

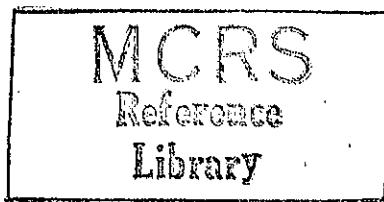
THE GOVERNMENT OF THE REPUBLIC OF THE UNION OF MYANMAR
MINISTRY OF EDUCATION

READER EIGHT
GRADE 9

BASIC EDUCATION CURRICULUM, SYLLABUS AND
TEXTBOOK COMMITTEE

2015-2016

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



READER EIGHT

GRADE 9

BASIC EDUCATION CURRICULUM, SYLLABUS AND
TEXTBOOK COMMITTEE

2015-2016

၂၀၁၅ - ၂၀၁၆ ပညာသင်နှစ်

အခြေခံပညာ သင်ရိုးညွှန်းတမ်း၊ သင်ရိုးမာတိကာနှင့်
ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။ ။

CONTENTS

1.	Review Exercises	.....	1
2.	<i>Lesson 1</i> The Necklace	.....	4
3.	<i>Lesson 2</i> The Nobel Prize	.....	8
4.	<i>Lesson 3</i> Producing a Television Show	.....	12
5.	<i>Poem</i> A Riddle in the Vowels	.....	16
6.	Review Exercises	.....	19
7.	<i>Lesson 4</i> Two Words of Wisdom	.....	23
8.	<i>Lesson 5</i> Penicillin	.....	27
9.	<i>Lesson 6</i> Musical Instruments	.....	31
10.	<i>Lesson 7</i> What Will the Weather Be Like Tomorrow ?	.....	36
11.	<i>Poem</i> How Beautiful Is the Rain!	.....	40
12.	Review Exercises	.....	44
13.	<i>Lesson 8</i> How to Study	.....	49
14.	<i>Lesson 9</i> The Greatest Inventor	.....	53
15.	<i>Poem</i> The Snare	.....	57
16.	<i>Lesson 10</i> The Olympic Games	.....	60
17.	<i>Lesson 11</i> The Brave Dog	.....	64
18.	<i>Poem</i> The Moon	.....	68
19.	Review Exercises	.....	71
20.	<i>Lesson 12</i> Supplementary Grammar Exercises	.....	76

REVIEW EXERCISES

A. Words and word forms

- (a) Give one word which means the same as each of the following.
(1) son of a king (2) house or building in which a king lives
(3) unhappy (4) animal (5) save (6) big strong cloth to catch the wind
(7) pull (8) in front of (9) three times
(10) flesh or meat, we got from a cow
- (b) Give a word which means the opposite of each of the following.
(1) big (2) quick (3) backward (4) long (5) bright
(6) gentle (7) awake (8) fresh (9) tame (10) inward
- (c) Complete each sentence below with a suitable word. The first letters are given to help you.
(1) A bad habit is d _____ to break.
(2) Go in from this door. This is the e _____ to the hall.
(3) When the s _____ broke out, the sea became very rough.
(4) We usually use water to p _____ out a fire.
(5) Do you know how to r _____ a horse?
(6) We should w _____ our hands before and after meals.
(7) L _____ is the second meal of the day.
(8) We o _____ to keep ourselves clean.
(9) The moon l _____ like a ball when it is full.
(10) I am hard but I l _____ the race.

Rewrite the following paragraph filling the blanks with suitable words.

Once _____ a time, there lived _____ man in Greece. _____ name was Diogenes. He _____ a strange man and _____ people thought _____ he was mad. He _____ many strange things _____ the people _____ not understand _____ he did those things. _____ example, he gave _____ his money, clothes, and _____ his house. _____ people asked him, he said that he could live _____ se things.

- (e) Rewrite each sentence below, using the correct form of the word given in brackets.
- (1) Hla Hla is a very (pre _____) r1.
(2) A horse can run much (fast) than a cow.
(3) We will need four (glass) of milk.
(4) The Pacific is the (deep) ocean in the world.
(5) There are twenty (boy) in our class.
(6) People say that (swim) is the best exercise.

- (7) The men worked without (stop) for a rest.
 - (8) One of the (fable) was about a fox and a bunch of grapes.
 - (9) These are (Win Win) books.
 - (10) What is (she) name?
 - (11) The teacher told (I) to clean the room.
 - (12) That is (we) school.
 - (13) Your shoes are bigger than (she).
 - (14) There are three (foot) in one yard.
 - (15) (Smoke) is a bad habit.
- (f) *Rewrite the following paragraphs, using the correct form of the verbs given in brackets.*

Ko Ko and Nyi Nyi are brothers. Ko Ko (be) fifteen years old and Nyi Nyi (be) twelve. Their parents (be) U Ba Sein and Daw San Khin.

Ko Ko always (get) up early in the morning, but Nyi Nyi (do) not. However, they (have) their breakfast and (go) to school together.

When they (get) back home from school, Ko Ko (work) in the garden. He (water) the flowers, (sweep) away the dry leaves and (burn) them. Nyi Nyi only (play) with his dog.

After (have) their bath, the two brothers (do) their homework. Then at 6:30, they (have) their dinner. After dinner, they (study) their lessons, and at 9 o'clock, Nyi Nyi (go) to bed. Ko Ko (keep) on studying and (go) to bed only at 10 o'clock.

B. Writing

- (a) *Rewrite each sentence below, beginning with the word or words given in brackets.*
- (1) U Thaung built that house. (that house)
 - (2) "I'm hungry," said Ko Ko. (Ko Ko said that)
 - (3) Hla Bu finished his work two days ago. (when did)
 - (4) Zaw Zaw took away Tun Tun's bicycle. (whose)
 - (5) "Don't play with fire," said U Win to his children. (U Win told)
 - (6) Sein Sein usually goes to school by bus. (how)
 - (7) The girls sweep this room every day. (this room)
 - (8) Maung Win Toe came to help the teacher. (who)
 - (9) U Tun Aung lives in Kamayut. (where)
 - (10) That map was drawn by Ko Tin. (Ko Tin)
 - (11) She ran away because she was afraid. (why)
 - (12) He bought the red shirt. (which)

- (b) Use “..... too to.....” to put into one sentence the ideas given by two sentences in each pair below.
- (1) Ma San is very young. She cannot go to school alone.
 - (2) The arrows were very small. They did not hurt Gulliver much.
 - (3) Those men are very slow. They will not finish the work in one hour.
- (c) Use “..... not..... enough..... to.....” and put into one sentence the ideas given by the two sentences in each pair. (Remember to use the adjective which means the opposite of the one given in bold letters in the sentence).
- (1) Maung Khin Soe is very **young**. He should not drive a car.
 - (2) The workers are very **slow**. They cannot finish the work in two days.
 - (3) This piece of rope is very **short**. It will not go around that big box.
 - (4) The book is very **big**. It will not go into my bag.
 - (5) The sails are very **small**. They cannot catch enough wind to move the boat.
- (d) Rewrite the following dialogue, filling the blanks with suitable words or phrases.
- Speaker One: _____ ever ridden in a jet?
 Speaker Two: No, _____. How _____?
 Speaker One: Yes, _____.
 Speaker Two: _____ times?
 Speaker One: _____ once.
- (e) Write a short essay of three paragraphs on: MYSELF. Use the points given below.
- Paragraph one:** your name
 how old you are
 who your parents are
 where you live
- Paragraph two:** the school you go to
 the class you are in
 the subjects you have to take
 who your teachers are
- Paragraph three:** the exercise you take every morning
 the time you study in the morning
 the time you leave for school
 the time you get home
 the time you study in the evening

LESSON 1

THE NECKLACE

One Sunday, while Daw May Thi was sitting on a bench in the park, she saw a beautifully dressed woman walking across the park. Daw May Thi looked carefully and found that it was her friend, Daw Sein Kyi.

She had not seen Daw Sein Kyi for quite a number of years, but Daw Sein Kyi still looked young and beautiful. "Should I speak to her?" thought Daw May Thi to herself. "Well, why not? After all, I've given her back what I took from her," she decided.

"Hello, Ma Sein Kyi," greeted Daw May Thi.

The other woman looked at Daw May Thi, who was quite poorly dressed and looked rather pale and thin.

"Hello," she returned the greeting. "But I'm afraid I don't know you," Daw Sein Kyi added. "I think you're making a mistake."

"No, I'm not," replied Daw May Thi. "I'm May Thi. Don't you remember me, Ma Sein Kyi?"

"Oh, my poor May Thi," said Daw Sein Kyi. "How you've changed!"

"Well, I've had some hard times since I last saw you," replied Daw May Thi. "And I've had a lot of unhappiness—all because of you."

"Because of me?" asked Daw Sein Kyi. "How could that be?"

"Do you remember, Ma Sein Kyi," said Daw May Thi, "that about ten years ago I borrowed a diamond necklace from you?"

"Yes, I do," answered Daw Sein Kyi.

"Well, I lost that necklace and"

"Lost it? No, you didn't. You returned it to me," said Daw Sein Kyi.

"Yes, I returned a necklace," explained Daw May Thi. "But that wasn't your necklace.

I lost your necklace and I bought another one just like it."

"No!" exclaimed Daw Sein Kyi.

"Yes," said Daw May Thi. "I didn't have the money, but I borrowed it and bought a diamond necklace just like the one you lent me. I've been paying back that debt, the money I borrowed. This is the last month, and soon I will have no debt to settle."

For a few moments, Daw Sein Kyi just could not say a word. She looked at



Daw May Thi with her eyes wide. Finally, she said, "Did you say you bought a diamond necklace to replace mine?"

"Yes," answered Daw May Thi. "You didn't notice the difference, did you?" she asked.

"No, I didn't," replied Daw Sein Kyi. "But, May Thi, the diamonds in my necklace were not real diamonds. They were imitations!" And she held May Thi's hands in hers, feeling very sorry for May Thi.

EXERCISES

A. Vocabulary

(a) Give from the story a word which means the same as each of the following. The first letters are given to help you.

- | | |
|-------------------------------|---------|
| (1) not fat | t _____ |
| (2) things which are not real | i _____ |
| (3) answered | r _____ |
| (4) gave back | r _____ |
| (5) money borrowed | d _____ |

(b) Give a suitable word from the story to complete each of the sentences below. The first letter is given to help you.

- (1) I took five kyats from him yesterday and I r_____ the money this morning.
- (2) Ko Ko took my book and lost it; but he r_____ it with another one.
- (3) As I did not have enough money to buy a shirt, I b_____ kyats from my friend.
- (4) Mother has l_____ her ring and she is looking for it everywhere.
- (5) My ring has only one diamond in it, just l_____ yours.
- (6) The little girl is crying b_____ she is hungry.
- (7) Maung Maung wanted some money. I l_____ him fifty kyats.
- (8) Many people come to this p_____ for a walk in the evenings.
- (9) There are three boys s_____ on that b_____.
- (10) I have a debt and I must s_____ it soon.

B. Comprehension

(a) Who did the following in the story? Give only their names.

- (1) lost a necklace
- (2) lent a necklace

- (3) bought a diamond necklace
 - (4) borrowed money to buy a diamond necklace
 - (5) returned the necklace
- (b) *Who said the following in the story? Give only their names.*
- (1) "I think you're making a mistake."
 - (2) "Well, I lost that necklace."
 - (3) ".....They are imitations."
 - (4) "How could that be?"
 - (5) "Did you say you bought a diamond necklace to replace mine?"
- (c) *Answer the following questions in full sentences.*
- (1) Who thought that the diamonds were real?
 - (2) Who borrowed a necklace from whom?
 - (3) Why did Daw Sein Kyi feel sorry for Daw May Thi?
 - (4) What did Daw May Thi replace?
 - (5) Why did Daw May Thi borrow money?
 - (6) Where were the two ladies talking?
 - (7) Who said that the diamonds were not real?
 - (8) Who lent a necklace to whom?

C. Extended language use

- (a) *Rewrite each sentence below, beginning with the speaker. The first one is done for you as an example.*
- (1) "The diamonds are not real," said Daw Sein Kyi.
Daw Sein Kyi said that the diamonds were not real.
 - (2) "The necklace is not good," said Aye Aye.
 - (3) "The coffee is too sweet," said Nyi Nyi.
 - (4) "The mangoes are not ripe yet," said Daw Win.
 - (5) "The bag is very heavy," said Nyi Lay.
 - (6) "The children are sleeping," said Daw May Than.
- (b) *Rewrite each sentence below, beginning with the speaker and using asked. The first two are done for you as examples. (Remember to use the correct pronoun and verb form.)*
- (1) "Did you say you bought a diamond necklace?" said Daw Sein Kyi to Daw May Thi.
Daw Sein Kyi asked Daw May Thi if she said she had bought a diamond necklace.

- (2) "Do you like mangoes, Ko Soe?" said Than Than.
Than Than asked Ko Soe if he liked mangoes.
- (3) "Does your sister know the address, Maung Hla?" said the teacher.
- (4) "Do you think the diamonds are real, San San?" said U Toe Maung.
- (5) "Do the children want to go to the zoo, Thein Thein?" said U Myo Hla.
- (6) "Do you know the answer?" said Daw Aye to her pupils.
- (7) "Does your brother study regularly, Si Si?" said U Kaung.
- (c) *Practise the following dialogue with your friend.*
Speaker One: Don't buy those rings.
Speaker Two: Why? They're beautiful, aren't they?
Speaker One: Yes, they are. But they're imitations.
Speaker Two: Oh! I see.
Change roles and practise further with : bangles, necklaces, diamonds, bracelets, pearls.

D. Spelling and dictation

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

LESSON 2

THE NOBEL PRIZE

Every year in the newspapers we read about people getting Nobel Prizes. But what is a Nobel Prize? Who gives it? And what kind of people get Nobel Prizes?

The prize is named after Alfred Nobel, the Swedish chemist who invented dynamite, a high explosive to blow up anything. He was born in 1833 and died in 1896. At first, Nobel was not a wealthy man. However, after his discovery of dynamite, he became very rich by manufacturing and selling dynamite as well as other kinds of high explosive.

One day, Nobel fell ill and during his illness, he thought much about his invention and became sad. He was sad not because he had invented dynamite but because people were using his invention to kill one another. Therefore, before he died, he wrote a will. (A will is a paper written and signed by a person, telling others what to do with his money when he dies.) In that will, Nobel said that his money should be used to award prizes to people who have done outstanding work in peace, literature, physics, chemistry and medicine.

Since Nobel's death, prizes have been awarded every year by the Swedish government to men and women who have worked hard and have achieved outstanding success in those fields. They are chosen from all over the world and the prizes are large sums of money. These large sums of money are given to the outstanding workers to help them continue their work of improving the world. Thus, since that time, writers, physicists, chemists, doctors and people who work for peace have won Nobel prizes. The highest award, which is usually a very large sum of money, is given to the person who has done the greatest service in the cause of international peace.

EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following. The first letters are given to help you.

(1) a high explosive (d _____)

(2) give a prize (a _____ a prize)

(3) go on; keep on (c _____)

(4) prize (a _____)

(5) of or belonging to many nations (i _____)

(b) Give a suitable word from the passage to complete each sentence below. The first letters are given to help you.

(1) My friend won the first p _____ in swimming.

(2) In his w _____, U Pu left all his money to his wife.

- (3) We don't want war. We want p_____.
- (4) I don't think the rain will stop soon. I think it will c_____ till evening.
- (5) If you work hard, you will achieve s_____.
- (6) Another word for 'rich' is 'w_____'.
 (7) The opposite of 'happy' is 's_____'.
 (8) Ko Aung Thu won the first prize in painting because his work was o_____.

