THE GOVERNMENT OF THE REPUBLIC OF THE UNION OF MYANMAR

MINISTRY OF EDUCATION

ENGLISH TEXT

GRADE 9

BASIC EDUCATION CURRICULUM, SYLLABUS AND

TEXTBOOK COMMITTEE

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၂၀၁၈-၂၀၁၉ ပညာသင်နှစ်

အခြေခံပညာ သင်္ကေတ်ညွှန်းတမ်း၊ သင်ရိုးမာတိကာနှင့်

ကျောင်းသုံးစာအုပ်ကော်မတီ၏ မူပိုင်ဖြစ်သည်။

INTRODUCTION

The English Course for Grade 10 aims at further developing the four language skills which have been gained by the student in the Primary and Middle School years.

On completion of the Grade 10 English Course, the student should be sufficiently at home in the language to generate simple but reasonably correct sentences in most situations requiring English language skills including English for academic purposes.

The Grade 10 English Text aims to develop students' reading and writing skills and at the same time provide opportunities to improve their speaking and 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. Two additional components of the text are the poetry and speaking sections.

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 articles such as "How to Improve Your Study Habits", "Traditional Medicine", and a short story, "The Last Leaf", 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 response, 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.

SPEAKING

The Speaking Section is an added feature of the text to provide suitable learning materials for those students interested in conversing in English.

CONTENTS

POEMS

Unit	Topic	Comprehension Tasks	Vocabulary	Grammar	Writing
1	The Wheel	Sentence Completion Providing Full Sentence Answers	Adjectives & Adverbs	Punctuation Not only ..... but also Conditional Type I	Paragraph Writing Letter Writing
2	A Brave Boy	Reference to the Context Sentence Completion Providing Full Sentence Answers Cloze	Compound Adjectives& Compound Nouns	It took me ..... What was it like? When ⟷ By the time When ..... Ving	Paragraph Writing Essay Writing
SPEAKING 1 : GREETING, LEAVE-TAKING, AND INTRODUCING					
3	Evaporation	Providing Full Sentence Answers Finding main ideas	Use of 'get'	Punctuation As .... as, Not as ... as, However + adjective/adverb	Paragraph Writing Essay Writing
4	The Circulation of the Blood	Reference to the Context Sentence Completion Providing Full Sentence Answers Cloze	Expressions of Quantity	It is/was .....that/ who Active ⟶ Passive	Paragraph Writing Essay Writing
SPEAKING 2 : DESCRIBING PEOPLE					
5	A Fatherless Child	Reference to the Context Sentence Completion Providing Full Sentence Answers	Old-fashioned English	Punctuation Both ... and	Paragraph Writing Letter Writing
6	How to Read Short Stories	Sentence Completion Providing Full Sentence Answers Cloze	Verb/ Adjective+ To-infinitive	Nouns in Appositions	Paragraph Writing Essay Writing
SPEAKING 3 : OFFERING, REQUESTING,THANKING AND EXPRESSIVE APPRECIATION					

Unit	Topic	Comprehension Tasks	Vocabulary	Grammar	Writing
7	The Last Leaf	Providing Full Sentence Answers	Antonyms	Punctuation Reported Speech (Mixed) Neither ... nor	Paragraph Writing Essay Writing
8	How to Improve Your Study Habits	Reference to the Context Sentence Completion Providing Full Sentence Answers Cloze	Synonyms	Either ... or	Paragraph Writing Letter Writing
SPEAKING 4: INVITING AND APOLOGIZING					
9	Earthquakes	Reference to the Context Sentence Completion Providing Full Sentence Answers	Word Forms	Punctuation Enough .... to/ So.. that, V+-ing,	Paragraph Writing Essay Writing
10	Traditional Medicine	Multiple Choice Reference to the Context Finding Main Ideas Providing Full Sentence Answers Cloze	Phrasal Verbs	No sooner ..... than Too ... to → Not enough to Relative pronouns	Paragraph Writing Essay Writing
SPEAKING 5 : ASKING FOR AND GIVING INFORMATION/DIRECTIONS					

UNIT 1 THE WHEEL

PRE-READING TASK

1. What is the shape of a wheel?
2. How does a wheel move?
3. Which vehicles have small wheels and which, have big wheels?

Read the passage.

Man has used wheels, in various forms, for about 5,000 years. Probably the first step towards the wheel was the use of rollers placed under the thing to be moved. If you place a fairly heavy box on a table, you find difficulty in pushing it along. But if you put a number of pencils (or other round rods) between the box and the table, the box can be moved easily. Large rollers, such as tree-trunks, were needed to help to move the heavy blocks of stone which were sometimes used in building. If you try this with a box and some pencils, you will find that as soon as the box has moved forward a little, you have to take pencils from behind, and put them in front.

After rollers came the invention of the wheel and axle – the wheel turning round a fixed axle, which could itself be fastened to a cart such as you have often seen. If the road is rough and stony, wheels pass over the stones more easily than rollers can, especially if the wheels are large.

Wheels are used today for many purposes besides carrying things. On some buildings, and in many public places, you will find a flag-staff. At the top of the flag-staff there is a small wheel, and over it passes a loop of a rope, one end of which is down near the ground. When we want to fly the flag, it is tied to the loop, the rope is pulled, and the flag goes up. The end of the loop is tied to the lower end of the flag-staff. A wheel of this kind, over which a rope passes, has a groove so that the rope cannot slip off. Such a wheel is called a pulley-wheel or a pulley (Figure 1).

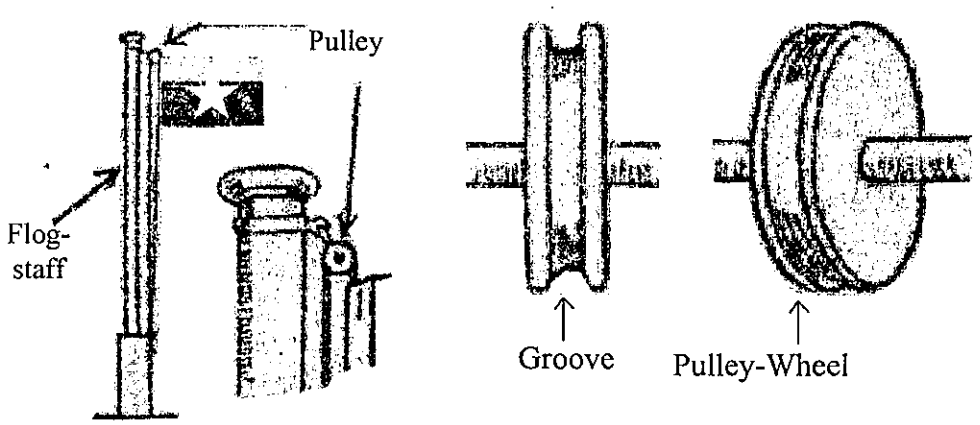


Figure 1

Its purpose is simply to change the direction of a pull. To raise a flag to the top of a flag-staff, it is more convenient to be able to pull the rope down, than it would be to climb the staff and pull the flag up. The pulley does not make the effort any less, and in this case there is no need to do so because the flag is not heavy. But the pulley is convenient.

When a high building is being put up, the builders often use a pulley to lift their materials to the place where they are wanted. This is clearly better than carrying them up a ladder. Not only does it save time, but it also saves work, because the man on the ground has to lift only the weight of the bricks and not his own weight as well.

A very useful kind of wheel is one with teeth, usually called a gear-wheel. Wheels like this can be used to make one part of a machine turn faster or slower than another. The two wheels must have teeth of the same size, so that they fit together correctly. In Figure 2 the smaller wheel has 20 teeth, and the larger one has 60. If the teeth fit together, and the smaller wheel turns once, the larger one will turn one-third of the way round. To make the larger wheel turn once, the smaller one must make three complete turns, in the opposite direction. One of the commonest places where gear-wheels may be found is an ordinary watch or clock. If you can get a broken clock it is not difficult to open it and learn for yourself how it works. Another good example of gear-wheel is found in a hand-driven sewing machine.

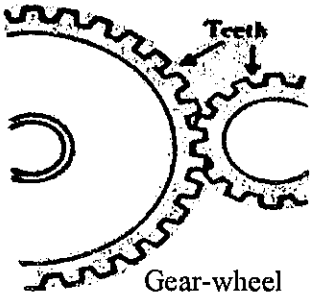


Figure 2

Wheels with teeth can also be used in another way. Instead of fixing them so that their teeth fit together, they may be fixed at some distance apart, and joined by a chain. Pulleys can be joined by a rope or belt, but the rope may slip. When a chain is used,

45 slipping is impossible. Wheels of this kind can be seen on any bicycle. The larger one is usually called the chain-wheel and the smaller one the sprocket-wheel. Gear-wheels fitting together turn in opposite directions, but if they are joined by a chain, they turn in the same direction. In both cases, the smaller one turns faster than the larger one, according to the number of teeth on each. This can easily be checked on
50 a bicycle.

(from *Machines,* by F. E, JOSELIN)

Notes

Line		
1	Man	Human beings; Mankind
1	various forms	a number of different forms
1-2	the first step towards the wheel	the first step towards the development or invention of the wheel
2	the thing to be moved	the thing which had to be moved
4	rods	fairly thin, straight pieces of wood, metal or plastic
5	rollers	The meaning of this word is made clear in the rest of the paragraph.
6	block of stone	large piece of stone
6	if you try this	if you try to do this
9	axle	a piece of wood or metal to which a wheel can be fixed at each end.
10-11	a cart such as you have often seen	a cart of the kind that you have often seen
13	a purpose	a thing you want to do
14-15	flag-staff	We sometimes use the word flag-pole for this.
18	groove	See Figure 1, page 2.
19	pulley	
21	more convenient	easier
22-23	make the effort any less	reduce, or lessen, the effort. The effort is the amount of work we do for some purpose.
26	materials	things that are used for making other things
29	gear-wheel	See fig. 2. page 2
39	hand-driven	driven, or made to work, by hand
43	they may be fixed	it is possible to fix them

44	belt	an endless band, usually made of rope, leather, rubber or plastic
48	In both cases	That is (1) if the wheels fit together or (2) if they are joined by a chain
49	according to	depending on
49-50	This can easily be checked on a bicycle	This statement can be tested if we examine a bicycle

COMPREHENSION EXERCISES

A. Complete the following sentences.

1. Man has used wheels, in ------- forms, for about 5,000 years.
2. ------- were invented before wheels.
3. A ------- is a wheel with a groove.
4. A piece of wood or metal that has a wheel fixed at each end is called an -------.
5. We can find a flag staff in many ------- places.
6. When we want to fly the flag, it is tied to the ------- of a rope.
7. A wheel with teeth is called a -------.
8. The larger wheel on a bicycle is called the -------.
9. When two wheels with teeth are fixed together, they turn in ------- directions.
10. On a bicycle, the chain-wheel is larger than the -------.

B. Answer the following questions in complete sentences.

1. How long have wheels been used?
2. How did men move heavy objects before wheels were invented?
3. What is an axle?
4. Where can we find a flag-staff?
5. Where is the flag tied to when we want to fly it?
6. Why is the pulley used?
7. Why do builders often use a pulley?
8. What are the wheels on a bicycle called?
9. In which directions do gear-wheels fitted together turn?
10. What is the advantage of gear-wheels, being joined by a chain?

VOCABULARY

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

Adjective	Adverb	Adjective	Adverb
various		easy	
probable		convenient	
fair		clear	
heavy		usual	
simple		useful	
direct		correct	
possible		impossible	
fast		complete	

B. Fill in the blanks with suitable words from the table in exercise A.

1. This box is so ---------- that I can't carry it.
2. As he is very clever, he could ---------- answer all the questions.
3. A wheel with teeth is ---------- called a gear-wheel.
4. When a pulley is joined by a rope, slipping is ---------- .
5. Wheels have been used in ---------- forms for many years.
6. As the teacher could explain very well, all the students ----------understood the lesson.
7. If you run _____, you won't miss the bus.
8. The purpose of a pulley is _____ to change the direction of a pull.
9. He drove her _____ to her home.
10. I _____ get up at 6 o'clock every morning.

C. Find the words in the passage that are opposite in meaning to the following.

1. light
2. smooth
3. push
4. worse
5. backward
6. private
7. bottom
8. complex
9. same
10. slow

PUNCTUATION

Punctuate the following.

1. if the road is rough and stony wheels pass over the stones more easily
2. on some buildings and in many public places you will find a flag staff
3. a wheel of this kind over wheel a rope passes has a groove .

4. to make the larger wheel turn once the smaller one must make three complete turns in the opposite direction.
5. another good example of gear wheel is found in a hand driven sewing machine

GRAMMAR

A. Not only ...but also

When two subjects are connected by ***"not only... but also"***, the subject that is closer to the verb determines whether the verb is singular or plural.

Examples: (1) Khin Khin was born in Taunggyi.
Nandar was also born in Taunggyi.
Not only Khin Khin ***but also*** Nandar <u>was</u> born in Taunggyi.

(2) Khin Khin was born in Taunggyi.
Her sisters were also born in Taunggyi.
Not only Khin Khin ***but also*** her sisters <u>were</u> born in Taunggyi.

Exercise: Rewrite these sentences using "not only... but also".

1. A nurse must be patient. She must be kind, too.
2. Wheels are used today for carrying things. They are also used for lifting things to higher places.
3. By using wheels, it saves time and work.
4. Kyaw Thu is an actor. He is also a director.
5. I like listening to music and watching TV.
6. Kaung Myat lives in Yangon. His brother also lives in Yangon.
7. Ko Ko and Mg Mg visited Mandalay last month.
8. My sister has been to London. She has been to New York.
9. Tourists like to visit Bagan and they like to visit Inlay lake, too.
10. Gear-wheels can be found in an ordinary watch and in a hand-driven sewing machine.

B. Conditional Type I

Conditional Type I sentences consist of a main clause and if-clause. We use the future tense in the main clause and the simple present tense in the if-clause.

1. We use Conditional Type I *to describe a possible condition and a probable result in the future or in the present.*

   Example: If you study hard, you will pass the exam.
   I'll buy you a drink if you're thirsty.

2. We can use Conditional Type 1 *in making requests.*
   Example: If you have some extra money, can you lend me some?

3. We can use Conditional Type 1 *in offers and suggestions.*
   Example: If you need a ticket, I can get you one.
   If you feel like seeing the sights, we can take a bus tour.
4. We can also use Conditional Type 1 *in warnings and threats.*
   Example: If you go out without an umbrella, you'll get wet.
   If you don't apologize, I'll never speak to you again.

Note: If the conditional clause (if-clause) comes at the beginning, a comma is put at the end of the clause. If it comes at the end, a comma is not used.
Example: If you want to finish your work in time, I can help you.
I can help you if you want to finish your work in time.

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

1. If the weather ---------- (be) fine, they ---------- (go) to the pagoda.
2. Mu Mu ---------- (go) to school if she ---------- (feel) better.
3. If he ---------- (ask) me, I ---------- (help) him.
4. I ---------- (not give) you a present if you ---------- (fail) in the exam.
5. If they ---------- (offer) me a job, I ---------- (accept) it.
6. I ---------- (visit) you if I ---------- (go) to Mandalay.
7. My father ---------- (scold) me if I ---------- (not obey) him.
8. If I ---------- (see) Mg Mg, I ---------- (invite) him to the party.
9. We ---------- (go) to the library on Saturday if it ---------- (not rain).
10. If he ---------- (be) free tomorrow, he ---------- (come) to the party.

Exercise II. Match the clauses in Column A with those in Column B and make meaningful sentences beginning with "If".

Column A	Column B
1. I get up early	a. You win the game
2. We don't hurry	b. I have more time to study my lessons
3. You practise hard	c. We miss the train
4. She meets Ma Ma	d. I tell you
5. You ask me	e. She tells her the news

Exercise III. Complete the following sentences.

1. If you study regularly, ...
2. .....if you eat too much.
3. You must try harder .....
4. If Mg Mg does not come soon, ...
5. She will become very fat .....

WRITING

A. Using the prompts given, write a short paragraph on: **"Gear-wheels"**.

- bicycle – one in front – one at the back – two wheels
- one large – one small
- larger one – called – chain wheel; smaller one – sprocket wheel
- if chain not used – slip
- two wheels on gear-wheels not joined by chain – opposite directions
- if joined by chain – move same direction
- smaller one – faster than larger one – number of teeth on each

B. Write a letter to your friend, telling him/her about the new bicycle you have received as a birthday present from your parents.

UNIT 2 A BRAVE BOY

PRE-READING TASK

1. Have you ever watched any exciting or adventurous movies?
2. When and where was it?
3. What was it about?
4. Who is the main character?

Read the passage.

I went towards the east coast of the island, keeping out of sight of the anchorage, to find the white rock where Ben Gunn kept his boat. It took me some time to get there, often crawling among the bushes to hide, and it was evening by the time I found the boat, hidden in a little tent of goatskins.

Ben Gunn's home-made boat was only a framework of tough wood, covered by goatskins that were stretched across it, and it was quite small, but **it** looked serviceable. I had not then seen a coracle, such as the ancient Britons made, but I have seen **one** since, and that is what it was like. There was a small double-ended paddle.

I sat down near the boat and ate some food while I waited for the darkness. I had a plan to slip out quietly to the *Hispaniola*, set her free from her anchor, and let her go ashore where she fancied. I thought the mutineers might decide to sail away in her, now they had been beaten in yesterday's fight, and I was determined to stop **them** if I could.

When it became darker, I put Ben Gunn's boat over my shoulders and made my way down to the shore. I could see the mutineers' camp fire a little way inland on the low ground, and the faint glow of the cabin lights on the ship; everything else was dark, and there was no moon.

The little coracle was very safe for a person of my size, and I got along well, as I paddled first one side and then the other with the little oar. By good fortune the tide took me towards the *Hispaniola*, and I began to see her shape grow clearer as I came near. At last I was near enough to see her anchor line, and I held on to **it**. It was a very thick strong rope.

I made up my mind quickly, took out my knife and cut one after another of the strands of the rope, till only two were left. Then I stayed quiet, waiting for the breeze. I felt the rope go loose as the wind blew the ship towards me. With a strong effort I cut the last strands of the rope. The *Hispaniola* was free.

The ship began to turn as she was taken along by the current. Suddenly I found that another rope was hanging over the side near me. I decided to have one look through the cabin window above me. I pulled myself up carefully by the rope, keeping a foot in the coracle. The ship was beginning to take me along as she moved, and I wondered why no watchman had given the alarm. But one glance into the cabin showed me why, and I dare not hold myself up in the coracle any longer. I saw Israel Hands and a sailor with a red cap, locked together in a deadly fight, **each** with a hand on the other's throat. I dropped carefully down into the coracle again. I could see nothing for a moment but those two furious faces, bent in that deadly struggle under the smoky lamp.

