-sei/	သော /tho/	သန့်စင်စေသည် /than-sin-sei-thi/

Burmese verbs and the suffix “chin” ခြင်း can be studied in the following table.

Verb	Suffix	Noun
ဖော်ပြ /tho -pya/	ခြင်း /chin:/	ဖော်ပြခြင်း /pyo -pya-chin:/
သရုပ်ဆောင် /tha- you- hsaun/	ခြင်း /chin:/	သရုပ်ဆောင်ခြင်း /tha-you-hsaun/ /chin:/
ဆောင်ရွက် /hsaun -ywe/	ခြင်း /chin:/	ဆောင်ရွက်ခြင်း /hsaun- ywe- chin:/
ပေး /pei/	ခြင်း /chin:/	ပေးခြင်း /pei- chin:/
တရားစီရင် /ta-ya: si yin/	ခြင်း /chin:/	တရားစီရင်ခြင်း /ta -ya-si-yin chin:/
သိရှိ /thi-shi/	ခြင်း /chin:/	သိရှိခြင်း /thi- shi- chin:/

### 4.3 A Comparative Study English and Burmese Languages

#### 4.3.1 Negative & Interrogative Forms of English and Burmese Verbs

In a comparative study of the two languages, Burmese and English verbs, it is essential to discuss the negative and interrogative forms of the languages. The English negative (adv.) “not is equivalent to Burmese negative particle /ma/ မ.

/ma/- မ Productive formative prefix

- Not

- Occurs with verb bases, the derived word is a verb, for the position of

/ma/ မ in compound verbs. It also occurs in conjunction with formative “ta”.

Derive Verb	Base Verb	Descrtpon of Verb
မပေး /ma-pei/ Not give	ပေး /pei/ Give	Simple
မက ma /ma-ka/ Not dance	က /ka/ Dance	Simple
မချွေတာ /ma- chew- ta/ not economize	ချွေတာ /chweta/ Economize	Ordinary Compound
မငြင်းဆန် /ma-njin-hsan/ Not refuse	ငြင်းဆန် /njin- hsan/ Refuse	Auxiliary
မတွေ့ဖူး /ma- twei- bu:/ not have met before	တွေ့ဖူး /twei-bu:/ Have met Before	Compound

For these verbs, it can be learnt that the negative (adv) not and the negative particle “ma” မ

Are used before the main verb. In both languages, the place of the negative words are the same in this table.<sup>5</sup>

#### Some of Burmese auxiliary compound verbs and negative particle “ma”မ

Auxiliary compound means that verb is formed with auxiliary and base verb.

Verb	Auxiliary	Auxiliary Compound
ကြည့် /kji/ Looking	ကောင်း /kaung:/ Good	ကြည့်ကောင်း /kji- kaung:/ Looking good

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<sup>5</sup> Okell, A Reference Grammar of Colloquial Burmese Part I, (London: Oxford, University Press, 1969), p. 55.

Here, /kji/ ကြည့် is base verb and /kaun:/ ကောင်း is the auxiliary. /kji-kaun:/ ကြည့်ကောင်း is call called Auxiliary compound verb.

The negative particle “ma” မ and the auxiliary compound verb can be studies in the following table.

Derive Verb	Base Verb	Descriptive Verb
ကြည့်မကောင်း /kji- ma -kaun:/ Not Looking good	ကြည့်ကောင်း /kji -kaun:/ Looking good	Auxiliary Compound
စောင့်မနေ /saun- ma- nei/ Not wait	စောင့်နေ /saun- nei/ Wait	Auxiliary Compound

For these verbs, the position of English negative (adv) “not” and Burmese negative particle “ma” is different.

In Burmese, the negative particle “ma” မ is before the auxiliary “kaun:” ကောင်း And after the base verb /kji/ ကြည့်.

It English, the negative (adv) “not” is before the main verb.

It is also the same is the following verbs. They are called pre\_verb compound is Burmese. A brief account of the pre verb compound is given in the following.

Example:

လှည့်ပြော - /hle- pyo/

Prefix	Base Verb	Derive Verb
လှည့် /hle/	ပြော /pyo/	လှည့်ပြော /hle-pyo/

Here, “hle” လှည့် is the prefix and “pyo” ပြော is base verb. /hle-pyo/ လှည့်ပြော is called pre verb compound.

**Negative particle “ma” and pre-verb copund”**

Derived Verb	Base Verb	Descriptive of Verb
လှည့်မပြော /hle-ma-pyo/ Not turn round and say	လှည့်ပြော /hle-pyo/ Turn round and say	Pre-verb compound



လိုက်မပြေး /lai –ma- pjei/ Not show round	လိုက်ပြေး /lai- pjei/ Show round	Pre-verb Compound
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In this table “ma” မ is between the prefix “hle” လှည့် and the verb “pyo” ပြော in Burmese. But in English, the negative particle not (adv) is before the main verb.

### A comparative Study of English and Burmese Negative Sentences Form

In English, the negative sentence is made by placing the “adv” not after the anomalous finite.

Thus I am. I am not, you can – you cannot; they ought- they ought not. If an affirmative sentence contains non anomalous finite must first be replaced by using the corresponding expanded tense, thus introducing do, does, or did (anomalous finites).

Thus I go + I do go -I do not go. He went + he did go – he did not go.

To form negative sentences, the negative (adv) “not” is used after the auxiliary, in English. However, the negative particle “ma” မ is added before the main verb.

In affirmative sentences, the sentence marker (or) the verbal suffix is “thi” သည်. But however, in negative sentence, we will have to use /ya/ ရ, /pa/ ပါ, /ma-hou/ မဟုတ် /bu:/ ဘူး...etc.

Here, the usage and the definition of these negative sentence markers (or) verbal suffixes are pointed out when English and Burmese negative sentences are compared.

Example:

Do	Not	Go
Auxiliary	Negative (adverb)	Verb

The negative (adv) “not” is after the anomalous finite “do” here. In Burmese:

(Negative)	Verb	Verbal Affix
မ	သွား	ရ

The negative particle /ma/ မ is used before the main verb and we have to use verb-al suffix /ya/ ရ.

/ya/ ရ

- Auxiliary verb

- Succeed, manage, be, permitted, may, be all right to (do) auxiliary verbs

“phyi” ဖြစ်, /nain/ နိုင်.

- Negative v- ma ya, sometimes ma-v -ya: members may be separated by subordinate maker “lou” လို့ “ing”

The auxiliary “do” is used for plural form and the auxiliary “does” for singular form, but in Burmese “kja” ကြ is added to the verb for plural form.

English	: they do not go. He does not go.
Burmese	: သူ တို့ မ သွား ကြ ပါ /thu -tou:- ma -thwa:- kya- pa/ သူ မ သွား ပါ /thu- ma thwa: pa/

In this case, we use the verbal suffix pa ပါ and the negative particle “ma” မ before the main verb.

In English, the negative (adv) not is placed after the auxiliaries “do” and “does”.

Here the verbal suffix pa can be defined as negative V sentence marker. “kja” may be defined as auxiliary or plural verbal suffix.

The following diagram explains how to form English negative sentences and Burmese negative sentences.

English:	They do not go. Subj auxii neg (adv)
Burmese :	သူ တို့ မ သွား ကြ ပါ /thu- tou -ma -thwa:- kja- pa/ Subj nge- V plural nge-verbal

**Particle verbal suffix**

In future tense, the neg (adv) “not” is placed after the auxiliary “will/shall” in English. The adv “not” is before the main verb.

He will not go.

Subject +auxiliary + negative + (adverb) v

In Burmese, the negative particle “ma” မ is not placed before the main verb here. In future tense “ma” မ is used after the future tense affixes “lein mi” လိမ့်မည် after that we have to use the negative verbal affixes hou pa (ma hou မဟုတ်ပါ).

သူ	သွား	လိမ့်မည်	မ	ဟုတ်ပါ
/thu	/twa:/	/lein-mi/	/ma/	/hou-pa/
Subject	v	verbal	neg	verbal
		Affix	particle affixes	

In present and past continuous tenses, the negative (adv) “not” is after the auxiliaries (verb to be-am, is, are, was, were).

He	is	“not”	reading.
Subject	auxi	neg (adv)	present particle

In Burmese, the negative particle ma မ is placed after the main verb and it is before the continuous.

Tense affix “nei” နေ					
သူ	စာ	ဖတ်	မ	နေ	ပါ
/thu	/ca/	/phâ/	ma/	/nei/	/pa/

In English, there are two auxiliaries to form future continuous tense and the negative (adv) “not” is used after the first auxiliary “will” or “shall”.

He	will	“not”	be	reading.
Subj	auxi	neg	present	participle. (adv.)

In Burmese, the negative particle /ma/ မ is after the future tense affix lein /mi/ လိမ့်မည်.

သူ	စာ ဖတ် နေလိမ့်မည်	မ	ဟုတ် ပါ
/thu/	/ca- pha/	/nei-lein-mi/	ma-hou-pa/
Subj	v	continu-future	nge
negative	Ous affix affix	(adv) verbal Suffixes.	

In Burmese, the verbal suffixes hou pa are added to the negative particle “ma”

/ma +hou pa /	/ma/	/hou -pa/
မ ဟုတ် ပါ	“မ”	ဟုတ် ပါ

In perfect tenses the negative (adv) not is placed after the auxiliary has, have, had in English.

He	has	“not”	read.
Subj	auxi	neg. (adv.)	past participle.

In Burmese, the negative particle “ma” is after the main verb here.

သူ စာ ဖတ်	“မ”	ပြီး ပါ
/thu-ca- pha/	ma	-/pi: pa/
Subjv	neg. (adv.)	v. sentence marke.

The perfect tense affix /pi:/ ပြီး is after the negative particle ma မ and the negative verbal affix /pa/ ပါ is added. In future perfect tense, the negative (adv) “not” is after the first auxiliary will or shall in English.

He	will	“not”	have	radad.
Subj	auxi	neg. (adv.)	verb to have	past participle

The auxiliary have and the past participle are after the negative (adv) “not”. In Burmese, the negative particle “ma” မ is after the future perfect tense affixes /pi:- lein- mi/ ပြီး လိမ့်မည်။

သူ စာ	ဖတ်	ပြီး	လိမ့်မည်	“မ”	ဟုတ် ပါ
/thu//ca/	/phai/	/pi:-lein-mi/		ma	/hou- pa/
Subject	verb	future perfect		negative verbal	

The negative particle ma မ and Burmese verbs. Sometimes verbs with ma are used in much the same way as derived nouns with prefix /a/ အ.

