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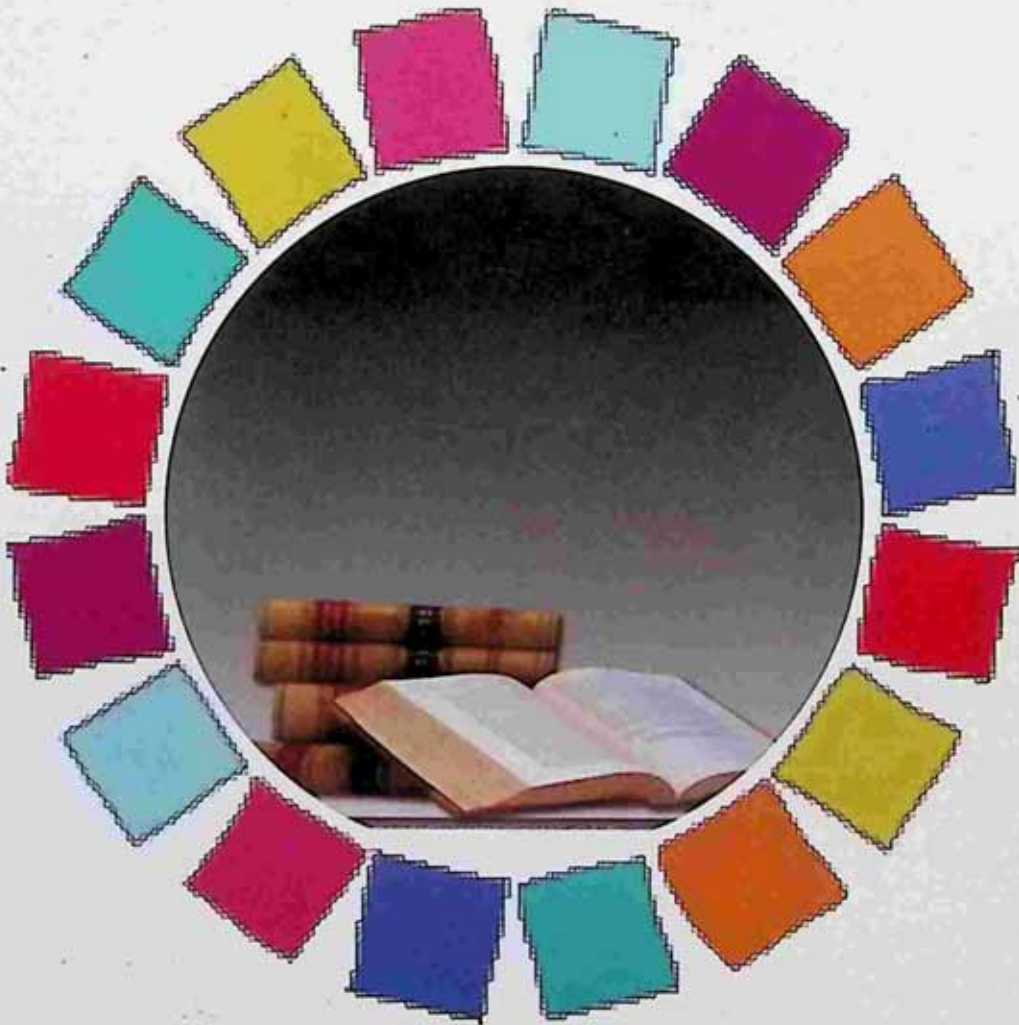
Educator

သင်ရိုးကုန် တစ်နှစ်စာ ပို့ချချက်များ

ဒသမတန်းအင်္ဂလိပ်စာ

ဆရာညွန့်ဝေမိုး

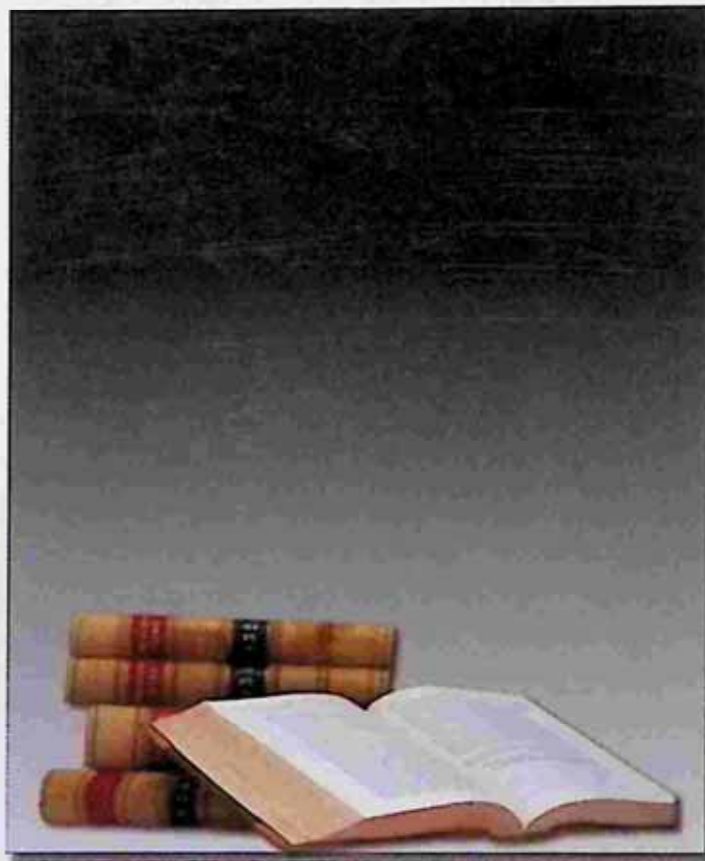
(B.A.(Hons.) ENGLISH



READING COMPREHENSION

ဖြေဆိုနည်း

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စကားဦး

တက္ကသိုလ်ဝင်တန်း စာသင်သားအများစု၏ အင်္ဂလိပ်စာဆိုင်ရာ အားနည်းချက်တစ်ခုမှာ ဖတ်ရှု နားလည်နိုင်စွမ်း (Reading Comprehension) မေးခွန်းကို ဖြေဆိုရာတွင် စမ်းတဝါးဝါးနှင့် ဖြေဆို ကြခြင်းဖြစ်သည်။ စာပိုဒ် (Passage) ကို ဖတ်ပြီး နားမလည်၊ စာပိုဒ်ဖတ်ပြီး နားလည်ပြန်သော်လည်း မေးခွန်းကတောင်းဆိုသည့်အတိုင်း တိတိကျကျမဖြေဆိုနိုင် စသည်ဖြင့် အမှားသံသရာ လည်နေကြ သည်။

ဤအားနည်းချက်၏ အကြောင်းခံမှာ အင်္ဂလိပ်စာမေးခွန်းများ၏ ပရိယာယ်ကို နားမလည်သော ကြောင့် ဖြစ်သည်။ အင်္ဂလိပ်စာ မေးခွန်းများ၏ သဘောသဘာဝကို ခြေခြေမြစ်မြစ် နားလည်ပါက အင်္ဂလိပ်စာဘာသာရပ်ဟူသည် စက်ခဲသော ဘာသာရပ်တစ်ခု မဟုတ်တော့ဘဲ ဖြေဆိုရတာ ပျော်စရာ ကောင်းသော ဘာသာရပ်တစ်ခု ဖြစ်လာပါလိမ့်မည်။

ဤစာအုပ်သည် Educator ပညာလမ်းညွှန်ဂျာနယ်တွင် အပတ်စဉ် ဖော်ပြခဲ့သော Reading Comprehension မေးခွန်းဖြေဆိုနည်းဆောင်းပါးများကို စုစည်းထုတ်ဝေထားခြင်းဖြစ်၍ အင်္ဂလိပ်စာ မေးခွန်းများ၏ ပရိယာယ်များကို ဂဃနဏ ရှင်းပြထားပါသည်။ အင်္ဂလိပ်စာမေးခွန်းလှည့်နည်း (ဝါ) ဉာဏ်စမ်းမေးခွန်းများ၏ သဘောသဘာဝများကို သေသေချာချာ ရှင်းပြထား၍ Reading Comprehension မေးခွန်းများနှင့် အဖြေများကိုလည်း ပြည့်ပြည့်စုံစုံ ဖော်ပြထားပါသည်။

ဤစာအုပ်သည် တက္ကသိုလ်ဝင်စာမေးပွဲ ဖြေဆိုမည့် စာသင်သားများနှင့် တက္ကသိုလ်ဝင်တန်း အဆင့်တွင် အင်္ဂလိပ်စာ သင်ကြားနေသည့် ဆရာ၊ ဆရာမများအတွက် သင်ကြားရေးနှင့် သင်ယူမှု အထောက်အကူပြုစာအုပ် ဖြစ်ပါသည်။ အင်္ဂလိပ်စာမေးခွန်းများ၏ ပရိယာယ်များကို ဖော်ထုတ်ဖွင့်ချ ထားသော စာအုပ်ဖြစ်သောကြောင့် တက္ကသိုလ်ဝင်စာသင်သားများအတွက် အင်္ဂလိပ်စာဘာသာရပ် ကို ပိုင်ပိုင်နိုင်နိုင် ဖြေဆိုနိုင်ရန် ရတက်အေးစေမည့် စာအုပ်ဖြစ်သကဲ့သို့ တက္ကသိုလ်ဝင်တန်း အင်္ဂလိပ် ဘာသာပြ ဆရာ၊ ဆရာမများအတွက်လည်း အင်္ဂလိပ်စာဘာသာရပ်ကို ပိုင်ပိုင်နိုင်နိုင် သင်ကြားစေ နိုင်ရန် အထောက်အကူပြုမည့် စာအုပ်ဖြစ်ကြောင်း အသိပေးတင်ပြလိုက်ပါသည်။

ညွှန်စေပိုး
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ပုံနှိပ်မှတ်တမ်း

- ထုတ်ဝေသူ - ဦးကျော်ကျော်ဝေ၊ ရွက်စိမ်းစာပေ
အမှတ်(၄၃/အေ)မြေညီထပ်၊ ၄ လမ်း၊
၁ရပ်ကွက်၊ လမ်းမတော်၊ ရန်ကုန်။
- ပုံနှိပ်သူ - ဒေါ်ဝင်းမာ
စိတ်ကူးချိုချိုပုံနှိပ်တိုက် (မြ-၀၀၄၁၂)
မစိုးရိမ်လမ်း၊ ရန်ကင်း၊ ရန်ကုန်မြို့၊
၂၀၁၂၊ ဇွန်လ။
- တန်ဖိုး - ၂၅၀၀ ကျပ်

Reading Comprehension

ဖြေဆိုရန် သိထားရမည့်သဘောတရားများ

I. Question Words အမေးစကားလုံးများ

(a) Who → လူ Subject ကိုမေး

(i) Who made the first calendar?