On shore I could hear the men at the camp fire singing. The water was moving faster around me, and the *Hispaniola* had gained spend in the current. There was a shout on board as the two quarrelling men discovered that the ship was free from her anchor. **She** increased speed and drew away from me as the wind and the current carried her onwards. Soon she had left me behind.

I lay down flat in the bottom of the coracle, knowing that I must spend the night there. I was thrown to and fro upon the waves, so cold and afraid by then, that I could only put my trust in my Maker, fearing that I might not see the morning dawn.

And so I must have stayed for hours, until gradually sleep came to me in spite of my fear. In my sea-tossed coracle I lay and dreamed of home.

(from *Treasure Island,* by R. L. STEVENSON)

Notes

Line		
1	the anchorage	the place where the ship was anchored or at anchor
1-2	to find	in order to find
2	some time	rather a long time
3	crawling	moving forward on my hands and knees
3	by the time	when (of, by then, line 44)
5	home-made	A home-made thing is some-thing you make yourself. It may not be as good as something you might buy (Ben Gunn's boat was like this); or it may be better (English people usually prefer 'home-made' cakes to 'bought' cakes)

Line		
5	framework	that part of a boat which gives it its shape and its strength
5	tough	strong
7	serviceable	good or strong enough to use
7	coracle	The previous sentence tells you what this is.
7	the ancient Britons	the people who lived in Britain before the Romans came
7-8	I have seen one since	I have seen one since that time
8-9	a double-ended paddle	A paddle is a short piece of wood with a wide end, like an oar. A double-ended paddle is one which is wide at both ends.
11	slip out	go out without being seen
12	go ashore	go on to the shore
12	where she fancied	wherever she wished. We often use she to refer to a ship, instead of it.
12	the mutineers	the seamen who had taken charge of the ship from the captain. Mutineers are men who take part in a mutiny.
13	I was determined to	I had made up my mind to; I had made a firm decision to
16	inland	away from the shore
19	got along	progressed; moved forward
20-21	the tide	the flow or movement of the water
22	her anchor line	the rope to which her anchor was attached
25	strands	the separate threads of a rope. wire, piece of cotton, etc.
28	the current	a stream of water flowing through slower-moving or still water.
32	watchman	A watchman is a man who is on guard or watching for any danger.
32	given the alarm	made a noise to warn others of danger
33	I dare not	*dare is sometimes used as the past tense of to dare.* I dare not = I dared not or I did not dare.
34	locked together	joined tightly together

34	a deadly fight	a fight that would end in the death of one of the two men
41	drew away from me	moved away from me
42	onwards	forwards
44	to and fro	backwards and forwards
44	by then	at that time, as a result of my actions
45	put my trust in my Maker	hope that God would save me
45	see the morning dawn	live to see the light of the next day
46	And so I must have stayed	And I must have stayed like this
46	gradually	little by little
47	sea-tossed	thrown about by the sea

COMPREHENSION EXERCISES

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

1.	it	(line 6)	2.	one	(line 8)
3.	them	(line 14)	4.	it	(line 23)
5.	each	(line 34)	6.	She	(line 41)

B. Complete the following sentences.

1. _____ was like a coracle made by the ancient Britons.
2. The brave boy _____ among the bushes to hide himself.
3. _____ made the boat himself.
4. The boat seems _____ though it was quite small.
5. The boy sat down near the boat and ate some food as it was _____ as yet.
6. As there was no moon, the boy could see the camp fire and the _____ on the ship.
7. When the wind blew, the rope went _____ and the ship moved towards me.
8. The brave boy saw Israel Hands and a sailor with a red cap locked together in a deadly fight through _____.
9. When the two men on board discovered that the ship was free from her anchor, they _____.
10. He spent the night in _____.

C. Answer the following questions in complete sentences.

1. Why was the boy searching for the white rock?
2. Why did the boy wait for darkness?
3. What was the boy going to do to the *Hispaniola*?
4. Why did the boy want to do this?
5. How did the boy carry Ben Gunn's boat to the shore?
6. How did the boy get to the Hispaniola?
7. What did the boy decide to do when he found a rope hanging over the side near him?
8. Why didn't anyone give the alarm when the ship began to drift?
9. What did the boy do after he saw the two men fighting?
10. Why do you think he fell asleep in spite of his fears?

CLOZE

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

campfire	coracle	deadly	had	have
longer	me	me	moment	not
other's	over	rope	she	ship
shore	that	the	the	with

The ship began to turn as she was taken along by the current. Suddenly I found that another rope was hanging ---(1)--- the side near me. I decided to ---(2)--- one look through the cabin window above ---(3)---. I pulled myself up carefully by the --(4)---, keeping a foot in the coracle. The ---(5)--- was beginning to take me along as ---(6)--- moved, and I wondered why no watchman ---(7)--- given the alarm. But one glance into ---(8)--- cabin showed me why, and I dare ---(9)--- hold myself up in the coracle any ---(10)---. I saw Israel Hands and a sailor ---(11)--- a red cap, locked together in a ---(12)--- fight, each with a hand on the ---(13)--- throat. I dropped carefully down into the ---(14)--- again. I could see nothing for a ---(15)--- but those two furious faces, bent in ---(16)--- deadly struggle under the smoky lamp.

On ---(17)--- could hear the men at the ---(18)--- singing. The water was moving faster around me, ---(19)--- the *Hispaniola* had gained speed in ---(20)--- current. There was a shout on board as the two quarrelling men discovered that the ship was free from her anchor.

VOCABULARY

Compound Adjectives

A compound adjective refers to more than a single word used to modify a noun. Compound adjectives can be formed in one of the following ways:

adjective /adverb + past participle	:	double-ended, cold-blooded, kind-hearted, densely-populated, open-minded, old-fashioned
noun + past participle	:	home-made, sea-tossed, tongue-tied, sun-dried
noun + adjective	:	trouble-free, world-famous
adjective + noun	:	deep-sea, last-minute, good-looking, never-ending
number + noun	:	two-door, twenty-page, forty-mile

Examples:

It is a **home-made** cake. My mother baked it this morning.

Most animals are **warm-blooded** but all reptiles are **cold-blooded**.

Though she looks **old-fashioned**, she was **open-minded**.

Exercise:

Match the two columns to form a meaningful sentence.

1. The police officer made him pay	a. a hundred-question test.
2. Mary's husband bought her	b. never-ending stories.
3. Her brother married	c. a three-carat diamond ring.
4. The teacher set up	d. an old-fashioned one.
5. He lent me	e. a kind-hearted young girl.
6. The secretary typed	f. densely-populated countries in the world.
7. Watch out! This is	g. a fifty-kyat bill.
8. They bought a house last year. It is	h. a ten-page report yesterday.
9. China is one of the most	i. a two-way street.
10. My brother likes to tell	j. a thousand-kyat fine.

Compound Nouns

We can use a noun + noun combination to say what something is made of, where something is, where something happens, or what someone does.

Example:

camp fire	=	fire set at a camp
bus driver	=	someone who drives a bus
street lights	=	lights in the street
birthday party	=	party on my birthday
paper bag	=	bag made of paper

Exercise:

Rewrite the following using compound nouns.

1. I read an interesting article in a newspaper yesterday.
2. Have you got any shirts made of cotton?
3. What shall I do with this bottle that had water in it?
4. Have you got a bag to carry your shopping in?
5. Is there a shop that sells shoes near here?
6. I'd like a table in the corner, please.
7. I want a ring made of silver.
8. He bought a writer to copy his CDs?
9. Is there a box to put letters at the gate of your house?
10. The museum has a wall made of stone.

GRAMMAR

It took me .....

Look at this sentence:

It took me some time to get to the white rock.

It can be rewritten like this:

I took some time to get to the white rock.

Now rewrite these sentences in the same way, beginning with the words in italics.

1. It took *the ship* only a few minutes to reach the shore.
2. It will take *you* a few days to learn to ride a bicycle without falling off.
3. It took *Columbus* a long time to reach America.
4. It did not take *the soldier* long to raise the flag to the top of the flag-staff.
5. It did not take *the mule-drivers* long to go to a safe distance.
6. How long *would* it take *you* to read this book?
7. It hasn't taken *the doctor* long to reach the sick man.

8. It may take *you* a long time to learn English well.
9. It oughtn't to take *you* very long to learn the new words in this passage.
10. It doesn't take *me* long to eat my dinner.

What was it like?

Look at the following sentence.

I had not then seen a coracle, such as the ancient Briton's made, but I have seen one since, and that is *what it was like.*

From the words printed in italics, we can make a direct question: *What was it like?* English people use this question very frequently when they want more information about something. Sometimes it is possible to answer the question in a few words.

Example:

Question: ***What was Ben Gunn's boat like?***

Answer: It was like a coracle.

That kind of answer to the question, however, is correct *usually,* in reply to such a question, it is necessary to say far more.

Example:

Question: ***What was Ben Gunn's boat* like?**

Answer: It was quite small. It was only a frame-work tough wood with some goatskin stretched over it, but it was strong enough to use.

Remember these two simple rules, when you are answering a question beginning with the word *What* and ending with the word *like:*

1. If your answer is a simple comparison, you must use the word *like,* followed by a noun (with or without other words).

   Examples: (i) What was Ben Gunn's boat like?
   It was like a coracle.
   (ii) What is your school like?
   It is like a small college.

2. If your answer is a more detailed description, or if you use only adjectives after the verb *to be,* you must not use the word *like.*

   Examples: (i) What was Ben Gunn's boat like?
   It was quite small. It was only a frame-work tough wood with some goatskin stretched over it, but it was strong enough to use.
   (ii) What is your school like?
   It is big. It is rather old. It is a big building. It has large windows and the classrooms are very pleasant. It also has a gymnasium, a hall and a small stage

Now answer the following questions, without using the word *like*. Write three or four sentences in each answer.

1. What is your town like?
2. What is your house like?
3. What is your best friend like?

When ⟷ By the time

Study the following example:

Example:

By the time the train arrived, we had already bought the tickets.
When the train arrived, we had already bought the tickets.

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

1. By the time I had finished my homework, it was already midnight.
   When _____.
2. When we got the taxi, the rain had stopped.
   By the time _____.
3. By the time they arrived at the station, the train had already started.
   When _____.
4. I will be ready to answer all the questions when the examination begins.
   By the time _____.
5. By the time the football match was over, it was dark.
   When _____.
6. By the time we reached the theatre, they had sold all the tickets.
   When _____.
7. Mg Mg had answered all the questions when the bell rang.
   By the time _____.
8. His children had already gone to bed when U Mg Mg got home last night
   By the time _____.
9. By the time we had finished our dinner, the lights went out.
   When _____.
10. When I finished cooking, my sister had ironed the clothes.
    By the time _____.

When ⟶ V-ing

Study the following example:

Example:

When the children heard the bell, they shouted with joy.

Hearing the bell, the children shouted with joy.

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

1. When she had finished her essay, she went to bed.
   Having _____.
2. When Hla Hla had saved enough money, she bought a beautiful longyi.
   Having _____.
3. When the thieves saw the police, they ran away.
   Seeing _____.
4. Mg Mg went out to play when he had done his homework.
   Having _____.
5. When she heard the bad news, she broke into tears.
   Hearing _____.
6. My brother rushed into the kitchen when he arrived home from school.
   Arriving _____.
7. When she was offered a good salary, she accepted the job.
   Being _____.
8. When Thuzar had tidied her room, she took a rest.
   Having _____.
9. When he had taken the medicine, he felt better.
   Having _____.
10. He came into the room when he saw me.
    Seeing _____.

WRITING

A. Using the prompts given, write a short paragraph on: **"How the brave boy set the *Hispaniola* free".**

- went – shore - putting Ben Gunn's boat - shoulder - when - darker
- could see only faint glow - cabin lights - mutineers' camp fire
- paddled - Ben Gunn - coracle - big enough

- tide - helped him - get - *Hispaniola*
- when - reached - anchor line - ship - held - it
- found - anchor line - thick - strong
- made - mind quickly - cut - one strand - another - rope till - two - left
- wind blew, he felt - rope went loose - shipped moved towards him
- cut - last strands - rope - all - his strength
- could successfully set - *Hispaniola* free

B. Write an essay of THREE paragraphs on: **"A place I would like to visit".**

- name of the place
- where it is situated
- how you can get there
- description of the place
- what it is famous for
- why you would like to visit it

SPEAKING 1
GREETING, LEAVE-TAKING AND INTRODUCING

A. Greeting and Leave-taking

Study the following expressions.

Time	Greeting	Leave-taking
06:00 a.m. – 12:00 noon	Good morning.	Good morning.
12:00 noon – 06:00 p.m.	Good afternoon.	Good afternoon.
06:00 p.m. – 12:00 p.m.	Good evening.	Good night.
For any time of the day	How are you? Hello./ Hi.	Good bye./ Bye! See you. / So long.

Study the following dialogues and practise them with a partner.

(1) Zaw Zaw : Hello, Soe Soe. How are you?
Soe Soe : Fine, thank you. And you?
Zaw Zaw : I'm OK, thanks.

(2) Zin Zin : Good bye, Kyaw Kyaw.
Kyaw Kyaw : Good bye, Zin Zin. Have a nice evening.
Zin Zin : Thanks, Kyaw Kyaw. See you tomorrow.

B. Introducing

Study the following expressions.

Situation	Introduction	Response
Introducing yourself	Excuse me. I don't think we've met. My name is .... Hello. I'm	How do you do? Hello. I'm ..... .
Introducing a friend of yours to another	I'd like you to meet my friend, ... This is ..... . Meet my friend, ...	Hello. Nice/ Pleased/ Glad to meet/ see you.

Study the following dialogues and practise them with a partner.

(1) Introducing yourself

Mg Mg : Excuse me. I don't think we've met. My name is Mg Mg.
San San : How do you do, Mg Mg? I am San San.
Mg Mg : How do you do?

(2) Introducing a friend

Mg Mg : Ko Ko, this is my friend, Tun Tun.
Ko Ko : Hello, Tun Tun. Pleased to meet you.
Tun Tun : Nice to meet you too, Ko Ko.

Study the following dialogue and practise it with a partner.

Bo Bo : Hello, Htoo Htoo. How are you?
Htoo Htoo : Fine, thank you. And you?
Bo Bo : I'm OK.
Htoo Htoo : Bo Bo, this is my friend, Ko Ko.
Bo Bo : Hello. Nice to meet you.
Ko Ko : Hello, I'm Ko Ko. Glad to see you too.
Htoo Htoo : We are a bit late for the cinema. We must go now. Good Bye.
Bo Bo : Good Bye. See you again.

Complete the following dialogue.

You and your mother meet your class teacher at the supermarket.

You	:	Good afternoon, teacher. .....?
Teacher	:	....., thanks. .....?
You	:	I'm very well. .... my mother, Daw Thuzar.
Teacher	:	How do you do?
Mother	:	.....? Nice to meet you.
Teacher	:	..... too. You seem to be in a hurry.
You	:	Yes, we have to pick up our younger sister at school. Good Bye.
Teacher	:	Good Bye.

UNIT 3 EVAPORATION

PRE-READING TASK

1. Have you ever seen small drops of water on the grass early in the morning?
2. Where do you think this water comes from?
3. Were you taught anything about evaporation in your general science lessons?

Read the passage.

When rain has fallen, you see little pools of water which collect in hollows in the ground. When the rain stops and the sun comes out, have you noticed what happens to these pools? Do they change in any way? Yes, the amount of water in each pool gets smaller and smaller, if no more rain falls.

Where has the water gone to? A little of it may have sunk into the ground; but most of it must have gone into the air, because there is nowhere else for it to go.

If you doubt this, think about the little pool of water which you see sometimes in a hole in a rock. It, too, gets smaller and smaller. Water cannot sink through rock and so it must have gone into the air. However long you watch the water in a pool, you will not see liquid water leaving the pool. You have never seen drinking water swimming about in the air. When water seems to disappear like this, the water has changed from a liquid into what is called a vapour. Liquid water, which we can see, has become water-vapour, which we cannot see. This water-vapour has moved into the air round about. It swims in the air just as a piece of wood can swim in water, because wood is lighter than water.

When water changes to water-vapour it is said to evaporate, and we speak of the evaporation of water into water-vapour. Evaporation also takes place when a cooking pot containing water is heated. The water in the pot gets less and less.

You may be doubtful about water-vapour being in the air, because you cannot see it or smell it. Have you ever seen drops of water on the grass or on small stones in the early morning, even when there has been no rain during the night? Where did the water come from? It must have come from the air. In other words, unseen water-vapour in the air has turned back to water. Thus water-vapour can be in the air even though we cannot see it. In the same way, if a jug of cold water is brought into a warm room, water sometimes appears on the outside of the jug. This water on the outside has formed from the water-vapour in the air round about.

Think again of those pools of water. The water in them will evaporate more quickly on a day when the sun is shining brightly than on a day when the sun is

hidden behind clouds. In the first case, the water gets more heat than in the second case. Thus, when water receives much heat, much water-vapour is made and evaporation goes on quickly. Whether the sun is shining brightly or not, however, water must always get heat from somewhere, in order that evaporation may take place. If there is no direct sunshine, then the water will get the necessary heat from the air nearby, although in this case the evaporation takes place more slowly.

To show this, wet one of your fingers and hold it up in a wind, or blow on it. This helps the water to evaporate. Notice that the water on your finger gets less and less. This shows that evaporation is taking place. What do you feel? Your finger feels colder, because the evaporating water is taking some heat from your finger. If your finger loses heat then it feels colder.

In the same way, when you play a quick game or run hard, your body sends out a lot of water through your skin. This is called sweat. When you stop playing, you begin to feel cooler, because your sweat has begun to evaporate. The evaporation of sweat is taking heat from your body. Therefore you feel cooler.

In the two cases above, the water takes heat from your finger and your body. Sometimes water will take heat from the air nearby and make it cooler. If anyone has ever lived near a river or lake or lagoon, he will have noticed how cool he feels near the water, compared with places farther away. In this case, the air round about is giving heat to the water when it evaporates. All these examples show that *when water evaporates it causes things nearby to be cooler.*

Notes

Line		
1	*collect*	come together
1-2	*hollows in the ground*	parts of the ground that are lower than the rest. See note on a *hole*, line 8.
7	*If you doubt this*	If you think that this may not be true
8	*a hole in a rock*	In English a hole does not always mean a space that goes right through an object. It sometimes has the same meaning as a hollow. We often talk about a hole in the road.