B. Comprehension

- (a) *Which paragraph gives the following points? Give your answer as: the first paragraph, the second paragraph, etc., accordingly.*
 - (1) Nobel wanted his money to be used for good work.
 - (2) The discovery of dynamite.
 - (3) How Nobel became wealthy.
 - (4) A Nobel prize is a sum of money.
 - (5) Nobel did not like the way people were using his invention.
- (b) *Say whether the following statements are true or false.*
 - (1) Alfred Nobel won the highest award.
 - (2) Nobel died at the age of 66.
 - (3) Nobel was sad because he was ill.
 - (4) The Nobel prizes are only for the people of Sweden.
 - (5) Every year, the prize are given by Alfred Nobel.
- (c) *Answer the following questions in full sentences.*
 - (1) Who invented dynamite?
 - (2) Whose money is given away as prizes every year?
 - (3) In what fields must the work be outstanding?
 - (4) Who gets the highest Nobel prize?
 - (5) What was Alfred Nobel?

C. Extended language use

- (a) *Make two sentences with the words in each set below. The first one is done for you as an example.*
 - (1) **Sweden Swedes Swedish**
 The people of **Sweden** are called **Swedes**.
 The language they speak is called **Swedish**.
 - (2) **England - English - English**
 - (3) **Denmark - Danes - Danish**

- (4) Poland - Poles - Polish
- (5) Turkey - Turks - Turkish
- (6) Spain - Spaniards - Spanish
- (7) Finland - Finns - Finnish

(b) *Use the right form of the words given in the box to rewrite each sentence below. The first one is done for you as an example.*

invent	inventor	invention
invented	inventors	inventions
discover	discoverer	discovery
discovered	discoverers	discoveries

- (1) Alfred Nobel was the (invent) of dynamite.
Alfred Nobel was the **inventor** of dynamite.
- (2) The telephone was (invent) by Alexander Graham Bell in 1876.
- (3) Edison was a great (invent).
- (4) Many of Edison's (invent) are used today.
- (5) Columbus (discover) America in 1492.
- (6) Penicillin is one of the greatest (discover) in medicine.
- (7) (Invent) usually get a lot of money for their (invent).
- (8) Even today, scientists are still making new (discover) every day.
- (9) Marie Curie and her husband were the (discover) of radium.

(c) *Rewrite each sentence below, using the "-ing" form of the verb given in brackets. The first one is done for you as an example.*

- (1) Nobel became rich by (manufacture) and (sell) dynamite.
Nobel became rich by **manufacturing** and **selling** dynamite.
- (2) You can open that door by (pull) this string.
- (3) He won the first prize by (work) very hard.
- (4) You can make the sound louder by (turn) this knob to the right.
- (5) Ring the bell by (press) the button.
- (6) You can start the engine by (turn) this key.
- (7) You can keep yourself fit and healthy by (take) exercise regularly.
- (8) The boy got into the room by (climb) through that window.
- (9) They put out fire by (throw) sand over it.
- (10) He made the children happy by (give) them a present each.
- (11) She kept us quiet by (make) us write an essay.

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

Speaker One: How did you **open that door**?

Speaker Two: By pulling this string.

*Change roles and practise further with: **open that window, switch on that light, switch off that light, ring the bell, stop the engine.***

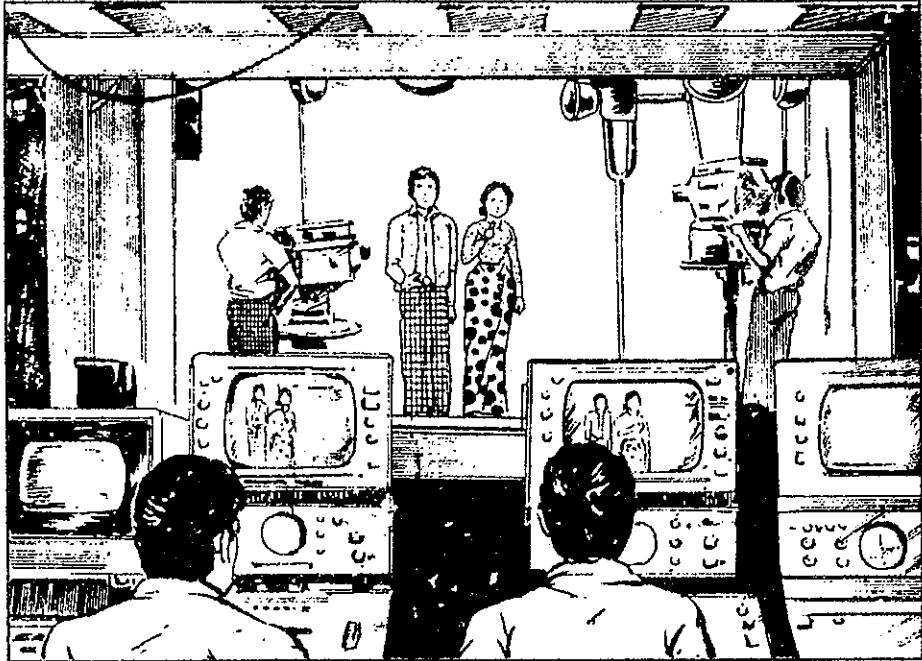
D. Spelling and dictation

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

LESSON 3

PRODUCING A TELEVISION SHOW

Do you know how a television show is produced, or made? It is not easy to produce one. Many people—producers, directors, script writers, costume designers, performers (actors and actresses), musicians, camera-men have to get together and work together to produce a good television show.



First, a story or a play has to be selected, or chosen to be made into a television show. If the story or play is good but long, it has to be cut up into parts called series. This cutting up is usually done by the producer. After this has been done, the producer chooses a director whose main task, or chief duty, is to tell the performers what to wear and what to do and how to act. The producer also tells the script writer to write out the lines which the actors and actresses will have to say in the play.

While the script writer is writing the scripts, the producer and the director get together and talk to the composer about the different songs and different kinds of music they want for each part of each series. Then the two of them do the casting, which is finding the right performers for the different roles in the story or play. They

usually know which performers are good for which roles, and famous performers are usually given the leading, or most important roles. However, sometimes, they hold auditions (also known as try outs) to select the right performer for the right role.

Next, the producer and the director hold talks or discussions, with costume designers to select the right kind of dresses; and with production assistants to look for suitable locations, places where the acting will be photographed. (In movie and television work, photographing is often called shooting.)

When all these have been done, the producer, the director and the performers get together and rehearsals begin. (A rehearsal is a practice session, or trial performance of a play.) During these rehearsals, the performers practise acting out their parts and saying their lines. The director tells them how to act. He also makes a shooting script for the camera-men to know exactly where to take their places and from what angles to shoot.

Rehearsal time is the busiest and most difficult time for the director, producer and performers. Often, these rehearsals go on for five or six days. When the performers know exactly what to say and what to do, the shooting begins. This also can take days. Some of the scenes can be shot in the studio, which is a big room or hall where the performers act out and the camera-men do the shooting. But some scenes— such as horses galloping, soldiers marching through fields and forests, etc. — cannot be shot in the studio.

Therefore, for many television shows, some scenes are shot in the studio and some are shot outdoors. When all the shooting has been done, the film editor, the producer and the director, look over the films. They cut out unwanted parts, join up certain indoor scenes and outdoor scenes, and see that every part of the production is perfect, or flawless.

When the director is satisfied, the production goes on air. People watch it on television and they laugh and smile and cry and sing with the performers.

EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following. The first letters are given to help you.

- (1) finding the right performers (c _____)
- (2) photographing (s _____)
- (3) make (p _____)
- (4) parts of a play or story for television show (s _____)
- (5) chosen (s _____)

(b) Give a suitable word from the passage to complete each sentence below. The first letters are given to help you.

- (1) The big room or hall where the performers act out and the camera-men do the shooting is called the s _____.

- (2) A play or story is cut up into parts by the p_____.
- (3) Another word for 'talks' is d_____.
- (4) A r_____ is a practice session.
- (5) An important role is sometimes called a l_____ role.
- (6) Flawless means p_____.
- (7) Selecting the right kind of music for a television show is one of the tasks of the c_____.
- (8) The part which a performer takes in a play or story is called r_____.

B. Comprehension

(a) *Who does the following? Give your answer in a word or a phrase.*

- (1) produces a television show
- (2) does the casting
- (3) selects the right kind of dress for the performers
- (4) looks for locations outdoors
- (5) does the shooting
- (6) makes a shooting script
- (7) tells the camera-men where to take their places
- (8) tells the performers how to act
- (9) writes the lines for the performers
- (10) cuts up a long play or story into series

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

- (1) What is the main task of the director?
- (2) What does a script writer do?
- (3) Why is a scene like galloping horses shot outdoors?
- (4) When do people laugh and smile and cry and sing with the performers?
- (5) Who usually gets the leading role?

C. Extended language use

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

- (1) U Thu Kha is a famous (direct). He (direct) very well.
- (2) It is not easy to (produce) a television show.
- (3) Television show (produce) have to work hard.
- (4) Have you seen the latest television (produce) on television?

- (5) A man (perform) is called an (act), and a woman (perform) is called an (act).
- (6) Some (perform) are also very good (sing).
- (b) *Add -r, -er or -or, whichever is correct, to each word below to give the name of the doer of each verb. The first two are done for you as examples.*
- | | | |
|-----------------|---|----------------|
| (1) visit | – | visitor |
| (2) teach | – | teacher |
| (3) play | – | |
| (4) perform | – | |
| (5) operate | – | |
| (6) direct | – | |
| (7) produce | – | |
| (8) drive | – | |
| (9) act | – | |
| (10) photograph | – | |
| (11) write | – | |
| (12) compose | – | |
- (c) *Punctuate the following.*
- (1) i want to be an actor when i grow up
 - (2) our teacher wants our performance to be perfect or flawless
 - (3) have you ever been inside a television studio
- (d) *Practise the following dialogue with your friend.*
- Speaker One:* Have you ever seen a TV rehearsal?
- Speaker Two:* No. Have you?
- Speaker One:* Yes.
- Speaker Two:* Where?
- Speaker One:* At the **Myanmar Radio and Television.**
- Change roles and practise further with: our school, my friend's house, my uncle's studio.*

D. Spelling and dictation

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

A RIDDLE IN THE VOWELS

We are little airy creatures.
All of different voice and features;

One of us in glass is set,
One of us you'll find in jet.

T'other you may see in tin,
And the fourth a box within.

If the fifth you should pursue,
It can never fly from you.

Anonymous

NOTES

1. **airy** (adj) = like air (cannot be seen; hard to see or catch)
2. **creature** (n) = person, animal, or insect
Example:
The butterfly is a wonderful **creature**.
People, animals and insects are all **creatures** of this world.
3. **feature** (n) = thing (in this poem)
= Part (of a person, animal or thing) which tells us at once who or what that person or thing is.
Example:
A long trunk and a pair of long tusks are **features** of an elephant.
4. **fly**(v) = run away
Example:
The boys who were smoking **flew** when they saw their teacher coming.
5. **pursue** (v) = go after something to get it, or to catch up with it
= look for (in this poem)
6. **riddle** (n) = puzzle in words: difficult question
Example :
“နွားတစ်ကောင် ဘို့တစ်ကောင်” is a Myanmar **riddle**.
“I have a face and two hands, but no eyes, ears, lips or legs.
What am I?” is an English **riddle**.

7. **T'other** = The other
8. **vowel (n)** = any of the five letters: a, e, i, o, u
Example:
 The English alphabet has five **vowels**. They are: a, e, i, o and u. The word 'house' has three **vowels**.
9. **if you should pursue** = if you look for

EXERCISES

A. Vocabulary

Give a word from the poem to complete each sentence below. The first letters are given to help you.

- (1) The word 'good' has two v_____.
- (2) The letter 'D' is the f_____ letter of the English alphabet.
- (3) I usually drink a g_____ of milk every morning.
- (4) A j_____ can fly much faster than an aeroplane with propellers.
- (5) A difficult r_____ can make us think very hard for the answer.
- (6) When you speak, your v_____ must be loud and clear.
- (7) I've lost my pen. I can't f_____ it anywhere.
- (8) A cat and a dog are not the same. They are d_____.

B. Comprehension

Answer the following questions in full sentences.

- (1) What is the title of the poem?
- (2) Who wrote the poem?
- (3) How many lines are there?
- (4) What is a riddle?
- (5) Who is 'we' in the poem?
- (6) What are the five words in the poem which have in each the five vowels of the English alphabet in the order a, e, i, o, u?

C. Extended language use

- (a) *Copy each word below and give the vowels in each.*
- | | |
|---------------|---------------|
| (1) come | (5) lesson |
| (2) remember | (6) another |
| (3) alphabet | (7) eight |
| (4) wonderful | (8) aeroplane |
- (b) *Write out in pairs the rhyming words in the poem.*

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

Speaker One : How many vowels are there in the English alphabet?

Speaker Two : Five.

Speaker One : And in **the Japanese alphabet?**

Speaker Two : I'm afraid. I don't know.

Change roles and practise further with: the German alphabet, the Spanish alphabet, the French alphabet, the Russian alphabet, the Greek alphabet

REVIEW EXERCISES

Words and word forms

(a) *Choose the right word.*

- (1) We read (A. newspapers, B. scripts, C. plays) every day to know what is going on in the world.
- (2) The (A. part, B. duty, C. role) of the postman is to deliver letters and parcels.
- (3) The boy won the scholarship because he was (A. kind, B. outstanding, C. quick).
- (4) He is (A. a writer, B. a composer, C. an actor) and has written many songs and pieces of music.
- (5) Another word for perfect is (A. flawless, B. useless C. hopeless).

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

- (1) He is very s _____ because his bicycle has been stolen.
- (2) The writer of this p _____ is unknown.
- (3) He is studying m _____ because he wants to become a doctor.
- (4) In his w _____ the rich main left all his money to the poor.
- (5) The highest a _____ was given to the person who had done the greatest service for his country.
- (6) Every year the government spends a large sum of m _____ on education.
- (7) They used d _____ to blow up the old bridge.
- (8) In the play, the actors are going to wear the c _____ of kings and princes.
- (9) The play is so long that it has been cut up into s _____.
- (10) The script written by U Nyein has been chosen to be made into a t _____ show.

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

- (1) Aye Mg hopes to become a successful (physics).
- (2) The opposite of sadness is (happy).
- (3) I can speak English and she can speak (Spain).
- (4) The two (work) are taking a rest.
- (5) During a (rehearse), the performers practise acting out their parts.
- (6) There are (differ) kinds of stories in this book.
- (7) There will be no (perform) tonight.
- (8) Tun Tun has already been (select) to play the leading role in the play.

- (9) Cinderella was (beautiful) dressed.
- (10) Mi Mi and Su Su are very (friend).

B. Comprehension

Read the passage below and do the exercise that follow.

All of us have seen dogs, but only a few of us know all the things about dogs.

Most dogs are born blind and begin to see only when they are about two weeks old. All dogs have strong sharp teeth. They also have very sharp ears, that is, they hear very well, even the sounds that people do not hear. Their eyesight is also good. They can see well even in the dark. Their scent, which is the sense of smelling, is very good, too. They know very well the smell of their masters and that of their enemies. Their claws, which are nails on their feet, are fixed. These claw cannot be pulled in, or drawn in like those of a cat.

There are different kinds of dogs. Some dogs are very much like wolves. Such dogs are call wolf-like dogs. The Husky and the Alsatian are good example of wolf-like dogs.

There is another group of dogs called the Mastiffs. The Great Danè, the Dalmatian, the Saint Bernard are all Mastiffs.

Some kinds of dogs are used in hunting, that is, catching animals, Hunters usually keep hunting dogs and take them along when they go out hunting. For example, the Greyhound, the Scottish Deerhound and the Irish Wolfhound are all hunting dogs. They can run very fast and they use their eyes as well as their ears and nose to chase the animals which their masters, the hunters want to catch.