<p>မ နဲ /ma- nè/ Not a little, quite a lot</p>	<p>နဲ /ne’/ Be little</p>
<p>မ လွဲ /ma- lwe’/ Not well, without fail</p>	<p>လွဲ /lwe’/ Miss, go wrong</p>
<p>မ မာ /ma- mar/ Not well, ill</p>	<p>မာ /ma/ Be hard, fit, well</p>
<p>မ သာ /ma- tha/ What is not pleasant, funetal</p>	<p>သာ /tha/ Be pleasant</p>

Derived Verb or Noun	Base Verb
<p>မသာ မယာ /ma- tha- ma- ya/ Not pleasant, unhappy</p>	<p>သာ ယာ /tha- ya/ Be pleasant</p>
<p>မ နီး မ ဝေး /mani- ma- wei/ Neither near nor far some distance</p>	<p>နီး ဝေး /ni:- wei:/ Be near, be far</p>
<p>မ တိမ်း မ ယိမ်း /ma- tein- ma- yein/ Not turning away almost the same</p>	<p>တိမ်း ယိမ်း /tein- yein/ Learn away</p>

### Interrogative Forms of English and Burmese Verbs

Before the interrogative sentences of two languages are compared, the connection between the verbs and interrogative sentences will be discussed. Verb and plays very important role to from interrogative sentences.

But in Burmese, interrogative particles /la:/ လား or or /tha la/ သလား is used for “yes of no” questions and /le’/ လဲ or /tha le/ သလဲ for the questions which can’t be answered “yes or no”.

In learning English verbs, it is necessary to know anomalous verb. Some of the verb entries in advanced learners. Dictionary is followed by anomalous finite. The anomalous verbs and their finites are set out in the table below.

No.	Non-Finite Forms			Finite Forms	
	Infinitive	Present Participle	Past Participle	Present Tense	Past Tense
1	Be	Being	Been	Am/ is /are	Was/were
2	Have	Having	Had	Have/has	Had
3	Do	Doing	Done	Do/does	Did
4	-	-	-	Shall	Should
5	-	-	-	Will	Would
6	-	-	-	Can	Could
7	-	-	-	May	Might
8	-	-	-	Must	-
9	-	-	-	Ought	-
10	-	-	-	Need	-
11	-	-	-	Dare	-
12	-	-	-	-	used

When we learn Burmese interrogative sentences, we have to study the definitions of the interrogative particles /la:/ လား and /le’/ လဲ. The definition of la: is discussed in reference grammar of colloquial Burmese as follow.

/la:/ လား

- Sentence final pasr position
- question, indicates yes, or no questions, of past positions /le’/ လဲ, /tou/

တုံ့

- Before /la:/ လား the verb sentence markers /te/ တယ် me weaken to /tha/ သာ ma မ and in rapid speech, /te/ တယ် is omitted.

ဆာ ငြိလား /hsa-pi -la:/ are (you) hungry?

The place of the interrogative particle la: is at the end of the sentence. We have to place the auxiliary before the subject to form interrogative sentence in English. Question mark be used as auxiliary to form interrogative sentence as follow.

Are you a student?

In Burmese, the interrogative particle tha la: is added to the verb for forming interrogative sentence. This particle is used for the questions which can be answered “yes or no”.

သင် ကျောင်း သား တယောက် ဖြစ် သ လား  
/thin-kjaun- tha:- ta- yaù- phji tha la:

When the question is formed with the question word, the interrogative particles လဲ လဲ or the လဲ သလဲ is added to the verb in Burmese.

The definition of le can be studied as follow.

**Le လဲ**

- Sentence -final post position
- Question, indicates open question

Hence always preceded by bā “what တယ် be which” etc; of, past position toun တုံးo contrast past position la: လား

Before လဲ လဲ the verb sentences markers /te/ တယ် me မယ် weaken to သာ tha, မ /ma/ and in rapid speech te တယ် is omitted.

Where did you go?			
Q.w +auxi +subj +v			
သင်	တယ်	သွား	ခဲ့ သ လဲ
/thin/	/bè/	/thwa:/	/khè- tha- lè/
Subj	Q.W	v past	interro

Generally, the question words come first and the auxiliary is before the subject in English.

However, the interrogative particles are added to the verb in Burmese.

The following diagrams show the differences between English and Burmese interrogative sentences form.

#### Burmese:

Subject	Object	Adject Particle	interogative
သင် /thin/	ကျောင်းသား /kjaun-tha:/	တယောက် /ta-yaù/	ဖြစ် သလား /phji/ /tha-la:/

Auxiliary	Subj	Article	Obj
Are	You	a	Student?

Here, the auxiliary is before the subject. The construction of English and Burmese interrogative sentences can be studied in the following tables.

#### English “Yes or No” Questions.

Auxiliary	Subject	Verb	Adjective	Complement/Object
Are	You		A	Student?
Have	You		A	Book?
Do	You	Buy	A	Pencil?

#### Burmese “Yes or No” Questions.

Subj.	Prep.	Obj/Complement		Verb	Interrogative Particle
		Noun	Adjective		
သင် /thin/		ကျောင်းသား /kjaun tha:/	တစ်ယောက် /ta yau’/	ဖြစ် Phji	သလား /tha la:/
သင် /thin/	မှာ hma	စာအုပ် /ca- ou’/	တ အုပ် /ta ou’/	ရှိ /shi/	သလား /tha -la:/
သင် /thin/		ခဲ တံ /khe- tan’/	တ ချောင်း /ta-chaun:/	ဝယ /we/	သလား /tha- la:/



### English Question Word and Sentence Construction.

Question word	Auxiraly	Subject	Verb
Where	Did	You	Go?

### Burmese

Subj	Question word Word	V Tense Affix		Interrogative Particle
သင် /thin/	ဘယ် /bae/	သွား /thwa:/	ခဲ့ /khe'/	သလဲ /tha- le'/

Here, Question word comes first in English and the auxiliary is before the subject.

However, the subject comes first in Burmese and question word is after it.

Interrogative particle /tha- lè/ သလဲ is at the end of the sentence.

#### 4.3.2 A Comparative Study Auxilray Verb

English auxiliaries “ shall and will” are epuivalent to leint-mal in Myanmar.

Shall or will =     /mi/    /lein-mi/     လိမ့်မည်  
                          /me/    /lein-me/     လိမ့်မယ်

Before describing the use of English auxiliary verb “will” and Burmese auxiliaries (or) verbal suffix /leint-myi/ လိမ့်မည် it is necessary to pint our this definitions of these two words.

It is used as an auxiliary of the future tense, in the affirm-with second and third persons and in the intern- with the third persons.

If today is Monday, tomorrow will be Tuesday (would replaces – to show future in the past)

I. wondered whether it would be ready.

II. used with the first person (We) to express willingness, consent, an offer or a promise: All right. I’ll come.

He will pay back soon (would replaces – to show future in the past).

I said I would do it

III. used with the 2<sup>nd</sup> person and in reported speech with 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person and in reported speech with 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in question marking requests (and often equivalent to please)

Would you come in?

IV. Used in affirm – sentences, always with stress (never’ ll or –d) indicating insistence or inevitability. He will have his own money.

V. Used in the neg. to indicate refusal: He won’t (wouldn’t) help me. This window won’t open cannot be opened.

VI. Used to indicate that 8<sup>th</sup> happens from time to time, that sb is in the habit of doing 5<sup>th</sup>, that 8<sup>th</sup> is natural or to be expected.

Sometimes, the boys would play at rick on their teacher.

VII. Used to indicate probability or likelihood.

She would be about 60 when she died.

VIII. Would is used 2<sup>nd</sup> and 3<sup>rd</sup> persons to form conditional statements and questions.

They would be killed if the car went over the cliff.

/leɪn-me/ in Burmese

- Auxiliary verb

- Probably, conceivably, possibly, in all likelihood, no doubt, surely, sometimes apparently euphonic.’

Only with verb sentence marker “mal” , also in common pattern ကောင်း/  
လိမ့် koun / leint for which see under auxiliary

e. g .

ကျွန်ုပ်

/kjun-nou/

I

သွား

/thawa:/

go.

လိမ့်မည်

/leint- myi/

Will

I will go.

In English, the auxiliary will’ is used before main verb. We can learn the form in the following diagram.

Subject	Auxiliary	Verb
He	Will	Come

In Burmese, the auxiliary ‘leint myi’

is used after the verb. This form can be studied in the following.

Subject	Verb	Auxiliary
သူ /thu/	လာ /lar/	လိမ့်မည် /lein-mi/

The two diagrams above compare auxiliary “will” and Burmese auxiliary လိမ့်မည် “leint- myi”.

“would” can be used in the past future

He would come

In Burmese, Khet leint myi is equivalent to “would”

Would ခဲ့လိမ့်မည် /khet-leint-mi/

Here, khet is the simple past tense affix.

Example:

Subject	Auxiliary	Verb
He	Would	Come

The auxiliary “would” is before the main verb

**Burmese**

Subject	Verb	Simple past tense affix	Auxiliary
သူ /thu/	လာ /lar/	ခဲ့ /khet/	လိမ့်မည် /leint- myi/

Here, /khet/ ခဲ့ is placed after the main verb and before the auxiliary lein myi လိမ့်မည်၊

Should, ought and think thi

Before the English auxiliaries should, ought and Burmese auxiliary /thin/ are compared, the usages of these auxiliaries will be described.

“Should” is used with all persons to form statements or questions expressing the ideas of duty, command, obligation, and conditional duty (in the negative prohibition).

“I should do it.” is used with all persons in clauses expressing purpose, equivalent to may or might, thus forming a subjunctive equivalent. I lent him that book so that he should study the subject

is used with all persons as a subjunctive equivalent. I’m anxious that it should be done at once.

(In reported speech) “Should” is used when reporting the first person to other persons. e.g. he said he should do it but will, would are now commoner or when reporting from other person to the/first person.

Example:

He said to me, “you will succeed”.

He told me that I should succeed.

Should is used, after how why and occasionally other interrogative words:

How should I know?

“Should” is used to express probability or expectation. They should be there by now. I think.

Ought /o:t/ anom fin

Defective, no infinitive, no participles, no inflected forms; “ought not” is contracted to oughtn’t.

For the past time, “ought” is used with a perfect infinitive, in reported speech, the perfect infinitive is not always necessary.

Indicating duty or obligation; synonymous, with one sense of should.

You ought to start at once

Ought I to go?

Indicating what is advisable, desirable or right.

- Coffee ought to be drunk while it is hot.

- Your brother ought to have been a good doctor.

(Past tense)

Indicating probability:

If he started at nine, he ought to be here now>

/thint/ သင့် in Burmese

- Auxiliary verb

- be suitable proper, fitting, right to, of auxiliary verbs တန် /tan/ အပ် /htaike/

**ထိုက်**

Usually voiced, negative ma-v-thin occasionally members a may be separated by subordinate maker ဖို့ /hpou/ “to”

သစ်ပင်တွေကို မခုတ်သင့်ဘူး

/thit- pin- twe- kou- ma- khou- thint- phu:/

The trees should not be cut.

The following diagram compares these auxiliaries;

Subject	Auxiliary	Verb	Object
You	Should	keep	your promise

You should keep your promise.

The auxiliary “should” is placed before the main verb in English.

သင်သည် သင့်တော်ကို ထိန်းသိမ်းသင့်သည်။

/thin- thi- thin- gatiko- htein- thein- thint- thi/

In Burmese, the auxiliary think is after the main verb, “thi” is an ordinary affix in Burmese.

Ought (to) expresses moral obligation or desirability and strong probability.

In burmese thin thi is added to the verb.

**English**

Subject	Auxiliary	Verb	Object
We	Ought	to help	him

The auxiliary “ought” is used by using the preposition “to” it is before the main verb.