8	*Water cannot sink through rock*	This is not quite true, is it? A very hard rock may not let water through (we call this kind of rock non-porous); but a softer rock may let water through (we call this kind of rock porous). In this passage, the author is thinking of hard, non-porous rock.
14	*the air round about*	the air which is near to the water. Compare 'the air near by' on line 33, which means the same thing.
16	*it is said to evaporate*	we say that it evaporates; or scientists say that it evaporates
19	*You may be doubtful about water-vapour being in the air*	You may wonder whether it is true that there is water-vapour in the air.
23	*turned back to water*	became water again; changed into water again
27	*those pools of water*	the pools of water that were mentioned in the first paragraph
27	*The water will evaporate more quickly*	The word will does not refer specially to the future in this sentence. It just tells us what always happens 'when the sun is shining brightly'.
29	*In the first case*	In the circumstances, or conditions, which we mentioned first: 'when the sun is shining brightly'.
30	*much heat, much water-vapour*	Usually, where the verb is positive, we use 'a great deal of' or 'a lot of' rather than 'much'; and we use 'much' where the verb is negative ('when water does not receive much heat') or interrogative ('Does water receive much heat?'). But in scientific writing we often find 'much' used as it is used here.
31	*goes on*	takes place, progresses, happens
32	*in order that*	so that
35	*to show*	to prove
41	*In the two cases above*	This is a short way of saying 'In the two different situations or conditions that have just been mentioned'.

46	*a lagoon*	a salt-water lake near the sea and separated from it only by sand-hills
46	*he*	We use *he* to refer to the word anyone in a previous sentence, but we mean 'he or she,' just as *anyone* means 'any boy, girl, man or woman'.

COMPREHENSION EXERCISES

A. Answer these questions in complete sentences.

1. How does water disappear from the hollows in a hard non-porous rock?
2. Why can water-vapour float in the air?
3. What is the process of water changing from liquid into vapour called?
4. What happens when water evaporates?
5. Why does water sometimes appear on the outside of a jug of cold water?
6. What is needed for evaporation?
7. When does evaporation take place quickly?
8. When does evaporation take place slowly?
9. Why do we feel cooler when we sweat?
10. Why is the air sometimes colder near a lake than that farther away from it?

B. Write the answers in complete sentences.

1. Which paragraphs tell you that water-vapour cannot be seen?
2. Which paragraph tells you that water-vapour is lighter than air?
3. What is the main idea of the sixth paragraph?
4. Which paragraphs tell you that when evaporation takes place there is loss of heat?
5. What is the main idea of the last paragraph?

VOCABULARY

The Use of "get"

"get" has many meanings. Study the following uses.

get something = receive/ buy / find

Example: Did you **get my present** last week? (= receive)
I like your blouse. Where did you get it? (= buy)
Is it difficult to **get a job**? (= find)

get cold / better/ smaller (get + Adj) = become

Example: Drink your coffee. It's **getting cold**.

The amount of water in the pool **gets smaller and smaller**.

The water in the pot **gets less and less** when it is heated.

get to a place (get to work / get home) = arrive

Example: I usually **get to work** before 9:00.

Could you tell me how to **get to the post office**?

Phrasal verbs with "get"

Example: She **got in** the car and drove away. (get in , get out of + a car)

I **got on** very well **with** my sister. (have a very good relationship with my sister.)

I usually **get up** at 7:00. (get out of bed)

Exercise

Complete the sentences. Use the correct form of get and one of the following words.

to married tired wet on with

1. If you work very hard for the whole day, you will ----------.
2. Don't go out in the rain without an umbrella, you'll ----------.
3. My brother ---------- last month. It was a grand wedding.
4. He has not ---------- his relatives since his parents passed away.
5. Please ring me as soon as you ---------- the office.

PUNCTUATION

Punctuate the following.

1. when the rain stops and the sun comes out have you noticed what happens to these pools
2. yes the amount of water in each pool gets smaller and smaller if no more rain falls
3. liquid water which we can see has become water vapour which we cannot
4. thus when water receives much heat much water vapour is made and evaporation goes on quickly
5. in the same way when you play a quick game or run hard your body sends out a lot of water through your skin

GRAMMAR

A. As...as/ not as..as

Study the following examples.

Example: (1) Hla Hla is beautiful. Mya Mya is equally beautiful.
Mya Mya is as beautiful as Hla Hla. (or) Hla Hla is as beautiful as Mya Mya.

(2) Wood is lighter than water.
Water is not as light as wood.

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

1. The blue dress is expensive. The red one is equally expensive.
   The blue dress _____.
2. Mg Mg plays tennis very well. Ko Ko doesn't play so well.
   Ko Ko doesn't _____.
3. He ran faster than his brother.
   His brother _____.
4. Her sister tries very hard to always come first , but she did not.
   She did not _____.
5. Both Mya Mya and Hla Hla learn equally fast.
   Mya Mya learns _____.

B. However + adjective /adverb structure

is used in describing to whatever extent or in whatever way or degree, something is used.

Study the following example.

Example: However long you watch the water in a pool, you will not see liquid water leaving the pool.

Match the beginning parts of sentences in Column A with the endings in Column B.

Column A	Column B
1. He'll never succeed,	a. however cold it is.
2. You won't be able to move that stone,	b. however short the journey is
3. She never wears a sweater,	c. however strong you are
4. You always get something to eat on this airline,	d. however hard he tries

WRITING

A. Using the prompts given, write a short paragraph on: **"The process of evaporation".**

- rain has fallen, little pools – water collect in hollows – the grounds
- when rain stop –sun comes out, amount of water in pool – smaller and smaller – the water has changed – liquid into vapour
- this water-vapour has moved – the air round about
- swim in the air just – piece of wood, which lighter – water, can swim in water
- this process of water changing – water – water-vapour known – evaporation
- on sunny day when water receive – heat, much water-vapour – made and evaporation go – quickly
- if there – no direct sunshine, although the water – necessary heat from the air nearby, evaporation take place - slowly

B. Write an essay of THREE paragraphs on : **"The seasons of Myanmar".**

- what the seasons of Myanmar are
- how long each season lasts
- what each season is like
- what flowers and fruits are in each season

UNIT 4 THE CIRCULATION OF THE BLOOD

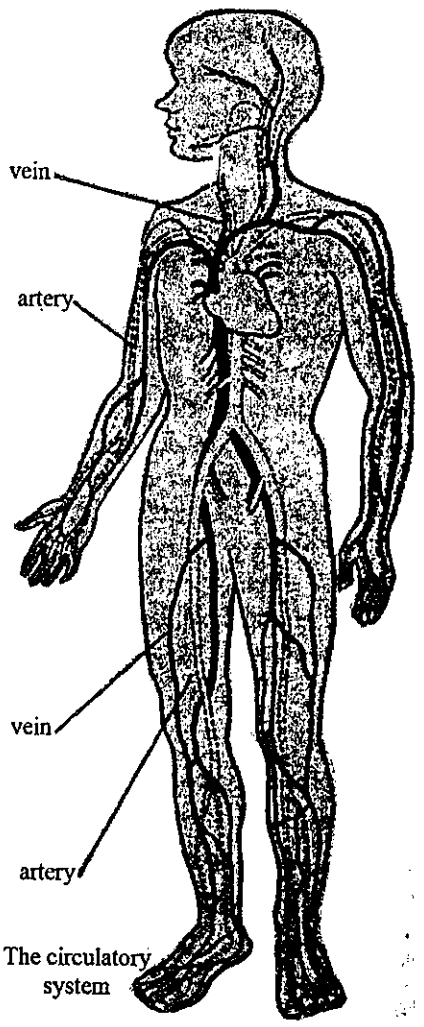
PRE-READING TASK

1. What flows out if you cut your finger?
2. Where is the blood circulating?
3. What organ is involved in the circulation of the blood?
4. Is the blood important for human beings? Why?
5. What do the veins and arteries that spread out through the body look like?

Read the passage.

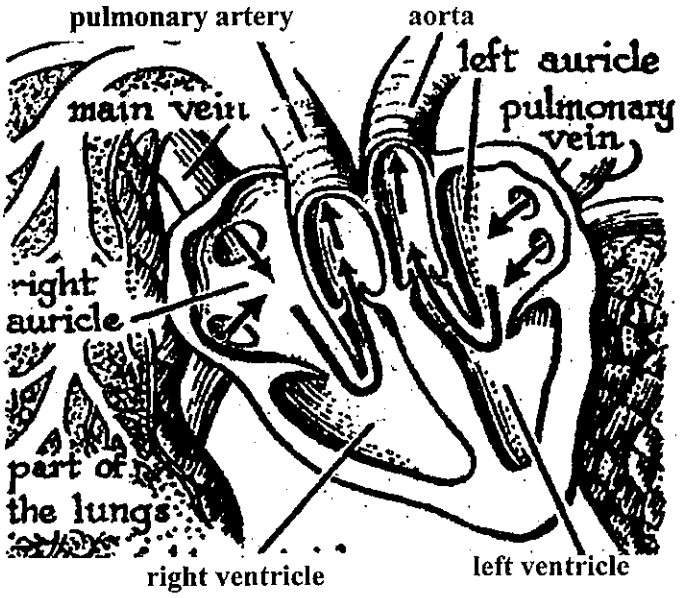
It was already known before Harvey's time that the heart is a hollow muscle divided into four cavities called auricles and ventricles. At the top are the left and right auricles and below them the left and right ventricles. It was also known that there are two kinds of blood vessels, arteries and veins. The main artery of the body, known as the aorta, is joined to the left ventricle whilst the main vein is joined to the right auricle. The right ventricle is joined to the lungs by means of an artery known as the pulmonary artery and the pulmonary vein joins the lungs to the left auricle of the heart. So much was well known to all physicians and surgeons long before Harvey was born. **They** knew, too, that the arteries and veins spread through every part of the body, rather like the roots of a tree.

Though all these facts were familiar to medical men at the end of the sixteenth century, nobody could give a satisfactory explanation of the working of the heart and the blood vessels. Some said the heart pumped a liquid they called the 'vital spirit' into every part of the body. Others said the process had something to do with breathing. Others thought it had nothing at all to



The circulatory system

do with the blood, which, they claimed, seeped through the flesh to nourish the whole body. Many of those who held these opinions followed the teaching of philosophers who lived hundreds of years before them. They did not think for themselves. Others did a great deal of thinking without caring much for plain facts. It was left to Harvey to look and see for himself what happens when the heart beats. Only by long and patient observation and experiment did he arrive at the truth. ' I profess both to learn and teach anatomy', he wrote, ' not from books but from dissections; not from the positions of philosophers but from the fabric of nature.'



The heart and major blood vessels

Harvey's tutor in Italy, Fabricius, was the first to discover the valves of the veins. These are tiny pieces of membrane found at intervals in the veins. Fabricius noticed that these valves are always directed towards the heart, but it was Harvey who saw that their purpose is to direct the flow of blood always towards the heart and never away from it. Harvey also noticed that every time the heart beats, the arteries expand and give a pulse. The arteries, he saw, allow the blood to flow away from, never towards, the heart. It was clear to him that the heart pumps blood into the aorta and so into all the arteries of the body.

Harvey was now faced with a knotty problem. A man's pulse beats 72 times every minute. Each ventricle of the heart holds two ounces of blood, so that every minute the left ventricle pumps into the aorta 144 ounces of blood. It will easily be

seen that in an hour 8,640 ounces of blood are thrown into the aorta. This is three times the weight of a heavy man. The same quantity of blood is pumped into the pulmonary artery by the right ventricle. Where could all this blood come from? And where did it go?

There was only one possible answer. Already Harvey had seen that the blood flowed always in the same direction, away from the heart in the arteries and in the veins towards the heart. He knew, too, that it flowed continuously and without pause. 'I began to think whether there might not be a movement as it were in a circle,' he wrote. 'I saw that the blood, forced by the action of the left ventricle into the arteries, was sent out to the body at large. In like manner the blood, forced by the action of the right ventricle into the pulmonary artery, is sent out to the lungs .... and it then passed through the veins'. Thus, he argued, the heart acts like a pump, supplying the whole body with its life-blood.

'The heart consequently', he continued, 'is the beginning of life ...for it is the heart by whose virtue and pulse the blood is moved, perfected, made apt to nourish, and is preserved from corruption and coagulation ... and is indeed the foundation of life, the source of all action'. The idea of the circulation of the blood was so novel and unheard of that Harvey feared that all men would be against him. Yet his observation told him it was true and so he cared little for what men might say about him. 'The die is cast', he wrote, 'and my trust is in my love of truth'.

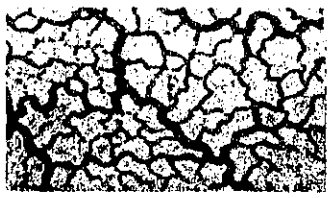
Because powerful microscopes were unknown at **this time** one detail was a mystery to Harvey. He did not know how the blood passed from the arteries to the veins on its way back to the heart. It is now known that tiny branches of the arteries, called capillaries, too small to be seen with the naked eye, carry pure blood from the arteries to all the tissues and organs of the body. These capillaries also gather from the body impurities which are carried into the veins and so back to the heart. The impure blood returned to the right auricle is passed into the right ventricle, and so by way of the pulmonary artery to the lungs. **Here** it passes into the capillaries spread through the lungs and is purified by the oxygen breathed in through the windpipe. **Then** it passes through the pulmonary vein into the left auricle of the heart. And so the flow of blood goes on, always in a circle, as first demonstrated by Harvey.

(from Pioneers of Medicine by JOHN WALTON and H. MCNICOL)

Notes

Line		
2	*hollow*	not solid, cavity (See next note)
3	*cavities*	holes; hollow spaces
3	*auricles and ventricles*	see illustration on page (29)
6	*blood vessels*	tubes through which the blood flows
7	*main*	principal; most important
8	*whilst*	This word is often used to introduce a statement which is in some way the contrary (or opposite) of another statement in the same sentence. two other words which are used more frequently in this meaning are *while* and *whereas*.
13	*So much*	All this
14	*physicians*	doctors of medicine
14	*surgeons*	doctors who cut or remove parts of the body which are diseased (i.e, doctors who 'perform operations')
16	*rather like*	in some ways like; to some extent like
18	*familiar to*	well-known to (cf. *They were familiar with these facts,* where *were familiar with means had a good knowledge of*)
21	*the working of the heart and the blood vessels*	the way in which the heart and blood vessels worked (cf. *the work of the heart* which means *the work that is done by the heart or the function of the heart*)
22	*Some*	Some people; some medical men
23	*vital spirit*	life-giving liquid
24	*the process*	the working of the heart, etc.
25	*breathing*	the action of drawing air into the lungs and sending it out again
25	*had nothing at all to do with*	was not connected in any way with
26	*claimed*	stated
26	*seeped through*	passed through (like water through the soil)
26	*nourish*	feed; strengthen

27	*held these opinions*	believed these things
29	*plain*	clear; obvious
29-30	*It was left to Harvey to look*	Harvey was the one who finally looked
30	*beats*	makes one of its regular movements
31	*arrive at*	Reach; discover
31	*profess*	claim
32	*anatomy*	the science and study of the structure of the body
32	*dissections*	the cutting up of bodies in order to study their parts
33	*positions*	Here: points of view: standpoints
33	*the fabric of nature*	the material of nature and the way it is constructed
34	*tutor*	a teacher in University who has close contact with the students and guides their studies
34	*valves*	structures which allow a liquid to flow in one direction only
36	*directed towards*	pointing in the direction of
37	*saw*	understood; realized
37	*direct*	guide
39	*expand*	become wider
39	*a pulse*	A beat
39-40	*away from, never towards, the heart*	Away from the heart, never towards the heart
41	*so*	thus; consequently
42	*Harvey was now faced with*	Harvey now found that he had to deal with
42	*knotty*	difficult ; complicated
43	*so that*	with the result that
43-44	*It will easily be seen*	It is easy to see that
51	*without pause*	This means the same thing as *continuously*
52	*I began to think whether*	We might also say: *I began to wonder whether* or *I began to ask myself whether*
52	*as it were in a circle*	in a kind of circle
54	*the body at large*	the whole body

54	*In like manner*	This expression is no longer used. It means: *In the same way*
56	*he argued*	put forward reasons
57	*its life-blood*	the blood that gives it life
59	*virtue*	Here: action
59	*made apt to*	put into the right condition to
60	*preserved*	save; protected
60	*corruption*	any loss of purity so that it can no longer do its work
60	*coagulation*	thickening, so that it does not flow easily
61	*the circulation of the blood*	the movement of the blood 'as it were' in a circle.
61	*novel*	strange
62	*unheard of*	extraordinary; never suggested before. This is sometimes written with a hyphen: un-heard-of
63-64	*his observation*	what he had observed, seen, studied
64	*told him*	showed him; proved to him
64	*The die is cast*	The meaning is that Harvey has reached his conclusion, after long study and observation, and that he will not change this conclusion or his course of action, no matter what people might say or think. Note: *die* is the old singular form of *dice* and is now only used in this expression.
65	*were unknown*	That is: did not exists
65	*one detail*	one small matter; one small point
67	*tiny*	very small
69	*capillaries*	 This is what Harvey would have seen if he had had a powerful microscope

68	*with the naked eye*	with the unaided eye; without something to make the objects appear larger
69	*tissues*	the small parts of living matter that help to compose the body
70	*impurities*	substances that make the blood impure; *pure, impure* are adjectives; *purity* is an uncountable noun; *impurity* is a countable or uncountable noun--- Here it is countable; *purify* is a verb.
70-71	*The impure blood returned*	The impure blood which is returned; *returned:* sent back
71-72	*by way of*	through
72	*the capillaries spread through*	the capillaries *which are* spread through
73	*oxygen*	a gas which is in the air, and which is necessary for all forms of life
73	*the windpipe*	the pipe which takes air to the lungs from the mouth and nose
75	*as first demonstrated*	as *it was* first demonstrated; *demonstrated:* shown; proved.

COMPREHENSION EXERCISES

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

1. They (line 15)
2. They (line 28)
3. this time (line 65)
4. Here (line 72)
5. Then (line 74)

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

1. The heart is a _____ muscle.
2. Valves in the veins were _____ by Harvey's tutor, Fabricius.
3. Valves in the veins are always directed towards _____.
4. The blood in _____ flows away from the heart.
5. The heart beats _____ per minute.
6. Harvey knew that blood flows _____ and without pause.