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

- (1) All dogs see well.
- (2) Dogs, like cats, can draw in their claws.
- (3) The Alsatian looks like a wolf.
- (4) Hunting dogs are called Mastiffs.
- (5) Dogs have very good scent.

(b) *Say which group the following dogs belong to. Write **Wolf-like dogs, Mastiffs or Hunters.***

- (1) The Husky
- (2) The Greyhound
- (3) The Irish Wolfhound
- (4) The Dalmatian
- (5) The Saint Bernard

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

- (1) What are the names of a dog called?
- (2) Which dogs are called Mastiffs?
- (3) Which dogs can run very fast?
- (4) Who keep hunting dogs?
- (5) Why is the Husky called a wolf-like dog?
- (6) What word in the passage means the same as "sense of smelling"?
- (7) What does "blind" mean?
- (8) Which of these four gives the best meaning of **chase**?
 - A. look after
 - B. come after
 - C. take after
 - D. go after

C. Writing

(a) *Rewrite each sentence, using the correct form of the verbs in brackets.*

- (1) The little boy was (frighten) by a loud noise.
- (2) This plate has just been (wash) by Tun Tun.
- (3) This book was (borrow) from the library.
- (4) He has (win) many prizes.
- (5) The windows were (shut) by Tun Tun.
- (6) The experiment will be (do) by the science students.
- (7) They are (hold) auditions to select the right performer.
- (8) The dance was (perform) before all the visitors.

(b) *Punctuate the following.*

20 pyay road
yangon
20 december 1982

dear aye aye

how are you i met thi thi yesterday at the bogyoke market she asked how you were and she said that she would like to hear from you the weather here is getting a little cooler and tomorrow we have our school sports daw aye myint is now our teacher and i am studying for my test write soon

your loving friend
myint myint

(c) *Copy out the following using the correct form of the verb given in brackets.*

My brother is a policeman. A few nights ago he (walk) along Inya Road when he suddenly (hear) a loud noise from a house nearby. My brother (run) to the gate of the house and (hurry) into the garden. He (knock) on the door of the house.

“Stop! Stop!” he (shout). Then he (take) out his gun. Just at that moment someone slowly (open) the door.

“What do you want?” a boy (ask) him. “Are you a policeman?”

“Who (fire) that gun a moment ago?” my brother (ask).

“What gun?” the boy (ask) in surprise. “I (be) in the house all by myself and I did not see anyone with a gun.”

But my brother (can) still hear the sound of voices inside the house. Then my brother (hear) a loud scream for help. He (run) into the house and (look) round the room. But he (cannot) see anyone else in the room. He (see) only a few chairs, a radio and a television set. “I was watching a play on television,” the boy (explain).

LESSON 4

TWO WORDS OF WISDOM

Long, long ago there were two brothers, Thiha and Thura. They were twins. Their father was a wealthy man. He gave them everything they wanted. They had such an easy life that he was worried. He wanted to make them lead useful lives.

The two brothers had only one great interest in life—riding, Thiha had a coal black mare, and Thura had a coal black stallion. The brothers were proud of their horses. They thought only of racing their horses.

When the wealthy man lay dying, he said to his friend, "My sons think only of racing their horses. In my will, I shall leave all my possessions to the son whose horse is the loser in a race of ten miles,"

When the wealthy man died his friend told the two brothers of the strange will.

"Does this mean that I shall get nothing if my horse wins the race?" asked Thiha in surprise.

"It is impossible to run such a race," said Thura.

However, the two brothers started to race. Of course both the brothers rode very slowly, because each wanted the other to win. By midday, they stopped at an inn for lunch.

"What is the trouble young men?" asked a wise old man who sat by the door. Thiha told the story of the race and asked for the old man's advice. The old man laughed.

"Listen, _____," he whispered.

The two brothers then continued their race. This time both the brothers rode as fast as they could. Finally, the horse ridden by Thiha won the race.

"A wonderful race!" cried their father's friend.

"We have to thank the old man," laughed Thiha. He whispered the two words that solved the problem of how to lose the race.

"What two words!" asked their father's friend.

"Change horses!" cried Thiha happily. "I rode Thura's horse and won the race. That means that my mare was beaten. She lost the race. So I get all my father's money."

"I rode Thiha's horse," said Thura "and lost the race. That means that I lose everything except the knowledge that my stallion is the better horse."

"Never mind," said Thiha. "I shall give you half of our father's wealth. We shall race again many times."

From that day on, they became more thoughtful and lived together happily.

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.

- | | |
|--------------|---|
| 1. wonderful | A. win |
| 2. beat | B. hotel, place where travellers
can buy food and stay |
| 3. lunch | C. very rich |
| 4. inn | D. very good |
| 5. wealthy | E. meal taken in the middle of the day |

(b) Give a suitable word from the story to complete each sentence below.

- (1) A mare is a female horse and a s_____ is a male horse.
- (2) I played my best but I lost. I was b_____ by Ko Aung.
- (3) We will stop at that i_____ and buy something to eat.
- (4) Two children who are born together of the same mother are called t_____.
- (5) We were very happy at our uncle's house. We had a w_____ time there.
- (6) Three boys from my class ran in the r_____.
- (7) A w_____ person knows what is right and what is wrong.
- (8) I did not want the other people to here, so I w_____ into his ear.

B. Comprehension

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

- (1) Thiha and Thura were twins.
- (2) When the two brothers first started the race, they rode happily.
- (3) The wealthy man left all his possessions to Thura.
- (4) The two words whispered by the old man were "Change horses."
- (5) Thura won the race.

(b) Who did or had the following in the story? Give your answer in one word or one phrase.

- (1) He had a mare.
- (2) He whispered "Change horses!"
- (3) He had a stallion.
- (4) They stopped for lunch.
- (5) He left a strange will.

- (c) *Who said the following in the story? Give your answer in one word or one phrase.*
- (1) "My sons think only of racing their horses."
 - (2) "I shall give you half of our father's wealth."
 - (3) "..... my stallion is the better horse."
- (d) *Answer the following questions in full sentences.*
- (1) What did the wealthy man give his two sons?
 - (2) What were the two brothers interested in?
 - (3) How did Thiha and Thura start the race?
 - (4) Who told the two brothers about their father's will?
 - (5) Who got all the possessions of the wealthy man?

C. Extended Language use

- (a) *Give the -ly form of each word below. The first one is done for you.*
- (1) proud - **proudly**
 - (2) wonderful -
 - (3) slow -
 - (4) final -
 - (5) wise -
 - (6) happy -
- (b) *Write out the sentences below, using the correct form of the words given in brackets.*
- (1) Than Than is very (proud) of her beauty.
 - (2) The peacock (proud) showed off her beautiful tail.
 - (3) Kyaw Kyaw always writes (slow) in class.
 - (4) They love each other and live (happy) in this house.
 - (5) Parents want their children to lead (useful) lives.
 - (6) Tun Tun is very clever, so he can work out the sums (easy).
- (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) a man (old) a boy
A man is older than a boy.
 - (2) I (young) Hla Hla
 - (3) a train (slow) an aeroplane
 - (4) U Ba (wise) U Kyaw
 - (5) they (wealthy) any man in this town

(d) *Punctuate the following.*

- (1) do you want to walk with me we can talk on the way said aye aye
to si si
have you any brothers and sisters asked mg hla
- (3) how did you go back home by bus or on foot said ko sein to ma pu
- (4) no he isnt a doctor
- (5) shes a teacher said than than

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

PENICILLIN

Alexander Fleming was born in Scotland, in 1881. He was bright and intelligent, and learned his lessons easily. He left school at the age of sixteen to become a clerk in a shipping office in London. After four years **there**, when a relative died, **he** was left some money. Fleming used **it** to study medicine at St. Mary's Hospital.

5 When he became a doctor, Fleming stayed on at St. Mary's Hospital to study bacteria. Bacteria are microbes which attack our bodies and cause illness, or make us ill. In our blood there are very small red and white cells and it is the white cells that fight the microbes which cause diseases. If the white cells lose the fight, then a person becomes seriously ill and may even die.

10 Doctors knew about **this**, and they used antiseptics to kill dangerous microbes, but unfortunately the antiseptics also killed the white cells and therefore made a person worse. At that time Fleming was working hard to discover something which would kill only the microbes but not the white cells.

15 One day in his laboratory at St. Mary's, Fleming was examining microbes on a glass plate under his microscope and he noticed that some of **them** had been killed. He began to wonder why these microbes had been killed. He found that a mould was growing on some parts of the glass plate and in these parts the microbes had been killed. He named this mould penicillin. He also discovered that while penicillin killed the deadly microbes it did not kill the white cells in the blood.



20 He worked on hard until he succeeded in producing penicillin as we know it today. For this work, he was given the title of "Sir". And today, he is remembered as the world
25 famous medical scientist who discovered penicillin, the antibiotic which is used all over the world to save countless numbers of lives.

EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following. The first letters are given to help you.

- | | |
|--|-----------|
| (1) opposite of 'win' | (l _____) |
| (2) one of the persons who work in an office | (c _____) |
| (3) without difficulty | (e _____) |

- (4) not stupid (i _____)
 (5) opposite of 'forgot' (r _____)
 (6) that cannot be counted (c _____)

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

- (1) Ko Mya is not stupid. He is very _____.
 (2) There are _____ numbers of stars in the sky.
 (3) She is a slow learner and forgets _____ too.
 (4) My best friend _____ to send me a card on my birthday last year.
 (5) If you don't want to _____, you must play well.
 (6) He's a _____, he's not a typist.

(c) Learn the following:

- micro = small
 anti = against
 scope = showing
 bio = life
 septic = causing disease

Now match each word from 'A' with its meaning in 'B'.

A

B

- (1) microbes (a) an instrument for looking at small things
 (2) microscope (b) something that stops the growth of disease microbes
 (3) antibiotic (c) something that destroys microbes and white cells
 (4) antiseptic (d) bacteria, or very small living things

(d) Complete each sentence below with a suitable word from the passage. The first letter of each word is given to help you.

- (1) Microbes c _____ diseases.
 (2) A b _____ child learns quickly.
 (3) If you want to get well, then take your m _____.
 (4) It is d _____ to play with matches.
 (5) He was s _____ ill last year.
 (6) Hands, legs and head are p _____ of our body.
 (7) We make all our e _____ in the laboratory.
 (8) When our enemies a _____ us, we must fight back.
 (9) The villagers killed the d _____ snake.
 (10) Penicillin was d _____ by Alexander Fleming.

B. Comprehension

(a) *Choose the correct answer.*

- (1) Fleming became a shipping clerk when (A. his relative died, B. he left school, C. he was left some money).
- (2) The white cells in our blood (A. fight, B. lose, C. cause) bacteria.
- (3) Antiseptics kill (A. only the white cells, B. only the bacteria, C. both the bacteria and the white cells).
- (4) Antibiotics kill (A. only the white cells, B. only the bacteria, C. both the bacteria and the white cells).
- (5) Before the discovery of penicillin, people used (A. antiseptics, B. antibiotics, C. the red and white cells) to kill bacteria.

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

- (1) Where was Alexander Fleming born?
- (2) Where did Fleming do his scientific work?
- (3) What was Fleming trying to discover?
- (4) What honour did Fleming receive for his work?
- (5) What did he name the mould?

(c) *What does each word below stand for in the passage? Write your answers in your exercise book.*

- (1) **there** (in line 3) After four years **there**
- (2) **he** (in line 3) After four years there **he** was left some money.
- (3) **it** (in line 4) Fleming used **it**
- (4) **this** (in line 10) Doctors knew about **this**,
- (5) **them** (in line 16) One day some of **them** had been killed.
- (6) **it** (in line 21)it did not kill the white cells

(d) *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) the discovery of penicillin
- (2) Fleming worked after living school
- (3) the danger of using antiseptics
- (4) we get sick because the white cells are killed
- (5) antibiotics kill only bacteria

C. Extended language use

(a) *Rewrite each sentence using It is/was + the bold words+ that/who. The first two are done for you.*

- (1) **Fleming** discovered penicillin.
It was Fleming who discovered penicillin.
- (2) Fleming discovered **penicillin**.
It was penicillin that Fleming discovered.
- (3) **Antiseptics** kill the bacteria and the white cells.
- (4) **Penicillin** kills only the deadly microbes.
- (5) **My brothers** studied science.
- (6) **The Headmaster** wanted to see Maung Maung.
- (7) Fires usually break out **in the dry season**.
- (8) Myanmar exports **rice**.
- (9) I don't like the **way he talks**.
- (10) I first met him **here**.

(b) *Punctuate the following.*

alexander fleming was born in scotland in 1881 when he was sixteen he went to work in a shipping office in london he left the office when he was left some money by a relative he studied medicine at st marys hospital after becoming a doctor he stayed on at st marys hospital to study bacteria

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

Speaker One: Have you taken antibiotics?

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

Speaker One: Yes, I have.

Speaker Two: What antibiotic?

Speaker One: **Penicillin.**

Change roles and practise further with: Tetracycline, Aureomycin, Chloramphenicol, Ampicillin

D. Spelling and dictation

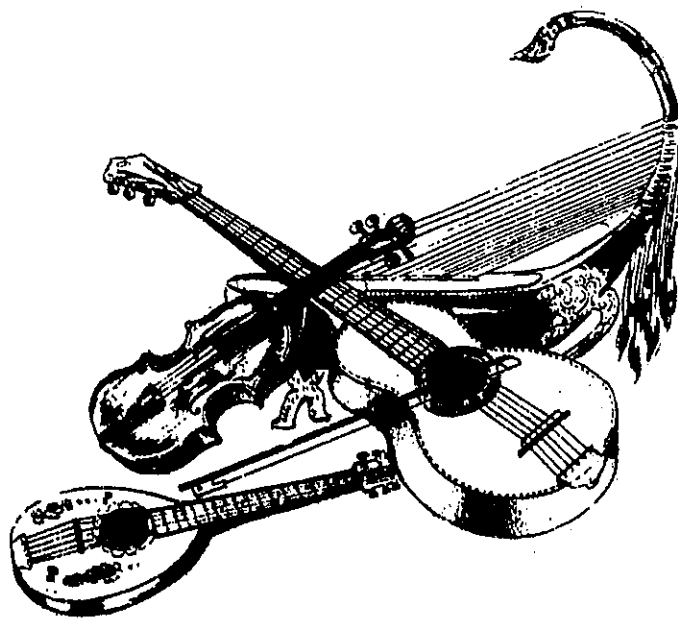
Learn all the words and phrases in the lesson. Your teacher will give you spelling and dictation exercises.

LESSON 6

MUSICAL INSTRUMENTS

People have been making music from the earliest times. Music is the art, or skill, of making or producing pleasant sounds. People like to listen to music because it gives them pleasure; it makes most people happy. We can make music by singing or by playing musical instruments such as the violin, the piano, the organ or the harp.

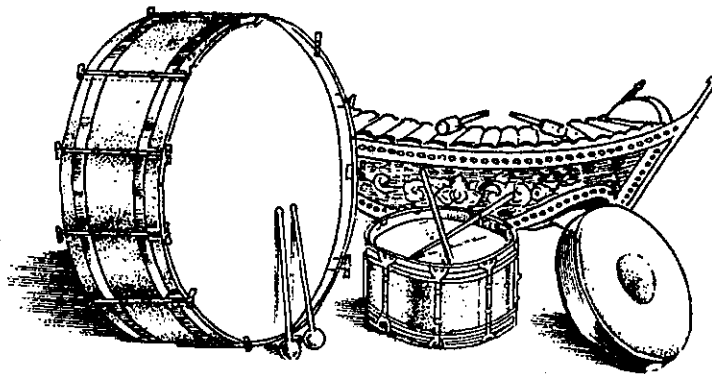
Musical instruments can be put into three different groups: string instruments, wind instruments and percussion instruments.



