

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

ENGLISH TEXT
GRADE 10

BASIC EDUCATION CURRICULUM, SYLLABUS AND
TEXTBOOK COMMITTEE

1910

1911

1912

1913

1914

1915

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

ENGLISH TEXT

GRADE 10

BASIC EDUCATION CURRICULUM, SYLLABUS AND
TEXTBOOK COMMITTEE

၂၀၁၇ ခုနှစ်၊ ဒီဇင်ဘာလ၊ အုပ်စု-၄၀၈၊ ၃၄၅

၂၀၁၈-၂၀၁၉ ပညာသင်နှစ်

အခြေခံပညာ သင်ရိုးညွှန်းတမ်း၊ သင်ရိုးမာတိကာနှင့်
ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။

INTRODUCTION

The Grade 11 English Text aims to develop students' reading and writing skills and at the same time provides opportunities to improve the listening skills.

The main objectives of the text are:

- (a) to build up and enrich the vocabulary of the learners
- (b) to train learners to do as much independent reading as possible
- (c) to expose learners to a variety of contemporary English writing
- (d) to help learners assimilate the grammar, lexis, syntax and idiom of the English language
- (e) to help learners develop their reading and writing skills in English

Each unit contains five sections: Pre-reading Tasks, Reading, Vocabulary, Grammar and Writing. An additional component of the text is the poetry section.

PRE-READING TASKS

Pre-reading Tasks aim to arouse students' interest in the reading passage, activate students' background knowledge of the topic concerned, and prepare them for their study of the comprehension passage.

READING

The Reading Section contains passages of diverse themes ranging from familiar to unfamiliar and simple to complex. The text familiarizes students with a variety of text types including a Myanmar folk tale and a short story, which will not only arouse students' interest in reading but also provide them with general knowledge. The passages are followed by different types of exercises that will develop students' information gathering skills, thinking ability, personal responses, literal and inferential comprehension skills and imaginative recreation.

VOCABULARY

The Vocabulary Section aims at developing students' ability to infer meaning of words as used in the context and building up their vocabulary by focusing on both form and usage.

GRAMMAR

The Grammar Section serves as a good reference for students. It also contains manipulation exercises on a variety of sentence structures, which will help improve students' reading as well as writing skills.

WRITING

The Writing Section provides learners with a firm foundation in organized writing and the topics for the writing tasks are related to ideas that have arisen during the course of their study of the comprehension passages.

POETRY

The Selected Poems familiarize learners with the literary language and acquaint them with the way English poetry exploits rhyme, rhythm, stress, intonation and other language devices to heighten meaning.

CONTENTS

	Page	
UNIT 1	THE CALENDER	1
UNIT 2	TOO MUCH KNOWLEDGE MAKETH FOOLS	11
UNIT 3	THE MOON: A NICE PLACE TO VISIT?	17
UNIT 4	CLOCKS/THROUGH TIME	24
UNIT 5	SELF-SERVICE AND THE SUPERMARKET	32
UNIT 6	ROBOTS	41
UNIT 7	DREAMS DO COME TRUE	51
UNIT 8	ADVERTISEMENTS: THE PROS AND CONS	57
UNIT 9	SLEEP AND DREAMS	69
UNIT 10	LOOKING GOOD	78
UNIT 11	MOSQUITO: GETTING TO KNOW THE ENEMY	86
UNIT 12	TRAVEL IN SOUTHEAST ASIA I	95
UNIT 13	TRAVEL IN SOUTHEAST ASIA II	106
UNIT 14	HELEN KELLER	116

POEMS

1.	BRIDGES	126
2.	THE ARROW AND THE SONG	127
3.	THE HEART OF THE TREE	127
4.	THE QUITE LIFE	128
5.	LEISURE	129
6.	CLOUD ZOO	129
7.	THE MONTHS	130

Unit	Topic	Comprehension Tasks	Vocabulary	Grammar	Writing
1	The Calendar	<ul style="list-style-type: none"> Multiple Choice Information Transfer Providing Full Sentence Answers Discussion Points Cloze Type 	<ul style="list-style-type: none"> Use of 'Make' 	<ul style="list-style-type: none"> Infinitive & Gerund The Pronoun system Reported Speech (Statements) 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
2	Too Much Knowledge Makeith Fools	<ul style="list-style-type: none"> Reference to the Context Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Professions 	<ul style="list-style-type: none"> Punctuation Reported Speech (Questions, Requests & Commands) 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
3	The Moon: A Nice Place to Visit?	<ul style="list-style-type: none"> Sentence Completion Information Transfer Providing Full Sentence Answers 	<ul style="list-style-type: none"> Vocabulary in Context Prefixes Expressing Negation 	<ul style="list-style-type: none"> Adverb Clause/Phrase of Reason There is no -- that/who -- not 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
4	Clocks through Time	<ul style="list-style-type: none"> Sentence Completion Providing Full Sentence Answers Information Transfer 	<ul style="list-style-type: none"> Vocabulary in Context 	<ul style="list-style-type: none"> Connectives As soon as/No sooner --- than Active & Passive Voice (With Agent) 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
5	Self-service and the Supermarket	<ul style="list-style-type: none"> Multiple Choice Reference to the Context Sentence Completion Providing Full Sentence Answers Cloze 	<ul style="list-style-type: none"> Vocabulary Network Past Participle Used as Adjectives 	<ul style="list-style-type: none"> Adverb Clause of Purpose After + V-ing Without + V-ing 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing

Unit	Topic	Comprehension Tasks	Vocabulary	Grammar	Writing
6	Robots	<ul style="list-style-type: none"> Multiple choice Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Odd-one out Adjective-forming Suffixes 	<ul style="list-style-type: none"> Modal Auxiliaries Although/In spite of 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
7	Dreams Do Come True	<ul style="list-style-type: none"> Reference to the Context Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Synonyms Antonyms Vocabulary in Context 	<ul style="list-style-type: none"> Punctuation Determiners (1) Conditionals 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
8	Advertisements: The Pros and Cons	<ul style="list-style-type: none"> Reference to the Context Providing Full Sentence Answers Information Transfer 	<ul style="list-style-type: none"> Antonyms Noun-forming Suffixes 	<ul style="list-style-type: none"> Connectives (Compound) Relative Clauses If/Unless 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
9	Sleep and Dreams	<ul style="list-style-type: none"> Reference to the Context Sentence Completion Providing Full Sentence Answers Cloze 	<ul style="list-style-type: none"> Words Usually Confused Adverb Formation 	<ul style="list-style-type: none"> Connectives (Paired) Both – and Not only -- but also/ Either -- or/ Neither -- nor Such – that/ So that Though – yet/ Whether – or Neither of 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
10	Looking Good	<ul style="list-style-type: none"> Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Adjectives to Describe People 	<ul style="list-style-type: none"> Too -- to/ Not enough -- to So -- that/ Too -- to So -- that/ Enough -- to Such -- that/ Such -- that 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing

Unit	Topic	Comprehension Tasks	Vocabulary	Grammar	Writing
11	Mosquito: Getting to Know the Enemy	<ul style="list-style-type: none"> Information Transfer Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Vocabulary Development 	<ul style="list-style-type: none"> Plural Forms of Nouns Determiners (2) Active and Passive Voice (Without Agent) 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
12	Travel in Southeast Asia I	<ul style="list-style-type: none"> Information Transfer Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Country, Nationality & Language (1) Participles Used as Adjectives 	<ul style="list-style-type: none"> Adverb Clause of Time (1) Degrees of Comparison (1) 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
13	Travel in Southeast Asia II	<ul style="list-style-type: none"> Information Transfer Sentence Completion Providing Full Sentence Answers 	<ul style="list-style-type: none"> Country, Nationality & Language (2) Vocabulary Network Adjectives to do with Nature, Scenery, History & Culture 	<ul style="list-style-type: none"> Punctuation Adverb Clause of Time (2) Degrees of Comparison (2) 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing
14	Helen Keller	<ul style="list-style-type: none"> Multiple Choice Providing Full Sentence Answers Cloze 	<ul style="list-style-type: none"> Phrasal Verbs 	<ul style="list-style-type: none"> Punctuation Prepositions of Time & Place When/By the time When/V-ing 	<ul style="list-style-type: none"> Paragraph Writing Letter Writing Essay Writing



UNIT 1 THE CALENDAR

PRE-READING TASK

1. What is your date of birth?
2. How many days are there in a week in the Myanmar calendar? Give the names of the days.
3. Does each month have the same number of days?

Read the passage.

It is easy to understand the calendar we use today. It was not always so easy. People had to try for thousands of years before they knew how to put together days, weeks, months, and years.

5 More than 2,000 years ago, scientists in Egypt made a calendar. There were ten days in a week, three weeks in a month, and twelve months in a year. This calendar showed a way to count weeks and months, but it was not scientific.

10 It does not matter how many days are in a week, or in a month; any number can be used. No one, however, can decide how long a day or a year should be. A day is the exact length of time it takes the earth to turn around one time. A year is the length of time the earth takes to travel around the sun one time. The Egyptians did not think about these scientific facts. For them, 12 of their 30-day months made a year, but 360 days do not make a full year.

15 What did they do about this problem? They made a five-day holiday at the end of each year. But even adding five holidays did not make the Egyptians' yearly calendar right. It takes the earth a little more than 365 days to travel around the sun. To be exact, it takes 365 days, 5 hours, 48 minutes and 46 seconds. For a long time people did not add these extra hours and minutes and seconds.

20 It was like using a watch that runs slow. The Egyptian calendar was slower than the exact sun year. In four years it was about a day behind; in forty years the calendar was 10 days (a full Egyptian week) behind the sun.

25 Many years later in Rome, Julius Caesar tried to fix the calendar. He thought that a year should be 365 days and 6 hours long. He added an extra day every four years. The year with an extra day is called *leap year*. The year is really, 365 days, 5 hours, 48 minutes and 46 seconds long. Julius Caesar's calendar was almost twelve minutes too fast. Twelve minutes is not much, but by the year 1582 scientists showed that the calendar was about 10 days faster than the sun. Pope Gregory XIII wanted to make a better plan.

It was easy to take 10 days away from the calendar. This made it right with

30 the sun again. There was still a problem: how to keep the calendar right in the future, year after year.

Scientists tried one way, and then they tried another. Finally, they decided to continue to have every fourth year as a leap year. Then they solved the problem of the calendar going too fast. They made a plan to take out three days every 400 years. A year ending in 00 is not a leap year unless it can be divided evenly by 400. 35 The year 1600 was a leap year, but 1700, 1800 and 1900 were not. The year 2000 was a leap year.

This is the plan we use now. Our calendar, named for Pope Gregory, is called the Gregorian Calendar. It is not quite exact. It is 26 seconds fast each year by sun time. Our calendar will not be fast by a whole day for at least 3,000 years.

COMPREHENSION EXERCISES

A. Choose the correct expression to fill in each blank.

1. Making a calendar is not a task which is carried out only by imagination; it needs to be _____.
(a) dramatic (b) informative (c) realistic (d) scientific
2. The Egyptian calendar works like _____ that runs slow.
(a) an engine (b) a horse (c) a machine (d) a watch
3. The Egyptian calendar was slower than the exact sun year but it showed a way to _____ weeks and months.
(a) add (b) count (c) solve (d) work out
4. For a long time, scientists could not _____ the problem of the Egyptian calendar.
(a) decide (b) face (c) make (d) solve
5. The sun year is _____ long.
(a) 365 days (b) 365 days and 6 hours
(c) 365 days, 5 hours, 46 minutes and 48 seconds
(d) 365 days, 5 hours, 48 minutes and 46 seconds
6. In 1582, scientists pointed out that Julius Caesar's calendar was _____ faster than the sun.
(a) a day (b) 10 days (c) 26 seconds (d) 12 minutes
7. A year ending in 00 is _____ year if it can be divided evenly by 400.
(a) an extra (b) a leap (c) a slow (d) an exact
8. In a leap year, there is _____ day in February.
(a) an extra (b) a surplus (c) a supplementary (d) an additional
9. The Gregorian Calendar is not quite _____, for it is 26 seconds fast each year by sun time.

- (a) decisive (b) exact (c) fixed (d) certain
10. The Gregorian Calendar will be fast by _____ in about 3,000 years.
 (a) 24 hours (b) 12 hours (c) 26 seconds (d) 3 days

B. Complete the following table, using the information from the passage.

Stage	Name of Calendar	When made	Weakness/ Problem	Solution
1	The Egyptian calendar			made a five-day holiday at the end of each year
2			10 days faster than the sun	
3		1582		

C. Answer the following questions in complete sentences.

- Who made the first calendar?
- What is the Egyptians' way of counting weeks and months?
- How long does it take the earth to turn around one time?
- How long does the earth take to travel around the sun one time?
- How long was the Egyptian year?
- What was the Egyptians' yearly calendar like?
- How did the Egyptians solve this problem?
- How did Julius Caesar make the Egyptian calendar right?
- What was the main problem for the scientists in Pope Gregory's time?
- How did scientists solve the problem of Julius Caesar's calendar going too fast?

D. Discussion Points

Do you think the following pairs of underlined expressions are similar in meaning? Say "Yes" or "No".

- (a) It was like using a watch that runs slow.
 (b) They tried to solve the problem of the calendar going too fast.
- (a) It takes the earth one day to turn around the sun.
 (b) It takes the earth one year to travel around the sun.
- (a) Julius Caesar tried to fix the Egyptian calendar.
 (b) Taking ten days away from the calendar made it right.
- (a) Scientists have tried for thousands of years to find out how to put together days, weeks, months and years.
 (b) The Egyptian calendar showed a way to count weeks and months.

5. (a) The calendar we use now is named for Pope Gregory.
 (b) The calendar we use now is called the Gregorian Calendar.

CLOZE

Fill each numbered blank with a word from the list given.

a	any	are	around	can
count	days	easy	length	length
not	12	scientific	There	turn
we	weeks	year	years	years

It is easy to understand the calendar---(1)--- use today. It was not always so ---(2)--- . People had to try for thousands of ---(3)--- before they knew how to put together ---(4)--- weeks, months, and years.

More than 2,000 ---(5)--- ago, scientists in Egypt made a calendar. ---(6)--- were ten days in a week, there ---(7)--- in a month, and twelve months in ---(8)--- year. This calendar showed a way to ---(9)--- weeks and months, but it was not ---(10)---.

It does not matter how many days ---(11)--- in a week, or in a month; ---(12)--- number can be used. No one, however, ---(13)--- decide how long a day or a---(14)--- should be. A day is the exact ---(15)--- of time it takes the earth to ---(16)--- around one time. A year is the ---(17)--- of time the earth takes to travel ---(18)--- the sun one time. The Egyptians did ---(19)--- think about these scientific facts. For them, ---(20)--- of their 30-day months made a year, but 360 days do not make a full year.

VOCABULARY

The Use of 'Make'

Study the following sentences.

- More than 2,000 years ago, scientists in Egypt **made a calendar**. (produced or created)
- Adding five holidays did not **make** the Egyptians' calendar **right**. (cause sth / sb to be or become sth)
- Pope Gregory XIII wanted to **make a better plan**. (make + noun-equivalent to verb)
- 360 days do not **make a full year**. (equal)

Now put the following expressions in the correct column given below.

make a guess	make it clear	make one's own clothes
make it easy	make a decision	A hundred pyas make one kyat
make wine	5 and 7 make 12	

produce or create	cause sth / sb to be or become	make + noun equivalent to verb	equal
make a calendar	make it right	make a plan	make a year

GRAMMAR

A. To Infinitive and Gerund

(1) To Infinitive

The Infinitive is the basic form of a verb (without inflections).

To infinitive can be used in structures such as these _

verb + to infinitive

Example : She **decided to stay** at home last night.

verb + question word + to infinitive

Example : They **found out how to put together** days, weeks, months and years.

verb + object + to infinitive

Example : The Egyptian calendar **showed a way to count** weeks and months.

verb + object + question word + to infinitive

Example : I'll **show you how to play** chess.

adjective + to infinitive

Example : It is **easy to understand** the calendar we use today.

adjective + of / for + object + to infinitive

Example : It's very **kind of you to help** me.

Exercise : Complete the sentences using the "to infinitive" form of the verbs in the box.

answer find leave spell meet unlock

1. Have you got a key _____ this door?
2. It is very nice _____ you.
3. It was careless of me _____ my wallet at home.
4. Could you tell me how _____ your name, please?
5. That's an impossible question _____.
6. My brother expects _____ a job soon.

(2) The Gerund

When we use the -ing form as a noun, it is called a 'gerund.'

The -ing form can be used –

after prepositions

Example : It was like **using** a watch that runs slow.

after certain verbs

Example : I enjoy **running**.

as the subject or object of a sentence

Example : **Adding** five holidays did not make the Egyptians' yearly calendar right.

after certain idiomatic expressions

Example : This is an excellent book. It's worth **buying**.

after certain verbs which are followed by the preposition 'to'

Example : I'm looking forward to **visiting** you in July.

Exercise : Complete the sentences using "the -ing form" of the verbs in the box.

get make call sew swim

1. Do you ever go _____ in the sea?
2. Is anyone here good at _____ ?
3. He can't get used to _____ up early.
4. It's no use _____ him. His telephone is out of order.
5. _____ a calendar is not easy.

B. The Pronoun System

A pronoun is used in place of a noun. The noun it refers to is called the antecedent.

Example: I read **the book**. **It** was good.

(The pronoun "it" refers to the antecedent noun "the book".)

Mya Mya said, "I drink tea."

(The pronoun "I" refers to the speaker whose name is Mya Mya.)

Possessive pronouns are not followed immediately by a noun; they stand alone.

Example: The book is **mine**. **Yours** are over there.

Possessive adjectives are followed immediately by a noun; they do not stand alone.

Example: **My** book is here. **Your** books are over there.

Possessive nouns require apostrophes.

Examples: That book is **Mya Mya's**.

Possessive pronouns do not take apostrophes.

Examples: That book is **hers**, and those are **theirs**. (Correct)

* That book is **her's**, and those are **their's**. (Incorrect)

Person, Gender and Number in the Pronoun System

Person	First		Second		Third			
	Singular	Plural	Singular	Plural	Singular			Plural
Gender					Masc.	Fem.	Neut.	
Subject	I	we	you	you	he	she	it	they
Object	me	us	you	you	him	her	it	them
Possessive	mine	ours	yours	yours	his	hers	its	theirs
Possessive Determiner	my	our	your	your	his	her	its	their
Reflexive	myself	our-selves	yourself	your-selves	himself	herself	itself	them-selves

Exercise I: Identify the pronouns and their antecedents in the following sentences.

Example: **Win Htike** has a part-time job. **He** works at a fast-food restaurant.

(**He** = a pronoun; **Win Hteik** = the antecedent)

1. The teacher corrected the students' homework last night. She returned them during class the next day.
2. Htut Htut took a banana with him to school. He ate it at lunch-time.
3. Many monkeys do not like water, but they can swim well when they have to.

4. This problem looks easy. I am sure I can solve it easily.
5. Hnin Hnin smiled cheerfully at him. She looked very happy.

Exercise II: Fill in each blank with an appropriate form of the pronoun or possessive pronoun given in brackets.

1. This is a photograph of (he) _____ and (he) _____ brothers while (they) _____ were having a picnic.
2. My grandmother and (I) _____ are leaving for Bagan tomorrow.
3. Aye Aye was feeling cold, so (we) _____ lent (she) _____ (you) _____ coat.
4. If Thuta doesn't have a bicycle, (he) _____ can take (I) _____.
5. (I) _____ am not sure whether the fault is (she) _____ or (they) _____.
6. San San is a good friend of (I) _____.
7. He lives all by (he) _____.
8. Do you ever talk to (you) _____? Most people talk to (they) _____ sometimes.
9. Every town has (it) _____ own places of interest.
10. Those students of (you) _____ are very well-behaved.

C. Reported Speech

Reported speech refers to reproducing the idea of another person's words. Not all of the exact words are used. Verb forms and pronouns may change. Quotation marks are not used.

Example: He said, "I am very busy now."

He said that he was very busy then.

Reported Statements

If the reporting verb (the main verb of the sentence, e.g. said) is in the past tense, the verb in the noun clause will usually also be in a past form.

When a reporting verb is in the simple present, present perfect, or future tense, the verb in the noun clause is not changed.

When the reporting verb (say, think, etc.) is in the past tense, there can be a shift to a form that refers to an earlier time. When changing from Direct Speech to Reported Speech, tenses change in the following way:

Direct Speech	Reported Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Simple Past	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	Past Perfect
Future	Conditional
Conditional	Conditional Perfect

Unless the reporters are talking about themselves or addressing the persons they are reporting, the first and second person become the third person.

I/you → he/she	me/you → him/her
we/you → they	us/you → them

When a time is specified (yesterday, today, tomorrow), it is replaced by a less specific term. For example:

yesterday	→	the day before, the previous day
today	→	that day
tomorrow	→	the next day, the following day
now	→	then

Example : Mya Mya said, "I am hungry now."

Mya Mya said that she was hungry then.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

- The teacher said to Kyaw Kyaw, "I will see you tomorrow."
The teacher told _____.
- Thuzar said to the policeman, "I've lost my way."
Thuzar told the policeman _____.
- "I'll see you in the office, Mg Mg," said the headmistress.
The headmistress told Mg Mg _____.
- The thief admitted, "I stole the money."
The thief admitted _____.
- The teacher said to Hla Hla, "You can sit here."
The teacher told Hla Hla _____.

WRITING

A. Using the prompts given, write a very short paragraph: "**The Gregorian Calendar**".

- Gregorian Calendar - we use now
- based on Julius Caesar's calendar
- Pope Gregory XIII wanted – make Julius Caesar's calendar right – twelve minutes faster than sun year
- scientists tried one way – another – decided to continue to have every fourth year – as leap year
- planned to take out three days every four hundred years
- in Gregorian Calendar – seven days in week, four weeks in month, twelve months in year
- year ending in 00 – can be divided evenly by 400 – leap year
- not quite exact, 26 seconds fast each year by sun time
- accepted – not be fast by a whole day for at least 3,000 years
- called Gregorian Calendar – in honour of Pope Gregory

B. You are **Zin Mar**. You live at **No. 18, Yadaana Street, Yankin**. Write a letter to **your friend Mon Mon**, telling her that you have planned a trip to Bagan on the full moon day of Thadingyut and inviting her to join you on this trip. Refer to a calendar, and give a detailed programme of the trip you have drawn up (when you will begin the journey; which town you will arrive at; at what time; how long you will stay there; when you will come back, etc.)

C. Write an essay of **THREE** paragraphs on "A beautiful calendar I have got as a present".

UNIT 2 TOO MUCH KNOWLEDGE MAKETH FOOLS

PRE-READING TASK

1. What do you get if you read a lot of books?
2. Where do people usually study to gain knowledge?
3. What do you call a person who is stupid?
4. Give a word which is the opposite in meaning to "fool".

Read the passage.

Once upon a time, there were four youths studying under the famous professor Disaparmauk of Taxila. They all came of rich families from different lands. Each followed his natural bent and specialized in different branches of study. One studied music and dancing; another studied medicine; another studied astrology; and the
5 fourth, philosophy.

After studying for three years they were considered proficient in their respective subjects, and the time came to say good-bye to their professor and return to their respective parents. As a parting gift the professor gave them a cooking pot, as well as some grain, in order that they would have something to cook and eat should
10 their dry rations run out before they reached home.

Then, as his final gift to his students, the professor gave them a piece of advice. "Remember," he said to them, "the four of you may be proficient, each in your own subject, but if you don't have the sense to act suitably to the time and
15 circumstance of a situation, you may have to go hungry."

Not quite comprehending what the great teacher meant, they looked at one another, but said nothing, and after paying their respects to their professor, set forth on their
20 journey home.

After travelling for a number of days their dry rations ran out and the pot and the grain given to them by their professor came in very useful indeed. "How
25 thoughtful our great teacher is!" they felt and got down to the business of cooking themselves a meal. There was rice enough for all four of them all right, but they would have to do something about the curry. So they drew lots for the different tasks to be carried out in order to get a decent meal.

Thus, the man of music and dancing was to cook the rice. The medico was
25 to buy meat and fish; the astrologer was to gather vegetables; and the philosopher was to get some ghee (which is clarified butter) to cook the curry in. And thus each set out to do his task.

The medico went to the nearest village and there in the bazaar he found various kinds of meat and fish. He looked around for some time and found that

30 nothing suited him. His medical knowledge now seemed to warn him which meat or fish was indigestible, which not nutritious, which unseasonable, which would cause what disease, which would upset the stomach and which the bile, till finally he left without buying any meat or fish!

The philosopher, however, got the required ghee, which he packed in a green leaf, and retraced his steps. On the way he soon became lost in philosophical speculations. "Ghee," he said to himself, "comes from cow's milk. Cows eat grass, and yes, leaves, too. Ah then, in a way, ghee comes from cow's milk, and cow's milk comes from leaves, and so the ghee and the leaf are related!" On and on he philosophized, quite happily unaware of the ghee in the leaf in his hand melting gradually and dripping.