7. Harvey discovered _____ of the blood.
8. There were no powerful _____ at Harvey's time.
9. _____ are small blood vessels.
10. Impure blood is _____ in the lungs.

C. **Answer these questions in complete sentences.**

1. How many chambers or cavities is the heart divided into? Name them.
2. What are the two kinds of blood vessels?
3. What is the main artery called?
4. To which part of the heart is the aorta joined?
5. To which part of the heart is the main vein joined?
6. Which artery joins the right ventricle to the lungs?
7. Which vein joins the lungs to the left auricle?
8. Why were there misconceptions about the working of the heart?
9. How did Harvey discover the working of the heart?
10. What is the function of the valves in the veins?
11. How much blood does each ventricle hold?
12. What did Harvey discover about the movement of the blood?
13. Did Harvey know how the blood passed from the arteries to the veins on its way back to the heart? Why?
14. How does blood pass from the arteries into the veins?
15. How are impurities from the body carried back to the heart?

CLOZE

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

and	known	of	Though	vein
as	men	Some	to	ventricle
body	nobody	the	to	was
called	nothing	the	to	working

There are two kinds of blood vessels, arteries and veins. The main artery of the body, known ---(1)--- the aorta, is joined to the left ---(2)--- whilst the main vein is joined to ---(3)--- right auricle. The right ventricle is joined ---(4)--- the lungs by means of an artery ---(5)--- as the pulmonary artery and the pulmonary ---(6)--- joins the lungs to the left auricle ---(7)--- the heart. So much was well known ---(8)--- all physicians and surgeons long before Harvey ---(9)--- born. They knew, too, that the

arteries ---(10)--- veins spread through every part of the ---(11)---, rather like the roots of a tree.

---(12)--- all these facts were familiar to medical ---(13)--- at the end of the sixteenth century, ---(14)--- could give a satisfactory explanation of the ---(15)--- of the heart and the blood vessels. ---(16)--- said the heart pumped a liquid they ---(17)--- the 'vital spirit' into every part of ---(18)--- body. Others said the process had something ---(19)--- do with breathing. Others thought it had ---(20)--- at all to do with the blood.

VOCABULARY

Expressions of Quantity

An expression of quantity (e.g. ***one***, ***several***, ***many***, ***much***) may precede a noun. *Notice below*: Some expressions of quantity are used only with countable nouns; some only with uncountable nouns; some with either countable or uncountable nouns.

Expressions of quantity	Used with countable nouns	Used with uncountable nouns
one	*one apple*	–
each	*each apple*	–
every	*every apple*	–
two	*two apples*	–
both	*both apples*	–
a couple of	*a couple of apples*	–
three, etc	*three apples*	–
a few	*a few apples*	–
several.	*several apples*	–
many	*many apples*	–
a number of	*a number of apples*	–
a little	–	*a little rice*
much	–	*much rice*
a great deal of	–	*a great deal of rice*

Expressions of quantity	Used with countable nouns	Used with uncountable nouns
(not) any/no	*(not) any/no apples*	*(not) any/no rice*
some	*some apples*	*some rice*
a lot of	*a lot of apples*	*a lot of rice*
lots of	*lots of apples*	*lots of rice*
plenty of	*plenty of apples*	*plenty of rice*
most	*most apples*	*most rice*
all	*all apples*	*all rice*

Using "a few" and "few"; "a little" and "little"

a few	(a) She has been here only two weeks, but she has already made ***a few friends***. (Positive idea: She has made some friends.)
a little	(b) I'm very pleased. I've been able to save ***a little money*** this month. (Positive idea: I have saved some money instead of spending all of it.)
few	(c) I feel sorry for her. She has (***very***) ***few friends***.(Negative idea: She does not have many friends; she has almost no friends.)
little	(d) I have (***very***) ***little money***. I don't even have enough money to buy food for dinner. (Negative idea: I do not have much money; I have almost no money.)

Exercise: Complete the sentences with *a few*, (*very*) *few*, *a little*, or (*very*) *little*.

1. Do you have _____ minutes? I'd like to ask you _____ questions. I need _____ more information.
2. Soe Soe's previous employer gave her a good recommendation because she makes _____ mistakes in her work.
3. He's a lucky little boy. He has had _____ problems in his childhood.
4. The professor lectured very clearly. As a result, _____ students had questions at the end of the lecture.
5. I like music. I like to listen to _____ music after dinner before I begin studying.

Forms of "other"

Forms of ***other*** are used as either adjectives or pronouns. A final ***–s (others)*** is used only for a plural pronoun. ***another***: one more in addition to the one(s) already mentioned ***other/others*** (without the): several more in addition to the one(s) already mentioned ***the other(s)***: all that remains from a given number; the rest of a specific group		
Number	**Adjective**	**Pronoun**
Singular	**another book (is)**	**another (is)**
Plural	**other books (are)**	**others (are)**
Singular	**the other book (is)**	**the other (is)**
Plural	**the other books (are)**	**the others (are)**

Exercise: Supply a form of "*other*" or "*another*" in the following.

1. I got three letters. One was from my father. _____ one was from my sister. _____ letter was from my friend.
2. I would like to read more on this subject. Do you have any _____ books that you could lend me?
3. There are many means of transportation. The airplane is one. _____ are the train and the automobile.
4. Some people prefer classical music, but _____ prefer rock music.
5. I'd like to go to the cinema with you, but I've already made _____ plans.

GRAMMAR

A. It is/was + Noun/Noun Phrase + that/who .....

Examples:

1. Fabricius discovered the valves of the veins.
   It was Fabricius **who** discovered the valves of the veins.
   It was the valves of the veins ***that*** Fabricius discovered.
2. The impure blood is purified in the lungs.
   It is the impure blood ***that*** is purified in the lungs.
   It is in the lungs ***that*** the impure blood is purified.

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

1. Harvey saw that the purpose of the valves is to direct the flow of blood.
   It .....
2. The right ventricle is joined to the lungs by means of an artery.
   It .....
3. Harvey found what happens when the heart beats through observation and experiment.
   It.....
4. Harvey learnt and taught anatomy not from books but from dissections.
   It .....
5. The heart supplies the whole body with its life-blood.
   It .....
6. Capillaries carry pure blood from the arteries to all the tissues and organs of the body.
   It .....
7. The main artery of the body is joined to the left ventricle.
   It .....
8. The arteries allow the blood to flow away from the heart.
   It .....
9. People can die from lack of food, water and medical supplies after an earthquake.
   It .....
10. Humans can control many things about nature.
    It .....

B. Active ---> Passive

Examples:

1. Capillaries gather impurities from the body. (Active)
   Impurities are gathered from the body by capillaries. (Passive)
2. We can see wheels with teeth on any bicycle. (Active)
   Wheels with teeth can be seen on any bicycle. (Passive)
3. The boy cut the strands of the rope with a strong effort. (Active)
   The strands of the rope were cut by the boy with a strong effort. (Passive)

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

1. The evaporation of sweat takes heat from the body.
   Heat ..... .
2. The pulmonary artery joins the left ventricle to the lungs.
   The left ventricle ..... .
3. Fabricius discovered the valves of the veins.
   The valves ..... .
4. The heart pumps blood into the aorta and all the arteries of the body.
   Blood ..... .
5. I could hear the men at the campfire singing.
   The men ..... .
6. His parents do not allow him to go out at night.
   He ..... .
7. The Earnshaws named the child Heathcliff.
   The child ..... .
8. Ellen Dean's mother nursed Hindley as a baby.
   Hindley ..... .
9. They found Mr. Behrman in his room helpless with pain and fever.
   Mr. Behrman ..... .
10. They have not caught the thief yet.
    The thief ..... .

WRITING

A. Using the prompts given, write a short paragraph on **"The circulation of the blood".**

- heart, a hollow muscle, divided into four cavities called auricles and ventricles
- two kinds of blood vessels, arteries and veins
- Fabricius discover – valves of veins, notice – every time heart beat arteries expand and give pulse
- man's pulse beat 72 times every minute
- each ventricle of heart hold two ounces of blood, every minute left ventricle pump 144 ounces of blood, 8,640 ounces of blood every hour into aorta

- blood flow always in same direction, away from heart in arteries and towards heart – in veins
- branches of arteries, called capillaries, carry pure blood from arteries to all tissues and organs of body
- gather impurities from body and carry them to heart
- impure blood pass into capillaries spread through lungs, purified by oxygen breathed through windpipe
- flow of blood go on always in circle

B. Write an essay of THREE paragraphs on: **"How students should keep themselves fit".**

- good study habits (having regular study hours and proper ways of studying, studying early in the morning)
- healthy diet (eating fresh vegetables and fruits, meat, milk, etc)
- physical exercise (relaxing tense muscles, refreshing the mind)
- sleeping hours (having enough sleeping hours, not staying up late, having a sound sleep)
- relaxation (having recreation, doing a hobby)

SPEAKING 2

DESCRIBING PEOPLE

When we want to know about a person, we usually use the question. 'What does he/she look like?'

Study the following expressions.

What does he/she look like?

He She	Is	beautiful/ gorgeous / pretty / handsome etc. tall / short / of medium height etc. young / old / middle-aged / a teenager / in his/her early 40s etc. stout / slim / thin / fat / plump / well-built / over-weight etc.
	has got	straight hair / long hair / short hair / curly hair / dark hair / grey hair / blonde hair etc. a beard / a moustache etc.
	looks like	my sister / my brother / Htet Htet / (name of a person) Lwin Moe, etc.

Sometimes we give the description or specific information to identify a person.

- Is your brother tall or short?
- Who is the girl with long hair?
- What does your teacher look like?
- Which girl is your sister?
- Which (one) is U Kyaw Moe?

Study the following dialogues and practise with a partner.

Dialogue (1)

Swe Swe : What does your new teacher look like?
Aye Aye : She's pretty. She's about 40.
Swe Swe : Is she fat?
Aye Aye : No, she isn't . In fact she's rather slim.
Swe Swe : Does she wear glasses?
Aye Aye : Yes, she does but she wears them only when she's teaching.

Dialogue (2)

Mg Mg : Which one is Tun Tun?
Aung Aung : That's him over there, the one wearing the blue shirt.
Mg Mg : Who's the boy sitting beside him?
Aung Aung : I think it's his brother.
Mg Mg : I'm not sure but I think he's the new student.

A. Complete the following dialogue by using the words given in the box.

beautiful	plump	look	fat	long
like	gorgeous	is	medium	got

A: What does your aunt look .....(1)..... ?
B: Oh ... she is .....(2)..... . She is middle-aged.
A: .....(3)..... she tall?
B: No. She is of .....(4)..... height.
A: Has she .....(5)..... curly hair?
B: No. She's got .....(6)..... straight hair.
A: Is she .....(7)..... or thin?
B: She is.....(8).....

A: Does she .....(9)..... like your mother?

B: Yes. But my mother is more .....(10).....

B. Ask and answer the following questions in pairs.

1. Is your mother fat or thin?
2. What does your father look like?
3. Who is the girl with long hair?
4. Which (one) is Mg Mg?
5. Which boy/girl is your best friend?

C. Practise more by substituting appropriate words or phrases for the words underlined.

UNIT 5 A FATHERLESS CHILD

PRE-READING TASK

1. Have you ever been away from your family?
2. How would you feel when someone who is not your relative comes and stays with you?
3. Have you ever been to an orphanage? If so, how do you feel when you see the orphans?

Read the passage.

Before I came to live here at Thrushcross Grange, said Ellen Dean, I was almost always at Wuthering Heights, because my mother had nursed Mr Hindley Earnshaw as a baby, and I got used to playing with the children, Hindley and Catherine. I ran errands, too, and helped to make hay, ready for any work on the farm that anybody would set me to.

One fine summer morning at the beginning of harvest, in 1771, I think it was, Mr Earnshaw, the old master, came downstairs, dressed for a journey. After he had told Joseph, the servant, what was to be done during the day, he turned to Hindley and Cathy and me. To his son he said, 'Now, my bonny man, I'm going to Liverpool today; what shall I bring you? You may choose what you like: only let it be little, for I shall walk there and back. Sixty miles each way – that is a long spell.'

Hindley named a fiddle, and then **he** asked Miss Cathy, she was hardly six years old, but she could ride any horse in the stable, and she chose a whip. He did not forget me, for he had a kind heart, though he was rather severe sometimes. He promised to bring me a pocketful of apples and pears; then he kissed his children, said goodbye, and set off.

It seemed a long while to us all – the three days of his absence. It was about eleven o'clock at night that the door-latch was raised quietly, and in stepped the master. He threw himself into a chair, laughing and groaning, for he was nearly killed by his walk.

'And at the end of it, to be worried to death!' he said, opening his greatcoat, which he held bundled up in his arms. 'See here, wife! I was never so plagued with anything in my life; but you must take it as a gift of God.'

We crowded round, and over Miss Cathy's head I had a peep at a dirty, ragged, black-haired child, big enough both to walk and talk. Indeed its face looked older than Catherine's; yet, when it was set on its feet, it only stared round, and repeated

over and over again some gibberish that nobody could understand. I was frightened, and Mrs Earnshaw was ready to fling it out of doors. She asked how he could bear to bring that gipsy brat into the house, when they had their own children to feed and look after; what he meant to do with it, and whether he were mad. The master tried to explain the matter; but he was really half dead with fatigue, and all that I could make out was a tale of his seeing it starving, and houseless, and as good as dumb, in the streets of Liverpool, where he picked it up and inquired for its owner. Not a soul knew to whom it belonged, he said; and his money and time being both limited, he thought it better to take it home with him at once, than run into useless expenses there, because he was determined he would not leave it as he found it. Well, the conclusion was that my mistress grumbled herself calm; and Mr Earnshaw told me to wash it, and give it clean things, and let it sleep with the children.

Hindley and Cathy contented themselves with looking and listening till peace was restored; then both began searching their father's pockets for the presents he had promised them. **The former** was a boy of fourteen, but when he drew out what had been a fiddle, crushed to pieces in the greatcoat, he wept aloud; and Cathy, when she learnt that the master had lost her whip in attending on **the stranger**, showed her humour by grinning and spitting at the stupid little thing, earning for her pains a blow from her father to teach her cleaner manners. They entirely refused to have it in bed with them, or even in their room; I did, too, so I put it on the landing of the stairs, hoping it might be gone on the morrow. By chance, or else attracted by hearing **his** voice, **it** crept to Mr Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there. I was obliged to confess, and in recompense for my cowardice and inhumanity, was sent out of the house.

This was Heathcliff's first introduction to the family. On coming back a few days afterwards (for I did not consider my banishment perpetual) I found they had named him 'Heathcliff'. It was the name of their son who had died in childhood, and **it** has served him ever since, both for Christian and surname. Miss Cathy and he were now very good friends; but Hindley hated him, and to say the truth, I did the same; and we treated him shamefully, for I wasn't reasonable enough to feel my injustice, and the mistress, Mrs Earnshaw, never put in a word on his behalf when she saw him wronged.

He seemed a sullen, patient child, hardened perhaps to ill-treatment. He would stand Hindley's blows without shedding a tear, and my pinches moved him only to draw in a breath and open his eyes, as if he had hurt himself by accident, and nobody was to blame. This endurance made old Earnshaw furious when he discovered

his son Hindley persecuting the poor, fatherless child, as he called him. Earnshaw took to Heathcliff strangely, believing all he said (for that matter, he said very little, and generally the truth) and petting him up far above Cathy, who was too mischievous for a favourite.

(from Wuthering Heights by EMILY BRONTE)

Notes

Line		
1	*Thrushcross Grange*	The names of two houses
2	*Wuthering Heights*	
2	*nursed*	taken care of (at all times, not only when he was ill)
3	*as a baby*	when he was a baby
3	*got used to*	Remember that these are spoken words: *got used to* in the spoken language means the same thing as *became accustomed to* in written language.
3-4	*ran errands*	went to buy things at the shops, delivered messages,etc.
5	*set me to*	tell me to do
6	*the beginning of harvest*	Why is there no definite article *the* before the word *harvest*? Perhaps because Ellen is speaking of it as a time of year, rather like Spring or Autumn.
6	*One fine summer, etc.*	This sentence, with its six commas, is perhaps a little difficult to understand. It is not really very complicated. It consists of the sentence (a) *One fine summer morning at the beginning of harvest Mr Earnshaw, the old master, came downstairs, dressed for a journey*; and another which is placed inside it: (b) *in 1771, I think it was*. The sentence (b) interrupts the sentence (a). People often put in (insert) sentences in this way.

9	*Cathy*	a short form of Catherine
9	*my ... man*	A father often addresses his son as a *man,* no matter what the child's age may be.
9	*bonny*	fine; fine-looking
10	*let it be little*	it had better be something small
10	*for*	because. *For* is rarely used nowadays in the spoken language, with this meaning; it is rather formal and literary.
11	*a long spell*	a great distance. Nowadays we use *spell* (as a noun) to refer to a period of *time,* not of *distance.*
12	*named a fiddle*	said he would like a fiddle
17	*It seemed, etc.*	In this sentence the words *the three days of his absence* are in apposition to *a long while.*
18-19	*in stepped the master*	Note the inversion of the Subject (*the master*) and the Verb (*stepped*).
21	*worried to death*	greatly worried or troubled
22	*bundled up*	like a bundle
22	*See here, wife!*	Nowadays a man would not say this to his wife. Instead he would say: *Look here, Mary* (etc.) or *Look here, my dear.*
22	*plagued*	bothered; worried; troubled
24	*We crowded round*	we drew nearer, so that we were all close together
24	*I had a peep at*	I saw for a moment
25	*Indeed*	Note that when this word is used at the beginning of a sentence or clause, it is followed by a statement which emphasizes, or adds something stronger to, the previous one. Thus, in line(25) we learn that the child was at least 3 or 4 years old, because it could 'walk and talk'. In the next sentence the author goes further and says that 'its face looked older than Catherine's'. We know that Catherine was about 6 (line 12), so the author begins: 'Indeed ... '.

