

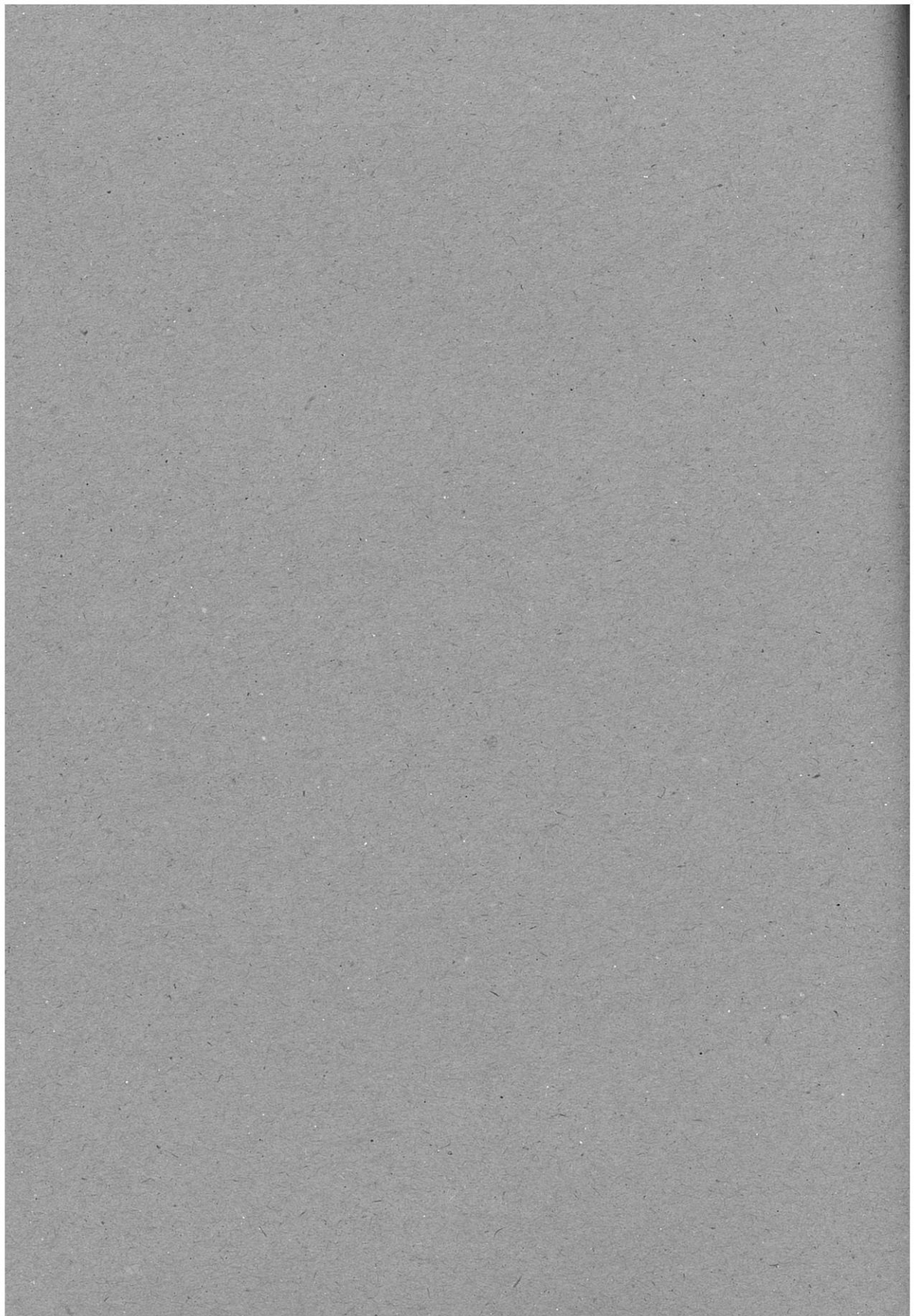
THE GOVERNMENT OF THE REPUBLIC OF THE UNION OF MYANMAR
MINISTRY OF EDUCATION

READER SEVEN

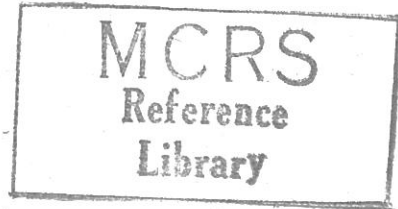
GRADE 7

BASIC EDUCATION CURRICULUM, SYLLABUS AND
TEXTBOOK COMMITTEE

2016-2017



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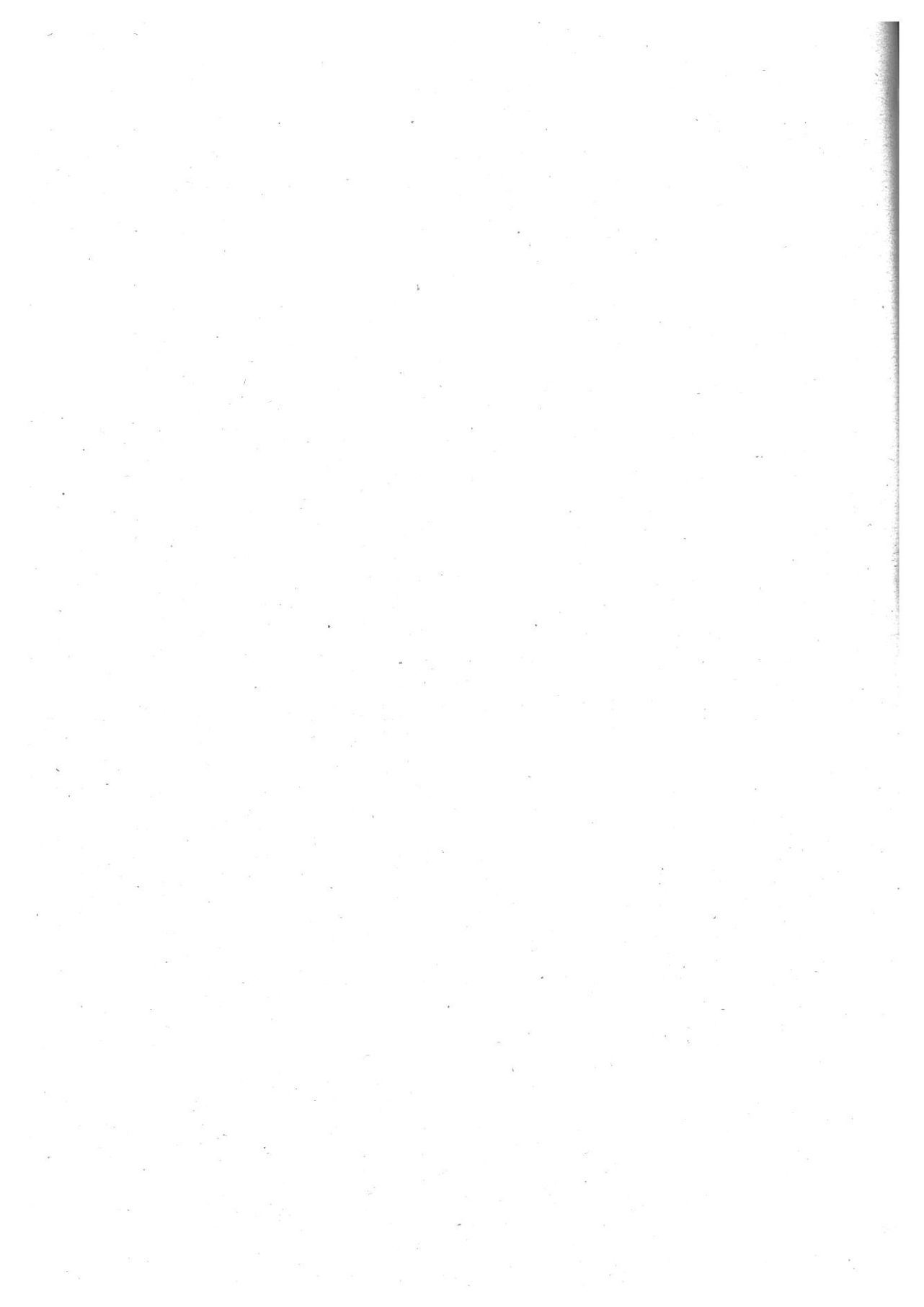
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REVIEW EXERCISES

1. *Make questions beginning with Why. Then write answers, using because.*

Example: He is washing his hands. Why? They are dirty.

Why is he washing his hands?

He is washing his hands because they are dirty.

- (1) He is looking under the desk. Why? He has lost his book.
- (2) They stood up. Why? The teacher came into the room.
- (3) She wants some money. Why? She wants to buy some sweets.
- (4) They are getting onto the train. Why? They want to go to Kamayut.
- (5) The girls don't want to swim. Why? It is too cold.
- (6) The men stopped work. Why? It was five o' clock.
- (7) She was looking unhappy. Why? She had lost her purse.
- (8) They were standing at the side of the road. Why? They were waiting for a bus.

2. *Give answers like the ones in bold letters.*

Example: What do you do if you are hungry? (have something to eat)

If I am hungry, I have something to eat.

What will Kyaw Kyaw do if he loses his fountain pen?

(buy another one)

If Kyaw Kyaw loses his pen, he will buy another one.

- (1) What do you do if you are thirsty? (have something to drink)
- (2) What do you do if you are tired? (have a rest)
- (3) What do you do if you are sleepy? (go to bed)
- (4) What do you do if your shoes are dirty? (clean them)
- (5) What do you do if your hair is untidy? (comb it)
- (6) What will Tun Tun do if he sees a thief? (call out for help)
- (7) What will Maung Myo do if he misses the bus? (walk)
- (8) What will Mya Mya do if the shop is closed? (go to another one)
- (9) What will you do if your pencil breaks? (sharpen it)
- (10) What will the postman do if he cannot find the number? (take the letter back to the post office)

3. *For each sentence, make two more sentences, using who. Look at the example.*

Example: A baker bakes bread.

A baker is a person who bakes bread.

A person who bakes bread is a baker.

- (1) A butcher sells meat. (5) An engine-driver drives a railway engine.
(2) A typist types. (6) A taxi-driver drives a taxi.
(3) A sailor sails a ship. (7) An artist draws and paints.
(4) A bus-driver drives a bus. (8) A cook cooks food.

4. *Join the sentences using which. Look at the examples.*

Examples: The man was holding a knife. It had a long handle.

The man was holding a knife which had a long handle.

She gave Kyaw Kyaw an orange. He ate it at once.

She gave Kyaw Kyaw an orange which he ate at once.

- (1) Maung Myo wore a shirt. It had blue spots on white.
(2) The soldiers fought a battle. It went on for two days.
(3) She bought some mangoes. They cost fifty pyas each.
(4) The thief entered through a window. It was open.
(5) The children bought some bread. They gave it to their mother.
(6) She had a little chair. She sat on it while she was painting.
(7) I liked the flowers. You bought them from that shop.

5. *Make questions beginning with How long. Then answer the questions as shown in the example.*

Example: She started walking at ten o' clock and she stopped at eleven o' clock.

How long was she walking?

She was walking for one hour.

- (1) He started running at two o' clock and he stopped running at four o' clock.
How long was he running?
(2) She started reading at three o' clock and she stopped at ten past three.
How long was she reading?

- (3) They began climbing at nine o'clock and they stopped climbing at twelve o'clock.
How long were they climbing?
- (4) The soldiers began fighting on Monday morning and stopped on Thursday morning.
How long were they fighting?
- (5) The Headmaster began speaking at half past two and finished at three o'clock.
How long was he speaking?

6. *Make 12 sentences.*

When	the accident happened,	I was waiting for a bus. he was driving very fast. she was crossing the road.
	the car hit the tree,	it was raining. you were not looking. they were driving home.

7. *Read the example and join the sentences in the same way.*

Example: The bell rang. We were having an English lesson.

When the bell rang, we were having an English lesson.

- (1) U Than arrived home. The children were doing their homework.
- (2) The door-bell rang. She was having a bath.
- (3) The visitor called. They were having their dinner.
- (4) The car hit the tree. It was travelling at 50 kilometres per hour.
- (5) The policeman arrived. The men were fighting.
- (6) The teacher walked into the classroom. The children were talking.
- (7) The rope broke. The men were climbing up a high rock.
- (8) We saw Tin Tin. She was working in the garden.
- (9) I met Maung Min Thein. He was playing tennis with his friend.
- (10) It began to rain. The children were sitting on the beach.

8. *Choose the correct word or phrase.*

- (1) There were (A. a great many B. a great deal of C. a large amount of D. very much) soldiers but there weren't (A. much B. no C. few D. many) sailors.
- (2) We have (A. a lot of B. a great many C. a large number of D. many) milk but we haven't (A. many B. no C. few D. much) tea.
- (3) There is (A. a great many B. very many C. plenty of D. a large number of) ink but only (A. a little B. a few C. a small amount of D. some) pens.

9. *Write questions and answers like these.*

Examples: go by train go by bus

Shall we go by train? No, let's go by bus.

buy an ice-cream buy some sweets

Shall we buy an ice-cream? No, let's buy some sweets.

- (1) go by bus go by train
- (2) go on Saturday go on Sunday
- (3) have a cup of tea have a cup of coffee
- (4) have a swim have a rest
- (5) listen to the radio watch television
- (6) go for a walk play football
- (7) spend our money keep it
- (8) sit down stand up
- (9) buy oranges buy apples
- (10) play in the garden go down to the beach

10. *Give replies like ones in bold letters.*

Examples: Are you coming to my house tomorrow?

I'm not sure. I may come or I may not.

Is it going to rain?

I'm not sure. It may rain or it may not.

- (1) Are you going to swim?
- (2) Will the bus be full?
- (3) Will the shop be closed?
- (4) Are you going to leave school?
- (5) Are you going to the cinema?

- (6) Will it be warm tomorrow?
- (7) Will the cyclone hit our town?
- (8) Are you going to the zoo next Sunday?
- (9) Is Kyaw Kyaw going to help you?
- (10) Is Than Than going to buy that blouse?

11. *Choose the best word or phrase given in brackets to make correct sentences.*

- (1) There was a policeman (in, at, with, for, on) duty at the corner of the street.
- (2) You can buy that dog, if you want to. It is (to, in, with, for, at) sale.
- (3) They would not let me (went, to go, going, go, gone) with them. They made me (went, to go, going, go, gone) home.
- (4) He wanted (know, knowing, to know, knew) the answer but she would not (told, tell, telling, to tell) him.
- (5) We could hear someone (to play, played, playing, play) the piano when we arrived.
- (6) The men took (off, out, on, away, from) their coats and began to dig (out, up, on, to, over) the road.
- (7) I enjoy (swim, swimming, to swim, swam) but I hate (go, going, went, gone) under the water.
- (8) He likes to sit at the back of the class, (doesn't he, isn't he, don't he, isn't it, is it)?
- (9) It's going to rain, (doesn't, isn't, won't, does, will) it?
- (10) She didn't give you your money back, (did she, isn't it, is she, isn't she, won't she)?
- (11) You won't tell anyone, (won't you, will you, isn't it, is it, do you)?
- (12) You've finished your homework, (isn't it, haven't you, did you, didn't you, won't you)?

12. *Fill the blank with the correct form of the verb given in brackets.*

- (1) It is a lovely day and the sun (shine)
- (2) She an English lesson every day. (have)
- (3) My brother and I to a new school yesterday. (go)
- (4) I often with a fountain pen and I with one now. (write)
- (5) We to have a holiday tomorrow. (go)
- (6) Last week, I a bad cold. (have)
- (7) Yesterday, I at the back of the class. (sit)

- (8) Last night, we our teacher at the cinema. (see)
- (9) When we get home from school we usually a meal before we do our homework. (have)
- (10) The holidays last Friday. (begin)
- (11) "You can't have the apple. It's too late. I it." (eat)
- (12) He asked me whether I the man. (know)
- (13) The teacher will not let him go until he out the exercise again. (write)
- (14) I will stay here until you (finish)
- (15) There is a hole in his shirt where he it. (tear)

13. *Choose the best word or phrase given in brackets to make correct sentences.*

- (1) He eats a lot of sweets because he (likes, is liking, like, liked, liking) them.
- (2) If it (will rain, shall rain, rain, rains, rained), we shall not go.
- (3) Is this the book (that, who, what, where, it) you were looking for?
- (4) I want to find the man (which, who, what, he, him) sold me this fish.
- (5) Two hours ago, it (rains, raining, rained, was raining, has rained) but now it has stopped.
- (6) When the car turned over, U Mya (was driving, drove, has driven, is driving, drives) it.
- (7) There is (a lot of, a great many, several, many, a few) sand on the beach.
- (8) There are (much, a great deal of, a large amount of, a great many, very much) cars in Yangon.
- (9) (Are, Shall, Let's, Have, Will) we go home now or do you want to stay a little longer?
- (10) (Which, How, Where, May, What) do you come to school, by bus or by train?
- (11) I (can, will, shall, may, must) be able to go tomorrow but I'm not sure.