By the time he met the medico, who was coming back empty-handed from the village market, there was nothing left of the ghee he had bought! He, too, was now empty-handed. The two of them looked at each other, not knowing whether to smile or weep and each recounted to the other what had happened to him, as they walked back to where the man of music and dancing was supposed to be cooking the rice. But there, to their horror, they found their friend looking as disconsolate as ever, moping beside a broken pot with the rice strewn all over the fire-place.

"Soon after the three of you left," wailed the cook, "I built a fire, rinsed the rice, put it in the pot, added the required amount of water, and placed the pot on the fire. After some time, the pot began to simmer, and then it started to boil. I watched and could not help but hear the bubbling noise of the boiling rice. To my ears it sounded so much like the rhythmic beats of music coming from a drum that I started dancing to it. And, ... and, ..."

"And what happened?" asked his two friends. "And," continued the cook, "one backward kick of my right heel caught the pot. And there, as you can see, is the end of our rice!"

The other two, who had come back empty-handed, now found it quite easy to admit to the cook that they, too, had failed to accomplish what they had set out to do. Suddenly, they remembered their astrologer friend, who was to get some vegetables. Off they went to look for him in the forest, and there atop a tall bael tree was their friend, sitting tight.

Before they could say anything, the astrologer called out to them. "Hey, I've got all the tender bael leaves that should go well with our meal. See!" he said, holding up the leaves he had plucked.

"Then why are you still there astride that branch? What are you staying on there for?"

"Ah," replied the astrologer, "the climbing up was easy because at that

moment I was under the influence of an ascending constellation. But now, the climbing down is quite a different matter. You see, the stars are not just right as yet and I am waiting for the moment when I'll be under the influence of a descending constellation."

"Oh, to hell with your stars and constellations!" the three on the ground yelled, almost in unison. "Just come you down!"

The poor astrologer was frightened out of his wits. He started to climb down- slowly, shakily. But he was trembling so much that he half-slipped and half-fell, and lay in a stunned heap on the ground. His three friends lifted him up and all he had were bruises and cuts. No tender bael leaves!

Now with no meal in sight, each began to realize how and why he had failed in carrying out his lot. Then, slowly, the wisdom of the parting advice given to them by their great teacher dawned upon them.

"Remember, the four of you may be proficient, each in your own subject, but if you don't have the sense to act suitably to the time and circumstance of a situation, you may have to go hungry."

COMPREHENSION EXERCISES

A. What do the underlined words in the passage refer to?

- | | |
|--------------------|--------------------|
| 1. "them" (line 8) | 2. "his" (line 11) |
| 3. "you" (line 13) | 4. "He" (line 29) |
| 5. "it" (line 49) | |

B. Complete the following sentences.

1. The four youths came from _____ countries.
2. The _____ of the students were rich.
3. The students studied under the professor for _____.
4. They paid their _____ to the professor and started their journey home.
5. Their dry rations _____ after they had travelled for a number of days.
6. The pot and the grain given to them by their professor came in _____.
7. They had rice to cook, but they did not have anything for _____.
8. They _____ to decide who was to do what task.
9. Ghee is a kind of _____ used in cooking.
10. The four youths had nothing to eat because each had applied too much _____ of the subject he had studied to his task.

C. Answer the following questions in complete sentences.

1. When did the four youths return to their respective parents?
2. What advice did the professor give his students?
3. Why did they feel that their great teacher was thoughtful?
4. Why did the medico come back without buying any fish or meat?
5. Why did the philosopher come back empty-handed?
6. What was the astrologer waiting for to climb down from the tree?
7. What happened to the pot of rice?
8. Why did the four youths fail to carry out the different tasks?

VOCABULARY

A. Put the following into three groups under the given headings. The first one is done for you.

artiste; medicine; astrologer; medico; astrology; music and dancing; cures the sick; teaches philosophy; entertains people with songs and dances; philosopher; foretells the future; philosophy

No.	Profession	Field	Activity
1.	medico	medicine	cures the sick
2.			
3.			
4.			

B. Fill each blank with the correct word from the words given in Exercise A.

1. Another name for a doctor is _____.
2. A person who is an expert in _____ is a philosopher.
3. An _____ can foretell the future.
4. An _____ is a person who entertains people with songs and dances.

PUNCTUATION

Punctuate the following.

1. ghee he said to himself comes from cows milk
2. and what happened asked his two friends
3. see he said holding up the leaves he had plucked
4. then as his final gift to his students the professor gave them a piece of advice
5. oh to hell with your stars and constellations the three on the ground yelled

GRAMMAR

Reported Speech

I. Reported Speech (Questions)

In reported questions, the structure of a question is replaced by that of a statement.

Examples: (1) "How long **should** a day or a year be?"

No one can decide how long a day or a year **should be**.

(2) Cherry said, "What time **does** the film **begin**?"

Cherry wanted to know what time the film **began**.

(3) She said to me, "**Can you** speak Japanese?"

She asked me whether/if I **could** speak Japanese.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Ko Lin said to me, "Do you have any plans to go abroad again?"
Ko Lin asked _____.
2. Daw Lay Khin said, "What time do the banks close?"
Daw Lay Khin wanted to know _____.
3. Mee Mee said to him, "Where can I find Lynn?"
Mee Mee asked _____.
4. Ko Phyo said, "What does this word mean?"
Ko Phyo wanted to know _____.
5. Mother said to me, "Is Mi Mi going out tonight?"
Mother asked me _____.
6. Lin Htet said to his friend, "What happened to you last night?"
Lin Htet _____.
7. The teacher said to me, "Why were you absent yesterday?"
The teacher _____.
8. The police said to the driver, "Can you show me your driving licence?"
The police asked _____.
9. U Yan Naing said to her, "How long have you been in your present job?"
U Yan Naing asked _____.
10. Myo Myo said, "Did Nilar receive my letter?"
Myo Myo wanted to know _____.

II. Reported Speech (Requests and Commands)

In reported requests and commands, the imperative form is replaced by the infinitive. Some verbs are followed immediately by a (pro) noun object and then an infinitive phrase.

Examples: (1) **Mg Mg invited me to come to his party.**

(V) (Pro) (Infinitive phrase)

(2) I told Ni Ni to study harder.

(V) (N) (Infinitive phrase)

The verbs often used to report speech are: advise, ask, encourage, invite, order, permit, remind, tell, warn.

Example: The teacher said to the class, "Stand up."

The teacher **told** the class **to** stand up.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. The doorman said to the visitor, "Don't touch the painting."
The doorman warned the visitor _____.
2. Thaw Thaw said to Maw Maw, "Don't forget to lock the door."
Thaw Thaw reminded Maw Maw _____.
3. Thandar said to Nandar, "Don't be late for the meeting tomorrow."
Thandar told Nandar _____.
4. The teacher said to his class, "Stop talking while I'm teaching."
The teacher ordered his class _____.
5. The manager said to his secretary, "Please arrange the meeting for Thursday."
The manager asked his secretary _____.

WRITING

A. Using the prompts given, write a short paragraph on: "**The man of music and dancing**".

- man of music and dancing come of rich family
- he be one of the four students of famous professor Disaparmauk of Taxila
- on the way home they run out of dry ration
- draw lots to decide who be to do what task
- task of man of music and dancing be to cook rice
- build fire, rinse rice, put it in pot; add required amount of water and place pot on fire
- after some time pot begin to simmer and boil
- watch and hear bubbling noise of boiling rice
- to his ears sound so much like rhythmic beats of music coming from a drum that start to dance to it
- one backward kick of his right heel caught the pot and it break and rice be strewn all over the fire place

B. You are Nyi Nyi. You live in **No. 31, Pandaw Street, Taungtha**. Write a letter to **your uncle**, telling him about the Institute you would like to attend after you have passed the matriculation examination.

C. Write an essay of **THREE** paragraphs on "How I cook a pot of rice" (the traditional way).

UNIT 3 THE MOON: A NICE PLACE TO VISIT?

PRE-READING TASK

1. What can you see in the sky at night?
2. Do you think the moon is like the earth?
3. Do you think there is life on the moon?
4. Has man ever been to the moon?
5. Do you think the moon would be a nice place to visit?
6. Would you like to travel to the moon in a spaceship?

Read the passage.

The moon has been described by songwriters and poets as a place for a romantic escape. We know of course that the moon is actually a very hostile environment for human beings.

5 The moon is completely devoid of water because the force of gravity on the moon is much less than on the earth. (The moon is much smaller; its surface is about as large as Africa.) The lack of a strong gravitational pull has caused any water the moon may have had to leak out into space over the 4.6 billion years that it has been in existence. Of course, since there is no water, there is also no vegetation. So if you go, bring your lunch.

10 There is no air on the moon because its gravity is insufficient to retain an atmosphere. Accordingly, travellers to the moon require not only oxygen and water but also protection against cosmic rays that are unfiltered by an atmosphere. No atmosphere also means no weather – no wind, no rain, no clouds.

15 Temperatures on the moon are quite extreme, ranging from 110° C to – 173° C. This occurs because there is no atmosphere to filter the sun's rays when it is shining and then to blanket in warm air when the sun goes down. These extremes of temperature are particularly striking during a solar eclipse, when the earth passes directly between the sun and the moon, temporarily blotting out the sun's light. At such times the temperature on the moon dips very rapidly and then rises immediately
20 as the sun emerges from the earth's shadow. The change in temperature may be as much as 200° C in one hour! This sudden change can cause rocks to shatter due to the alternate expanding and contracting. Thus if you visit the moon, deciding what to wear could be a problem.

25 There is no twilight or dawn on the moon. Like the earth, the moon does not shine by its own light; it reflects the light of the sun. Unlike the earth, however, there is no atmosphere to diffuse the light as day becomes night and night turns into day.

Changes from light to dark and dark to light occur suddenly.

30 The lunar sky is black. (Blue sky on the earth is produced by the scattering of blue light in the spectrum by particles of air.) On the moon stars are visible in the daytime, but you would have to shield your eyes from the unfiltered sunlight to view them.

35 There is no sound on the moon. Sound travels on waves of air molecules. Since there is no air, there is nothing to transmit sound. Leave your transistor home. Also, the moon is not a magnet the way the earth is. You can leave your compass home too.

40 The moon is a satellite of the earth, revolving around the earth once every twenty-nine and a half days. The moon itself rotates, but it does so very slowly. Therefore the same side of the moon is always visible to us. To get to the moon, you would have to travel 240,000 miles, a distance that is about the same as circling the earth at the equator ten times.

It is clear that if you were making a trip to the moon, you would need to pack more than a toothbrush and a change of underwear. Its adverse conditions would make it very difficult for a visitor from the earth.

COMPREHENSION EXERCISES

A. Write the appropriate words or groups of words to complete the sentences.

1. According to the passage, the moon is a very _____ for us.
2. Due to the lack of a strong gravitational pull, the moon is _____ of water.
3. There is no _____ and so plants cannot grow on the moon.
4. No atmosphere _____ the sun's rays and so temperatures on the moon are extreme.
5. During a solar eclipse, the extremes of temperature are _____.
6. The change in temperature causes rocks to _____.
7. The moon is a _____ of the earth.
8. As the moon is not a _____, you cannot use a compass on it.
9. On the moon, stars can be seen in the _____.
10. Due to its _____, it is difficult for the visitor to stay on the moon.

B. Read the passage and put a tick (✓) against the feature if the earth or the moon has it. And put a cross (x) if it doesn't.

No.	Features	The Earth	The Moon
1.	strong gravitational pull		
2.	water		
3.	vegetation		
4.	air		
5.	atmosphere		
6.	weather		
7.	extremes of temperature		
8.	twilight or dawn		
9.	reflecting the light of the sun		
10.	blue sky		
11.	stars visible in the daytime		
12.	sound		

C. Answer the following questions in complete sentences.

1. Why is there no water on the moon?
2. Why is there no vegetation on the moon?
3. Why is there no air on the moon?
4. When do we have a solar eclipse?
5. What is the effect of the sudden change in temperature?
6. How long does it take the moon to revolve around the earth once?
7. Why do we always see the same side of the moon?
8. How far is the moon from the earth?
9. Would it be easy for a visitor to survive on the moon? Why?
10. What is the main idea of the passage?

VOCABULARY

A. Vocabulary in Context

Exercise I : Circle the letter of the answer that best matches the meaning of the underlined word as it is used in each of these sentences.

1. This area is completely devoid of trees.
 (a) full of (b) lack of (c) empty of (d) without

2. Until the roof is fixed, it will continue to leak.
 (a) spill water (b) absorb water (c) drip water (d) pass water
3. Asian elephants may become extinct due to insufficient vegetation in areas that were once green.
 (a) rainfall (b) plant life (c) vegetables (d) sunlight
4. The sun's rays are filtered through the atmosphere so that we do not receive their full strength.
 (a) concentrated (b) hindered (c) passed through (d) screened
5. In warm climates, water is sometimes heated by solar energy.
 (a) the sun's (b) electric (c) wind (d) the moon's
6. The earth's shadow eclipsed the sun's light, so it suddenly grew dark on the moon.
 (a) cut off (b) absorbed (c) blocked (d) used up
7. In a desert, the temperature alternates between extreme heat and extreme cold.
 (a) varies (b) rises (c) turns (d) becomes
8. The fog diffused the light from the street so that visibility was poor.
 (a) focused (b) used up (c) mixed (d) spread
9. Some lunar mountains can be seen from the earth.
 (a) earth (b) sun (c) moon (d) planet
10. The space flight was postponed due to adverse weather conditions.
 (a) favourable (b) unfavourable (c) difficult (d) sudden

B. Prefixes Expressing Negation

A prefix is a word or syllable placed in front of another word to add to or change its meaning. In English, prefixes are often used to create opposites or to give a word a negative meaning. There are several prefixes which are used. Study the following examples.

Prefix	- Root	New word
dis	honest	dishonest
il	logical	illogical
im	possible	impossible
in	convenient	inconvenient
ir	relevant	irrelevant
un	comfortable	uncomfortable
mis	lead	mislead
non	stop	non-stop

Note : The prefix “in” does not always have a negative meaning. Often it gives the idea of “inside” or “into”. e.g. “internal, insert, income”.

Although it is mainly adjectives which are made negative by prefixes, “un” and “dis” can also form the opposites of verbs too. e.g. appear, disappear. Here the prefix is used to reverse the action of the verb.

Exercise I : Use your dictionary to find out what prefixes the following words take. Some words may take more than one prefix.

true	able	understand	like	sufficient
visible	complete	friendly	regular	clear

Exercise II : Complete the following sentences with the correct form of the words given in Exercise I, adding the necessary prefixes.

1. Sometimes people will _____ you when you are too frank.
2. I do not believe your story as I think it is _____.
3. The service at this hotel was bad and the hotel staff were very _____.
4. The word ‘ox’ has an _____ plural.
5. Five hours sleep is _____ for most people.
6. Students are asked to finish _____ sentences.
7. Germs are _____ to the naked eye.
8. I tried to read the letter but the handwriting was very _____.
9. _____ the earth, there is no atmosphere on the moon.
10. She has never been to school so she is _____ to read or write.

GRAMMAR

A. Adverb Clause of Reason / Adverb Phrase of Reason

‘Reason’ can be shown in one of these ways:

1. **because / as / since + clause**

Example: He took a taxi **because / as / since** he was late for work.

2. **because of + noun**

Example: He arrived late **because of** the heavy traffic.

Note: “On account of”, “owing to” or “due to” followed by a noun may also be used.

Example: He arrived late **on account of / owing to / due to** the heavy traffic.

Exercise I : Complete the sentences in A using “because” or “because of” and an idea from B. Use each idea in B only once.

A

B

- | | |
|--|------------------------------|
| 1. They stayed home _____. | she wanted to be a graduate |
| 2. The plane could not land _____. | he had to attend the meeting |
| 3. She joined the university _____. | the cold weather |
| 4. He could not take the class _____. | the heavy snow |
| 5. I couldn't get to sleep last night _____. | it was very hot |

Exercise II : Make longer sentences. Use *because* / *as* and the clauses in the box.

I was tired	it was very cold	they didn't study hard
there were no buses	I have lost my key	

1. I went to bed early _____.
2. They failed the examination _____.
3. We walked home _____.
4. I cannot get into my room _____.
5. I switched off the fan _____.

Exercise III : Using the ideas given in parentheses, complete the sentences.

1. (Our teachers are kind) Because of _____, we all love them very much.
2. (She had good qualifications) She got the job due to _____.
3. (The traffic was heavy) We were late for the meeting owing to _____.
4. (He was ill) Due to _____, Zaw Zaw could not study.
5. (She explained clearly) On account of _____, we understand her lessons very well.

B. There is no -----that/ who -----not

Study the following examples.

1. Every high school in Myanmar has a computer.
There is no high school in Myanmar that does not have a computer.
2. All children like to play with water.
There is no child who does not like to play with water.
3. I have read all the books on my bookshelf.
There is no book on my bookshelf that I have not read.

Exercise : Finish each sentence in such a way that it means the same as the one that is given.

1. Every woman wants to be beautiful.
There is no _____.
2. All the students in this class obey the rules.
There is no _____.
3. Every house in our street has a television set.
There is no _____.
4. All the novels written by Charles Dickens are good.
There is no _____.
5. All the staff in our department are well-disciplined.
There is no _____.

WRITING

- A.** Using the prompts given, write a short paragraph on "The moon".
- satellite of earth; 240,000 miles away
 - devoid of water; force of gravity on moon – less than on earth
 - causes water on moon to leak out into space
 - no vegetation; no water
 - no air; its gravity – insufficient to retain atmosphere
 - no atmosphere; no weather
 - temperatures on moon – extreme; no atmosphere to filter sun's rays and to blanket in warm air
 - sudden change in temperature causes rocks to shatter
 - no twilight or dawn; not shine by its own light
 - lunar sky – black; stars – visible in daytime
 - no sound; no air
 - not a nice place to live on
- B.** Write a letter to your friend, telling him/her about your dream in which you travelled to the moon.
- C.** Write an essay of THREE paragraphs on "A beautiful moonlit night".

UNIT 4 CLOCKS THROUGH TIME

PRE-READING TASKS

A. Put a tick (✓) next to the expression that you expect to read in the passage.

- _____ time is precious
- _____ different types of clocks
- _____ the origin of clocks
- _____ the inventors of clocks

B. Answer the following questions in short phrases.

1. What are the differences between a clock and a watch?
2. What kinds of clocks or watches do you know?
3. Nowadays, apart from ordinary watches worn on one's wrist, in what forms are they found?

Read the passage.

It was probably around 3,000 years ago that people first began making things to help them measure the passage of time. Having observed that shadows move around trees as the sun moves across the sky, someone drew a circle and put a stick in the centre. As the sun passed overhead, he marked even divisions on the circle as the shadow of the stick crossed it. Then people could tell which part of the day it was by noticing which mark on the circle the shadow fell across. These circles were called "sundials". Later, they were made of stone and metal to last longer.

Of course, a sundial did not work at night or on cloudy days, so men kept inventing other ways to keep track of time. One invention was a striped candle. Each stripe took the same amount of time to melt. If each stripe melted in about an hour, about three hours would have passed when three stripes melted.

A water clock was another way to tell time. A container had a line with a number beside it for every hour. It also had a tiny hole in the bottom. The container was filled with water that dripped through the hole. When the water level reached the first line, people knew that an hour had passed. Each time the water level fell to another line, one more hour had passed.

Candles and water clocks helped people know how much time had gone by. But candles had to be remade, and water clocks had to be refilled. So, after glass blowing was invented, the hourglass came into use. Glass bulbs were joined by a narrow tunnel of glass, and fine, dry sand was placed in the top bulb. The hourglass was easy to use, but it had to be turned over every hour so the sand could flow again.

25 It was about 600 years ago that the first clock with a face and an hour hand was made. One of the first such clocks was built for a king of France and placed in a tower of the royal palace. The clock did not show minutes or seconds. Usually it did not even show the correct hour! Since there were no planes or trains to catch, however, people were not concerned about knowing the exact time.

30 Gradually, clocks began to be popular. They still did not keep correct time, but they were unusual, and they could be beautifully decorated. One clock was in the shape of a cart with a horse and driver. One of the wheels was the face of the clock.

Watches came into use as soon as clocks were made small enough to be carried. These did not always tell the correct time, either. They were often put into beautiful watchcases, which were made to look like anything the owner wanted.

35 The pendulum clock was invented in 1657. This was the beginning of the style of clocks we call "grandfather clocks", which were enclosed in tall wooden boxes.

40 Pendulum clocks showed the hours more exactly than earlier clocks, since the weight on the pendulum could be moved up or down to make the clock go faster or slower. About forty years later, minute and second hands were put on some clocks. Grandfather clocks are very much in demand again today. They are usually very expensive, however, and require more space than other styles of clocks.

45 As people began to go to more places and do more things, they were more interested in knowing the correct time. By 1900, almost every house had a clock, and nearly every well-dressed gentleman wore a watch on a chain tucked in his vest pocket.

Today, of course, we have electric clocks that keep giving the right time until they are unplugged or the electricity goes off. Scientists have invented clocks that look like large machines and tell the correct time to a split second.

50 The most modern electric clocks for home use do not have faces or hands. These clocks are called digital clocks, and they tell the time with a set of numerals which appear in a little window. The seconds are counted off like the tenths of a mile on the odometer of a car.

55 Many electric clocks are combined with radios, which can sometimes be set to turn on automatically. Thus, instead of an alarm ringing in your ear in the morning, you can hear soft music playing when it is time to get up. Some clocks will even start the coffee maker!

Although clocks and watches play an important part in people's lives in industrialized countries, time is still regarded in very different ways in different parts of the world.

COMPREHENSION EXERCISES

A. Answer the following questions in complete sentences.

1. At what time of day did a sundial work?
2. Why did people become more interested in knowing the correct time?
3. What are digital clocks?
4. When do electric clocks stop working?
5. Choose the most appropriate answer.

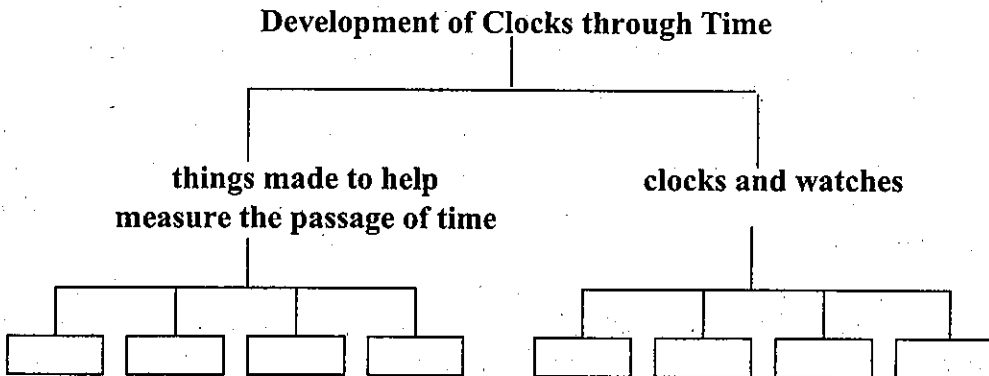
The passage is about:

- (a) The uses of different types of clocks
- (b) Invention of different things to measure and keep track of time
- (c) The importance of clocks

B. Read paragraphs 4, 5, 8 and 9, and then complete the following sentences with the correct word or words.

1. After glass blowing was invented, people started to _____ the hourglass.
2. It was _____ to use the hourglass, but it had to be turned over every hour.
3. Since there were no planes or trains to catch, people were not _____ with knowing the exact time.
4. Grandfather clocks were enclosed in tall boxes which were made of _____.
5. Earlier clocks did not show the hour as _____ as pendulum clocks.

C. Complete the following boxes on "Development of Clocks through Time", using the information from the passage.



VOCABULARY

Vocabulary in Context

- A. Choose the meaning that best suits the underlined word in each sentence from the choices given.

1. After glass **blowing** was invented, the hourglass came into use.
 - (a) breathing hard and quickly
 - (b) flowing as a current of air
 - (c) making by sending a current of air
2. The most modern electric clocks for home use do not have faces or **hands**.
 - (a) end parts of the human arms below the wrist
 - (b) pointers on a dial or dials
 - (c) manual workers on a farm or in a factory
3. About forty years after the invention of pendulum clocks, **minute** and second hands were put on some clocks.
 - (a) one sixtieth part of an hour
 - (b) very short time or moment
 - (c) very small in size or amount
4. **Watches** came into use as soon as clocks were made small enough to be carried.
 - (a) guards or protects somebody or something
 - (b) small instruments showing the time, worn on the wrist
 - (c) looks at as an entertainment
5. Instead of an **alarm** ringing in your ear in the morning, sometimes you can hear soft music playing from electric clocks when it is time to get up.
 - (a) fear and excitement
 - (b) give a warning or feeling of danger to
 - (c) warning sound or signal

B. Replace the underlined words in the following sentences with suitable words or phrases in the box.

need	operate	gone by	indicate	wanted
------	---------	---------	----------	--------

1. A sundial did not **work** at night or on cloudy days.
2. When the water level of the water clock reached the first line, one hour had **passed**.
3. Usually, the first clocks and watches did not even **show** the correct hour.
4. Grandfather clocks are very much **in demand** again today.
5. Grandfather clocks are usually very expensive, however, and **require** more space than other styles of clocks.