25	*its face*	Note that the child is referred to by the pronoun *it* many times in the following lines; indeed, the sex of the child is indicated for the first time in line 55 by the use of the pronoun *him*. It is quite correct to refer to a child by means of the pronoun *it* if the sex is not known; but here the speaker, Ellen Dean, knew that the child was a boy. By using *it* instead of *him*, over and over again, she gives us a clear idea of the feelings of contempt and hate that she and the others first had for the unfortunate newcomer.
27	*over and over again*	many times; time after time; again and again (compare the use of this phrase in the note on *its face*, line 27)
27	*gibberish*	meaningless sounds; strange-sounding words
28	*out of doors*	out of the house
28	*how he could bear to*	how he could be so foolish as to
29	*brat*	a disapproving word for a *child*
30	*what he meant ...; and whether ...*	That is: She asked what he meant ... and (she asked) whether ...
30	*whether he were mad*	This means more or less the same thing as *whether he was mad.*
31	*fatigue*	tiredness
32	*make out*	Understand
32-33	*as good as (dumb)*	almost (dumb): *As good as* can be used with this meaning before a great many adjectives.
33	*inquired for its owner*	asked people if they knew who the child belonged to
34	*Not a soul*	Nobody; Not a single person
34	*his money and time being*	as his money and time were
34	*limited*	of a fixed quantity (usually rather small)
34-35	*he thought it better to*	he thought that it would be better to
36	*run into (useless) expenses*	do something which would cost a lot of money (unnecessarily)

36	*Well*	In conversation, English people often begin their sentences with *Well*. Sometimes it is used to show that the speaker is coming to the end of a story or (as here) the end of a part of a story; sometimes a speaker uses it while he is trying to think of something to say.
37	*grumbled herself calm*	Grumbled and grumbled until at last she became calm
39	*contented themselves with looking*	were satisfied just to look; did nothing else but look
41-42	*what had been*	something that had been
43	*in attending on*	while he was looking after
43-44	*showed her humour*	showed how she felt
44	*grinning*	Here: showing her teeth in an unpleasant manner
44	*for her pains*	as a reward (for her actions)
46	*the landing*	the floor between the bedroom doors and the top of the stairs
47	*on the morrow*	the next day. The word *morrow* is not used in modern English.
47	*or else*	Or
48	*quitting*	going out of
48	*chamber*	bedroom. The word *chamber* is not used with this meaning in modern English.
49	*as to*	about; concerning
49-50	*in recompense*	usually *as a reward*. Here: as a *punishment*
50	*cowardice*	A coward is a person who is without courage. *Cowardice* describes the behaviour of a coward.
50	*inhumanity*	cruel behaviour
52	*I did not consider my banishment perpetual*	I did not consider that my banishment was perpetual. *to banish somebody*: to send somebody away (usually from a country) as a punishment. *Banishment*: the name of the kind of punishment. *Perpetual*: permanent; without end.

54	*both for Christian and surname*	both as his Christian name and as his surname. (In England, a child's *surname* is the last name of his father; it is given other names _ its Christian names _ by its parents. In this story nobody knew the father of the child that Mr Earnshaw brought home from Liverpool, so they did not know what its surname ought to have been.)
55	*to say the truth*	Nowadays we would say: *to tell the truth*; that is: *to speak the truth.*
56	*to feel my injustice*	to understand, or realize, how unjust (unkind) I had been
57	*put in a word*	say something
57	*on his behalf*	for him. Here: *in his defence*
58	*wronged*	treated badly
59	*sullen*	silent, unhappy and bad-tempered
59	*hardened ... to*	familiar with or made hard by
60	*stand*	put up with; suffer; endure(cf. *endurance*, line 62)
60-61	*moved him only to draw in*	affected him only so that he drew in
51-62	*and nobody was to blame*	And as if it was nobody's fault
62	*endurance*	ability to endure, suffer, stand pain (cf. note on *stand*, line 60)
63	*persecuting*	to persecute somebody: to treat somebody constantly in a cruel way, giving him no rest or peace
64	*took to Heathcliff strangely*	became strangely fond of, attached to
64	*for that matter*	so far as that is concerned
65	*petting him up*	treating him with great affection
65	*far above Cathy*	to a far greater extent than (he treated) Cathy

62	*too mischievous for*	too mischievous to be. A *mischievous* child is one who is always doing things that it ought not to do, but not necessarily with the intention of doing harm or of being disobedient. In other words a *mischievous* child is not necessarily a *naughty* child.

COMPREHENSION EXERCISES

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

1. he ... line 12
2. The former ... line 42
3. the stranger ... line 44
4. his ... line 47
5. it ... line 48
6. it ... line 55

B. Complete the following sentences.

1. ---------- is telling the story.
2. The story took place in ----------.
3. Wuthering Heights was ---------- away from Liverpool.
4. Ellen's mother was ---------- at Wuthering Heights.
5. The Earnshaws had two children, ---------- and ----------.
6. One summer morning, Mr Earnshaw went on a journey to ----------.
7. Hindley and Catherine asked their father to bring ---------- and ---------- for them.
8. Mr Earnshaw brought his wife ---------- when he returned home.
9. Heathcliff later became friends with ----------.
10. Hindley and Ellen ---------- Heathcliff shamefully.
11. Heathcliff stood Hindley's ill-treatment without ----------.
12. Heathcliff seemed a ---------- child, hardened to ill-treatment.
13. Mr Earnshaw became ---------- when he found that Hindley was persecuting Heathcliff.
14. Mr Earnshaw ---------- whatever Heathcliff said.
15. Catherine was not Mr Earnshaw's favourite because she was very ----------.

C. Answer the following questions in complete sentences.

1. What did Mr Earnshaw promise Hindley, Cathy and Ellen before he left for Liverpool?
2. How did he go and how long was he away?
3. What was in the coat which Mr Earnshaw carried bundled up in his arm?
4. Why didn't Mrs Earnshaw want the child?
5. Where did Mr Earnshaw find the child?
6. Why did he bring the child home?
7. What were Hindley and Cathy more interested in?
8. What happened to Hindley's fiddle?
9. How old was Hindley then?
10. Why did Mr Earnshaw lose Cathy's whip?
11. How did Cathy show her disappointment?
12. Why was the child left on the landing that night?
13. Where did Mr Earnshaw find the child in the morning?
14. How did Mr Earnshaw punish Ellen for leaving the child on the landing?
15. Why did the Earnshaws name him 'Heathcliff'?
16. Why did Hindley and Ellen treat Heathcliff badly?
17. What made Ellen think that Heathcliff was used to ill-treatment?
18. Why was Mr Earnshaw furious when he discovered that Hindley was mistreating Heathcliff?
19. Why did Mr Earnshaw believe whatever Heathcliff said?
20. Why did Mr Earnshaw prefer Heathcliff to Cathy?

VOCABULARY

Old-fashioned English

The language used in this unit is in many ways old-fashioned, and some of the conversation is very formal.

Study the example carefully and rewrite the following sentences as they might be written by a modern author.

Example: 'You may choose what you like: only let it be little, for I shall walk there and back.'

Answer: 'You may choose what (or anything) you like: only it had better be small (or only choose something small), because I'm going to walk there and back.'

1. Sixty miles is a long spell.
2. Hindley named a fiddle.
3. See here, wife! I was never so plagued with anything in my life.
4. When Cathy learnt that the master had lost her whip in attending on the stranger, she showed her humour by grinning and spitting at the stupid little thing.
5. She earned for her pains a blow from her father to teach her cleaner manners.
6. I put it on the landing, hoping it would be gone on the morrow.
7. It crept to Mr Earnshaw's door, and there he found it on quitting his chamber.
8. In recompense for my cowardice, I was sent out of the house.
9. Hindley hated him, and to say the truth, I did the same.
10. Earnshaw took to Heathcliff strangely, petting him up far above Cathy.

PUNCTUATION

Punctuate the following.

1. and at the end of it to be worried to death he said
2. to his son he said now my bonny man im going to liverpool today what shall i bring you
3. we crowded round and over miss cathys head i had a peep at a dirty ragged black haired child big enough both to walk and talk
4. he seemed a sullen patient child hardened perhaps to illtreatment
5. this endurance made old earnshaw furious when he discovered his son hindley persecuting the poor fatherless child as he called him

GRAMMAR

Both------and

'Both ----- and' is used to mean 'the two' or 'the one as well as the other'.

Study the following example.

Example:

Physics is a science subject. Chemistry is a science subject.

Both Physics and Chemistry are science subjects.

Now rewrite these sentences using *"both ------ and"*.

1. Myanmar is an agricultural country. Vietnam is an agricultural country.
2. Gear-wheels can be found in an ordinary watch. They can also be found in a hand-driven sewing machine.
3. Arteries spread through every part of the body. Veins spread through every part of the body.
4. Sue was an artist. Johnsy was an artist.
5. The young artists lived in Greenwich village. Mr Behrman lived in Greenwich village.
6. Chaungtha is a beautiful beach. Ngwesaung is a beautiful beach.
7. Mya Mya has done her work and so has Hla Hla.
8. A computer is a useful device. It is an essential device, too.
9. I saw Zin Mar at the Fun Fair. I saw Lwin Lwin at the Fun Fair.
10. Thura usually goes to school at 9 o'clock. Thiha usually goes to school at 9 o'clock.

WRITING

A. Using the prompts given, write a short paragraph on: **'Heathcliff's arrival at Wuthering Heights'.**

- found in Liverpool
- starving, houseless, and having no parents nor guardians
- Mr Earnshaw brought him bundled up in his greatcoat
- Ellen Dean to clean him, and give him food and clean clothes
- Children did not like him
- Mr Earnshaw furious to find Heathcliff left on the landing of the stairs
- After a few days, they named him Heathcliff, after their late son
- Cathy became friends

B. You are Catharine Earnshaw. You live at Wuthering Heights, Yorkshire. Write to your friend, Edgar Linton from Thrushcross Grange, telling him about Heathcliff, who your father has brought from Liverpool.

UNIT 6 HOW TO READ SHORT STORIES

PRE-READING TASK

1. Do you remember the reading passage "The Necklace" from the English textbook in Grade 9? Is it a long or short story? Did you enjoy reading it?
2. Do you think reading short stories is enjoyable?

Read the passage.

Short stories can be like windows on the world. They tell you many truths about life. When you read them, you must not look only for happy endings. You must look for an ending that is true to the characters and events in the story. You must watch what a character says, what he does, and what is said about him by others. Try to imagine what life must be like in a different place from yours, under different circumstances.

We like to read short stories because we like to know people. We like to watch them in action. We want to know what they do and say to each other, how life treats them, and how they try to turn events to their own purposes. Of course, the people in stories are not 'real' in the ordinary sense of the word; a story is not, like a biography, a factual record of an actual person's life. Yet fiction can seem more realistic and believable than fact, oft times, and a good writer can tell us many truths about life. Moreover, a piece of fiction can call upon the free play of the author's imagination, and hold our interest with suspense or humour. The writer's hand is always behind the story, arranging events, causing things to happen, beckoning the reader on to the end. A skilful reader soon learns to recognize the clever ways in which a story is created.

Every story must have action; otherwise it becomes an essay or a character sketch. Near the beginning of the story something happens that starts the action rolling. Two characters are in disagreement, serious or otherwise, over some matter; or within the mind of a single character there is some indecision, some doubt troubling him. There is, in other words, some kind of conflict or problem. You learn about the problem at the start of the story, and then you are curious to see how it will be worked out.

After the action is once started, the events fall into place. 'The plot thickens', we often say, meaning that the characters get more and more involved in a particular situation. Since the plot is based on struggle, it must have suspense. You will be uncertain of the outcome and eager to reach it. If you can guess the end too easily or

if you feel little interest in the characters, there will be little suspense in the story for
30 you. But usually you will find yourself engrossed in the turn of events. Because we all tend to identify ourselves with a character in a short story, we tend to 'choose sides' in the problem or conflict presented. We want the character to win out in his struggle against nature (a storm, for example) or against another person; or if the struggle is in his own mind, we want him to choose wisely and make the right
35 decision.

The breaking point in a story—the point where something is bound to happen one way or another to end the conflict or solve the problem— is called the climax. In a short story the climax usually comes and goes quickly. There is not much room for a long and complicated plot; because the story is brief, so is the action. After the
40 climax, the tenseness is relieved. You know the best or the worst; the outcome is certain. There are two major questions that you are likely to ask yourself often unconsciously—after having read a story. First, was I surprised by the ending? Not all stories have a 'surprise ending', but you will feel a certain pleasant tingle when you run across one. Of course, the ending is never completely a surprise. A good
45 writer gives you hints as to the outcome, and a good reader recognizes these, so that he half expects the ending before it is reached.

The second question you may well ask yourself is; did the ending satisfy me? Now, if you are the kind of person who always wants a happy ending, you will be disappointed in a large part of modern literature. Life is not made up of happy
50 endings, by any means, and fiction is a reflection of life. Instead of looking for happy endings, look for an ending that is true to the characters and events in the story. If the characters were bound to come to a tragic end because of some weakness they displayed or because they were overwhelmed by stronger forces, then don't look for some quick reversal of events to make the story end happily. The things that happen
55 to people in stories are pretty much like those that happen to people themselves—there isn't much luck in life, or in fiction either,

A brief word needs to be said about characters in fiction. You know from reading plays and novels and short stories that the best way to obtain a rounded picture of a character is to watch three things: what the character says, what he does, and what is
60 said about him by others. This information you gather easily if you read attentively, but you will want to go a step further and try to understand the feelings and thoughts of a character. Rarely do you meet a character in fiction exactly like yourself. If you are young, the character may be old; if you are poor, he may be rich; if you are farm-bred, he may be from a city; and so forth. Thus, you will find it necessary to step

55 outside of your own narrow circle of experience and place yourself in another frame of mind. Try to imagine what life must be like in a different place, under different circumstances. If you are successful, you will enjoy stories all the more for having understood the characters in them.

70 And this is, finally, the great reward that short stories will offer you—taking you into different places, introducing you to new and different kinds of people, facing you with different but 'real' problems that you have never encountered before. Short stories can be like windows on the world, if you will but sit by them and give your attention entirely to what they show.

Notes

Line		
6	*circumstances*	situations and events that affect and influence a person's life
11	*fiction*	a type of literature that describes imaginary people and events, not real ones.
13	*call upon sb/sth*	to visit someone for a short time to formally ask someone to do something
14	*suspense*	a feeling of worry or excitement that you have when you feel that something is going to happen
19	*sketch*	a short report or story that gives only basic details about something
22	*conflict*	a situation in which it is difficult to choose
23	*curious*	having a strong desire to know about something
25	*plot*	the series of events which form the story of the novel, play etc.
30	*engrossed (in something)*	so interested in something that you give it all your attention
38	*climax*	the most exciting part of a play
39	*complicated*	difficult to understand
42	*unconsciously*	without being aware
43	*tingle*	small amount of feeling
44	*run across(something)*	to find something by chance
50	*reflection*	a description of something
52	*tragic*	making you feel very sad

53	*overwhelm*	overpower
54	*reversal*	an exchange of positions
64	*so forth*	so on
69	*reward*	a thing that you are given because you have done something good
71	*encounter*	to experience something

COMPREHENSION EXERCISES

A. Complete the following sentences.

1. Short stories can be like---------- on the world since they tell us many truths about life.
2. A --------- is a factual record of an actual person's life.
3. Stories must have ----------, or it will become an essay or a character sketch.
4. In a short story, there is a ---------- which is made up of events.
5. In a short story, there is not much space for a long and complicated ---------- as the story is brief.
6. The breaking point in a story is known as ----------.
7. A good reader recognizes the ---------- a good writer gives.
8. Fiction is a ---------- of life.
9. To obtain a rounded picture of a ----------, the reader needs to watch three things.
10. Short stories will face the reader with different but ---------- that he has never encountered before.

B. Answer the following questions in complete sentences.

1. What is a biography?
2. How does a climax come in a short story? Why is it so?
3. What are the two major questions you ask yourself after reading a short story?
4. Do all stories have a 'surprise ending'?
5. How do you feel when you come across one with a surprise ending?
6. Why do we find ourselves engrossed in the turn of events in a good short story?
7. What do we mean by a 'tragic end'?

8. When we want to obtain a complete picture of a cnaracter what are the three things we have to watch out for?
9. When can we say that we have really enjoyed a short story?
10. How can short stories be like 'windows on the world'?

CLOZE

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

are	character	characters	easily	find
him	happens	it	matter	of
once	plot	particular	problem	struggle
the	the	then	uncertain	will

Every story must have action; otherwise it becomes an essay or a characte sketch. Near the beginning of the story something ---(1)--- that starts the actio rolling. Two characters ---(2)--- in disagreement, serious or otherwise, over some -- (3)---; or within the mind of a single ---(4)--- there is some indecision, some doub troubling ----(5)---. There is, in other words, some kind ---(6)--- conflict or problem You learn about the ---(7)--- at the start of the story, and ---(8)--- you are curious t see how it ---(9)---be worked out.

After the action is ---(10)--- started, the events fall into place. 'The ---(11)- - thickens', we often say, meaning that the ---(12)--- get more and more involved in a ---(13)--- situation. Since the plot is based on, ---(14)---, it must have suspense. You will be ---(15)--- of the outcome and eager to reach ---(16)---. If you can guess the end too ---(17)--- or if you feel little interest in ---(18)--- characters, there will be little suspense in---(19)----story for you. But usually you will ---(20)--- yourself engrossed in the turn of events.

VOCABULARY

A. Verb/ Adjective + To-infinitive

Certain verbs and adjectives in English are used with to + infinitive.

Study the following examples:

need to = require something/ somebodey because they are essential

e.g.	A brief word <u>needs to</u> be said about characters in fiction.

want to = to have a desire or a wish for something

e.g.	We <u>want to</u> know what the two characters do and say to each other.

tend to = to be likely to do something or to happen

e.g. We all tend to identify ourselves with a character in a short story.

like to = enjoy something; prefer to do something

e.g. We like to read short stories because we like to know people.

agree to = to say that you will do what somebody wants

e.g. They agreed to divide the profits equally.

intend to = to have a plan, result or purpose in your mind when you do something

e.g. I fully intended to pay for the damage.

manage to = to be able to do something

e.g. Luckily, I managed to find my way here all right.

mean to = to intend

e.g. I meant to phone you last night.

fail to = not happen; not succeed

e.g. Zar Ni failed to pay his electricity bill.

try to = to attempt

e.g. They tried to put wire netting all round the garden.

offer to = to say that you are willing to do something for somebody

e.g. The children offered to wash the dishes.

bound to = certain or likely to happen, or to do or be something

e.g. If the characters were bound to come to a tragic end, then don't look for some quick reversal of events.

likely to = probable or expected

e.g. There are two major questions that you are likely to ask yourself often unconsicously — after having read a story.

certain to = that you can rely on to happen or to be true

e.g.	She looks certain to win an Academy Award.

curious to = having a strong desire to know about something

e.g.	Readers are curious to see how the problem at the start of the story will be worked out.