The violin, the guitar, the harp, the mandolin and the banjo are some examples of string instruments. All string instruments have gut, nylon or wire strings. They are stretched and attached, or tied, to a box, which is sometimes called a sound-box. The player produces different sounds by pressing on the strings with one hand and vibrating, or strumming, the strings with the other hand. The piano is a string instrument, too. When the player presses a key, a small hammer inside the piano strikes a wire and produces a sound.



Musical instruments such as, the flute, the clarinet, the trumpet, the cornet and the organ are wind instruments. Wind instruments, unlike string instruments, produce music only when air is blown into them. Some wind instruments are made of wood or bamboo while others are made of brass. The flute and the clarinet are made of wood. Others, such as the trumpet, the trombone, and the cornet, are made of brass.



Percussion instruments produce sound when they are struck, or beaten. Drums, gongs and xylophones are some examples of percussion instruments. The player uses drumsticks to strike drums and gongs, but he uses a small padded hammer to hit the bars of a xylophones to produce music.

People who can play musical instruments are called musicians. A group of musicians playing musical instruments together is called an orchestra.

EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following. (The first letter of each word is given to help you.)

- (1) pleasant sound (m _____)
- (2) thing used for making musical sound (i _____)
- (3) vibrating (s _____)
- (4) tied (a _____)
- (5) make (p _____)

(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) He is _____ the guitar and singing.
- (2) We all like to listen to _____.
- (3) This piece of wire is _____ to the sound-box.
- (4) The piano is a musical _____.
- (5) The flute can _____ beautiful music.

B. Comprehension

(a) Answer the following questions in one word or one phrase. The first one is done for you as an example.

- (1) What kind of musical instruments are the violin and the guitar? **string instruments**
- (2) What kind of musical instruments are the flute and the trumpet? _____
- (3) What kind of musical instruments are the drum and the xylophone? _____
- (4) What is the player of a musical instrument called? _____
- (5) What is a group of people playing musical instruments together called? _____

(b) Answer the following questions in full sentences.

- (1) Why do people like to listen to music?
- (2) What are three different kinds of musical instruments?
- (3) How does the player of a string instrument produce sound?
- (4) How does the player of a wind instrument produce sound?
- (5) How does the player of a percussion instrument produce sound?

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

- (1) Everyone likes to listen to music. **Ans. the first paragraph**
- (2) The mandolin is a string instrument.
- (3) Drumsticks are used for striking drums.
- (4) The flute is made of wood.
- (5) There are three different kinds of musical instruments.

(d) Put the following musical instruments into three groups:
string instruments wind instruments percussion instruments
harp, trumpet, clarinet, violin, drum, cornet, piano, mandolin, trombone,
gong, xylophone

C. Extended language use

(a) Add **-er** or **-r** to each word below. The first one is done for you as an example.

- (1) play - **player**
- (2) sing -
- (3) teach -
- (4) write -
- (5) drive -

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

- (1) He can (play) tennis very well.
He is a good tennis (play).
- (2) Hla Hla (sing) very sweetly.
She is a (sing).
- (3) Daw Khin Khin (teach) us English.
She is our English (teach).
- (4) U Hla (write) stories.
He is a (write).
- (5) Mg Mg (drive) the railway engine.
He is an engine (drive).

(c) Rewrite each sentence below, beginning with the word or words given in brackets. The first one is done for you as an example. (In the sentence you write, do not use the first word of each given sentence.)

- (1) We can make music by singing. (Music)
Music can be made by singing.

- (2) We can produce sound by striking two things. (Sound)
(3) They will sweep this room on Saturday. (This room)
(4) They will water the flowers this evening. (The flowers)
(5) They will offer these flowers at the pagoda. (These flowers)
- (d) *Add -ist to each word below: The first one is done for you as an example.*
(1) guitar - **guitarist**
(2) violin -
(3) organ -
(4) harp -
- (e) *Write a sentence like the one shown below with each -ist word you have given for (d).*
(1) A **guitarist** is a person who plays the guitar very well.
- (f) Practise the following dialogue with your friend.
Speaker One: Do you play the **guitar**?
Speaker Two: No. I don't. How about you?
Speaker One: Yes, a little.
Change roles and practise further with: piano, violin, mandolin, flute, clarinet, trumpet, drum.

D. Spelling and dictation

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

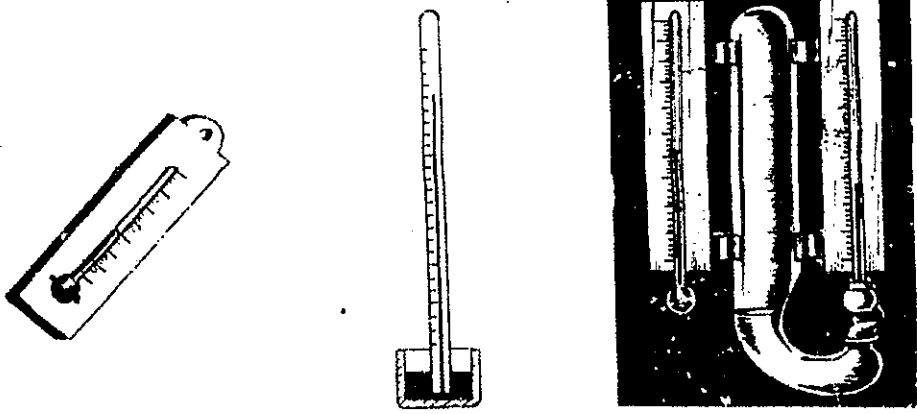
WHAT WILL THE WEATHER BE LIKE TOMORROW?

What will the weather be like tomorrow? Will it be sunny? Will it be cloudy? Will there be rain? Will there be wind? Will the wind be strong or gentle?

These questions are not easy for everyone to answer. However, people do talk a lot about the weather and many try to tell **today** what the weather will be like **tomorrow**. Telling today what the weather will be like tomorrow is called **weather forecasting**. (To 'forecast' is to say **now** what will happen **later**.)

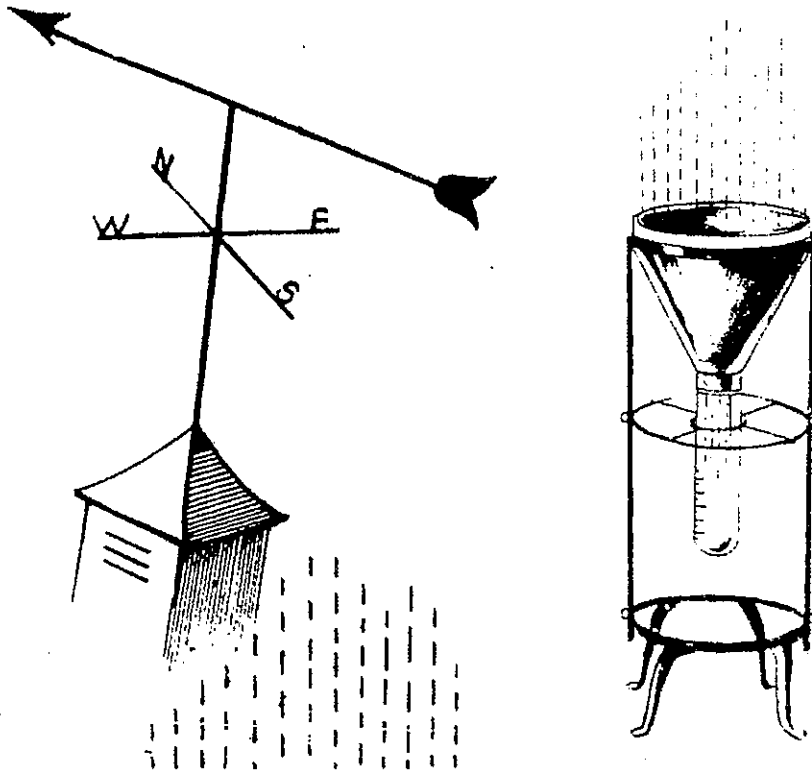
How are some people able to tell what the weather will be like tomorrow? They look at a number of things around them—things such as the sky, the colour of the clouds, the forests and the hills, the birds, the moon at night. These things tell them what the weather will be like tomorrow or the day after tomorrow. These things are called signs.

Let us look at a few weather signs. A rainbow in the evening is a sign that the weather will be fine soon. Rings round the sun tell us that rain is coming. Birds, especially swallows, flying high in the sky means the weather is good or fine weather is coming; But if they are flying low, it means that the weather is going to be bad, or a storm is coming. If stars twinkle clearly at night, then fair weather will continue. Mist in the early morning indicates, or shows that the day will be warm. These are just a few of the weather signs which people look for and forecast the weather.



Today, we have many instruments to tell us what the weather is like at the present moment and what it will be like later. The thermometer gives us the exact temperature, that is, it tells us exactly how hot or cold the weather is. The barometer

tells us the pressure of the air around us. The rain gauge tells us how much rain we have had at a certain time. The wind direction indicator, or weather vane, tells us from which direction the wind is blowing. The wind speed indicator tells us at what speed the wind is blowing. The hygrometer tells us how much water vapour or moisture there is in the air.



Weathermen, people who work at weather station use all those instruments and many others to let us know what the weather is like now and what it will be like later. Many weather stations use weather balloons, which are balloons that have many instruments on them. These balloons are sent up into the sky, and many of them have cameras and radio transmitters which send back photographs and radio messages to the stations.

Today we also have weather satellites which keep orbiting or circling our earth. They carry many instruments, cameras and radio transmitters, and they keep on sending back to weather stations on earth all the photographs of the winds and the seas, as well as radio messages about the weather conditions all over the world.

EXERCISES

A. Vocabulary

- (a) Match the instrument on the left with the work it does for us on the right.
- | | |
|--------------------------|---|
| (1) hygrometer | (a) tells us from which direction the wind is blowing |
| (2) thermometer | (b) gives us the speed of wind |
| (3) barometer | (c) tells us the temperature |
| (4) weather vane | (d) tells us the amount of moisture in the air |
| (5) wind speed indicator | (e) gives us the air pressure |
- (b) Give from the passage a suitable word to complete each sentence below. The first letters are given to help you.
- (1) To tell now what will happen later is to f_____.
 - (2) The sun shines. The wind blows. A star t_____.
 - (3) Rings round the sun and a rainbow in the evening are weather s_____.
 - (4) Thermometers and barometers are i_____.
 - (5) We cannot see the sun because the sky is c_____.
 - (6) The place where weathermen work is called a weather s_____.
 - (7) We use a c_____ to take photographs.
 - (8) Another word for 'show' is 'i_____'. 41

B. Comprehension

- (a) Which paragraph gives the following points? Write your answer as: **the first paragraph, the second paragraph, etc., accordingly.**
- (1) People look for signs around them to forecast the weather.
 - (2) Weather forecasting can be quite difficult.
 - (3) Examples of weather signs.
 - (4) Weathermen use different instruments.
 - (5) We can take photographs of our earth from high above.
- (b) Answer the following questions in full sentences.
- (1) What will you use to measure the temperature?
 - (2) What do the rings round the sun tell us?
 - (3) What does a rainbow in the evening indicate?
 - (4) What will happen when we see birds flying high in the sky?
 - (5) What will you use to measure the pressure of the air around us?
 - (6) What do weathermen send up into the sky?
 - (7) What is a hygrometer for?
 - (8) What signs tell us that the weather will be fine?

C. Extended language use

(a) Study the change in form of the following weather words:

- (1) wind _____ windy (5) mist _____ misty
(2) sun _____ sunny (6) snow _____ snowy
(3) rain _____ rainy (7) heat _____ hot
(4) cloud _____ cloudy

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

- (1) The (wind) is very strong today.
(2) Do you like the (rain) season?
(3) The (hot) is very strong during summer.
(4) We will go to the zoo if it is (sun) tomorrow.
(5) There was a heavy (mist) this morning.
(6) Yesterday morning was more (mist).
(7) In some countries, houses are covered with (snow) in winter.
(8) We cannot see the stars. The sky is very (cloud).

(c) Copy out the following two paragraphs, using the most suitable word from the twelve given in the box to fill each blank.

be	her	may	rain
day	interested	mother	the
everyone	it	of	where

In some parts of the world _____ weather stays very much the same _____ after day. But in some places _____ changes often. A summer morning may _____ bright and sunny but the afternoon _____ be cloudy and windy.

In places _____ the weather changes often, everyone is _____ in it. A farmer may want _____ for his plants, but a busy _____ may want the sun to dry _____ children's clothes. So the same kind _____ weather may not be good for _____.

(d) Practise the following dialogue with your friend.

Speaker One: Do you think the weather will be fine tomorrow?

Speaker Two: Yes, I do.

Speaker One: Why?

Speaker Two: **There's a rainbow in the sky.**

Change roles and practise further with: **The birds are flying nigh in the sky. The stars are twinkling clearly.**

D. Spelling and dictation

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

HOW BEAUTIFUL IS THE RAIN!

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs.
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

Henry Wadsworth Longfellow

NOTES

1. **How beautiful is the rain!**

= The rain is very beautiful.

2. **broad (adj)**

= wide; not narrow

Example:

This road is **broad** enough for six cars to go side by side.

3. **clatter (v)**

= make a loud noise (when something hard hits against something hard)

Example:

The spoon dropped from his hand and **clattered** against the plate.

4. **fiery (adj)**

= like fire (hot, bright)

5. **gush (v)**

= come out, flow out with force

Example:

Blood **gushed** out when I cut my finger.

6. **gutter** (n) = drain (beside a road or street) to carry away water
Example:
 These **gutters** are full of water during the rainy season.
7. **hoof** (n) = hard part of the foot of an animal such as a horse or cow
Example:
 My horse has shoes on its **hoofs**.
8. **muddy** (adj) = full of mud
Example:
 This water is very **muddy**. We cannot drink it.
9. **roar** (v) = make a loud deep sound (like that made by a lion or tiger)
Example:
 Dogs bark. Lions **roar**.
10. **spout** (n) = opening of a pipe from where water comes out
11. **swift** (adj) = fast, quick
Example:
 The water in this river is **swift**.
 The water in this river flows **swiftly**. (adv)
12. **tramp** (n) = sound of heavy footsteps (when soldiers march)
Example:
 The soldiers are marching. Can you hear the **tramp**?
13. **pane** (n) = sheet of glass in a window (=window-**pane**)

A. Vocabulary

- (a) Give a word from the poem to complete each sentence below. The first letters are given to help you.
- (1) Because this g_____ is not deep, children sometimes swim in it during the rainy season.
 - (2) Some animals are frightened and they run away when a lion r_____.
 - (3) He knocked over a kettle, and the coffee came out from the s_____.
 - (4) The opposite of 'narrow' is 'b_____'.
 (5) One p_____ in that window is broken.

- (b) Match the things on the left under 'X' with the sounds they make given on the right under 'Y'. Look at the poem to get your answers correct.

X

1. horses running
2. water flowing down the gutter
3. raindrops falling on the roof

Y

- A. clatter
- B. tramp
- C. roar

B. Comprehension

Answer the following questions in full sentences.

- (1) Who wrote this poem?
- (2) What is the title of this poem?
- (3) How many stanzas are there in this poem?
- (4) The poet has used three words to describe the sound made by the raindrops and the rainwater. What are those three words?
- (5) Two adjectives in this poem tell us that the poet likes the rain. What are those two adjectives?
- (6) What are the adjectives that the poet used to give us a picture of the time before the rain? (Look for them in the first stanza. There are three altogether.)