GRAMMAR

A. Connectives

Connectives are words used to link together words or sentence parts.

Study the following examples :

- (1) He is young, good-looking, **and** very rich.
- (2) **As** he grew older, he lost interest in everything except gardening.
- (3) There are the vegetables to peel, **then** there's the table to lay.
- (4) The shops were closed, **so** I didn't get any meat.
- (5) **Although** he had only entered the contest for fun, he won the first prize.

Exercise I: Group the following connectives into types, according to the headings – addition, contrast, reason, conclusion and time signal.

after; although; and; as soon as; because; but;
however; later; since; so; then; therefore; thus;

Addition	Contrast	Reason	Conclusion	Time signal

Exercise II. Combine the following pairs of sentences, using the appropriate connectives given above.

1. By 1900 clocks and watches had been invented.
Nearly every gentleman wore a watch.
2. Clocks and watches play an important part in people's lives in industrialized countries.
Time is still regarded in very different ways in different parts of the world.
3. The hourglass was easy to use.
It had to be turned over every hour.
4. Glass blowing had been invented.
The hourglass came into use.
5. Many electric clocks are combined with radios.
They are combined with computers.

B. As soon as → No sooner ... than

Study the following examples.

- (1) **As soon as** I boarded the train, it left.
No sooner did I board the train **than** it left.

(2) **As soon as** she had graduated, she got a job.

No sooner had she graduated **than** she got a job.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. As soon as the plane took off, I realized that I had left my suitcase behind.

No sooner _____

2. As soon as I had taken the medicine, I felt relieved from the pain.

No sooner _____

3. Last night, as soon as I lay down, I fell asleep.

No sooner _____

4. As soon as he stopped smoking, his cough was cured.

No sooner _____

5. As soon as the trees had been felled, the branches were cut off.

No sooner _____

C. Active and Passive Voice (With Agent)

Active Voice

In the active voice, the subject of the verb is the person or thing that does the action.

Example : **Sandi** wrote the letter last night.

Passive Voice

In the passive voice, the subject of the verb is the receiver of the action, and the subject of the active sentence becomes the agent.

Example : **The letter** was written by Sandi last night.

Active	subject + verb + object
Passive	subject + verb (be + Ved/en) + (by + agent)

Examples: (1) Shakespeare **wrote** the play "As You Like It".

The play "As You Like It" **was written** by Shakespeare.

(2) The winning goal **was scored** by Aung Aung.

Aung Aung **scored** the winning goal.

How tenses in passive structures are formed

Tense	Active	Passive
Simple Present	<i>Vs/es</i> Daw Yu teaches English.	<i>am/is/are + Ved/en</i> English is taught by Daw Yu.

Tense	Active	Passive
Present Continuous	<i>am/is/are + Ving</i> Daw Yu is teaching English.	<i>am/is/are + being + Ved/en</i> English is being taught by Daw Yu.
Present Perfect	<i>has/have + Ved/en</i> Daw Yu has taught English for many years.	<i>has/have + been + Ved/en</i> English has been taught by Daw Yu for many years.
Simple Past	<i>Ved</i> Daw Yu taught English last year.	<i>was/were + Ved/en</i> English was taught by Daw Yu last year.
Past Continuous	<i>was/were + Ving</i> Daw Yu was teaching English this morning.	<i>was/were + being + Ved/en</i> English was being taught by Daw Yu this morning.
Past Perfect	<i>had + Ved/en</i> Daw Yu had taught English since she moved to this school.	<i>had + been + Ved/en</i> English had been taught by Daw Yu since she moved to this school.
Future	<i>will + V infinitive (without to)</i> <i>am/is/are + going to + V infinitive (without to)</i> Daw Yu will teach English. Daw Yu is going to teach English.	<i>will + be + Ved/en</i> <i>am/is/are + going to + be + Ved/en</i> English will be taught by Daw Yu. English is going to be taught by Daw Yu.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Waiters and waitresses serve customers.
Customers _____.
2. The teacher is going to explain the lessons.
The lessons _____.

3. Kaythi had returned the book to the library.
The book _____.
4. A hurricane destroyed the small fishing village.
The small fishing village _____.
5. Who invented the airplane?
By whom _____?
6. When glass was invented, the hourglass came into use.
When people _____.
7. Was the window pane broken by the children?
Did the children _____?
8. Identity cards must be brought by all candidates to the examination hall.
All candidates _____.
9. Air pollution is caused by vehicles and factories.
Vehicles and factories _____.
10. Paper, the main writing material today, was invented by the Chinese.
The Chinese _____.

WRITING

- A. Using the prompts given, write a short paragraph on: "**The Pendulum Clock**".
 - pendulum clock – invent 1657
 - also call – Grandfather Clock
 - enclose in tall wooden box
 - show – hours more exactly than earlier clocks – because weight on pendulum – can move up or down – to make clock – faster or slower
 - grandfather clocks – very popular today
 - however they be very expensive – require more space – other styles of clocks
- B. You are **Hlaing Bwar**. You live in **No. 101, Thazin Street, Mawlamyaing**. Write a letter to **your cousin**, telling him/her about a watch that you have chosen for him/her as a birthday present.
- C. Write an essay of **THREE** paragraphs on "**Different types of clocks and watches**" using the information from the passage.

UNIT 5 SELF-SERVICE AND THE SUPERMARKET

PRE-READING TASK

1. Where can you buy different kinds of things you need?
2. What do you call a very large store selling food and other things?
3. Have you ever been to such a shop? If so, name it.
4. What can you see there?
5. Why have such shops become popular nowadays?

Read the passage.

During the last few years, there has been an enormous increase in the number of shops, stores and supermarkets which provide facilities for self-service. Their general purpose is to provide goods of every description attractively and hygienically and in perfect condition, so that the customer can serve herself, and then pay for the goods with the minimum of delay.

The organizers of a self-service store have their difficulties. They must display a great number of goods in a minimum space without covering up anything. They must deal with perishable foodstuffs requiring different ranges of temperature; and they must arrange a speedy flow of customers past the cash registers without overtaxing the operators.

For the purposes of display, many devices are used such as long lengths of adjustable shelves to take various sizes of packs, rotating circular shelves, islands of display stands, racks for tubed foods, and multi-tiered mobile stalls.

Perishable foodstuffs and quick frozen fruit, vegetables and meat are kept in refrigerated self-service cabinets, which keep goods at the required temperatures. These are at zero degree Fahrenheit for frozen food, 28-32 degrees for meat and fish, and 40-50 degrees for dairy produce and provisions.

The problem of quick payment has been solved by the use of modern cash registers. One such machine called the Automatic Itemizing and Change Computing Cash Register, first records the cost of each item and totals the bill. Then it also registers the sum given in payment, and shoots out the right change into a cup near the customer.

Some of the advantages of self-service seem to be that there is no waiting to be served; there is a wide variety of choice, and it is claimed that prepacked meat and vegetables are hygienic. Shopping is said to be more "streamlined" and more economical. Nevertheless many people still prefer to be served by a small shopkeeper who knows them personally and will deliver goods to their home.

COMPREHENSION EXERCISES

A. Choose the best answer.

1. The number of shops, stores and supermarkets has increased
 - (a) since last year.
 - (b) a few years ago.
 - (c) during the last few years.
 - (d) many years ago.
2. More and more shops and supermarkets now provide
 - (a) facilities for self-service.
 - (b) cheap things.
 - (c) goods in imperfect condition.
 - (d) a small variety of goods.
3. The goods in supermarkets are displayed
 - (a) only on the rotating shelves.
 - (b) only on the long lengths of adjustable shelves.
 - (c) only on the racks.
 - (d) on all devices mentioned in (a), (b) and (c).
4. The goods in a supermarket are kept at
 - (a) zero degree Fahrenheit.
 - (b) 28-31 degrees.
 - (c) 40-50 degrees.
 - (d) different temperatures.
5. The problem of quick payment has been solved by
 - (a) telephone operators.
 - (b) modern cash registers.
 - (c) streamlining.
 - (d) keeping an easy flow of customers.

B. Find these words in the text.

1. An adjective beginning with 'e' which has a similar meaning to 'very large'.
2. A verb beginning with 'p' which has a similar meaning to 'give' or 'supply'.
3. A compound noun beginning with 's' which is 'an arrangement by which customers themselves collect the goods that they want to buy'.
4. A verb beginning with 'd' which means 'put something in a place where people can see it easily'.
5. A noun beginning with 'o' which has a similar meaning to 'cashier'.
6. A verb beginning with 'p' which means 'give money for the goods'.
7. An adjective beginning with 's' which has a similar meaning to 'fast'.

8. A noun beginning with 'r' which is 'a shelf made of bars used for holding things'.
9. A noun beginning with 'a' which has a similar meaning to 'benefit'.
10. A noun beginning with 'v' which has a similar meaning to 'a number of different things'.

C. Complete the following with the correct forms of the answers in Exercise B.

1. I don't like waiting to be served, so I always go to a _____ store.
2. The goods in supermarkets are _____ systematically.
3. The cash register can solve the problem of quick payment without overtaxing the _____.
4. There has been an _____ increase in self-service in shops, stores and supermarkets.
5. The _____ of a supermarket are proper display of goods and _____ flow of customers.

D. Answer the following questions in complete sentences.

1. During the last few years what has increased?
2. How are the goods provided in supermarkets?
3. What are some of the difficulties of such a store?
4. What devices are used in supermarkets for the purposes of display?
5. At what temperature are frozen fruits kept?
6. How is quick payment done?
7. What is one of the modern cash registers used in supermarkets?
8. Name other items you can commonly buy in self-service stores.
9. What are some major self-service stores in our country?
10. Which do you prefer, a self-service store or a traditional shop? Why?

CLOZE

Fill in each numbered blank with a word from the list given.

- | | | | | |
|-----------|-----------|--------------|--------------|---------|
| a | and | and | are | been |
| circular | customers | herself | kept | of |
| operators | perfect | self-service | self-service | shelves |
| shops | space | the | tubed | with |

During the last few years, there has ---(1)--- an enormous increase in the number of ---(2)---, stores and supermarkets which provide facilities for ---(3)---. Their general purpose is to provide goods ---(4)--- every description attractively and hygienically and in ---(5)--- condition, so that the customer can serve ---(6)---, and then pay for the goods with ---(7)--- minimum of delay.

The organizers of a ---(8)--- store have their difficulties. They must display ---(9)--- great number of goods in a minimum ---(10)--- without covering up anything. They must deal ---(11)--- perishable foodstuffs requiring different ranges of temperature; ---(12)--- they must arrange a speedy flow of ---(13)--- past the cash registers without overtaxing the ---(14)---

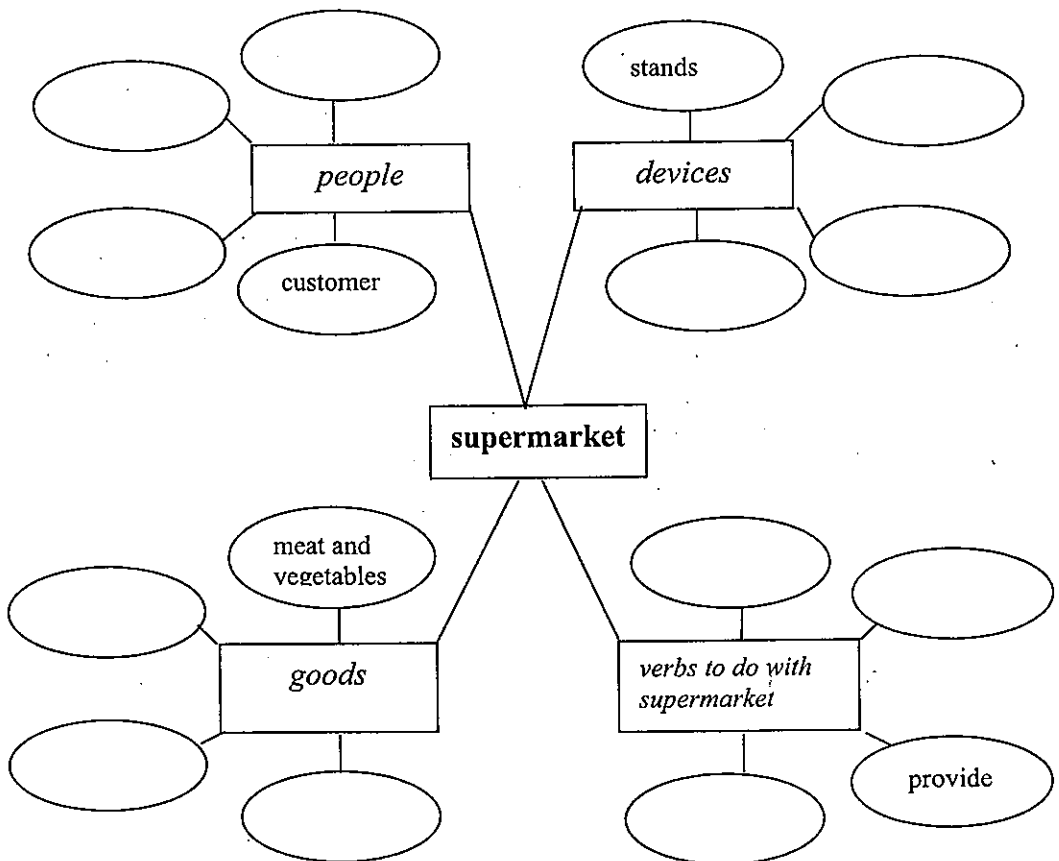
For the purposes of display, many devices ---(15)--- used such as long lengths of adjustable ---(16)--- to take various sizes of packs, rotating ---(17)---shelves, islands of display stands, racks for ---(18)--- foods, and multi-tiered mobile stalls.

Perishable foodstuffs ---(19)--- quick frozen fruits, vegetables and meat are ---(20)--- in refrigerated self-service cabinets, which keep goods at the required temperatures.

VOCABULARY

A. The following words and phrases are all to do with the supermarket. Fill in the blank spaces of the diagram. Some are already filled to help you.

packs	mobile stalls	operator	serve
refrigerated cabinets	pay for	shopkeeper	racks
foodstuffs	organizer	dairy produce	display



Answer the following questions.

1. What do you call a person who buys things from a supermarket?
2. In which places are meat and vegetables kept in supermarkets?
3. What devices are used for tubed foods?
4. What do you call a person whose job is to receive and pay out money in a supermarket?

B. -ed /-en forms of some verbs can be used as adjectives. Change the following verbs into -ed/-en adjectives and supply a suitable adjective in each sentence. Some of the words can be used more than once.

refrigerate streamline require
freeze prepack itemize

1. _____ foods are kept at zero degree Fahrenheit in supermarkets.
2. A person must have the _____ experience to be able to manage a supermarket.
3. Perishable foods in supermarkets should be kept _____.
4. Shopping at a supermarket is said to be _____.
5. In supermarkets, the _____ accounts are registered by computers.
6. _____ fruits sold in supermarkets are hygienic.
7. _____ fruits do not taste as good as fresh fruits.
8. Foodstuffs which can go bad quickly should be kept at the _____ temperature.

GRAMMAR

A. Adverb Clause of Purpose

Purpose can be shown in one of these ways:

1. To / In order to / In order not to / So as to / So as not to + infinitive

Study the following examples.

- (1) Do you eat **to live** or **live to eat**?
- (2) She is going out **in order to** do some shopping.
- (3) He got up early **so as not to** be late for school.

2. So that / In order that + modal verb + verb

So that is often used instead of **in order to** when the idea of ability is being expressed.

“can” and **“will”** are used in the adverb clause for a present and future meaning.

“would” and **“could”** are used after **so that** in past sentences.

Examples: (1) Please turn down the radio **so that** I can get to sleep.

(2) I turned off the cassette **so that** my roommate could study well.

3. In case

In case is used to talk about taking a precaution, that is, 'doing something because something bad may happen'.

The verb in the '**in case**' clause is in the present tense even though you are talking about the future:

Example: Lock all the doors and windows **in case** there are thieves in the neighbourhood.

Exercise: Use the most appropriate *linking words* in Column B to join each *action* in Column A with its appropriate *purpose* in Column C.

A	B	C
1. I went to the shop		a. keep awake.
2. She drank lots of black coffee		b. she would attract the attention of the crowd.
3. The bank uses a video camera		c. stand first in the exam.
4. The workmen use wood	in order to	d. everybody can understand him.
5. He speaks slowly	so as not to	e. buy some bread.
6. He is studying very hard	so that	f. let some fresh air into the room.
7. He went to the station early	in case	g. discourage the robbers.
8. The actress wore a colourful dress		h. make a stall.
9. She is on a diet		i. miss the train.
10. She opened the window		j. get fat.

B. After + V-ing

(Active) After + Verb present participle
After + subj + had + Verb past participle

(Passive) After + being + Verb past participle
After + subj + had + been + Verb past participle

Study the following examples.

(1) The computer recorded the cost of each item and then totalled the bill.

After recording the cost of each item, the computer totalled the bill.

- (2) The materials were packed attractively first and then they were put on sale.
After being packed attractively, the materials were put on sale.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. The baby cried loudly. Then he fell asleep.
After _____.
2. She bought dairy produce from the supermarket and kept them in the refrigerator.
After _____.
3. They had the meeting first, and then they announced the results.
After _____.
4. He had his meal and then he brushed his teeth.
After _____.
5. The fruits and vegetables were washed first and then they were kept in refrigerated cabinets.
After _____.
6. He took his degree. He applied for a job.
After _____.
7. The houses were destroyed by a storm. Then they were rebuilt by the villagers.
After _____.
8. He made a plan to go on holiday. Then he packed the things he needed.
After _____.
9. He folded the letter and then put it into the envelope.
After _____.
10. He looked at a number of grammar books and chose one that suited to his students' level.
After _____.

C. Without + V-ing

(Active) Without + Verb present participle

(Passive) Without + being + Verb past participle

Study the following examples.

- (1) The customer took the items and left. She did not pay the bill.
The customer took the items and left **without** paying the bill.
- (2) He stole some small packets from the shop. No one saw him.
He stole some small packets from the shop **without** being seen.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. He left the room. He did not ask permission from the teacher.
Without _____.
2. She resigned from her work. She did not tell anyone.
Without _____.
3. You will not get high marks in English unless you study regularly.
Without _____.
4. Father went to work. He did not eat anything.
Without _____.
5. The books were returned to the library although they were not read.
Without _____.
6. He attended the party. He was not invited.
Without _____.
7. He repaired the tap. No one reminded him.
Without _____.

WRITING

A. The advantages and disadvantages of going to a supermarket are listed below
Complete the table by selecting from the given list.

- It is convenient to buy things.
- The prices are fixed.
- No bargaining is allowed.
- Foods are good for health.
- A wide variety of goods are displayed attractively and hygienically.
- The prices are a little more expensive.
- The service is quick.
- It provides frozen meat, fruits and vegetables.
- It saves our time.
- It makes us impersonal.
- The place is neat and tidy.
- It provides different kinds of goods in one place.
- It gives a variety of choice.
- It attracts people.

Advantages	Disadvantages

Write a paragraph about **‘The advantages and disadvantages of going to a supermarket’** by using the prompts above. You can start like this **‘Shopping at a supermarket has both advantages and disadvantages**’

- B.** You are **Soe Soe**. You live at **12, Hledan Road, Yangon**. Write a letter to **your friend**, Shwe Zin who lives in Pyay, telling her about a new supermarket you went to recently.

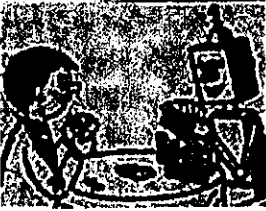
- C.** Write an essay of **THREE** paragraphs on **"Why supermarkets have become popular nowadays"**.

UNIT 6 ROBOTS

PRE-READING TASKS

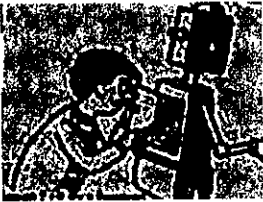
Look at the pictures and answer the following questions.

Picture A



1. Who are they?
2. What do you think they are doing?
3. Do you think the man looks happy? Why/ Why not?

Picture B



1. What is the man doing?
2. Why do you think he is doing this?
3. Why do you think he can do this?

Picture C



1. How does the man look now?
2. Why do you think he looks like this?

Read the passage.

We have seen how computers can do useful work by controlling special machines. Given arms and hands, a computer can do more varied physical work. With a robot "body", a computer "brain" may be programmed to pick up tools and parts and move them around.

- 5 The ability to work under the control of a programme is what distinguishes robots from less "intelligent" machines. Cranes and mechanical diggers can pick up things and move them around but they are not robots. These machines need men to drive and control them; they cannot be controlled by a programme like a true robot.

Computers are very reliable; they can work for a long time without breaking
10 down. This is because they have no moving parts. Robots need lots of moving parts.
They have motors and gearboxes which move and can wear out, and they need people
to maintain them like any other machine. Eventually, robots will probably be able to
service and mend each other. However, robots are generally predictable, precise and
untiring in their work. Used correctly, they can improve the quality of products; as
15 they do not have "off" days, they can also bring savings in materials and energy.

Human workers now have the number of hours they work each day limited
by law. The law also protects them from working in dangerous conditions. In special
factories, robots can work happily for 24 hours a day. They work on through the
night while their human supervisors are at home in bed. If there were any problems,
20 the robots could ring up the supervisor and ask for help!

Robots are growing in complexity and their use in industry is becoming
more widespread. Robots are mainly used in working with automatic machines and
equipments in mass production industries, where the same tasks must be repeated. Car
production is the primary example of the employment of large and complex robots.
25 They are used in the process for the painting, welding and assembly of the cars.

Robots are also useful in environments which are unpleasant or dangerous
for humans to work in, for example, bomb disposal, work in space or underwater, in
mining and for the cleaning of toxic waste. Robots are also used for patrolling these
toxic areas.

30 Nowadays domestic robots that perform simple tasks such as vacuum cleaning
and grass cutting are now available. Other domestic robots are being produced with
the aim of providing companionship or play partners to people.

COMPREHENSION EXERCISES

A. Choose the most appropriate answers to complete the following statements.

1. The general idea of the whole passage is that
 - (a) robots can improve the quality of products.
 - (b) robots can save materials and energy.
 - (c) robots cannot serve mankind as efficiently as human workers.
 - (d) robots are useful.
2. The central idea of the first three paragraphs is
 - (a) the reliability of computers.
 - (b) the reliability and usefulness of robots.
 - (c) the reliability of robots.
 - (d) the difference between computers and robots.

3. In the first paragraph, the sentence "Given arms and hands, a computer can do more varied physical work" means that
 - (a) a computer can do physical work although it does not have arms and hands.
 - (b) a computer can do only mental work now.
 - (c) if a computer has arms and hands, it will be able to do more varied physical work.
 - (d) if a computer has arms and hands, it will not be able to do physical work.
4. The fourth paragraph mainly tells us that
 - (a) robots can work non-stop and do not require close supervision.
 - (b) working hours per day is not limited for robots.
 - (c) robots are not protected by law from dangerous work.
 - (d) robots require close supervision.
5. In paragraph 5, the clause "Robots are mainly used in working with automatic machines and equipment ..." means that
 - (a) Robots are almost always used in working with automatic machines and equipment.
 - (b) They are sometimes used in working with automatic machines and equipment.
 - (c) They are seldom used in working with automatic machines and equipment.
 - (d) They are always used in working with automatic machines and equipment.
6. In paragraph 6, the clause "Robots are also useful in environments which are unpleasant or dangerous for humans to work in ..." means that
 - (a) Robots are useful in places where humans can work safely.
 - (b) They are useful in places where humans can work happily.
 - (c) They are useful in places where humans can work peacefully.
 - (d) They are useful in places where humans cannot work easily and safely.
7. In paragraph 6, the sentence "Other domestic robots are being produced with the aim of providing companionship or play partners to people" means that other domestic robots are produced for:
 - (a) people to have friends.
 - (b) people to play with.
 - (c) people to have friends and to play with.
 - (d) robots to have the companionship of people.

B. Complete the following statements according to the information obtained from the passage.

1. Computers can control _____.
2. If computers have arms and hands, they can do various kinds of _____.
3. Ordinary machines like cranes need men to _____.

4. A true robot can be controlled by a _____.
5. Robots may also be able to _____ each other one day.
6. Robots are generally _____ in their work.
7. We can spare or save _____ by using robots.
8. Robots can work for _____ a day.
9. Robots can inform _____ if there is any problem.
10. Robots have become more _____ in their construction as their use has become widespread.