“can” နိုင်သည် /nain- thi/

“could” နိုင်ခဲ့သည် /nain- khet-thi/

The English auxiliary ‘can’ is equivalent to Burmese auxiliary nain and their usages are discussed as follow:

“can” is used to indicate ability or capacity. If you shut evys, you can’t see.

It is used to indicate possibility.

That can’t be true.

“can, could” when stressed and in questions, indicate a astonishment, impatience, bewilderment despair etc.

what “can” we do about it?

It is used indicating a right.

You can’t travel first class with a second class ticket.

“could” indicates conditions.

Could you lift that box if you tried Could may mean feel inclined to;

I could smack his face! I want to do this but I won’t.

“nain” နိုင် in Burmese

The usage of Burmese auxiliary “nain” နိုင် should be discussed before the forms of “nain” နိုင် can” are compared.

- auxiliary verb

- be capable of (doing), able to, possible to, can, be permitted to, may(do);

cf- auxiliary verbs /ya/ ရ, /tha/, သာ

e.g

အဖျားသက်သာပေမယ့် အိပ်ယာက မထနိုင်သေးဘူး

/a-phja:- thet- tha- pe- me- eityar-ka ma-hta-nain-the-bu:/

English: The fever is down but he can’t get out of yet.

“can” is equivalent to “nain” in Burmese.

Can usually expresses ability or capacity to express ability or capacity, the suffix nain de is used in Burmese.

We can compare English auxiliary “can” and Myanmar auxiliary “nain” in the following.

Burmese : ကျွန်တော် မြစ်ကို ဖြတ်ပြီး ရေကူးနိုင်တယ်

/kja-tou- myi-ko- phyat-pyi ye-ku:-nain- tal/

English : I can swim across the river.

The auxiliary “can” is used before the main verb in English.

In Burmese, the auxiliary “nain” နိုင် is after the main verb.

The following diagrams explain the forms of the auxiliaries “can” and နိုင် “nain”.

Subject	Auxiliary	Verb	preposition	Object
I	Can	Swim	across	River

The auxiliary is before the main verb in English.

**Burmese:**

Subject	Object	Preposition	Verb	Auxil+Verbal Suffix
ကျွန်တော် /kjun-taw/	မြစ်ကို /myin-ko/	ဖြတ်ပြီး /phyat-pyi/	ရေကူး /yae-ku:/	နိုင်တယ် nain-tal

In Burmese, the auxiliary is after the main verb.

Could - /nei-khe-thi/ နိုင်ခဲ့သည်

English “could “ is used as the past equivalents of “can”

Subject	Auxiliary	Verb	preposition	Object
I	Could	Swim	Across	River

It is the same equivalent usage when we learn the form.

Subject	Object	Preposition	Verb	Auxiliary + verbal suffix
ကျွန်တော် /kyun-taw/	မြစ်ကို /myint-ko/	ဖြတ်ပြီး /phyat-pyi/	ရေကူး yaeku:	နိုင်ခဲ့တယ် nain-khet-tal

In Burmese, the past tense affix is used after the auxiliary “nain”.

May, might in English = /kaun:/ ကောင်း - /nain-thi/ နိုင်သည်

It is important to know how to use the auxiliary “may” in English. The usage of “May” is as follows;

“May” is used to indicate possibility or probability; as might is used to indicate a future condition, the perfect infinitive “might have” is used for past time; that may or may not be true:

He may have missed his train.

- It is used to indicate permission or request for permission; might suggests greater hesitation or difference.

May I com in? Might I make a suggestion?

- It is used to indicate uncertainty, and asking for formation or expressing wonder:

Well, who may you be?

- Used to suggest

There is a good reason you may well say so.

- It is used to express wishes and hopes.

May you both be happy?

May you both be happy?

- It is used to express requests;

You might do me a favor.

Please do something for me.

(in clauses) used to express purpose and after wish, fear, be afraid, etc- I'm afraid the news of may be true!

may be adv: perhaps, possibly, as soon as may be as soon as possible.

In some usage, "may" is equivalent to Burmese auxiliary "kaun:" we may learn the usage of auxiliary "kaun" ကောင်း in the following.

/kaun:/ ကောင်း

- Auxiliary verb

- Probably in all likelihood, be likely to, may well (do) cf auxiliary verbs /ta-tan/.

- voiced, negative ma v kaun but rare often with verb sentence maker ye and in the pattern

/kaun:-lein/ ကောင်းလိမ့် see below.

e.g. in the common pattern v kaun: leint.

Burmese: /akou/ /pyaw-tar/ /hope/ /kaun:/ /hou/ /leint -myi/

အကိုပြောတာ ဟုတ်ကောင်းဟုတ်လိမ့်မည်

English: "What you say may well be true."



When “may” is used to express wishes and hopes it is equivalent to Burmese auxiliary /sei/ စေ

We may learn the usage of sei in the following.

/sei/ စေ

- auxiliary verb

- voiced negative ma and sei

(in commands, permission affecting third person, let, allow, / some one) to (do) in wishes prayers, curses may let (some one do), I wish that (some one) may (do).

e.g.

အသက် တစ်ရာကျော်ရှည်ပါစေ

/a-thet/ /ta-yar/ /hnase-kyaw/ /shei/ /par/ /sei/

May (your) life be longer than a hundred twenty (years).

After studying the usage of the English auxiliaries may and might, Burmese auxiliaries /kaun:/ ကောင်း and /sei/ စေ will be explained.

The position of English auxiliary “may and might” can be studied in the sentences below.

English:

Subject	Auxiliary	Verb
You	May	Go

The auxiliary “may” is used before the main verb in English.

Burmese :

Subject	Verb	Auxiliary	Sentence Marker
သင် /thin/	သွား /thwar:/	နိုင် /nain/	ပြီ /pyi/

The auxiliary “nain” is used here when “may” is used to express or indicate permission or request for permission, might suggests greater hesitation “can” and “nain” is after the main verb. Here “may” is equivalent to “nain” for this action.

English:

Adverb	auxiliary	Subject	Verb	Participle
Well	might	you	be	surprised

The place of the auxiliary is before the subject here to indicate suggestion

Burmese:

Subjctet	Adverb	Verb	Auxiliary	Verb	Veбал affix
သင် /thin	/တော်တော် /to -to/	အံ့သြ /an-o/	ကောင်း /kaun:/	အံ့သြ /an- o/	မယ် /mal/

In Burmese, the position of auxiliary “kaun” is between the two main verbs. In this case, the auxiliary “may” is equivalent to Burmese auxiliary “kaun”

In indicating wishes, “may” is equivalent to Burmese auxiliary “sei”

English:

Auxiliary	Subject	Verb	Preposition	Adject	Object
May	you	be	in	peaceful	life.

In indicating wishes and hopes, the auxiliary “may” is used before the subject.

Burmese:

Subjctet	Adject	Object	Preposition	Verb	Auxiliary
သင် /thin/	ငြိမ်းချမ်းသော /nye-in-chan:tho	ဘဝ /bawa/	မှာ /mhar/	ရှိ /shi/	ပါစေ /par/ sei/

The auxiliary sei is at the end of the sentence in Burmese.

**English auxiliary must and Myanmar auxiliary /ya/ရ**

Before these auxiliaries are compared, it is necessary to point out the usage of the auxiliaries.

Must

- no infinitive, no particle, no inflected form.
  - It is used to express an immediate or future obligation or necessity.
- e.g. Soldiers “must” obey orders.

It is used with less emphasis on necessity, stressing what is desirable or advisable

We “must” see what can be done.

It is used to express certainty

Don’t bet on horse races: you must lose in the long run.

It is used to express strong probability.

You must be hungry after you long walk.

/ya/ ရ in Burmese

- auxiliary verb
- be obliged to, must(do), do against, one’s will have to
- negative ma

Burmese: ကျွန်တော် စဉ်းစားရမယ်

/kyun-to- cin- car- ya- ma/

English : I must think.

Must and ya are used to express necessity or obligation and fixed determination, but the positions are different.

English:

Subject	Auxiliary	Verb	Object
We	Must	obey	The laws.

The auxiliary “must” is before the main verb in English.

Burmese:

Subjctet	Object	Verb	Auxiliary
ကျွန်တော်တို့. /kya-to-to/	ဥပဒေကို /upade-kou/	နာခံ /nar- khan/	ရမယ် /ya-mal/

The auxiliary/ yamal/ ရမယ် is after the main verb in Burmese.

### English auxiliary “dare” and Burmese auxiliaries’ /ye/ and /wint/

The definition of “dare “ dare is explained as follows, dare anom fin

It is used with an infinitive without “to”, chiefly in interrogative and negative, and conditional sentences, and in sentences that indicate doubt, “Dare not is abbrer to daren’t.”

(1) Be brave enough to

Dare you jump down from the top of that wall.

(2) Be impudent enough to

How dare he say such rude things about me.

(3) I dare say, he’ll come later.

The auxiliary “dare” as distinct from the ordinary verb “dare”. Does not take “s” in the third person singular. It us generally used in negative and interrogative sentences. When conjugated without do, it is followed an infinitive to, when conjugated with do, it takes an infinitive when or without to after it.

Burmese auxiliary ချီ /ye/

- auxiliary verb
- be breave enough to, dare (do), of auxiliary wint, which is perhaps less common.
- negative ma-v-ye, rarely v l ma ye members may be separated by subordinate maker “to” but rarely are

The auxiliary /win/ ဝိ

It is also an auxiliary verb in Burmese. It is equivalent to ye

The position of these auxiliaries are shown in the following.

#### English

Subjct	Auxiliary	Negative	Verb	Object
He	Dare	not	do	it.

The auxiliary “dare” is after the subject in negative sentence. The negative (adv) not is behind the auxiliary here.

## Burmese

Subject	Auxiliary	Negative	Verb	Object
/thu/ သူ	/tho-har -ko/ ထိုဟာကို	/ma-lot/ မလုပ်	/ye/ ရဲ့	/par/ ပါ

The auxiliary is after the main verb and the negative particle “ma” is before the main verb in Burmese.

English auxiliary “need” and Burmese auxiliary /lou/

The definition and the usage of “need” is as follow.

“need”

it is used in interrogative and negative followed by in finitive without  
- need not is contracted to needn't

(1) Be obliged to, be necessary

Need you go yet?

In Burmese, the usage of lou can be defined as follow.

လို့. /lou/

It is an auxiliary verb, and used to express an immediate or future obligation or necessity.

လို့. /lou/ is equivalent to “need”, wish, be obliged to in English. The negative form is ma-v-lou and sometimes v hpou မလို့. /ma - hu/

Burmese: မင်းသွားဖို့ လိုသလား

/min-thwar:-pho-lo-lar/

English: Need you go?

In Burmese, subordinate marker hpou used after the main verb here. It is necessary to add to the verb whenever we use the auxiliary /lou/ လို့.

e.g. V + /hpou/ /lou/ - ဖို့.လို့-

V + /yan /lou/ ရန်လို့

English auxiliary used and Burmese auxiliary /lei - shi/

“Used” is used to indicate a constant or frequent practice in the past, in the construction, there used to bt, the existence of th, in the past:

e.g. That is where I used to live when I was a child.