❖ Scientists in Egypt made the first calendar.

Egyptian scientists

(ii) Who was to buy meat and fish?

❖ The medico was to buy meat and fish?

(iii) Who have described the moon as a romantic escape?

❖ Songwriters and poets have described the moon as a romantic escape.

(iv) Who ordered the first clock?

❖ A king of France ordered the first clock.

(v) Who have difficulties for a self-service store?

❖ The organizers have difficulties for a self-service store.

(b) Whom → လူ Object ကိုမေး

(i) Under whom did the four youths study?

❖ The four youths studied under the professor of Taxila.

(ii) To whom did the professor give a cooking pot and some grain as a parting gift?

❖ The professor gave a cooking pot and some grain to the four youths as a parting gift.

(iii) For whom are facilities for self-service provided?

❖ Facilities for self-service are provided for customers.

(iv) Whom would robots ring if there were some problems?

❖ Robots would ring their human supervisors if there were some problems.

(c) Whose → လူ Possessive ကိုမေး: adj နဲ့ 's ကိုတွေ့

(i) Whose ears were pierced at 15?

❖ Jenny Bishop's ears were pierced at 15.

(ii) Whose calendar did Julius Caesar correct?

❖ Julius Caesar corrected the Egyptian calendar.

(iii) Whose calendar did Pope Gregory make a better plan of?

❖ Pope Gregory made a better a plan of Julius Caesar's calendar.

(d) What → အရာဝတ္ထု Subject ကိုမေး

(i) What has solved the problem of quick payment?

❖ The modern cash register has solved the problem of quick payment.

(ii) What distinguishes robots from other less intelligent machines?

❖ The ability to work under the control of a programme distinguishes robots from other less intelligent machines.

(iii) What causes the rocks on the moon to shatter?

❖ The sudden change of temperature causes the rock on the moon to shatter.

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(e) What + N/What is + N → Noun ကိုဖြေ

(i) What advice did the professor give to the four youths?

❖ The professor gave the four youths the advice to act suitably according to the time and circumstance of a situation.

(ii) What is the colour of the sky on the moon?

❖ The colour of the sky on the moon is black.

(iii) What is the effect of the sudden change in temperature?

❖ The effect of the sudden change in temperature is that it causes the rocks to shatter.

(iv) What is another name for pendulum clocks?

❖ Another name for pendulum clocks is grandfather clocks.

(v) What is the weakness of sundials?

❖ The weakness of sundials is that they did not work at night or on cloudy days.

(f) What + be + N → Definition အဓိပ္ပာယ်သတ်မှတ်ချက်

(i) What is a leap year?

❖ A leap year is a year with an extra day.

(ii) What is ghee?

❖ Ghee is clarified butter.

(iii) What is a day?

❖ A day is the exact length of time the earth takes to turn around itself.

(iv) What are digital clocks?

❖ Digital clocks are electric clocks that do not have faces or hands and tell the time with a set of numerals which appear in a little window.

(v) What are perishable foodstuffs?

❖ Perishable foodstuffs are foods that go bad after a few days.

(g) What + + V-do? → Action verb ကိုဖြေ

What do do → V₁

What does do → V₁ (s)

What did do → V₂

What will do → will + V₁

(i) What can computers do if they are given arms and hands?

❖ Computers can do more varied physical work if they are given arms and hands.

(ii) What can cranes and mechanical diggers do?

❖ Cranes and mechanical diggers can pick up tools and parts and move them around.

(iii) What did the four youths do before setting out their journey home?

❖ The four youths paid their respects to their professor before setting out their journey home.

(iv) What will robots do in the future?

❖ Robots will service and mend each other in the future.

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(h) What + happen → Event (ဖြစ်ရပ်) ကိုမေး

What happen → V₁ နဲ့ဖြေ

What happens → V₁ (s) နဲ့ဖြေ

What happened → V₂ နဲ့ဖြေ

What will happen → will + V₁ နဲ့ဖြေ

What can happen → can + V₁ နဲ့ဖြေ

(i) What happened to the ghee the medico bought?

❖ The ghee the medico bought melted on the leaf and dripped gradually.

(ii) What could have happened to the water on the moon?

❖ The water on the moon could have leaked out into space over 4.6 billion years.

(iii) What can happen to the rocks on the moon?

❖ The sudden change of temperature can cause the rocks on the moon to shatter.

(iv) What can happen to the motors and gearboxes in robots after being used for some time?

❖ After being used for some time the motors and gearboxes in robots can wear out.

(i) Which → adj ကိုမေး

noun

(i) In which type of industry do we find the use of large and complex robots?

❖ We find the use of large and complex robots in car production industry.

(ii) In which age group is sleepwalking common?

❖ Sleepwalking is common in children.

(iii) Which species of mosquito spreads malaria?

❖ The Anopheline mosquito spreads malaria.

(iv) Which ancient capitals of Myanmar were situated along the banks of the Ayeyarwady?

❖ Ancient capitals of Tagaung, Mandalay, Amarapura, Sagaing, Innwa, Bagan and Pyay were situated along the banks of Ayeyarwady.

(j) Where → နေရာကိုမေး

(i) Where was the first calendar made?

❖ The first calendar was made in Egypt.

(ii) Where did the medico find various kinds of meat and fish?

❖ The medico found various kinds of meat and fish at the bazaar in the village.

(iii) Where are perishable foodstuffs kept?

❖ Perishable foodstuffs are kept in refrigerated self-service cabinets.

(iv) Where can robots work happily every day?

❖ Robots can work happily in special factories every day.

(v) Where did the boy and his mother go and sit when the weather was fine?

❖ The boy and his mother went and sat on the beach when the weather was fine.

(k) When → အချိန်ကိုမေး

(i) When was the first calendar made?

❖ The first calendar was made more than 2,000 years ago.

- (ii) When did the four youths return to their respective parents?
 ❖ The four youths returned to their respective parents after studying for three years under professor Disaparmauk of Taxila.
- (iii) When do we have a solar eclipse?
 ❖ We have a solar eclipse when the earth passes directly between the sun and the moon, temporarily blotting out the sun light.
- (iv) When did watches come into use?
 ❖ Watches came into use as soon as clocks were made small enough to be carried.
- (v) When do electric clocks stop telling the time?
 ❖ Electric clocks stop telling the time when they are unplugged or the electricity goes off.
- (l) Why → reason ကို ဖော်ပြခြင်း because နဲ့ဖြင့် (because = as/ since/ for)
- (i) Why did Pope Gregory XIII try to make a better calendar?
 ❖ Pope Gregory XIII tried to make a better calendar because Julius Caesar's calendar was almost twelve minutes too fast.
- (ii) Why did the four youths fail to accomplish their different tasks?
 ❖ The four youths failed to accomplish their different tasks because they did not have the sense to act suitably to the time and circumstance of a situation.
- (iii) Why do we always see the same side of the moon?
 ❖ We always see the same side of the moon because it rotates very slowly.
- (iv) Why did people become more interested in knowing the correct time?
 ❖ People became more interested in knowing the correct time because they began to go to more places and do more things.
- (v) Why are meat, fish and eggs kept in refrigerated self-service cabinets?
 ❖ Meat, fish and eggs are kept in refrigerated self-service cabinets because they are perishable.
- (m) Why → purpose ကို ဖော်ပြခြင်း to + V₁/so that + sentence နဲ့ဖြင့်
- (i) Why did Pope Gregory take 10 days away from the calendar?
 ❖ Pope Gregory took 10 days away from the calendar to make it right with the sun again.
- (ii) Why did the four youths need ghee?
 ❖ The four youths needed ghee to cook the curry in.
- (iii) Why did the hourglass have to be turned over every hour?
 ❖ The hourglass had to be turned over every hour so that the sand could flow again.
- (iv) Why do some shelves have long lengths?
 ❖ Some shelves have long lengths to take various sizes of packs.
- (v) Why are perishable foodstuffs kept in refrigerated self-service cabinets?
 ❖ Perishable foodstuffs are kept in refrigerated self-service cabinets to keep them at the required temperatures.
- (n) How → manner ကို ဖော်ပြခြင်း adverb/ prep + noun နဲ့ဖြင့်
- (i) How did the astrologer start to climb down the bael tree?
 ❖ The astrologer started to climb down the bael tree slowly and shakily.

- (ii) How does the sound travel?
 - ❖ The sound travels on the waves of air molecules.
- (iii) How does the law protect human workers?
 - ❖ The law protects human workers from working in dangerous conditions.

(o) How → method ကိုပေး by + V_{ing}

- (i) How did Julius Caesar make the Egyptian calendar right?
 - ❖ Julius Caesar made the Egyptian calendar right by adding on extra day every four years.
- (ii) How have people solved the problem of quick payment in supermarkets?
 - ❖ People have solved the problem of quick payment in supermarkets by using modern cash registers.
- (iii) How do most people spend a third of their lifetime?
 - ❖ Most people spend a third of their lifetime (by) sleeping.

(p) How + long → ကြာမြင့်ချိန်ကိုပေး

- (i) How long did Julius Caesar think a year should be?
 - ❖ Julius Caesar thought a year should be 365 days and 6 hours long.
- (ii) How long has the moon existed in space?
 - ❖ The moon has existed in space for 4.6 billion years.
- (iii) How long can robots work a day?
 - ❖ Robots can work 24 hours a day.
- (iv) How long does it take the moon to revolve around the earth once?
 - ❖ It take the moon twenty nine and a half-days to revolve around the earth once.
- (v) How long exactly does it take the earth to travel around the sun once?
 - ❖ It takes the earth 365 days, 5 hours, 48 minutes and 46 seconds to travel around the sun once.

(q) How + far → အကွာအဝေးကိုပေး

- (i) How far is the moon from the earth?
 - ❖ The moon is 240,000 miles away from the earth.
- (ii) How far is Mount Popa from Bagan?
 - ❖ Mount Popa is just 50 kilometers away from Bagan.

(r) How old → သက်တမ်းကိုပေး

- (i) How old is Bagan?
 - ❖ Bagan is 1200 years old.
- (ii) How old is the bamboo organ in the Las Pinas Church?
 - ❖ The bamboo organ in the Las Pinas Church is 165 years old.

(s) How large/ big → အကျယ်အဝန်းကိုပေး

- (i) How large is the Jurong Bird Park?
 - ❖ The Jurong Bird Park is 20 hectare large.