C. Answer the following questions in complete sentences.

1. Give two examples of less "intelligent" machines.
2. Why are the two machines different from robots?
3. Describe two advantages of working with computers.
4. Why is it more expensive to use a robot than a computer?
5. Why is it economical to replace manpower with robots?
6. How do robots get help if they encounter problems at work?
7. In which type of industry do we find the use of large and complex robots?
8. Name two dangerous tasks the robots are made to do.
9. What can domestic robots do?
10. What then are domestic robots?

D. CLOZE

Fill in each numbered blank with a word from the list given.

also	any	are	are	becoming
bomb	dangerous	dangerous	happily	hours
in	mining	on	production	repeated
supervisor	The	the	welding	working

Human workers now have the number of ---(1)--- they work each day limited by law. ---(2)--- law also protects them from working in ---(3)--- conditions. In special factories, robots can work ---(4)--- for 24 hours a day. They work ---(5)--- through the night while their human supervisors ---(6)--- at home in bed. If there were ---(7)--- problems, the robots could ring up the ---(8)--- and ask for help!

Robots are growing ---(9)--- complexity and their use in industry is ---(10)--- more widespread. Robots are mainly used in ---(11)--- with automatic machines and equipments in mass ---(12)--- industries, where the same tasks must be ---(13)---. Car

production is the primary example of -- (14)--- employment of large and complex robots. They ---(15)--- used in the process for the painting, ---(16)--- and assembly of the cars.

Robots are ---(17)--- useful in environments which are unpleasant or ---(18)--- for humans to work in, for example, ---(19)--- disposal, work in space or underwater, in ---(20)--- and for the cleaning of toxic waste. Robots are also used for patrolling these toxic areas.

VOCABULARY

A. Odd-one out

'Odd' means 'strange and unusual' and 'the odd one out' is the one that is different from all the others in a group of people or things.

Example : joint; ankle; elbow; lung; muscle; knee; skin; cure

The odd one out is "cure" because except for the word "cure", all the words given are parts of the body.

Exercise: Which word is the odd one in each set? Why?

Set 1 : washing-machine computer motor crane
 mechanical digger supervisor robot dish-washer

Set 2 : clerk cook crew commander
 compass coach captain customer

Set 3: clean patrol service mend
 ring move maintain paint

B. Adjective-forming Suffixes

A 'suffix' is a letter or a group of letters added at the end of a word to make another word.

Example : '-y' added to 'rust' to make 'rusty'

We use suffixes to form different parts of speech. Here are some common suffixes which, when added to a word, change it into an adjective.

Suffix	Meaning	Examples
-al	of; concerned with	musical, seasonal
-able	that can be done	countable, honourable
-ful	having; with	beautiful, useful
-less	without	sleepless, fearless
-ive	intended to	preventive, active
-ous	full of	poisonous, mountainous
-ed/-en	having	confused, amazed
-ing	causing	tiring, amazing

Exercise I : Add correct suffixes to the words given to form adjectives.

move	success	nature	protect	predict	save
danger	hope	create	harm	destroy	gold

Exercise II : Rewrite the following sentences, using the adjective form of the words given in the box.

create	rely	repeat	success	fame
protect	danger	harm	destroy	honour

- The holy man does not want to be _____.
- Smoking is _____ to our health.
- Firemen wear _____ clothing, so as not to get burnt.
- Human workers are protected by law from _____ work.
- His secretary is hardworking as well as _____.
- I hope you are _____ in your exams.
- She is very _____. She paints, makes sculptures and designs textiles.
- Earthquakes and tidal waves are very _____.
- People respect him because he is an _____ man.
- Robots can now perform many _____ tasks in the home.

Exercise III : Complete the following sentences with appropriate adjectives from the list given below.

precise	predictable	available	expensive	reliable
intelligent	sophisticated	domestic	physical	special

1. He is such a _____ assistant that the boss likes him very much.
2. Houses are very _____ in this downtown area, so we can't afford to live there.
3. Take _____ care of your grandma; she may have a heart attack at any time.
4. If you want to reduce your weight, you should take more _____ exercise.
5. Tickets for the show are _____ at the Yinmar Recording Centre.
6. Man is the most _____ being in the universe.
7. Today, working mothers need _____ help.
8. By means of high technology, natural disasters like earthquakes and floods are _____.
9. She has such a good memory that she can give _____ details of the accident.
10. Computer programmes are becoming more and more _____ all the time.

GRAMMAR

A. Modal Auxiliaries

Aux:	Uses	Present / Future	Past
Will	1. 100% certainty 2. willingness 3. polite request	I will come tomorrow. I will carry your bags. Will you post this letter for me, please?	He said that he would come to my birthday party.
Would	1. polite request 2. preference	Would you close the window, please? I would rather stay home than go out.	
Shall	1. offer 2. suggestion 2. future with 'I' or 'we'	Shall I carry the bag? Shall we go there? I shall do whatever you suggest.	
Should	1. advisability	We should study regularly.	We should have studied regularly.

Aux:	Uses	Present / Future	Past
	2. 90% certainty	She should pass the exam.	She should have passed the exam.
Can	1. ability/ possibility 2. informal permission 3. informal polite request	I can run very fast. You can use my pen. Can I borrow your dictionary?	I could run very fast when I was young.
Could	1. polite request 2. suggestion 3. less than 50% certainty	Could you type this letter for me? I could help you if you like. He could be late.	He could have been delayed.
May	1. polite request 2. formal permission 3. less than 50% certainty	May I use the phone? You may sit down. It may rain today.	He may have arrived yesterday.
Might	1. less than 50% certainty	He might be at the canteen.	He might have been at the canteen.
Must	1. strong necessity 2. 95% certainty	I must finish my homework. My friend looks pale. She must be sick.	I had to finish my homework. My friend looked pale. She must have been sick.

Forms

Aux:	Affirmative	Negative	Interrogative
Will	I will wait for you.	I will not wait for you.	Will you wait for me?
Would	I would like a cup of tea.	I would not go there alone.	Would you like a cup of tea?
Shall	I shall be twenty next year.	We shall not forget you.	Shall we leave now?

Should	You should keep your promise.	You should not break your promise.	Should we do this?
Can	You can wait here.	You cannot park your car here.	Can I use your phone?
Could	The train could be late.	He could not run.	Could I borrow your pen?
May	You may leave now.	He may not come.	May I use your computer?
Might	I might go out tonight.	He might not come.	Might he be there?
Must	You must leave now, if you want to catch the train.	You must not drop these glasses.	Must you go now?

Exercise: Use a modal with each verb in brackets. More than one auxiliary may be possible. Use the one that seems most appropriate to you.

- I've got a terrible headache. I _____ (go) to a doctor.
- He hurt his leg, so he _____ (not walk) very well.
- You're putting on weight. You _____ (take) exercise.
- The weather is fine today. _____ we (go) for a picnic?
- If you want to pass with flying colours, you _____ (study) hard.
- He is not in his office right now. He _____ (be) back in a few minutes.
- He promised me that he _____ (call) me yesterday but he didn't.
- _____ you (speak) a little louder, please? I _____ (not hear) you clearly.
- Visitors _____ (not feed) the animals in the zoo.
- He _____ (join) the Institute of Medicine but he chose to be an English specialization student.

B. Although —————> In spite of

Study the following examples.

- My health hasn't improved **although** I take the prescribed medicine regularly.
In spite of taking the prescribed medicine regularly, my health hasn't improved.
- Although** my son eats a lot, he has not put on any weight.
In spite of eating a lot, my son has not put on any weight.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. She went on working although she was feeling unwell.
In spite of _____.
2. Although he fell from a great height, he did not break any bones.
In spite of _____.
3. Although she was told she would get the job, she didn't get it.
In spite of _____.
4. Although he worked the whole night, he couldn't finish the task.
In spite of _____.
5. Although grandpa looks very thin, he seems to be in good health.
In spite of _____.

WRITING

- A. Using the prompts given, write a very short paragraph on: **"Things I would like my robot to do"**.
- if I have robot of my own – want it wash clothes – make my bed
 - do washing dishes
 - clean and polish floor and shoes
 - make coffee for me
 - switch on and off lights – TV
 - find things I lost at home
 - act as a security guard
 - keep me company when I am at home
- B. Write a letter to your friend, telling him/her about a robot that you have seen or read about.
- C. Write an essay of THREE paragraphs on "Advantages and disadvantages of having a robot".

UNIT 7 DREAMS DO COME TRUE

PRE-READING TASK

1. Have you ever wished for something in your life?
2. What do you wish for? What do you dream about?
3. What would you do if you won the State Lottery?
4. Would you like to be a famous writer or a scientist? Why?

Read the passage.

My mother and I were dreamers. When the days were soft and tender, we sat on the beach, digging our toes into the hot sand. The big breakers came in slowly; their shoulders growing tall and green. **They** crashed in thunderous white, and **we** would sit in silence, the breeze scrubbing the hot sun from our faces.

5 She was 34; I was 10. She was short, plump, a woman of fair skin and brownish hair. She was feminine and prim.

I asked what she dreamed. Jenny Tier Bishop laughed and ruffled my wet hair. "You," she said, "are an inquisitive little boy."

"Yes, ma'am," I said.

10 She told me her dream. Someday, when my father had a lot of money, **he** would buy diamond earrings for her. Not big ones, of course. "See," she said, pulling her ears, "these were pierced when I was 15. Wouldn't I look pretty with little diamonds?"

"Yes, ma'am," I said. "You sure would."

15 She asked me my dream. I said that when I grew up, I would own a house right here at the beach. I would be able to look at the ocean every day, in all of its moods. My house would have servants who would have nothing to do but carry silver trays loaded with sweets and chocolate bars.

20 She looked down at me, the bun of hair loose on her neck. My mother laughed at my dream. "Little boy," she said – and I knew that I had lost her admiration. My feet came up out of the sand and I ran at top speed to meet the big curling wave.

25 Her dream came true. My father gave her the diamond earrings. **They** were tiny icebergs in big gold prongs. She sat before the mirror, turning her head from side to side. My father paid a little a month for those earrings for a long time. I was glad her dream came true. When they dressed to go out, I told her how beautiful she looked. She wasn't really beautiful but she lifted her head like a queen when those earrings were on.

30 Times became what my father called "hard". The earrings were gone a long time before I noticed. When I asked about them, she smiled and cried at the same time. "Your father had to pawn them," she said. "He'll get them back."

35 Policemen were poorly paid in those days and then the city cut their salaries further. My mother made our clothes on a sewing machine. At night, she sewed rosettes on silk garters for a penny a piece. Every year she paid the interest on the pawn ticket.

Then, one summer, she surrendered. The payment was due but she ignored it. "Earrings," she said, "are a form of vanity we can't afford."

40 Great good luck sometimes touches a person at least once. It touched me. A book I wrote became a best-seller in 16 countries. I bought a house on the beach. My dream had come true.

When the house was right, I invited my mother and father to it. There were no servants carrying trays of candy. But the house was on the same beach. My hair was grey, but the surf still thundered with youth.

45 I handed the plushy box to my mother, "Your time to dream," I said. Her hands began to shake.

"John," she said to my father, "help me with this. I'm so clumsy."

Dad opened the box and murmured, "Jenny, they're beautiful." The earrings were screwed into place. "How do I look?" she asked.

We said, "Beautiful." She couldn't tell. She had been blind for years.....

Adapted from Dreams do come true by Jim Bishop.

COMPREHENSION EXERCISES

A. What do the underlined words in the passage refer to?

1. They (line 3)
2. we (line 3)
3. he (line 10)
4. They (line 23)
5. this (line 46)

B. Complete the following sentences.

1. The name of the boy's mother was _____.
2. The mother's ears were _____ when she was fifteen.
3. The boy dreamt of having _____ who would bring him sweets and chocolate bars.
4. The boy's father gave his wife the _____.
5. The _____ dream came true first.

C. Answer the following questions in complete sentences.

1. What did the mother dream about?
2. Why did she laugh at the young boy's dream?
3. How did the young boy's dream come true?
4. What did the author give his mother?
5. Was Jenny able to tell whether her present was beautiful? Why?

VOCABULARY

Exercise I: Find the words in the passage that have the same meanings as the following.

- | | | |
|-----------------|------------------|------------|
| 1. high | 2. unable to see | 3. gave up |
| 4. young people | 5. not different | |

Exercise II: Find the words in the passage that have the opposite meanings as the following.

- | | | | | |
|------------|---------|--------|------------|---------|
| 1. laughed | 2. cold | 3. big | 4. unhappy | 5. ugly |
|------------|---------|--------|------------|---------|

Exercise III: Choose the meaning that best suits the meaning of the underlined word or phrase in each sentence.

1. The young boy's mother was short and plump.
 - (a) stout and strong
 - (b) well-built
 - (c) slightly fat in an attractive way
2. The boy and his mother sat on the beach digging their toes into the hot sand.
 - (a) getting something by searching
 - (b) mixing
 - (c) pushing
3. The pay was due but she ignored it.
 - (a) took no notice of
 - (b) refused to greet or acknowledge
 - (c) was unaware
4. Policemen were poorly paid in those days.
 - (a) paid very little
 - (b) paid in small amounts
 - (c) not paid at all
5. A book he wrote became a best-seller in sixteen countries.
 - (a) a very popular book
 - (b) an excellent book
 - (c) book that sold in very large numbers

PUNCTUATION

Punctuate the following.

1. you she said are an inquisitive little boy
2. yes maam i said you sure would
3. your father had to pawn them she said
4. earrings she said are a form of vanity we cant afford
5. john she said to my father help me with this im so clumsy

GRAMMAR

A. Determiners (1) : little, a little, few, a few

"Little" and "a little" are used with uncountable nouns. "Little" means **hardly any** and emphasizes the smallness of the number. It is distinguished from "a little"

which means **at least some**.

Examples : (1) I have got very **little** time. (hardly any at all)

(2) I have got **a little** time. (at least some)

"Few" and "a few" are used with countable nouns. "Few" means **hardly any** and emphasizes the smallness of the number. It is distinguished from "a few" which means **at least some**.

Examples : (1) I have got very **few** friends. (hardly any at all)

(2) I have got **a few** friends. (at least some) ♠

Exercise: Complete the following sentences by inserting "few, a few, little, a little" in the blanks.

1. He is very ill; there is _____ hope for him.
2. If everybody drives carefully, there would be _____ accidents.
3. Get me _____ water from that pot.
4. Only _____ students got good marks in the last test.
5. There are _____ apples in the basket; help yourself to some.
6. I have very _____ money. I can't afford to buy a new umbrella.
7. _____ exercise daily keeps a person healthy.
8. _____ boys are playing in the garden.
9. He is so busy that he can give us _____ help.
10. Since the weather was bad _____ people came to the park.

B. Conditionals

All conditional sentences have two clauses, the main clause and the if- clause.

In **Type I** Conditional sentences, we use **all future tenses** in the main clause and **all present tenses** in the if-clause.

We use **Type I** conditionals to describe something that is reasonably possible.

Examples: (1) If we **hurry**, we **will be** in time for class.

(2) If you **practise** more, you **will become** a better player.

Exercise I : Supply the correct form of each verb in brackets.

1. If you _____ (be) free tomorrow, we _____ (go) to the pagoda.
2. We _____ (not need) to water the plants if it _____ (rain) tomorrow.
3. I _____ (give) him your letter if I _____ (see) him at the meeting.
4. If you _____ (like) grapes, I _____ (bring) you some when I come back from Myingyan.
5. If we _____ (travel) by bus, it _____ (be) cheaper.

In **Type II** Conditional sentences, we use **would + verb infinitive** in the main clause and **the simple past tense** in the if-clause.

We use **Type II** Conditionals to describe what is totally impossible.

We use **were** in place of **was** after **if** in all persons.

Examples : (1) If you **had** longer legs, you **would be** able to run faster.

(2) If I **were** better qualified, I **would apply** for the job.

Exercise II : Supply the correct form of each verb in brackets.

1. If I _____ (have) a spare ticket, I _____ (take) you to the concert.
2. If she _____ (drink) too much coffee, she _____ (not feel) calm.
3. If she _____ (be) in your position, she _____ (be) able to advise you.
4. If they _____ (understand) the problem, they _____ (find) a solution.
5. If I _____ (be) fit, I _____ (go) climbing.

In **Type III** Conditional sentences, we use **would have + verb past participle** in the main clause and **the past perfect tense** in the if-clause.

We use **Type III** Conditional sentences to express regret, etc. about things that can now never happen.

Example: If we had gone by car, we would have saved time.

Exercise III : Supply the correct form of each verb in brackets.

1. If Hla Hla _____ (not eat) too much cake, she _____ (not be) sick.
2. If he _____ (enjoy) school, he _____ (do) better.
3. If we _____ (not run) out of money, we _____ (not come) home from our holiday early.
4. If my father _____ (earn) more money, life _____ (be) easier for us.
5. If it _____ (not be) so hot, I _____ (not be) sweating.

WRITING

A. Using the prompts given, write a short paragraph on: "The boy's dream and when it came true".

- Jim Bishop be ten years old – go beach with mother
- dream of day when he own house on beach
- have servants who carry silver trays loaded with sweets and chocolate bars
- grow up during hard times
- father's salary cut
- mother make clothes on sewing machine
- at night sew rosettes on silk garters
- Jim become writer, book become best-seller – 16 countries
- buy house on same beach
- dream come true

B. You are Win Tun Than. You live at 78, Manawhari Road, Yangon. Write a letter to your friend Zaw Thu Ya telling him about what you would like to be in the future.

C. Write an essay of THREE paragraphs on "If I were a millionaire,".

UNIT 8 ADVERTISEMENTS: THE PROS AND CONS

PRE-READING TASKS

A. Answer the following questions.

1. If we want our products to be well-known what should we do?
2. Where can we see advertisements?
3. List the advertisements you have seen recently in the grid below and write which ones you like best and which the least, and why.

Advertisement	Where seen	Like/Dislike	Reason

B. Read the following advertisement.

THE HUNGRY HIPPO!

Come to our restaurant *The Hungry Hippo*.
We offer you the most delicious meals in town!
Come along, with 1 or 24 friends!
We have tables for 1, for 2, for 25.
We have-
The cheapest meals and the best drinks.
Our steaks are bigger than the tables.
Enjoy yourself!
Visit us!
Bring your family and friends!

How many actual facts about the restaurant are given in the above advertisement?
What are they? Which words are used to make you think that this restaurant is the most suitable one for the customers?

Read the passage.

The Case for Advertising

Money spent on advertising is money well spent. It assists a rapid distribution of goods at reasonable prices. It draws attention to new ideas and so helps enormously to raise standards of living. By helping to increase the demand for goods, it increases the number of workers needed to supply the goods and, therefore, provides employment. It helps to pay for many services. Without advertisements, your daily newspaper would cost a lot, the price of your television licence would need to be doubled, and travel by bus would cost more.

Perhaps most important of all, advertising helps to keep up the quality of the products and services you buy. No regular advertiser dare offer a product that fails to live up to the promise of his advertisements. He might fool some people for a little while through misleading advertising. He will not do so for long; for the public has the good sense not to buy the poor quality article more than once. If I see an article advertised, it is the surest proof I know that the article does what is claimed for it, and that it is good value.

There is one more point I feel I ought to touch on. Recently, I heard a well-known television personality declare that he was against advertising because it persuades rather than informs. This is hair-splitting. Of course advertising seeks to persuade. If it only gave information, advertising would be so boring that no one would pay any attention. But perhaps that is what the well-known television personality wants.

I am prepared to make just one admission to the opponents of advertising. Not every advertisement is a good one. Some advertisements are silly. Some are pointless — though not very many. Pick up the nearest magazine or newspaper and count the advertisements that really offend you. And then count the advertisements that, in some degree, interest you, or give you pleasure. And be honest!

The Case against Advertising

Most people say that they find advertisements useful for giving them information about the products which are available on the market. But advertisements do not only give information, they also try to influence our emotions.

The advertisers know that everyone tends to dream of having a better life. We dream of being better educated, more successful, wealthier, better looking, more adventurous, and so on. The advertisers try to make us believe that our dreams will come true if we buy their products. This is why advertisements for home cleaning products often try to convince ladies that they can become perfect wives and mothers only if they use those products. Advertisements aimed at men often include the picture of a pretty girl. Such advertisements are suggesting that a man will be more

attractive to women if he owns a certain type of car, or watch, or if he dresses in a certain style.

The feelings which advertisements try to play on will differ according to the age groups for which the advertisements are intended. Advertisements for teenagers will emphasize that those products will make young people more attractive, more up to date, more socially successful, and more able to enjoy themselves, as well as more successful in their education and job prospects.

The problem with advertisements is that they imply that money can make our dreams come true. But this is obviously not so. We cannot buy personal good looks, intelligence, good friendships or a happy family. A lot of advertisements are, therefore, a form of lying. They can also make people feel depressed and discontented with their ordinary lives, especially those people who have only a small amount of money to spend on luxuries.

COMPREHENSION EXERCISES

A. What do the underlined words in the passage refer to?

- | | | | |
|---------|-----------|---------|-----------|
| 1. It | (line 1) | 2. He | (line 10) |
| 3. he | (line 16) | 4. they | (line 27) |
| 5. they | (line 34) | | |

B. Answer the questions in complete sentences.

1. Is it a good idea to spend money on advertising? Why?
2. Without advertisements, what would happen to the daily newspapers and television licences?
3. Why don't advertisers dare to offer a product that fails to live up to the promise of their advertisements?
4. Why can't advertisers fool people for long through misleading advertising?
5. How will people feel if advertisements give information only?
6. Why can't we say all advertisements are good?
7. What should advertisers know?
8. What do advertisers try to make us believe?
9. Why do advertisements aimed at men often include the picture of a pretty girl?
10. What kind of products are teenagers usually interested in?

C. Read the passage and fill the grids

Grid 1

Advertisements

Advantages	Disadvantages
- assist rapid distribution of goods at reasonable prices - - - - -	- persuade rather than inform - - - - -

Grid 2

Type of people	What some advertisements suggest they should buy	For what purpose
Men	a certain type of car, or watch or clothes in a certain style	to be more attractive to women
Women		
Teenagers		
The Public		

D. Fill the blanks, using the words given in the box.

misleading emotions discontented available influence
--

1. Because of advertisements, it is possible for people to know what things are _____ on the market.
2. Some advertisements make poor people feel _____ with their lives.
3. Advertisers can _____ people's emotions, so they can make people want to buy the goods advertised.

4. Through _____ advertisements, people are persuaded into buying poor quality products.
5. If advertisers understand how people's _____ work, their advertisements would be more successful.

VOCABULARY

A. Antonyms

Antonyms are words that have opposite meanings.

Examples: new / young → old
 pretty / beautiful → ugly

Exercise I : Match a word in Column A with its opposite meaning in Column B.

A	B
1. enormous	a. informative
2. educated	b. interesting
3. boring	c. anonymous
4. pointless	d. illiterate
5. well-known	e. tiny

Exercise II : Fill the following blanks with suitable words from those given in Exercise (I).

1. We didn't want to read the article from the beginning to the end. It was a _____ one.
2. Dinosaurs are _____ creatures.
3. He became a _____ journalist in his late forties and now he can earn a lot of money from his articles.
4. Although his parents were _____, they wanted him to become an _____ person, so they sent him to school.
5. This TV advertisement takes three minutes but it is _____ because we are not clear about what kind of goods is being advertised.

B. Noun-forming Suffixes

A suffix is a word element added to the end of a root to form a new word. Suffixes can change the word-class and the meaning of the word. There are a lot of noun-forming suffixes but the following are more common ones.

(1) -er/-eer/-ier/-or/-ar

They stand for a person who does an activity (that is, this person is a doer or an agent) and these suffixes have active meanings. They form nouns which refer to a person who performs a particular action, often because it is their job.

Example: **painter; engineer; financier; actor; liar**

(2) -er/-or

They are also used for things, tools and machines which do a particular job or action.

Example: **computer; calculator; lawn-mower; indicator**

(3) -ee

It usually has a passive meaning, that is, this kind of person receives or experiences the action.

Example: **interviewee; trainee; examinee**

(4) -ant/-ent

They show that a person does something (for someone) or a person who is in a certain state or condition.

Example: **applicant; dependent; servant; attendant**

(5) -ess

It sometimes stands for a female person or animal.

Example: **actress; lioness; waitress; tigress; heiress**

(6) -ence/-ance/-ness/-ment

They show the state of being or the act of something or somebody. Sometimes, they show the quality and sometimes they refer to the process of making or doing something or to the result of this process.

Example: **dependence; significance; tidiness; fulfillment**

(7) -sis/-ures/-y/-ity/-th

These suffixes show the state or condition of something or someone, and sometimes they show the action which has been or which can be done.