“lei shi” လေ့ရှိ in Burmese.

It is an auxiliary in Burmese and it is used to indicate a constant or frequent practice.

Burmese: ကျွန်တော်ငယ်ငယ်က စာဖတ်လေ့ရှိသည်  
/kjun-to-neg-neg-ka-ca-pha-lei-shi-thi/

English: When I was young, I used to read.

English auxiliary “Used to” is equivalent to Burmese auxiliary /le-shi/.

#### 4.3.3 A Comparative Study of Bāwa Verb and “Verb to Be” Bāwa Verb and Be

Before “bawa” verb and “be” are compared, it is important to understand the usages and definition of these verbs.

The usages of “be” in English.

Be / bi:, bi /v.i (present) am/ xm/ , is/iz/ , are/ a:/

(past) was/ wɒz / , were/ wa: /

This can be studied in Oxford Learners Dictionary, Full verb (1) exist, occur, live (after with there):

e.g.

(1) There is a God.

There were six of us.

(2) Remain, continue;

Don't be long

Let it be

(3) With adverbials

The books are on the table.

(4) Go, come (esp: the p. p been)

He has been to Paris.

(5) Joining subject & predicate

The world is round

This is a dictionary.

(6) Indicating time, measure, cost. Etc

Today is Monday.

The station is a mile away.

He is ten years old.

(7) became

what are you going to be when you grow up?

(8) happen, take place:

when is the wedding to be?

### Burmese Bawa Verb

It is necessary to give some explanation concerning with Bawa verb

Bawa derived from Pali language. It means:

- the existence of something
- - occurrence or happening
- - situation or condition of how it is happening
- possesses or show as a mental or physical characteristic

Most of Burmese Bawa verbs are equivalent to “verb to Be” in English. There are also different usages of these verbs between two languages. These differences can be studied by drawing the diagrams to know what is the similarity; what is the difference between two languages.

The Usages of Burmese Bawa verb

Bawa shithi /shi- thi/ ရှိသည် /phji thi/ ဖြစ်သည်

It can be used to indicate the existence of something and to indicate occurrence.

Example: ဤရွာ၌ ကျောင်းတစ်ကျောင်း ရှိသည်။

/i:-ywa- hnai-kjaun:-ta-shi-thi/

This village in school-a- school be.

English: There is school in this village.

Burmese Bawa verbs can be learnt in the following shithi - ရှိသည်

Burmese- စာအုပ်သည် စာပွဲ ပေါ်မှာ ရှိသည်

/ca-out -hi-ca-pwe -po- hma-shi -thi/

English: The book is on the table.

/phji- thi/ ဖြစ်သည်

Burmese: သူသည် ဆရာတယောက် ဖြစ်သည်  
/thu-thi -hasa-ya-ta-yau-phji -thi/

English- He is a teacher.

Here, the English verb “be” (is) is equivalent to Burmese bawa verb /shit- hi/

ရှိသည်

or /phji- thi/ ဖြစ်သည် ။

The position of the verbs can be studied in these sentences by drawing the diagrams.

Burmese:

Subj	Complement	Verb
/ca-oke-thi/ စာအုပ်သည်	/ca-pwe-paw-mar/ စားပွဲပေါ်မှာ	/shi-thi/ ရှိသည်

Bawa verb ။shit- hi ။ ရှိသည် is at the end of the sentence in Burmese.

English: The book is on the table.

Subject	Verb	Complement
The book	Is	on the table

Verb “Be” (is) is placed after the subject in English.

In addition, the other Bawa verbs can be learnt the following. They are common Burmese Bawa verbs.

မွှေး သည်- /hmwei:-thi/ (be + fragrant)

Burmese ပန်းရနံ့ မွှေးသည်  
/pan;-ya -nan;-mhwei:-thi/

Flower-smell Frangrant

Bawa verb မွှေး /mhwe:/thi ။ equivalent English “is fragrant”

These sentences explain the forms of English Burmese verbs.

Burmese: ပန်းရနံ့ မွှေးသည်  
/pan;-ya -nant-mhwei: -thi

English The smell of the flower is fragrant.



Subject	Verb to be	Adjective
The smell of the flower	is	fragrant

In English the adjective “fragrant” is used after Verb to be to construct the sentence. This is the difference between Burmese Bawa verbs and English verb to be.

သေသည်-

/thei- thi/

be+ dead (or) dies

Burmese: သူသေသည်

/thu-thei-thi/

He dies- is dead

English: He is dead (or) He dies.

The sentence construction of English and Burmese; and the differences between verb “Be’ and Bawa are shown here.

Burmese:

Subjece	Verb
သူ /thu/	သေသည် /thei-thi/

In English, “verb to be” is not used and unnecessary.

Subject	Verb
He	Die

မှောင်သည်

Subjct	Verb
/nja-hnai:/ at night	/hmaun-thi/ Dark

English: It is dark at night

Subj	Verb	Adject	Preposition	Time
It	Is	dark	At	Night

In Burmese, the verb is at the end of the sentence. In English, the verb comes after “It” this is the special form of English verb patterns.

**Burmese; this water is cold.**

Subject	Verb
ဒီရေသည် /ye-thi/	အေးသည် /aye-thi/

**English**

Subject	Verb	Adjective
This water	is	cold

#### 4.3.4 Verb to Have and Burmese Verbs

Have v (inf), (hvx) often (hxf) before to, Pres, I you, they, have (hvx) / hav/ anomalous verb, conjugated (for the neg and interr forms) with aux v do in good British usage, but not always in American usage; in colloq, style after with got,

(e.g. I've got for, I-)

Usage

(1) in sentence that can be recomposed with the verb be);

How many days has June?

How many days are there in June?

(2) Posses or show as a mental or physical characteristic (often equivalent to a construction with be)

Has she blue eyes or brown eyes?

(3) Used to indicate various connections

How many children have they?

(4) Followed by and obstruct noun and on inf in a construction equivalent to “be” and an “adj” and and inf.

Will you have the kindness to hand me that book?

(5) (in colloq, style use with got) hold or keep in the mind: exercise some quality of the mind; experience (some emotion)

Have you (got) any idea where he lives?

(6) (In the inf, only and always stressed)

I won't hae such conduct or behavior.<sup>6</sup>

### Some of “Bawa verbs and Have”

Burmese: ကျွန်ုပ်မှာရှပ် သုံးထည့် ရှိသည် }  
/kaun-nou-hma-sha-thoun-the-shit-hi/  
I-shirt- three have

English I have three shirts.

Burmese သူမ မှာ စာအုပ်တအုပ် ရှိသည်  
/thu-ma-hma -ca-ou-ta-shit-thi./  
She book a has

English She has a book

The usage of verb “Be” and Burmese Bawa verbs .

Burmese, /shit-hi -phji-thi/ ရှိသည် /phji -thi/ ဖြစ်သည်

(1) English verb “Be” can be used to indicate existence and occurrence as follow.

There is a god.

Burmese also uses Bawa verb to indicate existence and occurrence.

နတ်ဘုရား တဆူ ရှိသည်  
/na - hpa - ya: ta-hasu shi de

(2) “Be” is also used to indicate “remain” or continue.

Eng: Don't belong.

Bawa is used to indicate this action.

မကြာပါနဲ့  
/ma -kja -pa-ne/

(3) In English, “Be” is also used with adverbials.

---

<sup>6</sup> A.S Honby E.V Gateny, H. Wakefield, **The Advances Learner's Dictionary of Current English**, (London, Oxford University Press, 1963), p. 56.

The books “are” on the table.

Bawa verb is used in Myanmar.

စာအုပ်များသည် စာပွဲပေါ်မှာ ရှိကြသည်

/ca - ou - mja - thi - ca -pwe: - po -hma -shi -kji -thi/

(4) “Be” can also be used to go and come in English.

He has been to Paris.

To indicate this case, Bawa verb is not use in Burmese

သူ ပါရီကို ရောက်ဘူးတယ်

/thu - pari: - kou - yau - bu: - de:/

In this sentence, “kattu” verb is used in Myanmar. The definition of kattu verb can be learnt in kattu verb chapter.

(5) Be is used in joining with subject and predicate.

This is a dictionary.

Here, Bawa verb is used in Burmese.

ဤဟာသည် အဘိဓာန် စာအုပ် တအုပ် ဖြစ်သည်

/i: -ha -thi - a -bi - than - ca -ou -ta -ou -phji -thi/

(6) it is also used to indicate time and measure in English.

Today is Monday.

He is ten years olds.

For this case, “Be” can be used to become.

ဤ နေ့သည် တနင်္လာနေ့ ဖြစ်သည်

/i - nei - thi - ta - nin - la - neii- phji - thi/

သူ သည် (၁၀) နှစ်သား ရှိသည်

/thu - thi - hse - nhi -tha -shi -bi/

(7) What are you going to be when you grow up?

It is also the same in Myanmar. Bawa verb is used here.

မင်း ကြီး လျှင် ဘာဖြစ်လာမလဲ

/min - kji: -jin - ba - phji - la - ma -le/

(8) “Be” is used to happen and take place in English.

When is the wedding to be?

Here, Bawa verb is used in Myanmar

လက်ထပ်ပွဲ ဘယ်အချိန် ဖြစ်မလဲ

/te - hta - pwe - be - be -a -chein -phji -ma -le:/

By reading these sentences, it may be understood that English verb “Be” is equivalent to Burmese Bawa verb

The usage of verb to “Have and Burmese Bawa Verb.

Verb “Have” can be used that can be recomposed with the verb “Be” in English.

How many days has June?

How many days are there in June?

For this case, Bawa verb is used in Burmese.

ဖွန်လမှာ ဘယ်နှစ်ရက် ရှိသလဲ

/jun -la -hma-be -hni -ye -shi -tha -le:/

(2) “Have” can also be used to indicate possession or to show as a mental or physical characteristic.

Has she blue eyes or brown eyes?

In Burmese, Bawa verb is used here.

သူမမှာ အပြာရောင် မျက်လုံး ရှိသလား အညိုရောင် မျက်လုံး ရှိသလား

/thu-ma-hma -apja -yaun -mja -loun -shit -ha -la: - a njo - yaun - mja - loun - shi - tha -la:/

(3) “Have” is used to hold or keep in the mind and to show some emotion.

Have you (got) any idea where he lives?

Bawa verb is used for this sentence in Burmese

သူဘယ်မှာ နေတယ်ဆိုတာ မင်းမှာ အတွေး ရှိပြီလား

/thu -bemha -nei -de -hsou -ta -hmin -hma -a twei -shi-bi -la:/

(4) These sentences explains that English verb “Have” is equivalent to Burmese Bawa verb.

There are some differences between English and Burmese verbs here.

Bawe verb means

- Existence of something
- Occurrence or happening
- Situation or condition of how it is happening

sleep – /ei- thi/ အိပ်သည်

In Burmese, /ei -thi/ အိပ်သည် is define as Bawa verb. This verb is indicating what the subject is happening and showing condition or situation of how it is existing in Burmese idea.

But, in English, “Sleep” is defined as verb “do”. This verb is indicating what the subject is doing and how it is doing in English idea.