Fill in each blank with the correct form of one of the verbs given in the box to get the best meaning.

manage	fail	agree	want	intend
offer	try	curious	need	tend

1. She --------- to attend the computer course before she goes abroad.
2. Do you think he will ---------- to meet on Wednesday?
3. We ---------- to get to the airport in time.
4. I was disappointed because he ---------- to keep the appointment.
5. It ----------to get very cold in England in the winter.
6. You should ---------- to get distinctions in all subjects.
7. We may not succeed but I ---------- to try.
8. Ma Ma has ---------- to pick me up when we go shopping.
9. Children are ---------- to know about everything around them.
10. There is no student who does not ---------- to pass the examination.

GRAMMAR

Nouns in Appositions

The use of a noun phrase immediately after another noun phrase which refers to the same person or thing is said to be "apposition".

Study the following example:

Rice grows well in Myanmar.

Rice is our staple food.

The two sentences above can be combined into one sentence, using the appositive construction like this:

Rice, our staple food, grows well in Myanmar.

Exercise: Combine the two sentences, using the appositive construction.

1. Hindley was Mr. Earnshaw's son. Hindley hated Heathcliff.
2. Football is played all over the world. It is a popular game.
3. Cathy befriended Heathcliff. She was Hindley's sister.
4. Many tourists visit Bagan. It is an ancient city in Upper Myanmar.
5. Fabricius discovered the valves of the veins. He was Harvey's tutor in Italy.
6. Shwe Wah loves fried fish. Shwe Wah is my cat.
7. Many artists came to Greenwich village. It is a section of New York city.
8. Jumbo is my dog. It doesn't bite.
9. There was an epidemic of pneumonia. Pneumonia is a serious disease.
10. Mr. Behrman was a failure in art. He was a sixty-year old painter.

WRITING

A. Using the prompts given, write a short paragraph on: **"How to enjoy reading short stories".**

- you have read - short story - likely ask yourself - two questions unconsciously
- first - "was I surprised - the ending"
- not all stories - a "surprise ending"
- this is - a good writer gives - hints as to the outcome - a good readerrecognizes
- immediately
- as a result - half expects ending - before reached
- so you not look for - surprise ending
- second question - "did the ending satisfy me"
- life not made up of happy endings - fiction - reflection of life
- so you not look for happy ending - a large part - modern literature
- instead - you had better do is - look for ending - true to the characters events in story
- then - you enjoy - reading short stories

B. Essay Writing

Write an essay of three paragraphs on the following:

An interesting story I have read

- kinds of story you have read
- title and name of the author of the story you read

- what the story is about
- why you think this story is interesting
- why you enjoy reading this story

SPEAKING 3
OFFERING, REQUESTING, THANKING AND EXPRESSING APPRECIATION

A. Offering

Offering	Accepting	Declining
Would you like me to ...? Shall/Could I ...? How about ...? / What about .....?	Yes, please. That's very kind of you.	No, thank you. Thank you, but no.

Study the following dialogues and practise them with a partner.

(1) A : Shall I carry the briefcase for you?
B : Thank you. That's very kind of you.

(2) A : Would you like me to call you a taxi?
B : Thank you, but no.

B. Requesting

Requesting	Positive	Negative
Can/Could you ...? Will/Would you ...? I wonder if you could ...?	Yes, of course. Certainly. Sure. / Alright.	I'm sorry I can't. I'm afraid not.

Study the following dialogues and practise them with a partner.

(1) A : Could you return this book to the library?
B : Yes, of course.

(2) A : I wonder if you could post this letter for me?
B : I'm afraid not. I'm late for class.

C. Thanking and Expressing Appreciation

Thanking and expressing appreciation	Response
Thank you (very much). It's/That's very kind of you. Thanks (a lot).	You're welcome. Don't mention it. That's all right.

Study the following dialogue and practise it with a partner.

A : Would you like me to photocopy these essays for you?

B : Yes, that's very kind of you. By the way, could you lend me your English text for tonight?

A : I'm sorry I can't. I need it to do some homework.

B : Thanks any way.

A : You're welcome.

Complete the following dialogue.

You meet your teacher at the school gate.

A : _____ carry the basket for you, teacher?

B : No, thank you. _____ fetch some chalk from my room?

A : _____, teacher.

B : Thank you.

A : _____.

UNIT 7 THE LAST LEAF

PRE-READING TASK

1. In what season of the year do leaves fall in our country?
2. How do you feel when you see leaves falling onto the ground? Does it affect you in any way?
3. In the season when leaves fall, what kinds of illness do you notice people usually suffer from?
4. Do you believe that if there is hope, there is life? Why?

Read the passage.

PART I

To Greenwich village, which is a section of New York City, many people came who were interested in art. They liked the bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-storey brick house Sue and Johnsy had their studio. One of them was from the State of Maine, the other from California. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, visited the city, touching one here and one there with his icy finger.

He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning the busy doctor invited Sue into the hall.

"She has about one chance in ten to live," he said as he shook down the mercury in his clinical thermometer. "And that one chance depends upon her desire to get better. But our little friend has made up her mind that she is going to die. Is she worrying about something?"

"She wanted to paint a picture of the Bay of Naples some day", said Sue.

"No, something more important – a man perhaps?"

"No."

"Well, perhaps it is a result of her fever and her general physical weakness. But when a patient begins to feel sure that she is going to die then I subtract fifty percent from the power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women's clothes, then I

can promise you one-to-five chance for her instead of one-to-ten." After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy's room, whistling.

Johnsy lay under the bedclothes, with her face toward the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. Sue went quickly to the bedside.

Johnsy's eyes were wide open. She was looking out of the window, and counting backwards.

"Twelve," she said, and a little later, "eleven," and then "ten and nine" and then "eight" – "seven."

PART II

Sue looked out of the window. What was Johnsy counting? There was only a grey backyard and the blank wall of the opposite house. An old, old vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

"What is it, dear?" asked Sue.

"Six," said Johnsy very quietly. "They are falling faster now. Three days ago there were almost a hundred. It makes my head ache to count them. But now it's easy. There goes another one. There are only five left now." "Five what, dear? Tell me!" said Sue.

"Leaves. The leaves of that vine. When the last leaf of that vine falls, I must go too. I've known that for three days. Didn't the doctor tell you?"

"The doctor didn't say any such thing. That is pure foolishness," said Sue. "What connection have those old leaves with your getting well? And you used to love that old vine so much. Please don't be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some of your soup and let me get back to work so that I can make money to buy you some good port wine."

"There's no use buying any more wine," said Johnsy, keeping her eyes fixed on the blank wall of the house opposite. "There goes another leaf. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go too."

"Johnsy, dear," said Sue, bending over her, "will you promise me to keep your eyes closed and not look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain."

"Can't you draw in your room?" said Johnsy coldly.

"I'd rather stay here with you," said Sue.

"Besides, I don't want you to keep looking at those silly leaves."

"Tell me as soon as you have finished," said Johnsy, closing her eyes and lying white and still. "Because I want to see the last leaf fall. I'm tired of waiting. I'm tired of thinking."

"Try to sleep," said Sue a little later. "I must go downstairs for a minute to get Mr. Behrman who is going to sit as my model. But I will be right back. And don't move and also please promise me not to look out of the window."

Old Mr. Behrman was a painter who lived on the first floor beneath them. He was more than sixty years old. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not pay the price for regular models. He drank much whisky and when he was drunk always talked about the great masterpiece he was going to paint. He was a fierce, intense little man who considered himself as a watch-dog and protector for the two young artists living above him, of whom he was very fond.

PART III

Sue found Behrman in his poorly-lighted studio. In one corner of the room stood a blank canvas which had been waiting for twenty-five years to receive the first line of the promised masterpiece. Sue told him of the strange idea which Johnsy had concerning the last leaf, and Sue said that she feared that Johnsy would really die when the last leaf fell.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard of such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy."

"She is very ill and very weak," explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. Sue pulled down the curtain and motioned to Behrman to go into the other room. There they looked out of the window fearfully at the vine. Then they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat and prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes, looking at the window.

"Put up the curtain. I want to see," Johnsy said quietly. Sue obeyed.

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung from a branch some twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

"Dear Johnsy," said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"

The day passed slowly, and even through the growing darkness of the evening they could see the lone leaf still hanging from the branch against the wall. And then, with the coming of the night, the wind began to blow again, and the rain began to fall heavily.

But the next morning when Johnsy commanded that the curtain be raised again, the leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue.

"I've been a bad girl, Sue," said Johnsy. "Something has made the last leaf stay there just to show me how bad I was. It was a sin to want to die. You may bring me a little soup now –and then put some pillows behind me and I will sit up and watch you cook."

An hour later Johnsy said, "Sue, some day I want to paint a picture of the Bay of Naples."

The doctor came in the afternoon. "You are doing fine," he said, taking Johnsy's thin hand in his. "In another week or so you will be perfectly well. And now I must go to see another patient downstairs. His name is Behrman. He is some kind of artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is very severe. There is no hope for him, but I am sending him to the hospital in order to make him more comfortable."

The next day, Sue came to the bed where Johnsy lay, "The doctor tells me that soon you will be perfectly well again," Sue said, putting her arm around Johnsy. Johnsy smiled at her happily.

"Isn't it wonderful?" Sue continued. "But now I have something important to tell you. Old Mr. Behrman died in the hospital this morning of pneumonia. He was sick only two days. They found him in his room the morning of the first day helpless with pain and fever. His shoes and clothing were completely wet and icy cold. They couldn't figure out where he had been on such a terrible night. And then they found a lantern, still lighted, a ladder, and some other things which showed that, during the

wind and the rain, he had climbed up and painted a green leaf on the wall of the
135 house opposite. Didn't you think it was strange that the leaf never moved when the wind blew? Ah, darling, it was Behrman's real masterpiece, – he painted it there the night that the last leaf fell."

(O. Henry)

COMPREHENSION EXERCISES

Answer the following questions in complete sentences.

Part I

1. In what section of New York City does this story take place?
2. For what is Greenwich Village famous?
3. Why had Sue and Johnsy come to New York?
4. With whom is this story concerned?
5. Of what disease was there an epidemic at the time?
6. What happened to Johnsy?
7. Did the doctor think that Johnsy's chances of recovery were good or bad?
8. Did Johnsy have a strong desire to get well or was she indifferent to her condition?
9. How did Sue try to hide her sadness?
10. Was Johnsy lying with her face toward the window or away from the window when Sue entered?

Part II

1. Who looked out of the window?
2. What was Johnsy counting as she looked out of the window?
3. What climbed halfway up the wall?
4. How many leaves were left three days ago?
5. What was causing the leaves to fall so rapidly?
6. Was the weather cold or warm at this time of the year?
7. Who used to love the old vine?
8. What did Johnsy think would happen when the last leaf fell?
9. Who would sit as Sue's model?
10. Who was old Behrman?
11. How old was Mr Behrman?
12. Who had always wanted to paint a masterpiece?

13. How did Behrman earn his living?
14. What did he always talk about when he was drunk?
15. Who said the following words? To whom did the person say them? When? And why?
"Leaves. The leaves of that vine. When the last leaf of that vine falls, I must go too. I've known that for three days."

Part III

1. How many leaves remained on the vine the following morning?
2. What had happened to the remaining leaves?
3. Did the last leaf fall during the day or did it remain on the vine?
4. Did her interest in her painting revive or disappear?
5. Which famous bay did she want to paint a picture of?
6. Where is the Bay of Naples located?
7. Which other patient did the doctor have to go to see?
8. From what illness was this patient suffering?
9. Did the doctor say that there was much hope or no hope for Behrman's recovery?
10. What finally happened to Behrman in the hospital?
11. Was his illness of short duration or of long duration?
12. How long had Behrman become sick?
13. What had he painted on the wall opposite Johnsy's room?
14. Was Behrman's last act a selfish or a generous one?
15. Who said the following words? To whom did the person say them? When? Why? And what do the words mean?
"Ah, darling, it was Behrman's real masterpiece, – he painted it there the night that the last leaf fell."

VOCABULARY

A. Give antonyms (words with opposite meanings) of the following words.

1. old
2. cold
3. easy
4. noisy
5. dirty

B. Fill in the blanks with suitable words from exercise A.

1. Mr. Behrman considered himself as a protector for two _____ artists.
2. In Magway, it is very _____ in December but it is very hot in April.
3. Your clothes are very _____. You should wash them.
4. 'Be _____ while I'm teaching,' said the teacher.
5. The sum is so _____ that I can't work out within five minutes.

PUNCTUATION

Punctuate the following.

1. what is it dear asked sue
2. five what dear tell me said sue
3. cant you draw in your room said johnsy coldly
4. id rather stay here with you said sue
5. try to sleep said sue a little later

GRAMMAR

A. Reported Speech

Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used. Notice the changes in the verb forms from quoted speech to reported speech in the following examples.

QUOTED SPEECH	REPORTED SPEECH
(a) She said, "I ***watch*** TV every day."	She said that she ***watched*** TV every day.
(b) She said, "I ***am watching*** TV."	She said that she ***was watching*** TV.
(c) She said, "I ***have watched*** TV."	She said that she ***had watched*** TV.
(d) She said, "I ***watched*** TV."	She said that she ***had watched*** TV.
(e) She said, "I ***will watch*** TV."	She said that she ***would watch*** TV.
(f) She said, "I ***am going to watch*** TV."	She said that she ***was going to watch*** TV.
(g) She said, "I ***can watch***.TV."	She said that she ***could watch*** TV.
(h) She said, "I ***may watch*** TV."	She said that she ***might watch*** TV.
(i) She said, "I ***might watch*** TV."	She said that she ***might watch*** TV.
(j) She said, "I ***must watch*** TV."	She said that she ***had to watch*** TV.
(k) She said, "I ***have to watch*** TV."	She said that she ***had to watch*** TV.
(l) She said, "I ***should watch*** TV."	She said that she ***should watch*** TV.

(m) She said, "I ***ought to watch*** TV."	She said that she ***ought to watch*** TV.
(n) She said, "***Watch*** TV."	She *told me* ***to watch*** TV.
(o) She said, "Do you ***watch*** TV?"	She *asked me* if I ***watched*** TV.
(p) She said, "What ***is*** your favourite TV programme?"	She *asked me* what my favourite TV programme ***was***.

1. If the reporting verb (the main verb of the sentence, e.g., ***said***) is in the past, the verb in the noun clause will usually be in a past form.
2. Sometimes, the present tense is retained even in formal English when reported sentence deals with a general truth: *She said that the world* ***is*** *round.*
3. When the reporting verb is simple present, present perfect, or future, the noun clause verb is not changed.

* In reported speech, an imperative sentence is changed to an infinitive. ***Tell*** is used instead of ***say*** as the reporting verb. Also note that ***tell*** is immediately followed by a (pro)noun object, but ***say*** is not:
He told ***me*** *he would be late. He said he would be late.* Also possible: *He said* ***to me*** *he would be late.*

Note: Connectives in changing from Direct to Indirect Speech (Reported Speech)

Statement : that
Question: Wh-question ---- wh-word
Yes/No question ----- if/ whether
Imperative: to-infinitive
not to-infinitive

Changes in the use of Pronoun
male ------- he/his/him/his
female----- she/her/her/hers
Plural--------they/them/their/theirs

Changes in the use of adverb of time

today----that day

yesterday --- the day before/the previous day

tomorrow--the next day

now --- then

next month/year --- the following month/ year

Examples

Statement:	1.	He said, "I am doing my homework." He said that he was doing his homework.
Question:	2.	He said to the new secretary, "Can you type?" He asked the new secretary whether she could type.
	3.	"What are you doing, Mg Mg?" said the teacher. The teacher asked Mg Mg what he was doing.
Imperative:	4.	Father said, "Po Htoo, sit still and don't move." Father told Po Htoo to sit still and not to move.

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

1. Harvey said, "I profess both to learn and teach anatomy not from books but from dissections."
   Harvey said .....
2. U Ba Kaung said, "I'm going to Mandalay today."
   U Ba Kaung said .....
3. "I'd rather stay with you, Johnsy," said Sue.
   Sue told .....
4. "What is it, dear? asked Sue.
   Sue asked .....
5. Sue said to Johnsy, "Please don't be silly."
   Sue told .....
6. Sue said, "Johnsy, don't move and promise me not to look out of the window."
   Sue told .....
7. "Can't you draw in your room?" Johnsy said to Sue.
   Johnsy asked .....
8. Johnsy said, "Put up the curtain, Sue."
   Johnsy told .....
9. Old Behrman said to Sue, "Why do you permit such silly ideas to come into

her mind?"

Old Behrman asked .....

10. "I've been a bad girl, Sue," said Johnsy.

Johnsy told .....

B. Neither ... nor

Example: Sue is not an actress. Johnsy is not an actress.

Neither Sue nor Johnsy is an actress.

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

1. This pen is not mine. It is not hers.

   This pen is neither .....

2. Aung Aung does not love dogs.

   Naung Naung does not love dogs.

   Neither .....

3. The teacher did not see Yu Yu.

   He did not see Ko Ko.

   The teacher saw .....

4. These farmers do not use fertilizers.

   They do not use pesticides.

   These farmers .....

5. No letter was sent to me.

   No postcard was sent to me.

   Neither .....

6. I have never seen him.

   I have never seen his wife.

   I have seen .....

7. She does not want fame, and neither do I.

   Neither .....

8. Both Mg Soe and Mg Moe did not read a lot.

   Neither .....

9. The stranger did not go to the village headman's house.

   He did not go to the monastery.

   The stranger .....

10. I cannot go out and she cannot come to me.

Neither .....

WRITING

A. Using the prompts given, write a short paragraph on: **"The life of an old painter"**.

- old Mr Behrman - a painter - the first-floor beneath the two young artists
- more than sixty years old
- a failure in art
- always wanted to paint masterpiece
- earned little money - as a model
- drank whisky - talked about great masterpiece
- a fierce, intense little man - as a watch-dog and protector

Write an essay of THREE paragraphs on: **"The story I like best"**.

- what the name of story is
- when you read or heard it
- what it is about
- who the main characters are
- what moral lesson you obtain from it
- why you like it

UNIT 8 HOW TO IMPROVE YOUR STUDY HABITS

PRE-READING TASK

1. Do you study regularly?
2. How do you study?
3. Do you keep regular study hours?
4. What do you think is the meaning of the word 'habit'?
5. What are some good habits students should have?

Read the passage.

Maybe you are an average student with an average intellect. You pass most of your subjects. You occasionally get good grades, but they are usually just average. You are more interested in hiking than in history and in sports than in scholarship. The fact is that you don't study very much.