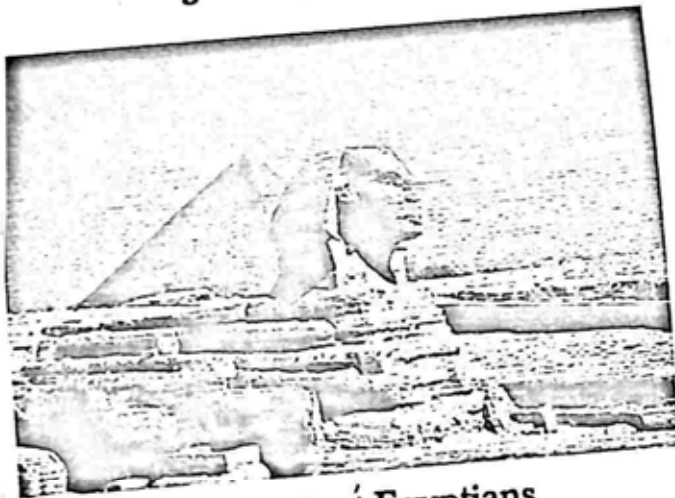
The Calendar



Julius Caesar

1582		OCTOBER						1582
SUN	MON	TUE	WED	THU	FRI	SAT		
	1	2	3	4	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

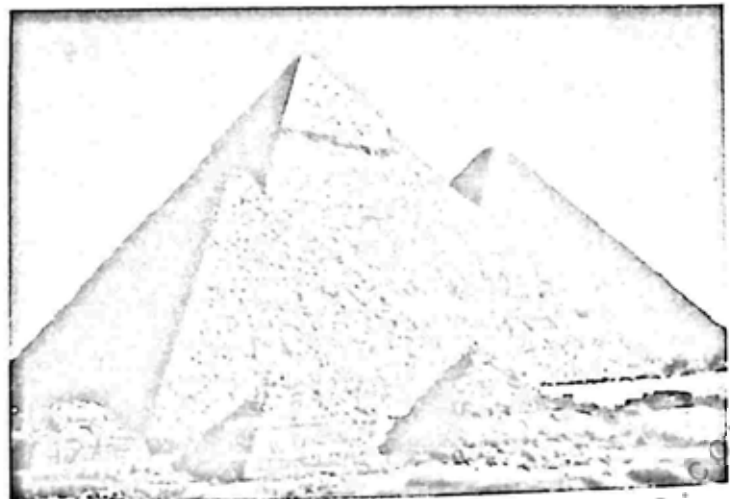
Gregory Calendar



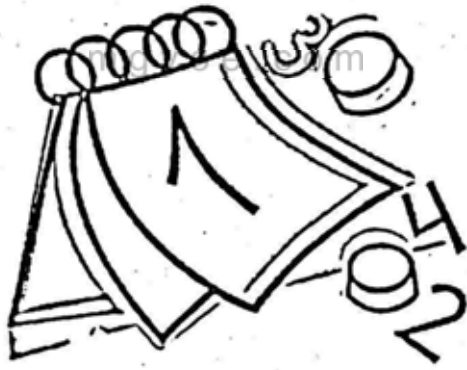
Ancient Egyptians



Pope Gregory XIII



Pyramid



Unit-1

The Calendar

တက္ကသိုလ်ဝင်စာမေးပွဲ အင်္ဂလိပ်စာမေးခွန်းလွှာမှာ Reading Comprehension မေးခွန်း ၂ ခု မေးပါတယ်။ မေးခွန်းနံပါတ် I နဲ့ V မေးခွန်းတွေမှာ မေးတာဖြစ်ပါတယ်။ စာသင်သားအများစုဟာ Reading passage ကိုဖတ်ပြီး မေးခွန်းထဲမှာပါတဲ့ အချက်တွေနဲ့ ဆင်ဆင်တူတာတွေရင် အဖြေပဲလို့ ယူဆပြီး ကောက်ရေးပြီး ဖြေကြတာများပါတယ်။ အဲဒီတော့ မှန်တဲ့အခါမှန်ပြီး၊ မှားတဲ့အခါလည်း မှားတော့တာပေါ့။ မှန်တာထက် မှားတာက ပိုများမယ်လို့တောင် ထင်ပါတယ်။ အများအားဖြင့် ဖြစ်တတ်တာက အင်္ဂလိပ်စာဖြေနိုင်တယ်။ ဒါပေမဲ့ အမှတ်စာရင်းထုတ်ကြည့်တဲ့အခါ ထင်သလောက် အမှတ်မရဘူး။ အချို့ဆိုလည်း အင်္ဂလိပ်စာဂုဏ်ထူး မှန်းပေမဲ့ ဂုဏ်ထူးနဲ့လွဲကြရတယ်။ ဒါတွေအားလုံးရဲ့ အကြောင်းရင်းခံက အင်္ဂလိပ်စာမေးခွန်းရဲ့ သဘောကို ပိုင်ပိုင်နိုင်နိုင် နားလည်မထားတော့ ဖြေတဲ့အခါမှာ ကိုယ့်အဖြေဟာ မှန်သလား၊ မှားသလား တိတိကျကျမပြောနိုင်ဘူး။ မှန်းသလောက်လည်း အမှတ်မရကြဘူး။

ဒီအခက်အခဲကို ကျော်လွှားနိုင်ဖို့က နည်းလမ်းရှိပါတယ်။ အဲဒီနည်းလမ်းက အင်္ဂလိပ်စာမေးခွန်းတွေရဲ့သဘော သဘာဝကို တိတိကျကျ နားလည်သဘောပေါက်ထားရင် အင်္ဂလိပ်စာမေးခွန်း ဖြေဆိုတဲ့အခါမှာ ယောင်ဝါးဝါးဖြစ်မနေဘဲ တိတိကျကျဖြေနိုင်တယ်။ တိတိကျကျဖြေဆိုနိုင်ရင် အမှတ်လည်း တိတိကျကျရလာပြီး ကိုယ် ဘယ်လောက်ဖြေနိုင်တယ်၊ အမှတ် ဘယ်လောက်ရတယ်ဆိုတာကိုလည်း ဖြေပြီးကတည်းက တိတိကျကျတွက်နိုင်ပါလိမ့်မယ်။ စာသင်သားတို့ Reading Comprehension ကို လွယ်လွယ်ကူကူ ဖြေနိုင်ဖို့ မေးခွန်းထုတ်တဲ့ ပုံစံတွေကို သာဓကတွေနဲ့ အပတ်စဉ် ရေးသားလမ်းညွှန် ပေးပါမယ်။ တိတိကျကျဖြေနိုင်၊ တိတိကျကျအမှတ်ရနိုင်ဖို့ အောက်ပါအင်္ဂလိပ်စာ မေးခွန်းထုတ်ပုံ သဘောသဘာဝတွေကို သိနားလည်ထားရပါမယ်။ မေးခွန်းထုတ်တတ်တဲ့ ပုံစံတွေကတော့ ယေဘုယျအားဖြင့် ပုံစံ ၅ မျိုး ရှိပါတယ်။ စာပိုဒ်ကိုလိုက်ပြီး တစ်ခါတရံ ပုံစံ ၆ မျိုးနဲ့ စဉ်းစားဖြေဆိုရတာလည်း ရှိပါတယ်။ အခြေခံအကျဆုံး မေးခွန်းပုံစံ ၅ မျိုးကတော့-

(1) Synonyms (Similar Meanings) အဓိပ္ပာယ်တူဝေါဟာရများ

မေးခွန်းတွေမှာ စာပိုဒ်ထဲက စကားလုံးတွေနဲ့ အဓိပ္ပာယ်တူ ဝေါဟာရတွေနဲ့ မေးခွန်းထုတ်တတ်တယ်။ မေးခွန်းထဲက စကားလုံးနဲ့ စာပိုဒ်ထဲက ဘယ်စကားလုံး အဓိပ္ပာယ်တူလဲဆိုတာကိုသိရင် အဖြေကို စာပိုဒ်ထဲကနေ တိတိကျကျ ရှာယူနိုင်ပါလိမ့်မယ်။ The Calendar ထဲက သာဓကတွေနဲ့ပြရရင် Reading Passage (5) မှာကြည့်ရင် စာပိုဒ်မှာ အောက်ပါအတိုင်း တွေ့လိမ့်မယ်။ The Egyptian calendar was *slower* than the exact sun year. In four years it was about a day *behind*; in forty years the calendar was 10 days (a full Egyptian week) *behind* the sun.

ဒီစာပိုဒ်မှာ ဆက်စပ်ကြည့်ရင် *slower* ဆိုတာနဲ့ *behind* ဆိုတဲ့ စကားလုံးတွေက အဓိပ္ပာယ်ဆင်တူတာ တွေ့ရလိမ့်မယ်။ ဒီတော့ မေးခွန်းက -

Julius Caesar's calendar was ahead of ----- . ဆိုပြီးမေးတော့ *slower* နဲ့ *behind* တို့က the sun ထက် နောက်ကျတာကိုညွှန်းတော့ ahead of (ရှေ့ရောက်နေသော)ဆိုတဲ့ စကားလုံးက ဘာနဲ့အဓိပ္ပာယ်တူမလဲ စဉ်းစားကြည့်တော့ စာပိုဒ်ထဲက-

... by the year 1582 scientists showed that the calendar was about 10 days faster than the sun. ဆိုတဲ့ ဝါကျနဲ့ဆက်စပ်ကြည့်ရင် ahead of နဲ့ အဓိပ္ပာယ်တူတာ *faster* ဆိုတဲ့ စကားလုံးဖြစ်ကြောင်း တွေ့ရ လိမ့်မယ်။ ဒါဆို *faster than the sun* ဆိုတော့ *faster* နဲ့ ahead of နဲ့က အဓိပ္ပာယ်တူတော့ အဖြေက the sun ဖြစ်ကြောင်း အတိအကျရှာနိုင်ပြီပေါ့။

အဲဒီလိုပါပဲ။ Reading Passage (5) ရဲ့ မေးခွန်းမှာ What did scientists point out in 1582? မေးထားတယ်။ စာပိုဒ်မှာရှာတော့ မေးခွန်းထဲက point out နဲ့ အဓိပ္ပာယ်တူတာ show ဆိုတဲ့ စကားလုံးကို တွေ့တယ်။

ဒီတော့ အဖြေက - c o m

In 1582 scientists pointed out that the calendar was about 10 days faster than the sun ဆိုတဲ့အဖြေကို ရပါလိမ့်မယ်။ ပြီးတော့ Reading Passage (6) မှာ The year is *really* 365 days, 5 hours, 48 minutes and 46 seconds long. လို့ ပေးထားတယ်။ မေးခွန်းမှာ What is the *actual* length of a year? လို့မေးတော့ actual (စစ်မှန်သော)ဆိုတဲ့ စကားလုံးဟာ really နဲ့ ဆင်တူတယ်။ ဒါကြောင့် The actual length of a year is 365 days, 5 hours, 48 minutes and 46 seconds. ဆိုပြီး ဖြေနိုင်မှာပေါ့။

(2) Antonyms (opposites) အဓိပ္ပာယ်ဆန့်ကျင်ဖက် ဝေါဟာရများ

- အင်္ဂလိပ်စာမေးခွန်းတွေမှာ အဓိပ္ပာယ်ဆန့်ကျင်ဘက်ဝေါဟာရတွေကိုသုံးပြီး မေးခွန်းထုတ်တတ်ပါတယ်။ Reading Passage (2) ထဲကနေ သာဓကထုတ်ပြရရင် စာပိုဒ်မှာ-

People had to try for thousands of years *before* they knew how to put together days, weeks, months and years. ဆိုတာပါတယ်။

မေးခွန်းမှာက- After trying for thousands of years, what did people become to know? ဆိုပြီး မေးထားတယ်။ After (ပြီးနောက်)ဆိုတာက before (မတိုင်မီ)ဆိုတဲ့ စကားလုံးနဲ့ ဆန့်ကျင်ဖက်ဖြစ်တယ်။ ဆန့်ကျင်ဖက် စကားလုံးချင်း ဆက်စပ်စဉ်းစားလိုက်ရင် အဖြေက-

After trying for thousands of years, people became to know how to put together days, weeks, months and years.