There are so money verbs like “sleep” in English and Burmese.<sup>7</sup>

(eti die -သေသည် /thei-thi/ sweeten- ချိုသည် /chou-thi/ rain- မိုးရွာသည်- mou: ywa: thi).

**4.3.5 A Comparative Study of ‘Kattu Verb’ and English Verb “Do”**

Burmese kattu verb “do” is equivalent to English verb “do”.

Kattu = do

It shows or indicates what the subject is doing. Kattu verb can be classified into two categories as follows:

**(1) Kattu tha Kamma Verb (Intransitive Verb)**

ကတ္တု သကမ္မ ကြိယာ

**(2) Kattu A Kamma Verb (Intransitive Verb)**

ကတ္တု သကမ္မ ကြိယာ

The first one is equivalent to Transitive Verb in English and the second one is equivalent to Intransitive Verb in English.

(1) Kattu tha kamma verb = Transitive verb.

It is a verb that denotes an action which passes over from the doer or subject to an object. It is equivalent to Transitive verb in English. We may understand by studying the following examples.

English: He beats the dog  
           Subj V Obj

---

<sup>7</sup> John Okell, **A Reference Grammar of Colloquial Burmese Part II**, (London: Oxford University Press, 1969), p. 88.

(Transitive)

Burmese: သူသည်            ခွေးကို            ရိုက်သည်  
 /thu -thi            -khwei -kou            -yai -thi/  
 Subj                            Obj                            V (Kattu-Kamma Verb)

In English, “beats” is a verb that denotes an action which passes over from the subject ‘He’ to and object “the dog”. It is called Transitive Verb.

In Burmese, ရိုက်သည် /yai -thi/ is a verb that denotes an action which passes over from the subject “thu thi”

Tha kamma verb in Burmese.

(2) Kattu a kamma verb (Intransitive Verb)

It is a verb that denotes an action which does not pass over to an object, or which expresses a state not pass over to an object, or which expresses a state or being; it is equivalent to Intransitive Verb in English. We may understand by studying the following examples:

Subject	Verb
English: The birds	fly
Subject	Verb
Burmese: ငှက်များ	ပျံကြသည်
	/nhe-mja:/pjan-kja-thi

In English, “fly” is a verb that denotes an action which does not pass over to an object, or which expresses a state or being. It is called Intransitive verb in English.

In Burmese, ပျံကြသည် “pajan kja thi” is a verb that denotes an action which does not pass over to an object, or which expresses a state or being. It is called kattu a kamma verb.

Most transitive verbs take a single object. But such transitive verbs as give, ask, offer, promise, tell, etc take two objects after them an Indirect object which denotes the person to whom something is given or for whom something is done and a direct object which is usually the name of something.

1. His father gave him money (Indirect) (direct)
2. He told me a secret.

It is also the same in Burmese. Some Transitive verbs take two objects after them an Indirect object which denotes the person to whom something is given or for whom something is done and a direct object which is usually the name of something.

Direct object is called “pakati” object and Indirect object is “wikati”  
ဝိကတိ object in Burmese.

သူ့အဖေသည်	သူ့ကို	ပိုက်ဆံ	ပေးသည်
/thu-a -phei - thi -	htu - kou -	pai - hsan -	pei - khe - thi/
သူသည်	ကျွန်ုပ်ကို	လျှို့ဝှက်တရ	ပြောခဲ့သည်
/thu -thi -	kyun -nou -	kou - jou -	whe -che - ta -khu - pjo - hke- thi/

#### 4.3.6 A Comparative Study of English and Burmese Tenses

Without indicating the tense, the study of the verbs cannot be perfect. One of the most important functions of the verb is to indicate the time at which an action takes place. The term tense is traditionally used to refer to the way verbs changes its ending to express this meaning.

Languages have different numbers of tenses, sub-dividing past, present, future time in various ways. English has only two tenses forms: present and past English has only two tenses forms: present and past. There is not future tense ending in English. English expresses future time by a variety of other means. One of these, the use of “will or shall” is often loose referred to as the “future tense”. But this usage changes the meaning of the word tense. Some Grammarians using latin grammar as a model, refer to these forms as tense.

According to grammarians, English tenses can be classified into three basic forms now.

- (1) Present Tense
- (2) Past Tense
- (3) Future Tense

##### Present Tense

A verb that refers to the present time is said to be in the present tense, as I write, I love.

The tense can be divided into four:



- (1) Simple Present Tense
- (2) Present Continuous Tense
- (3) Present Perfect Tense
- (4) Present Perfect Continuous Tense

### **Past Tense**

A verb that refers to the past time is said to be in the past tense, as I wrote, I love.

Past tense can also be divided into four in the following:

- (1) Simple Past Tense
- (2) Past Continuous Tense
- (3) Past Perfect Tense
- (4) Past Perfect Continuous Tense

### **Future Tense**

A verb that refers to the future time is said to be in the future tense.

I will write, I shall love.

Future tense can be divided into four in English as follows;

- (1) Simple Future Tense
- (2) Future Continuous Tense
- (3) Future Perfect Tense
- (4) Future Perfect Continuous Tense

we have to learn (12) kinds of tense in English as we have known.

In Burmese, there are three kinds of basic tenses and they are:

- (1) pissupankala (present tense)
- (2) a teit kala (past tense)
- (3) ana gat kala (future tense)

### **(1) Pissuppan Kala and Present Tense**

There are four kinds of pissuppan kala in Burmese. They are:

- (1) a patthana pissuppan kala
- (2) pathana pissuppan kala
- (3) a nipphanna pissuppan kala

(4) nipphanna pissuppan kala

### **(2) A Teik Kala (Past Tense)**

There are four kinds of past tense (a Teik Kala) in Burmese.

- (1) apahttana a teik kala
- (2) pahttana a teik kala
- (3) a nipphana a teik kasa
- (4) nipphanna a teik kala

### **(3) Angat Kala (Future tense)**

There are three kinds of future tenses (Aanagat kala in Burmese.

- (1) a phattana anagat kala
- (2) a nipphanna anagat kala
- (3) nipphanna anagat kala

There are (12) kinds of tenses in English and (11) kinds of tenses in Burmese. These tenses can be compared as follow;

### **The Use of Simple Present Tense and Apatthana Pissupan Ka**

#### **Apatthana pissuppan kala and simple present tense**

(1) In English, simple present tense is used to express a habitual action  
e.g. He drinks tea every morning .

For this sentence, apatthana pissuppan kala is used in Burmese. The verbal suffix /**thi**/ or /**de**/ is added to the verb.

/**thu-naneithi**:- **laphe-ye**: - **thau' thi**/

(2) it is also used to express general truth.

e. g.           The sun rises in the east.  
                  /**a- shiei-ka-nei- htwe -thi**/

Here, apatthana pissuppan kala is used in Burmese.

(3) In exclamatory sentences beinning with here and there. It is used to express what is actually taking there. It is used to express what is actually taking place in the present.

e. g Here comes the bus

For this sentence, apatthana pissuppan kala used in Burmese.

/di-hma- ka: la-de/

(4) In vivid narrative, as a substitute for the simple past, simple present tense is used in English.

e. g. Immediately, Mg Mg hurries to his department.

Similarly, apatthana pissuppan kala is used as a substitute for the simple past in Burmese.

/che-chin:-maun-maun- thu- htana-kou- a-mjan-thwa:-de/

(5) To indicate a future event that is part of a plan or arrangement, the simple present tense is used in English.

e. g we go to Bombay next week

Here, apatthana pissuppan kala is not used in Burmese.

/kjun-to-tou-boun-bei-kou-la-me-a-pa-hma-thwa:-me/

Future tense affix “me” is added to the verb in Burmese to indicate a future event that is part of plan or arrangement.

(6) The simple present tense is used, instead of the present continuous, with the type of verbs referred to

(1) Verbs of perception

(2) Verbs of appearing

(3) Verbs of emotion.

It can be said, for example, “I see and plane” not “I m seeing an plane”.

Here, apatthana pissuppan kala is used in Burmese and simple present tense affix de is added to the verb. The present continuous tense “nei” added to the verb. The present continuous tense နေ “nei” added to the verb.

The present continuous tense နေ “nei” is not used.

e.g ကျွန်တော် လေယာဉ်တစ်စီးကိုမြင်တယ်

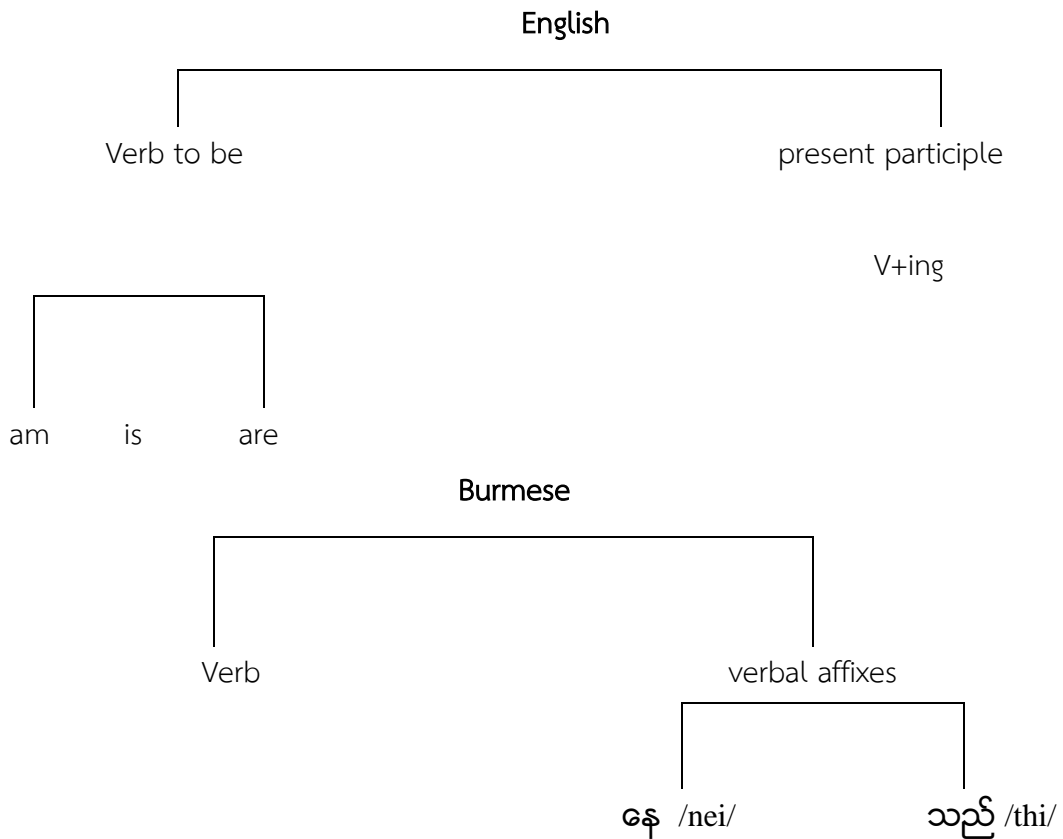
kjun-to lei-yin-tasi:-kou-mjin-de/

It can be regarded.

English simple present tense is equivalent to Burmese apatthana pissuppan kala though there are some differences in usages.