You probably think you will never be a top student. This is not necessarily so, however. Anyone can become a better scholar if he or she wants to. It is true that you may not be enthusiastic about everything you study, but by using your time properly you may improve your grades without additional work. Here's how.

1. ***Plan your time carefully.*** When you plan a trip, one of the first things you must do is to make a list of things to take. If you don't, you are almost certain to leave something important at home. When you plan your week, you should make a list of things **that** you have to do. Otherwise, you may forget to leave enough time to complete an important task. After making the list, you should make a schedule of your time. First fill in committed time eating, sleeping, dressing, school, meetings, and so forth. Then decide on a good, regular time for studying. Be sure to set aside enough time to complete the work that you are normally assigned each week. Of course, studying shouldn't occupy all of your free time. Don't forget to set aside enough time for entertainment, hobbies, and may be just relaxation. A weekly schedule may not solve all your problems, but **it** will force you to realize what is happening to your time.

2. ***Find a good place to study.*** Look around the house for a good study area. Keep **this space,** which may be a desk or simply a corner of your room, free of everything but study materials. No games, radios, or television! If you can't find such a place at home, find a library where you can study. When you sit down to work, concentrate on the subject! And don't go to the place you have chosen unless you are ready to study.

3. *Make good use of your time in class.* Take advantage of class time to listen to everything the teacher says. Sit where you can see and hear well. Really listening in class means less work later. Taking notes will help you remember what the teacher says. When the teacher gets off the subject, stop taking notes.

4. *Study regularly.* When you get home from class, go over your notes. Review the important points that your teacher mentioned in class. Read any related material in your textbook. If you know what your teacher is going to discuss the next day, scan and read that material, too. This will help you understand the next class. If you do these things regularly, the material will become more meaningful, and you will remember **it** longer.

5. *Scan before you read.* This means looking a passage over quickly but thoroughly before you begin to read it more carefully. Scanning a passage lets you preview the material and get a general idea of the content. This will actually allow you to skip less important material when you begin to read. Scanning will help you double your reading speed and improve your comprehension.

6. *Develop a good attitude about tests.* The purpose of a test is to show what you have learned about a subject. The world won't end if you don't pass a test, so don't get overly worried. Tests do more than just provide grades: **they** let you know what you need to study more, and they help make your new knowledge permanent.

There are other techniques that might help you with your studying. Only a handful have been mentioned here. You will probably discover many others after you have tried these.

Notes

Line		
1	*average*	ordinary, normal, common
1	*intellect*	intelligence, brain, mentality
2	*grades*	marks, ratings in examinations
3	*hiking*	taking a long walk
7	*enthusiastic*	interested, fascinated, delighted
13	*schedule*	a list of times of recurring events, timetable
14	*committed*	bounded by a promise, pledge
16	*assign*	authorize, allocate, appoint
18	*relaxation*	rest from work or effort, recreation
24	*concentrate*	to focus or fix one's attention/ thoughts/efforts on

27	*take advantage of*	profit by, utilize, exploit
31	*review*	look over again
32	*mention*	to refer to briefly or incidentally
32	*related*	connected
33	*discuss*	to talk about
33	*scan*	to look at closely, to glance at quickly
38	*preview*	view or show in advance
42	*attitude*	a manner showing one's feeling or thoughts
45	*overly*	too or too much
46	*permanent*	lasting or intended to last indefinitely or for a long time
48	*handful*	a few, not many

COMPREHENSION EXERCISES

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

1. that (line 12)
2. it (line 19)
3. this space (line 22)
4. it (line 36)
5. they (line 44)

B. Complete the following sentences.

1. When we plan a trip, one of the first things we must do is to make a _____ to take.
2. We should set aside enough time for _____, hobbies and relaxation.
3. We should look around the house for _____ to study our lessons.
4. _____ in class means less work later.
5. _____ will help us remember what the teacher says.
6. When we get home from class, we should _____ our notes.
7. _____ will help us double our reading speed and improve our comprehension.
8. By previewing a passage, we get a general idea of the _____.
9. We should develop a _____ about tests.
10. Tests help us make our new knowledge _____.

Answer the following questions in complete sentences.

1. How can we improve our grades without additional work?
2. If we do not make a list of things to do, what may happen?
3. What should we set aside enough time for?
4. What is the use of a weekly schedule?
5. What shouldn't we keep in the space set aside as study area?
6. Where should we sit in class?
7. Why should we take notes?
8. What should we review when we get home?
9. What is scanning?
10. What do tests let us know?

CLOZE

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

After	and	at	for
forth	have	leave	list
may	normally	occupy	schedule
should	things	time	time
to	will	you	you

When ---(1)--- plan a trip, one of the first ---(2)--- you must do is to make a ---(3)--- of things to take. If you don't, ---(4)--- are almost certain to leave something important ---(5)--- home. When you plan your week, you ---(6)--- make a list of things that you ---(7)--- to do. Otherwise, you may forget to ---(8)--- enough time to complete an important task. ---(9)--- making the list, you should make a ---(10)--- of your time. First fill in committed ---(11)--- eating, sleeping, dressing, school, meetings, and so ---(12)---. Then decide on a good, regular time ---(13)--- studying. Be sure to set aside enough ---(14)--- to complete the work that you are ---(15)--- assigned each week. Of course, studying shouldn't ---(16)--- all of your free time. Don't forget ---(17)--- set aside enough time for entertainment, hobbies, ---(18)--- may be just relaxation. A weekly schedule ---(19)--- not solve all your problems, but it ---(20)--- force you to realize what is happening to your time.

VOCABULARY

Replace the underlined words in the following sentences with suitable words or phrases given below.

taking a rest	stops teaching	timetable
interested in	adequate	scanning

1. When the teacher ends the lesson, stop taking notes.
2. A student may not be enthusiastic about everything he studies.
3. The students should make a weekly schedule for their study.
4. Students also need to relax in learning.
5. The students should set aside enough time for their hobbies.

GRAMMAR

A. Either ..... or

Either ..... or is used to show a choice of two things.

Example

1. The laser is used in surgical operations.
   If not, the knife is used in surgical operations.
   Either the laser or the knife is used in surgical operations.
2. We can travel to Mandalay by train.
   We can also travel to Mandalay by plane.
   We can travel to Mandalay ***either by train or by plane.***

Exercise: Rewrite the following sentences, using "either ..... or".

1. Lasers can be used in delicate surgical operations. Lasers can be used in making different kinds of measurements.
   Lasers .....
2. A reflector on the moon catches laser beams projected from the earth. It also returns them to our planet.
   A reflector .....
3. By means of lasers, we can measure time. By means of lasers, we can also measure distance.
   By means of lasers, we .....
4. We apply holograms in fingerprint identification. We apply holograms in measuring mental stress and fatigue.
   We apply holograms .....

5. Ohnmar does the washing up; otherwise, her sister does.
   Either .....
6. Mother cooks something special for us at weekends. If not, she takes us to a restaurant.
   Mother either .....
7. Do your homework, or you will be punished.
   Either .....
8. Mother is in the kitchen. If not, she is in the garden.
   Mother is.....
9. You must give up watching TV. If not, you must give up playing computer games.
   You must give up .....
10. My sister cleans our room every weekend. If not, I clean it.
   Either .....

WRITING

A. Using the prompts given, write a very short paragraph on: **"How to manage our time"**.

- planning for a trip – list things to take
- if not – leave things behind
- planning for a week – list things to do
- if not – leave things undone
- necessary to schedule our time
- draw a time-table
- fill in the time committed for daily routines
- decide a good, regular time to study
- include time to relax
- planning time help solve problems

You are Thura. You live at 53, Shwe Pyi Aye Street, Yangon. Write a letter to your cousin brother who lives in Pathein, studying in Grade-9. Give him advice on how to study better.

SPEAKING 4

INVITING AND APOLOGIZING

A. Inviting

Inviting	Accepting invitation	Declining invitation
Would you like to .....? How about .....? Why don't you .....? What about .....?	Thank you very much. I'd love to. That's a good idea. What a good idea!	Thank you. But I'm afraid I can't.

Study the following dialogues and practise them with a partner.

A. Inviting and accepting an invitation

Ko Ko : Would you like to join us for dinner?
Mg Mg : Thanks, I'd love to.
Ko Ko : I'll pick you up at 6:00.
Mg Mg : Fine. Thank you.

B. Inviting and declining an invitation

Kay Thi : How about going to a stage show tomorrow?
Nilar : Thanks, but I'm afraid I can't. I have to see my father off at the airport.

Complete the following dialogue.

Your friend invites you to have something at the school canteen.

A : _____ come with me to have Mohinga?
B : No, _____. I've just had my breakfast.
A : _____just having coffee then?
B : Thanks, _____.

B. Apologizing

Study the following expressions.

Apologizing	Accepting an apology
I'm (very) sorry ..... . I'm afraid ..... . I do apologize ..... . Please excuse me.	That's quite all right. Never mind. It doesn't matter. Not at all. / Not to worry.

Study the following dialogues and practise them with a partner.

In a school canteen

Girl : I'd like some chocolate ice-cream, please.
Salesman : **I'm sorry**. We haven't got any chocolate left.
Girl : Then I'll have some strawberry, please.
Salesman : **I'm afraid** we have no strawberry left either.
Girl : Then what have you got?
Salesman : Only milk and orange.
Girl : I'll have orange, please.

In a classroom

Student : **Please excuse me**, teacher. May I come in?
Teacher : Yes, come in. Why are you late?
Student : Our car had a flat tyre on our way to school. **I do apologize**, teacher.
Teacher : **That's O.K** but you should have left home earlier.

Complete the following dialogues.

(1) You are at the school canteen. The waiter doesn't have what you want.

You : Can I have fried rice, please?
Waiter : _____. We haven't got any fried rice left.
You : Well, can I have fried noodles then?
Waiter : _____. We have no fried noodles left either.
You : Oh, it doesn't matter then. I'll just have a cup of coffee, please.

(2) The teacher asks you whether you have done your homework.

Teacher : Have you done your homework?
You : _____ I haven't, teacher.
Teacher : Why haven't you?
You : I left my exercise book inside my desk. _____, teacher.
Teacher : _____. See that you don't do it again.

UNIT 9 EARTHQUAKES

PRE-READING TASK

1. Have you heard or read about earthquakes that took place recently?
2. Where did you hear or read about them?
3. Where did the earthquake happen?
4. Have you heard of the word 'tsunami'?
5. Can we predict 'earthquakes' and 'tsunamis'?

Read the passage.

What causes earthquakes? The earth is formed of layers. The surface of the earth, about 100 kilometers thick, is made of large pieces. When they move against each other, an earthquake happens. A large movement causes a violent earthquake, but a small movement causes a mild one.

Earthquakes last only a few seconds. The rolling movements are called seismic waves. The seismic waves start in one place, called the epicentre, and roll outward. A seismic wave travels around the earth in about twenty minutes. Usually, an earthquake is strong enough to cause damage only near its epicentre.

However, epicentres at the bottom of the ocean create huge sea waves as tall as 15 metres. These waves, called tsunamis cross the ocean in several hours. Rushing toward land, they destroy small islands and ships in their path. When they hit land, **they** flood coastal areas far from the epicenter of the earthquake. Tsunamis batter the coast with tremendous amounts of energy. They can strip sand from beaches, tear up trees, and even destroy whole towns. In 1868, a wave reached 4.5 kilometres inland in Peru. In 1896, a wave in Japan killed 27,000 people. The 2004 Indian Ocean earthquake, known by the scientific community as the Sumatra-Andaman earthquake was an undersea earthquake that occurred on December 26, 2004, with an epicenter off the west coast of Sumatra, Indonesia. The earthquake triggered a series of devastating tsunamis along the coasts of most landmasses bordering the Indian Ocean, killing large numbers of people in costal communities across South and Southeast Asia.

After an earthquake happens, people can die from lack of food, water, and medical supplies. The amount of destruction caused by an earthquake depends on where it happens, what time it happens, and how strong **it** is. It also depends on types of buildings, soil conditions, and population. Of the 6000 earthquakes in the world each year, only about fifteen cause great damage and many deaths.

In 1556, an earthquake in northern China killed 830,000 people – the most in history. There was no way to measure **its** strength. In 1935, scientists started using the Richter Scale to measure seismic waves. A seriously destructive earthquake measures 6.5 or higher on the Richter Scale.

How can scientists predict earthquakes? Earthquakes are not just scattered anywhere but happen in certain areas, places where pieces of the earth's surface meet. This pattern causes them to shake the same places many times. For example, earthquakes often occur on the west coasts of North and South America, around the Mediterranean Sea, and along the Pacific coast of Asia.

Another way to predict earthquakes is to look for changes in the earth's surface, like a sudden drop of water level in the ground. Some people say animals can predict earthquakes. Before earthquakes, people have seen chickens sitting in trees, fish jumping out of the water, snakes leaving **their** holes, and other animals acting strangely.

On February 4, 1975, scientists predicted an earthquake in northeastern China and told people in the earthquake zone to leave the cities. More than a million people moved into the surrounding countryside, into safe, open fields away from buildings. That afternoon, the ground rolled and shook beneath the people's feet. In seconds, 90 percent of the buildings in the city of Haicheng were destroyed. The decision to tell the people to leave the cities saved 10,000 lives.

Earthquakes often come together with volcanic eruptions. In late 1984, strong earthquakes began shaking the Nevado del Ruiz volcano in Columbia every day. On November 14, 1985, it erupted. A nearby river became a sea of mud that buried four towns. This disaster killed more than 2100 people.

Seismology is the study of earthquakes, and a seismologist is a scientist who observes earthquakes. Seismologists have given us valuable knowledge about earthquakes. Their equipment measures the smallest vibration on the surface of the earth. They are trying to find ways to use knowledge about earthquakes to save lives and to help solve the world's energy shortage.

People live in earthquake zones because of natural beauty, productive soil, and large existing centres of population. However, people who live there should expect earthquakes. **They** should be prepared to protect their lives and property. They must build safer buildings and roads.

Hospitals and electric power stations must be built as far as possible from probable earthquake sites. When an earthquake starts, people must run to open ground or stay in protected areas like doorways or even bathtubs.

If seismologists could predict earthquakes, we could save about 20,000 human lives each year. Humans can control many things about nature, but we cannot 65 control earthquakes.

Notes

Line		
1	*layer*	a single thickness, fold
1	*surface*	any of the faces of a solid/exterior covering
4	*mild*	gentle, not strong/ severe
8	*damage*	injury or harm resulting in a loss, ruin
9	*bottom*	the lowest, deepest part or place, base
12	*flood*	to cover or fill as with a flood, submerge, overflow,
23	*supplies*	provisions, needed materials
23	*destruction*	a destroying or being destroyed
23	*depend on*	be determined by
25	*condition*	state of being situation, position
32	*predict*	to tell or say in advance, foretell
32	*scattered*	all over the place, spread
44	*countryside*	a rural region/district, farmlands
48	*volcanic*	of or caused by a volcano, like a volcano
48	*eruption*	a bursting forth or out
48	*volcanic eruption*	a bursting out of molten rock and ashes through a vent in the earth's crust
53	*observe*	to examine scientifically
53	*valuable*	highly important, priceless
54	*vibration*	shake, wavering
57	*productive*	fertile, marked by abundant production
65	*control*	to regulate or direct, master
65	*nature*	the physical universe

COMPREHENSION EXERCISES

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

1. they (line 12)
2. it (line 24)
3. its (line 28)
4. their (line 39)
5. They (line 58)

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

1. The earth's surface is made of _____.
2. The rolling movements are called _____.
3. The place where seismic waves start is called the _____.
4. When pieces of the surface of the earth move against each other, an _____ occurs.
5. The _____ is used to measure seismic waves.
6. An earthquake that _____ 6.5 or higher on the Richter Scale causes serious destruction.
7. Earthquakes happen in areas where pieces of the earth's _____ meet.
8. We can _____ earthquakes by looking for changes in the earth's surface.
9. People should move to open _____ when they know an earthquake is going to occur.
10. Earthquakes often cause _____ to erupt.
11. A person who studies earthquakes is called a _____.
12. Humans can't _____ earthquakes.
13. People who live in earthquake zones should prepare to _____ their lives and property.
14. Earthquakes often come together with _____.
15. The study of earthquakes is called _____.

C. Answer the following questions in complete sentences.

1. When does an earthquake occur?
2. When are violent earthquakes caused?
3. What are seismic waves?
4. What is an epicenter?
5. How long does it take for a seismic wave to travel around the earth?

6. Why can people die after an earthquake?
7. What are tsunamis?
8. What happens when huge sea waves hit land?
9. What can tsunamis do to the things on land?
10. What is the study of earthquakes called?
11. How are seismologists trying to make use of their knowledge?
12. Why do people live in earthquake zones?
13. What should people who live there do?
14. What should people do as soon as an earthquake starts?
15. About how many people can be saved each year if earthquakes can be predicted?

VOCABULARY

Verb	Noun
cause	cause
create	creation
flood	flood
predict	prediction
measure	measurement
move	movement

Fill in each blank with the correct forms of the words given in the box.

1. What _____ the plants to die?
2. Do not _____ problem for yourself.
3. Some areas of land are _____ during the monsoon.
4. No one can _____ when a volcano will erupt.
5. He's gone to be _____ for a new suit.
6. The _____ of the layers of the earth against each other is called an earthquake.
7. The tailor took my _____ for any new suit.
8. What are the _____ of World War II?
9. Her cake is definitely a delicious _____ of sponge, cream and fruit.
10. The results of the experiment confirmed our _____.

PUNCTUATION

Punctuate the following.

1. the seismic waves start in one place called the epicentre and roll outward
2. in 1935 scientists started using the richter scale to measure seismic waves
3. for example earthquakes often occur on the west coasts of north and south america
4. in late 1984 strong earthquakes began shaking the nevado del ruiz volcano in columbia every day
5. on november 14 1985 it erupted

GRAMMAR

A. So ... that ⟷ Enough to

Example: The earthquake was **so** strong **that** it caused a lot of damage near its epicentre.

The earthquake was strong **enough to** cause damage near its epicentre.

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

1. Our father is so wise that he can solve most of our problems.
   Our father .....
2. The basket is so large that it can hold five pounds of onion.
   The basket .....
3. The radio is small. It can be carried in the pocket.
   The radio .....
4. Ko Ko is so tall that he can reach the ceiling.
   Ko Ko .....
5. U Htun is very rich. He can send his sons to the university.
   U Htun .....

B. V-ing Construction

Example: When huge waves **rush** toward land, they destroy small islands and ships in their path.

Rushing toward land, huge sea waves destroy small islands and ships in their path.