LESSON 1

THE SAME OR DIFFERENT?

Sometimes, something looks different from another thing, but it is really the same. Sometimes, something looks the same as another thing, but it is really different.

Sometimes, we cannot believe our eyes. Look at the tunnel in the first picture. We are standing at the entrance, that is, where we go in. We can see the other end; where we come out. The entrance looks much bigger than the other end. If we go through a tunnel, we find that the ends are the same size. One is not bigger than the other. They are the same size.



Fig (1)

Now let us turn around and look through the tunnel from the other end. Now we find that the end near us looks big. The other end looks small. But we know that they are the same size.

Things that are near us seem big. Things that are not near us seem small. Look at the lamp-posts in the second picture. We know that one lamp-post is just the same as another. They are equally high. But the artist who drew the picture has not made them all the same size. He has made the first one big, the second one a little smaller, and the next one still a little more smaller. The ones that are the farthest away are the smallest. When things move away, they look smaller. When things come nearer, they look bigger.

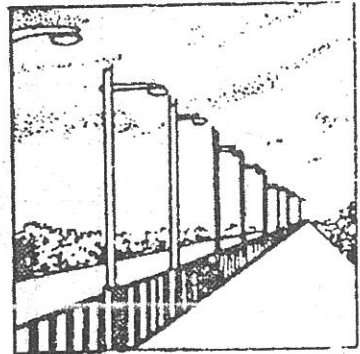
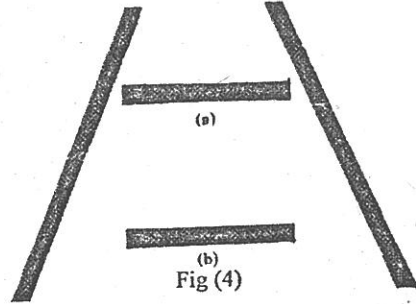
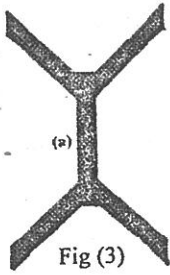


Fig (2)

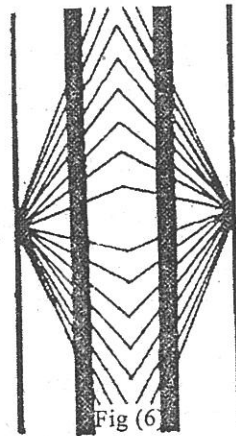
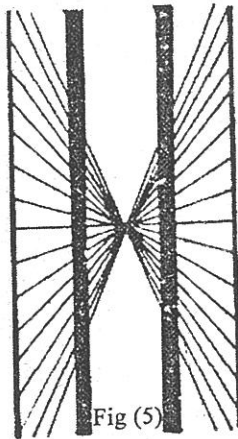
Now look at the drawings. Look at the lines in the third picture. Which is longer, (a) or (b)? Do not measure. Try to guess. Now look at the fourth picture. Which is longer, (a) or (b)? Do not use a ruler to measure them. Try to guess.

Now use a ruler and check your answer. What do you find? In the third picture, one line is the same as the other. They are equal. In the fourth picture also, one line is the same as the other. They are equal, too. Our eyes saw something that was not true. It was false. Why did our eyes tell us lies?



Now look at pictures 5 and 6. Which way do the lines in the fifth picture bend, inward or outward? Do not use a ruler. Use only your eyes and answer. How about the lines in the sixth picture? Which way do they bend, inward or outward?

Now use a ruler. Place it by the lines in each of those pictures. What do you find? They are all the same. They are all straight. They do not bend. Did our eyes tell us the truth? No, they didn't. They told us lies.



EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following:

- (1) person who is good at drawing and painting
- (2) opposite of 'far'
- (3) not big
- (4) opposite of 'same'
- (5) place where we go in

(b) Read carefully first and then write out the sentences below, filling each blank with the right word from the five you have given for (a).

- (1) Their house is big but ours is
- (2) Tun Tun sits quite far from me in class, but Aung Aung sits me.
- (3) Kyaw Win can draw very well. He is an
- (4) You can't go in from this side. There is no
- (5) These two pictures are not the same. They are

B. Comprehension

(a) Say whether the following statements are **true** or **false** according to the passage.

- (1) Things that are far from us seem big.
- (2) Our eyes always tell us the truth.
- (3) Our eyes sometimes tell us lies.
- (4) If something is far from us, it looks smaller than it really is.
- (5) The lines in picture 6 seem to bend inward.

(b) Answer the following questions in full sentences.

- (1) Can we always trust our eyes?
- (2) When does a thing seem smaller than it really is?
- (3) Which way do the lines in the fifth picture bend?
- (4) Which way do the lines in the sixth picture bend?
- (5) To find out the truth, for how many drawings did we have to use the ruler?

C. Extended language use

(a) Give the **-er** and **-est** forms of the following words. The first one is done for you.

- (1) big bigger biggest
- (2) small
- (3) short
- (4) tall
- (5) long

(b) Write out the sentences below, using the correct form of the words given in brackets.

- (1) Both Pauk Pauk and Moe Moe are (tall), but Moe Moe is (tall) than Pauk Pauk.
- (2) There were two pieces of cake and I took the (small) one.
- (3) U Pu's house is the (big) in our village.
- (4) Measure these two lines with a ruler and tell me which one is (long).
- (5) Among the seven brothers, Nyi Nyi is the (short).

(c) Use the **-er** form of the words given in brackets and make a sentence for each set of words below. The first one is done for you as an example.

- (1) an elephant (big) a horse
An elephant is bigger than a horse.
- (2) the Pacific Ocean (deep) the Atlantic Ocean
- (3) my pencil (long) yours
- (4) Sein Sein (pretty) Than Than
- (5) Naing Naing (fat) Win Ko
- (6) this box (heavy) that box

(d) Use the **-est** form of the words given in brackets and make a sentence for each set of words below. The first one is done for you as an example.

- (1) the elephant (big) land animal
The elephant is the biggest land animal.
- (2) the Pacific (deep) ocean in the world
- (3) the Nile (long) river in the world
- (4) Mount Everest (high) peak in the world

- (5) Ko Mya (clever) boy in our class
(6) Khin Khin (good) swimmer in our school

(e) Copy the paragraph below in your exercise book, filling each blank with the most suitable word from the list given above the paragraph.

and	and	are	boys	in
is	sisters	six	three	to

My name is Hla Aung. I have brothers and two sisters. My brothers Thura, Moe Kyaw and Tun Tun. My two are Lin Lin and Wai Wai. Among the of us, Wai Wai is the eldest Tun Tun is the youngest. Among the, Thura is the eldest and he the tallest. The fattest is Moe Kyaw the shortest is Tun Tun. We go the same school, but we are different classes.

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

THE KING'S NIGHTINGALE

Once upon a time, there was a king who lived near a forest. One night, while he was sitting by a window reading a book, he heard a nightingale singing in the forest. The bird's voice was very sweet and it sang beautifully for half an hour.

"What kind of bird is that?" said the King. "It has a very sweet voice, and it sings very beautifully. I must have this bird," he said to his men.

And so that King's men went into the forest and looked for the nightingale. They looked for it everywhere, in the trees, under the trees and in the bushes. At last they found it. It was in a tree, near a stream.

"Please, little bird, will you come with us?" they asked the nightingale. "Our King wants you," the man said.

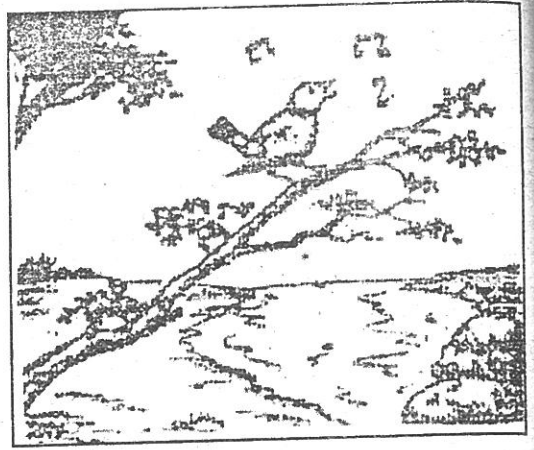
"Oh, I don't want to go with you," answered the bird. "I'm happy here, and I want to stay here in this forest."

"Please, Nightingale, please come," said the men. "Our King will be very happy. He wants you very much. He likes your singing."

And so the little bird went along with the King's men, and the King was very happy. The King gave the little bird a beautiful cage made of gold. The nightingale lived in the cage and sang for the King every day. It was not happy, but it stayed with the King for many years.

One day, the King received a present from the king of another country. It was a toy nightingale. It was not real. It had many jewels all over it. It also had a little key. The key was to wind up the toy bird to make it sing. The King was now very pleased because he had two nightingales; one was a real bird and the other was a toy bird. Every day, the King wound up the toy bird by turning the little key, and the little toy nightingale sang. The real nightingale, too, sang every day for the King.

One day, after many months, the real nightingale flew out of the cage, through a window, and into the forest. The little toy bird also stopped singing because something inside it broke. The King was now very, very sad; He became ill and lay in his bed with



his eyes closed. The King's doctors came, but they could not make him better. After two weeks, the doctors came again. They looked at the King and they said, "The King is dead!" and they went away sadly.

The King's men stayed near the King, watching him. Suddenly, the King opened his eyes. "I hear a song," he said. "A very sweet song. And the voice is beautiful." The King's men listened, too. And they, too, heard the song. "My little friend has come back," said the King with joy.

Yes, the little nightingale had come back. It was in the tree just outside the King's window. It sang all night. It sang beautifully. In the morning, the King was well again. The King was very happy. His men and his doctors were very happy, too.

EXERCISES

A. Vocabulary

(a) Give from the story a word which means the same as each of the following. The first letters of all the five words are given to help you. You must give the other letters, one letter for one blank.

- | | |
|-------------------------------------|-----------|
| (1) got | r _____ d |
| (2) small box for a bird to live in | c _____ |
| (3) happy | p _____ d |
| (4) small | l _____ |
| (5) unhappy | s _____ |

(b) Read carefully first and then write out the sentences below, filling each blank with the right word from the five you have given for (a).

- (1) When I got a hundred marks in Arithmetic, I was very
- (2) Yesterday, I a present from my friend.
- (3) I am going to the market to buy a for my bird.
- (4) Myint Myint is because she has lost her ring.
- (5) Instead of saying, "a **small** bird," we can say, "a bird."

B. Comprehension

(a) Answer the following questions in the story. Write your answers in your exercise book in one word or one phrase. The first one is done for you as an example.

- (1) Who looked for the nightingale in the forest?

Ans: the King's men

- (2) Who said: "The King is dead!"?
- (3) Who wanted the nightingale?
- (4) Who received a toy nightingale as a present?
- (5) Who gave the present?
- (6) Who lived in a cage made of gold?
- (7) Who said: "Oh, I don't want to go with you."?
- (8) Who brought the real nightingale to the King?
- (9) Who was sad when the nightingale flew away?

(b) *Answer the following questions in full sentences.*

- (1) Who gave the King a toy nightingale?
- (2) Why did the toy nightingale stop singing?
- (3) Who made the King well again?
- (4) How did the nightingale sing?
- (5) When the King heard the nightingale sing for the first time, what was he doing?
- (6) Why did the King want the nightingale very much?
- (7) What kind of a voice did the nightingale have?
- (8) What did the King do to make the toy nightingale sing?
- (9) Who were happy when the King became well again?

(c) *Which paragraph gives the following points? Write your answers in your exercise book in phrases like: the first paragraph, the second paragraph, etc., accordingly. The first one is done for you as an example.*

- (1) The King wanted the nightingale.
Ans: the second paragraph
- (2) The King fell ill.
- (3) The toy bird stopped singing.
- (4) The King's men found the nightingale.
- (5) The King got a present.
- (6) The King became ill.
- (7) The nightingale came back.
- (8) The King's doctors were very sad.
- (9) The nightingale got a cage made of gold.
- (10) The nightingale was not happy.

C. Extended language use

(a) Give the **-ly** form of each word below. The first one is done for you as an example.

- (1) sweet - **sweetly**
- (2) beautiful -
- (3) sad -
- (4) happy -
- (5) slow -
- (6) quick -

(b) Write out the sentences below, using the correct form of the words given in brackets.

- (1) A nightingale has a very (sweet) voice, and it sings (beautiful).
- (2) An aeroplane can travel much more (quick) than a car or train.
- (3) The bird sang (sweet) and the King listened (happy).
- (4) Don't walk (slow). Walk (quick).
- (5) "The King is dead!" said his doctors (sad).

(c) Rewrite each sentence below, using **for + the words given in brackets**. The first one is done for you as an example.

- (1) Those boys play football every afternoon. (two hours)
Those boys play football every afternoon for two hours.
- (2) I study every morning. (two hours)
- (3) The bird sang for the King. (many months)
- (4) Ko Ko worked in that library. (two years)
- (5) We have been waiting for the bus. (forty-five minutes)
- (6) They lived in Kalaw. (eight months)

(d) Punctuate the following.

- (1) the birds voice is very sweet
- (2) our king will be very happy said the men
- (3) the king is dead said the kings doctors sadly
- (4) oh i dont want to go with you answered the little bird
- (5) i hear a song said the king

- (e) *Copy out the following paragraph, using the correct form of the verbs given in brackets.*

Once upon a time, there (be) a big lion. He (live) in a forest. He (be) the biggest and the strongest animal in that forest. All the other animals (be) afraid of him. One day the lion (say), "I (be) the king of this forest. All of you must listen to me." And all the animals (answer), "Yes, King Lion, you (be) our King and we will listen to you." The big lion (be) very pleased. He (stand) on a big rock and (make) a very loud roar.

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

LESSON 3

FIRE: A GOOD SERVANT BUT A BAD MASTER

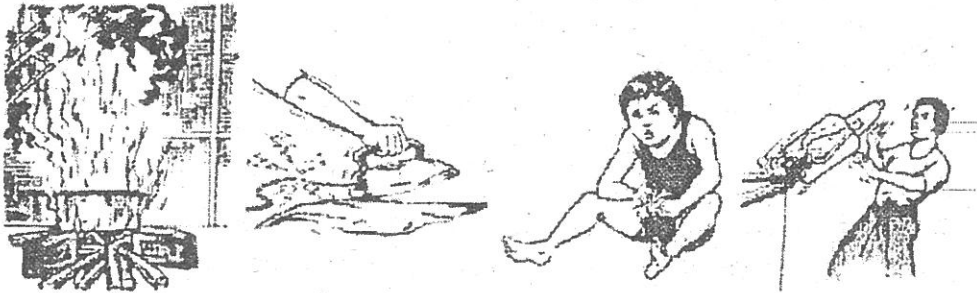
“Fire is a good servant but a bad master.” This is an old English saying. What does it mean? You will find out when you read the following paragraphs.

Long, long ago, people did not know how to make fire. They lived without it for a long time. However, in time, they learnt how to make fire and they used it to keep themselves warm, to drive away dangerous animals like tigers, lions and bears, and also to cook their food. And so fire became their servant. It did many good things for them.

Today, we also use fire in many ways. We use it almost every day to cook our food. Sometimes, we use it to keep ourselves warm. We also use it to burn up rubbish such as dead and dry leaves, useless pieces of paper and cloth. Some farmers in some villages use it to drive away insects and wild animals. Therefore, fire is our servant, too, because it does many good things for us.