Example: **analysis; failure, delivery; flexibility; warmth**

(8) -al

This suffix shows the action of somebody or something, and sometimes it shows the state or condition.

Example: **approval; survival; rehearsal; trial**

(9) -age

It shows the act of something or somebody.

Example: **storage; breakage; marriage; wreckage**

(10) -ion/-tion/-sion/-ation

They form nouns which refer to a state or process, or to an instance of that process.

Example: **admission; explosion; action; investigation**

(11) -ship

It shows how things or people are related.

Example: **relationship; kinship; friendship; partnership**

It also shows the state of being.

Example: **ownership; hardship**

It sometimes shows the skill with which something is made.

Example: **workmanship**

(12) -let/-ette/-ling

They have the meaning of being very little.

Example: **cigarette; piglet; booklet; duckling**

(13) -ist/-ian

They indicate that such a kind of person does a particular job as his profession or plays a certain kind of musical instrument.

Example: **artist; comedian; magician; violinist**

(14) -hood

It shows the state or position of certain people.

Example: **manhood; childhood; neighbourhood**

Sometimes it shows probability.

Example: **likelihood**

(15) -ist (person) and -ism (activity or ideology)

They are used for people's beliefs, and ideologies.

Example: **Buddhism; Buddhist; atheism; atheist**

(16) -ful

It forms nouns which refer to the amount of a substance that something contains or can contain.

Example: **handful; spoonful; plateful ; mouthful**

Exercise I : Add suitable suffixes to the words underlined.

1. The thing that wipes rain off your car windscreen.
2. A person who takes professional photographs.
3. The person to whom a letter is addressed.
4. A person who plays the piano.
5. The state of being pure.
6. The state of being a member.
7. The state of being involved.

8. The state of being a priest.
9. A very small river.
10. A woman who acts in a film.

Exercise II : Make nouns from the words given in brackets, making necessary changes in spelling.

1. The doctor's (diagnose) was that I had bronchitis.
2. It is impossible to read the (sign) at the bottom of your letter.
3. The (recover) of a ship from the bottom of the sea is difficult.
4. She accepted his (apologize) with a nod and a smile.
5. What's the (differ) between animals and creatures?
6. I want to know the time of his (arrive) beforehand.
7. Yesterday, I came across a strange (advertise) in the newspaper.
8. Her (pronounce) is very good.
9. The earthquake caused the complete (destroy) of the village.
10. (Prevent) is better than cure.
11. The (lovely) of the view almost took my breath away.
12. The villagers looked at the strange creature with great (curious).

GRAMMAR

A. Connectives (Compound)

We use compound expressions as **Connectives**. They are: **in order that; so that; on condition that / provided that; even if / even though; as though / as if; as well as; as soon as**

1. In order that —————> **purpose.**

1st Clause + in order that + 2nd Clause (the purpose of the 1st Clause)

Example: The time-table was put up **in order that** the students would know when classes will begin.

2. So that —————> **result / the reason for doing something**

1st Clause + so that + 2nd Clause (the result of the 1st Clause)

Example: He saved part of his salary **so that** he could buy a cycle.

1st Clause + so that + 2nd Clause (the reason of the 1st Clause)

Example: He has to earn a lot of money **so that** he can buy his children nice food and clothes.

3. On condition that / provided that → that something will happen if something else happens

1st Clause + on condition that/ provided that + 2nd Clause

Example: I will allow you to go out **on condition that** you come back before dinner.

4. Even if / Even though → contradiction

Example: Such an act would not be kind **even if** it were just.

5. As if / As though → expressing something which is not true / cannot come true

Example: She speaks **as though** she were a very learned person.

6. As well as → like / similar to

Example: Nilar as well as Kyi Pyar will phone you about the trip.

7. As soon as → the second incident occurs immediately after the occurrence of the first incident

Example: She trembled **as soon as** she heard the news.

Exercise: Fill in the blanks with appropriate Compound Connectives.

1. He studies his lessons regularly _____ he will pass the exams without having any difficulty.
2. You will never succeed _____ you try very hard.
3. I will let you know my secret _____ you don't tell anybody.
4. _____ the headmaster saw me, he started scolding me.
5. She took a taxi _____ she would not be late for her class.
6. Parents love their sons _____ their daughters.
7. She screamed loudly _____ she had seen a ghost.
8. Myo Myo _____ Toe Toe obeyed the teacher's orders.
9. My grandmother uses her glasses when she reads _____ she can see clearly.
10. She behaved _____ I had purposefully hurt her feelings.

B. Relative Clauses

Clauses with who / that / which / whom / whose

'who or that' is used when we talk about people.

Example: The woman lives next door. She is a doctor.

The woman who / that lives next door is a doctor.

(relative clause)

'that' or 'which' (not who) is used when we talk about things.

Example: Where is the money? It was on the table.

Where is the money **that / which** was on the table?

'**whose**' is used instead of **his / her / their / its**.

Example: We helped our neighbours. Their car had broken down.

We helped our neighbours **whose** car had broken down.

'**whom**' is used when it is the object of the verb in the relative clause.

Example: I went to see the doctor yesterday. He is very patient.

The doctor **whom** I went to see yesterday is very patient.

Sometimes there are **prepositions** in relative clauses.

Examples: (1) I know the girl. Toe Toe is talking **to** her.

I know the girl **who/that** Toe Toe is talking **to**.

(2) These are the keys. Mother was looking **for** them.

These are the keys **that/which** mother was looking **for**.

Exercise I : Fill each blank with 'who / that / which / whom/ whose'.

1. My friend _____ lives in Mandalay is going abroad.
2. The cake _____ Lin Lin made has been eaten up.
3. The camera _____ you lent me is very good.
4. The teacher _____ house is near mine helps me with my homework.
5. Have you found the book _____ you lost?
6. The bus _____ I'm waiting for is late.
7. The girl _____ you saw at the market is my cousin.
8. Yesterday I met a man _____ daughter works at MRTV.
9. The man _____ paid for the meal was a friend of my father.
10. The film _____ we saw was really interesting.

Exercise II : Combine the following sentences, using 'who / that / which /whom /whose'.

Example: Her daughter was injured in a car accident. She is now in hospital.

Her daughter **who** was injured in a car accident is now in hospital.

1. A woman answered the phone. She told me you were out.
The woman _____.
2. That pagoda was destroyed by an earthquake. It has now been rebuilt.
That pagoda _____.
3. We met a salesgirl at Lucky One supermarket. She was very impatient.
The salesgirl _____.
4. A bus goes to Hlaing-tha-yar. It runs every half hour.
The bus _____.

5. Ni Ni was looking after a dog. Its leg had been broken in an accident.
Ni Ni _____

C. If → Unless

Study the following examples.

- (1) **If** you study hard, you will not fail in the exam.
Unless you study hard, you will fail in the exam.
- (2) **If** you don't take my advice, you will get into trouble.
Unless you take my advice, you will get into trouble.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. If you behave well, you will not be punished.
Unless _____
2. I will not finish my work in time if you do not help me.
Unless _____
3. They will go out for a walk if the weather is not bad.
Unless _____
4. The cut on his hand will not be infected if he goes to the doctor.
Unless _____
5. If she doesn't have classes to attend, she will visit me.
Unless _____
6. If you do not follow the doctor's advice, you will not become well.
Unless _____
7. I will be hungry at work if I don't have some breakfast.
Unless _____
8. If I do not have enough money, I cannot help my family.
Unless _____
9. If you follow the rules and regulations, you won't get into trouble.
Unless _____
10. If I like the necklace, I will buy it.
Unless _____

WRITING

- A. In most advertisements, the advertisers use qualitative adjectives to express the quality of their goods and services. Now, use the adjectives below to complete the following advertisement.

quiet	spacious	available	wooden	reasonable
close	far	clean	fresh	ventilated

House for Sale

Two-storeyed ---(1)--- building; well ---(2)--- so you can get ---(3)--- air; a ---(4)--- and ---(5)--- compound attached; in a ---(6)--- quarter; not ---(7)--- from town; ---(8)--- to bus-stops; water is ---(9)--- 24 hours; will be sold at ---(10)--- price; if interested, can contact Ph. No. 444555.

- B. Write a short paragraph about the **Capital Guest House**, using the facts from the following advertisement.

Capital Guest House

- Top grade accommodation, in the heart of downtown Yangon, at most economical rates
 - Clean, quiet, comfortable and safe
 - Air-conditioning in every room, bath attached, hot and cold shower, telephone and satellite TV (24 hrs)
 - Within walking distance of shopping area and easy to get taxis
 - Nice view of Yangon City especially the famous Shwedagon Pagoda, the Sule Pagoda, and Yangon River
 - Being family run, ensures attentive and personal services at all times in a unique, friendly atmosphere
 - Complimentary breakfast and Special rates for long-stayers
- For reservation, please call 01-444555 or Fax 951-445555, No.1 Maha Bandoola Street, Latha Township, Yangon, Myanmar

- C. You are **Tu Tu**. You live in **No. 54, Natsin Street, Chaung Oo**. Write a letter to **your friend**, telling him/her about a new advertisement shown on TV.
- D. Write an essay of **THREE** paragraphs on “The advertisement I like best”.

PRE-READING TASK

1. What time do you usually go to bed?
2. How long does it take for you to fall asleep?
3. Do you ever dream?
4. Do your dreams take place in familiar or unfamiliar surroundings?
5. Do people you know appear in them?
6. Do you dream of pleasant or unpleasant things?

Read the passage.

“ Oh sleep! It is a gentle thing,
Beloved from pole to pole.”

Samuel Taylor Coleridge, a famous British poet, wrote these words over 100 years ago. Most people would agree with him. Sleep is very important to humans; the average person spends 220,000 hours of a lifetime sleeping. Until about thirty years ago, no one knew much about sleep. Then doctors and scientists began doing research in sleep laboratories. They have learned a great deal by studying people as they sleep, but there is still much that **they** don't understand.

Scientists study the body characteristics that change during sleep, such as body temperature, brain waves, blood pressure, breathing, and heartbeat. They also study rapid eye movement (REM). **These scientists** have learned that there is a kind of sleep with REM and another kind with no rapid eye movement (NREM).

NREM is divided into three stages. In stage one, when you start to go to sleep, you have a pleasant floating feeling. A sudden noise can wake you up. In stage two, you sleep more deeply, and a noise will probably not wake you. In stage three, which you reach in less than thirty minutes, the brain waves are less active and stretched out. Then, within another half hour, you reach REM sleep. **This stage** might last an hour and a half and is the time when you dream. For the rest of the night, REM and NREM alternate.

Body movement during sleep occurs just before the REM stage. The average person moves about thirty times during sleep each night.

Sleep is a biological need, but your brain never really sleeps. It is never actually blank. The things that were on your mind during the day are still there at night. They appear as dreams, which people have been discussing for centuries. At times people believed that dreams had magical powers or that they could tell the future.

Sometimes dreams are terrifying, but they are usually a collection of scattered, confused thoughts. If you dream about something that is worrying you, you may wake up exhausted, sweating, and with a rapid heartbeat. Dreams have positive effects on our lives. During a dream, the brain may concentrate on a problem and look for different solutions. Also, people who dream during a good night's sleep are more likely to remember newly learned skills. In other words, you learn better if you dream.

35 Researchers say that normal people may have four or five REM periods of dreaming a night. **The first one** may begin only a half hour after falling asleep. Each period of dreaming is a little longer, the last one lasting up to an hour. Dreams also become more intense as the night continues. Nightmares usually occur towards dawn.

40 People dream in colour, but many don't remember the colours. Certain people can control some of their dreams. They make sure they have a happy ending. Some people get relief from bad dreams by writing them down and then changing the negative stories or thoughts into positive ones on the written paper. Then they study the paper before they go to sleep again.

45 Many people talk in their sleep, but it is usually just confused half sentences. They might feel embarrassed when someone tells them they were talking in their sleep, but they probably didn't tell any secrets.

50 Sleepwalking is most common among children. They usually grow out of **it** by the time they become adolescents. Children don't remember that they were walking in their sleep, and they don't usually wake up if the parent leads them back to bed.

There are lots of jokes about snoring, but **it** isn't really funny. People snore because they have trouble breathing while they are asleep. Some snorers have a condition called sleep apnea. They stop breathing up to thirty or forty times an hour because the throat muscles relax too much and block the airway.

55 Most people need from 7½ to 8½ hours of sleep a night, but this varies with individuals. Babies sleep eighteen hours, and old people need less sleep than younger people. If someone continually sleeps longer than normal for no apparent reason, there may be something physically or psychologically wrong.

60 You cannot save hours of sleep the way you save money in the bank. If you have only 5 hours of sleep for three nights, you don't need to sleep an extra 9 hours on the weekend. And it doesn't do any good to sleep extra hours ahead of time when you know you will have to stay up late.

Sleep is important to humans. We spend a third of our lives sleeping, so we need to understand everything we can about sleep.

Sleep well! Sweet dreams!

COMPREHENSION EXERCISES

A. What do the following words refer to in the passage?

1. they (line 8)
2. These scientists (line 11)
3. This stage (line 17)
4. The first one (line 34)
5. it (line 46)
6. it (line 50)

B. Complete the following sentences.

1. Coleridge described sleep as a _____.
2. _____ occur during REM stage.
3. Things that are on our mind during the day appear as _____ at night.
4. We wake up with a _____ after a bad dream.
5. Terrifying dreams are called _____.
6. Children stop _____ when they reach adolescents.
7. Some people _____ because they have trouble breathing.
8. One can save money in the bank but one cannot save _____.

C. Answer the following questions in complete sentences.

1. How have researchers learned about sleep?
2. What happens while people are asleep?
3. What do some people believe about dreams?
4. According to the passage, how do dreams affect our lives?
5. How do dreams change as the sleep period continues?
6. How do some people get relief from unpleasant dreams?
7. Do you think sleep is important for you? Why?

CLOZE

Fill in each numbered blank with a word from the list given.

- | | | | | |
|------------|--------|--------|----------|----------|
| a | and | blank | brain | brain |
| dismissing | dreams | during | effects | for |
| learn | may | normal | periods | remember |
| tell | They | they | thoughts | worrying |

Sleep is a biological need, but your ---(1)--- never really sleeps. It is never actually ---(2)---. The things that were on your mind ---(3)--- the day are still there at night. ---(4)--- appear as dreams, which people have been ---(5)--- for centuries. At times people believed that ---(6)--- had magical powers or that they could ---(7)--- the future.

Sometimes dreams are terrifying, but ---(8)--- are usually a collection of scattered, confused ---(9)---. If you dream about something that is ---(10)--- you, you may wake up exhausted, sweating, ---(11)--- with a rapid heartbeat. Dreams have positive ---(12)--- on our lives. During a dream, the ---(13)--- may concentrate on a problem and look ---(14)--- different solutions. Also, people who dream during ---(15)--- good night's sleep are more likely to ---(16)--- newly learned skills. In other words, you ---(17)--- better if you dream.

Researchers say that ---(18)--- people may have four or five REM ---(19)--- of dreaming a night. The first one ---(20)--- begin only a half hour after falling asleep.

VOCABULARY

A. The following are the adjectives used to express one's negative feelings. Match the words in Column A with their meanings in Column B.

Column A

Column B

- | | |
|-----------------|---|
| 1. confused | a. unable to keep one's thoughts on one subject for a long time |
| 2. disappointed | b. mixed up in the mind |
| 3. embarrassed | c. unable to understand something |
| 4. exhausted | d. extremely tired |
| 5. horrified | e. feeling ashamed, awkward, uncomfortable |
| 6. puzzled | f. not feeling happy or relaxed because you keep thinking something unpleasant might happen |
| 7. scattered | g. unhappy because something unpleasant has happened; sad |
| 8. terrified | h. unhappy because something you hoped for did not happen |
| 9. worried | i. extremely frightened |
| 10. upset | j. extremely shocked by something unpleasant |

B. Complete the following sentences using suitable adjectives from Exercise A.

1. I was _____ every day when I first started taking exercise, but I am used to it now.
2. Students get _____ when the examination draws near.
3. She was _____ by the instructions and didn't know what to do.
4. As her thoughts were _____, she could not think of the solution to the problem.
5. I felt very _____ when I was punished in front of the class.
6. The children were _____ when the picnic was cancelled because of the bad weather.
7. Mg Mg is still _____ about the accident though it was not his fault.
8. Mother was _____ to see the man beating the dog to death.
9. The teachers were _____ why such a clever student failed in the examination.
10. I was _____ to stay alone at home when it was raining heavily.

C. Complete the following table with the adverb forms of the words given.

Adjective	Adverb	Adjective	Adverb
important		intense	
pleasant		happy	
biological		dangerous	
terrifying		permanent	
rapid		general	
different		interested	
normal		sleepy	

D. Fill in the blanks with a suitable adverb from the table in Exercise C.

1. The teachers love her because she always speaks _____.
2. Boys are _____ more playful than girls.
3. The students listened _____ to the teacher's story about "Cinderella".
4. The children played in the park _____.
5. Although they are twin brothers, they behave _____.
6. My family will be living _____ in Kalaw from now on.
7. Toe Toe is hurt easily because she feels everything very _____.
8. Our hearts beat more _____ after exercising.
9. I answered the phone _____ when it rang in the middle of the night.
10. The new headmaster is _____ strict and severe.

GRAMMAR

A. Connectives (Paired)

(a) Both ...and

Two subjects connected by “**both ... and**” take a plural verb.

Examples : (1) **Both** my mother **and** my sister are here.

(2) The research project has taken **both time and** money.

(b) Not only ... but also / Either ... or / Neither ... nor

When two subjects are connected by “**not only ... but also**”, “**either ... or**”, or “**neither ... nor**”, the subject that is closer to the verb determines whether the verb is singular or plural.

Examples : (1) **Not only** my mother **but also** my sister is here.

(2) **Neither** my sister **nor** my parents are here.

(3) I'll take **either** Chemistry **or** Physics next year.

Exercise I : Combine the following pairs that contain parallel structure by using the paired connectives given in brackets.

1. He does not have a pen. He does not have a pencil. (neither ... nor)
2. Ko Ko enjoys horseback riding. Ko Lay enjoys horseback riding. (both ... and)
3. You can have tea. If not, you can have coffee. (either ... or)
4. Soe Soe is a clever student. She is a good runner too. (not only ...but also)
5. Daw Thuzar loves roses. She also loves orchids. (not only ... but also)

(c) Such ... that / So ... that

“**Such ... that**” encloses a modified noun.

Such + adjective + noun + that

Examples: (1) It was **such** good coffee **that** I had another cup.

(2) It was **such** a foggy day **that** we couldn't see the road.

“**So ... that**” encloses an adjective or an adverb.

So + adjective / adverb + that

Examples: (1) The coffee was **so** hot **that** I couldn't drink it.

(2) I am **so** hungry **that** I can eat a horse.

“**So ... that**” is used with *many*, *few*, *much*, or *little*.

Examples: (1) She made **so many** mistakes **that** she failed in the exam.

(2) He had **so little** trouble with the test **that** he left twenty minutes early.

(3) She has **so much** money **that** she can buy whatever she wants.

Exercise II : Combine the sentences by using “so ... that” or “such ... that”.

1. The room has comfortable chairs. The travellers find it easy to fall asleep.
2. U Phyu Win was very angry. He put his fist through the window-pane.
3. The teacher is kind. All the students love him.
4. She has a good dog. Nobody dares to come near her house.
5. He bought many books. He had no money left.

(d) Though ... yet / Whether ... or

Both of them have a sense of contradiction.

Though + cause + yet + opposite result

Example: **Though** he was poor, **yet** he was happy.

Whether + statement + or + statement (opposite sense)

Example: I do not care **whether** you stay **or** go.

Exercise III: Fill the blanks with suitable connectives – though yet/ whether... or.

1. _____ you come to me _____ not, it is not my business.
2. _____ she is pretty _____ she is not proud.
3. _____ the headmaster praised them _____ scolded them, they behaved as usual.
4. I will try my best _____ I get a reward _____ not.
5. _____ the desert is covered with sand _____ people try to grow plants and trees.

B. Both --- and \longleftrightarrow Not only --- but also \longleftrightarrow Neither --- nor

Study the following examples.

Both Zaw **and** Kyaw never attend the class regularly.

Neither Zaw **nor** Kyaw attends the class regularly.

Not only Zaw **but also** Kyaw does not attend the class regularly.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Neither Yu Yu nor Mu Mu eats beef.
Not only _____.
Both _____.
2. Both Mya and Hla have never been to Bago.
Neither _____.
Not only _____.

3. Neither human beings or animals can live on the moon.

Both _____.

Not only _____.

4. Not only the worm but also the snail does not have a backbones.

Both _____.

Neither _____.

5. Both Ko Ko and I were absent yesterday.

Neither _____.

Not only _____.

C. Either . . . or

Study the following examples.

(1) Mu Mu broke the cup or Yu Yu broke the cup.

Either Mu Mu **or** Yu Yu broke the cup.

(2) If you don't tell the truth, you will be beaten

Either tell the truth **or** you will be beaten.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. She is to blame or you are to blame.

Either _____.

2. She must be stupid or she must be careless.

She must be either _____.

3. They will choose Nyo Nyo or they will choose Phyu Phyu.

They will choose either _____.

4. If you don't stop staying away from classes, you will be punished.

Either _____.

5. You can sit here or you can wait outside.

You can either _____.

D. Neither of

Study the following examples.

(1) These two boys did not come yesterday.

Neither of these (two) boys came yesterday.

(2) **Both** my sister **and** I were not hungry.

Neither of us was hungry.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. The two boys are not hardworking.

Neither of _____.

2. Both of us have never been to Kalaw.
Neither of _____.
3. Both actors were not good.
Neither of _____.
4. My sister and I cannot answer this question.
Neither of _____.
5. I don't like either of these sweaters.
I like neither of _____.

WRITING

- A. Using the prompts given, write a short paragraph on: **"What we can do if we cannot sleep"**.
 - sometimes – cannot sleep
 - it may be – feel hungry
 - if so – should take – cup of warm milk – biscuits
 - it is not good – take coffee – contains caffeine
 - it – only keep – more awake
 - sometimes – cannot sleep – because worried – something
 - when this happens – not take sleeping pills
 - this – dangerous – they – habit forming
 - instead – should try – relax – mind and body
 - can also think – something pleasant
 - can get up – read – book or study until – feel sleepy
 - when – cannot sleep – because – feel ill – can take – sleeping pill with – cup of milk - but it – be – doctor's advice
 - relaxing – mind and body – best way – fall asleep
- B. Write a letter to your best friend about a pleasant dream you had about him/her and your other friends.
- C. Write an essay of THREE paragraphs on "A pleasant dream I had".

UNIT 10 LOOKING GOOD

PRE-READING TASK

1. What adjectives can you use to describe a person's looks?
2. Write down the physical features of a person and the adjectives that can be used with them.
3. Are you satisfied with your looks? If so, which features do you like best? If not, which features don't you like?
4. Think of a famous actor or actress and talk about his/her physical features.

Read the passage.

Growing and Changing

It is natural if your appearance concerns you a great deal. After all, the way you look now may still be very new to you. Between the ages of 10 and 14 most boys and girls begin to notice changes taking place to their bodies. Your body alters in shape and size, and your face changes too. Slight little girls are transformed into tall young women with well developed figures. The girl who used to be tallest in her class may stop growing at fifteen and find herself less than average in height. Snub noses lengthen; eyes that previously looked large may appear smaller because they have remained the same size while the other features have grown. Not only that, but the texture of your skin probably is different, and you are likely to suffer from spots. Generally the changes start later for boys than for girls. In some people they start before the age of 10. A boy's voice gets deeper, his muscles develop and his chest gets broader. Hair starts to grow under his arms, and on his legs and face.

What is Beauty or Handsomeness?

Different people have different ideas of beauty or handsomeness. You only have to look at those around you to realize that people are attracted by every possible physical type. Some people find plumpness attractive. Some go for black hair; others, brown. At different times in history, writers and artists have admired pure, high foreheads or low, broad ones; large, round, lustrous eyes or slanting, inscrutable ones; sloping shoulders or broad, square ones; wide, humorous mouths or neat, small ones; turned-up noses or straight ones. Some think that men who are tall, dark and muscular are handsome but for some, those who are fair and slightly built are cute.

If you are worried about how you look, you're certainly not the only one. Most of your friends probably feel equally insecure, though they may not admit or show it. Girls who are tall usually long to be dainty and small, and vice versa; plump

25 girls with rosy round faces would love to be pale and delicate; slender girls with very white skin hate their pale and colourless look. Thin boys would like to put on more weight and tall and gangling boys would like to be shorter.

You are being conditioned into feeling as you do. A lot of pressures are encouraging you to worry about your appearance. Women's magazines, men's
30 magazines, advertisements and the media all concentrate on the subject, and they bombard you with warnings about bad breath, perspiration, being too fat or too thin. They even give the impression that if you use a certain shampoo or cosmetic, you will become attractive to boys. And if boys drive a certain car, or use certain aftershave, they will be attracted to girls. Your parents may become involved in this process too,
35 by encouraging you to think about your appearance, and your friends may create an atmosphere of competition.