## The Use of Present Continuous Tense and Anipphna Pissuppan Kala

Form of present continuous tense



### “A Comparative Study of Use in Both Tenses”

(1) the present continuous tense is used for an action going on at the time of speaking; as

e. g She is singing

Here, anipphanna pissuppan kala is used and the present continuous tense affix **“nei”** is added to the verb in Burmese.

သူမ သီချင်း ဆိုနေတယ်

/thu-ma-tha-chin:-so-nei-thi/

(2) It is used for a temporary action which may not be actually happening at time of speaking; as

e.g. I am reading a book”

Anipphanna pissuppan kala tense is used to express this in Burmese.

ကျွန်တော် စာအုပ်ဖတ်နေတယ်

/kjun-to-ca-ou-ta-ou-pha-nei-de/

(3) In English, the present continuous tense is used for an action that is planned or arranged to take place in the near future; as.

e.g. I' m going to the cinema tonight.

Here, the difference between English and Burmese can be found. In Burmese, the future tense affix “me” is used. The present continuous (anipphanna pissuppan kala) is not used.

ကျွန်တော် ဒီည ရုပ်ရှင် သွားမယ်  
/kjun-to-di-nja-you-hsin-thwa:-me/

(4) Sometimes, present continuous can be used for an action to take place in the near future.

Where is Mg Mg?  
He is coming.

Anipphanna pissuppan kala can also be used for this action in Burmese.

**Burmeses;**

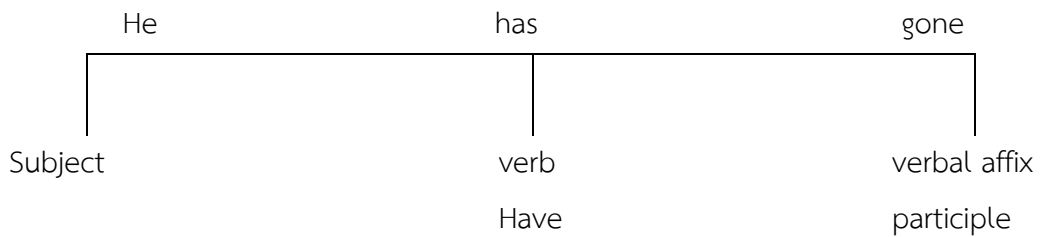
မောင်မောင် ဘယ်မှာလဲ  
/mg- mg- be- hma- le/  
သူလာနေတယ်  
/thu-la-nei-de/

It is necessary to express the definition of “nei”. It is an auxiliary verb. “stay, be, go on, continue, (doing)”.

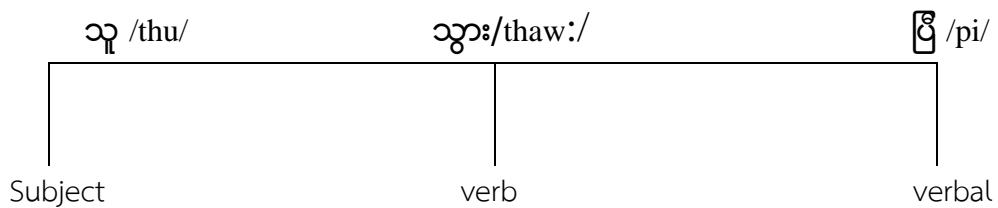
It is an auxiliary which is added to the verb to form Anipphanna pissuppan kala. It may be regarded that English present continuous tense is equivalent to Burmese Anipphanna pissuppan kala.

### **Present Perfect Tense and Burmese Patthana Pissuppan Kala**

In English, the present perfect tense is formed with the present tense of “have + and past participle.



In Burmese, Pattana pissuppan Kala is formed with the verbal affix /pi/ or /p:/ /bi/.



/pi/ is defined in reference grammar of colloquial Burmese as follow.

/pi/- verb sentence maker

- V. S- indicates arrival at the point of fulfillment in relation to a given time, hence translatable has V-ed.

This tense may be said to be a sort of mixture of present and past. There is always a strong connection with the present and is chiefly used in conversation; letters, newspapers and television and radio reports.

(1) The present perfect is used to indicate completed activities in the immediate past as.

e.g. it has truck ten.

In Burmese, patthana pissuppan kala is used and the verbal affix pi is added to the verb.

(2) The present perfect is used to express past actions whose time is not given and not definite. as

e. g. Have you read that book?

In Burmese patthana pissuppan kala can also be used and the verbal affixes /bu:/ and /pi/, /de/ are added to the verb

သင် ဒီစာအုပ် ဖတ်ဖူးသလား

/thin-di-ca-ou' - pha-bu:la:/

In this sentence, the affix ဘူး “bu:” is added after the verb.

In Burmese, it is an auxiliary verb.

- “ever, ever before (do), (have done) before”
- voice, negative verb –ဖူး /phu:/ , /bu:/

### Some Difference between English and Burmese

The present perfect tense is used to denote an action beginning at sometimes in the past and continuing up to the present moment; as

He has been ill since last week.

Here, Patthana pissuppan kala is used in Burmese. But the difference between English and Burmese can be learnt in the following sentence.

e.g. I have known him for a long time.

In English “have known” is used as main verb to express the action and it is common usage. In Burmese, baw verb is used as main verb to express this action.

Burmese will say as:

ကျွန်တော် သူ့ကို သိတာ အတော်ကြာပြီ။

/kjun-to thu kou- thi-ta-a-to-kja-pi/

The direct translation of this sentence may be as follow.

“It has taken me a long time to know him”.

The verb “know” is not used as the main verb in Burmese, “kja” “pi” is not used as the main verb in Burmese, “kja” “pi” is used as main verb and this baw verb in Burmese. (See baw and verb to be).

### Present Perfect Tense and Nipphanna Pissuppan Kala

In some cases, present perfect tense is equivalent to patthana pissuppan kala but in others to nipphanna pissuppan kala but in tohters to nipphanna pissuppan kala in Burmeser. It is too deep to compare English tenses and Burmese tenses because of the different ideas of English and Burmese Grammarians.

The present perfect tense is used to describe past events when we think more of their effect in the present than of the action it iself, as,

e. g. I have cut my finger.

For this action, nipphanna pissuppan kala is used in Burmese. The verbal affixes pi :pi is added to the verb.

ကျွန်တော်သည် ကျွန်တော့ လက်ချောင်းကို ဖြတ်ပြီးပြီ။

/kjun-to-thi-kjun-to-le-chaun:-kou-phja-pi: pyi/

**Present Perfect Continous Tense and Burmese**

In English, this tense is formed by the present perfect of the “verb to be” and the present participle.

Verb to have + verb to be + present participle

Has/have                      been                      V+ing

I have been working for an hour.

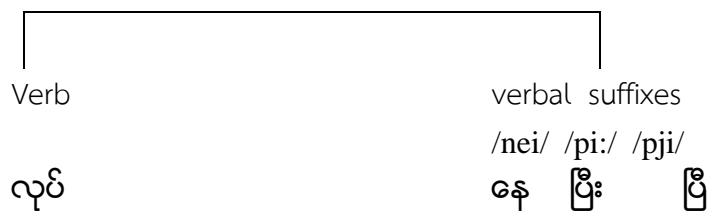
In Burmese, the usage of this is rarely found. If this sentence is translated into Burmese, the verbal suffixes ပြီး /pi/, နေပြီ /nei-pj/ are added to the verb.

“nei” is the verbal affix for anipphanna pissuppan kala in Burmese and /pi:-pi/ is the affix for nipphanna pissuppan kala.

This tense can be defined as (anipphanna, nipphanna pissuppan kala in Burmese). If we translate into Myanmar directly, we can learn as follow;

တနာ ရီကြာ ကျွန်တော်အလုပ်လုပ် နေပြီး ပြီ။

/ta -na -yi -kja-kjun -to -a -lou' -lou' -nei -pi -pji/



But, in colloquial Burmese verb, “bawa” will be used as a nain verb to express this action

Burmese will say as

ကျွန်တော်အလုပ်လုပ်နေတာ တစ်နာရီကြာပြီ။

/kjun-to-a-lou-lou-nei-ta-ta-na-ji-kja-pi/

It has taken me an hour to be working.



In Burmese, this sentence may be defined as patthana tense. Generally, the present perfect continuous tense is used for an action which began at sometime in the past and is still continuing. This tense can be said (anipphanna, nipphanna) pissuppan kala in Burmese.

But in Burmese, this tense will not be used to express this and bawa verb will be used as main verb and patthana pissuppan kala is used.

e.g. He has been sleeping for five hours.

For this action, Burmese will not say as;

သူ ငါးနာရီကြာ အိပ် နေ ပြီးပြီ။

/thu-nga:-na-yi-kja-ei-nei-pi:-pji/

It has taken him five hours to be sleeping.

From two sentences, it is clear that the first one is rare and it is (nipphanna + anipphanna) in Burmese.

The second one is common usage in Burmese to express this action and it is patthana pissuppan kala and “bawa verb ရှိပြီ /shi- pi/ is used as mian verb in Burmese.

### The Simple Past Tense and Apatthana Ateik Kala

English form

The simple past tense of regular verb is formed by adding “ed” to the infinitive,

Infinitive	+	simple past
Work		work + ed
		worked

Burmese apatthana ateik kala is equivalent to simple past tense in English.

Form

The verbal affix ခဲ့ /khe/ is added to the verb to form apatthana ateik kala.

Sometime, in colloquial, the affix is omitted

Verb	+	suffix	apatthana ateik kala
/ca:/	+	/khe/	/ca:-khe-thi/

Though English has many rules to form past tense, there is no special rule in Burmese and the verbal affix /**khe**/ is added to the verb.

Khe

- auxiliary verb
- (do) in the past, conditional
- voiced, negative ma v -khe

The definition of khe can be found in colloquial Burmese by John Okell.

(A) It is used for actions completed in the past at a definite time. It is therefore used for a past action when the time is given.

English: I met him yesterday.

ကျွန်တော်သူ့ကို မနေ့က တွေ့ခဲ့တယ်။  
/kyun-to-thu-kou-ma-nei-ka-tew-khi-de/

Apatthana ateik kala is used for this action and the verbal affix /**khe**/ ခဲ့ is added to the verb in Burmese.

In Practical English Grammar this simple past tense is used for an action whose time is given but which (a) occupied a period of time now terminated or (b) occurred at a moment in a period of time now terminated. These may be expressed diagrammatically T.S here stands for time of speaking in the present.



Examples of type (a)

English: He worked in that bank for four days. (but he does not work there now).

Burmese: ကျွန်တော်ဘဏ်မှာလေးရက်ကြာအလုပ်လုပ်ခဲ့သည်။  
/thu-hto-ban-hma-lei-ye-kja-a-lou-lou-khe-thi/

Apatthana ateik kala is used in this sentence.

Examples of type (b)

English: grandmother once saw Queen Victoria.