Sometimes, however, a house or a building catches fire. And if the fire is not stopped in time, it gets bigger and bigger. Soon, other houses and buildings catch fire, too. When that happens, houses and buildings are destroyed, and many people are made homeless. Often, people are killed in the fire. At such a time, fire is no longer a servant. It becomes a master, a very bad master.

How and why do fires start? There are many reasons. Sometimes the person in



the kitchen is careless. He or she uses too much firewood; the fire gets bigger; and the roof of his or her house catches fire. Sometimes, an electric stove or fan or iron has an old wire and when we use it, this wire becomes very hot and a fire starts. Sometimes, some foolish parents let their children play with matches. Sometimes, a careless person knocks over a lighted kerosene lamp. Any or all of these can start a fire. Therefore, we

must be very careful.

What must we do when a fire begins? We must try to put it out at once, and we must call the firemen, too. Do you know how to do this? Go to the nearest telephone and call the Fire Brigade. Somebody will answer the telephone. Tell him about the fire, but remember to speak clearly. Remember also to give him the right address.

Soon a fire engine will arrive and the firemen will do everything to help the people. They know what to do and how to do it. Some firemen will rescue, or save, the people who are in burning rooms and cannot get out. To do this, they use long ladders to reach high windows. Some other firemen will put out the fire. They usually use water to do this. Still some others will put the people who are hurt onto ambulances and send them to hospital.

A fireman's work is not easy at all. It is very difficult and it is dangerous, too. Therefore, if you want to be a fireman, you must be strong and healthy. You must be able to carry heavy people and heavy things. You must also be brave because you will have to climb up to high places and work up there. You will also have to go into burning rooms to rescue people.

EXERCISES

A. Vocabulary

Here are three phrases from the passage: catch fire, start a fire, and put out a fire

All those three phrases contain the word 'fire' but they do not mean the same. To show that you understand each of them well, use the right one to complete the following sentences.

- (1) We usually use water to
- (2) An old wire in an electric iron can
- (3) A fireman's duty is to
- (4) We sometimes use sand to
- (5) Playing with matches can
- (6) Look! The fire is getting bigger and that house is going to
- (7) We sometimes use dry leaves and branches to
- (8) Burning rubbish carelessly can
- (9) We must be careful not to knock over a lighted kerosene lamp. It can

B. Comprehension

(a) *When is fire a good servant? And when does fire become a bad master? To show that you understand the passage well, write a good servant or a bad master accordingly in your exercise book after reading each sentence carefully. The first one is done for you as an example.*

- (1) Fire can keep us warm. (a good servant)
- (2) Every year, fires destroy many houses.
- (3) Ten people were killed in the fire last night.
- (4) We sometimes use fire to drive away insects.
- (5) We use fire to cook food.
- (6) Last year, a big fire made five hundred people homeless.

(b) *Answer the following questions in full sentences.*

- (1) When do we say that fire is a good servant?
- (2) When do we say that fire is a bad master?
- (3) What did people of long ago use fire for? (Your answer must have three points.)
- (4) What do some farmers use fire for?
- (5) Why must a fireman be brave?
- (6) Why must a fireman be strong and healthy?

(c) *Which paragraph gives the following points? Write your answers in your exercise book in phrases like: the first paragraph, the second paragraph, etc., accordingly. The first one is done for you as an example.*

- (1) reasons for a fire to start (Ans: the fifth paragraph)
- (2) what we use fire for today
- (3) how firemen help people when there is a fire
- (4) the meaning of 'a good servant'
- (5) the meaning of 'a bad master'
- (6) how to get the help of the firemen when there is a fire

C. Extended language use

(a) *Use the -ing form of the words given in brackets and make a sentence for each set of words below. The first one is done for you as an example.*

- (1) (play) with matches can start a fire.
Playing with matches can start a fire.

- (2) (burn) rubbish carelessly can start a fire.
- (3) (cross) the road without looking is dangerous.
- (4) (knock) over a lighted kerosene lamp can start a fire.
- (5) (play) with a knife can be dangerous.
- (6) (eat) too much is not good.
- (7) (put) out a big fire is not easy.
- (8) (walk) is good exercise.

(b) We use **must** in a sentence which tells someone to do something good. And we use **must not** in a sentence which tells someone not to do something bad. Read carefully first and then complete each sentence below by putting in **must** or **must not** correctly. The first two are done for you as examples.

- (1) We play with matches.
We **must not** play with matches.
- (2) We work hard.
We **must** work hard.
- (3) Children sleep early and get up early.
- (4) You play with a knife.
- (5) When there is a fire, we call the Fire Brigade at once.
- (6) A fireman be brave and strong.
- (7) We be careful not to start a fire.
- (8) We work for our country.

(c) *Punctuate the following.*

- (1) sometimes however a house or a building catches fire
- (2) it did many good things for them therefore fire became their servant
- (3) do you know what to do when there is a fire
- (4) how and why do fires begin
- (5) however in time they learnt how to make fire

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

THE ELEPHANT

In Asia, in Africa
The elephant is found;
He larger is than any beast
That walks upon the ground.

When tame, he gentle is and mild,
And does what he's desired;
But if he's mocked or treated ill,
With anger he is fired.

When wild he's hunted by the men,
That they his tusks may sell;
These tusks are ivory, we learn;
Its use we all can tell.

ANONYMOUS.

NOTES

1. This is a poem. There are altogether twelve lines. These lines are put into three groups. Each group (of four lines) is called a **stanza**.
2. A person who writes poems is called a **poet**. His name is usually given at the end of the poem. When the poet is unknown, that is, when we do not know who the writer of the poem is, we write the word **Anonymous** at the end of the poem.
3. The positions, or places, of some words in some lines have been changed. (This is quite common in poems.) Look at the third line of the first stanza and the first line of the second stanza:

He larger is than any beast = He is larger than any beast.

He gentle is and mild = He is gentle and mild.

EXERCISES

A. Vocabulary

Give from the poem a word which means the same as each of the following. To help you, the first letter of each word and the line where you can find it are given. You must give the other letters, one letter for one blank.

- (1) animal (1st stanza, 3rd line) b _ _ _ _
- (2) not rough (2nd stanza, 1st line) g _ _ _ _ _
- (3) bigger (1st stanza, 3rd line) l _ _ _ _ _
- (4) not tame (3rd stanza, 1st line) w _ _ _
- (5) not wild (2nd stanza, 1st line) t _ _ _
- (6) not rough (2nd stanza, 1st line) m _ _ _
- (7) opposite of buy (3rd stanza, 2nd line) s _ _ _
- (8) long, pointed teeth of an elephant (3rd stanza, 2nd line) t _ _ _ _

B. Comprehension

(a) *Write out the line from the poem which you think means the same as each of the following sentences.*

- (1) He becomes very angry.
- (2) He does what he is made to do.
- (3) that lives on earth.
- (4) because the men want to sell the elephant's tusks.
- (5) The elephant is bigger than any other animal.

(b) *Answer the following questions in full sentences.*

- (1) How many stanzas are there in this poem?
- (2) How many lines are there in each stanza?
- (3) If the poet is not known, what do we write?
- (4) What is this poem about?
- (5) Why do people hunt elephants?

C. Extended language use

(a) *Look at these two words: two blue. Say them aloud and you will see that they have the same (vowel) sound. Such words are called rhymes. Here are a few more examples of rhyming words: cat bat; tall ball; cry try.*

Now give a word from the poem which rhymes with each of the following:

(1) found (2) tell (3) mild (4) talks (5) game

(b) *Punctuate the following.*

(1) when wild hes hunted by the men that they his tusks may sell

(2) if hes mocked or treated ill he becomes very angry

(3) hes larger than any other animal

(c) *Copy out the following paragraphs in your exercise book, using the correct form of each word given in brackets.*

The elephant (be) found in Asia and Africa. It (be) larger than any other animal which (live) on earth.

When an elephant (be) tame, he (work) for us. He (do) what he (be) asked to do. But when we (be) unkind to him and he (be) treated badly, he (become) very angry.

A wild elephant (be) often hunted for (he) tusks. The tusks (be) useful. We (use) them to make many beautiful things such as combs, hairpins, brooches and buttons.

D. Spelling and dictation

Learn all the new words and phrases in the poem. Your teacher will give you spelling and dictation exercises.

REVIEW EXERCISES

A. Words and word forms

(a) *Choose the right word.*

- (1) Both these lines are three inches long. They are (A. true B. false C. equal) in length.
- (2) When my little dog died, I was very (A. sad B. happy C. hungry).
- (3) Crossing a road without looking is very (A. brave B. difficult C. dangerous).
- (4) I want to know the length of this table. Please give me a ruler to (A. measure B. hit C. count) it.
- (5) There was a big fire last night. It (A. rescued B. destroyed C. drove away) fifty houses.

(b) *Give the right word. The first letter is given to help you.*

- (1) A person who draws and paints well is an a
- (2) That hill has a t Trains can go in from one side and come out from the other side.
- (3) When fire does good things for us, it is our s
- (4) I will give you a little c for your bird.
- (5) It is very w in summer.
- (6) The school is not near our house. It is quite f
- (7) An a is a car which carries people who are ill or hurt to a hospital.
- (8) A cat and a dog are not the same. They are d
- (9) Useless things are called r
- (10) A n is a bird with a very sweet voice.

(c) *Write out each sentence below, using the correct form of each word given in brackets.*

- (1) I saw three (man) in the forest.
- (2) The elephant is the (big) land animal.
- (3) Long ago people (do) not know how to make fire.
- (4) A goat is (small) than a cow.
- (5) (Play) with matches is dangerous.
- (6) Two firemen ran into the (burn) house and rescued the old lady.
- (7) There (be) many beautiful birds in this forest.

- (8) The fire in the kitchen got bigger, and soon the roof (catch) fire.
- (9) Fire (become) a bad master when it destroys houses and makes people homeless.
- (10) Last year, I (receive) a beautiful present from my parents.

B. Comprehension

Read the passage below and do the exercises that follow.

Maung Soe, Maung Thaung and Maung Win are brothers. Maung Soe is ten years old, Maung Thaung is twelve and Maung Win is fourteen. They are very fond of animals, that is, they like animals and they have one kind of animal each.

The eldest has a little dog. He keeps his dog in a kennel, which is a house for a dog. The second boy has a little parrot, and he keeps it in a cage. He has taught his little bird to sing and talk. The youngest boy has a little rabbit, and this little rabbit stays in a hutch, which his eldest brother made for him.

The three boys never forget to feed their animals. The little dog gets rice, some meat and bones every day. The little rabbit gets a lot of green leaves to eat. And the parrot gets plenty of fruit and seeds to eat. The three boys love their animals very much and they play with them every day.

(a) *Complete the answer to each question below by giving the correct word or phrase from the passage.*

- (1) What are the names of the three brothers?
The names of the three brothers are
- (2) What does "They are **fond of** animals." mean?
"They are **fond of** animals." means "They"
- (3) What is a house for a dog called?
A house for a dog is called a
- (4) What is a house for a rabbit called?
A house for a
- (5) What is a parrot?
A parrot is a kind of

(b) *Answer the following questions in full sentence.*

- (1) Who is the eldest boy?
- (2) Who is the youngest boy?
- (3) Who is the second boy?

- (4) What animal does Maung Thaung have?
- (5) What animal does Maung Soe have?
- (6) What animal does Maung Win have?
- (7) What does the dog get to eat?
- (8) What does the rabbit get to eat?
- (9) What does the parrot get to eat?
- (10) What does "feed their animals" mean?

C. Writing

(a) *Write a question for each answer below. The first one is done for you as an example. Remember that your question must begin with the word or words given in brackets.*

- (1) The boys are playing in that room. (Where)
Where are the boys playing?
- (2) Ko Ko went to Kalaw last summer. (Where)
- (3) Than Than has a little kitten. (What)
- (4) Moe Moe is crying because her little parrot has died. (Why)
- (5) Hla Hla and Mya Mya brought these flowers. (Who)
- (6) The boys came at ten o' clock. (When)

(b) *Punctuate the following.*

- (1) once upon a time there was a little boy
- (2) our king likes your singing said the kings men
- (3) i keep my books in that desk said maung tun win
- (4) where are you going
- (5) what is that boys name

(c) *Use the correct form of the word given in brackets and make a sentence for each set of words below. The first one is done for you as an example.*

- (1) the elephant big land animal
The elephant is the biggest land animal.
- (2) your pencil long than mine
- (3) San San pretty in our school
- (4) Nyi Nyi clever boy in our class
- (5) my bag small than hers
- (6) Khin Khin's handwriting good than mine

(d) *Complete the answers to the following questions.*

- (1) What is your name?
My name is
- (2) Who are your parents?
My parents U and Daw
- (3) Where do you live?
I at No. , Road.
- (4) How old are you?
I years
- (5) What grade are you in?
I am in
- (6) What is the name of your school?
The name of is Basic School No.

(e) *Now write the title **MYSELF** and copy out your six answers in the form of a paragraph.*

LESSON 4

GULLIVER AND THE LITTLE PEOPLE (1)

Many, many years ago, there was a doctor. He was a ship's doctor, that is, he worked on a ship. His name was Gulliver.

In those days, ships were made of wood. They did not have engines like our ships today. They had sails, which are large strong sheets of cloth. These were tied to the masts, or poles, of the ship and when the wind blew, the sails caught the wind and the ship moved.

One day, while the ship on which Doctor Gulliver worked was sailing across a sea, a very bad storm broke out. The wind was very strong and the sea was very rough. Suddenly, the ship hit a big rock and broke to pieces. The sailors jumped into the sea and swam. Gulliver, too, jumped into the sea and swam.

He swam hard and he swam for many days and nights. At last he saw land and he swam towards it. When he reached the shore, he was very tired. He threw himself onto the warm sand. He was too tired to keep his eyes open. Soon he fell asleep.



When he woke up, he tried to get up, but he could not. He was held down by a number of ropes. His feet, legs, body, arms, hands and even his hair were all pinned to the ground.

Then something climbed onto his leg, walked up his body towards his head, and stood close to his chin. Gulliver looked at it. It was a very small man. He was only about fifteen centimetres high. He held a bow and arrow in his hand.

While he was looking at this very, very small man, forty more little men climbed onto him. Gulliver was surprised and was frightened, too. So he gave a very loud shout and immediately all the little people ran down.

Then Gulliver tried to break the ropes, but they were too strong for him to break. However, Gulliver pulled hard and a few ropes broke. He could now move one of his arms a little. When the little people saw this, they began to shout and started shooting their arrows at Gulliver. The arrows were very small and so they did not hurt Gulliver much. However, Gulliver stopped moving and he lay still. The little people stopped shooting.

The little people then built a platform near Gulliver's head. When the platform was finished, it was high enough for the little people to see Gulliver's face and speak into his ear. The little people then climbed onto the platform and one of them spoke to Gulliver. The little man's voice was too small for Gulliver to hear. He had to try very hard to hear what the little man was saying. The little man was trying to find out who Gulliver was and where he was from.

Gulliver answered the little man's questions. Then he asked for some food. The little men hurried away, but soon came back with baskets and baskets of meat and loaves of bread. The pieces of meat and the loaves of bread were many, but they were very, very small. They were too small for Gulliver to eat one at a time. So he put two or three pieces of meat and about four loaves of bread into his mouth at the same time. When he had eaten enough, he closed his eyes. He was very tired, and he soon fell asleep.

EXERCISES

A. Vocabulary

- (a) Match the words on the left with their meanings on the right. Write your answers as: A, B, C, D or E, accordingly.