Reading Passage (3) ထဲမှာ The Egyptian calendar was slower than the exact sun year. ဆိုတာ တွေ့လိမ့်မယ်။ မေးခွန်းက-

The exact sun year is ----- than the Egyptian calendar. လို့ ပေးထားတော့ text ထဲက စာကြောင်းကို ပြောင်းပြန်လုပ်မေးထားတော့ opposite (ဆန့်ကျင်ဖက်စကားလုံး)နဲ့ ဖြေရမယ်။ ဒီတော့ slower (ပို၍နှေးကွေးသော)ရဲ့ ဆန့်ကျင်ဖက်စကားလုံး faster (ပို၍လျင်မြန်သော)က အဖြေဖြစ်မှာပေါ့။

(3) Change of Number (Singular ↔ Plural) တစ်ခုကိန်းနှင့် အများကိန်းပြောင်းလဲခြင်း

Reading Passage ထဲက Noun တွေက Singular (တစ်ခုကိန်း)ဆိုရင် မေးခွန်းမှာ Plural (အများကိန်းနဲ့ မေးလေ့ရှိပါတယ်။ အပြန်အလှန်အားဖြင့် text ထဲမှာ Plural (အများကိန်း)ဆိုရင် မေးခွန်းမှာ Singular (တစ်ခုကိန်း) နဲ့ မေးတတ်ပါတယ်။ ဒီလို ကိန်းပြောင်းမေးတာက Subject-Verb Agreement (Subject က တစ်ခုကိန်းဆို Verb က တစ်ခုကိန်း၊ Subject က အများကိန်းဆို Verb က အများကိန်း) သဘောတရားကို နားလည်မှုရှိ၊ မရှိ စစ်မေးတာဖြစ်ပါတယ်။ သာဓကအားဖြင့် ပြရရင် Reading Passage (3) ထဲမှာ For them, 12 of their 30 *day* months made a year, ... လို့ ပေးထားတယ်။ မေးခွန်းမှာ The Egyptian calendar had 12 months, each month having ----- . လို့ ပေးထားတယ်။ text ထဲမှာပါတဲ့ 30 day ဟာ နောက်က months ကို adj သဘောနဲ့ အထူးပြုလို့ 30 day မှာ 's' မပါပေမဲ့ မေးခွန်းထဲမှာတော့ each month having ----- (တစ်လစီမှာ ----- ရှိတယ်)လို့ဆိုတဲ့အတွက် အဖြေရေး တဲ့အခါ 's' ပေါင်းပြီး 30 days လို့ဖြေမှ မှန်ပါတယ်။ အလားတူပဲ ဆက်ကြည့်ရင် text ထဲမှာ They made a *five-day* holiday at the end of each month. ဆိုပြီး ပေးထားတာ တွေ့ရမယ်။ အကယ်၍ မေးခွန်းက- The Egyptians set ----- as holiday whenever a year ended. လို့ ပေးရင် စောစောကပြောတဲ့ သဘောတရားအတိုင်းပင် five day မှာ holiday ကို adj သဖွယ် အထူးပြုထားလို့ တစ်ခုကိန်းနဲ့ သုံးရပေမဲ့ မေးခွန်းထဲက ကွက်လပ်နောက်မှာ noun မပါလို့ အဲဒါကို noun ပုံစံ ပြောင်းဖြေတဲ့အခါ five days ဆိုပြီး 's' ဖြည့်ပေးမှ အဖြေမှန်ပါလိမ့်မယ်။

(4) Change of Voice (Active ↔ Passive) ဝါကျရေးဟန်ပြောင်းလဲခြင်း

နောက် အမေးများတွဲပုံစံတစ်ခုက ဝါကျပုံစံ၊ ရေးဟန်ပြောင်းလဲခြင်း ဖြစ်ပါတယ်။ text ထဲမှာ Active Voice နဲ့ ရေးထားရင် အဲဒီဝါကျကို မေးခွန်းမေးတဲ့အခါ Passive Voice နဲ့ ပြောင်းမေးတတ်တယ်။ အဲဒီလိုပဲ text ထဲမှာ Passive Voice နဲ့ရေးထားရင် မေးတဲ့အခါ Active Voice နဲ့ ပြောင်းမေးတတ်တယ်။ Reading Passage (5) ထဲက သာဓကကို ကြည့်ရအောင်။ text ထဲမှာ This made it right with the sun again. ဆိုပြီး Active Voice နဲ့ ရေးထားတာကို မေးခွန်းမှာ How was the second calendar made right with the sun? ဆိုပြီး Passive Voice နဲ့ မေးထားတယ်။ အလားတူပဲ Reading Passage (9) ထဲမှာ He added an extra day every four years. လို့ Active Voice နဲ့ ပေးထားတယ်။ မေးခွန်းမှာ An extra day was ----- to the calendar every four years by Julius Caesar. ဆိုပြီး Passive Voice နဲ့ မေးထားတယ်။ ဒီလိုပဲ There was still a problem: how to keep the calendar right in the future, year after year. ဆိုပြီး Active Voice နဲ့ ရေးထားတာကို How the calendar should be ----- right in the future was a problem for scientists at that time. ဆိုပြီး Passive Voice နဲ့ မေးထားတယ်။ အပေါ်စာကြောင်းအတွက် အဖြေက text ထဲက added (V₂) နဲ့ Passive Voice မှာ ဖြည့်ရတဲ့ added (V₃)က အတူတူပဲမို့ ပြဿနာမရှိပေမဲ့ အခု စာကြောင်းမှာက Active Voice မှာပါတဲ့ (keep) (V₁)ကို Passive Voice မှာ 'kept' (V₃)ပြောင်းပေးမှ အဖြေမှန်ပါလိမ့်မယ်။

(5) Morphology (Word Form) စကားလုံးသဏ္ဍာန်

နောက်ဆုံး အမေးများတွဲပုံစံက Morphology (Word Form) ဖြစ်ပါတယ်။ အတန်းငယ်တန်းက (Grade 6 ကနေ Grade 9 ထိ) အင်္ဂလိပ်စာမေးခွန်းပုံစံမှာ Word Form သီးသန့်မေးပေမဲ့ တက္ကသိုလ်ဝင်တန်းမှာ Word Form ကို အတန်းငယ်တန်းကလို သီးသန့်မေးခွန်းမဟုတ်ဘဲ Reading Comprehension မေးခွန်းတွေထဲမှာ ကြားညှပ်မေးတတ်ပါတယ်။ ဒါကြောင့် Word Form ပုံစံနဲ့ မေးတာကို သတိပြုမိပြီး အခြေခံသဘောတရားတွေဖြစ်တဲ့ Noun နေရာ၊ Adj နေရာ၊ V နေရာ၊ Adv နေရာတွေကို သိထားရမှာဖြစ်ပြီး text ထဲမှာပါတဲ့ စကားလုံးတွေရဲ့ Word Form ပုံစံအမျိုးမျိုးကိုလည်း သိထားရပါမယ်။ ဒါမှသာ Word Form ပြောင်းမေးတဲ့ မေးခွန်းတွေကို တိတိကျကျ ဖြေနိုင်ပြီး အမှတ်လည်း ပိုင်ပိုင်နိုင်နိုင်ရပါလိမ့်မယ်။ သာဓကအားဖြင့် Reading Passage (9) မှာ text က Julius Caesar's calendar was almost twelve minutes too fast. လို့ ပေးထားတယ်။ မေးခွန်းမှာ Julius Caesar's calendar was almost twelve minutes ----- than the sun. လို့ မေးထားတော့ မေးခွန်းမှာ Noun နှစ်ခုချင်း နှိုင်းယှဉ်တဲ့သင်္ကေတ 'than'ပါတော့ 'fast'ဆိုတဲ့ adj ကို faster လို့ ပြောင်းပေးမှ အဖြေမှန်ပါလိမ့်မယ်။ အဲဒီစာပိုဒ်မှာပဲ It was easy to take 10 days away from the calendar. လို့ ပေးထားတယ်။ မေးခွန်းမှာ -

----- 10 days away from the calendar was easy. လို့ ပေးထားတယ်။ ဒီဝါကျကို သရုပ်ခွဲကြည့်ရင် ဖြည့်ရမဲ့ စကားလုံးက Subject နေရာမှာရှိကြောင်း တွေ့ရပါလိမ့်မယ်။ Subject နေရာ၊ Object နေရာတွေမှာ Noun နေတာဆိုတော့ ဒီနေရာမှာ Noun ဖြည့်ပေးရပါတယ်။ text ထဲမှာက to take လို့ပေးထားတော့ ဒါကို Noun ဘယ်လိုပြောင်းမလဲ။ Verb တွေကို -ing ပေါင်းရင် Verbal Noun (ကြိယာနာမ်)ဖြစ်သွားမယ်။ ဒီတော့ take ကို -ing ပေါင်းပြီး taking လို့ ပြေပေးရမှာဖြစ်ပါတယ်။ အဲဒီစာပိုဒ်မှာပဲ text က He thought that a year should be 365 days and 6 hours long. လို့ ပေးထားတယ်။ မေးခွန်းက Julius Caesar thought that the ----- of a year should be 365 days and 6 hours. လို့ မေးထားတော့ ကွက်လပ်ရှေ့မှာ the, ကွက်လပ်နောက် မှာ of ရှိနေတယ်။ article (a, an, the) နောက်မှာ Noun နေတယ်။ preposition ရဲ့ရှေ့မှာ Noun နေတယ်ဆိုတော့ ကွက်လပ်နေရာမှာ ဖြည့်ရမှာ Noun ပုံစံ ဖြစ်ပါတယ်။ အဲဒီတော့ text ထဲက 'long'ကို Noun ပြောင်းပြီး 'length' လို့ ပြေပေးမှ အဖြေမှန်ပါတယ်။