C. Extended language use

- (a) Look at the last words of the lines in the poem and put them into groups according to the rhyming sounds they have.
- (b) Study the change in form of the following words, and the meanings given.

<i>Noun</i>	<i>Adjective</i>		<i>Meaning</i>
mud	muddy	=	full of mud
rain	rainy	=	having much rain
sun	sunny	=	bright with sunlight
cloud	cloudy	=	full of clouds
dust	dusty	=	full of dust
dirt	dirty	=	full of dirt
snow	snowy	=	having much snow

- (c) Rewrite each sentence below using the correct form of the words given in brackets.

- (1) Go and wash your hands. They are very (dirt).
- (2) When the wind blows, all the (dust) from the road comes into our house and the whole house is (dust).

- (3) Yesterday was very (sun), but today is very (cloud).
 - (4) We get much (rain) during the (rain) season.
 - (5) Buffaloes often come to this (mud) lake.
- (d) *Rewrite each sentence below in the usual way. The first one is done for you as an example.*
- (1) How beautiful is the rain!
— **The rain is very beautiful.**
 - (2) How beautiful is the rainbow!
 - (3) How pretty is that girl!
 - (4) How kind of you!
 - (5) How strange was Diogenes!
 - (6) How clever of you!

D. Spelling and dictation

Learn 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) Give one word which means the same as each of the following. The first letters are given to help you.

- | | |
|--|---------|
| (1) things which are not real | i _____ |
| (2) money borrowed | d _____ |
| (3) a high explosive | d _____ |
| (4) parts of a play or story for television show | s _____ |
| (5) finding the right performers | c _____ |
| (6) go after something to get it, or to catch up with it | p _____ |
| (7) full of mud | m _____ |
| (8) fast, quick | s _____ |
| (9) come out, flow out with force | g _____ |
| (10) chosen | s _____ |

(b) Give a word which means the opposite of each of the following.

- | | |
|---------------|----------------|
| (1) difficult | (6) possible |
| (2) quickly | (7) unpleasant |
| (3) continued | (8) same |
| (4) shouted | (9) tall |
| (5) safe | (10) low |

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

- (1) We use a m_____ to look at germs.
- (2) Give me a piece of s_____ to tie this parcel.
- (3) We went to Ngapali last month and we had a w_____ time.
- (4) An i_____ is a place where you can rest and get food.
- (5) I know him but I don't r_____ his name.
- (6) The w_____ today is cool and pleasant.
- (7) 'A fox' is d_____ from "a dog".
- (8) There are many b_____ in the park for people to sit on.
- (9) If you are ill, you must take m_____.
- (10) Do not play with fire, It is d_____.

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

- (1) Sein Sein is the (old) girl in our class.
- (2) Khin Khin is a (slow) worker.
- (3) The weather is getting cold. I am (worry) about my children.

- (4) The examination is drawing near. So they are (work) hard.
- (5) She is going to England for further (study).
- (6) A (care) student makes a lot of mistakes.
- (7) Yellow is one of the (colour) in a rainbow.
- (8) He promised his mother that he will stop (smoke).
- (9) The two boys stopped (fight) as soon as the teacher came into the classroom.
- (10) Don't eat that cake. There are so many (fly) on it.
- (11) (Mg Myo) father is getting thin.
- (12) Who is (she) mother?
- (13) My brothers will take (I) to the cinema tonight.
- (14) He lost four (tooth) when he fell down from the tree.
- (15) Her fingers are longer than (I).

B. Comprehension

Read the passage below and do the exercises that follow.

All of you know the names of the days of the week and the names of the months of the year, don't you? But do you know how these days and months got their names?

The names of the days of the week were derived, or got, from Anglo-Saxon, which was the language spoken by the early English people. The following list gives the names of the days and what each means, or stands for:

Sunday	-	day of the Sun
Monday	-	day of the Moon
Tuesday	-	day named after the Saxon god of war, Tiw
Wednesday	-	day named after the Norse god of war, Woden
Thursday	-	day named after the Norse god of thunder, Thor
Friday	-	day named after the goddess of marriage, Freya
Saturday	-	day named after the Roman god of time, Saturn

The names of the months were given by the Romans long, long ago. (Romans are people of Rome, a city in Italy. Today Rome is the capital of Italy.)

At first there were only ten months in the Roman calendar and the first month of that calendar was March. Later, however, two more months were added. That is why today, the numbers of some months on the calendar are not the same as the numbers given by their names. For example: Octo means eight, but October is not the eighth month of the year now. It is the tenth month.

Look at the list below. It gives the names of the months and what each means or stands for.

- January - the Roman god Janus
- February - the Roman festival (season or day or time to be happy like our Water Festival)
- March - the Roman god of war
- April - the time of year when little flowers and new leaves come out
- May - the time of year for trees and plants to grow
- June - the month named after the Roman queen of heaven, Juno
- July - the month named after Julius Caesar, the great Roman soldier
- August - the month named after Augustus Caesar, the famous Roman Emperor, or ruler
- September - (Septem = seven) the seventh month of the year
- October - (Octo = eight) the eighth month of the year
- November - (Novem = nine) the ninth month of the year
- December - (Decem = ten) the tenth month of the year

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

- (1) got (d_____)
- (2) the month named after the Roman queen of heaven (____e)
- (3) means (s_____ for)
- (4) put in more (a_____)
- (5) emperor (____r)
- (6) the people of Rome (____s)

(b) Who or what are these named after? The first one is done for you as an example.

- (1) July - **Julius Caesar**
- (2) Saturday -
- (3) Sunday -
- (4) Monday -
- (5) March -
- (6) January -
- (7) Thursday -
- (8) August -

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

- (1) The Roman calendar had twelve months.
- (2) The seventh month of the year is July.
- (3) October means the eighth month.

- (4) The days of the week were named by the Romans.
- (5) Augustus Caesar was a great ruler.
- (6) Rome is the capital of Italy.
- (7) The numbers of the months now are the same as the numbers given by their names.

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

- (1) What was the language spoken by the early English people?
- (2) Who gave the names of the months?
- (3) Who gave the names of the days?
- (4) Which is the month for enjoyment?
- (5) In which month do plants and trees grow?

C. Writing

(a) *Rewrite each sentence below beginning with the word or words given in brackets.*

- (1) "What do you have in that bag?" said the king to the man. (the king asked)
- (2) Mg Mg rang the bell. (the bell)
- (3) Su Su met her friend at the market this morning. (where)
- (4) Ko Htoo is watering the flowers. (the flowers)
- (5) "I can play the piano very well," said Hla Hla. (Hla Hla said, that)
- (6) He took Si Si's umbrella to school. (whose)
- (7) U Hla Mg went to Mandalay last month. (when did)
- (8) Mya Mya wants to become a famous doctor. (who)
- (9) Mg Ba gave the blue shirt to his brother. (which)
- (10) The car was driven by Ko Than. (Ko Than)
- (11) The child was crying because he was hungry. (why)
- (12) He went to school by bus. (how)

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

- (1) Go and wash your feet. They are very (dirt, dirty).
- (2) We see many frogs in the (rain, rainy) season.
- (3) U Win is a man of great (wealth, wealthy). He is a (wealth, wealthy) man.
- (4) Today is a (sun, sunny) day. Let us go fishing.
- (5) The roads are (dust, dusty) in the hot season.
- (6) The sums are (ease, easy). So he can work them out quickly.
- (7) It is very cold on a (wind, windy) day.
- (8) We cannot see the stars. The sky is very (cloud, cloudy).

(c) Rewrite each sentence using **It is/was+the bold words+that/who**. The first one is done for you as an example.

(1) Mg Mg took **my ruler**.

It was my ruler that Mg Mg took.

(2) **Tun Tun** found the lost dog.

(3) **My friend's brother** won the prize.

(4) I don't like **the way she talks**.

(5) The woman wanted to see **the Headmaster**.

(6) The little girl wore **a red dress**.

(7) I first met her **here**.

(d) Write the following dialogue, filling the blanks with suitable words or phrases.

Speaker One: _____ ever taken cold tablets?

Speaker Two: No, _____. What _____?

Speaker One: Yes, _____.

Speaker Two: _____ times.

Speaker One: _____ twice.

(e) Copy out the following paragraph, filling each blank with the most suitable word from the 12 given in the box.

and	all	because	blown
examples	flute	it	put
some	string	the	they

We like to listen to music because _____ makes us happy. Musical instruments can be _____ into three groups: string instruments, wind instruments _____ percussion instruments. The violin, the guitar and _____ banjo are some examples of _____ instruments. They _____ use gut, nylon or wire strings. The _____, the clarinet and the organ are some _____ of wind instruments. They are so called _____ they produce music only when air is _____ into them. Percussion instruments produce sound when _____ are struck. Drums, gongs and xylophones are _____ examples of percussion instruments.

LESSON 8

HOW TO STUDY

How do you study your lessons? Do you study them every day? Do you spend three hours in the morning and another three hours in the evening? Or do you study only in the evening and spend altogether six hours on learning your lessons?

Here are a few good study habits. Every schoolboy and schoolgirl should have them.

First, start to study only when you are fresh and your head is clear. If you begin to study when you are already tired from doing other work, your brain will not absorb or take in, what you are trying to learn.

Second, keep regular hours for studying. For example, study for two hours every morning and three hours every evening. The important thing is to do it every morning and every evening. It is not good to study one day and then not study the next day.

Third, study for only as long as your brain can absorb. This means that you should not sit at your table for a long time. Studying is working; your body may be still but your eyes and your brain are active. They are working. So, after some time, your eyes get tired and your brain becomes exhausted. When this happens, stop your study work. Get up and take a little walk or listen to music for a while, or throw yourself onto your bed and take a short rest.

Remember that relaxing, which is giving yourself a rest, is very important. If you do not relax but keep on studying and studying, your brain will not absorb anything because it is tired. It will not work anymore and you will remember nothing the next day.

Finally, study regularly from the beginning of the school year. Many students do not do this. They think they can learn up everything just before a test or the final examination. This is wrong. You cannot cram, or fill your head with too many things at one single time. Your brain cannot and will not take in anything. It will reject, or throw out everything you try to put in at the last minute. And when you take the test, you will not remember anything. Nothing will come out of your tired head.

Therefore don't start to study when you are already tired. Don't study one day and then stay without studying the next day. Don't forget to relax while you are studying. And don't cram.

EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following. The first letter of the word is given to help you.

- (1) tired (e _____)
- (2) not moving (s _____)
- (3) moving (a _____)
- (4) take a rest (r _____)
- (5) throw out (r _____)
- (6) fill with too many things (c _____)

(b) Use a suitable word from the passage to complete each sentence below. Change the form of the word if necessary to make the sentence grammatically correct.

- (1) Filling our head with too many things is called c _____.
- (2) If we run for one hour we may not be tired, but if we run for six hours, then we will be e _____.
- (3) Every schoolboy and schoolgirl s _____ have good study habits.
- (4) When our brain is tired, it will not take in what we are trying to learn. It will r _____ everything.
- (5) One word for 'taking a rest' is 'r _____'.
- (6) Don't move. Sit s _____.
- (7) If we wish to be healthy, we must take exercise r _____.
- (8) Another word for 'begin' is 's _____'.
- (9) There are a _____ thirty students in our class.
- (10) Do you r _____ the name of the first Myanmar King? I have forgotten it.

B. Comprehension

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

- (1) Cramming is a bad habit.
- (2) We should have regular hours for studying.
- (3) A tired brain will not absorb anything.
- (4) Taking a short rest when we are tired is good.
- (5) Our eyes can get tired.
- (6) The meaning of 'exhausted'.
- (7) The meaning of 'reject'.

- (b) *Which of the following habits are good and which are bad? Give your answers in full sentences. The first one is done for you as an example.*
- (1) Learning up everything at the last minute
Learning up everything at the last minute is a bad habit.
 - (2) cramming
 - (3) keeping regular study hours
 - (4) stopping for a while when our brain is tired
 - (5) studying one day and not studying the next day
 - (6) filling our head with too many things at one single time
 - (7) to keep on studying when we are tired
- (c) *Answer the following questions in full sentences.*
- (1) Why should we relax?
 - (2) When does our brain stop absorbing?
 - (3) When does our brain start rejecting?
 - (4) Why is cramming bad?
 - (5) How many good study habits does this passage give? What are they?

C. Extended language use

- (a) *Rewrite each sentence below, using “nothing”. The first two are done for you as examples.*
- (1) I didn’t see anything.
I saw **nothing**.
 - (2) She doesn’t know anything.
She knows **nothing**.
 - (3) He doesn’t remember anything.
 - (4) They didn’t buy anything.
 - (5) You will not learn anything.
 - (6) Our brain will not take in anything.
 - (7) She didn’t take away anything.
- (b) *Give a “No, ………” answer to each question below. Use “anything” or “anyone”, whichever is suitable. The first two are done for you as examples.*
- (1) Did you take something from my table?
No, I didn’t take anything from your table.
 - (2) Did he speak to someone in that room?
No, he didn’t speak to anyone in that room.
 - (3) Did they meet someone at the railway station?
 - (4) Did you buy something from that shop?

- (5) Did you give Ko Ko something to eat?
 - (6) Does Hla Hla have something for breakfast every morning?
 - (7) Did Nyi Nyi throw something out of the window?
 - (8) Have you taken something to eat on the way?
 - (9) Do you have something to tell me?
- (c) Rewrite each sentence below, using the “-ing” form of the verb given in brackets. The first one is done for you as an example.
- (1) (Cram) at the last minute is not good.
Cramming at the last minute is not good.
 - (2) (Keep) regular study hours is a good habit.
We should not keep on (study) when we are tired.
 - (4) We should not study without (take) a short rest.
 - (5) She begins (dress) for school at 8 o'clock every morning.
 - (6) We should study regularly from the (begin) of the school year.
- (d) Practise the following dialogue with your friend.
- Speaker One:* Do you study regularly every day?
Speaker Two: Yes, I do.
Speaker One: How many hours?
Speaker Two: **Three in the morning and four in the evening.**
Speaker One: That's very good.
Charge roles and practise further with: **Three in the morning and three in the evening. Two in the morning and four in the evening. Four in the morning and two in the evening.**

D. Spelling and dictation

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

LESSON 9

THE GREATEST INVENTOR

Do you know what an inventor is? An inventor is a person who makes something new for the first time. And do you know who the world's greatest inventor was? He invented the motion-picture camera and projector, the phonograph, the microphone and many many others.

He was Thomas Alva Edison. He was born at Milan, Ohio in the United States of America; on February 11, 1847. He died in 1931, but many of his inventions are used all over the world today.

Edison was seven years old when he first went to school. His teachers thought that he was stupid, that is, he was not clever and could not learn anything, because Edison asked a lot of questions. However, Edison's mother, who was a school teacher herself, knew that her son asked many questions not because he was stupid but because he just wanted to know exactly how things worked. So she taught him at home and soon young Edison learned to read books on history and science.

He took great interest in science and read many books on chemistry and physics. He also used one of the rooms in his house as a laboratory. He made many experiments in that little laboratory of his and discovered many things.

When he was thirteen, he worked as a newspaper boy. He did not get much money, but he used all the money he got to buy books to teach him to make new things. He also bought chemicals such as acids, carbon and phosphorous, and other things such as screws and nails, pieces of magnet, iron and copper to make experiments in his little laboratory.

From his books on physics, he learned much about magnets and electricity. He made one experiment after another, and finally he made one invention after another.

Edison's most famous invention was the electric bulb. Because of this we are able to use electricity today to keep our houses, streets and cities bright at night.

When Edison died, he left behind more than a thousand inventions, many of which are used all over the world today.

EXERCISES

A. Vocabulary

(a) Give from the passage a word which means the same as each of the following. The first letters are given to help you.