Words Meanings

- | | |
|-----------------|---|
| (1) sail | A. at once |
| (2) mast | B. move quickly |
| (3) immediately | C. large, strong sheet of cloth to catch the wind |
| (4) still | D. pole on a ship for a sail |
| (5) hurry | E. without moving |

- (b) Complete each sentences below by supplying the most suitable word from the ten given in the box.

enough	hurry	mast	reach	still
frightened	immediately	platform	sail	tired

- (1) We are late. We will miss the train. Let's
- (2) That little boat has only one to catch the wind.
- (3) Do you have money to buy that shirt?
- (4) When she saw the snake, she was
- (5) The teacher told the boys to sit and not to move.
- (6) The little people wanted to see Gulliver's face. So they built a
.....
- (7) If we travel by car from Yangon, we can Hmawbi in one
hour.
- (8) We must tie this sail to that
- (9) After swimming for two hours, I felt very
- (10) Our mother is very ill. We must call the doctor

B. Comprehension

- (a) *Which paragraph gives the following points? Write your answers in your exercise book in phrases like: the first paragraph, the second paragraph, etc., accordingly.*
 - (1) Gulliver was hungry.
 - (2) The little people tied Gulliver up with ropes.
 - (3) A storm destroyed the ship.
 - (4) Gulliver worked on a ship.
 - (5) Gulliver saw such small people for the first time.
- (b) *Who or what did the following in the story? Write your answers in your exercise book in one word or one phrase.*
 - (1) brought food for Gulliver
 - (2) worked as a ship's doctor
 - (3) shot arrows at Gulliver
 - (4) built a platform
 - (5) swam for many days and nights
 - (6) broke the ship to pieces
 - (7) made ships of long ago move
 - (8) tied Gulliver with ropes
 - (9) caught the wind
 - (10) tried to break the ropes

(c) *Answer the following questions in full sentences.*

- (1) What was the name of the ship's doctor?
- (2) Why did the boat break to pieces?
- (3) What did Gulliver do when he reached the shore?
- (4) Why did Gulliver fall asleep on the warm sand?
- (5) What happened when Gulliver pulled hard and broke a few ropes?

C. **Extended language use**

(a) *Use too to and put into one sentence the ideas given by the two sentences in each pair below. The first three are done for you as examples.*

- (1) Gulliver was very tired. He could not keep his eyes open.
Gulliver was **too** tired **to** keep his eyes open.
- (2) The little men were very small. They could not see Gulliver's face.
The little men were **too** small **to** see Gulliver's face.
- (3) The arrows were very small. They did not hurt Gulliver much.
The arrows were **too** small **to** hurt Gulliver much.
- (4) The little boy is very small. He cannot carry that bag.
- (5) This book is very big. It will not go into my bag.
- (6) The old man is very weak. He cannot get up and walk.
- (7) He is very slow. He cannot finish this work in one hour.
- (8) That table is very big. It will not go through this door.

(b) *Use too for to and put into one sentence the ideas given by the two sentences in each pair below. The first three are done for you as examples. (Note: the change in pronoun form after 'for'.)*

- (1) The ropes were very strong. He could not break them.
The ropes were **too** strong **for** him **to** break.
- (2) The box was very heavy. I could not lift it.
The box was **too** heavy **for** me **to** lift.
- (3) He ran very fast. She could not catch him.
He ran **too** fast **for** her **to** catch.
- (4) Gulliver was very big. The little men could not speak into his ear.
- (5) These words are very long. I cannot remember them.
- (6) The table was very heavy. We could not move it.
- (7) The sea was very rough. We could not swim to shore.

(8) Her handwriting was very bad. I could not read it.

(c) *Rewrite each sentence below, beginning with the word or words given in brackets. The first three are done for you as examples.*

(1) The storm broke the ship to pieces. (the ship)

The ship was broken to pieces by the storm.

(2) Ko Tin drew this map. (this map)

This map was drawn by Ko Tin.

(3) Strong ropes held him down. (he)

He was held down by strong ropes.

(4) The little people tied Gulliver up. (Gulliver was)

(5) A young man brought this letter. (this letter)

(6) The girls sweep this room every day. (this room is)

(7) U Sein wrote those letters. (those letters were)

(8) The little people built a big platform. (a big platform)

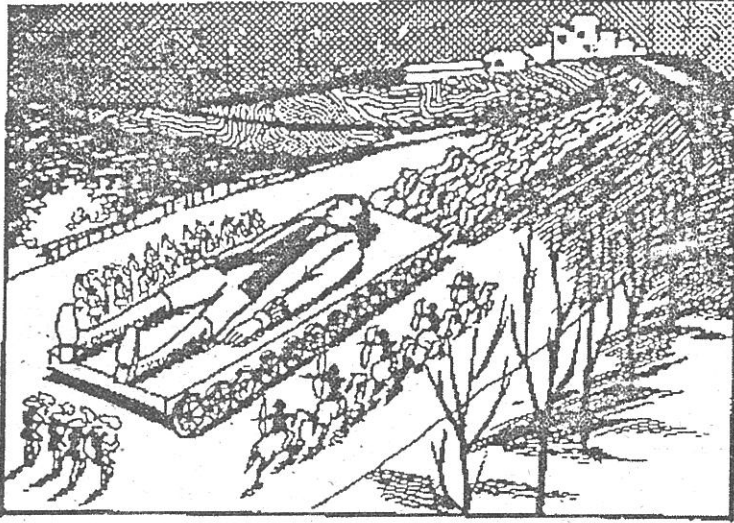
D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

LESSON 5

GULLIVER AND THE LITTLE PEOPLE (2)

While Gulliver was sleeping, the little people built another platform. This platform was much bigger than the first, and it had wheels. Because it had wheels, it looked like a cart; and because it was big, it looked like a huge cart. For the little people, the cart was very very big indeed; but for Gulliver, it was just big enough for him to sleep on.



This huge cart was built by five hundred carpenters, who worked very hard and very fast. The cart was finished before Gulliver woke up, and while he was still asleep, thousands of the little people lifted him onto the cart. Then they tied him firmly to the cart. Gulliver was still asleep when the cart began to move. It was drawn, or pulled by hundreds of little horses. Thousands of little soldiers with bows and arrows rode on horses on each side of the cart. The little people were now taking Gulliver to their King.

When they reached the city, they stopped in a large field in front of the palace. The King came out, looked at the huge man on the cart, and said to his men, "Take him to the biggest temple in the city and keep him there."

So the little people took Gulliver to the largest temple they had. For the little people, the temple was really very big; but for Gulliver, it was just big enough for him to crawl into. When they got to this temple, they unfastened the ropes which tied Gulliver down to the cart. Gulliver got down from the cart and crept into the temple.

The King and the little people were very kind to Gulliver. They fed him well and kept him well. Soon, Gulliver and the little people became very good friends.

One day, a little man came to Gulliver. He was sent by the King. He looked very sad. "Doctor Gulliver," he said, "there's going to be a war."

"A war?" asked Gulliver. "Between whom?"

"Between us and the people who live on an island across the sea," replied the little man. "They are going to sail across the sea in their ships and come here to our island and attack us," he added.

"Don't be afraid," said Gulliver. "I'll help you."



Gulliver quickly made fifty iron hooks, fastened each hook to a piece of rope, and swam across the sea with his hooks and ropes to the enemy island. There he put a hook on each ship and pulled fifty of the enemy ships across the sea back to his little friends.

The little people were very happy when they saw Gulliver with their enemy ships. They clapped their hands and jumped and shouted with joy. Their King was also very pleased.

"Thank you, Doctor Gulliver," said the King, "for helping us this way. But the enemy still has some more ships. Please go across the sea once more and destroy all their ships."

"No," answered Gulliver, "No, I won't. I don't like war."

The King was not happy now and some of the little people became angry and they wanted to kill Gulliver. However, their King told them not to do such a thing, and they let Gulliver stay on.

But Gulliver was not as happy as before. So, one day, when he found near the sea-shore a boat big enough to carry him, he rowed out to sea. After a day or two in the open sea, some sailors on a big ship saw him. They threw down a rope ladder and Gulliver climbed up to the ship. He told the sailors who he was and they took him back to England.

EXERCISES

A. Vocabulary

(a) Give from the story one word which means the same as each of the following. The first letter is given to help you. You must give the other letters, one letter for one blank.

- | | |
|--|---------|
| (1) pulled | d _____ |
| (2) tied | f _____ |
| (3) big grand house where a king lives | p _____ |
| (4) really | i _____ |
| (5) in a way not to let something
move or shake | f _____ |
| (6) answered, or said something back | r _____ |
| (7) said something more | a _____ |
| (8) not awake | a _____ |
| (9) big | h _____ |

(b) Complete each sentence below by supplying the most suitable word from the nine given in the box.

add	fasten	indeed
asleep	firmly	palace
draw	huge	reply

- (1) The thief cannot run away. The police have tied him up
- (2) She is very kind and I am very thankful to her.
- (3) Go and get the horses to this cart.
- (4) I need a box to put all my fifty books in.

- (5) I got home very late last night and everyone was when I rang the bell.
- (6) King Mindon built the in Mandalay.
- (7) We get four when we two and two.
- (8) I asked him a question but he did not
- (9) Use this piece of rope to your box.

B. Comprehension

- (a) *Which paragraph gives the following points? Write your answers in your exercise book as: the first paragraph, the second paragraph, etc., accordingly.*
 - (1) The little people had a King.
 - (2) The little people lived on an island.
 - (3) The little people took good care of Gulliver.
 - (4) The little people were afraid of the people on another island.
 - (5) Gulliver left the island of the little people.

- (b) *Who or what did the following in the story? Write your answers in your exercise book in one word or one phrase.*
 - (1) built the huge cart
 - (2) took away fifty of the enemy ships
 - (3) sent a little man to Gulliver to ask for help
 - (4) drew the huge cart
 - (5) told Gulliver to go to the other island again
 - (6) took Gulliver home

- (c) *Answer the following questions in full sentences.*
 - (1) Where did the little people take Gulliver to from the sea-shore?
 - (2) Why did Gulliver say that he would not go to the other island again?
 - (3) Why did some of the little people become angry?
 - (4) Where did the little people keep Gulliver?
 - (5) Who told Gulliver to destroy all the enemy ships?

C. Extended language use

(a) Write a "Yes" answer and a "No" answer to each of the questions below, using the words given in brackets. The first two are done for you as examples.

- (1) Will that box hold all these books? (big enough)
Yes. That box is **big enough** to hold all these books.
No. That box is **not big enough** to hold all these books.
- (2) Can Ko Ko carry that bag? (strong enough)
Yes. Ko Ko is **strong enough** to carry that bag.
No. Ko Ko is **not strong enough** to carry that bag.
- (3) Will this room hold forty students? (large enough)
- (4) Can Aye Aye do these sums? (clever enough)
- (5) Can he look after himself? (old enough)
- (6) Can Nyi Nyi reach the top shelf? (tall enough)
- (7) Will the table go through that door? (small enough)

(b) Use **told** **that** to rewrite each sentence below. The first three are done for you as examples.

- (1) "Doctor Gulliver, there's going to be a war," said the little man.
The little man **told** Doctor Gulliver **that** there **was** going to be a war.
- (2) "Ko Tun, there are some letters for you on the table," said Ma San.
Ma San **told** Ko Tun **that** there **were** some letters for **him** on the table.
- (3) "Aye Aye, there's an apple for you in the basket," said U Mya.
U Mya **told** Aye Aye **that** there **was** an apple for **her** in the basket.
- (4) "Maung Myo, there's going to be a test," said U Thein.
- (5) "There's a new shirt for you, Aye Min," said Daw YinYin.
- (6) "Than Than, there's going to be a basketball match," said the captain.
- (7) "There are four new books for you, Aung Aung," said Su Su.
- (8) "Si Si, there's going to be a picnic on Saturday," said Moe Moe.

(c) Punctuate the following.

- (1) we thank you doctor gulliver said the king
- (2) i will help you said doctor gulliver
- (3) will you help us doctor gulliver asked the little man

- (d) *The following paragraph was written by one of the little men who took Gulliver to their King. But the little man has left out ten very important verbs.*

Copy the paragraph in your exercise book, filling the blanks with suitable verbs from the story.

First, we a big platform. It was seven feet long and four feet wide. It was big enough for Gulliver toon. Next, we put wheels under the cart. There ten wheels on each side. Now the platform like a huge cart. Then, we Gulliver and him onto the cart. He was still asleep. After that, we him firmly to the cart. Finally, hundreds of little horses began to the huge cart. That how we Gulliver to our King.

D Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

LESSON 6

HEALTHY HABITS FOR HEALTHY LIVING

What is a habit? A habit is something we do again and again, but we do it without thinking much about it. We also do it quite regularly. For example, we go to bed every night and get up from bed every morning. Therefore, going to bed at night is a habit. And getting up from bed in the morning is a habit, too. In the same way, drinking a cup of coffee every morning and drinking a cup of tea every afternoon are habits.

There is one important thing we must know about a habit. Once we have got a habit, we cannot drop it easily. It is very difficult to drop a habit, or break a habit. For instance, look at the people who smoke. They smoke in the morning, they smoke in the afternoon and they smoke at night. They just cannot stay without smoking. Smoking has become a habit with them, and it is very difficult for them to break that habit.

Now let us look at some habits. Remember that some habits are good and some are bad. Habits that make us healthy and keep us healthy are good habits; but habits that make us ill are not.

One good habit for our health is getting enough sleep. Our body needs rest, and sleep is the best rest. Children of your age need ten hours' sleep every night to be healthy. There are two ways of getting this ten hours' sleep. You can go to bed early at night and get up early in the morning. Or you can go to bed late at night and get up late in the morning. Which of those two ways is better?

Taking exercise is another habit which is good for our health. But do you know what 'exercise' means? Well, 'exercise' is movement of our body, and this movement keeps our body strong and healthy. For example, walking is one kind of exercise. Cycling, swimming, running and playing games such as tennis, badminton, football, volleyball are other kinds of exercise.

Our body needs exercise because exercise makes the blood in us flow fast and flow well to all parts of our body. Blood carries food and oxygen and every part of our body needs them. Exercise also makes our muscles strong. That is why we should take exercise regularly.

Remember one more thing. Our body needs fresh air. Fresh air is good for our health; but foul, or bad air is not. Therefore, keeping at least one window open while we are sleeping at night is a good habit. Taking exercise in a place where there is plenty of fresh air is a good habit, too.

EXERCISES

A. Vocabulary

- (a) Give from the passage a word or a phrase which means the same as each of the following.
- (1) not easy
 - (2) example (in For example)
 - (3) drop (in drop a habit)
 - (4) foul (in foul air)
 - (5) better than all the others
- (b) Give from the passage the group of words which gives the meaning of each of the following.
- (1) a habit (2) exercise (3) good habits (4) bad habits
- (c) Complete each sentence below with a suitable word or phrase from the passage.
- (1) A habit which we have got is difficult to
 - (2) Swimming is the best
 - (3) Most boys like to play games football, basketball and volleyball.
 - (4) Taking is good for the muscles.
 - (5) He likes tea very much. He cannot stay drinking it three times a day.

B. Comprehension

- (a) Which paragraph gives the following points? Write your answers in your exercise book as: the first paragraph, the second paragraph, etc., accordingly.
- (1) exercise is good for our body
 - (2) the meaning of 'habit'
 - (3) example of habits
 - (4) it is hard to break a habit
 - (5) everybody needs sleep
- (b) Answer the following questions in full sentences.
- (1) What are the four good habits described in this passage?
 - (2) Which is better, going to bed late or going to bed early?

- (3) What habit does the writer give as an example to show that it is very hard to break a habit?
- (4) Why does our body need exercise?
- (5) How many hours' sleep do children of your age need?

(c) *Say whether the following habits are good or bad according to the passage.*

- (1) sleeping with all the doors and windows closed
- (2) taking a walk every morning
- (3) sleeping little
- (4) going to bed early and getting up late
- (5) going to bed late and getting up late
- (6) going to bed early and getting up early
- (7) going to bed late and getting up early
- (8) taking exercise in a place where the air is not clean and fresh

C. Extended language use

(a) *Copy the paragraph below, filling the blanks with suitable words.*

Zin Zin is a very good girl. She very good habits. Every day, she to bed early and up early in the morning. She usually for nine hours every night. She a walk early in the and also in the after her dinner. When she at night, she always the window near her bed open. Because of these habits, Zin Zin is and

(b) *Now write a paragraph about Tun Tun. He is not good like Zin Zin. Begin your paragraph like this: Tun Tun is a bad boy.*

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

A STRANGE MAN

In Greece, a country in southern Europe, there lived a man about two thousand years ago. His name was Diogenes (di-AW-jin-neeZ).