တစ်ခါတရံ Verb Form နဲ့လည်း မေးတတ်တယ်။ Reading Passage (2) မှာ text က But even adding

five holidays did not make the Egyptians, yearly calendar right. လို့ ပေးထားတယ်။ မေးခွန်းက The Egyptians ----- five holidays to make the Egyptians' yearly calendar right. လို့ မေးထားတယ်။ ကွက်လပ်နေရာမှာ ဖြည့်ရမှာ Subject + Verb + Object ပုံစံနဲ့ကြည့်ရင် Verb ဖြည့်ပေးရမယ်။ Verb ဖြည့်ဖို့ရှာတော့ ပေးထားတဲ့ Verb က adding ဆိုတဲ့ V-ing ဖြစ်နေတယ်။ ရိုးရိုး Verb ဖြည့်ရမှာမို့ ပြောင်းပေးရင် စာပိုဒ်တစ်ခုလုံးမှာ ဖြစ်စဉ်ပြကြိယာ (V₂)တွေနဲ့ပဲ အများဆုံးရေးတော့ adding ကို added (V₂) ပြောင်းဖြေမှ အဖြေမှန်ပါတယ်။

ဒီအင်္ဂလိပ်စာမေးခွန်းထုတ်ပုံ သဘောတရားတွေကို သေသေချာချာမှတ်သားပါ။ ဒါဆိုရင် နောင် ဘယ်စာပိုဒ်ထဲက မေးခွန်းထုတ်ထုတ် မေးခွန်းက တောင်းဆိုအတိုင်း တိတိကျကျဖြေဆိုနိုင်လာပါလိမ့်မယ်။

□



Reading Comprehension Exercises

1. Read the passage.

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

More than 2,000 years ago, scientists in Egypt made a calendar. There were ten days in a week, three weeks in a month, and twelve months in a year. This calendar showed a way to count weeks and months, but it was not scientific. It does not matter how many days are in a week, or in a month; any number can be used. No one, however, can decide how long a day or a year should be. A day is the exact length of time it takes the earth to turn around one time. A year is the length of time the earth takes to travel around the sun one time.

Answer these questions. Give complete answers.

(10 marks)

- (1) Who made the first calendar?
- (2) How many days and weeks were there in the Egyptian calendar?
- (3) Why was it possible to use any number in counting weeks and months?
- (4) How long is a day?
- (5) How long is a year?

2. Read the passage.

People had to try for thousands of years before they knew how to put together days, weeks, months, and years.

More than 2,000 years ago, scientists in Egypt made a calendar. There were ten days in a week, three weeks in a month, and twelve months in a year. This calendar showed a way to count weeks and months, but it was not scientific. It does not matter how many days are in a week, or in a month; any number can be used. No one, however, can decide how long a day or a year should be. A day is the exact length of time it takes the earth to turn around one time. A year is the length of time the earth takes to travel around the sun one time. A year is the length of time the earth takes to travel around the sun one time. The Egyptians did not think about these scientific

facts. For them, 12 of their 30 day months made a year, but 360 days do not make a full year.

What did they do about this problem? They made a five-day holiday at the end of each year. But even adding five holidays did not make the Egyptians' yearly calendar right.

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) _____ in Egypt made the first calendar.
- (2) The _____ calendar was not scientific.
- (3) It takes the earth _____ to turn around one time.
- (4) There were thirty _____ in every month in the Egyptian calendar.
- (5) The Egyptians _____ five holidays to make the Egyptians' yearly calendar right.

(B) Answer each question in one sentence. (5 marks)

- (6) After trying for thousands of years, what did people become to know?
- (7) How many days were there in a year in the Egyptian calendar?
- (8) What did the Egyptian calendar show?
- (9) How long is a year?
- (10) What was the problem with the Egyptian calendar?

3. Read the passage.

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

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

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

It was like using a watch that runs slow. The Egyptian calendar was slower than the exact sun year.

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) Egyptian _____ made a calendar thousands of years ago.
- (2) The Egyptian calendar showed how to _____ weeks and months.
- (3) The exact sun year is _____ than The Egyptian Calendar.
- (4) The Egyptian had no knowledge of certain _____ facts.
- (5) The Egyptian Calendar had 12 months, each month having _____.

(B) Answer each question in one sentence: (5 marks)

- (6) How long does the earth take to turn around itself one time?
- (7) How many days did a year have in the Egyptian calendar?
- (8) What was the problem with the Egyptian calendar?
- (9) How did the Egyptians solve the problem?
- (10) Why didn't solving the problem make the Egyptians' yearly calendar right?

4. Read the passage.

The Egyptians did not think about these scientific facts. For them, 12 of their 30 days months made a year, but 360 days do not make a full year.

What did they do about this problem? They made a five-day holiday at the end of each year.

But even adding five holidays did not make the Egyptians yearly calendar right. It takes the earth a little more than 365 days to travel around the sun. To be exact, it takes 365 days, 5 hours, 48 minutes and 46 seconds. For a long time people did not add these extra hours and minutes and seconds.

It was like using a watch that runs slow. The Egyptian calendar was slower than the exact sun year.

Answer these questions. Give complete answers.

(10 marks)

- (1) How many days were there in each month of the Egyptian calendar?
- (2) Why did the Egyptians make a five-day holiday at the end of each year?
- (3) Why didn't adding five holidays make the Egyptians' yearly calendar right?
- (4) How long does the earth exactly take to travel around the sun?
- (5) What was the Egyptian calendar like?

5. Read the passage.

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

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

It was easy to take 10 days away from the calendar. This made it right with the sun again. There was still a problem: how to keep the calendar right in the future, year after year.

(A) Write the correct word or words to complete each sentence.

(5 marks)

- (1) Using the Egyptian Calendar was like using a _____ running watch.
- (2) There is an _____ in a leap year.
- (3) Julius Caesar's calendar was _____ by about twelve minutes.
- (4) Pope Gregory thought his _____ would be better.
- (5) Julius Caesar's calendar was ahead of the _____.

(B) Answer each question in one sentence.

(5 marks)

- (6) How long did Julius Caesar think a year should be?
- (7) What did Julius Caesar do to make the first calendar right?
- (8) What did scientists point out in 1582?
- (9) How was the second calendar made right with the sun?
- (10) What was the problem that still remained to be solved?

6. Read the passage.

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

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

Answer these questions. Give complete answers.

(10 marks)

- (1) How did Julius Caesar fix the calendar?
- (2) What is the actual length of a year?

- (3) Why was Julius Caesar's calendar not correct?
- (4) What would be the difference between Julius Caesar's calendar and the sun in the year 1582?
- (5) What made Julius Caesar's calendar right with the sun again?

7. Read the passage.

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

It was easy to take 10 days away from the calendar. This made it right with the sun again. There was still a problem: how to keep the calendar right in the future, year after year.

(A) Write the correct word or words to complete each sentence.

- (1) Julius Caesar fixed the calendar by adding an extra day every _____.
- (2) A leap year is a year with an _____.
- (3) Julius Caesar's calendar was almost _____ minutes too fast.
- (4) _____ wanted to make Julius Caesar's calendar right.
- (5) Taking _____ away from the calendar made it right with the sun.

(B) Answer each question in one sentence.

- (6) How long was Julius Caesar's yearly calendar?
- (7) How long is a leap year?
- (8) How long is the sun year?
- (9) How fast was Julius Caesar's calendar?
- (10) What did scientists point out in 1582?

8. Read the passage.

Scientists tried one way, and then they tried another. Finally, they decided to continue to have every fourth year as a leap year. Then they solved the problem of the calendar going too fast. They made a plan to take out three days every 400 years. A year ending in 00 is not a leap year unless it can be divided evenly by 400. The year 1600 was a leap year, but 1700, 1800 and 1900 were not. The year 2,000 was a leap year.

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

(A) Write the correct word or words to complete each sentence.

- (1) Scientists tried to continue to have every _____ as a leap year.
- (2) Scientists tried to take out _____ every 400 years.
- (3) The year 1600 can be divided _____ by 400.
- (4) The Gregorian Calendar is _____ fast each year by sun time.
- (5) The calendar we use now is named for _____.

(B) Answer each question in one sentence.

- (6) How was the problem of Julius Caesar's calendar solved?
- (7) When is a year ending in 00 a leap year?
- (8) Why is the calendar we use now called the Gregorian Calendar?
- (9) Why is the Gregorian Calendar not quite accurate?
- (10) For how long will the Gregorian Calendar not be fast by a whole day?

9. Read the passage.

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

It was easy to take 10 days away from the calendar. This made it right with the sun again. There was still a problem: how to keep the calendar right in the future, year after year.

Scientists tried one way, and then they tried another. Finally, they decided to continue to have every fourth year as a leap year. Then they solved the problem of the calendar going too fast. They made a plan to take out three days every 400 years. A year ending in 00 is not a leap year unless it can be divided evenly by 400. The year 1600 was a leap year, but 1700, 1800 and 1900 were not. The year 2,000 was a leap year.

(A) Write the correct word or words to complete each sentence.

- (1) Julius Caesar thought that the _____ of a year should be 365 days and 6 hours.
- (2) An extra day was _____ to the calendar every four years by Julius Caesar.
- (3) Julius Caesar's calendar was almost twelve minutes _____ than the sun.
- (4) _____ 10 days away from the calendar was easy.
- (5) How the calendar should be _____ right in the future was a problem for scientists at that time.

(B) Answer each question in one sentence.

- (6) Who tried to fix the Egyptian calendar in Rome?
- (7) What is a leap year?
- (8) After making the calendar right with the sun, what problem did Pope Gregory XIII still have?
- (9) How did scientists solve the problem of the calendar going too fast?
- (10) Why wasn't the year 1700 a leap year?

10. Read the passage.

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

Scientists tried one way, and then they tried another. Finally, they decided to continue to have every fourth year as a leap year. Then they solved the problem of the calendar going too fast. They made a plan to take out three days every 400 years. A year ending in 00 is not a leap year unless it can be divided evenly by 400. The year 1600 was a leap year, but 1700, 1800 and 1900 were not. The year 2,000 was a leap year.

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

Answer these questions. Give complete answers.

(10 marks)

- (1) What was the problem scientists had to solve?
- (2) What did scientists finally decide to do?
- (3) When can a year ending in 00 be a leap year?
- (4) What is the calendar we use now called and why is it called by this name?
- (5) Why is it not quite accurate?