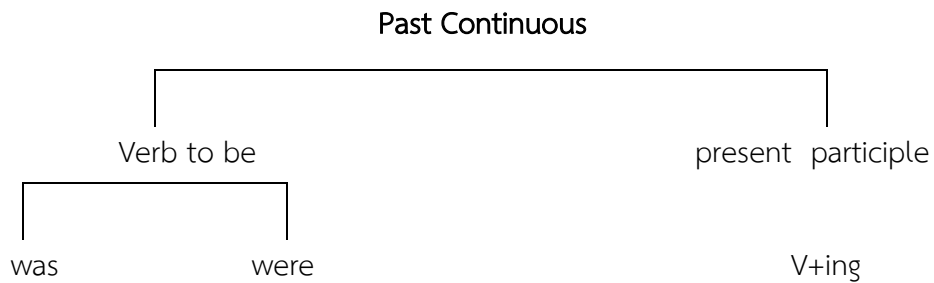
Burmese: ကျွန်တော့အဖွားတစ်ချိန်ကဝိတိုရိယဘုရင်မကြီးကို မြင်ခဲ့တယ်။

/kjun-to-aphwa-hto-chein-ka-witoriya-bajinmai- kou-mjin-khe-de/

The use of English simple past tense and apatthana ateik kala is the same. This tense is used for a past habit in both languages.

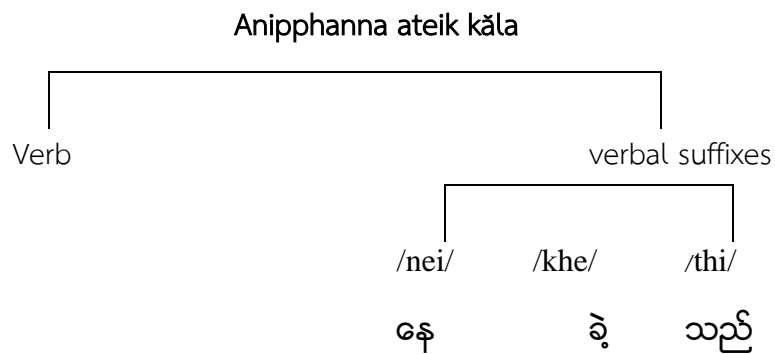
**Past Continuous Tense and Anipphanna Ateik Kala**

In English, the past continuous tense is formed by the past tense of the verb to be + the present participle.



**Burmese**

Anipphanna ateik kala is formed by adding the verbal affix နေ /nei/ and the simple past tense affix or (apatthana ateik kala) ခဲ့သည်။ /khe/, /thi/ is an ordinary affix or verb sentence marker.



- နေ /nei/ (see in present continuous or anipphanna pissuppan)
- ခဲ့ /khe/ (see in simple past tense apatthana ateik)
- သည် /thi/ (an ordinary affix apatthana pissuppan)

**“Main uses of past continuous tense and anipphanna ateik kala”**

(A) English past continuous tense is equivalent to Myanmar anipphanna ateik kala

It is chiefly used for actions which continued for some time but whose exact limits are not known and are not important. It might be expressed diagrammatically indicates uncertainty about time of starting or finishing.

(B) Use without a time expression, it can indicate gradual development.

English:	It was getting darker.
Burmese:	ပို၍ မှောင်လာခဲ့တယ်။ /po-ywe-hmaun-la-khe-de/

In colloquial Burmese, the verbal affix la is more common than nei to express this action.

(C) Used with a point in time. It expresses an action which began before that time and probably continued after it.

English :	At eight, he was having breakfast.
Burmese :	ရှစ်နာရီမှာ သူမနက်စာ စားနေခဲ့တယ်။

/shi-na-yi-hma-thu-ma-ne-ca-ca:-nei-khe-de/

This sentence implies that he was in the middle of breakfast at eight. i. e he had started it before eight. He had breakfast at eight, i.e he had started it before eight. He had breakfast at eight would imply that he started it at eight.

The verbal suffixes nei and khe are added to the verb for this action.

(D) If we replace the time expression with a verb in the simple past tense;  
When I arrive, Tom was talking on the phone.

We can convey the idea that the action in the past continuous started before the action in the example past and probably continued after it. Anipphanna ateik kala is used in Burmese to express this action:

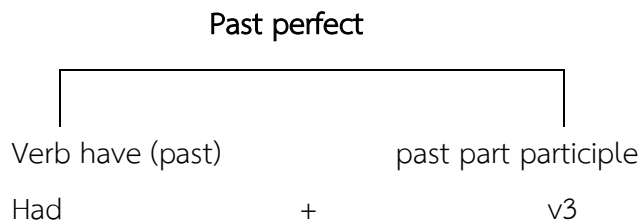
ကျွန်တော်ရောက်သွားတဲ့အခါ တွန့်ဖုန်းပြောနေခဲ့တယ်

/kjun-to-you-thwa: de-akha-twin-phoun-pjo-nei-khe-de/

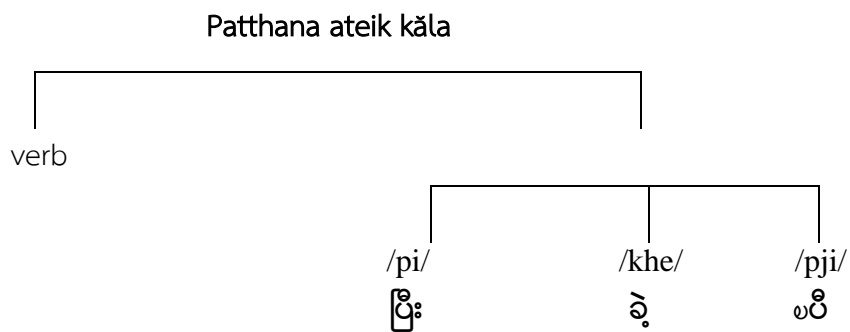
The affixes နေ /nei/ and ခဲ့ /khe/ are used for past continuous tense (anipphanna ateik kala) in Burmese.

**“Past Perfect Tense and Patthana Ateik Kala”**

The English, this tense is formed with had and the past participle.



In Burmese, the suffixes /pi/ /khe/ ပြီးခဲ့ and /pji/ ပီ are added to form past perfect tense (patthana ateik Kala).



Patthana ateik kala is equivalent to past perfect tense in English.

Use

The past perfect is the past equivalent of the present perfect in English. In the same way, the patthana ateik kala is the past equivalent of patthana pissuppan kala.

English : When I arrived, he haad just left.

Bur:mese: /kjun-to-yau-khe-de-akha-thu-htwe-thwa:-khe-pji/

The verval affixes ခဲ့ပီ /khe -pyi/ is added to the verb in Burmese and it is the colloquial form of ခဲ့ပြီး ပီ /khe- pi- pji/.

English past perfect tense or Myanmar patthana ateik kala can be used for and action which began before the time of speaking in the past.

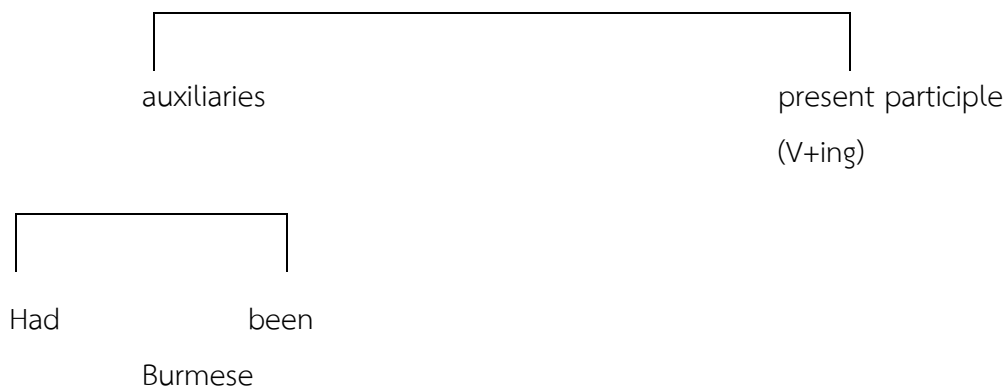
### The Past Perfect Continuous Tense and Myanmar Past Tenses

The past perfect continuous tense is equivalent to Burmese tense (anipphanna ateik kala + present participle).

English

This tense is formed with “had been + present participle”.

The auxiliary “had” is the past form of verb “have” and “been” is the past participle form of verb to be.

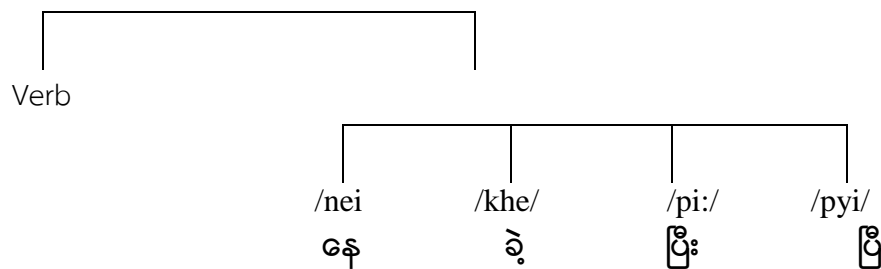


To form the past perfect continuous tense, we have to use verbal suffixes, နေ/nei -ခဲ့ /khe/- ပြီးပြီ /pi- pyi/

နေ /nei/ = anipphanna kala affix

ခဲ့ /khe/ = apatthana ateik kala affix

ပြီးပြီ /pi- pyi/ = nippphanna kala affix



Use of English and Burmese.

When the action began before the time of speaking in the past, and continued up to that time or stopped just before it, we can often use either form in English.

A reported action in the past perfect can sometimes be expressed as a continuous action by the past perfect continuous.

Generally, we have to say that the past perfect continuous is used for and action that began before a certain point in the past and continued up to that time;

English.	At that time he had been writing a novel for two months.
Burmese:	ထိုအချိန်က သူဝတ္ထုတစ်ပုဒ်ကို နှစ်လကြာရေးနေခဲ့ပြီးပြီ။ /hto-achain-ka-thu-watthu-ta-pou-kou-yei-nei-ta-hna-la-kja-khe-pyi/

To express this action, we have to use both anipphanna ateik kala and nipphanna ateik kala in Burmese.

နေ /nei/ = anipphanna kala affix (continuous tense)

ခဲ့ /khe/ = apatthana ateik kala affix (past tense)

ပြီးပြီ /pi-pji/ = nipphanna kala affix (perfect tense)

But Burmese will not use these tenses to express this action they will use the bawa verb as the main verb and the patthna ateik kala is used to express this action

In Eolloquial Burmese, we can see as;

ထိုအချိန်က ဝတ္ထုတစ်ပုဒ်ရေးနေတာ နှစ်လကြာခဲ့ပြီ။

/hto-achain-ka-thu-watthu-ta-pou-kou-yei-nei-ta-hna-la-kja-khe-pyi/

At that time, it has taken him two months to be writing a novel.

When we learn the tense, we may see that it is patthana ateik ka in Burmese. The baww verb /kja-khe-pji/ ကြားခဲ့ပြီ is used as main verb in Burmese.

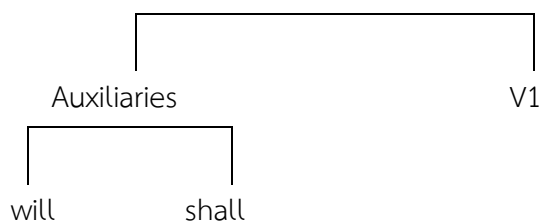
This the difference between English and Burmese Greamar.