- (1) not clever (s _____)
- (2) not dark (b _____)
- (3) room where we make experiments (l _____)
- (4) piece of iron which pulls other pieces of iron towards it (m _____)
- (5) person who makes something for the first time (i _____)
- (6) something we use to make our voice sound louder (m _____)

(b) Give a suitable word from the passage to complete each sentence below. The first letters are given to help you.

- (1) Edison i _____ more than a thousand things.
- (2) Most singers use a m _____ so that all the people in a big room will hear their voice well.
- (3) Our teacher is making an e _____ in the laboratory.
- (4) What's the time now? It's e _____ 8 o'clock.
- (5) How many q _____ did you answer?
- (6) Acids, carbon and phosphorous are c _____.
- (7) My brother likes to read and he reads one book after a _____.
- (8) The police looked for the gun and they d _____ it under the bed.

B. Comprehension

(a) Give your answer in one word or phrase to each question of the questions below.

- (1) Who sold newspapers?
- (2) Who thought that Edison was stupid?
- (3) Who taught Edison at home?
- (4) Who knew that Edison was not stupid?
- (5) Who asked many questions?

(b) Which paragraph gives the following point? Give your answers as: the first paragraph, the second paragraph, etc., accordingly.

- (1) Edison's interest in science
- (2) place where Edison was born
- (3) the meaning of 'inventor'
- (4) the name of the greatest inventor
- (5) examples of chemicals

- (c) *Answer the following questions in full sentences.*
- (1) Where was Edison born?
 - (2) When was Edison born?
 - (3) Why did his teachers think that he was stupid?
 - (4) Why did Edison ask many questions?
 - (5) What was Edison's most famous invention?
 - (6) What is an inventor?
 - (7) Where did Edison get the money from to buy chemicals?

C. Extended language use

- (a) *Use ".... not because" and ".... but because...." to put the ideas given by the three sentences in each set into one sentence. The first two are done for you as example.*
- (1) Edison asked many questions. He was stupid. He wanted to know exactly how things worked.
Edison asked many questions **not because** he was stupid **but because** he wanted to know exactly how things worked.
 - (2) The little baby cried. He was hungry. He was bitten by an ant.
The little baby cried **not because** he was hungry **but because** he was bitten by an ant.
 - (3) Hla Hla came into the kitchen. She wanted to help her mother. She wanted a glass of water.
 - (4) Edison bought many things. He wanted to play with them. He wanted to make experiments.
 - (5) She bought the handbag. She liked it. It was cheap.
 - (6) The man stopped working. They were lazy. They were tired.
- (b) *Rewrite each sentence below, using the correct form of the words given in brackets. The first one is done for you as an example.*
- (1) A (teach) is a person who (teach).
A **teacher** is a person who **teaches**.
 - (2) An (invent) is a person who (make) something for the first time.
 - (3) A (drive) is a person who (drive) a car.
 - (4) A (sing) is a person who (sing).
 - (5) A (dance) is a person who (dance).
 - (6) A (paint) is a person who (draw) and (paint).
 - (7) A (discover) is a person who (discover) new things.
 - (8) A (drum) is a person who (play) the drum.
 - (9) A (swim) is a person who (swim) well.

- (c) Copy out the following paragraph, filling each blank with the most suitable word from the 15 given in the box.

a	1847	helped	many	school
could	he	him	not	to
electricity	he	left	read	too

Thomas Alva Edison was born in _____, in Ohio, U.S.A. His parents were _____ very rich but they could send _____ to school. However, young Edison asked _____ many questions and because his teachers _____ not answer all his questions, he _____ school. His mother, who was a _____ teacher herself, taught young Edison to _____ and write.

Young Edison soon started _____ read one book after another. Because _____ was interested in science, he read _____ books on physics, chemistry, magnets and _____. He also made many experiments in _____ little room in his house and _____ called it his laboratory. These experiments _____ him to invent many things later.

- (d) Write a paragraph about Edison, by putting together the answers you've given for questions under (c).

- (e) Practise the following dialogue with your friend.

Speaker One: Are you interested in **physics**?

Speaker Two: No, I'm not. How about you?

Speaker One: Yes, I am. Very much.

Change roles and practise further with: **chemistry, mathematics, botany, geography, zoology, history, economics.**

D. Spelling and dictation

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

THE SNARE

I hear a sudden cry of pain!
There is a rabbit in a snare.
Now I hear the cry again,
But I cannot tell from where.

But I cannot tell from where
He is calling out for aid.
Crying on the frightened air,
Making everything afraid.

Making everything afraid
Wrinkling up his little face,
As he cries again for aid,
And I cannot find the place!

And I cannot find the place
Where his paw is in the snare,
Little one! Oh, little one
I am searching everywhere.

James Stephens

NOTES

1. **aid** (n) = help (n)
Example:
Hla Hla does not want any **aid** from her aunt.
2. **cry** (n) = loud sound, loud shout (we make when we are frightened, hurt, or in pain)
Example:
He gave a **cry** when he fell from the tree.
She gave a **cry** when she saw the snake.
3. **cry** (v) = make a loud sound: shout loudly (when we are frightened or hurt)
Example:
He **cried** with pain when he fell and broke his leg.

4. **paw** (n) = foot of an animal that has nails or claws
Example:
 Cats have very soft **paws**.
5. **searching** (v) = look at, look in, or look through something to find something
Example:
 The policemen **searched** every room to see if the thief was hiding.
6. **snare** (n) = trap (especially one made with a piece of string) for catching small animals or birds
Example:
 Maung Pu knows how make a **snare** to catch birds.

EXERCISES

A. Vocabulary

Complete each sentence below with a suitable word from the poem. The first letters are given to help you.

- (1) I think there are two people in that room. I can h_____ them talking.
- (2) Can you t_____ me his name?
- (3) She gave a loud c_____ of pain when she fell and broke her arm.
- (4) She is s_____ all her bags and boxes for her ring.
- (5) We were all f_____ when we heard the loud noise.

B. Comprehension

(a) Give one word or phrase as an answer to each question below. The first one is done for you as an example.

- (1) Who is "I" in the poem? Ans: the poet
- (2) Who wrote the poem?
- (3) Who is in the snare?
- (4) Who is in pain?
- (5) Who wants to help?
- (6) Who is "Little one"?

(b) Answer the following questions in full sentences.

- (1) What is the name of the poet?
- (2) Where is the rabbit?
- (3) How many stanzas are there in the poem?
- (4) Who is 'He' in the poem?

- (5) How many lines are there in each stanza?
- (6) How many lines does the poem have altogether?
- (7) In the poem, who is looking for what?
- (8) Who wants to help the little rabbit?

C. Extended language use

(a) *Copy out the three words which rhyme in each set of five below.*

- (1) come drum home some poem
- (2) snare hear there hair fire
- (3) place please race thrice face

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

- (1) made
- (2) fear
- (3) gun
- (4) rain
- (5) buy

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

Speaker One: Will you sell me a snare, please?

Speaker Two: What for?

Speaker One: To catch a **bird**.

Speaker Two: All right. Here you are.

Speaker One: Thank you.

Speaker Two: Please don't mention it.

Change roles and practise further with: a rabbit, a squirrel, a tortoise, a rat, an owl.

(d) *Copy out the paragraph below, filling each blank with a suitable word from the eight given in the box.*

again	he	rabbit	the
and	not	sad	to

Once, a poet heard a little _____ crying out in pain. He wanted _____ help the little rabbit, and so _____ went out to look for it. _____ little rabbit cried out again and _____. The poet searched under the trees _____ among the bushes. But he could _____ find it and he was very _____.

D. Spelling and dictation

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

LESSON 10

THE OLYMPIC GAMES

The Olympic Games are probably one of the best known sporting events in the world. The first Olympic Games were held in Olympia, Greece long, long ago. The Games are still held every four years, as in ancient, or olden times.

There are a lot of differences between the early Games and the modern Games. The original, or the very first, Games were held only in Olympia, Greece. Today, the Games are held in different cities of the world. The earlier Games were open only to Greek citizens and athletes from the Mediterranean countries; that is, only those athletes born in Greece and the Mediterranean countries were allowed to compete. Today the Games are open to athletes from all nations. Women, too, can now participate and take part, in the Games.

Many of the various contests, or competitions, are put into different groups and each item in a group is called an event. The Track and Field events can be put into three different groups—contests in running, throwing objects for distance, and jumping for height or distance. The running events are sprints, middle distance races, long distance races, hurdle races and relay. Events such as, shot put, discus and javelin are throwing event. High jump and pole vault are jumping events.

Some of the sporting events of the modern Olympics were unknown in early times. These are bicycle, canoe, and yacht racing, soccer, basketball, judo, rifle shooting, water polo, hockey and volleyball. A very popular event of the modern Olympics is the marathon. This is a very tiring foot race and the competitor has to run twenty miles in an open course. Winter Games were started only in 1924. They are held separately from the summer Games, but in the same year.

EXERCISES

A. Vocabulary

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

Words	Meanings
(1) participate	A. very old
(2) original	B. unlike
(3) different	C. long distance race
(4) ancient	D. take part
(5) marathon	E. first

- (b) Complete each sentence below by filling the blank with the most suitable word from the nine given in the box.

participate	original	different
ancient	marathon	competition
events	citizen	allowed

- (1) He was born in Myanmar. He is a Myanmar _____.
- (2) Hla Hla is not _____ to go out alone.
- (3) The _____ is a very popular long distance race.
- (4) These boys are going to _____ in the long distance races.
- (5) Bicycle racing is one of the sporting _____ of the modern Olympics.
- (6) In _____ times, the games were held only in Greece.
- (7) She wears a _____ dress every time she goes out.
- (8) Mu Mu won the first prize in the swimming _____.
- (9) This story is different from the _____ one.

B. Comprehension

- (a) Put the following sporting events into three groups: **running events, throwing events, jumping events.**
relays, shot put, high jump, sprints, hurdle races, discus, pole vault, javelin, long distance races, middle distance races.
- (b) Answer the following questions in full sentences.
- (1) Where were the first Olympic Games held?
 - (2) When were the original Games held?
 - (3) Where are the modern Games held?
 - (4) Who could participate in the original Games?
 - (5) Who can participate in the modern Games?
 - (6) What are the running events?
 - (7) What are the jumping events?
 - (8) What are the throwing events?
 - (9) Were judo and rifle shooting known in early times?
 - (10) What is a very popular sporting event of the modern Olympics?
- (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 Olympic Games are held every four years.
Ans: **the first paragraph**
 - (2) Discus is a throwing event.

- (3) The marathon is a very popular sporting event.
- (4) The modern Games and the ancient Games are different.
- (5) Women can compete in the modern Games.
- (6) The ancient Games were open only to Greek citizens.
- (7) The hurdle race is a running event.
- (8) Events such as water polo and hockey were unknown in ancient times.
- (9) Winter Games and Summer Games are held in the same year.
- (10) The first Olympic Games were held long, long ago.

C. Extended language use

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

- | | | |
|--------------|---|-------------------|
| (1) separate | — | separately |
| (2) slow | — | |
| (3) kind | — | |
| (4) brave | — | |
| (5) proud | — | |

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

- (1) The children sleep in (separate) beds. They sleep (separate).
- (2) Thura is a (brave) soldier. He fights (brave) for his country.
- (3) Mu Mu is very (slow) in doing her work. She works very (slow).
- (4) Daw Mi is (kind) to the poor boy. She always speaks (kind) to him.
- (5) Tun Tun is very (proud) of his new toy. He (proud) shows it to everyone.

(c) Rewrite each sentence below, beginning with the word or words given in brackets. The first one is done for you as an example. In the sentence you write, do not use the first word of each given sentence.

- (1) They hold meetings in that room. (meetings)
Meetings are held in that room.
- (2) They play football all over the world. (football)
- (3) They allow women to participate in the Games. (women)
- (4) They hold the Games every four years. (the Games)
- (5) They always finish their work in time. (the work)

(d) Write two paragraphs on *The Olympic Games* by using the questions in B (b) as guidelines.

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

Speaker One: What's your favourite game?

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

Speaker One: **Badminton.** I play **badminton** every evening.

*Change roles and practise further with: **basketball, volleyball, tennis, hockey***

D. Spelling and dictation

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

LESSON 11

THE BRAVE DOG

Long, long ago there was a Prince. He was a famous hunter. He had a faithful dog. This dog had great strength and courage. Once, the Prince and his men travelled for several days on a hunting trip and they stopped the night in a valley.

One morning, the Prince and his men went out to hunt deer. Before leaving, the Prince told his trusted dog to take care of his baby son. He left the baby lying asleep in a cradle in his tent. Soon after the party had gone, a wild wolf came down from the hills in search of food. The wolf saw the infant in the cradle. As he was about to spring on the helpless child, the dog flung, or threw himself at the wolf. The animals were evenly matched as they were about equal in size and strength. Suddenly they crashed against the cradle and overturned it.

The baby fell out of the cradle onto a thick rug. The bed-clothes protected him. He lay on the floor beneath the covering sheets without waking up. The two animals continued the fight. At length the dog managed to kill the wolf. The brave dog was very tired so he crawled wearily to the door. There he waited for the return of his master, licking his bleeding wounds.

In the evening the tired huntsmen returned. The Prince was surprised because his faithful dog did not rush to greet him as usual. When he looked inside the tent, he saw the overturned cradle, the heap of bed-clothes on the floor but no signs of his son. Angrily he turned to the dog to punish him for not doing his duty. Then he saw blood on the dog's mouth and neck. Then in his haste, he did something about which he felt very sorry, for the rest of his life. He killed the dog because he thought the blood on the dog's mouth was his child's blood, and that the dog had killed his child.

Then the Prince entered the tent, and instead of finding the dead body of his child he found the body of the wolf. Looking around for his missing baby, he found him lying asleep, unhurt beneath the sheets.

With great joy, the Prince picked up the child and carried him. Suddenly he stood still! "What have I done!" the Prince cried out in sorrow for he had killed his faithful dog. The dog had killed the wolf and saved his baby. The Prince remained sad for a long time and to mark his sorrow he built a tomb over the place where his brave dog was buried.

EXERCISES

A. Vocabulary

(a) Match the words on the left with their meanings on the right.

Words	Meanings
1. equal	A. moved slowly on hands and knees
2. crashed	B. look carefully
3. bed-clothes	C. same in size and strength
4. wearily	D. fell violently
5. crawled	E. sheets, blankets, etc. for the bed
6. search	F. tiredly

(b) Give one word or phrase as an answer to each question below.

- (1) What is another word for 'baby'?
- (2) Which phrase tells us that the fight was a long one?
- (3) What is the phrase for 'regretted'?

(c) Complete each sentence by filling the blank with a suitable word from the passage. The first letter is given to help you.

- (1) The child was lying a _____ under the table. He was not a wake.
- (2) The branch will s _____ back and hit you in the face.
- (3) In his joy, he f _____ his hat up in the air.
- (4) U Win left the keys of his house in the hands of his t _____ friend.
- (5) My hat p _____ my head from getting hurt.
- (6) Dogs usually run out and g _____ their masters.
- (7) My car is m _____ and the police are still looking for it.

B. Comprehension

(a) Give your answer in one word or one phrase to each of the following questions.

- (1) Who killed the dog?
- (2) Who saved the child?
- (3) Who left the baby behind?
- (4) Who wanted to eat the baby?
- (5) Who went out to hunt deer?
- (6) Who thought that the dog had killed the baby?

(b) Answer the following questions in full sentences.

- (1) Why did the Prince and his men leave the baby behind?
- (2) What did the Prince do before he went out to hunt deer?
- (3) From where did the wolf come?

- (4) Why did the baby fall out of the cradle?
- (5) Where was the baby after it fell out of the cradle?
- (6) What made the Prince think the dog had killed his child?
- (7) Where did the Prince build a tomb?