Body Image

The way you see yourself in your mind's eye may not even be accurate. For instance, girls who have once been fat often think of themselves like this long after
40 they have become slim. Girls with a feature they do not like, such as a long nose or thick ankles, become so unhappy about it that even when they look in the mirror, they are quite unable to judge their total appearance. Height, weight and how they smell are the things that can particularly worry young boys. But try and think about things you like about yourself and the way you look. Also remember that your body is
45 changing and will keep changing. If you could only relax and see yourself clearly, you might see how unimportant these so-called defects actually are.

What matters most is the kind of person you are. It would be foolish to suggest that looks do not matter at all, but everyone knows people with all kinds of 'beauty handicaps' who nonetheless have easy, loving relationships. The key to their
50 success is often a warm, kind heart and, most important, self-acceptance. Looking good does not mean making yourself into a carbon copy of a famous pop star, your popular older sister or brother, or your best friend. It means making the best of you, yourself. Of course, dieting can make you thinner, or even fatter. Of course, you can improve the way you look with clothes, hairstyle, skin care and, if you wish, make-up.
55 Washing your face more often with mild unperfumed or antiseptic soap and warm water and not eating certain foods such as chips and chocolate can prevent you from having bad smell. Of course, good health will give you grace and glow. But when it comes right down to it, you're still left with your own face and figure, and you cannot trade those in for different ones. And they will be with you for a very, very long time.

COMPREHENSION EXERCISES

A. Complete the following sentences.

1. Body changes in girls and boys begin when they are _____.
2. Changes to the bodies of girls take place _____ than boys.
3. Some people may admire pure, high foreheads; some may admire _____.
4. Some people may be attracted by _____ and some may be attracted by slanting, inscrutable eyes.
5. Most young people feel insecure about their looks though they may not _____.
6. A lot of pressure encourages young people to worry about their _____.
7. Girls use certain shampoo or cosmetic in order to become _____.
8. People with all kinds of _____ may still have easy, loving relationships.
9. _____ makes people become thinner or fatter.
10. You cannot change your own _____ for different ones.

B. Answer the following questions in complete sentences.

1. What happens to boys and girls between the ages of 10 and 14?
2. When do changes in a girl's body occur?
3. What changes do boys undergo at the age of about 10?
4. What do tall girls wish to be?
5. What do plump girls with rosy round faces long to be?
6. What would tall and gangling boys like to be?
7. Why are girls worried about their appearance?
8. What do women's magazines, advertisements and the media warn girls?
9. What do women's magazines, advertisements and the media try to impress on girls?
10. What can worry young boys?
11. Why do people with all kinds of 'beauty handicaps' still have easy, loving relationships?
12. According to the writer, what does looking good mean?
13. What can you do to become thinner or fatter?
14. How can you improve the way you look?
15. How can you prevent from having bad smell?

VOCABULARY

A. Choose the adjectives in Column B that will be appropriate for the nouns in Column A.

Column A

Nouns

1. height
2. build
3. hair
4. shoulders
5. face
6. eyes
7. nose
8. mouth
9. forehead
10. complexion

Column B

Adjectives

- (a) long, black
- (b) rosy, round
- (c) tall
- (d) lustrous
- (e) plump, stout
- (f) snub
- (g) wide, humorous
- (h) sloping, broad
- (i) pale, dark, fair
- (j) high

B. Complete the following sentences with appropriate nouns or adjectives in Exercise A.

1. My brother is about 5 feet 10 inches _____.
2. She has got long black _____.
3. My father has a high _____.
4. Her wide, humorous _____ always seems to be smiling.
5. She has just recovered from malaria. Her complexion is rather _____.
6. She has beautiful _____ eyes.
7. He is an athlete and has _____ shoulders.
8. She has a round _____ and looks very sweet.
9. I like to wear large blouses because I am _____.
10. She comes from Shan State and has a very _____ complexion.

C. The following adjectives can be used to describe people's looks. Divide them into two groups: positive and negative.

handsome	plump	good-looking	fat
beautiful	stylish	pretty	thin
ugly	attractive	plain	slight
striking	slim	lovely	stout
small	skinny	lean	slender

D. Complete the following sentences with appropriate positive or negative adjectives given in Exercise C.

1. The actor is so _____ that he is very popular with girls.
2. A person who eats too much sweet will get _____.
3. Nowadays, girls like to be _____ so they are always on diet.
4. Although the girl is _____ she has a kind heart.
5. You look _____ in that beautiful dress.

GRAMMAR

A. Too to \longleftrightarrow Not enough to

Study the following examples.

- (1) The girl thinks she is **too fat to** become a model.
The girl thinks she is **not thin enough to** become a model.
- (2) The boy is **not short enough to** sit comfortably in this small car.
The boy is **too tall to** sit comfortably in this small car.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Her finger is too big to wear this ring.
Her finger is not _____.
2. He is too young to drive a car.
He is not _____.
3. Your hair is too short to be tied.
Your hair is not _____.
4. The sum is too difficult for us to solve.
The sum is not _____.
5. He was not clever enough to understand what they meant.
He was too _____.
6. The book is not interesting enough for me to continue reading it.
The book is too _____.
7. The doctor said, "You are not strong enough to walk yet."
The doctor said, "You are too _____."
8. The child is not tall enough to reach the bottle on the shelf.
The child is too _____.

B. So that ↔ Too to

Study the following examples.

(1) Girls are **so** unhappy about their 'beauty handicaps' **that** they are unable to judge their total appearance.

Girls are **too** unhappy about their 'beauty handicaps' **to** judge their total appearance.

(2) Your skin is **too** delicate **to** be exposed to the sun directly.

Your skin is **so** delicate **that** it cannot be exposed to the sun directly.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. He is too aggressive for people to like him.
He is so _____.
2. She drove the car too fast to avoid the collision.
She drove the car so _____.
3. We sometimes work too hard to enjoy life.
We sometimes work so _____.
4. The shirt is too big to fit you.
The shirt is so _____.
5. The actress wore so much make-up that she did not look like a peasant woman.
The actress wore too _____.
6. She has changed so much that I can hardly recognize her.
She has changed too _____.
7. The print is so small that my grandmother cannot read it.
The print is too _____.
8. The wall was so high that the children could not climb over it.
The wall was too _____.

C. So that ↔ Enough to

Study the following examples.

(1) The girl is **so** tall **that** she can be a model.

The girl is tall **enough** **to** be a model.

(2) The weather is fine **enough** for us **to** go for a picnic.

The weather is **so** fine **that** we can go for a picnic.

Exercise: Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. These shoes are so big that they can fit your feet.
These shoes are big _____.
2. The room is so large that it can be used as a reception room.
The room is large _____.

3. He looked so handsome that he could become an actor.
He looked handsome _____.
4. He is so foolish that he believes what everyone says.
He is foolish _____.
5. The car is big enough for all five of us to ride in it.
The car is so _____.
6. The boy is clever enough to give the answer at once.
The boy is so _____.
7. Your essay is good enough to win the prize.
Your essay is so _____.
8. The boy is slim enough to slip through the fence.
The boy is so _____.

D. So that \longleftrightarrow Such that

Study the following examples.

(1) The baby is **so** pretty **that** everyone likes to hug her.

She is **such** a pretty baby **that** everyone likes to hug her.

(2) He is **such** a famous pop star **that** every teenager knows him.

The pop star is **so** famous **that** every teenager knows him.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. The teacher is so kind-hearted that every student loves her.
She is such _____.
2. The man is so old that he cannot take care of himself.
He is such _____.
3. The sum is so easy that the students can solve it easily.
It is such _____.
4. He is so serious that he cannot enjoy even a few jokes.
He is such _____.
5. It is such an expensive shampoo that I cannot afford to buy it.
The shampoo is so _____.
6. It is such a small gold ring that I cannot wear it.
The gold ring is so _____.
7. She is such a skinny girl that her parents are worried about her health.
The girl is so _____.
8. It was such a frightening dream that I stayed awake for a long time.
The dream was so _____.

WRITING

A. The following nouns (features) and adjectives can be used to describe a person.

Features	Adjectives
height, build, face, hair, eyes, nose, skin, forehead, mouth, cheeks, shoulders	plump, slim, snub, large, small, broad, round, beautiful, big, tall, rosy, pale, dark, delicate, fair, black, slender, long, curly

Using the nouns and adjectives appropriately, write a paragraph on: '**My best friend**' describing his/her physical appearance. Don't mention his/her name. Show what you have written to another student and let him/her guess who that person is.

- B. Write a letter to your friend, telling him/her about how you are trying to look good and smart.
- C. Write an essay of THREE paragraphs on "My favourite TV star".

UNIT 11 MOSQUITO: GETTING TO KNOW THE ENEMY

PRE-READING TASK

1. Do you know what mosquitoes are?
2. Do you like them?
3. Are they good or bad?
4. What do they do?
5. Do you know any diseases caused by them? What are they?

Read the passage.

Nearly two million species of insects, grouped into about 30 orders, live in many different habitats throughout the world. They are very important because they pollinate flowers and are food for birds and other animals. However, many insects are pests that feed on crops or spread diseases. One such insect is the mosquito.

- 5 There are about 3,000 species of mosquitoes, which are distinguished by their antennae of 14 or 15 segments and by the presence of scales on the veins of their wings. The larvae are called wigglers and are aquatic, feeding on plants, algae, and microscopic animal life. Some mosquitoes feed on the juices of plants, and some do not feed at all in their adult stage. Only female mosquitoes suck the blood of humans and other warm-blooded animals, because they need blood to develop each batch of
10 fertile eggs. But like the male mosquito, females feed only on nectar for their food source.

- The female mosquito locates her human targets by following the carbon dioxide that we exhale. When the mosquito bites a human, she injects saliva into our
15 skin before drawing blood. This saliva helps her to penetrate the skin and prevents blood clots from developing in her food canal. The welts and itching that we experience after being bitten are an allergic reaction to the saliva.

- Few people like mosquitoes. They inflict itchy bites and buzz around our ears. But mosquitoes are much more than a nuisance, they can pose serious health
20 hazards. Insects that feed on blood have the potential to transmit diseases between humans and between animals and humans. Mosquitoes are the most highly developed insect bloodsuckers and are carriers of several very serious diseases, namely yellow fever, encephalitis, dengue fever, and malaria.

ENCEPHALITIS

- 25 Viral encephalitis is a disease transmitted by mosquitoes from infected small animals, usually birds and rodents, to humans. It is a disease that causes inflammation of the brain, and the risk of getting the disease is highest during warm months when birds and mosquitoes reproduce. There are several types of mosquito-

borne encephalitis that infect people. Although most people infected with viral
30 encephalitis have only mild or no symptoms, serious cases can cause headaches, high
fevers, lethargy, convulsions, delirium, coma, and even death. Symptoms appear 4 to
15 days after being bitten.

Treatment

There is no special treatment available for this disease. Medical care is aimed
35 at managing the symptoms and complications that the disease causes.

Prevention

During the mosquito season, people should take the following precautions:
wear protective clothing between dusk and dawn; apply mosquito repellent to skin
and clothing; have screens on all windows and doors; drain or cover all standing
40 water; use mosquito netting to cover sleeping infants.

DENGUE FEVER

Dengue fever is a viral disease carried by the Aedes mosquitoes. The disease
occurs mainly in tropical and subtropical regions and is most common during the
45 rainy season in areas infested with the infected mosquitoes. According to the WHO,
2.5 billion people are at risk from the four major types of dengue virus, which is
transmitted to people from infected mosquitoes. Each year there are tens of millions
of cases.

Symptoms of dengue fever generally start 5 to 6 days after being bitten by the
50 infected mosquito and include fever, painful headaches, eye, joint, and muscle pain,
and rash. The rash usually begins on the arms or legs about 3 to 4 days after the fever
starts. These symptoms resolve completely within 1 to 2 weeks. Dengue
haemorrhagic fever is a severe, potentially fatal infection that occurs when someone
with immunity to one type of dengue virus is infected by a different type. Its
55 symptoms include loss of appetite, vomiting, intense abdominal pain, shock and
bleeding from the nose or under the skin. The occurrence of dengue haemorrhagic
fever may be associated with those either experiencing their second infection, being
immuno-suppressed, or being under the age of 15.

Treatment

60 There is no vaccine against dengue fever. Recommended treatment for the
disease is bed rest and common drugstore pain and fever medication. Since there are
four types of dengue viruses, having one type of virus will only give protection
against that type, not the others. Dengue haemorrhagic can be fatal. Early medical
intervention for dengue haemorrhagic fever may prevent serious illness.

65 Prevention

Because Aedes mosquitoes are usually most active during early morning
hours just after daybreak and late afternoon hours, it is wise to avoid exposure during

these times. Also, using netting and screens, mosquito repellent, and protective clothing will reduce exposure to mosquito bites.

70 MALARIA

Malaria is a tropical disease caused by protozoal parasites. It is spread by only 60 of the 380 species of the Anopheline mosquito, especially during rainy seasons. Malaria annually affects from 300 to 500 million people worldwide, and causes more than one million deaths. Symptoms may occur in 6-8 days or several 75 months after being bitten and include regularly occurring fevers with chills, nausea, and muscle pain. Infection results in the enlargement of the spleen and liver, and in fatal cases, capillaries in the brain are blocked. The majority of malaria deaths occur among young children and pregnant women.

Treatment

80 Early diagnosis and prompt adequate treatment is essential in curing malaria and preventing death. A limited number of drugs for treating malaria are available. However, in some regions the parasites are resistant to certain antimalarial drugs, particularly chloroquine. People continuously infected gradually develop immunity to the disease.

85 Prevention

Preventing malaria includes a variety of measures: wearing protective clothing, using repellents, and sleeping under bed nets treated with insecticides. Community protection measures, like using insecticides, are directed against the mosquito to control transmitting the disease. But, *Bacillus thuringiensis israelensis* 90 (Bti) - naturally occurring bacterium that is lethal to mosquitoes and black flies - may be a solution because mosquitoes are becoming more resistant to chemical insecticides, which have been used for decades to control malaria. The importance of Bti is that it is an environmentally safe biological pesticide found in nature.

COMPREHENSION EXERCISES

A. Write the symptoms given in the passage for each disease.

- | | | |
|-------------------|-----------|-----------|
| (i) Encephalitis | (a) _____ | (b) _____ |
| | (c) _____ | (d) _____ |
| | (e) _____ | (f) _____ |
| (ii) Dengue fever | (a) _____ | (b) _____ |
| | (c) _____ | (d) _____ |
| (iii) Malaria | (a) _____ | (b) _____ |
| | (c) _____ | |

B. Complete the following table.

Name of Disease	Time / Season	Treatment
1.	Warm months	
2. Dengue Fever		
3.		A limited number of drugs

C. The writer has stated the following 'ideas' in the passage. Find sentences that support these ideas.

1. Not all mosquitoes feed on the juices of plants.
2. Only female mosquitoes bite human beings.
3. The female mosquitoes know where people are by following the carbon dioxide that they breathe out.
4. Insects that feed on blood can carry diseases between humans and between animals and humans.
5. Several very serious diseases are spread by mosquitoes.

D. Complete the following sentences with the correct word or words.

1. Wigglers are _____.
2. We breathe out carbon dioxide when we _____.
3. The welts and itching we experience after being bitten by mosquitoes are _____ to the saliva.
4. Insects that feed on blood can _____ diseases.
5. The most highly developed _____ are the mosquitoes.

E. Give complete answers to the following questions.

1. Where can insects be found?
2. Why are insects very important?
3. How are mosquitoes different from other insects?
4. Where do the larvae of mosquitoes live?
5. What do the larvae of mosquitoes feed on?
6. Why does a female mosquito inject saliva into the skin?
7. What is viral encephalitis?
8. Which mosquitoes carry dengue fever?
9. What causes malaria?
10. What must we do to protect ourselves from these diseases?

VOCABULARY

Exercise : Choose the most suitable meaning of the word from the choices given.

1. pests
(a) insects (b) animals kept at home (c) destructive animals/insects
2. distinguished
(a) identified (b) classified (c) well known
3. drawing
(a) painting (b) bringing out (c) attracting
4. locate
(a) find the place (b) live in (c) set up
5. reaction
(a) acting again (b) acting against (c) acting in place of

GRAMMAR

A. Plural Forms of Nouns

SINGULAR	PLURAL	NOTE
1. one bird one street	two birds two streets	To make most nouns plural, add -s .
2. one dish one match one class one box	two dishes two matches two classes two boxes	Add -es to nouns ending in -sh, -ch, -ss, -x .
3. one baby one city	two babies two cities	If a noun ends in a consonant + -y , change the "y" to "i" and add -es . If -y is preceded by a vowel, add -s : boys, days.
4. one knife one shelf	two knives two shelves	If a noun ends in -fe or -f , change the ending to -ves . (Exceptions: chiefs, roofs.)
5. one tomato one zoo one zero	two tomatoes two zoos two zeroes/zeros	The plural form of nouns that end in -o is sometimes -oes and sometimes -os or -oes .

SINGULAR	PLURAL	NOTE
6. one child one foot one man one mouse one tooth	two children two feet two men two mice two teeth	Some nouns have irregular plural forms.
7. one deer one sheep one species	two deer two sheep two species	The plural form of some nouns is the same as the singular form.
8. one cactus one crisis one larva	two cacti two crises two larvae	Some nouns that English has borrowed from other languages have foreign plurals.

Exercise : Write the plural forms of the nouns. The first one is done for you.

1. one potato, two potatoes
2. a dormitory, many _____
3. one goose, two _____
4. a leaf, a lot of _____
5. a wish, many _____
6. one fish, two _____
7. an opinion, many _____
8. a wolf, some _____
9. a sandwich, some _____
10. one woman, two _____
11. a belief, many _____

B. Determiners (2)

A determiner is a word which is used with the noun and which limits the meaning of the noun in some way. Some of the determiners are as follows:

All, no, each, every, some, any, much, many, several, more, most, little, less, fewer, enough, one, two, first, second, last, either, neither.

These determiners tell us **how many** or **how much** is referred to:

All is used with uncountable nouns and with countable, plural nouns:

Example : **All** electrical equipment should be checked carefully.

No is used with uncountable nouns and with countable plural or singular nouns:

Example : **No** sugar is added to natural orange juice.

Each and **every** can only be used with singular, countable nouns:

Examples:(1) Fill in **each** blank in the exercise.

(2) They interviewed **every** applicant for the job.

Some and **any** can be used with both uncountable and plural countable nouns. A useful 'rule' is that we use **some** for positive statements and for offers, and we use **any** for questions and negative statements:

Examples :(1) There is **some** tea left.

(2) Are there **any** foreign students at Yangon University?

(3) There isn't **any** time left to do the work.

Much is only used with uncountable nouns:

Examples :(1) How **much** money do you save every month?

(2) There isn't **much** time left.

In spoken English, **much** is usually only used in questions or negative sentences.

We use **a lot of** in positive statements:

Example : Indonesia exports **a lot of** oil.

Many and **several** can only be used with countable, plural nouns:

Examples: (1) **Many** families take their holidays in Pyin Oo Lwin.

(2) Chit Oo Nyo has published **several** short poems but he is better known for his novels.

More can be used with countable, plural nouns and with uncountable nouns:

Examples: (1) Austrians buy **more** classical music records or tapes than any other people.

(2) We should eat **more** vegetables and less fat to be healthy.

Most is the superlative form :

Example : Ngapali is the **most** beautiful beach in Myanmar.

Little is only used with uncountable nouns. It is often used with **very**:

Example : There is (very) **little** time left.

Less is usually used with uncountable nouns. It is the comparative form of **little** and it means a smaller quantity of something:

Example : There's **less** water in the reservoir this year than last year.

Few is used with countable, plural nouns. It is often used with **very**:

Example : He has (very) **few** friends.

Fewer is used with countable, plural nouns. It is the comparative form of **few**:
Example : **Fewer** people were killed in road accidents in 1990 than in 1976.

Exercise: Put *all, many, more, most, less, few or fewer* in the blanks below. Make sure that the sentences make sense.

1. You won't get to see the concert; _____ the tickets have been sold.
2. There are _____ who know about this, so keep it to yourself.
3. New cars need _____ servicing than old ones.
4. There aren't _____ dictionaries that can compare with this..
5. We have imported _____ bicycles this year than last year.
6. As I wasn't well yesterday, I spent _____ of the day in bed.
7. I was surprised how easy it was to use the computer; I thought it would be _____ difficult.

C. Active and Passive Voice (Without Agent)

Study the following example.

People should obey the laws of the country.

It isn't always necessary to have an agent. In the example, the agent is not definite or important. So, it can be expressed as follows:

The laws of the country should be obeyed.

Agents like "**people, somebody, someone, etc.**" are not necessary in the passive.

Examples: (1) **People** grow rice in Myanmar.

Rice is grown in Myanmar.

(2) **Someone** has broken the window.

The window has been broken.

(3) **No one** locked the door yesterday.

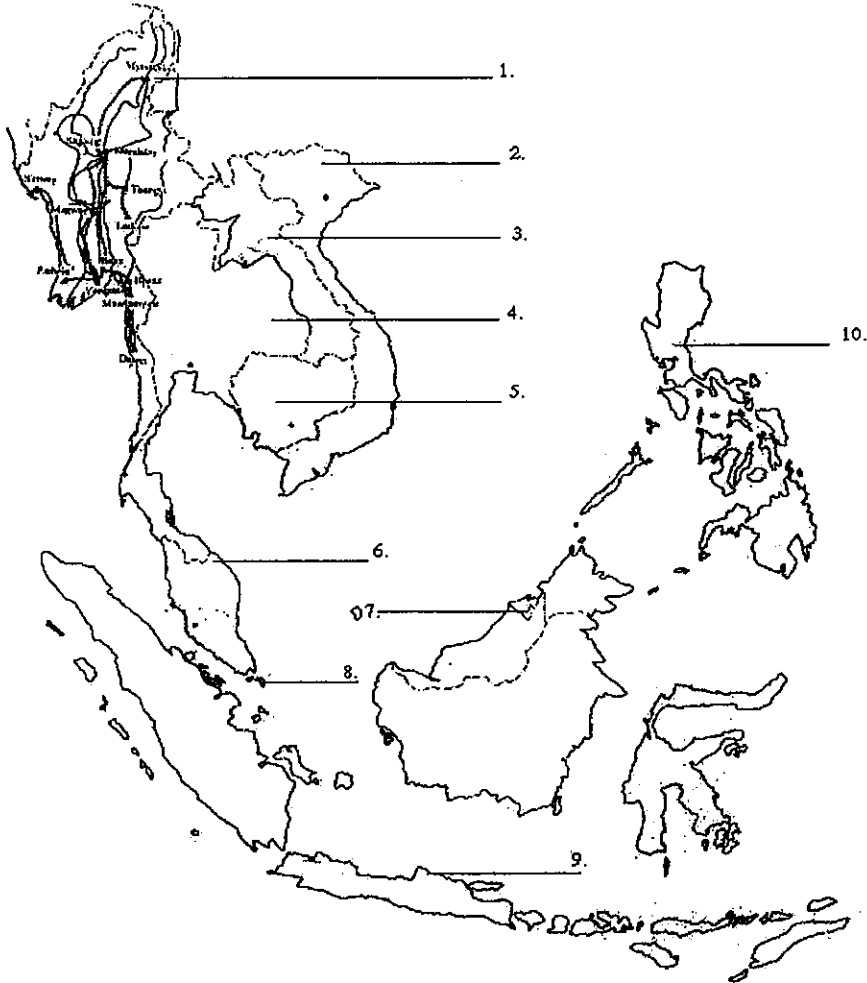
The door was not locked yesterday.

Exercise: Change the following into the passive.

1. Someone has stolen my bicycle.
2. They clean the streets every day.
3. They built a bridge across the river only last year.
4. No one will believe such a story.
5. They were preparing dinner for the guests when we came.
6. When did they buy this radio?
7. Nobody has seen Mg Mg today.
8. They are going to pull down their house to build a block of flats.
9. Has anybody found the key we lost?
10. Why do people dislike mosquitoes?

WRITING

- A. Using the prompts given, write a short paragraph on: **"Prevention of the diseases caused by mosquitoes"**.
- mosquitoes; spread many diseases
 - various ways to prevent
 - avoid mosquito bites
 - wear protective clothing
 - use mosquito repellents
 - sleep under mosquito netting
 - have screens on windows and doors
 - drain or cover all standing water
 - use insecticides to kill mosquitoes
 - prevention better than cure
- B. Write a letter to a friend, who has just recovered from a bout of malaria. Give her some encouragement and promise to help her with the lessons she has missed at school.
- C. Write an essay of THREE paragraphs on "How to keep your surroundings clean".



PRE-READING TASK

1. Write down the names of as many countries in Asia as you can think of. Then, working in groups, make a list of the Southeast Asian countries.
2. Look at the map and then write the names of the countries next to the numbers in the map.
3. Name five tourist attractions in your country.