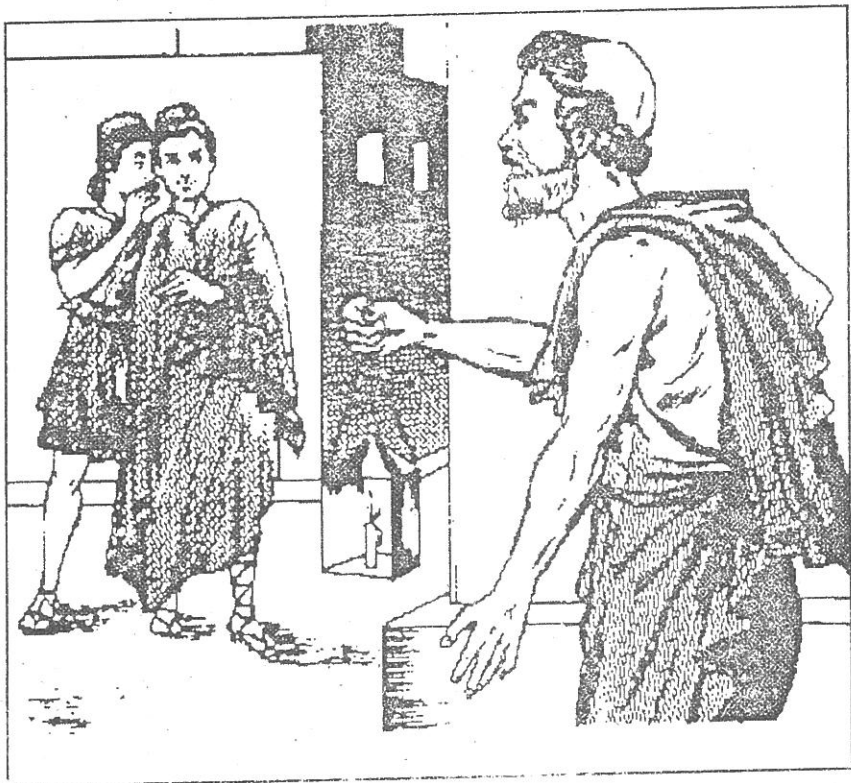
He was a strange man, and people did not understand why he did certain things. One day, for example, Diogenes saw a little boy drinking water. The boy did not have a cup; he was using his two hands as a cup. Diogenes at once threw away his own cup. A few days later, he gave away all his money and clothes. He even gave away his house, and went to live in a tub.

When some people asked him why he had given away his things, Diogenes answered:

“I don’t need them. I can live without those things.”

The people just could not understand Diogenes, and many of them thought that he was mad.

Once, in broad daylight, Diogenes walked through the streets of the city. He was carrying a lighted lantern in his hand.





“What are you doing, Diogenes?” asked one man. “The sun is shining and the streets are bright, aren’t they?”

“My friend,” answered Diogenes. “I’m looking for an honest man.”

One day, Alexander the Great came to the city where Diogenes was living. Alexander was a great general. He had fought and won many battles. While he was walking through the city, Alexander saw Diogenes. Diogenes was drawing squares, triangles and circles in the sand beside a street. He was working out a problem in geometry.

Alexander stood before Diogenes and his shadow fell across the squares, triangles and circles.

“What do you want most, Diogenes?” asked Alexander. “Tell me and I shall grant you your wish.”

“Please, General,” said Diogenes, looking up at the great soldier. “I want you to move away, because your shadow has fallen across my work. I cannot see.”

Alexander smiled, moved to one side, and said, “I like you Diogenes. I like you very much. If I were not Alexander, I would like to be Diogenes.”

EXERCISES

A. Vocabulary

(a) Give from the story one word which means the same as each of the following. The last letter of each word is given. You must give the other letters, one letter for each blank.

- | | |
|--|---------|
| (1) not dark | _____ t |
| (2) not usual; hard to understand | _____ e |
| (3) in front of | _____ e |
| (4) we use this when it is dark and cannot see | _____ n |
| (5) large town | _____ y |

(b) Use the most suitable word from the five you have given for (a) to complete each sentence below.

- (1) In the English alphabet, B comes after A and C comes D.
- (2) A town is not as big as a
- (3) We do not need any light. The room is enough.
- (4) He showed me a bird. I had never seen a bird like that before.
- (5) It is very dark in this room. Please bring a

B. Comprehension

- (a) *Who did the following? Give your answer in one word or one phrase.*
- (1) looked for an honest man
 - (2) used his two hands as a cup
 - (3) drew squares, triangles and circles
 - (4) thought that Diogenes was mad
 - (5) wanted to be Diogenes
- (b) *Answer the following questions in full sentences.*
- (1) Who is this story about?
 - (2) What is Greece?
 - (3) Who was Alexander the Great?
 - (4) Why did Diogenes give away his money and clothes?
 - (5) Where were the squares, triangles and circles?

C. Extended language use

- (a) *Rewrite each sentence below in two ways. First, use asked Then, use wanted to know.....*
- The first three are done for you as examples.
- (1) "What are you doing, Diogenes?" said one man.
One man **asked** Diogenes what he was doing.
One man **wanted to know** what Diogenes was doing.
 - (2) "What do you want, Diogenes?" said Alexander.
Alexander **asked** Diogenes what he wanted.
Alexander **wanted to know** what Diogenes wanted.
 - (3) "Why are you crying, Khin Khin?" I said.
I **asked** Khin Khin why she was crying.
I **wanted to know** why Khin Khin was crying.
 - (4) "Where are you going, Tun Tun?" said the teacher.
 - (5) "What are you reading, Sein Sein?" said Zaw Min.
 - (6) "When are you coming, Ko Thaw?" said Daw Su.
 - (7) "How did you come, Nyi Nyi?" said Than Than.
 - (8) "Where do you live, Maung Kaung?" said the lady.
 - (9) "Why did you go to Kalaw, Myo Aung?" said Daw Lay.
 - (10) "What are you eating, San San?" said Ko Tu.

(b) Use the word or words given in brackets to make a question for each of the following. The first three are done for you as examples.

- (1) Greece is in southern Europe. (Where)
Where is Greece?
- (2) Diogenes gave away his money and clothes. (What did)
What did Diogenes give away?
- (3) Some people thought that Diogenes was mad. (Who)
Who thought that Diogenes was mad?
- (4) Ko Ko went to Tharzi. (Where did)
- (5) Daw Swe lives in Hmawbi. (Where does)
- (6) They came last week. (When)
- (7) They came by train. (How)
- (8) U Mya is in the garden. (Where)
- (9) Ko Win took away Nyi Nyi's book. (Whose book)
- (10) The train leaves at 6 o'clock. (When)
- (11) The baby is crying because he is hungry. (Why)
- (12) A man brought this letter. (Who)

(c) Practise the following dialogue with your friend.

Speaker One: What's Maung Maung **doing**?

Speaker Two: I'm sorry I don't know what he's **doing**.

Change roles and practise further with: reading, drawing, eating, looking at, laughing at

(d) Punctuate the following.

once about two thousand years ago there lived a man in greece a country in southern europe his name was diogenes he was a strange man he did many unusual things and some people thought that he was mad

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

MY COUNTRY

I ought to love my country,
The land in which I live;
Yes, I am very sure my heart
Its truest love should give.

For, If I love my country,
I'll try to be a man
My country may be proud of,
And if I try, I can.

She wants men brave and noble,
She needs men true and kind.
My country needs that I should be
The best man she can find.

ANONYMOUS.

NOTES

1. ought to = should
Example: We **ought to** get up early. = We **should** get up early.
2. true = faithful: truest = most faithful
3. she = (pronoun) used in place of 'my country'
4. Like in the poem (The Elephant) on page 22 the positions of some words in some lines have been changed.
Example: (3rd and 4th lines of the first stanza)
... my heart its truest love should give.
... my heart should give its truest love.

EXERCISES

A. Vocabulary

Give from the poem a word which means the same as each of the following. To help you, the first letter of each word and the line where you can find it are given. You must give the other letters, one letter for one blank.

- (1) better than others (3rd stanza, 4th line) b ____
- (2) most faithful (1st stanza, 4th line) t _____
- (3) country (1st stanza, 2nd line) l _____
- (4) should (1st stanza, 1st line) o _____ to
- (5) needs (3rd stanza, 1st line) w _____
- (6) work hard to get something or
to be something (2nd stanza, 2nd line) t ____

B. Comprehension

- (a) Which stanza gives which ideas? Write your answer as: **the first stanza, the second stanza, the third stanza**, accordingly.

- (1) We should work hard to become good men for our country.
- (2) We should be faithful to our country.
- (3) Our country needs faithful men.

- (b) Answer the following questions in full sentences.

- (1) What does 'anonymous' mean?
- (2) How many stanzas are there in this poem?
- (3) How many lines are there in each stanza?
- (4) What two words in the first stanza rhyme?
- (5) What two words in the second stanza rhyme?
- (6) What two words in the last stanza rhyme?
- (7) What should our heart give to our country?
- (8) What kind of men does our country need?
- (9) If we love our country, what must we try to be?

C. Extended language use

- (a) Rewrite each sentence below in the usual way. The first one is done for you as an example.

- (1) She wants men brave and noble
She wants **brave and noble men.**

- (2) She needs men true and kind.
- (3) We need boys strong and healthy.
- (4) She is a woman kind and gentle.
- (5) He was a soldier great.
- (6) I like apples red and juicy.

(b) *Give from the poem a word which rhymes with each of the following.*

- (1) cart (2) fan (3) buy (4) sand (5) blue

D. Spelling and dictation

Learn the new words in the poem. Your teacher will give you spelling and dictation exercise.

REVIEW EXERCISES

A. Words and word forms

(a) *Choose the right word.*

- (1) Last year, I (A. caught B. received C. reached) many books from my brother.
- (2) It is not easy to (A. drop B. drive C. destroy) a bad habit.
- (3) We were (A. frightened B. tired C. pleased) when a big snake came out of the hole.
- (4) A (A. circle B. triangle C. square) has four sides.
- (5) This box is very heavy. Can you (A. lift B. rescue C. start) it?

(b) *Give the right word. The first letter is given to help you.*

- (1) That little bird sings very beautifully. It has a sweet v
- (2) My work is easy, but yours is d
- (3) Going to bed early is a good h
- (4) We should take e to make our muscles strong.
- (5) Did the fire d many houses?
- (6) The baby is not awake. It is a
- (7) What is the answer to this q
- (8) That big boat has thro s to catch the wind.
- (9) Long ago, soldiers used bows and a
- (10) Maung Pu is a strong and h boy.

(c) *Begin each question below with the most suitable word from the five given in the box.*

Who	What	When	Where	How
-----	------	------	-------	-----

- (1) will you come, in the morning or in the evening?
- (2) does U Mya live, Pyin-Oo-Lwin or Sagaing?
- (3) brought these mangoes?
- (4) did he go to Kalaw, by car or by train?
- (5) is the name of that girl?

(d) Rewrite the following sentences, using the correct form of the words given in brackets.

- (1) (I) house is big, but (he) is bigger.
- (2) A goat is (small) than a cow.
- (3) The (child) are walking (slow).
- (4) How many (boy) are there in your class?
- (5) We (go) to Taunggyi last summer.
- (6) Sometimes, we use fire to keep (we) warm.
- (7) The elephant (be) the (large) land animal.

B. Comprehension

Read the passage below and answer the questions that follow.

Yesterday, the postman brought a letter for Maung Soe. Maung Soe was very happy. He opened the letter at once and read it. It said.

No. 9, Park Road
Myo-Thit
20th August 1983

Dear Maung Soe,

How are you? I hope you are in good health. I'm fine and all the others in my family are fine, too.

Last week, our teacher told us a story. It was about a little girl. Her name was Snow White. She lived in a little house in a big forest. She was a very kind girl and she had seven little friends. They were little dwarfs. Do you know what a dwarf is? A dwarf is a very small man. Well, these seven dwarfs lived with Snow White. They loved Snow White very much and she loved them, too. She cooked for them and washed their clothes. They grew beautiful flowers in the garden for Snow White. Sometimes, when Snow White was sad and unhappy, the little dwarfs sang and danced to make her happy.

Well, it was a very good story and we liked it very much. Does your teacher sometimes tell you a story? What stories has she told you? Please write to me and tell me a story you have heard from your teacher.

This is all for now. Please give my love to your little brother, Nyi Htoo.
With best wishes.

Your loving friend,
San San Win.

(a) *Say whether the following statements are true or false according to the passage.*

- (1) The letter is for Snow White.
- (2) San San Win is Maung Soe's friend.
- (3) San San Win lives in Myo-Thit.
- (4) Nyi Htoo is a dwarf.
- (5) Snow White sang and danced to make the seven dwarfs happy.

(b) *Give just one word or one phrase to show who did the following according to the passage. The first one is done for you as an example.*

- (1) brought the letter **Ans: the postman**
- (2) wrote the letter
- (3) lived in a big forest
- (4) made the girl in the story happy
- (5) received the letter
- (6) grew beautiful flowers

(c) *Answer the following questions in full sentences.*

- (1) Who received the letter?
- (2) Who told the story about Snow White to San San Win?
- (3) Where does San San Win live?
- (4) What is a dwarf?
- (5) Who is Nyi Htoo?

C. Writing

(a) *Rewrite each sentence below, beginning with the word or words given in brackets. The first one is done for you as an example.*

- (1) Strong ropes pinned Gulliver down. (**Gulliver**)
Gulliver was pinned down by strong ropes.
- (2) San San Win wrote that letter. (**That letter**)
- (3) The postman brought the letter. (**The letter**)
- (4) Snow White washed their clothes. (**Their clothes**)
- (5) The little people built the big cart. (**The big cart**)
- (6) The sailors took Gulliver back to England. (**Gulliver**)

(b) Use **too** **to** to put into one sentence the ideas given by the two sentences in each pair. The first one is done for you as an example.

- (1) Su Su is very ill. She cannot go to school.
Su Su is **too** ill **to** go to school.
- (2) That book is very big. It will not go into my bag.
- (3) The boat was very small. It could not hold all the ten men.
- (4) Ko Aung was very tired. He could not work anymore.
- (5) Mother is very busy. She cannot help you now.
- (6) Niy Nyi is very short. He cannot reach the top branch.

(c) Below is a letter written by Maung Soe to San San Win, but there are 20 blanks in the letter. Copy out the letter in your exercise book, filling the blanks with the most suitable word or phrase from those given in the box.

good	Dear	you	No. 40
I	your	fine	but
Maung Soe	sometimes	sister	yesterday
Market Road	now	Your loving friend	want
for	San San Win	Myingyan	27 th August 1983

_____, _____
(1) (2)

(3)

(4)

_____, _____
(5) (6)

Thank you _____ your letter. I received it just _____. I'm fine. I hope
(7) (8)
you are _____, too.
(9)

I liked the story with _____ teacher told you. Our teacher too, _____ tells
(10) (11)
us stories. Some stories are _____, but some are not good. I _____ to tell you
(12) (13)
one of them, _____ the stories are too long. So _____ won't tell you now, I'll tell
(14) (15)
_____ in my next letter.
(16)

Good-bye for _____. Give my love to your little _____ Mi Tu.
(17) (18)

(19)

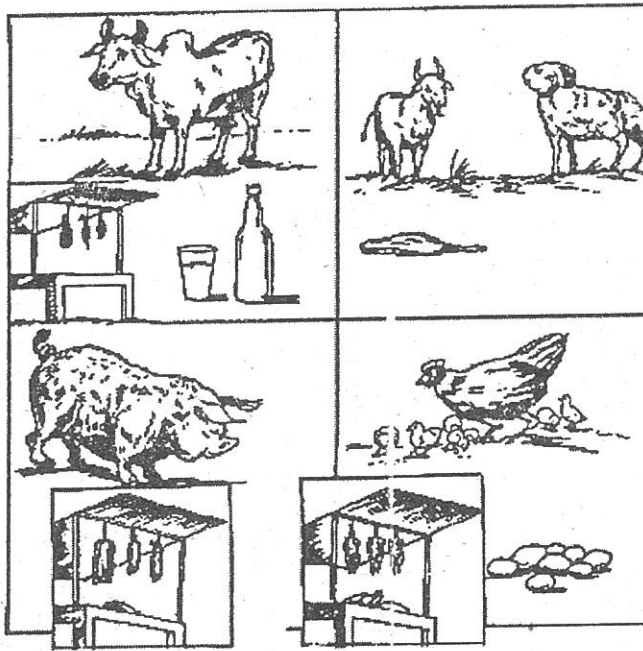
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LESSON 8






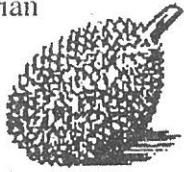


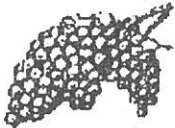



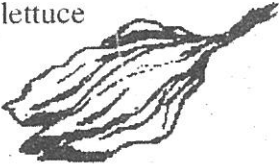
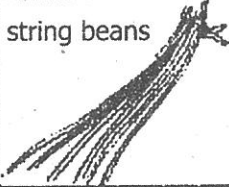
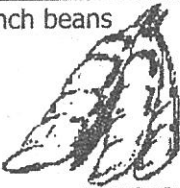



MORE HEALTHY HABITS FOR HEALTHY LIVING

In Lesson 6, we read about four good habits for healthy living. Do you remember them? They are: (1) getting enough sleep, (2) taking exercise regularly, (3) keeping at least one window open when we sleep at night and (4) taking exercise where there is plenty of fresh air.