C. Extended language use

- (a) *Make the following pairs of sentences into one by using "because". The first one is done for you as an example.*
- (1) Mother was very angry. Soe Soe broke the plates.
Mother was very angry **because** Soe Soe broke the plates.
 - (2) She washed the dishes. The dishes were dirty.
 - (3) Ko Ko did not pass the examination. He did not study.
 - (4) He could not buy the watch. The watch was very expensive.
 - (5) Mie Mie was singing. She was happy.
 - (6) Mg Mg said that he was ill. He did not want to go to school.
 - (7) We don't use this room. It is very small.
- (b) *Join the following pairs of sentences. using **and**. The first three are done for you as examples:*
- (1) **Mg Mg studied very hard. Than Than studied very hard.**
Mg Mg **and** Than Than studied very hard.
 - (2) **Father carried the water from the well. Father watered the plants.**
Father carried the water from the well **and** watered the plants.
 - (3) **Mother goes to market at six. Father goes to work at nine.**
Mother goes to market at six **and** father goes to work at nine.
 - (4) My sister **came into the kitchen**. My sister **cooked the curry**.
 - (5) Teacher told us to **stand up**. Teacher told us to **read**.
 - (6) Did **Tun Tun** get up early this morning? Did **Mg Mg** get up early this morning?
 - (7) **Khin Khin** loves cats. **Nyi Nyi** loves dogs.
 - (8) The old woman **gets up early every morning**. The old woman says **her prayers**.
- (c) *Make the underlined words into "-ing" form and then join the two sentences. The first one is done for you as an example.*
- (1) He looked around for the missing baby. He found him lying asleep beneath the sheets.
Looking around for the missing baby, he found him lying asleep beneath the sheets.

- 1
- (2) She **thought** that someone was outside. She opened the door.
 - (3) He **thought** he knew the answer. He put up his hand.
 - (4) He **heard** a cry for help. He rushed outside.
 - (5) He **forgot** that the letter was still inside it. He threw away the envelope.
 - (6) They **knew** that the bell would soon ring. They did not waste any time.
- (d) *Write a letter to your friend telling him this story in your own words.*

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

The moon has a face like the clock in the hall:
She shines on thieves on the garden wall.
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squealing mouse,
The howling dog by the door of the house.
The bat that lies in bed at noon.
All love to be out the light of the moon.

But all of the things that belong to the day.
Cuddle to sleep to be out of the way;
And flowers and children close their eyes
Till up in the morning the sun shall rise.

Robert Louis Stevenson

NOTES

1. **birdies** (n) = little birds
2. **close their eyes** = go to sleep: sleep
3. **cuddle** (v) = hold someone or something closely and lovingly in the arms
Example:
Little girls often **cuddle** their dolls.
My little sister **cuddled** her doll and went to sleep.
4. **fork** (n) = place where two branches meet
Example:
The little boy is sitting in the **fork** of that tree.
5. **harbour** (n) = place of shelter for ships and boats
Example:
There are many ships in the **harbour**.
6. **howl** (v) = give or make a long, loud cry
Example:
Dogs usually bark, but they sometimes **howl**.
The young boy **howled** with pain when the dog bit him.

7. **lie in bed** = **sleep** (v)
8. **quay** (n) = (Pronounced 'key') = place where ships are tied up for passengers to get on or get off or to load and unload
Example:
 Our ship will tie up at that **quay** and we will get off there.
9. **squall** (v) = make a loud cry of pain or fear
Example:
 The cat **squalled** when I stepped on its tail.
10. **squeal** (v) = make a loud shrill cry or shout
Example:
 The pigs **squealed** and ran when the dogs chased them.

EXERCISE

A. Vocabulary

(a) Match the **Doers** on the left with the **things they do** on the right.

- | | |
|-------------|---------------------------|
| (1) dogs | (a) squeal |
| (2) cats | (b) stay in the harbour |
| (3) thieves | (c) sleep in the day time |
| (4) mice | (d) squall |
| (5) ships | (e) climb over walls |
| (6) bats | (f) howl |

(b) Give a suitable word from the poem to complete each sentence below.

- (1) The m_____ does not shine in the day time.
- (2) A b_____ comes out only at night.
- (3) Little children often c_____ their pillows when they sleep at night.
- (4) Let's go down to the h_____ and look at the ships.
- (5) People who steal are called t_____.
- (6) We work in the day time and s_____ at night.
- (7) The s_____ rises in the morning and sets in the evening.
- (8) Some dogs are barking and some are h_____.

B. Comprehension

Answer the following questions in full sentences.

- (1) Who wrote this poem?
- (2) What is the title of the poem?
- (3) What is the poem about?

- (4) How many stanzas are there in the poem?
- (5) How many lines are there in each stanza?
- (6) What are the things that the moon shines on?
(See stanza 1)
- (7) What are the animals that like to come out at night?
(See stanza 2)
- (8) Do you like this poem? Why?

C. Extended language use

(a) *Write out in pairs the rhyming words in the poem.*

(b) *Make a sentence like the one done for No. (1)*

(1) dogs _____ bark

Some dogs were **barking** and the night was noisy with the sound of **barking** dogs.

(2) mice _____ squeal

(3) cats _____ squall

(4) dogs _____ howl

(5) children _____ scream

(6) lions _____ roar

(c) *Copy out the paragraph below filling each blank with a suitable word from the nine given in the box.*

about	sleep	things
children	stanzas	which
second	the	written

The poem in this lesson was _____ by Robert Louis Stevenson. It is _____ the moon and it has three _____. The first stanza gives us the _____ on which the moon shines. The _____ gives the names of four animals _____ like to come out at night. _____ last stanza tells us that _____ and flowers and many other things _____ at night.

(d) *Write a letter to your friend telling him about this poem.*

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) "Do you remember, Ma Sein Kyi, that about ten years ago, I borrowed a diamond necklace from you?"

Daw May Thi said it in "The Necklace."

(2) "It is impossible to run such a race."

(3) "Well, I've had some hard times since I last saw you."

(4) "Never mind, I shall give you half of our father's wealth."

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

(1) Every year in the newspaper we read about people getting Nobel Prizes.

This is from "The Nobel Prize."

(2) The stories that are long have to be cut up into parts called series.

(3) People were using dynamite to kill one another.

(4) It took ten years to pay back the debt.

(5) The director tells the actors and actresses how to act.

(6) A harp has strings.

(7) Bacteria attack our bodies and cause serious illness.

(8) They had an easy life because their father was wealthy.

(9) Satellites carry instruments, cameras and radio transmitters which send back photographs of the winds and the seas.

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

(1) What does 'weather forecasting' mean?

(2) Who makes a shooting script and why?

(3) How many vowels are there in the word 'question'?

(4) What is 'cramming'?

(5) How long did it take Daw Mya Thi to pay back her debt?

(6) Why was Daw May Thi in debt?

(7) Name the three different kinds of musical instruments.

(8) What were the two words of wisdom in the story "Two Words of Wisdom" ?

(9) What did the old man advise Thiha to do?

(10) Who discovered penicillin?

(11) What is a Nobel Prize?

- (12) What kind of people get the Nobel Prize?
- (13) Who can participate in the Olympic Games?
- (14) Why did the Prince feel sorry for the rest of his life?
- (d) *Give the most suitable word to complete each sentence below. The first letters are given to help you.*
- (1) Maung Maung won the second p _____ in running.
 - (2) He can spend a lot of money because he is a w _____ man.
 - (3) Scientists make experiments in a l _____.
 - (4) A drum is a p _____ instrument.
 - (5) The strings of a piano v _____ when the hammers strike them.
 - (6) Will the w _____ be fine tomorrow?
 - (7) He brought a c _____ to take photographs.
 - (8) It is very hot in summer. The t _____ goes up to 104°F in Yangon.
 - (9) We heard the news on the radio and watched the match on t _____.
 - (10) She wore a pearl n _____ round her neck.
 - (11) The Olympic Games are the best known sporting e _____ in the world.
 - (12) We wear warm clothes to p _____ ourselves from the cold.
 - (13) He could not p _____ in the inter-school sports because he was ill.
 - (14) A _____ from all nations can take part in the Olympic Games.
 - (15) He is an honest man. You can t _____ him.

Comprehension of unseen material

Read the passage below and answer the questions that follow.

A long time ago, there was a king who was always unhappy. He was very rich, but nothing could make him happy. At last he became very ill. "I shall be happy to die," he told his doctor.

"I'm sad to hear that," the doctor said. "I can cure your illness but I'm not clever enough to make you happy."

"Isn't there anyone who is wise enough to cure my sadness?" The king asked.

"I know a wise man who may show you how to be happy," the doctor answered. The next day the wise man came to the palace.

"I'm very pleased to see you," the king told him. "Are you wise enough to make me happy?"

"If you want to be happy, you must wear the shoes of a man who is always happy," the wise man said.

The king began to ask all his friends and advisers, people who give advice, if they were always happy. But no one was always happy.

At last he met a poor fisherman. "I'm always happy," the fisherman told the king.

"I'm so pleased to see you," the king said. "You must give me your shoes. Then I shall be happy, too"

"But I haven't any shoes. I've always been too poor to buy shoes," said the fisherman.

- (a) *Give a suitable word from the story to complete each sentence below.*
- (1) U Ba has a house, a car and lots of money. He is a r _____ man.
 - (2) Than Than became very thin after a long i _____.
 - (3) I gave the little girl a little doll and she was very p _____.
 - (4) Doctors do their best to c _____ all kinds of illness.
 - (5) I was very happy when I m _____ my old friend whom I had not seen for two years.
 - (6) He became very s _____ when he heard the bad news.
 - (7) They didn't have enough to eat because they were p _____.
 - (8) Many people came to him for advice. He was a w _____ man.
- (b) *Say whether the following statements are true or false according to the story.*
- (1) The king was always happy.
 - (2) The doctor could cure the king's illness.
 - (3) The king was pleased to see the wise man.
 - (4) The wise man told the king to wear the shoes of a happy man.
 - (5) The fisherman was very sad.
- (c) *Answer the following questions in full sentences.*
- (1) What was the doctor sad to hear?
 - (2) Why did the wise man come to the palace?
 - (3) What did the wise man tell the king to do?
 - (4) Why didn't the fisherman have any shoes?
- (d) *Who said the following in the story? Give your answer in one word or one phrase.*
- (1) "I can cure your illness but I'm not clever enough to make you happy."
 - (2) "Are you wise enough to make me happy?"
 - (3) "I'm always happy."
 - (4) "I shall be happy to die."
 - (5) "If you want to be happy, you must wear the shoes of a man who is always happy."

- (e) 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 was always unhappy. Ans: **The first paragraph.**
 - (2) The king was happy to see the wise man.
 - (3) The king asked the fisherman to give him his shoes.
 - (4) The doctor was not clever enough to make the king happy.

C. Writing

- (a) Rewrite each sentence below, beginning with the speaker. The first one is done for you as an example.
- (1) "The coffee is not sweet", said Daw Hla.
Daw Hla said that the coffee was not sweet.
 - (2) "It is raining", said Mg Mg.
 - (3) "The clothes are not dry yet", said Daw Mya.
 - (4) "The baby is hungry", said Su Su.
 - (5) "Mg Mg is not at home", said Daw Daw.
 - (6) "The children are studying", said uncle.
- (b) Join the following pairs of sentences, using "because". The first one is done for you as an example.
- (1) Tun Tun is very angry. Hla Hla broke his pencil.
Tun Tun is very angry **because** Hla Hla broke his pencil.
 - (2) Kyaw Kyaw is sleeping. He is very tired.
 - (3) He did not want to go to school. He had not done his homework.
 - (4) She could not buy the necklace. It was very expensive.
 - (5) He could not absorb what he was reading. He was exhausted.
 - (6) He could not see. It was dark.
- (c) Rewrite each sentence below using the correct form of the words given in brackets.
- (1) Father and mother are talking to the two (visit).
 - (2) The (edit) looks over the film before it is shown to the public.
 - (3) Rice is grown during the (rain) season.
 - (4) We cannot see the sun because the sky is very (cloud).
 - (5) I looked after him during his (ill).
 - (6) Do you know who the (compete) are for this race?

- (d) Rewrite each sentence below using the “-ing” form of the verb given in brackets. The first one is done for you as an example.
- (1) (Swim) is good exercise.
Swimming is good exercise.
 - (2) He kept on (talk) till the teacher asked him to stop.
 - (3) (Play) with dynamite is dangerous.
 - (4) We must keep regular hours for (study).
 - (5) He is very fond of (travel) by train.
 - (6) She was not taught to write neatly from the (begin).
- (e) Write a reply to the following letter.

No. 7, Station Road,
Myo Haung.
16th November 1984.

Dear Toe Toe,

How are you? I have not heard from you for a long time. Are you studying hard for the examination? Do you remember the lesson? “How to study” in our English Reader? Are you following the steps given in that lesson? As for me I want to, but I am very lazy. I am in the habit of cramming; that is why I never get full marks for my answers in the test.

What are you doing for the Christmas holidays? As for me I will be going Mandalay with my brothers. They are going to take me to the famous pagodas and we will climb the Mandalay Hill. My mother said that I can ask you to come along with me.

I will enjoy more if you come. Please ask your mother to allow you to join us. I will be waiting for your reply.

Your loving friend,
Khin Khin

- (f) Write a paragraph on **How to study** by completing the sentences below.
- Every student should have four good study habits. First, he must
Second,.....
Third, And finally,.....
.....

LESSON 12

SUPPLEMENTARY GRAMMAR EXERCISES

LANGUAGE: Conjunctions

Study the following example:

e.g. I like vegetables _____ they like meat.

I like vegetables **and** they like meat. (and = conjunction)

I. *Fill in the blanks with the words in the box. You may use each word more than once.*

and	but	because	when	or
-----	-----	---------	------	----

1. I like sunshine _____ I hate the rain.
2. He sells mangoes _____ oranges.
3. You must study hard _____ you will fail the exam.
4. Su Su came to my house _____ she wanted to borrow my book.
5. Father opened the cupboard _____ took out a new shirt.
6. Mother was in the kitchen _____ we left the house.
7. She is very rich _____ she has no friends.
8. He was sickly _____ he was a child.
9. Shall I buy the red _____ black shirt?
10. Thida sat at her table _____ did her homework.

Study the following example:

e.g. She is ugly. She is very kind. (but)

She is ugly **but** very kind.

II. *Join each pair of the following sentences by using the conjunctions given in brackets.*

1. This dog is small. This dog is brave. (but)
2. She was young. She was pretty. (when)
3. I didn't come. It was raining. (because)
4. You must hurry. You will be late. (or)
5. Thura enjoys swimming. Thura enjoys playing tennis. (and)
6. He ran very fast. A dog was chasing him. (because)
7. She is tall. Her sister is short. (but)
8. I shall sit still. I shall listen to the music. (and)
9. The teacher became sad. He heard the bad news. (when)
10. Would you like to have tea? Would you like to have coffee? (or)

LANGUAGE: Compound and Complex Sentences

Study the following examples:

- e.g. (1) He opened the cupboard _____ took out a new shirt.
He opened the cupboard **and** took out a new shirt. (compound sentence)
- (2) I cannot attend class today _____ my mother is ill.
I cannot attend class today **because** my mother is ill. (complex sentence)

I. *Fill in the blanks with the words in the box to make compound and complex sentences. You may use each word more than once.*

and	but	which	that	or	because
-----	-----	-------	------	----	---------

1. The plant died _____ he did not water it.
2. He did not know _____ she was coming on Sunday.
3. Both he _____ his brother are good football players.
4. This is the house in _____ the thieves are hiding.
5. Either she _____ her sister is wrong.
6. A dog can swim _____ a cat cannot.
7. My parrot can sing _____ talk.
8. The hill on _____ they built the pagoda was not too high.
9. Shall we have a game of badminton _____ tennis tonight?
10. She opened the door _____ let the guests in.