### English an Burmese Future Tense

#### Simple Future Tense and Apatthana Anagat Kala

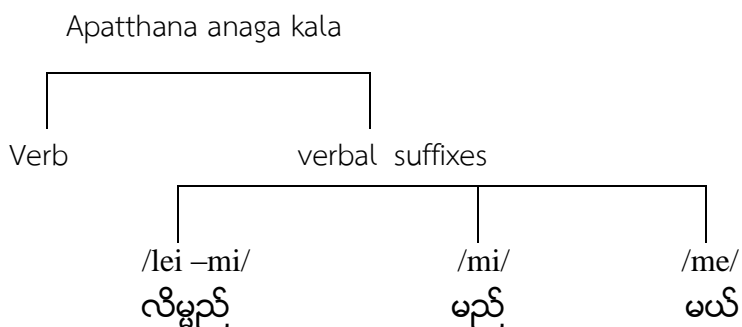
English

There is no future tense in modern English, we often use the term “future simple to describe the form will/ shall bare infinitive.



Burmese

To form patthana anagat kala, the verbal affixes are added to the verb. The future tense affixes are /lein-mi/ လိမ့်မည် and /me/ မယ်



**Use of English and Burmese Future Tenses.**

The simple future tense is used for an action that has still to take place; as.

English; I shal see him tomorrow.  
 In Burmese, apatthana anagat kala is used for this action.  
 ကျွန်တော်သူ့ကို မနက်ဖန်မှာတွေ့မယ်  
 /kjun-to thu-kou -ma-ne-phjan- hma- twe-me/

The verbal affix me is added to the verb to form apatthana anagat kala in Burmese.

This simple future tense generally expresses pure or colourless future. When the future is coloured with intention, the “going to + infinitive construction is preferred

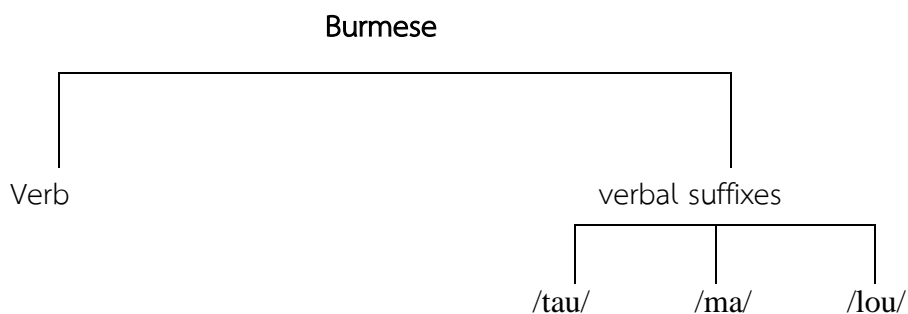
For this action, the verbal suffixes, tau ma lou are added to verb and they are the future tense affixes in Burmese.

English. He is going to build a house.  
 Burmese: သူ့အိမ်တစ်လုံး ဆောက်တော့မလို့။  
 /thu-ein-ta-loun-hsau-tau-ma-lou/

**English Coloured Future**





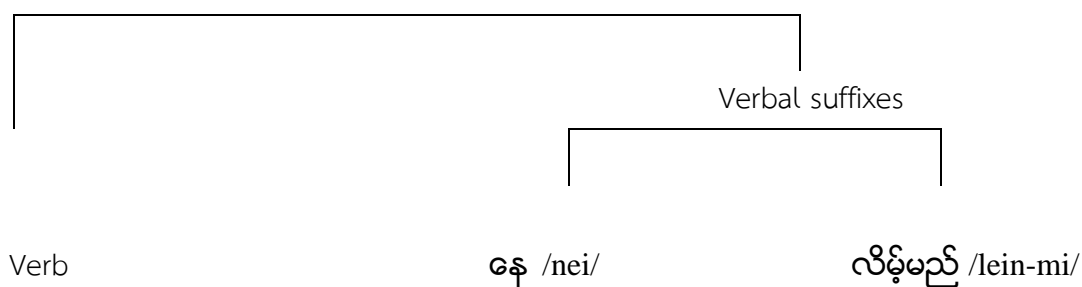


**Future Continuous Tense And Anipphanna Anagat Kala**

Future continoun is made up of the future simple of verb to be + the present participle. In the first person “well” is more usual than shall, except in the interrogative.



To form Burmese nipphanna anaga kala, the verbal suffixes, “nei” and Lein myi are added to the verb the affix nei is the continuous tense affix and lein myi is the future tense affix.



The future continuous represents and action as going on at some time in future time; as

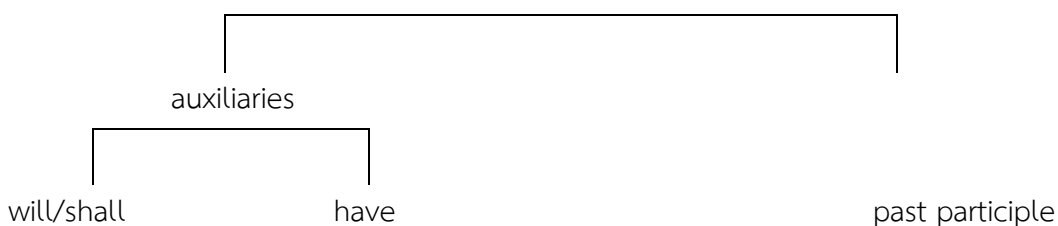
English ;	I shall be reading the paper.
Burmese:	ကျွန်တော်စာဖတ်နေလိမ့်မည်။ /kyun-to-ca-pha-nei-lein-me/

The future continuous tense is equivalent to anipphanna anagat kala in Burmese.

**Future perfect tense and nipphanna anagat kala**

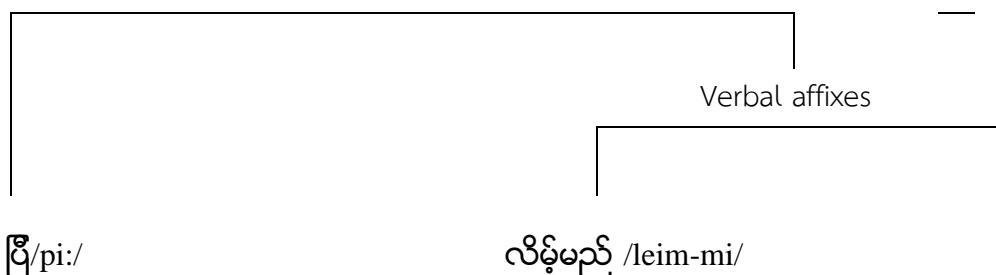
In English, “shall or will” is used to form the future tense and “verb to have” and past participle form of the verb are used to form perfect tense.

Future perfect= future+ perfect tense



To form inipphanna anagat kala, the verbal suffixes ပြီး /pi:/ is and လိမ့်မည် /lein-mi/ is the perfect tense affix and လိမ့်မည် /lein-mi/ is the future tense affix.

Nipphanna anagat kala is equivalent to future perfect tense in English.



The future perfect tense is used to indicate the completion of an action by a certain future time.

Eng. I shall have written my exercise by that time.

Burmese:

ထိုအချိန်တွင် ကျွန်တော်သည် ကျွန်တော့်လေ့ကျင့်ခန်းများကို လုပ်ပြီးလိမ့်မည်။  
 /hto- achain-twin-kjun-to thi-kjun-to-lei-kjin-khan-mja- kou-lou-pi-lein-mi/

## Chapter V

### Conclusion and Suggestion

This chapter presents the conclusion of research study, discussions and suggestions for further study. The objectives of this study were aimed to study verbs in English language, to study verbs in Burmese language and to compare verbs in English and Burmese language. The main points of this chapter can be divided into three parts as the following:

5.1 Conclusion

5.2 Suggestions for Further Study

#### 5.1 Conclusion

Findings of the study found the following

Information about verbs in English is many things such are verb pattern and the verbs of prefixes and the verbs of suffixes with example. Some of English verbs may be used Subject and verb, some of English verbs may be used with a simple direct object with is noun or pronoun, English verbs used this pattern have two objects, an indirect object followed by a direct object. And then I presented when a verb closely linked with a preposition, the verb and the preposition must be learnt as a unit in English. Many verbs may be used with more than one preposition. I study in the book of A Guide to Patterns and the usage verbs used with a direct object with is followed by a preposition and a prepositional object.

And then suffixes are ending ion er, s, es, ed, ion ify, and ment. These suffixes can be added to verb from noun in English. Such as; painter, teaching, boiled, breakable, blacken, classify, expression, payment. For study of Burmese verbs, I presented features of Burmese verbs, such as; monosyllabic, disyllabic, polysyllabic, compound verbs, doubled verbs etc, and the Burmese verb pattern and Burmese prefixes and suffixes also. The last is to compare to study English and Burmese verbs. Such as; negative and interrogative forms of English, and Auxiliary verbs, such as;

can, could, shall, should, may, might, must etc. Burmese verbs, verb to be, verb to have, verb to do and to compare the English and Burmese tenses, such as; present tense and paccupanna kala, past tense and ateik kala, future tense and anargat kala.

## **5.2 Suggestions for Further Study**

There are many interesting study that could be done in the following;

5.3.1 A Comparative study of verb in English and others language.

5.3.2 A Comparative study of noun in English and others Language.

5.3.3 A Comparative study of sentence in English and others language.

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## Appendix

### Irregular Verbs

Base Form	Simple Past Tense	Past Participle
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
beset	beset	beset
bet	bet	bet
bid	bid/bade	bid/bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/ burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
cling	clung	clung
come	came	come

Base Form	Simple Past Tense	Past Participle
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived/dove	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forego	forewent	foregone
forget	forgot	forgotten
forgive	forgave	forgive
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone

Base Form	Simple Past Tense	Past Participle
grind	ground	ground
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneelt	kneelt
knit	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped/ leapt	leaped /leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/ lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misspell	misspelled/misspelt	misspelled/ misspelt
mistake	mistook	mistaken
mow	mowed	mowed/mown
overcome	overcame	overcome
overdo	overdid	overdone

<b>Base Form</b>	<b>Simple Past Tense</b>	<b>Past Participle</b>
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
plead	pled	pled
prove	proved	proved/ proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed/sewn
shake	shook	shaken
shave	shaved	shaved/shaven
shear	sheared	sheared/shorn
shed	shed	shed
shine	shone	shone
shoe	shoed	shoed/shod
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk

Base Form	Simple Past Tense	Past Participle
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slay	slew	slain
slide	slid	slid
sling	slung	slung
slit	slit	slit
smite	smote	smitten
sow	sowed	sowed / sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/ spilt	pilled / spilt
spin	spun	spun
spit	spit/ spat	spit / spat
split	split	split
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven

Base Form	Simple Past Tense	Past Participle
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled / swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	weaved/ wove	weaved/ woven
wed	wed	wed
weep	wept	wept
win	won	won
wind	wound	wound
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

## Biography of Researcher

- Name** : Ven. SO BHITA
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