Today we will look at a few more good habits for healthy living. One of them is eating the right kind of food. All of us eat something once, twice, thrice or even four times a day. Usually, however, most of us have three meals a day: breakfast in the morning; lunch at noon or a little after noon; and dinner in the evening. Sometimes, we have tea between lunch and dinner.

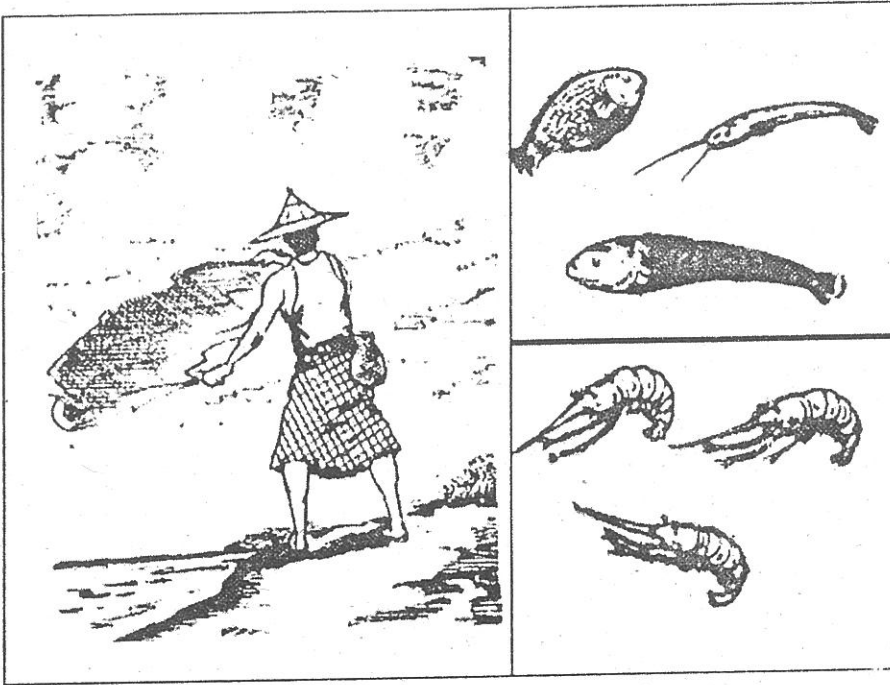


The important thing is to eat the right kind of food at such meals. Rice, meat, fish, vegetables, fruit, milk, eggs, bread, butter, oil are different kinds of food, and all of them are good for our health. But we must not eat only one kind of food when we have our meals. Every meal we take must have a little of three or more different kinds of food. For example, there must be some rice, some meat such as beef, mutton, pork or chicken or fish, as well as some vegetables such as cabbages, cauliflowers, tomatoes, roselle, beans and many others.

rice 	maize 	groundnut 
apple 	banana 	durian 
orange 	pineapple 	grapes 
cabbage 	cauliflowers 	roselle 
lettuce 	string beans 	french beans 
tomatoes 	cucumber 	potatoes 

Another good habit is eating only fresh food and well-cooked food. We should not eat over-ripe fruit, half-cooked meat, and food that has gone bad. They will make us ill.

One more good habit about eating: we must eat only as much as we need. We must never over-eat, that is, we must never eat too much. Over-eating is not good. It will make us ill.



The last good habit is keeping ourselves and our homes clean. We should brush our teeth twice a day—once in the morning and once before we sleep at night. We should also wash our hands well before and after meals. We should wash ourselves or bathe twice a day. We should keep our nails and hair clean, too. We should wear clean clothes and use clean cups, glasses, plates, bowls, spoons, pots and pans.



Our rooms and our gardens must be clean, too. If they are dirty, there will be flies and mosquitoes and rats. And flies and mosquitoes and rats carry germs, which are very, very small living things that get into our body and make us ill. We cannot see germs; they are too small. We can see them only through a microscope.

EXERCISES

Vocabulary

- (a) Give from the passage a word which means the same as each of the following.
- (1) very small living things which make us ill
 - (2) meal we have at noon
 - (3) opposite of dirty
 - (4) meal we have in the evening
 - (5) eating more than we need
 - (6) meal we have in the morning
- (b) Give a suitable word from the passage to complete each sentence below. The first letter is given to help you.
- (1) It is already two o'clock in the afternoon and I haven't had my l..... yet.
 - (2) Cabbages and cauliflowers are v
 - (3) I'm thirsty. Please give me a g of water.
 - (4) "T" means two times.
 - (5) Bananas, oranges and apples are different kinds of f
 - (6) Your hands are d Go and wash them.
 - (7) We cannot see germs without a m
 - (8) That food was cooked three days ago. Don't eat it. It has gone b
 - (9) This morning, I had one egg and a cup of milk for b
 - (10) We usually have our d at 6:30 in the evening.

B. Comprehension

- (a) Which paragraph gives the following ideas? Write your answer as: **the first paragraph, the second paragraph, etc., accordingly.**
- (1) We must be clean if we want to be healthy.
 - (2) We should eat a little of different kinds of food.
 - (3) Examples of vegetables.
 - (4) Germs make us ill.
 - (5) Eating more than we need is not good.
 - (6) Names of the meals of the day.

(b) Which of the following are good habits and which are bad according to Lessons 6 and 8?

- (1) eating fresh food
- (2) wearing clean clothes
- (3) not brushing our teeth
- (4) eating only one kind of food
- (5) using cups which are not clean
- (6) sleeping with all the windows closed
- (7) eating too much
- (8) eating without washing our hands

(c) Answer the following questions in full sentences.

- (1) What will happen if we over-eat?
- (2) How many good habits does Lesson 8 give?
- (3) What are germs?
- (4) What is the meal we have in the morning called?
- (5) How many meals do we usually have a day?
- (6) How many times a day should we brush our teeth?

C. Extended language use

(a) Make two sentences with the words and phrases in each set below. The first one is done for you as an example.

- (1) cows _____ beef and milk.
Cows **give us** beef and milk.
We **get** beef and milk **from** cows.
- (2) sheep _____ mutton and wool.
- (3) goats _____ mutton and milk.
- (4) rivers and seas _____ fish and prawns.
- (5) plants _____ fruit and vegetables.
- (6) hens _____ chicken and eggs.
- (7) cows, goats and sheep _____ meat and leather.

(b) Make a sentence with each group of words below, putting in **good habit** or **bad habit** according to the meaning given by the group of words. The first two are done for you as examples.

- (1) get up early
Getting up early is a **good habit**.

- (2) go to bed late
Going to bed late is a bad habit.
- (3) eat the right kind of food
- (4) keep the house clean
- (5) brush our teeth twice a day
- (6) use a dirty glass
- (7) eat more than we need
- (8) take exercise regularly
- (9) cut our nails regularly
- (10) eat half-cooked meat

(c) *Make a sentence with each set of words given. The first one is done for you as an example.*

- (1) knife _____ cut
We use a knife to cut with.
- (2) pencil _____ write
- (3) cup _____ drink
- (4) spoon _____ eat
- (5) ruler _____ measure
- (6) broom _____ sweep
- (7) napkin _____ wipe

(d) *Practise the following dialogue with your friend.*

Speaker One: What's your favourite fruit?

Speaker Two: **Apples.** And yours?

Speaker One: **Oranges.**

*Change roles and practise further with: **Pineapples, Durians, Bananas***

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

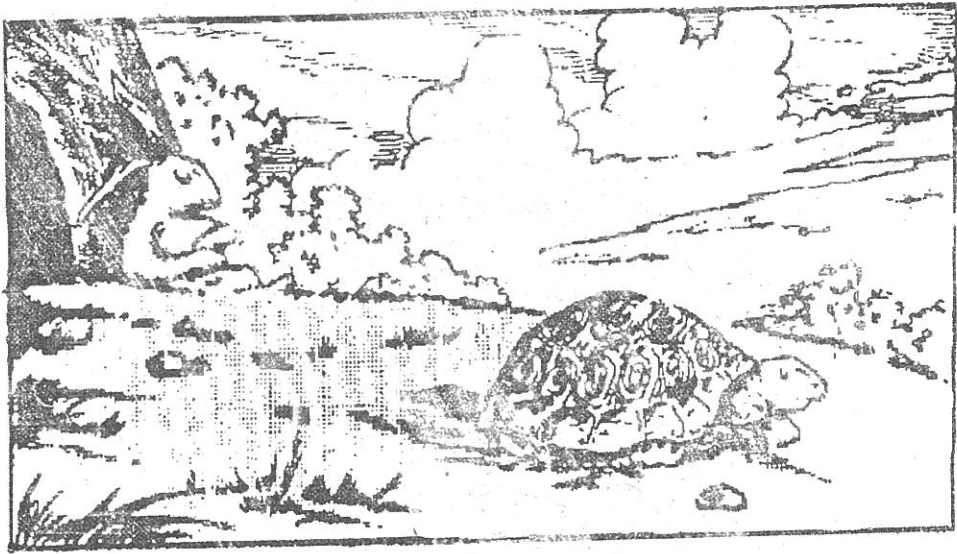
LESSON 9

AESOP'S FABLES

In Greece, about two thousand and five hundred years ago, there lived a man. His name was Aesop (EE-sop). He was a great story teller, and he told many stories. His stories are about animals, and the animals in his stories talk just as we do.

Of course, animals do not talk, and so the stories are not true. Aesop only made them up to teach the people a number of lessons. A story which has a lesson to teach is called a fable. That is why Aesop's stories are known as Aesop's fables.

The three best known fables told by Aesop are: **The Hare and the Tortoise**, **The Fox and the Grapes**, and **The Dog in the Manger**. Have you heard those stories?



In the first story, a hare (which is the kind of rabbit, but larger) ran a race with a tortoise. We know that a hare runs very fast, and a tortoise moves very slowly. However, in the story, the hare lost the race because he did not keep on running to the end; he slept on the way. The tortoise won because he ran steadily without stopping on the way. The story teaches us to work steadily, and not to stop before the work is done.

In the second story, a fox went for a walk one day and he saw a bunch of ripe grapes, hanging from a grape vine. The fox knew that the grapes were sweet and he wanted to eat them very much. So he jumped and jumped and jumped; but the grapes were too high for him to reach. At last, the fox got very tired and he said, "Oh, I don't

want those grapes. They are sour!" And he went away. This story teaches us that people often say that something is not good when they want it very much and cannot get it.

In the last story, a dog was in a manger (A manger is a long open box with hay inside for cows to eat.) He barked at all the cows that came to the manger to eat the hay. He drove the cows away and would not let them eat the hay. He could not eat the hay himself. Yet, he would not let the cows eat it.



Today, therefore, we say that a person is "a dog in the manger" when he does not let another person have something which is quite useless to him but useful to the other.

EXERCISES

A. Vocabulary

- (a) Give from the story a word which means the same as each of the following.
- (1) not sweet
 - (2) opposite of won
 - (3) a kind of rabbit, but larger
 - (4) story with a lesson
 - (5) long open box with hay inside for cows
- (b) Give a suitable word from the story to complete each sentence below.
- (1) A is a story which has a lesson to teach.
 - (2) Yesterday, I ran a with Ko Ko and I lost.
 - (3) A is an animal which moves very slowly.
 - (4) Take this hay and put it in the for our cows.
 - (5) These grapes are They are not sweet.

B. Comprehension

- (a) Who did the following? Write just a word or a phrase for your answer.
- (1) drove away the cows
 - (2) told many stories
 - (3) wanted the grapes
 - (4) won the race
 - (5) said the grapes were sour
- (b) Answer the following questions in full sentences.
- (1) Who was Aesop?
 - (2) Who lost the race? Why?
 - (3) When do we say that a person is "a dog in the manger"?
 - (4) What does the second story teach us?
 - (5) What does the first story teach us?

C. Extended language use

- (a) Write one question and one answer with each set of words and phrases below. The first two are done for you as examples.
- (1) Ko Ko _____ stop _____ read _____ 8 o' clock
When did Ko Ko stop reading?
Ko Ko stopped reading at 8 o' clock.

- (2) Hla Hla _____ finish _____ paint that picture _____ yesterday
When did Hla Hla finish painting that picture?
Hla Hla finished painting that picture yesterday.
- (3) the men _____ start _____ work _____ 6 o' clock
- (4) the girls _____ begin _____ cook _____ 5 o' clock
- (5) Ko Htoo _____ stop _____ dig that well _____ two days ago
- (6) Ko Mya _____ stop _____ smoke _____ six months ago
- (7) Soe Soe _____ finish _____ write the easy _____ half an hour ago

(b) *Write a sentence with each set of words below, using **without**. The first one is done for you as an example.*

- (1) Than Than went to school have breakfast
 Than Than went to school **without having breakfast.**
- (2) The men worked take a rest
- (3) She took away my book tell me
- (4) The tortoise ran stop on his way
- (5) He wrote the answer look at his notes
- (6) She went off to school wait for me

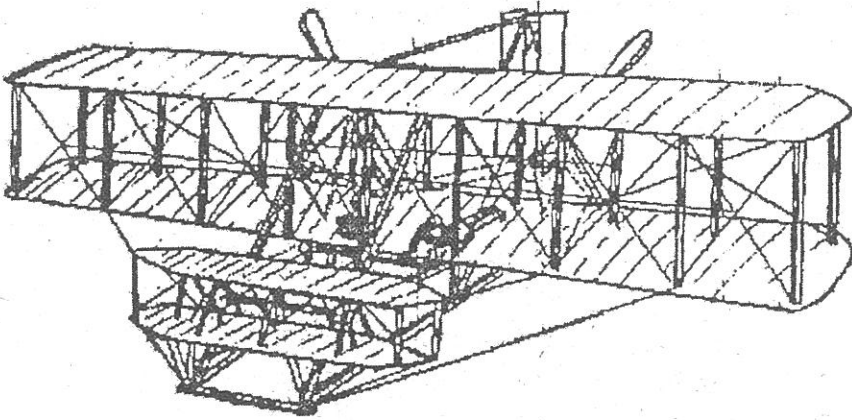
(c) *Write a letter to your friend, telling him about **The Hare and the Tortoise**. For a model, you may look at San San Win's letter to Maung Soe on page 53.*

D. Spelling and dictation

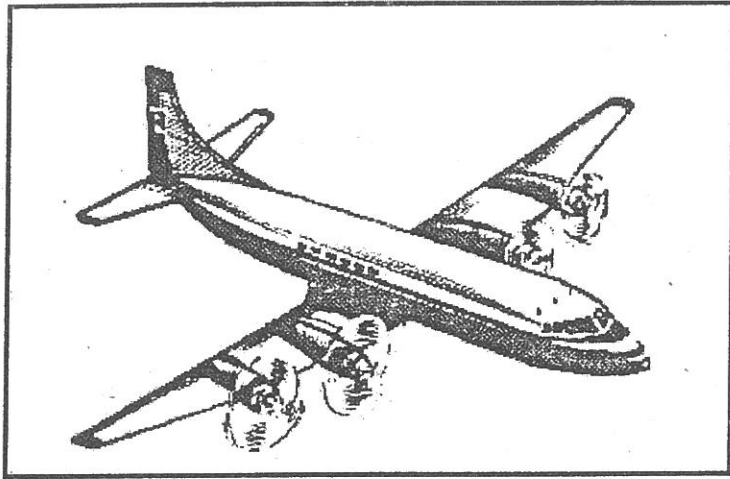
Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

Long, long ago, when there were no aeroplanes yet, people tried to fly like birds. They made big wings and tied those big wings to their arms. Then they climbed up to a high place, jumped off, and beat their wings just as birds do. But their arms were not strong enough and they could not beat the wings hard enough to keep their bodies in the air. As a result, they crashed, or fell violently, to the ground. Some of them died: some of them hurt themselves very badly.