Study the following examples:

- e.g. (1) Farmers produce vegetables. Grocers sell them.(and)
Farmers produce vegetables **and** grocers sell them. (compound sentence)
- (2) She sells mohinga. She wants pocket money for her children. (because)
She sells mohinga **because** she wants pocket money for her children.
(complex sentence)

II. *Join the two sentences into one by using the given conjunction.*

1. Ko Ko is a composer. Ko Ko is a singer. (and)
2. Mg Mg, being a schoolboy, does not smoke. Nyi Nyi, being a schoolboy, does not smoke. (and)
3. U Tun designs houses. He builds them. (and)
4. She has a big house. She does not have a car. (but)
5. She pressed the button. The lift stopped. (when)
6. He got the books at discount. He is a student. (because)
7. She did not do her homework. The teacher scolded her.(so)
8. Mother said her prayers. She went to bed. (after)
9. I am unhappy. I have lost my watch. (because)
10. They hurried to the airport. They missed the plane. (but)

Study the following examples:

- e.g: (1) He could not go to school (a) when she heard the news.
 (2) Thuzar felt excited (b) than mine.
 (3) Her pencil is longer (c) because he was ill.

- Ans: (1) (c)
 (2) (a)
 (3) (b)

III. Combine the groups of word from column 'A' with the suitable groups from column 'B' to form compound and complex sentences.

- | A | B |
|------------------------------|---------------------------------------|
| 1. You can take | (a) when he saw the tiger. |
| 2. She is not only clever | (b) if it does not rain. |
| 3. This is the house | (c) but he is sure. |
| 4. She will come | (d) and she loves them too. |
| 5. We met a boy | (e) but also hardworking. |
| 6. He ran away | (f) who had lost his way. |
| 7. He is slow | (g) who lived in Persia. |
| 8. Ali Baba was a rich man | (h) for me to lift. |
| 9. Her friends love her | (i) although it was raining. |
| 10. He was ill | (j) but a bad master. |
| 11. This box is too heavy | (k) but he did not take any medicine. |
| 12. Fire is a good servant | (l) or you will fail in the exam. |
| 13. We went out | (m) although she was hungry. |
| 14. She did not eat anything | (n) what you like. |
| 15. You must try hard | (o) that U Bo built. |

LANGUAGE: Conditional Sentences

Study the following examples:

e.g. (1)

- | | |
|----|--|
| a. | If you throw a coin into the well, it sinks to the bottom.
(if clause / present tense) (main clause / present) |
| b. | If you try hard, you will pass the examination.
(if clause / present tense) (main clause / will+infinitive) |
| c. | If he studied hard, he would get high marks.
(if clause / past tense) (main clause / would+ infinitive) |
| d. | If he had tried hard, he would have passed the exam.
(if clause/past perfect tense) (main clause/would have+ past participle) |

e.g.(2) If you heat water to 100°C, it boils.

- I. Choose the correct ending to complete the following sentences.
1. If you pour oil on water, I go to the bookshop.
 2. If you boil water, it freezes.
 3. If you lower the temperature of water to 0°C, you get ten.
 4. If I am late for school, it vaporizes.
 5. If you put salt into water, we look at the calendar.
 6. If you add two and eight, we take exercise regularly.
 7. If we want to know the date, my teacher gets very angry.
 8. If I want to buy a book, it dissolves.
 9. If we want to be fit and healthy, it dies.
 10. If a plant does not get water, air and sunlight, it floats.

Study the following example:

e.g. If I **had found** your wallet, I **would have returned** it to you.

II. Fill in the blanks with the correct forms of the verbs in brackets.

1. If we _____ (miss) the bus, we would have arrived earlier.
2. If I _____ (read) the book, I would have told you about it last night.
3. If we had known your address, we _____ (write) to you.
4. If you had stepped on a banana skin, you _____ (slip and fall).
5. If the dog had known you, it _____ (not bark) at you.
6. If the thief _____ (not run) away, they would have caught him.
7. If Su Su _____ (not be) so lazy, she could have passed her history test.
8. If I had been as sick as you, I _____ (not go) to school.
9. If she _____ (have) a dog, she would not have been afraid to be alone.
10. If you had asked me, I _____ (help) you.

Study the following example:

e.g. If they **ran**, they **would catch** the train. (or)

They **would catch** the train if they **ran**.

III. Put these together to make meaningful sentences.

1. If I had time, if she had your telephone number.
2. We could go out tonight, he would see a dentist.
3. If I were rich, if we did not have any homework.
4. I would see a doctor, if you closed all the windows.
5. If he had a toothache, if he had it.
6. If I got 100 marks in Physics, if I were sick.

- | | | |
|-----|------------------------------|-------------------------------------|
| 7. | Air could not get in, | I would take it for a walk. |
| 8. | He would give you the money, | I could help you with your work. |
| 9. | She would call you, | I would buy you a diamond necklace. |
| 10. | If I had a dog, | father would buy me a motorcycle. |

LANGUAGE: Active Voice and Passive Voice

Study the following example:

e.g. These shoes _____ (make) in Brazil.
 These shoes **are made** in Brazil.

I. *Rewrite these sentences into the Passive Voice, using **am, is, are, was, or were + the past participle.***

1. The dishes _____ (wash) by my mother.
2. A shan-bag _____ (give) to me by Ma Ma last week.
3. Mice _____ (eat) by cats.
4. The timetable _____ (draw) by the teacher.
5. I _____ (beat) by my father yesterday.
6. These books _____ (sell) in that shop last year.
7. Coca Cola _____ (drink) all over the world.
8. The boy _____ (bite) by a dog two days ago.
9. A cake _____ (bake) in the oven.
10. Meetings _____ (always hold) in that room.

Study the following example:

e.g. Many good products _____ (produce) by this company.
 Many good products **have been produced** by this company.

II. *Rewrite these sentences into the Passive Voice, using **has been or have been + the past participle.***

1. The gates _____ (close) by the watchman.
2. Some of the cakes _____ (eat) by the boys.
3. The motorcycle _____ (repair) by the mechanic.
4. My homework _____ (just do).
5. The lights _____ (already switch) on.
6. The patient _____ (just operate) on by the doctor.
7. The pots and pans _____ (not wash) yet.
8. He _____ (tell) the good news by his father.
9. The thieves _____ (catch) by the police.
10. The grass _____ (cut) the last month.

Study the following example:

e.g. Nilar is **watering** the plants. (The plants)
The plants **are being watered** by Nilar.

III. *Rewrite each sentence below, beginning with the word or words given in brackets.*

1. Mother is cooking chicken curry in the kitchen. (The chicken curry)
2. The postman is delivering the letters. (The letters)
3. The workers are building a new hotel. (A new hotel)
4. The mechanic is repairing the car now. (The car)
5. The teacher is drawing a picture on the blackboard. (A picture)
6. The girl is filling the pots with water. (The pots)
7. They are holding an important meeting now. (An important meeting)
8. The teacher is correcting the answer papers. (The answer papers)
9. The secretary is typing the letter of invitation now. (The letter of invitation)
10. Someone is selling toys in the supermarket. (Toys)

Study the following example:

e.g. Saya Kaung **will write** this play. (This play)
This play **will be written** by Saya Kaung.

IV. *Rewrite each sentence below, beginning with the word or words given in brackets.*

1. The police will search this house. (This house)
2. The children will carry the chairs. (The chairs)
3. You must do this work. (This work)
4. The teacher will correct our homework. (Our homework)
5. Ko Gyi will buy a new watch. (A new watch)
6. The author will write a new novel in June. (A new novel)
7. We should help old people. (Old people)
8. Aung Aung will repair the old television set. (The old television set)
9. You can borrow scientific books from the library. (Scientific books)
10. His father will build a new house next year. (A new house)

Study the following examples:

- e.g. (1) We helped the blind man across the street.
The blind man was helped across the street.
- (2) My sister gave him that book.
He was given that book by my sister.
That book was given to him by my sister.
- (3) Someone stole the money.
The money was stolen.

V. Rewrite these sentences into the Passive Voice.

1. This man sells fruits and vegetables in the market.
Fruits and vegetables _____.
2. Someone has taken the book.
The book _____.
3. We sang the National Anthem at the beginning of the ceremony.
The National Anthem _____.
4. My mother will bake a cake for my birthday.
A cake for my birthday _____.
5. The children have seen this film many times.
This film _____.
6. Mg Mg told him the good news.
He _____.
7. They make noodle from flour.
Noodle _____.
8. The keepers feed the animals in the morning and evening.
The animals _____.
9. My uncle is washing the car.
The car _____.
10. No one saw me leaving the room.
I was _____.

LANGUAGE: Tenses (Simple Present, Present Perfect and Present Perfect Continuous)

The Simple Present Tense

Study the following examples:

- e.g. (1) U Ba always _____ (come) to school late.
U Ba always **comes** to school late.
- (2) The sun _____ (shine) brightly in summer.
The sun **shines** brightly in summer.

I. Rewrite the following sentences using the correct Simple Present Tense forms of the verbs in the brackets.

1. My father _____ (visit) the Shwedagon Pagoda every Sunday.
2. It _____ (rain) quite often during July.
3. Jet engines _____ (make) a lot of noise.
4. The earth _____ (go) round the sun.
5. Does he _____ (drive) to work everyday?
6. Su Su _____ (go) to her grandparents once a month.

7. I _____ (drink) coffee twice a day.
8. Sugar _____ (be) sweet.
9. Mar Mar never _____ (wash) the clothes herself.
10. Camels _____ (be) useful animals.

The Present Perfect Tense

Study the following examples:

e.g. (1) They _____ (live) in Pyay for ten years.
They **have lived** in Pyay for ten years.

(2) He _____ (know) her since his childhood.
He **has known** her since his childhood.

II. *Rewrite the following sentences using the correct Present Perfect Tense forms of the verbs in the brackets.*

1. They _____ (not finish) their dinner yet.
2. How long _____ (you live) here?
3. He _____ (work) in this factory since 1990.
4. Tin Tin _____ (already clean) the window.
5. She _____ (not write) to her friends for a long time.
6. I _____ (be) to Mandalay many times.
7. Our school _____ (award) prizes to outstanding students since 1960.
8. The teacher _____ (just give) an instruction to her pupils.
9. I _____ (read) that story several times.
10. U Mya _____ (build) a house on Inya Road recently.

The Present Perfect Continuous Tense

Study the following example:

e.g. I _____ (work) all morning.

I **have been working** all morning.

III. *Rewrite the following sentences using the correct Present Perfect Continuous Tense forms of the verbs in the brackets.*

1. He _____ (live) there for just a few weeks.
2. Sander is very tired now because she _____ (work) very hard the whole week.
3. We cannot go out because it _____ (rain) all day.
4. He _____ (study) hard since the beginning of the school year.
5. His father _____ (scold) him all the morning.
6. My dog _____ (bark) from dawn to dark.
7. I _____ (read) a novel the whole day.

8. Mary is still writing letters. She _____ (write) letters all day.
9. Where have you been? I _____ (look) for you for an hour.
10. The firewood _____ (burn) all night.

IV. *Change the verbs in brackets into the correct Present Tenses: the Simple Present Tense, the Present Perfect Tense, or the Present Perfect Continuous Tense.*

1. Do you _____ (go) to cinema very often?
2. People _____ (use) tools from the earliest times.
3. I _____ (already wash) the clothes when my mother arrived home.
4. Mu Mu _____ (do) her housework all day.
5. It _____ (rain) a lot in lower Myanmar.
6. Someone _____ (break) the window in order to get into the house.
7. Ni Ni _____ (be) there since this morning.
8. The Ayeyarwaddy _____ (flow) from north to south.
9. I _____ (stay) at home the whole week.
10. He _____ (never ride) a bicycle before.

LANGUAGE: Direct and Indirect Speech

Statement

Study the following examples:

- e.g. (1) He said, "I did my best."
He said that he had done his best.
- (2) Daw Mya said to her pupil, "You are making a mistake."
Daw Mya told her pupil that he was making a mistake.

I. *Change the following into Indirect Speech.*

1. He said, "I am busy today." (He said _____)
2. She said, "I have been to Kalaw." (She said _____)
3. Myo Myo said, "I will come over to your house tomorrow."
 (Myo Myo said _____)
4. "We went shopping yesterday," said Si Si. (Si Si said _____)
5. Nwe Nwe said to the police, "My money was stolen last night."
 (Nwe Nwe told _____)

Interrogative / Questions

Study the following examples:

- e.g. (1) Hla Hla said to me, "Can you help me?"
Hla Hla asked me if I 'd help her.

(2) Lwin Lwin said to Htet Htet, "Where do you live?"

Lwin Lwin asked Htet Htet where she lived.

II. *Change the following into Indirect Speech.*

1. U Ba said to his son, "Why did you come home late?" (U Ba asked _____)
2. "Will you lend me a pencil?" Lay Lay said to Ni Ni. (Lay Lay asked _____)
3. Myint Myint said to Wah Wah, "Do you want some coffee?" (Myint Myint asked _____)
4. Mg Mg said to Su Su, "Have you had your lunch?" (Mg Mg asked _____)
5. "Is dinner ready now?" mother said to Mi Mi. (Mother asked _____)

Imperative / Command and Request

Study the following examples:

e.g. (1) Soe Soe said to me, "Come here at once."

Soe Soe told me to come there at once.

(2) He said to Hla Hla, "Please don't shout loudly."

He requested Hla Hla not to shout loudly.

III. *Change the following into Indirect Speech.*

1. The teacher said to him, "Don't read very fast." (The teacher told _____)
2. "Be always polite and respectful," he said to his sons. (He told _____)
3. I said to her, "Don't be angry with me." (I told _____)
4. She said to Ko Ko, "Please help me." (She requested _____)
5. She said to Tun Tun, "Go away." (She told _____)

LANGUAGE: Gerund

Study the following example:

e.g. Mg Mg enjoys (walk) in the countryside.

Mg Mg enjoys **walking** in the countryside.

I. *Rewrite each sentence below, using the "V-ing" form of the verb given in brackets.*

1. The little girl enjoys (skip) along the road.
2. Khin Khin likes (garden) but she doesn't like (weed).
3. The old building needs (paint) on the wall.
4. The child heard a bird (sing) on the tree.
5. The mother comforted the (cry) baby.

Study the following example:

e.g. (See) a beautiful rainbow, the child was excited.
Seeing a beautiful rainbow, the child was excited.

II. *Begin the sentences with "V-ing" form.*

1. (Break) the window, the thief entered the house.
2. (See) the teacher, the students stood up.
3. (Hear) a knock on the door, mother went to open it.
4. (Think) that someone was outside, the girl looked at the door.
5. (Look) out of the window, Ni Ni saw her father coming back.

Study the following example:

e.g. Ma Ma went out, (tell) me anything.
Ma Ma went out **without telling** me anything.

III. *Rewrite each sentence below, using "without +V-ing" form of the verb given in brackets.*

1. Nyi Nyi wanted to succeed in life, (try) hard.
2. You can't win the prize, (work) hard.
3. (Study) the lessons, the girl went to bed.
4. (Wear) a heavy coat, father went for a walk.
5. (Take) a basket, mother went to the market.

IV. *Complete the following sentences with words from the box.*

missing letter	The opening speech
His bleeding wound	exciting match
working hard	loud noise

Study the following example:

e.g. He succeeded by _____.

He succeeded by **working hard**.

1. The baby was awakened by the _____.
2. _____ looks very serious.
3. The footballers played an _____.
4. Do you know the _____ in this word?
5. _____ was made by the headmaster.