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

1. When the thief saw the police, he ran away.
   Seeing .....
2. When she heard the news, she fainted.
   Hearing .....
3. When Ko Ko had finished his homework, he went to bed.
   Having .....
4. When he had watered the plants, he took a nap.
   Having .....
5. When Mi Mi finished the course, she applied for a job.
   Finishing .....

WRITING

A. Using the prompts given, write a short paragraph on: **"What happens when an earthquake occurs"**.

- surface of earth - made of large pieces - layers of earth
- when - move against each other - earthquake occurs
- these rolling movements - called seismic waves
- starting point - seismic waves - called epicenter
- epicentres - bottom of ocean - create huge sea waves - destroy small islands and ships
- when - hit land - coastal areas - flooded
- after earthquake - people can die - lack of food - water - medical supplies
- amount of destruction depends - where - what time - earthquake happens
- also depends t strong it is - types of buildings - soil conditions - population

B. Write an essay of THREE paragraphs on: **"The place I don't want to live in"**.

- what the name of the place is
- where it is situated
- how you can get there
- what the place is like
- why you don't want to live in

UNIT 10 TRADITIONAL MEDICINE

PRE-READING TASK

1. Have you ever taken traditional medicine? If so, when and why did you take it?
2. For what health problems do you use traditional medicine? Tick accordingly.
   a. weakness
   b. stomach problems
   c. headache
   d. cough
   e. common cold
   f. aches
   g. fever
   h. others
3. What are some of the famous brands of traditional medicines in Myanmar?

Read the passage.

In 1974, the United Nations World Health Organization (WHO) introduced a new policy. WHO tried to encourage developing countries to develop their own traditional forms of medicine, instead of turning to Western medicine for expensive cures. There were many people who looked down on this new policy, but WHO felt **it** was the best solution to the large health problems facing poor countries. Today, WHO says that a third of the global population are not able to use modern drugs. In the poorest parts of Africa and Asia, that figure can rise to fifty percent. WHO believed that the people in developing countries **who** could not afford or find modern medical doctors were better off using traditional medicine rather than no medicine at all.

Today, traditional medicine and treatments are not only used in developing countries, but are increasing in popularity in North America and Europe. In the United Kingdom, for example, US$ 230 million is spent on traditional remedies annually. In China, traditional herbal medicines account for thirty to fifty percent of all medicines used. The global market for traditional medicines is nearly $ 60 billion, and growing every year.

Twenty-five percent of modern medicines are made from plants that were first used in traditional medicine, and scientists believe this is just the beginning. For example, one Chinese herbal remedy, **which** has been used for two thousand years, has recently been found to be effective against varieties of malaria that have resistance to other drugs. This herb could end up saving a million lives a year, mostly among

children. In South Africa, another traditional plant is being used to treat patients with AIDS.

Recognizing the importance of traditional medicines, in 2003 WHO introduced a Traditional Medicine Strategy. According to this strategy, there were several areas of concern. The first area of concern is safety. WHO recommends more scientific testing on traditional medicine – not all traditional medicines are as helpful as the two mentioned above, and some can actually be harmful.

Another area of concern is biodiversity and sustainability. Some people are worried that as herbal medicines become more popular, the plants that these medicines are made from may become endangered as **they** are over-harvested. For example, in eastern and southern Africa a species of wild potato has become endangered because of reports that it is effective in the treatment of AIDS.

There is also the problem of rights to drugs created from traditional remedies. Research into traditional remedies is increasingly being done by large drug companies, mostly based in Western countries. There is a fear that as these companies produce drugs **they** will claim to have the rights to the medicine. WHO recognizes that there is a need to make sure that any profits from drugs produced from traditional medicines are shared with the local culture from which the medicine originated.

Notes

Line		
2	developing countries	means countries that are trying to make their industries and economic system more advanced
28	biodiversity	the prefix "bio" means "life". Biodiversity means a diversity of living things (diversity - a range of things that are very different from each other)

COMPREHENSION EXERCISES

A. The following sentences are from the passage. Choose the best expressions that suit the meaning of the words and phrases underlined.

1. In 1974, the United Nations World Health Organization (WHO) introduced a new policy.

   a. met
   b. showed
   c. started using
   d. gave details about

2. People in developing countries who could not afford or find modern medical doctors <u>were better off</u> using traditional medicine rather than no medicine at all.
   a. became wealthy b. could recover from illnesses
   c. gained weight d. enjoyed good food
3. In China, traditional herbal medicines <u>account for</u> thirty to fifty percent of all medicines used.
   a. form the total of b. make a list of
   c. count the number of d. wait for
4. One Chinese herbal remedy has recently been found to be effective against varieties of malaria that have <u>resistance to</u> other drugs.
   a. the power not to be affected by b. attack
   c. responsibility d. great use
5. The plants may become endangered as they are <u>over-harvested</u>.
   a. too ripe b. too large
   c. too crowded d. gathered too much

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

1. it (line 4)
2. who (line 8)
3. which (line 18)
4. they (line 30)
5. they (line 36)

C. There are six paragraphs in the reading text. Match each paragraph with the appropriate main idea with the ones given below. Just write the number of the main idea you have choose.

Paragraphs	Main Ideas
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

Main Ideas

a. worries about plants becoming endangered
b. modern drugs in Africa and Asia
c. modern medicine using plants used in traditional medicine
d. WHO's estimation of global traditional medicine market
e. WHO's encouragement to develop traditional medicine
f. patients with AIDS
g. local cultures having rights to share profit from drugs
h. launching a traditional medicine strategy and safety concerns
i. harmful medicines
j. popularity of traditional medicine

D. Answer the following questions in complete sentences.

1. What is the new policy adopted by WHO in 1974?
2. According to WHO, who cannot use modern drugs?
3. Where are traditional medicine and treatments popular today?
4. How large is the global market for traditional medicine?
5. How much of modern medicines make use of plants used in traditional medicines?
6. For what disease has one Chinese herbal remedy been found to be effective?
7. When did WHO introduce a Traditional Medicine Strategy?
8. Why is there a concern for the safety of traditional medicine?
9. In which parts of the world has a species of wild potato become endangered?
10. Why is there a problem of the rights to drugs?

CLOZE

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

drugs	every	has	herbal	in
made	million	of	of	only
South	spent	the	the	to
Traditional	traditional	traditional	varieties	which

Today, traditional medicine and treatments are not ---(1)--- used in developing countries, but are increasing ---(2)--- popularity in North America and Europe. In ---(3)--- United Kingdom, for example, US$ 230 million is ---(4)--- on traditional

remedies annually. In China, traditional ---(5)--- medicines account for thirty to fifty percent ---(6)--- all medicines used. The global market for ---(7)--- medicines is nearly $ 60 billion, and growing ---(8)--- year.

Twenty-five percent of modern medicines are ---(9)--- from plants that were first used in ---(10)--- medicine, and scientists believe this is just ---(11)--- beginning. For example, one Chinese herbal remedy, ---(12)--- has been used for two thousand years, ---(13)--- recently been found to be effective against ---(14)--- of malaria that have resistance to other ---(15)---. This herb could end up saving a ---(16)--- lives a year, mostly among children. In ---(17)--- Africa, another traditional plant is being used ---(18)--- treat patients with AIDS.

Recognizing the importance ---(19)--- traditional medicines, in 2003 WHO introduced a ---(20)--- Medicine Strategy.

VOCABULARY

Phrasal Verbs

A phrasal verb is a verb followed by a particle which precedes a phrase with a preposition. It is not normally separated by an item or items coming between the verb and the particle.

Study the following examples.

There were many people who **looked down on** this new policy of developing their own traditional forms of medicine.

My father is my hero; I always **look up to** him.

Depending on the particles followed, the meaning is different.

1. look down on	=	think that you are better than somebody or something
2. look up to	=	admire: respect someone
3. look forward to	=	think with pleasure about something that is going to happen
4. look back on	=	remember
5. look out for	=	expect: watch out

Exercise: Rewrite the following sentences using the correct forms of the phrasal verbs mentioned above.

1. My younger brother has just passed the matriculation examination. He is_____ attending the university.

2. U Myint can earn a lot of money from his business so he _____ others who live on very small salary.
3. I often _____ my childhood days I spent together with my friends in my village.
4. He had always been honest with me. I _____ him for that.
5. I have not been in touch with my friends for about three years but I am _____ seeing them at Christmas this year.
6. He is nearly 60. He is_____retiring next year.
7. We are _____ their replies to confirm whether they would attend the party or not.
8. U Aung Myint is my ideal of what a teacher should be like. I really _____ him.
9. She thinks very highly of herself and _____ those who are not as rich as her.
10. This area is rather crowded; you must _____ pickpockets.

GRAMMAR

A. No sooner ..... than

Study the following examples.

1. I had just done my homework when I went to bed.
   No sooner had I done my homework ***than*** I went to bed.
2. Just as I had sat down at the study table, the guests arrived.
   No sooner had I sat down at the study table ***than*** the guests arrived.
3. As soon as our teacher entered, everyone became silent.
   No sooner did our teacher enter ***than*** everyone became silent.

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

1. As soon as WHO adopted a new policy of using traditional medicine, it became popular especially in developing countries.
   No sooner .....
2. As soon as traditional medicine had become popular, several areas of concern appeared.
   No sooner .....

3. As soon as Kalyar got some spare time, she visited Lashio to meet her friends.
   No sooner .....
4. Just as Tartee got home, he started studying his lessons.
   No sooner .....
5. As soon as U Tun had sold out his car, he bought another car.
   No sooner .....
6. When she had passed the Matriculation examination, she attended a computer course.
   No sooner .....
7. They had just arrived home when the phone rang.
   No sooner .....
8. Just as the boys started playing football, their mother asked them to help her.
   No sooner .....
9. The moment his head touched the pillow, he fell asleep.
   No sooner .....
10. As soon as her father arrived home, they had their dinner.
    No sooner .....

B. Too ..... to ⟶ not enough ..... to

Study the following examples.

1. Some people are too poor to have access to modern drugs.
   Some people are not rich enough to have access to modern drugs.
2. This sick old lady is too weak to walk.
   This sick old lady is not strong enough to walk.

Exercise: Rewrite the following sentences using the structure "not enough .... to".

1. He is too poor to own a house.
2. The book is too boring for me to read to the end.
3. The bag of rice is too heavy for him to carry.
4. He ran too slowly to win the race.
5. The test is too difficult for us to take.
6. You are too young to understand what I mean.
7. The water in this stream is too dirty to drink.
8. He is too timid to go out alone in the dark.
9. His hand writing is too bad for me to read.

10. The road is too narrow for the truck to go through.

C. Relative Pronouns

A relative pronoun is a pronoun that makes a relative clause within a larger sentence. A relative pronoun links two clauses into a single complex clause. Some common relative pronouns are who, whom, whose, which, that, when, and where.

Study the following examples.

1. Modern medicines are made from plants. Those plants were first used in traditional medicines.
   Modern medicines are made from plants ***that/which*** were first used in traditional medicines.
2. There were many people. They looked down on the new policy of developing their traditional forms of medicine.
   There were many people ***who*** looked down on the new policy of developing their traditional forms of medicine.
3. There is one Chinese herbal remedy. It has recently been found to be effective against varieties of malaria.
   There is one Chinese herbal remedy ***that/which*** has recently been found to be effective against varieties of malaria.

Exercise: Combine each pair of sentences by using an appropriate relative pronoun: who, whom, whose, that, which, when and where.

1. You must respect people. They are older and wiser than you.
2. 1960 was the year. My parents got married in that year.
3. I will never forget the day. I met you on that day.
4. I saw the man. He stole her bicycle.
5. The man was Mr. Jones. I saw him yesterday.
6. The book is mine. It is on the table.
7. I know the girl. Her mother is a famous film star.
8. The student is from China. He sits next to me.
9. The building is very old. He lives there.
10. The movie wasn't very good. We saw it last night.

WRITING

A. Using the prompts given, write a very short paragraph on: **"Why traditional**

medicine should be developed".

- in poor countries, health problems
- western medicine expensive
- difficult to go to doctors and use modern medicine
- can use traditional medicine to get better from illnesses
- traditional medicine – cheaper – popular many places
- growing global market for traditional medicine
- plants used in traditional medicine now used in modern medicine
- Chinese herbal remedy – to treat malaria and AIDS
- WHO – launched – Traditional Medicine Strategy
- why traditional medicines – developed

B. Write an essay of THREE paragraphs on: **"A Myanmar traditional medicine"**, using the guidelines given.

- what Myanmar traditional medicines are
- the usefulness of Myanmar traditional medicines
- names of diseases that can be cured by what medicine
- whether they are widely used or not in Myanmar

SPEAKING 5

ASKING FOR AND GIVING INFORMATION/DIRECTIONS

A. Asking for and Giving Information

Study the following expressions.

Asking for information	Giving information
Excuse me, I'd like to know ..... . Where is .....? Could you tell me where ....? Would you mind telling me ....? Are there .....?	It's next to ..... . It's opposite ..... . It's just round the corner ..... . Yes, of course./ Sure./ Certainly.

Study the following dialogue and practise it with a partner.

A : Excuse me, could you tell me where the school library is?

B : Yes, it's next to the principal's office.

A : I'm a new student. So, could you tell me where the principal's office is, too?

B : It's just round the corner. Come with me.

A : Thanks a lot. Are there many books in the library?

B : Sure. We have a variety of books. Not only books but also audio tapes, video tapes and CD-ROMs are available at the library.

A : Great! I am so happy that our school has a modern library.

Complete the following dialogue.

You are now at the School Family Day celebration and you want to know where the computer showroom is.

You: Excuse me. .....?

Girl: It's next to the Book Exhibition Hall.

You: I'm afraid, I don't know .....?

Girl: ..... the multi-media room.

You: Thank you very much.

Girl: It's my pleasure.

B. Asking for and Giving Directions

Asking the way	Giving directions
Excuse me. How can I get to the .....? Could you tell me the way to the ....? Can you tell me how to get to the .....? Could you tell me where the ..... is? Where is the .....?	Go down/straight down this road/ street until you get to the .... . Keep walking in this direction .... . Turn left/right at the intersection/ junction/ the traffic lights. It is on your left/ right. The ..... is the first/ second/ third building on your left/ right.

Study the following dialogue and practise with a partner.

A: Excuse me, can you help me? How do I get to the National Museum?

B: Ah, yes. Turn right, then take the second turning on your left. It's on the right-hand side.

A: Thank you. And where's the Central Bank, please?

B: It's on this street. Keep walking for two blocks and it's on the corner on your left.

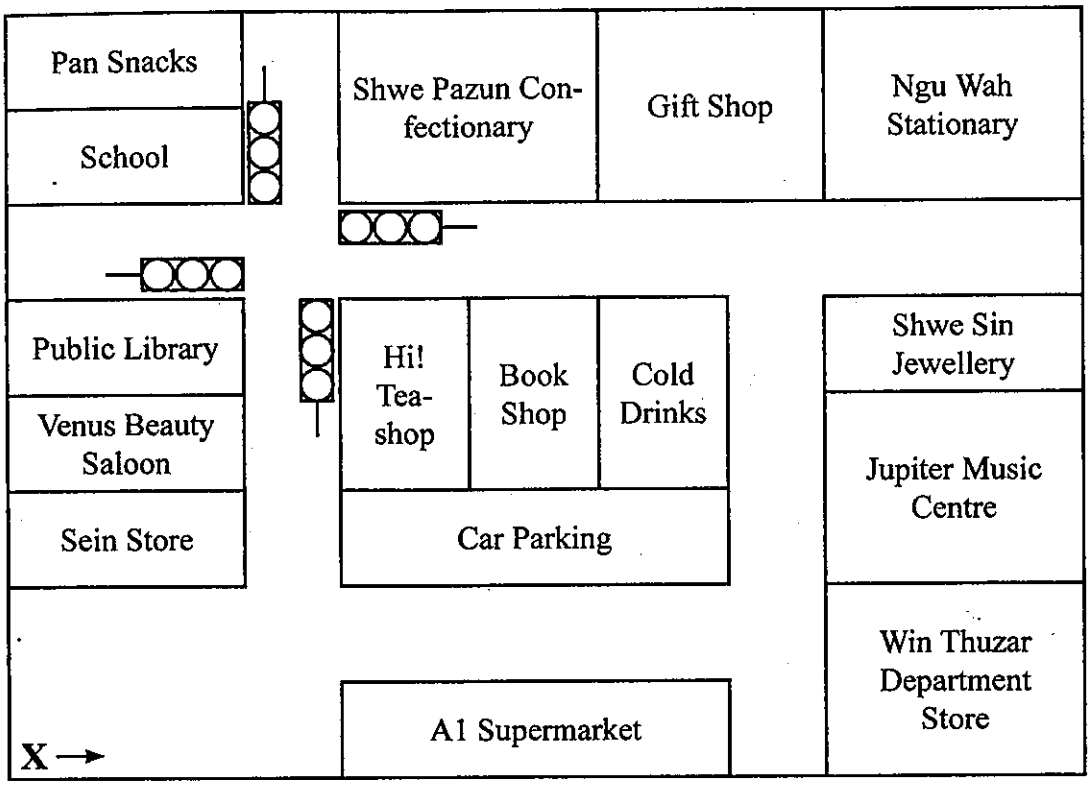
A: Thanks very much.

B: You're welcome.

Substitute

National Swimming Pool Traders Hotel	Bogyoke Market Mingalar Cinema Hall	Railway Station

Work with your partner. Practise asking for and giving directions to get to various places on the map below from point X.



POEMS

Light

The night has a thousand eyes,
And the day but one;
Yet the light of the bright world dies
With the dying sun.

The mind has a thousand eyes,
And the heart but one;
Yet the light of a whole life dies
When love is done.

[*F.W Bourdillon*]

The Rainbow

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began,
So is it now I am a man,
So be it when I shall grow old
Or let me die!
The Child is father of the Man:
And I could wish my days to be
Bound each to each by natural piety.

[*W. Wordsworth*]

The Blind Boy

O say what is that thing call'd Light.
Which I must ne'er enjoy:
What are the blessings of the sight,
O tell your poor blind boy!

You talk of wondrous things you see,
You say the sun shines bright;
I feel him warm, but how can he
Or make it day or night?

My day or night myself I make
Whene'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy:
Whilst thus I sing, I am a king,
Although a poor blind boy.

[*C. Cibber*]

The Daffodils

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretch'd in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:—
A Poet could not but be gay
In such a jocund company!
I gazed—and gazed—but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills
And dances with the daffodils.

[W. Wordswor]