Read the passage.

Travelling in Southeast Asia can be very exciting since each country has something unique to offer. The following are descriptions of the tourist attractions of five of these countries.

Brunei Darussalam

5 Brunei is a country which comprises two enclaves on the northwest coast of the island of Borneo.

Bandar Seri Begawan, the capital of Brunei Darussalam, has many sights to offer. The Hassanal Bolkiah Aquarium, for instance, features a colourful display of tropical fish. At the Brunei Arts and Handicraft Training Centre, you can buy
10 traditional Brunei handicraft such as silverware, brocade and ceremonial daggers.

Finer examples of bronze and brassware, along with fascinating displays of Chinese ceramics and jade, can be seen at the Brunei Museum.

In the centre of Bandar Seri Begawan, and overlooking an impressive view of the water village, Kampong Ayer, is the Omar Ali Saifuddin Mosque, which is
15 ranked as one of the most attractive mosques in Asia.

Temburong Zoo in the eastern part of the country has a good variety of tropical wildlife.

Cambodia

The kingdom of Cambodia occupies part of the Indochina peninsula in
20 Southeast Asia. There is plenty to see in Phnom Penh, the capital of Cambodia, starting with a tour of the Silver Pagoda, the National Museum, Independence Monument, Wat Phnom and the market areas where hand-woven silks, silver, gems and antiques will compete for your attention.

Located within the Royal Palace compound, the Silver Pagoda is so named
25 because of its floor, which is made up of 5,000 silver tiles. The walls surrounding the compound are covered with frescos depicting episodes from the Khmer version of the Ramayana, the Reamker.

The National Museum, located just north of the Royal Palace, represents the finest of Phnom Penh's architecture. On display inside are more than 5,000 works of
30 art, ranging from the 6th to the 13th Century. Visitors can rest by the peaceful, palm-shaded central courtyard and lotus ponds and think about one of Asia's richest cultures.

Angkor Wat, which is situated in northwest Cambodia, is the largest temple in the world. It is unlike all the other Khmer temples in that it faces west, and it is
35 inspired by 12th Century Hinduism.

Indonesia

Indonesia is a land of surprises, featuring the rich culture and arts of its people amidst the sandy beaches and cool mountains. The volcanoes in Indonesia are among the most active in the world.

It has a population of over 170 million with many different ethnic groups and some 250 spoken languages.

Jakarta, the capital of Indonesia on the northwest coast of Java, is a place where industries like textiles, chemicals, plastics, etc. are concentrated. Not to be missed is one of the world's wonders – the biggest Buddhist temple in the world – at Candi Borobudur in Java, built during the 9th Century.

In east Java, one can find the most exciting mountain scenery. One can visit mountain resorts such as Tretes and Selecta; take a short ferry ride from the city of Surabaya to Madura for a heart-stopping bull race, filled with excitement.

Yogyakarta is regarded as a special cultural centre of Java. It offers festivals, royal ceremonies, batik and silver work, and the sultan's palaces are proof of its heritage.

In western Sumatra, one can find Indonesia's largest national park, in the region of Kerinci-Seblat with its rich variety of animal species and plants.

Laos

Laos is situated in the Souvan-naphoum peninsula. It comprises many ethnic groups, each minority group having its own tradition and beautiful culture. So Laos is a country rich in tradition and culture.

Laos, which has a population of 5 million, covers about 236,800 square kilometres. It has a wealth of natural resources which are still unexplored. The forests are rich in medicinal herbs and there are many species of wild animals there. In addition to pagodas and historical sites, the famous Wat Sisaket Temple with its big Buddha image, the old Hotai library whose walls are covered with sapphires, and wall paintings are well worth seeing. It is said that if one does not visit this temple, one will not have seen the heart of Vientiane.

Some of the Buddha images and artifacts show the finest designs which indicate the high skills of the artists of the 19th Century.

Malaysia

Malaysia is separated into two sections by the South China Sea; Peninsula Malaysia links with Thailand on the mainland of Asia, while East Malaysia comprises the states of Sabah and Sarawak.

Visitors must not miss Kuala Lumpur or KL, the capital, with its many sights to keep the tourist occupied, as well as its excellent shopping facilities.

75 Second to KL in size are the historic trading cities of Melaka and Penang, with buildings dating back hundreds of years and wonderful unspoilt districts where visitors can breathe in the romance of the past.

80 Malaysia is famous for its pleasant beach resorts, Langkawi, Pangkor, Tioman Island, Damai Beach in Sarawak, and, again, Penang. Each of these offers water-sports of all kinds as well as snorkelling and scuba diving around the numerous coral reefs that line Malaysia's shore.

COMPREHENSION EXERCISES

Brunei Darussalam

A. Answer the following questions in complete sentences.

1. Where is Brunei Darussalam situated?
2. What is the capital of Brunei Darussalam?
3. What is Kampong Ayer?
4. Where is Temburong Zoo?
5. How many tourist attractions are mentioned in the passage?

B. Complete the following table.

Tourist attractions	Things you can see
1.	
2.	
3.	
4. Omar Ali Saifuddin Mosque	-----
5.	

Cambodia

C. Answer the following questions in complete sentences.

1. Where is the Silver Pagoda located?
2. Where can one find the finest of Phnom Penh's architecture?
3. What are the five tourist attractions mentioned in the passage?
4. Why is the Silver Pagoda so called?
5. What is painted on the wall surrounding the palace compound?
6. What is unusual about the Angkor Wat temple?

Indonesia

D. Complete the following table.

Tourist attractions	Where it is situated
1.	
2.	
3.	
4. cultural centre	Yogyakarta
5.	

E. Answer the following questions in complete sentences.

1. What kind of country is Indonesia?
2. How active are the volcanoes in Indonesia?
3. What is one of the world's wonders in Indonesia and when was it built?
4. How can one get to Madura?
5. What will one find in Madura?
6. Why is Yogyakarta said to be a special cultural centre of Java?

Laos

F. Answer the following questions in complete sentences.

1. What kind of plants can be found in the forests in Laos?
2. Why can Laos be said to be rich in tradition and culture?
3. With what is the wall of the Hotai library decorated?
4. Why should tourists visit Wat Sisaket Temple?
5. What shows the high skills of the artists of the 19th Century?

Malaysia

G. Complete the following sentences.

1. The South China Sea _____ Malaysia into two parts.
2. Kuala Lumpur is the _____ of Malaysia.
3. The buildings in Melaka and Penang are _____ old.
4. Malaysia is well known for _____.
5. One can find _____ along Malaysia's shores.

H. Answer the following questions in complete sentences.

1. Why is Kuala Lumpur worth visiting?
2. What can one find in Melaka and Penang?
3. What can one enjoy in the unspoilt districts of Melaka and Penang?
4. What are the famous beach resorts mentioned in the passage?
5. What do Malaysia's beach resorts offer apart from different kinds of water-sports?

I. Refer to the whole passage and complete the following table with the capital of each country.

Country	Capital
Brunei	
Cambodia	
Indonesia	
Laos	
Malaysia	

VOCABULARY

A. Refer to your dictionary and complete the following table.

Country	Nationality	Language
Brunei		
Cambodia		
Indonesia		
Laos		
Malaysia		

B. Adjectives can be formed by adding "-ed / -ing" to a verb.

Adj = V + -ing
exciting = excite + -ing

Adj = V + -ed
excited = excite + -ed

Compare :

An adjective ending in -ing describes what something is like, what effect it has on us. <i>For example</i> , a scene can be exciting, interesting, fascinating, attracting .	An adjective ending in -ed describes how we feel. <i>For example</i> , we can feel excited, interested, fascinated, attracted .
---	--

Here are some more examples.

-ing adjective Lying on a beach is relaxing . The exhibition was fascinating .	-ed adjective I feel relaxed when I am lying on the beach. I was fascinated by the exhibition.
---	---

Exercise : Complete the following conversation about a holiday using ‘-ed’ adjective or ‘-ing’ adjective.

Example: I was **surprised** at how good the weather was.

Yes, the amount of sunshine we had was **surprising**.

1. I was exhausted after a long journey. Yes, it was an _____ journey.
2. The holiday was very relaxing. Yes, we had a very _____ holiday.
3. The film we saw last night was amusing. Yes, Thu Thu was certainly _____ and she couldn't stop laughing.
4. I was fascinated by the old buildings of the town. Yes, I thought they were _____ too.
5. The windsurfing was a thrilling experience for the children. Yes, they were certainly _____ to have a go.
6. Attracted by the mountain scenery I can't help gazing around. Yes, I was also _____ by the ancient pagodas on the mountains.
7. I have been interested in fishing. Yes, it is _____ to me too.
8. Going on a picnic to the countryside was very exciting. Yes, Lin Lin was so _____ the night before that she couldn't sleep well.
9. Nway Nway's behaviour during the journey was very annoying. Yes, everyone was _____ with her.
10. We were amazed to view the city from the tower. Yes, we had an _____ view of the whole city.

GRAMMAR

A. Adverb Clause of Time (1)

After	(a) After she graduates, she will get a job. (b) After she (had) graduated, she got a job.	After = after that time Before = before that time A present tense, not a future tense, is used in an adverb clause of time. [Notice examples (a) and (c).]
Before	(c) I will leave before he comes. (d) I (had) left before he came.	
When	(e) When I arrived, he was talking on the phone. (f) When I got there, he had already left. (g) When I was in Chicago, I visited the museums. (h) When I see him tomorrow, I will ask him.	when = at that time [Notice the different time relationships expressed by the tenses.]
While As	(i) While I was walking home, it began to rain. (j) As I was walking home, it began to rain.	While/as = during that time
By the time	(k) By the time he arrived, he had already left. (l) By the time he comes, we will already have left.	by the time = one event is completed before another event [Notice the use of the past perfect and future perfect in the main clause.]
Since	(m) I haven't seen him since he left this morning.	since = from that time to the present [Notice: The present perfect tense is used in the main clause.]
Until Till	(n) We stayed there until we finished our work. (o) We stayed there till we finished our work.	Until/till = to that time and then no longer [Till is used primarily in speaking rather than writing.]

As soon as	(p) As soon as it stops raining, we will leave.	as soon as/once = when one event happens, another event happens soon afterwards
Once	(q) Once it stops raining, we will leave.	
Just as	(r) Just as I sat down, the phone rang.	Just as = exactly at that moment

Complete each sentence choosing an appropriate ending from the box.

- when I explained it to her.	- just as I picked it up.
- before he answered the question.	- after you have had something.
- until the light changes to green.	- while the baby is asleep.
- since he broke his leg.	- as soon as I have finished.
- as she was driving home.	- once he saw me.

1. Try not to make any noise _____.
2. The phone stopped ringing _____.
3. He turned back _____.
4. He never played tennis again _____.
5. Marlar heard the news on the radio _____.
6. I will leave _____.
7. You have to wait _____.
8. She understood the problem _____.
9. You'll feel better _____.
10. He thought carefully _____.

B. Degrees of Comparison (1)

I. As -----adj/adv----- as

Study the following example.

Ngwe Ngwe is bright and so is Shwe Shwe.

Ngwe Ngwe is **as bright as** Shwe Shwe.

Exercise : Finish each sentence in such a way that it means exactly the same as the one that is given.

1. Lwin loves coffee very much and so does Zin.
Lwin loves coffee _____.
2. Daw Mya Thuzar looks elegant and so does Daw Hla Thuzar.
Daw Mya Thuzar looks _____.

3. U Zaw Zaw has been to many countries and so has his wife.
U Zaw Zaw has _____.
4. Sewing requires patience; so does knitting.
Sewing requires _____.
5. Computers make our life convenient just as telephones do.
Computers make our life _____.

II. adj+---er / more --- than → Not as ---adj--- as

Study the following example.

An essay type test is **more** difficult **than** an objective test.

An objective test is not **as** difficult **as** an essay type test.

Exercise : Finish each sentence in such a way that it means exactly the same as the one that is given.

1. Win Thuzar is prettier than Hla Hla.
Hla Hla is _____.
2. It is colder today than it was yesterday.
It was not _____.
3. You spend more money than me.
I do not _____.
4. His handwriting is worse than his brother's.
His brother's _____.
5. The picture on the wall is more attractive than the one on the table.
The picture on the table is _____.

III. adj+ ---er/more --- than → adj+ ---er/more + noun

Study the following example:

She sings **better** **than** her mother.

She is a **better singer** **than** her mother.

Exercise: Finish each sentence in such a way that it means exactly the same as the one that is given.

1. He plays the organ better than his brother.
He is _____.
2. Ju Ju writes more creatively than Sue Sue.
Ju Ju is _____.
3. My father plays golf better than my uncle.
My father is _____.

4. Htut Htut studies more seriously than Soe Soe.
Htut Htut is _____.
5. Older people think more deeply than younger people.
Older people are _____.

WRITING

- A. Using the information given in the table, write a short paragraph on: **"Bagan – The Ancient Capital of Myanmar"**.

Location	about 5 kilometres south of Nyaung U east bank of Ayeyarwady river, Central Myanmar
Area	16 square miles (ruins of Bagan)
Climate	hot and dry
Historical facts	the seat of the ancient Myanmar kings dynasty from 11 th to 13 th Centuries the first Myanmar Naingan founded by King Anawrahta the sacred Pitakas brought from Thaton in 1057 the seat of serious study especially of the sacred Pali language
Famous pagodas and monuments	Bupaya Pagoda, Ananda Temple, Thatbyinnyu Temple, Dhammayangyi Temple, Shwegugyi Temple, Upali Thein, Saraba Gateway, etc.
Other interesting places	Bagan Archaeological Museum, Myanmar handicraft shops, antique shops, etc.

- B. Write a letter to your friend, telling him/her about the place you visited during last summer vacation.
- C. Write an essay of THREE paragraphs on "A country I would like to visit in Southeast Asia."

UNIT 13 TRAVEL IN SOUTHEAST ASIA (II)

Read the passage.

The following are descriptions of the tourist attractions of five more countries in Southeast Asia.

Myanmar

Myanmar, known as "The Golden Land", is famous for its glittering pagodas, vast tracts of timber forests and huge mineral resources, as well as for the hospitality of its people. Nay Pyi Taw is the capital city of the Republic of the Union of Myanmar. The commercial city is Yangon. One can find many famous historic pagodas such as the Shwedagon, museums, parks and many places of recreation.

The Ayeyarwady river is the life-blood of the Myanmar people. Along its banks stand many ancient capitals of Myanmar kings – Tagaung, Mandalay, Amarapura, Sagaing, Inwa, Bagan and Pyay, where many existing old monuments and buildings reveal the greatness of their time of glory. Among others, Bagan with its thousands of old pagodas is recognized by the world's travellers as one of the world's wonders. This 1,200-year-old city, with over 2,000 ancient pagodas is proof of the rich cultural heritage of Myanmar and is one of the archaeological treasure houses in Asia.

Just 50 kilometres southeast of Bagan lies Mount Popa, an extinct volcano. It is a unique place for those who would like to enjoy half a day or a day hiking and trekking in the mountain.

If one has a taste for mountains and hills, one can take a trip to the Shan hills where the weather is cooler, and the smiles of the various ethnic groups in their colourful traditional costumes create an atmosphere of warmth and friendliness. Besides, it is here that one will see the famous leg-rowers of Inlay Lake.

Other major tourist attractions in Myanmar are long, white, sandy and unspoilt beaches such as Ngapali, Maungmakan, Chaungtha, Kanthayar, and Ngwesaung, where one can study marine life, and enjoy peace and tranquility, as well as view nature at its best.

The Philippines

The Philippines offers a wealth of entertainment, from classical plays to cultural shows and show bands. The people like to celebrate life and their festive spirit is renowned.

Manila, the capital, is a particularly lively entertainment centre and at night the city centre comes alive with discos and the rhythms of Filipino bands and pop groups.

For a taste of Filipino festivity, one can check out the performances of the many cultural dance troupes. The most famous are the Bayanihan Dancers, whose performance can be enjoyed at the Manila Restaurant of the Manila Hotel.

40 The Philippines is a predominantly Catholic nation and no country in ASEAN can rival its centuries-old churches, with their antique religious objects.. Fascinating churches to be found around Metro Manila are: the Malate Church with its images of Our Lady of Remedies; the Las Pinas Church, with its 165-year-old organ made entirely of bamboo; and San Sebastian Church built in 1981, the only Gothic steel church in the country.

45 **Singapore**

Singapore comprises one main island and several offshore islands. Sentosa, an island resort of Singapore, offers a collection of the country's finest attractions. These include the 37-metre tall Merlion, Images of Singapore, Fort Siloso, the renowned Musical Fountain, Underwater World, Fantasy Island, Volcanoland, 50 Butterfly Park/Insect Kingdom Museum, Sentosa Orchid Gardens and Asian Village.

While fun seekers can delight in its many theme attractions, nature lovers can discover the charm of Sentosa's Nature Walk or Dragon Trail. History enthusiasts can bask in historical enclaves scattered throughout the island while beach lovers can relax and enjoy sea sports along the 3.2 kilometres stretch of Siloso, Central and 55 Tanjong Beaches.

The Merlion, a statue with a lion's head and the body of a fish, is a major tourist attraction. Here, visitors get a breathtaking view of Sentosa, the city skyline and the surrounding islands from two viewing decks – on the 9th level at its mouth and on the 12th, its topmost level.

60 Visitors should not miss the beautiful 20-hectare Jurong Bird Park which is the largest bird park in all of Southeast Asia. Home to over 8,000 birds from 600 species, the Jurong Bird Park holds the distinction of having the world's tallest man-made waterfall.

Thailand

65 Thailand is situated on the gulf of Siam, bounded on the east by Laos and Cambodia, on the south by Malaysia and on the west by Myanmar.

Bangkok is the capital of Thailand and is regarded as a shopper's paradise. Some of its restaurants stage cultural shows where one can enjoy the twin pleasures of Thai cuisine and classical dance. The dancers use their movements to interpret the stories of the “Ramakien”, the Thai version of the Ramayana. While in Bangkok, 70 culture lovers can watch dance or drama at such venues as Thailand’s National Theatre, the Thailand Cultural Centre and the Monthienthong Theatre.

- There are many opportunities for sports too. The beach resorts at Pattaya and Phuket offer a wide range of activities from scuba diving and windsurfing to golf.
- 75 Thai boxing has gained increasing worldwide popularity in recent years. A Thai boxing match is noisy and exciting, accompanied by orchestral music and is well worth experiencing.

Vietnam

- 80 Vietnam is long and narrow, and it widens in the North and South. Along the Vietnamese coastline from North to South, there are many beautiful beaches. Vietnam boasts primitive forests with precious flora and fauna, and high mountains with a temperate climate which are very attractive to tourists. A great number of lakes, rivers, streams, waterfalls and grottoes make up wonderful beauty spots of the country.
- 85 Those who visit Vietnam with its "age-old culture" should go to Hanoi first. Although the citadel, temples and palaces constructed by various royal dynasties have been seriously destroyed, there are many cultural monuments still existing in Hanoi. The city is also the place where many museums, theatres, exhibition halls, national libraries, and scientific libraries are concentrated.
- 90 Other outstanding places of historical-cultural significance are the old citadel, the Presidential Palace, the Mausoleum of President Ho Chi Min, the Ba Dinh Square and the Memorial Monument of Combatants.

COMPREHENSION EXERCISES

Myanmar

A. Complete the following sentences.

1. Myanmar is known as _____ because of its glittering pagodas.
2. Ancient capitals of Myanmar kings reveal _____.
3. Bagan is _____ old.
4. _____ is one of the archaeological treasure houses in Asia.
5. Mount Popa is a unique place for those who love _____.
6. Some of the famous beaches in Myanmar are _____.
7. To enjoy cool weather one should visit the _____.

B. Answer the following questions in complete sentences.

1. What can you find in Yangon?
2. Where are many ancient capitals of Myanmar kings situated?
3. How many ancient pagodas are there in Bagan?

4. Why is Bagan recognized as one of the world's wonders?
5. What kind of volcano is Mount Popa?
6. What is one of the attractions of Inlay Lake?
7. What else can one do on the beaches of Myanmar, other than enjoying peace and tranquility?

The Philippines

C. Answer the following questions in complete sentences.

1. What is the capital of the Philippines?
2. What kinds of entertainment can one find in the Philippines?
3. What are the Filipinos well-known for?
4. How does Manila come alive at night?
5. Where do the Bayanihan Dancers perform?
6. When was San Sebastian Church built?
7. What are the fascinating churches found around Metro Manila?
8. Why do you think the 165-year-old organ in the Las Pinas Church is unusual?

Singapore

D. Read the second paragraph and complete the following table.

Holiday-makers	Places of attractions
fun seekers	

E. Answer the following questions in complete sentences.

1. Among the several offshore islands in Singapore, which island is the most famous? Why?
2. What is strange about the Merlion?
3. From where can you enjoy the view of Sentosa and the surrounding islands?
4. On what levels are these places?
5. How many kinds of birds are there in the Jurong Bird Park?
6. What makes the Jurong Bird Park different from other bird parks in the world?

Thailand

F. Answer the following questions in complete sentences.

1. Where is Thailand situated?
2. Which country is located to the north of Thailand?

3. What are the two kinds of pleasure one can enjoy at some of Bangkok's restaurants?
4. How do the dancers interpret the stories of the Ramakien?
5. Where can culture lovers enjoy classical dance or drama?
6. What can visitors do at the Pattaya and Phuket beach resorts?
7. What particular sport has become very popular in the world in recent years?
8. What adjectives are used to describe this particular sport?
9. According to the description in the passage, is Thai boxing different from Myanmar boxing? If so/if not, why?

Vietnam

G. Complete the following sentences.

1. _____ can be found along the Vietnamese coastline from North to South.
2. The forests in Vietnam are rich in _____.
3. Though many of Vietnam's historical buildings have been _____, there are still a lot left in Hanoi.
4. The Presidential Palace and the Memorial Monument of Combatants are places of _____.

H. Answer the following questions in complete sentences.

1. What geographical features are very attractive to tourists?
2. What makes the country beautiful?
3. Where can one find Vietnam's age-old culture?
4. Why should those who visit Vietnam go to Hanoi first?

I. Refer to the whole passage and complete the following table with the capital of each country.

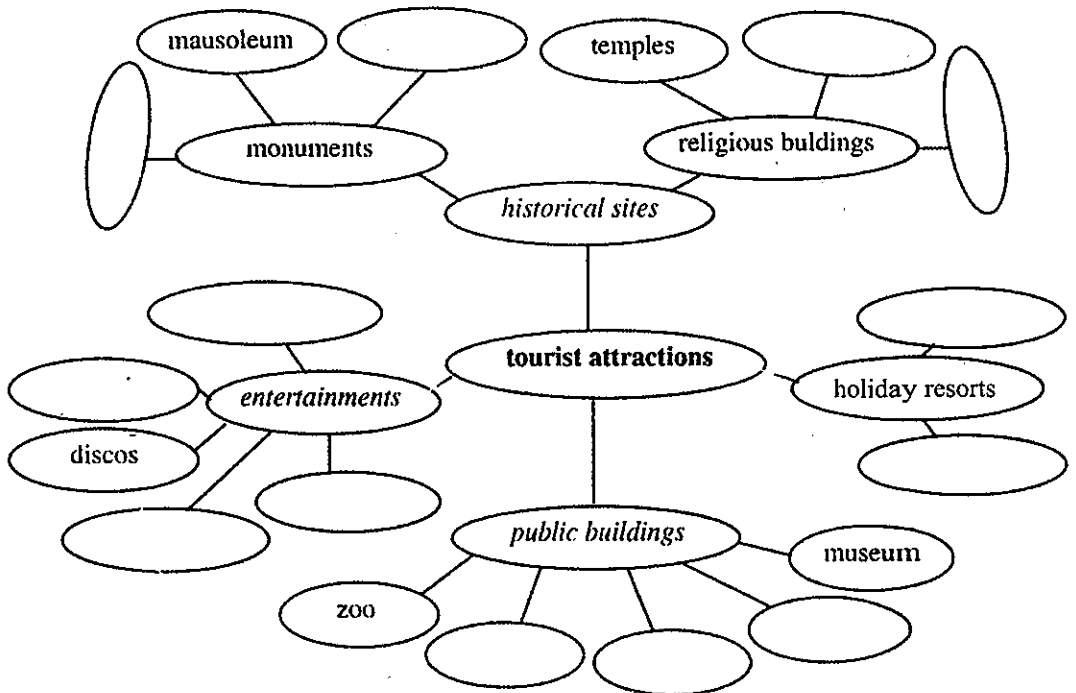
Country	Capital
Myanmar	
Philippines	
Singapore	
Thailand	
Vietnam	

VOCABULARY

A. Refer to your dictionary and complete the following table.

Country	Nationality	Language
Myanmar		
Philippines		
Singapore		
Thailand		
Vietnam		

B. Refer to the passage and complete the following network of tourist attractions with the words from it.



C. Put the words below into their correct groups in the box. Some words may belong to both groups.

traditional ceremonial fascinating impressive attractive
 peaceful exciting excellent wonderful historical
 classical historic cultural antique age-old
 breathtaking primitive

adjectives to do with nature and scenery	adjectives to do with history and culture

D. Complete the following sentences, using the appropriate adjective from the list above. In some cases, there may be more than one possible answer.