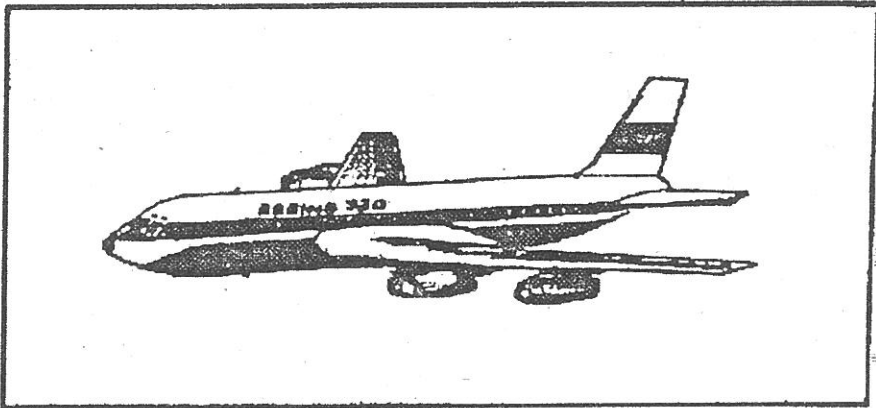
Today, we have aeroplanes, and we can fly – but not like a bird, of course! Who made the first aeroplane? Wilbur Wright and Orville Wright – often known as the Wright brothers.



These two brothers started with gliders. (A glider is an aeroplane without an engine.) They could fly a little, riding in a glider; but they were not satisfied. They wanted to fly faster and farther. They read many books; they worked very hard; they built and tested, or tried out, many machines. Then on the 14th of December, 1903, Wilbur got into the aeroplane which he and his younger brother had built. He started the engine. The plane began to move along the track, or road, they had made in an open field. The plane moved faster and faster, and then it rose into the air! It stayed in the air for only two and a half seconds; but it was the first aeroplane!



Three days later, Orville got into the plane and flew it. This time, the plane rose 40 feet into the air, and flew 120 feet in 12 seconds. The brothers were very happy. Later that same day, Wilbur flew in the plane for 59 seconds!



Today, we have aeroplanes of different kinds. Some are small and can carry only one person, the pilot who flies the plane. Some are very big and can carry 300 to 400 passengers, people that travel in a bus, train, ship or an aeroplane. Some planes have propellers, but many jet planes – often called ‘jets’ – do not. They have jet engines and these engines push the planes forward.

Some planes can fly at a speed of about only 180 miles per hour; but some jets can fly at a speed of more than 500 m.p.h.

EXERCISES

A. Vocabulary

(a) Give from the first paragraph of the passage a word or phrase which means the same as each of the following.

- (1) fastened (2) fell violently (3) not low
(4) therefore, or because of this

(b) Answer the following questions in full sentences. (Look at the third and fourth paragraphs for the answers.)

- (1) What is another word for 'track'?
(2) What are 'passengers'?
(3) What is another word for 'tried out'?

(c) Complete each sentence below with a suitable word from the passage. The first letters are given to help you.

- (1) Birds b _____ their wings to fly.
(2) A jet plane does not have a p _____.
(3) The person who flies a plane is called a "p _____."
(4) I am not s _____ enough to carry this big box.
(5) The car was moving very fast. I think it was travelling at 80 m _____ per hour.
(6) Orville was the y _____ of the two brothers.
(7) There are sixty s _____ in one minute.
(8) A car can go backwards as well as f _____.

B. Comprehension

(a) Which paragraph gives the following points? Give your answers as: **the first paragraph, the second paragraph, etc., according to the passage.**

- (1) Wilbur was older than Orville.
(2) Some planes can fly very fast.
(3) We cannot use wings like a bird.
(4) The names of the two people who made the first aeroplane.
(5) The date on which the Wright brothers flew their plane for the first time.
(6) The date on which Wilbur flew for 59 seconds.

(b) *Answer the following questions in full sentences.*

- (1) Who were the first two people to fly in an aeroplane?
- (2) Why did the people who used big wings to fly crash to the ground?
- (3) What is another word for 'tested'?
- (4) What was the date on which Wilbur flew for 59 seconds?
- (5) How fast can some jets fly?
- (6) What pushes a jet plane forward?
- (7) What is the difference between a glider and an aeroplane?
- (8) What does m.p.h. mean?
- (9) How many passengers can some big planes carry?

C. Extended language use

(a) *Practise the following dialogue with a friend.*

Speaker One: Have you ever **flown in a plane**?

Speaker Two: No, I've never. How about you?

Speaker One: Yes, I have.

Speaker Two: How many times?

Speaker One: Only once.

Change roles and practise further with: travelled by jet, driven a car, ridden in a glider, jumped down from a tree

(b) *Give the -or and -est forms of the following.*

- | | | | | |
|----------|---------|----------|----------|------------|
| (1) fast | (2) far | (3) slow | (4) near | (5) strong |
| (6) hard | (7) big | (8) high | (9) low | (10) young |

(c) *Rewrite each sentence below, using the correct form of the words given in brackets:*

- (1) Orville was the (young) and Wilbur was the (old).
- (2) A horse can run very (fast).
- (3) Who is (strong), you or your brother?
- (4) Ko Ko won the first prize because he ran the (fast).
- (5) My house is (far) away from school than Ko Htoo's.
- (6) That (young) boy works (hard) than his brother.
- (7) Which travels the (slow), a train, a bus or a ship?
- (8) That flower is too (high) for the little boy to reach.
- (9) This room is much (big) than that.

(d) Rewrite each sentence below, using **not** **enough** and the opposite of the word given in bold letters. The first one is done for you as an example.

(1) Maung Hla is too **young** to drive a car.

Maung Hla is **not old enough** to drive a car.

(2) Than Than is too **short** to reach the top shelf.

(3) The table is too **big** to go through that door.

(4) Their arms were too **weak** to beat the wings.

(5) This rope is too **short** to tie up this box.

(6) Those men are too **slow** to finish the work in one hour.

(e) *Imagine that you are Orville Wright and write a paragraph about how you and your brother built the first aeroplane. (Read the third paragraph of the passage for points.) Use the title: HOW MY BROTHER AND I BUILT OUR FIRST AEROPLANE.*

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

LESSON 11

“WHAT DO YOU SEE.”

Once upon a time, there was a king. He had three sons. The three princes were strong and healthy young men. They could read and write. They could ride a horse well, and they could use the bow and arrow well, too. All of them were equally good at all those things that their father had taught them. No one of the three was better than the other two.

One day, the king wanted to find out which of his three sons should be given the country to rule when he died. So he told his three sons to follow him with their bows and arrows.

When they got to a big tree near a field, they stopped. The king pointed to a big bird sitting on a branch of the tree.

“I want you to shoot at that bird,” said the king to his eldest son. The prince lifted his bow and arrow, and began to take aim. Just then, the king said to him. “Wait. Tell me first, what do you see?”

The prince lowered his bow and replied, “Well, I see the tree, the bird, the branch, the sky, the clouds, and

“Quite enough” said the king. “Don’t shoot at the bird.” Then he called his second son. The second prince came. He lifted his bow and arrow, took aim, and pulled the string slowly. Just at that moment, the king said to him, “Don’t shoot yet. Tell me first, what do you see?”

The prince lowered his bow, looked at his father, and answered. “I see the field, the horses, the tree, the river, and

“That’s quite enough, my son,” said the king. “Don’t shoot at the bird.” Then the king called his youngest son. The young prince came. He lifted his bow and arrow, took aim, and drew the string. Again, at that very moment, the king said to him, “Wait, young son. Tell me first, what do you see?”

The young prince did not lower his bow. He did not look away from the bird. He answered, “I see the place where the wings join the body.” And he let go of the bowstring. The arrow flew away, and hit the bird at the place where the wings joined the body! The bird dropped!

The king and his three sons went back to the palace.

A few years later, the king died. Before he died, he gave his country to one of his three sons. Which son do you think got the country?

EXERCISES

A. Vocabulary

(a) Give from the story a word which means the same as each of the following.

- (1) pulled (2) opposite of 'lifted'
(3) opposite of 'quickly' (4) opposite of 'asked'
(5) son of a king

(b) Complete each sentence below by giving a suitable word from the story. The first letters are given.

- (1) I have a bow but I don't have an a _____.
(2) We can see two boats in the r _____.
(3) There are two horses and three cows in the f _____.
(4) First he lifted the bow and then he l _____ it.
(5) The son of a king is called a p _____.
(6) Ko Lay wants to r _____ that big black horse.
(7) Could you a _____ all the three questions?
(8) We must take a _____ before we shoot at something.
(9) My f _____ is U Sein and my mother is Daw Aye.
(10) I didn't get the f _____ prize. I got the second.

B. Comprehension

(a) Who did the following? Give your answers in one word or one phrase.

- (1) taught the princes to do many different things
(2) shot at the bird
(3) followed the king
(4) stopped near a field
(5) did not look away from the bird
(6) pointed to a bird
(7) saw the field, the horses, the river
(8) saw the sky, the clouds
(9) told the princes to shoot at the bird

(b) Answer the following questions in full sentences.

- (1) How many sons did the king have?
(2) Why did the king tell his sons to follow him with their bows and arrows?

- (3) Where was the big bird?
- (4) Who shot at the bird?
- (5) Who told the princes to tell him what they saw?
- (6) Which of the three answers below is the best according to the story?
 - (i) The youngest son got the country because he looked at and saw only the right place to shoot at.
 - (ii) The second son got the country because he looked at his father before he answered his father's questions.
 - (iii) The eldest son got the country because he was older than the other two.

(c) *Say whether the following statements are **true** or **false** according to the story.*

- (1) The king wanted the bird.
- (2) The eldest prince could see better than the other two.
- (3) The second son was the best rider.
- (4) The youngest could shoot better than the other two.

C. **Extended language use**

(a) *Rewrite each sentence below, using **told** **to** or **told** **not to** whichever is suitable. The first two are done for you as examples.*

- (1) "Shoot at the bird," said the king to his son.
The king **told** his son **to** shoot at the bird.
- (2) "Don't shoot at the bird," said the king to his son.
The king **told** his son **not to** shoot at the bird.
- (3) "Don't go near the water," said Daw Tu to Ni Ni.
- (4) "Hold the glass firmly," said the man to the little girl.
- (5) "Speak softly," said U Nyo to his daughter.
- (6) "Don't be noisy," said the teacher to the class.
- (7) "Don't play with fire," said Ko Ko to Nyi Nyi.
- (8) "Put that table near the window," said U Pu to the men.
- (9) "Take good aim," said the Captain to the soldiers.
- (10) "Dress neatly," said Daw Aye to her children.

(b) *With each set of words below, make one question with **Have** or **Has**, one answer beginning with **Yes**, and another answer beginning with **No**, The first two are done for you as examples.*

- (1) Mi Tu (do) her homework
Has Mi Tu done her homework?
Yes, she's done her homework.
No, she hasn't done her homework yet.
- (2) the boys (clean) the rooms
Has the boys cleaned the rooms?
Yes, they've cleaned the rooms.
No, they haven't cleaned the rooms yet.
- (3) San San (write) the letter
- (4) Htoo Aung (draw) the map
- (5) Nyo Nyo (cook) the rice
- (6) the men (mend) the road
- (7) the children (have) their breakfast

(c) *Practise the following dialogue with your friend.*

Speaker One: Have you **done your homework?**

Speaker Two: Yes, I have. What about you?

Speaker One: No, not yet.

*Change roles and practise further with: **sharpened your pencil, put away your books, cleaned your desk, finished the essay, spoken to the teacher, ironed your clothes, washed the glasses***

(d) *Imagine that you are the youngest prince and write the story by filling the blanks in the paragraphs below with suitable words, phrases and sentences accordingly from the story.*

One day, our father told us to When we reached a , Father pointed and told my eldest brother to

My lifted and took Just then, Father asked him what My eldest brother and replied that he Father said that was enough and my eldest brother not

Then Father called my and told him to My brother Just then Father My brother and answered that and before he could finish the answer, Father

Finally, my turn came. I stood beside my father, lifted The big bird dropped to the ground.

D. Spelling and dictation

Learn all the new words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

THE MOON

Oh, look at the moon!
She is shining up there;
Oh, Mother, she looks
Like a lamp in the air.

Last week she was smaller.
And shaped like a bow;
But now she's grown bigger.
And shaped like an O.

E. L.FALLEN.

NOTES

Poets often use **she** as a pronoun for **the moon**.

look like = is like, but not exactly the same

Example: Ko Tu **looks like** his father.

= Ko Tu **is like** his father.

A cat **looks like** a tiger

= A cat **is like** a tiger.

shaped like a bow = looked like a bow: had the form of a bow.

EXERCISES

A. Vocabulary

- (a) Give from the poem a word which means the same as each of the following.
- (1) it has seven days (2) opposite of bigger (3) had the form
(4) not here (5) something we use when it is dark
- (b) Complete each sentence below with a suitable word from the five you have given for (a).
- (1) Your book is not here. It is
- (2) There are seven days in a
- (3) A cat is than a tiger.
- (4) It is very dark in the garden. Take this
- (5) A full moon is like a ball.

B. Comprehension

Answer the following questions in full sentences.

- (1) How many lines are there altogether in this poem?
- (2) What is this poem about?
- (3) How many stanzas are there?
- (4) How many lines are there in each stanza?
- (5) In this poem, someone is telling someone about the moon. Who is talking about the moon? Who is this person talking to?
- (6) Who is 'she' in "..... **she** looks like a lamp"?
- (7) Where is 'there' in "..... She is shining up **there**"?
- (8) What is round like an 'O'?
- (9) In the poem, the moon looks like two things. What are those two things?

C. Extended language use

- (a) What are the rhymes for 'O' and 'air' in the poem?
- (b) Give from the poem a word which rhymes with each of the following.
- (1) spoon (2) found (3) brother (4) book (5) stamp (6) hair
- (c) Use look like or looks like or looked like whichever is suitable, and join each part of a sentence in (X) with the right part in (Y). The first two are done for you as examples.

X

- (1) A new moon
- (2) A full moon
- (3) The sun
- (4) She drew a picture of a cow but it
- (5) A blouse sometimes
- (6) That piece of rope
- (7) Those boys
- (8) Some aeroplanes

Y

- (a) their father
- (b) a buffalo
- (c) huge birds
- (d) a ball
- (e) a snake
- (f) an eyebrow
- (g) a big ball of fire
- (h) a shirt

(1) A new moon **looks like** an eyebrow.

(2) A full moon **looks like** a ball.

Write out the remaining sentences in your exercise book.

D. Spelling and dictation

Learn all the new words and phrases in the poem. Your teacher will give you spelling and dictation exercises.

REVIEW EXERCISES

A. Comprehension and retention of text materials

(a) *Who said the following in which lesson? The first one is done for you as an example.*

(1) "Shoot at that bird."

The king said it in "What Do You See?"

(2) "Doctor Gulliver, there's going to be a war."

(3) "I don't want those grapes. They are sour!"

(4) "I see the place where the wings join the body."

(5) "I don't want to go with you. I'm happy here in this forest."