KEY

1. (1) Scientists in Egypt made the first calendar.
(2) There were ten days in a week, three weeks in a month, and twelve months in a year in the Egyptian calendar.
(3) It was possible to use any number in counting weeks and months because no one can decide how long a day or a year should be.
(4) A day is the exact length of time it takes the earth to turn around one time.
(5) A year is the length of time the earth takes to travel around the sun one time.
2. (A) (1) Scientists (2) Egyptian (3) a day (4) days (5) added
(B) (6) After trying for thousands of years, people became to know how to put together days, weeks, month and years.
(7) There were 360 days in a year in the Egyptian calendar.
(8) The Egyptian calendar showed a way to count weeks and month.
(9) A year is the exact length of time the earth takes to travel around the sun one time.
(10) The problem with the Egyptian calendar was that 360 days did not make a full year.
3. (A) (1) scientists (2) count (3) faster (4) scientific (5) 30 days
(B) (6) The earth takes one day to turn around itself one time.
(7) In the Egyptian calendar a year had 360 days.
(8) The problem with the Egyptian calendar was that 360 days did not make a full year.
(9) The Egyptians solved the problem by adding five holidays at the end of each year.
(10) Solving the problem didn't make the Egyptians' yearly calendar right because it takes the earth 365 days, 5 hours, 48 minutes and 46 seconds to travel around the sun.
4. (1) There were 30 days in each month of the Egyptian calendar.
(2) The Egyptians made a five day holiday at the end of each year to make a full year.
(3) Adding five holidays didn't make the Egyptians' yearly calendar right because the Egyptian calendar would still have only 365 days whereas the earth takes a little more than 365 days to travel around the sun.
(4) The earth exactly takes 365 days, 5 hours, 48 minutes and 46 seconds to travel around the sun.
(5) The Egyptian calendar was like using a watch that runs slow.
5. (A) (1) slow (2) extra day (3) too fast (4) plan (5) sun
(B) (6) Julius Caesar thought that a year should be 365 days and 6 hours long.
(7) Julius Caesar added an extra day every four years to make the first calendar right.
(8) In 1582 scientists pointed out that the calendar was about 10 days faster than the sun.
(9) The second calendar was made right with the sun by taking 10 days away from the calendar.
(10) The problem that still remained to be solved was how to keep the calendar right in the future, year after year.
6. (1) Julius Caesar fixed the calendar by adding an extra day every four years.
(2) The actual length of a year is 365 days, 5 hours, 48 minutes and 46 seconds.
(3) Julius Caesar's calendar was not correct because it was almost twelve minutes too fast.

(4) About 10 days would be the difference between Julius Caesar's calendar and the sun in the year 1582.

(5) Taking 10 days away from the calendar made Julius Caesar's calendar right with the sun again.

7. (A) (1) four years (2) extra day (3) twelve (4) Pope Gregory XIII (5) ten days
(B) (6) Julius Caesar's yearly calendar was 365 days and 6 hours long.
(7) A leap year is 366 days long.
(8) The sun year is 365 days, 5 hours, 48 minutes and 46 seconds long.
(9) Julius Caesar's calendar was almost 12 minutes too fast.
(10) In 1582, scientists pointed out that the calendar was ten days faster than the sun.

8. (A) (1) fourth year (2) three days (3) evenly (4) 26 seconds (5) Pope Gregory
(B) (6) The problem of Julius Caesar's calendar was solved by taking out three days every 400 years.
(7) A year ending in 00 is a leap year when it can be divided evenly by 400.
(8) The calendar we use now is called the Gregorian Calendar in honour of Pope Gregory.
(9) The Gregorian Calendar is not quite accurate because it is 26 seconds fast each year by the sun time.
(10) The Gregorian Calendar will not be fast by a whole day for at least 3,000 years.

9. (A) (1) length (2) added (3) faster (4) Taking (5) kept
(B) (6) Julius caesar tried to fix the Egyptian calendar in Rome.
(7) A leap year is the year with an extra day.
(8) After making the calendar right with the sun, Pope Gregory XIII still had a problem: how to keep the calendar right in the future, year after year.
(9) Scientists solved the problem of the calendar going too fast by making a plan to take out three days every 400 years.
(10) The year 1700 wasn't a leap year because it cannot be divided evenly by 400.

10. (1) The problem scientists had to solve was how to keep the calendar right in the future, year after year.

(2) Scientists finally decided to continue to have every fourth year as a leap year.

(3) A year ending in 00 can be a leap year when it can be divided evenly by 400.

(4) The calendar we use now is called by this name because it is named for Pope Gregory.

(5) It is not quite accurate because it is 26 seconds fast each year by sun time.



Unit-2

Too Much Knowledge Maketh Fools

ဒီတစ်ပတ်သင်ခန်းစာမှာ ပါဝင်တဲ့ အင်္ဂလိပ်စာမေးခွန်းထုတ်တဲ့ ပုံစံတွေကို ဆက်လက်ဆွေးနွေးသွားပါမယ်။ ဒီတစ်ပတ်သင်ခန်းစာမှာ ပြီးခဲ့တဲ့အပတ် သင်ခန်းစာတုန်းကလို မေးခွန်းထုတ်တဲ့ပုံစံတွေ အပြည့်အဝမသုံးတာကို တွေ့ရပါတယ်။ လောလောဆယ် အသုံးပြုထားတဲ့ မေးခွန်းထုတ်တဲ့ပုံစံတွေကို သရုပ်ခွဲကြည့်ရင် အောက်ပါအတိုင်း တွေ့ရပါတယ်။

(1) Synonyms (Similar Meanings) အဓိပ္ပာယ်တူဝေါဟာရ

Reading Passage (4) မှာ text က After travelling for a number of days their dry rations **ran out** and ----- . ဆိုပြီး ပေးထားတယ်။ မေးခွန်းမှာက When they had travelled for a few days, they had **no more** ----- . လို့ ပေးတယ်။ text ထဲက ran out (သုံး၍ ကုန်သည်)နဲ့ no more (မကျန်တော့၊ မရှိတော့)ဆိုတာနဲ့က အဓိပ္ပာယ်တူတယ်။ ဒီတော့ အဖြေက dry rations ဖြစ်ပါတယ်။

Reading Passage (7) က text ထဲမှာ ----- and the pot and the grain given to them by their professor came in very useful indeed. လို့ ပေးထားတယ်။ မေးခွန်းမှာက The pot and the grain became very ----- when their dry rations ran out. လို့ ပေးထားတယ်။ came in (ရောက်လာသည်၊ ဖြစ်လာသည်)က became (ဖြစ်လာသည်)နဲ့ အဓိပ္ပာယ်တူတယ်။ ဒီတော့ အဖြေက သူနဲ့ကပ်ရပ်စကားလုံး useful ပဲ ဖြစ်မှာပေါ့။ အဲဒီလိုပဲ ဒီစာပိုဒ်မှာပဲ ပေးထားတာက "How thoughtful our great teacher is!" they felt and ----- . လို့ ပေးထားတယ်။ မေးခွန်းမှာက Each of the youths thought that their professor was very ----- . လို့ ပေးထားတယ်။ felt (ထင်သည်၊ ခံစားသည်)နဲ့ thought (တွေးထင်သည်၊ ယူဆသည်) က အဓိပ္ပာယ်တူနေတော့ အဖြေက thoughtful ဖြစ်ပါမယ်။ စာပိုဒ်ထဲက How thoughtful our great teacher is! ဆိုတာ exclamatory sentence ကို ရိုးရိုးဝါကျနဲ့ ပြန်ရေးရင် Our great teacher is very thoughtful. လို့ အဓိပ္ပာယ်ရတော့ very ပေးထားပြီးသားဖြစ်လို့ အဖြေက thoughtful တစ်လုံးတည်း ရေးရပါမယ်။ နောက် အဲဒီစာပိုဒ်မှာပဲ text ထဲမှာ ----- and the philosopher was to get some ghee (which is clarified butter) to cook the curry in. လို့ ပေးထားတယ်။ မေးခွန်းမှာက What is ghee? လို့ မေးထားတယ်။ text ထဲက ghee နောက်က (which is clarified butter) ဆိုတာ ghee ရဲ့အဓိပ္ပာယ်ကို ရှင်းပြထားတာပါ။ ဒီတော့ What is ghee? မေးခွန်းရဲ့အဖြေက Ghee is clarified butter လို့ ဖြေရမှာဖြစ်ပါတယ်။

Reading Passage (10) ထဲက text ထဲမှာ On and on he philosophized, quite happily **unaware** of the ghee in the leaf in his hand melting gradually and dripping. လို့ ပေးထားတယ်။ မေးခွန်းက What did he not know? လို့ မေးတော့ unaware of (မသိသော၊ သတိမပြုမိသော)နဲ့ did not know (မသိပါ) နဲ့က အဓိပ္ပာယ်တူနေတယ်။ ဒီတော့ အဖြေက He did not know that the ghee in the leaf in his hand was melting gradually and dripping. လို့ ပြန်ဖြေပေးရမယ်။ ဒီနေရာမှာ တစ်ခုသတိထားရမှာက unaware of မှာ preposition (of) နဲ့ တွဲရေးရပေမဲ့ know မှာကျတော့ ဆက်ရေးချင်တာကို 'that' နဲ့ဆက်ပြီးမှ ရေးလို့ရတယ်။ ပြီးတော့ text ထဲက melting gradually and dripping က ရှေ့က ghee ကို adj: ပုံစံနဲ့ နောက်ကနေ post-noun modifier အဖြစ် အထူးပြုထားတာဖြစ်ပါတယ်။ that နဲ့ဆက်ပြီး ရေးတော့ နောက်ကဝါကျမှာ ဝါကျပုံစံအပြည့် ရေးရတော့ စောစောက adj: လို့ အထူးပြုခဲ့တဲ့စကားလုံးတွေကို 'was' နဲ့တွဲပြီး Past Continuous Tense အဖြစ် ပြောင်းရတာ သတိပြုပါ။

Reading Passage (14) မှာ text က The other two who had come back empty-handed, now found it quite easy to admit to the cook that ----- . လို့ ပေးထားတယ်။ မေးခွန်းမှာက They now

found it fairly ————— to tell the cook what he had happened. လို့ ပေးထားတယ်။ fairly (အတော်အတန်)ဆိုတာက quite (အလွန်)နဲ့ အဓိပ္ပာယ်ဆင်ဆင်တူလို့ ဆက်စပ်ရင် အဖြေက easy လို့ ဖြေရမယ်။

Reading Passage (15) မှာ text က His three friends lifted him up and all he had were bruises and cuts. လို့ ပေးထားပြီး မေးခွန်းမှာက What did he receive as a result? လို့ ပေးထားတယ်။ had (မှာရှိသည်၊ ရရှိသည်)နဲ့ receive (လက်ခံရရှိသည်)နဲ့က အဓိပ္ပာယ်တူတော့ အဖြေက He received bruises and cuts as a result. လို့ ဖြေပေးရပါတယ်။