1. Visiting _____ sites reminds me of the romance of the past.
2. Bagan's sunset scene is _____ enough to attract tourists.
3. You can buy _____ vases at some handicraft shops in the Bogyoke Market.
4. Ngapali is one of the most _____ beach resorts in Myanmar.
5. _____ music is more pleasing to listen to than pop music.
6. Our country still has many _____ customs.
7. A temperate climate is one of the _____ features of Vietnam.

PUNCTUATION

Punctuate the following.

1. myanmar known as the golden land is famous for its glittering pagodas
2. manila the capital is a particularly lively entertainment centre
3. the merlion a statue with a lions head and the body of a fish is a major attraction
4. thailand is a country in southeast asia on the gulf of siam
5. those who visit vietnam with its age old culture should go to hanoi first

GRAMMAR

A. Adverb Clause of Time (2)

Exercise I : Classify the following sentences according to the relationship between the main clause and the time clause. Say whether the time clause occurred.

- earlier than the main clause. (E)
- at the same time as the main clause. (S)
- later than the main clause. (L)

1. Once the programme ended, I switched off the television. ()
2. Would you like something to drink before you go to bed? ()
3. You can keep the book until you have finished it. ()
4. Shall we have coffee while we are waiting? ()
5. I came as soon as I heard the news. ()

Exercise II: Complete the following sentences with the appropriate time relaters.

1. I'll go swimming _____ it gets warmer.
2. Don't forget to close the windows _____ you go out.
3. Mg Mg's mother was worried _____ he returned home.
4. He left for the station _____ he received the phone message.
5. I last saw him in Bago. _____ then I have never seen him.
6. _____ I had locked all the doors, I went to bed.
7. I often listen to the radio _____ I am having breakfast.

B. Degrees of comparison (2)

I. as ----as ←→ ---er/more ----- than ←→the --est/most

Study the following example.

The Shan State is **the largest** state in Myanmar.

The Shan State is **larger than** any other state in Myanmar.

No other state in Myanmar is **as large as** the Shan State

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Yangon is the most populated city in Myanmar.
Yangon is more _____.
No other city _____.
2. Daw Thuzar is the most patient lady I have ever met.
Daw Thuzar is more _____.
No other lady _____.
3. No other boy in the class is as bad as Pauk Pauk.
Pauk Pauk is _____.
Pauk Pauk is the _____.
4. My computer is the best in the department.
No other computer _____.
My computer is _____.

5. This old building is the ugliest in the street.

No other building _____.

This old building _____.

II. The **--est / most** → **There is no as --- as**

Study the following example.

The headmaster is **the most** active person in the school.

There is no person in the school **as active as** the headmaster.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Asia is the biggest continent in the world.

There is no _____.

2. U Shwe Win is the most reliable person in the organization.

There is no _____.

3. Our school is the best in our town.

There is no _____.

4. That bank is the highest building in the street.

There is no _____.

5. Myanmar is the biggest country on the mainland Southeast Asia.

There is no _____.

III. One of the **--est / most** ↔ **--er / more --- than** ↔ **as --- as**

Study the following example:

Taman Negara is **one of the most** famous natural parks in the world.

Taman Negara is **more famous than** most other natural parks in the world.

Very few natural parks in the world are **as famous as** Taman Negara.

There are very few natural parks in the world **as famous as** Tama Negara.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. Ngwesaung is one of the most pleasant beach resorts in Myanmar.

Ngwesaung is more _____.

Very few beach resorts in Myanmar are _____.

There are very few beach resorts _____.

2. "Titanic" is more fascinating than most other films I have ever seen.

"Titanic" is _____.

Very few films _____.

There are very few films _____.

3. Very few persons I have known are as systematic as U Myo.

U Myo is _____.

U Myo is more _____.

- There are very few persons _____.
4. There are very few paintings in the world as valuable as Mona Lisa.
 Mona Lisa is _____.
 Mona Lisa is more _____.
 Very few paintings _____.
5. English is one of the most useful languages in the world.
 English is more _____.
 Very few _____.
 There are very few _____.

WRITING

A. Using the information given in the table, write a short paragraph on: “Yangon”.

Location	South – most part of the middle valley North and East – Bago South – Mottama Gulf West – Ayeyarwady Region	
Area	About 3927 sq. miles	
Population	Over 5 million	
Climate	Tropical Monsoon	
Interesting Places	Famous Pagodas	Shwedagon Pagoda, Sule Pagoda, Botataung Pagoda, Tooth Relic Pagoda, Kyauktawgyi Pagoda
	Public Places	National Museum, Gem Museum, Aquarium, Art Gallery, Zoological Garden, Hlawga Park, People’s Square, many amusement parks
	Shopping Centres	Bogyoke Market, Mingalar Market, Theingyi Market, and many supermarkets
	Entertainment	Movies, Cultural Shows, Stage Shows

- B. Write a letter to your friend telling him/her about an interesting place that you visited.
- C. Write an essay of THREE paragraphs on "The city I would like to visit but not to live in".

PRE-READING TASK

1. What do you think is the most important thing in life?
2. What do you think is more important, eyesight or hearing?
3. Have you ever seen a blind person? If so, describe him or her.
4. Have you ever been to a school for the blind? If so, where is it, and how many students do you think there are in that school?
5. How would you feel if you were blind?

Read the passage.

PART I

On 27th June, 1880, a baby girl was born to Captain Arthur Keller and Kate Keller in Tuscumbia, Alabama. The proud parents named their daughter Helen. She was a happy baby. She was also very intelligent. At six months she could even say "Wah-Wah" for water.

5 In January, 1882, Helen almost died of a mysterious illness. Her parents were relieved when the doctor finally told them, "You are very lucky parents. She's going to live." But shortly after the doctor left, Mrs. Keller saw a strange look in her baby's eyes. She called to her, "Helen, Helen." She then screamed for her husband, "Captain, come quickly. Look at Helen." Before he arrived he heard her
10 cry, "She can't see or hear! My baby is blind and deaf!"

Helen's world was a dark and silent place. She became a very difficult child to live with. She ran about the house doing whatever she wanted. She became angry and violent very easily and threw things onto the floor or at other people. She fought with other children and sometimes hurt them.

15 Helen was almost a wild child. No one could control her. The Kellers didn't know what to do. They needed help. In February, 1887, Captain Keller contacted the Perkins Institute for the Blind in Boston. He asked the director of the Institute for help with Helen.

The director of the Institute spoke to a young woman called Annie Sullivan.
20 He told Annie about Helen and asked her if she would like to become Helen's teacher. The director explained, "Helen is a very intelligent child, but she has no language. There's a treasure inside her that needs to be opened. And I think you can open it for her."

25 **PART II**

Annie Sullivan was excited by the idea of helping a deaf-blind child. She agreed to travel to Tuscumbia and become Helen's teacher. When she arrived at the Kellers' house, she found a very messy, spoilt little girl. Helen grabbed Annie's suitcase and immediately began pulling everything out of it.

30 Annie took a present for Helen from her suitcase. It was a doll. Then, using a special alphabet, she spelt into Helen's hand, "D-O-L-L, Doll. I'm going to teach you language, the door to the world for you," she told Helen.

Helen grabbed the doll and threw it violently onto the floor. Annie tried to make her pick it up. But, instead, Helen kicked Annie in the face and knocked out a
35 tooth!

At the dining table that evening, Annie found that Helen was allowed to eat with her hands and take food from other people's plates. Captain Keller explained, "We can't have any peace and quiet unless we give her what she wants." Annie said, "That's exactly the point. This child is spoilt."

40 Annie believed that Helen should learn good manners. She tried to stop Helen from getting out of her dining chair. But Helen fought back. Then Annie said to the family, "Please leave me alone with her. I can't teach her anything if you just let her do whatever she wants."

PART III

45 I stayed with Helen and asked the family to leave the dining room. Captain Keller was angry with me, but he agreed to go. I forced Helen to sit in a chair and eat from her own plate with a spoon. She was very strong. She kept knocking over her chair and throwing things onto the floor. But finally she sat and ate her food.

50 On that first evening, Mrs. Keller wasn't very happy with me. "Miss Sullivan," she said, "I'm not sure about your method of teaching Helen." "She ate with a spoon and folded her napkin," I told her. "My Helen folded her napkin!" said Mrs. Keller. She couldn't believe her ears!

The next day, I told Helen's father, "I can't do anything with Helen unless I have her all to myself. I want her to depend on me for her food, her clothes,
55 everything." Then I asked him if Helen and I could live alone in the guesthouse in the Kellers' garden. He wasn't happy with the idea, but he agreed. He said that Helen and I could live in the guesthouse but only for two weeks. "Two weeks!" I thought. "That's a very short time to perform a miracle!"

60 In the guesthouse, I had complete control over Helen. One day, I remember she wanted a piece of cake. I said, "OK, Helen, if this is what you want, there's a word for it." I spelt into her hand, "C-A-K-E, Cake." Then I said, "When you

understand that there's a word for everything, the world will be yours."

65 The two weeks passed. On the last morning Mrs. Keller spoke to me. "Miss Sullivan, your eyes look very tired," she said. "Why don't you rest? We're very happy with all that you've done for Helen. She's a different child." "She is different," I said. "She has manners, but she doesn't have language. She can spell thirteen nouns and five verbs, but she doesn't know what they mean."

70 Later that day, Helen and I were in the garden. I was thinking. It was my last day. I needed more time. We walked over to the water pump. I began pumping. Then I put Helen's hand under the gushing water. As usual, I spelt the word for her, "W-A-T-E-R, Water."

75 Then something happened. In a very strange voice, as if she remembered something from when she was a baby, I heard Helen say, "Wah-Wah." Then she grabbed my hand and spelt, "W-A-T-E-R." I called for her parents.

80 Captain and Mrs. Keller came running out of the house. Helen reached for her mother and spelt, "M-O-T-H-E-R" into her hand, then, "T-E-A-C-H-E-R." Next, Helen put her arms around me. She was so happy. She now understood what words were. At last she had a key to language. The world was hers. I held her hand and spelt the words "I, L-O-V-E, H-E-L-E-N."

80 Helen went on to learn to speak, read and write. In 1904, she graduated from Radcliffe College, one of the best colleges in the United States. She later wrote books, appeared in films, toured foreign countries and became famous all over the world. Helen and Annie stayed together for fifty years, until Annie's death in 1936. Helen died in 1968.

COMPREHENSION EXERCISES

A. Choose the most suitable expression to fill in each blank.

1. At first Helen was a _____ child.
(a) happy and stupid (b) happy and clever
(c) lucky and proud (d) clever and proud
2. Helen's illness was _____ to explain.
(a) easy (b) difficult (c) quick (d) lucky
3. Because of her illness, Helen was _____ to see and hear.
(a) difficult (b) crying (c) unable (d) wild
4. Neither Mr. Keller nor Mrs. Keller _____ what to do with Helen.
(a) knew (b) learnt (c) understood (d) explained
5. Annie found Helen to be a _____ child.
(a) happy (b) excited (c) gentle (d) spoilt

6. Annie lost a _____ as Helen kicked her in the face.
 (a) eye (b) tooth (c) ear (d) teeth
7. Helen's parents let her do _____ she wanted.
 (a) everything (b) something (c) nothing (d) much
8. Annie wanted to make Helen _____ her for everything.
 (a) spell (b) ask (c) depend on (d) remember
9. The first word Helen understood was _____.
 (a) mother (b) water (c) cake (d) teacher
10. Helen _____ books and became famous later.
 (a) wrote (b) read (c) printed (d) liked

B. Answer the following questions in complete sentences.

Part I

1. When and where was Helen Keller born?
2. What happened to Helen after her illness?
3. What did Helen sometimes do to other children?
4. What did the director of the Perkins Institute for the Blind ask Annie Sullivan?
5. What did the director of the Institute think Annie could do?

Part II

6. What excited Annie?
7. What did Helen do to Annie's suitcase?
8. How did Annie teach Helen language?
9. According to the author, what does 'language' mean for Helen?
10. Why did Annie want the Kellers to leave her alone with Helen?

Part III

11. Where did Annie want to live with Helen? Why?
12. What does Helen's first word 'Wah – Wah' mean?
13. Why does the author say "The world was hers"?
14. What was Helen able to do later?
15. When did Helen die?
16. Why do you think Helen could speak, read and write later?
17. Do you think it would be easy to teach language to a blind and deaf person? Why?

CLOZE

Fill each numbered blank with a word from the list given.

- | | | | | |
|-------|-----------|--------|--------|---------|
| a | after | almost | and | Before |
| can't | contacted | doing | floor | her |
| her | lucky | other | silent | strange |
| the | they | to | to | violent |

In January, 1882, Helen almost died of ---(1)--- mysterious illness. Her

parents were relieved when ---(2)--- doctor finally told them, "You are very ---(3)--- parents. She's going to live." But shortly ---(4)--- the doctor left, Mrs. Keller saw a ---(5)--- look in her baby's eyes. She called ---(6)--- her, "Helen, Helen." She then screamed for ---(7)--- husband, "Captain, come quickly. Look at Helen." ---(8)--- he arrived he heard her cry, "She ---(9)--- see or hear! My baby is blind ---(10)--- deaf!"

Helen's world was a dark and ---(11)--- place. She became a very difficult child ---(12)--- live with. She ran about the house ---(13)--- whatever she wanted. She became angry and ---(14)--- very easily and threw things onto the ---(15)--- or at other people. She fought with ---(16)--- children and sometimes hurt them.

Helen was ---(17)--- a wild child. No one could control ---(18)---. The Kellers didn't know what to do. ---(19)--- needed help. In February, 1887, Captain Keller ---(20)--- the Perkins Institute for the Blind in Boston. He asked the director of the Institute for help with Helen.

VOCABULARY

Phrasal Verbs

Phrasal verbs are basic verbs which can combine with different prepositions to make verbs with completely new and often unguessable meanings. Phrasal verbs are used more in speaking than in writing.

- Examples: (1) Helen **went on** to learn to speak, read and write.
(2) She **ran about** the house doing whatever she wanted.

Study the following.

1. to break down = to stop because of failure
2. to bring up = to educate; rear
3. to call up = to telephone
4. to fill in = to add what is necessary to make something complete
5. to get on with = to make progress with a task
6. to go on = to continue
7. to grow up = to become adult or mature; to reach the stage of full development
8. to look forward to = to anticipate something with pleasure
9. to pick up = to take hold of and lift; to gain
10. to ring up = to telephone
11. to take off = to leave the ground
12. to take part in = to participate
13. to take place = to happen
14. to wake up = to stop sleeping; to cause somebody to stop sleeping
15. to wear out = to become exhausted

Exercise: Complete each sentence with the correct form of the phrasal verbs

given below.

take place take part in wear out bring up grow up
take off look forward to go on fill in call up

1. It is enjoyable for students to _____ the school sports.
2. Thinzar _____ Mya Thwe as soon as she arrived in Bago.
3. Since he was _____ in England, he is very fluent in English.
4. Students usually _____ their holidays after the examination.
5. We went home after the plane _____.
6. Where did this incident _____, in our country or abroad?
7. The travellers were tired and _____ after the long and difficult journey.
8. He realized the importance of education when he _____.
9. Father _____ sleeping in spite of the noise around him.
10. They asked him to _____ a form.

PUNCTUATION

Punctuate the following.

1. in january 1882 helen almost died of a mysterious illness
2. im going to teach you language the door to the world for you
3. my helen folded her napkin said mrs keller
4. miss sullivan your eyes look very tired she said
5. she has manners but she doesnt have language

GRAMMAR

A. Prepositions of Time

1. **at** : We use "at" with times.
at 6 o'clock; at midnight; at lunch time
We also use "at" in these expressions.
at night; at Christmas; at weekends; at the age of
Example : I don't like going out **at** night.
He usually leaves for work **at** 8 o'clock.
2. **on** : We use "on" with dates and days.
on 29th March; on Sunday; on Tuesday morning; on Saturday night
Example : He usually goes out **on** Saturday evenings.
3. **in** : We use "in" for longer periods of time. (e.g. months, years and seasons)
in March; in 1957; in summer
Example : They got married **in** 1950.
4. **for** : We use "for + a period of time" to say how long something goes on.

for ten years; for five hours; for a month

Example : They have been learning English **for** ten years.

5. **during** We use "**during** + noun" to say when something happens.
during her stay here; during summer

Example : We visited many interesting places **during** our holiday.

Exercise: Fill each blank with a suitable preposition of time.

1. We have lived in this house _____ six years.
2. Watermelons are now _____ season so you can find them in the market.
3. She was given a watch _____ her birthday.
4. My younger brother was born _____ 1957.
5. Ko Ko fell asleep _____ the film.
6. Birds leave their nests _____ dawn.
7. My grandfather died _____ the age of seventy.

B. Prepositions of Place

1. **in** : **in** is used when think of a place as three-dimensional.

Example : I think Mg Mg is **in** his room now.

We also use **in** when we think of a place as an area.

Example : There are many ancient pagodas **in** Bagan.

2. **at** : We use **at** when we think of a place as a point.

Example : I met him **at** the post office.

With buildings, we can often use **at** or **in**.

Examples: (1) We had our lunch **in/at** Shan Kan yesterday.

(2) He works **at/in** the post office.

With addresses, we use **at** when we give the house number and we use **in** when we just give the name of the street.

Examples : (1) She lives **at** 23, Thukha Road.

(2) He lives **in** Pagada Road.

3. **on** : We use **on** when we think of a place as a surface.

Example : Did you leave your book **on** the table?

We use **on** for the number of the floor of a building.

Example : I live in a flat **on** the second floor.

We also use **on** when we think of a place as a line.

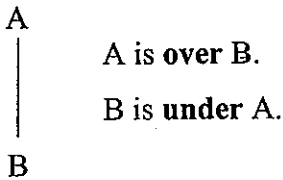
Example : Pyay is **on** the Ayeyarwady River.

4. **above** and **over** both mean "higher than".

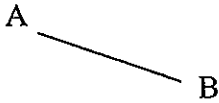
5. **below** and **under** can both mean "lower than".

6. **over** and **under** describe a direct vertical relationship.

Example :



We use **above** and **below** when one thing is not directly over or under anything.



7. **on top of** : We use **on top of** to mean that one thing is “over and touching” another thing.

Example : The book is **on top of** the cupboard.

Exercise : Fill each blank with a suitable preposition of place.

1. The introduction of this book is _____ page one.
2. I saw your room-mate _____ the bus stop.
3. How many floors are there _____ this building?
4. Please write your name _____ the top of the page.
5. She lives _____ No. 111, Maykha Road.
6. I pushed the letter _____ the door.
7. The sun rose _____ the horizon.
8. On our way to the park we drove _____ a small bridge.
9. There are some old newspapers _____ the cupboard.
10. From the top of the hill we can see a small pond _____ us.

C. **When** → **By the time**

Study the following examples.

(1) **When** we got to Mandalay, it was nearly dark.

By the time we got to Mandalay, it was nearly dark.

(2) **When** the telegram arrived, she had already heard the news.

By the time the telegram arrived, she had already heard the news.

Exercise : Finish each sentence in such a way that it means exactly the same as the sentence that is given.

1. When I woke up, it was already nine.
By the time _____.
2. When your plane takes off, I will be back at home.

- By the time _____.
3. When the police arrived, the robbers had run away.
By the time _____.
4. When mother finished washing the clothes, it was almost noon.
By the time _____.
5. When we got home, it had stopped raining.
By the time _____.

D. When → V-ing

Study the following examples.

(1) **When** she had taken some medicine, she felt better.

Having taken some medicine, she felt better.

(2) **When** he heard that he gained five distinctions, he was very much delighted.

Hearing that he gained five distinctions, he was very much delighted.

Exercise : Finish each sentence in such a way that *it* means exactly the same as the sentence that is given.

1. When she realized that her friend was not sincere, she felt very sad.
Realizing _____.
2. When mother had finished the washing, she started knitting.
Having _____.
3. When she remembered that she had forgotten to post the letter, she went to the post office again.
Remembering _____.
4. When I had watered the plants, I took a rest.
Having _____.
5. When the athlete knew that he had broken the record, he was delighted.
Knowing _____.

WRITING

A. Here are some important facts about Helen Keller's life, but they are in the wrong order. Rearrange the sentences in the correct order to form each paragraph.

Paragraph I

1. Helen was born in Tuscumbia, Alabama, in 1880.
2. After that, she became a very difficult child to live with.
3. In 1882, she almost died of a mysterious illness.

4. The director of the Institute asked Annie Sullivan to become Helen's teacher.
5. Captain Keller asked for help with Helen from an Institute for the Blind.
6. Because of the illness, she became blind and deaf.

Paragraph II

1. But Annie was patient, and tried to teach Helen good manners, and asked the Kellers to leave her alone with Helen in the dining room.
2. When she first met Helen, the child was wild, and she even kicked Annie in the face and knocked out a tooth.
3. Annie agreed and went to Tuscumbia.

Paragraph III

1. One day when she put Helen's hand under the gushing water of the pump and spelt 'WATER' into her hand, she heard Helen say 'Wah – Wah'.
 2. Annie then asked Mr. Keller to let her live alone with Helen in the guesthouse in the garden, and they lived there for two weeks.
 3. Later Annie succeeded in getting Helen to sit and eat her food properly.
 4. Helen gradually learnt to speak, read and write and she graduated from Radcliff College, wrote books and became famous all over the world.
 5. Then Annie had complete control over Helen, and tried to teach her language.
 6. Then she spelt 'WATER' into Annie's hand, and 'MOTHER' and 'TEACHER' into her mother's hands.
- B.** You are **Yamin**. You live in **No. 10, Min Hla Street, Taunggyi**. Write a letter to your friend, **Lin Lin**, telling him/her about the blind student in your class.
- C.** Write an essay of **THREE** paragraphs on "The story I like best".

POEMS

Bridges

I like a bridge —
Any kind of bridge at all.
A great steel bridge
With towers stiff and tall;
An old covered bridge
That spans a waterfall;
A hewn-stone bridge
With its rugged floor and wall;
A railroad bridge
Where freight trains slowly crawl;
A wooden bridge,
A cement bridge,
Whether big or small;
Yes, I like a bridge —
Just any kind of bridge at all.

[*James S. Tippet*]

The Arrow and the Song

I shot an arrow into the air —
 It fell to earth, I knew not where;
For, so swiftly it flew, the sight
 Could not follow it in its flight.

I breathed a song into the air,
 It fell to earth, I knew not where;
For who has sight so keen and strong,
 That it could follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

[*Henry Wadsworth Longfellow*]

The Heart of the Tree

What does he plant who plants a tree?
 He plants the friend of sun and sky;
 He plants the flag of breezes free;
The shaft of beauty, towering high;
He plants a home to heaven a-nigh
 For song and mother-croon of bird
 In hushed and happy twilight heard —
The treble of heaven's harmony —
These things he plants who plants a tree.

[*H.C. Bunner*]

The Quiet Life

Happy the man, whose wish and care
A few paternal acres bound.
Content to breathe his native air
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply him with attire;
Whose trees in summer yield him shade,
In winter, fire.
Blest, who can unconcern'dly find
Hours, days and years, slide soft away
In health of body, peace of mind,
Quiet by day.

Sound sleep by night; study and ease
Together mix'd; sweet recreation,
And innocence, which most does please
With meditation.

Thus let me live, unseen, unknown;
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie.

[A.Pope]

Leisure

What is this life if, full of care, —
We have no time to stand and stare?
No time to stand beneath the boughs
And stare as long as sheep or cows:
No time to see, when woods we pass,
Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance:
No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

[*William Henry Davies*]

Cloud Zoo

I thought I saw a cloud whale
Sail through a sea of blue;
It changed into an elephant
Of most unusual hue,
And even as I marvelled,
It split itself in two.
I watched a long white serpent
Winding its cloudy way,
To pounce upon a cloud frog
That unsuspecting lay.
The little frog became a bird
And slowly flew away.
All afternoon I watched them, —
Such magic as they knew!
I saw a white rhinoceros,
And white flamingos, too,
Till evening shut her deep blue tent
Over my private zoo.

[*Norma Gillett*]

The Months

January cold desolate;
February dripping wet;
March wind ranges;
April changes;
Birds sing in tune
To flowers of May,
And sunny June
Brings longest day;
In scorched July
The storm-clouds fly,
Lightning-torn;
August bears corn,
September fruit;
In rough October
Earth must disrobe her;
Stars fall and shoot
In keen November;
And night is long
And cold is strong
In bleak December.

[*Christina Rossetti*]