(6) "I'm looking for an honest man."

(7) "I don't like war."

(b) *From which lesson is each of the following points? The first one is answered for you as an example.*

(1) Some people crashed to the ground and died.

This is from "Flying."

(2) They asked the little bird to sing for their king.

(3) We must keep on working until the work is done.

(4) When it gets very big. It can destroy our houses and make many people homeless.

(5) Some can travel at a speed of 500 m.p.h.

(6) We should not eat more than we need.

(7) Some things look smaller than they really are.

(8) We must not be a dog in the manger.

(9) They built a big platform with wheels.

(10) There are elephants in Asia and Africa.

(11) Children should not play with matches.

(c) *Answer the following questions in full sentences.*

(1) When do some things look smaller than they really are?

(2) Why did Gulliver not want to destroy all the enemy ships?

(3) When is fire a good servant?

(4) What will happen if we over-eat?

(5) Why did some people think that Diogenes was strange?

(6) Who made the first aeroplane?

- (7) What did ships of long ago have to make them move?
- (8) What did the king tell his three sons to shoot at?
- (9) What are the eight good habits for healthy living?
- (10) Which of the three poems in this Reader do you like best? Why?

(d) *Give the most suitable word to complete each sentence below. The first letters are given to help you.*

- (1) We must turn this k to make the toy move.
- (2) Those firemen are going to r..... the old lady in that burning house.
- (3) He let g..... of the bowstring and the arrow flew away.
- (4) There were ten horess to p..... the cart.
- (5) E..... makes the blood in our body flow faster.
- (6) A t..... has three sides and three angles.
- (7) A f..... is a story with a lesson.
- (8) I don't want a short pencil. I want a l one.
- (9) The bag was not big e to put these books in.
- (10) We u a knife to cut with.
- (11) You cannot eat those bananas. They are not r yet.
- (12) We get m from goats and sheep, and beef from cows.
- (13) Birds b their wings to fly in the air.
- (14) Roselle is a kind of v
- (15) We sometimes use sand to p out a fire.

B. **Comprehension of unseen material**

Read the passage below and answer the questions that follow.

There are many different kinds of birds in this world. All of them have wings and many of them can fly, but some cannot. Some of them eat only seeds and insects, but some of them eat other animals and fish.

Birds which cannot fly are called flightless birds. For example, penguins, ostriches and emus are all flightless birds. They have wings but they cannot fly. Penguins are found along the shores of the South Atlantic Ocean. They can neither fly nor run; but they are very good swimmers. They eat mostly fish. Ostriches are found in South Africa and Western Asia. They can run as fast as 60 miles per hour. Emus, which are found only in Australia, cannot fly either; but they can run.

Birds which eat other animals are called birds of prey. For instance, kites are birds of prey. They often carry away our little chickens and eat them. Owls, too, belong to this group of birds. They eat rats and catch them only at night time. Eagles, hawks and falcons also eat other animals.

- (a) *Say whether the following statements are true or false according to the passage.*
- (1) We can find emus in South Africa.
 - (2) Penguins can swim very well.
 - (3) An owl is a flightless bird.
 - (4) A falcon is a bird of prey.
 - (5) All birds are able to fly.
- (b) *Give just the names of the birds which do the following.*
- (1) look for food only at night
 - (2) eat fish
 - (3) swim very well
 - (4) run very fast
 - (5) eat other animals
- (c) *Answer the following questions in full sentences.*
- (1) What is a bird of prey?
 - (2) What is a flightless bird?
 - (3) Where can we find ostriches?
 - (4) Where do penguins live?
 - (5) Which paragraph gives the meaning of 'flightless birds'?

C. Writing

- (a) *Rewrite each sentence below, beginning with the word or words given in brackets. The first one is done for you as an example.*
- (1) The boys are playing in that room. (Where)
Where are the boys playing?
 - (2) The train will leave at 8 o'clock. (When)
 - (3) Ko Ko came to help the teacher. (Did)
 - (4) Their sister told them a story. (Who)
 - (5) Than Than likes mangoes. (What fruit)
 - (6) The girls have swept the rooms. (Have)

- (7) The little people took Gulliver to their king. (Gulliver)
- (8) That map was drawn by Maung San Win. (Maung San Win)
- (9) "What are you doing, Hla Hla?" said the teacher. (The teacher asked)
- (10) "Follow me with your bows and arrows," said the king to his sons. (The king told)

(b) *Rewrite each sentence below, using the correct form of the words given in brackets.*

- (1) What are the (child) doing?
- (2) The rope is twenty (foot) long.
- (3) Which of the two boys is (tall). Ko Soe or Ko Toe?
- (4) The elephant is the (large) land animal.
- (5) He did not get any prize because he ran (slow).

(c) *Rewrite the following paragraph, using the correct form of the verbs given in brackets.*

When I came home from school yesterday afternoon, mother (cook). I (put) my bag down and (go) into the kitchen to (help) my mother. While we (cook), the fire (get) bigger and bigger. We (try) to put the fire out but soon our roof (catch) fire. Both of us (run) out of the house and (shout) for help.

(d) *Write a letter to your friend, telling him the story you like best in this Reader, and why you like it most.*

(e) *Copy the two sentences given below and add four or five sentences of your own to make a paragraph on: IT IS DANGEROUS TO PLAY WITH FIRE*

We should not play with fire. It is very dangerous.

LESSON 12

SUPPLEMENTARY GRAMMAR EXERCISES

LANGUAGE: Wh - Questions

Study the following example:

e.g. _____ is your name?

What is your name?

I. Look at the answers. Ask questions with **What, Who, When, Where or How long.**

Questions

1. _____ did you go on your last holiday?
2. _____ did you go there?
3. _____ did you go in Japan?
4. _____ did you go with?
5. _____ did you go there?
6. _____ did you stay in Tokyo?
7. _____ was the hotel like?
8. _____ did you stay there?
9. _____ was the weather like?

Answers

- To Pyin-Oo-Lwin
- Last June
- To Tokyo
- I went with some friends
- We went by plane
- At a hotel
- It was very good.
- For two weeks
- It was hot and sunny

Study the following example:

e.g. _____ much is your camera?

How much is your camera?

II. Fill in the question word for each of these sentences.

1. _____ are you coming over for dinner?
2. _____ dropped the handkerchief on the floor?
3. _____ box of chocolates is this?
4. _____ did Ma Ma go that way?
5. _____ many apples are there in the basket?
6. _____ book are they reading now?
7. _____ is the time now?
8. _____ way did the bird fly?
9. _____ did you meet each other in the crowd?
10. _____ is your desk?

LANGUAGE: to + infinitive

I. Fill in the blanks with a suitable **to + infinitive** from this list. Do not use any infinitive more than once.

- to see - to live in - to study - to climb - to read
- to teach - to ask - to solve - to catch

e.g. His letters are too small _____.

His letters are too small **to read**.

- (1) The boy found the tree too high _____.
- (2) The house is too old _____.
- (3) It is too dark _____ anything.
- (4) This problem is too difficult _____.
- (5) This class is too large _____.
- (6) He is too proud _____ for help.
- (7) It's too late _____ the train.
- (8) It's too noisy _____ in this place.

II. Complete the following sentences using **to** or **not to** after matching the clause in column (A) with phrase in column (B). The first one is done for you.

A

1. He drank lots of black coffee
2. I often write things down
3. She took an umbrella
4. We'll use the computer
5. I want to pass the exam
6. We turn down the music

B

- disturb the neighbours
- save time
- get a better job
- forget them
- get wet
- keep awake

1. He drank lots of black coffee _____.
He drank lots of black coffee **to keep awake**.
2. I often write things down _____.
3. She took an umbrella _____.
4. We'll use the computer _____.
5. I want to pass the exam _____.
6. We turn down the music _____.

LANGUAGE: Adjectives

Study the following examples:

- e.g. 1. (tall) He is as _____ as his brother.
He is as **tall** as his brother.
2. (tall) Mg Mg is _____ than any other boy in the class.
Mg Mg is **taller** than any other boy in the class.
3. (tall) Mg Mg is the _____ boy in the class.
Mg Mg is the **tallest** boy in the class.

I. *Rewrite the following sentences with the correct form of the adjectives given in brackets.*

1. (hot) This room is _____ than the other room.
2. (big) Yangon is the _____ city in Myanmar.
3. (difficult) This sum is _____ than the other sum.
4. (good) Your handwriting is the _____ in this class.
5. (bad) My cold is _____ today than it was yesterday.
6. (hard) This question is the _____ of all these.
7. (intelligent) Very few girls in our class are as _____ as Ma Ma.
8. (many) Boys eat _____ than girls.
9. (famous) Archimedes was not as _____ as Newton.

II. *Fill in each blank with a suitable adjective from the box.*

smooth	sour	pretty
dangerous	important	

1. Good health is _____.
2. The dog looks _____.
3. A lemon tastes _____.
4. This silk handkerchief is _____.
5. She's a _____ girl.

LANGUAGE: too to / too ... for ... to / not .. enough ... to

Study the following example:

e.g. Mg Mg is very head-strong. He will not listen to reason.

Mg Mg is **too** head-strong **to** listen to reason.

I. Use **too to** and *put into one sentence.*

1. The old lady is very tired. She can't go for a walk this morning.
2. The visitors are very busy. They don't have time for lunch.
3. The children arrived very late. They don't see the beginning of the film.
4. The news is very good. It cannot be true.
5. Ni Ni is very weak. She cannot go out alone.

Study the following example:

e.g. This medicine is very bitter. The baby cannot drink it.

This medicine is **too** bitter **for** the baby **to** drink.

II. *Now rewrite these sentences using too ... for ... to.*

1. This knife is very blunt. The boy cannot cut the meat with it.
2. The print on this label is very small. The man can't read it.
3. These problems are very difficult. The students can't solve them.
4. It was very dark. I couldn't see a thing.
5. The weather was very bad. The boys couldn't go out.

Study the following example:

e.g. Aye Aye isn't small. She can't go through a window.

Aye Aye **isn't** small **enough** **to** go through a window.

III. *Use not ... enough to and rewrite each pair of sentence below.*

1. Mg Mg isn't strong enough. He can't lift a box.
2. The student is not old enough. He can't get a job.
3. U Nyi Nyi isn't rich enough. He can't buy a car.
4. The road isn't straight enough. It cannot go direct to the station.

LANGUAGE: Adverbs

Study the following example:

e.g. Bo Bo is a slow reader.

He reads **slowly**.

I. Write these sentences in a similar way using an adverb ending in **-ly**.

1. Mar Mar is a quick worker.
2. This car is a smooth runner.
3. She is a careful writer.
4. Nilar is a beautiful dancer.
5. Aung Aung is a poor reader.
6. U Ba is a careless driver.
7. Mu Mu is a sweet singer.
8. Daw Mya is a soft speaker.
9. He is a heavy smoker.
10. She is a kind teacher.

Study the following example:

e.g. *Speaker one:* Have you **ever** played the piano?

Speaker two: Yes, I can play it **well**.

II. Copy the conversation below in your exercise book, filling each blank with a suitable adverb given in the box.

well	yet	gradually	late	often	regularly
always	already	carefully	too	fast	early

Speaker one: Do you (1) go to school (2)?

Speaker two: No, I don't. I (3) go to school (4).

Speaker one: Do you understand the new lesson (5)?

Speaker two: No, I don't. It's (6) difficult for me.

Speaker one: You should listen (7) to the teacher then.

Speaker two: The teacher speaks very (8). I can't understand it.

Speaker one: You will (9) understand it if you attend classes (10).

Speaker two: Have you finished your homework (11) done it?

Speaker one: Yes, I have. (12) done it. What about you?

Speaker two: Yes, I have.

- III. Copy the paragraph below in your exercise book, filling each blank with a suitable adverb from the ten given in the box. The first one is done for you as an example.

hungrily,	quickly,	loudly,	never,	happily,
There,	suddenly,	often,	quietly,	Then

Mg Ba and Mg Ni lived (1) happily in a village. They (2) went into the forest to play. One day, they went into the forest (3) without telling their parents. (4) they found a tiger. As they were frightened they shouted (5) and ran away. After sometime, they lost their way and began to feel very hungry. So they looked for food (6). They (7) saw some mangoes on a tree. They at once climbed up the tree (8) and ate them. (9) they met a hunter and told him that they had lost their way. The hunter pitied them and took them back to their village. From that day onwards, they (10) went into the forest again.

LANGUAGE: Personal Pronouns

Study the following example:

e.g. The boys are sleeping. Do not disturb (them, him).
The boys are sleeping. Do not disturb **them**.

I. Choose the correct words from the brackets.

1. Hla Hla has a new bicycle. Her uncle bought it for (they, her).
2. We are going cycling tomorrow. Are (you, him) coming along?
3. Mu Mu lost her dog. (He, It) was brown with black patches.
4. I cannot solve these sums. Will you help (me, it), please?
5. My aunt went out for lunch. (They, She) will be back by two.
6. Mg Myo is studying for his test. (It, He) is very hardworking.
7. Many people went to the exhibition. (You, They) enjoyed it very much.
8. I did not break the vase. (She, It) was broken by Mg Tin.
9. Your friend is calling you now. Are (her, you) going over?
10. Are these your books? No, (them, they) are not.

* * * * *

IRREGULAR VERBS

The forms of the following verbs are not regular, and their spelling can be troublesome. Learn them well.

Simple Present	Simple Past	Past Participle	Present Participle
beat	beat	beaten	beating
become	became	become	becoming
begin	began	begun	beginning
bend	bent	bent	bending
bite	bit	bitten	biting
blow	blew	blown	blowing
break	broke	broken	breaking
bring	brought	brought	bringing
build	built	built	building
burn	burnt	burnt	burning
buy	bought	bought	buying
catch	caught	caught	catching
choose	chose	chosen	choosing
come	came	come	coming
creep	crept	crept	creeping
cut	cut	cut	cutting
dig	dug	dug	digging
do	did	done	doing
draw	drew	drawn	drawing
drink	drank	drunk	drinking
drive	drove	driven	driving
eat	ate	eaten	eating
fall	fell	fallen	falling
feed	fed	fed	feeding
feel	felt	felt	feeling
fight	fought	fought	fighting
find	found	found	finding
fly	flew	flown	flying
forget	forgot	forgotten	forgetting

Simple Present	Simple Past	Past Participle	Present Participle
get	got	got	getting
give	gave	given	giving
go	went	gone	going
grow	grew	grown	growing
hang	hung, hanged	hung, hanged	hanging
have	had	had	having
hear	heard	heard	hearing
hide	hid	hidden	hiding
hit	hit	hit	hitting
hold	held	held	holding
hurt	hurt	hurt	hurting
keep	kept	kept	keeping
kneel	knelt	knelt	kneeling
know	knew	known	knowing
learn	learnt, learned	learnt, learned	learning
leave	left	left	leaving
lend	lent	lent	lending
let	let	let	letting
lie	lay	lain	lying
lose	lost	lost	losing
make	made	made	making
meet	met	met	meeting
pay	paid	paid	paying
put	put	put	putting
read	read	read	reading
ring	rang	rung	ringing
rise	rose	risen	rising
run	ran	run	running
say	said	said	saying
see	saw	seen	seeing
sell	sold	sold	selling
send	sent	sent	sending
sew	sewed	sewn, sewed	sewing

Simple Present	Simple Past	Past Participle	Present Participle
shake	shook	shaken	shaking
show	showed	shown	showing
shoot	shot	shot	shooting
shut	shut	shut	shutting
sing	sang	sung	singing
sink	sank	sunk, sunken	sinking
sit	sat	sat	sitting
sleep	slept	slept	sleeping
smell	smelt, smelled	smelt, smelled	smelling
speak	spoke	spoken	speaking
spend	spent	spent	spending
stand	stood	stood	standing
steal	stole	stolen	stealing
stick	stuck	stuck	sticking
sweep	swept	swept	sweeping
swim	swam	swum	swimming
take	took	taken	taking
teach	taught	taught	teaching
tell	told	told	telling
think	thought	thought	thinking
throw	threw	thrown	throwing
wear	wore	worn	wearing
wind	wound	wound	winding
write	wrote	written	writing