(2) Antonyms (Opposites) အဓိပ္ပာယ်ဆန့်ကျင်ဖက်ဝေါဟာရ

ဒီသင်ခန်းစာမှာ Antonyms က တစ်ခုပဲပါတယ်။ Reading Passage (7) ထဲက text ထဲမှာ ----- and after paying their respects to their professor, set forth on their journey home. လို့ ပေးထားပြီး မေးခွန်းမှာက What did the youths do before they started on their journey home? လို့ မေးတယ်။ after (ပြီးနောက်)နဲ့ before (မတိုင်မီ)ဆိုတဲ့ ဝေါဟာရနှစ်ခုက အဓိပ္ပာယ်ဆန့်ကျင်ဖက် ဖြစ်နေတော့ အဓိပ္ပာယ်ဆန့်ကျင်ဖက် ဝေါဟာရတွေပါတဲ့ ဝါကျတွေကို ရှေ့နောက်ပြောင်းပြီး ရေးနိုင်တယ်။ ဆိုလိုတာက after နဲ့ ရေးထားတာကို before နဲ့သုံးပြီး ဝါကျရှေ့နောက် ပြောင်းရေးနိုင်တာကို ပြောတာပါ။ ဒီတော့ ဒီဝါကျနှစ်ခု ဆက်စပ်ရင် အဖြေက The youths paid their respects to their professor before they started on their journey home. လို့ ဖြေပေးရပါမယ်။

(3) Change of Number (Singular ↔ Plural) ကိန်းပြောင်းခြင်း

text ထဲက ဝါကျတွေကို number (singular) တစ်ခုကိန်းကနေ (plural)အများကိန်း ပြောင်းပေးတဲ့ ပုံစံမျိုး ဒီသင်ခန်းစာမှာ မတွေ့ရပါ။

(4) Change of Voice (Active ↔ Passive) ဝါကျရေးဟန်ပြောင်းခြင်း

ဒီသင်ခန်းစာမှာ text ထဲက ဝါကျတွေ Voice ပြောင်းပြီး Active ကနေ Passive ဝါမှမဟုတ် Passive ကနေ active ပြောင်းမေးတာမျိုး မတွေ့ရပါဘူး။

ဒါပေမဲ့ ဒီသင်ခန်းစာမှာ Voice အစား ပေါ်လာတဲ့မေးခွန်းပုံစံကတော့ Change of Speech (Direct ↔ Indirect) ဖြစ်ပါတယ်။ text ထဲက တိုက်ရိုက်ပြောစကား (Direct Speech)တွေကို အဖြေပုံစံရေးတဲ့အခါ အစီရင်ခံပြောစကား (Indirect Speech)ပုံစံ ပြောင်းပေးရပါတယ်။ Reading Passage (1) မှာ text က "----- but if you don't have the sense to act suitably to the time and circumstance of a situation, you may have to go hungry." လို့ ပေးထားတယ်။ မေးခွန်းမှာက What might happen to the four youths if they didn't act suitably to the time and circumstance of a situation? လို့ မေးတယ်။ အဖြေရေးတဲ့အခါ Indirect Speech နဲ့ ပြန်ဖြေပေးရမယ်။ ဒီတော့ အဖြေက The four youths might have to go hungry if they didn't have the sense to act suitably to the time and circumstance of a situation. လို့ ဖြေပေးရပါတယ်။ အလားတူပဲ When might the students have to go hungry? ဆိုတဲ့မေးခွန်းကို Indirect Speech ပြောင်းပြီး The students might have to go hungry when they didn't have the sense to act suitably to the time and circumstance of a situation. လို့ ဖြေပေးရပါမယ်။ အဲဒီလိုပဲ Reading Passage (12) မှာ text က ----- "one backward kick of my right heel caught the pot". လို့ ပေးထားပါတယ်။ မေးခွန်းက What happened when he was dancing? လို့ မေးထားပါတယ်။ အဖြေရေးတဲ့အခါ Indirect Speech နဲ့ဖြေရင် One backward kick of his right heel caught the pot when he was dancing. လို့ ဖြေပေးရပါမယ်။

(5) Morphology (Word Form) စကားလုံးသဏ္ဍာန်

ဒီသင်ခန်းစာမှာ Word Form ပုံစံနဲ့ မေးတဲ့မေးခွန်းပုံစံတွေ မတွေ့ရပါဘူး။ ဒါပေမဲ့ Verb Form (ကြိယာ

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သဏ္ဍာန်)နဲ့မေးတဲ့ မေးခွန်းတွေကိုတော့ တော်တော်များများ တွေ့ရပါတယ်။ Reading Passage (4) က text ထဲမှာ Not quite comprehending what the great teacher meant, ----- ဆိုပြီး ပေးထားတယ်။ မေးခွန်းက They did not ----- their teacher's words. လို့ မေးထားတယ်။ ဒီတော့ ဆက်စပ်လိုက်ရင် အဖြေက comprehend လို့ ဖြေရပါမယ်။ text ထဲမှာက Not quite comprehending လို့ V-ing နဲ့ ပေးထားပေမဲ့ ကွက်လပ်ရှေ့မှာ did not လို့ ပေးထားတော့ do/ does/ did နောက် V₁လိုက်လို့ V_{ing} ကို comprehend လို့ V₁ ပုံစံ ပြောင်းပေးရပါတယ်။ အဲဒီစာပိုဒ်မှာပဲ text ထဲမှာ ----- and after paying respects to their professor, set forth on their journey. လို့ ပေးထားတယ်။ မေးခွန်းမှာက They ----- their respects to their teacher and left for home. လို့ မေးတယ်။ text ထဲမှာ after နောက်မှာပို့ paying လို့ရေးပေမဲ့ မေးခွန်းမှာက and left လို့ မေးတယ်။ and နဲ့ ဆက်ထားရင် ရှေ့နဲ့နောက် ဝါကျပိုင်းတွေက tense တူပါတယ်။ ဒီတော့ and နောက်က left (V₂) ပေးထားတော့ ရှေ့ကွက်လပ်မှာ V₂ နဲ့ ဖြေပေးရပါမယ်။ ဒီတော့ paying ကို V₂ ပြောင်းပြီးတော့ paid လို့ ဖြေပေးရပါမယ်။ ဒီပုံစံနဲ့ အလားတူပဲ Reading Passage (14) ထဲက text မှာ -----, holding up the leaves he had plucked. လို့ ပေးထားတယ်။ မေးခွန်းမှာက He ----- them up to show his friend. လို့ မေးတယ်။ စောစောက စာကြောင်းလိုပဲ V_{ing} ကို V₂ ပြောင်းဖြေရမယ်။ ဘာကြောင့်လဲဆိုတော့ ဒီပုံပြင်ဟာ ဖြစ်ပြီးသားကိစ္စတွေကို ပြန်ပြောပြနေတာမို့ တစ်လျှောက်လုံး V₂ တွေ အများဆုံး သုံးထားလို့ V₂ နဲ့ ဖြေပေးရမယ်။ ဒီတော့ holding ကို V₂ ပြောင်းပြီး held လို့ ဖြေမှ မှန်ပါမယ်။

Reading Passage (5) မှာတော့ V_{ing} ကို V₂ ပြောင်းတဲ့ပုံစံနဲ့ ပြောင်းပြန် V₂ ကို V_{ing} ပြောင်းတဲ့ပုံစံကို တွေ့ရပါတယ်။ text ထဲမှာ So they drew lots for the different tasks to be carried out ----- ဆိုပြီး ပေးထားတယ်။ မေးခွန်းမှာက Afer ----- lots, the four youths set out to do their tasks. လို့ မေးထားတယ်။ After ရဲ့နောက်မှာ V_{ing} လိုက်တယ်ဆိုတာ သိပြီးသားဆိုတော့ text ထဲက drew (V₂) ကို drawing (V_{ing}) ပြောင်းဖြေမှ အဖြေမှန်ပါတယ်။

ဒီလောက်ဆိုရင် Unit-2 အတွက် မေးခွန်းပုံစံတွေကို ဆွေးနွေးတာ လုံလောက်ပါပြီ။ နောက်တစ်ပတ်မှာလည်း နောက်သင်ခန်းစာတွေကို သရုပ်ခွဲအဖြေရှာကြည့်ကြရအောင်။




Reading Comprehension Exercises

1. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) Each of the four youths came from _____ from a different land.
- (2) Each youth specialized in a branch of study according to his _____.
- (3) The four youths studied for three years and became _____ in their studies.
- (4) The four youths returned to their _____ after studying for three years.
- (5) The professor gave the four youths a cooking pot and some grain as a _____.

(B) Answer each question in one sentence. (5 marks)

- (6) Where did the four youths study?
- (7) What did the four youths study?
- (8) Why did the professor give the four youths a cooking pot and some grain?
- (9) What was the final gift given by the professor to the youths?
- (10) What might happen to the four youths if they didn't act suitably to the time and circumstance of a situation?

2. Read the passage.

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

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

Answer these questions. Give complete answers. (10 marks)

- (1) Where did the four youths come from?
- (2) What did the four youths study?
- (3) When were the four youths considered proficient in their subjects?
- (4) What did their teacher give the four youths when they said good-bye?
- (5) Why did their professor give the four youths these things?

3. Read the passage.

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) The professor gave them a _____ so that they would have something to cook in.
- (2) The professor let the students return home when they became _____ in their subjects.
- (3) The professor also gave his students a _____ before they left.
- (4) This was a piece of _____.
- (5) The students should act suitably according to the _____.

(B) Answer each question in one sentence.

(5 marks)

- (6) How long did the students study under the professor?
- (7) Where were the students returning?
- (8) Why did their professor give them some grain?
- (9) What were the students proficient in?
- (10) When might the students have to go hungry?

4. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence.

(5 marks)

- (1) When they had travelled for a few days, they had no more _____.
- (2) They did not _____ their teacher's words.
- (3) They _____ their respects to their teacher and left for home.
- (4) Although they had rice to cook, they did not have anything for _____.
- (5) Clarified butter is sometimes called _____.

(B) Answer each question in one sentence.

(5 marks)

- (6) When did they run out of dry rations?
- (7) Why did they feel that their great teacher was thoughtful?
- (8) What did they do to decide who was to do what task?
- (9) To whom did the task of getting vegetables fall?
- (10) Who was to get the clarified butter?

5. Read the passage.

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

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

The medico went to the nearest village and there in the bazaar he found various kinds of meat and fish. He looked around for some time and found that nothing suited him. His medical knowledge now seemed to warn him which meat or fish was indigestible, which not nutritious, which unseasonable, which would cause what disease, which would upset the stomach and which the bile, till finally he left without buying any meat or fish!

(A) Write the correct word or words to complete each sentence.

(5 marks)

- (1) The pot and the grain the professor gave the four youths were _____ to them.
- (2) The four youths felt that their great teacher was _____.
- (3) When the dry rations of the four youths ran out, they had _____ but they did not have curry.

(4) After ----- lots, the four youths set out to do their tasks.

(5) Ghee is used ----- the curry in.

(B) Answer each question in one sentence.

(5 marks)

(6) What happened to the four youths after travelling for a number of days?

(7) What did the four youths do to get a decent meal?

(8) Where did the medico go to buy meat and fish?

(9) How long did the medico look around the village bazaar?

(10) What did the medico buy from the bazaar?

6. Read the passage.

As a parting gift the professor gave them a cooking pot as well as some grain, in order that they would have something to cook and eat should their dry rations run out before they reached home.

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

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

Answer these questions. Give complete answers.

(10 marks)

(1) What was the professor's parting gift?

(2) Why did the professor give them a parting gift?

(3) What was his final gift to them?

(4) Why did they look at each other?

(5) What did they do before they left?

7. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence.

(5 marks)

(1) The youths had travelled ----- when their dry rations ran out.

(2) Each of the youths thought that their professor was very -----.

(3) The pot and the grain became very ----- when their dry rations ran out.

(4) The four youths had enough ----- but no curry to eat.

(5) The medico's job was to buy ----- for the curry.

(B) Answer each question in one sentence.

(5 marks)

(6) What did the youths do when they did not understand what their teacher meant?

(7) When did the youths set out on their journey home?

(8) What did the youths do before they started on their journey home?

(9) Why did they each have to carry out different tasks?

(10) What is ghee and why did they need it?

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8. Read the passage.

Thus, the man of music and dancing was to cook the rice. The medico was to buy meat and fish; the astrologer was to gather vegetables; and the philosopher was to get some ghee (which is clarified butter) to cook the curry in. And thus each set out to do his task. The medico went to the nearest village and there in the bazaar he found various kinds of meat and fish. He looked around for some time and found that nothing suited him.

Answer these questions. Give complete answers.

(10 marks)

- (1) What was the task of the medico?
- (2) Why did the four youths need some ghee?
- (3) Where did the medico go?
- (4) What did the medico find in the bazaar?
- (5) What did the medico buy?

9. Read the passage.

The medico went to the nearest village and there in the bazaar he found various kinds of meat and fish. He looked around for some time and found that nothing suited him. His medical knowledge now seemed to warn him which meat or fish was indigestible, which not nutritious, which unseasonable, which would cause what disease, which would upset the stomach and which the bile, till finally he left without buying any meat or fish!

Answer these questions. Give complete answers.

(10 marks)

- (1) Where did the medico find a bazaar?
- (2) How long did he go round in the bazaar?
- (3) What reminded him which foods were unsuitable?
- (4) If a food was not good, what could it do to the stomach?
- (5) How did he leave the bazaar?

10. Read the passage.

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

Answer these questions. Give complete answers.

(10 marks)

- (1) What was the task of the philosopher?
- (2) How did he bring the ghee?
- (3) What did he do on the way?
- (4) According to the philosopher, why were the ghee and the leaf related?
- (5) What did he not know?

11. Read the passage.

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

"Soon after the three of you left," wailed the cook, "I built a fire, rinsed the rice, put it in the pot, added the required amount of water, and placed the pot on the fire. After some time, the pot

began to simmer, and then it started to boil. I watched and could not help but hear the bubbling noise of the boiling rice.

Answer these questions. Give complete answers.

(10 marks)

- (1) What did the medico have in his hand when he came back from the market?
- (2) What did the two friends tell each other?
- (3) What was the man of music and dancing doing when they found him?
- (4) Why was the rice strewn all over the fireplace?
- (5) According to the cook, what happened when the pot began to boil?

12. Read the passage.

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

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

Answer these questions. Give complete answers.

(10 marks)

- (1) Where did the cook put the rice?
- (2) What did he fill the pot with?
- (3) How did he hear the bubbling noise of the boiling rice?
- (4) What did he start to do when he heard it?
- (5) What happened when he was dancing?

13. Read the passage.

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

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

Answer these questions. Give complete answers.

(10 marks)

- (1) What did the other two admit to the cook?
- (2) Who had not yet returned and what was his task?
- (3) Where did they look for him?
- (4) Where did they find him?
- (5) What did he have in his hand?

14. Read the passage.

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

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

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

“Ah,” replied the astrologer, “the climbing up was easy because at that moment I was under the influence of an ascending constellation. But now, the climbing down is quite a different matter. You see, the stars are not just right as yet and I am waiting for the moment when I’ll be under the

influence of a descending constellation.”

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) The other two were _____ when they met each other.
- (2) They now found it fairly _____ to tell the cook what had happened.
- (3) The _____ had not yet returned.
- (4) He had some _____ in his hand.
- (5) He _____ them up to show his friends.

(B) Answer each question in one sentence. (5 marks)

- (6) What did the other two admit to the cook?
- (7) Whom did they remember and what was his task?
- (8) Where did they find him?
- (9) Why was he still up on the tree?
- (10) What did his three friends tell him to do?

15. Read the passage.

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

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

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

Answer these questions. Give complete answers. (10 marks)

- (1) Why was the poor astrologer very frightened?
- (2) What happened when he tried to climb down?
- (3) What did he receive as a result?
- (4) When did each of them realize the wisdom of their professor’s parting advice?
- (5) Explain very briefly what this advice was.

□□□□□

KEY

1. (A) (1) a rich family (2) natural bent (3) proficient
(4) respective parents (5) parting gift
- (B) (6) The four youths studied at Taxila.
(7) The four youths studied different branches of study.
(8) The professor gave the four youths a cooking pot and some grain so that they would have something to cook and eat if their dry rations ran out before they reached home.
(9) The final gift given by the professor to the youths was a piece of advice.
(10) The four youths might have to go hungry if they don’t act suitably to the time and circumstance of a situation.

2. (1) The four youths came from different lands.
 (2) The four youths studied music and dancing, medicine, astrology and philosophy respectively.
 (3) After studying for three years the four youths were considered proficient in their subjects.
 (4) Their teacher gave the four youths a cooking pot and some grain when they said goodbye.
 (5) Their professor gave the four youths these things in order that they would have something to cook and eat if their dry rations ran out before they reached home.
3. (A) (1) cooking pot (2) proficient (3) final gift (4) advice
 (5) time and circumstance of a situation
 (B) (6) The students studied under the professor for three years.
 (7) The students were returning to their respective parents.
 (8) Their professor gave them some grain in order that they would have something to cook and eat if their dry rations ran out before they reached home.
 (9) The students were proficient in their respective subjects.
 (10) The students might have to go hungry when they did not have the sense to act suitably to the time and circumstance of a situation.
4. (A) (1) dry rations (2) comprehend (3) paid (4) the curry (5) ghee
 (B) (6) After travelling for a number of days they ran out of dry rations.
 (7) They felt that their great teacher was thoughtful because the pot and the grain given to them by their professor came in very useful.
 (8) They drew lots to decide who was to do what task.
 (9) The task of getting vegetables fell to the astrologer.
 (10) The philosopher was to get the clarified butter.
5. (A) (1) very useful (2) thoughtful (3) enough rice (4) drawing
 (5) to cook
 (B) (6) After travelling a number of days the four youths ran out of dry rations.
 (7) The four youths drew lots for the different tasks to be carried out to get a decent meal.
 (8) The medico went to the nearest village to buy meat and fish.
 (9) The medico looked round the village bazaar for some time.
 (10) The medico bought nothing from the bazaar.
6. (1) The professor's parting gift was a cooking pot as well as some grain.
 (2) The professor gave them a parting gift in order that they would have something to cook and eat if their dry rations ran out before they reached home.
 (3) His final gift to them was a piece of advice that if they did not have the sense to act suitably to the time and circumstance of a situation, they might have to go hungry.
 (4) They looked at each other because they did not comprehend what their great teacher meant.
 (5) They paid their respects to their professor before they left.
7. (A) (1) for a number of days (2) thoughtful (3) useful
 (4) rice (5) meat and fish
 (B) (6) The youths looked at one another when they did not understand what their teacher meant.
 (7) After paying their respects to their professor, the youths set out on their journey home.

(8) The youths paid their respects to their professor before they started on their journey home.

(9) They each had to carry out different tasks in order to get a decent meal.

(10) Ghee is clarified butter and they needed it to cook carry in.

8. (1) The task of the medico was to buy meat and fish.
(2) The four youths needed some ghee to cook the curry in.
(3) The medico went to the bazaar in the nearest village.
(4) The medico found various kinds of meat and fish in the bazaar.
(5) The medico bought nothing.
9. (1) The medico found a bazaar in the nearest village.
(2) He went round in the bazaar for some time.
(3) His medical knowledge reminded him which foods were unsuitable.
(4) If a food was not good, it would upset the stomach.
(5) He left the bazaar without buying any meat or fish.
10. (1) The task of the philosopher was to get the required ghee.
(2) He brought the ghee in a green leaf.
(3) He did philosophical speculations on the way.
(4) According to the philosopher, the ghee and the leaf were related because ghee came from cow's milk and cow's milk came from leaves.
(5) He did not know that the ghee in the leaf in his hand was melting gradually and dripping.
11. (1) The medico had nothing in his hand when he came back from the market.
(2) The two friends told each other what had happened to him.
(3) When they found him, the man of music and dancing was moping beside a broken pot with the rice strewn all over the fireplace.
(4) The rice was strewn all over the fireplace because the pot was broken.
(5) According to the cook, he heard the bubbling noise of the boiling rice when the pot began to boil.
12. (1) The cook put the rice in the pot.
(2) He filled the pot with the required amount of water.
(3) He heard the bubbling noise of the boiling rice like the rhythmic beats of music coming from a drum.
(4) He started to dance when he heard it.
(5) When he was dancing, one backward kick of his right heel caught the pot.
13. (1) The other two admitted to the cook that they, too, had failed to accomplish what they had set out to do.
(2) Their astrologer friend had not yet returned and his task was to get some vegetables.
(3) They looked for him in the forest.
(4) They found him atop a tall bael tree, sitting tight.
(5) He had the tender bael leaves in his hand.
14. (A) (1) empty-handed (2) easy (3) astrologer (4) tender bael leaves (5) held
(B) (6) The other two admitted to the cook that they, too, had failed to accomplish what they had set out to do.
(7) They remembered their astrologer friend and his task was to get some vegetables.
(8) They found him atop a tall bael tree in the forest.

(9) He was still up on the tree because he was waiting for the moment when he would be under the influence of a descending constellation.

(10) His three friends told him to come down the tree.

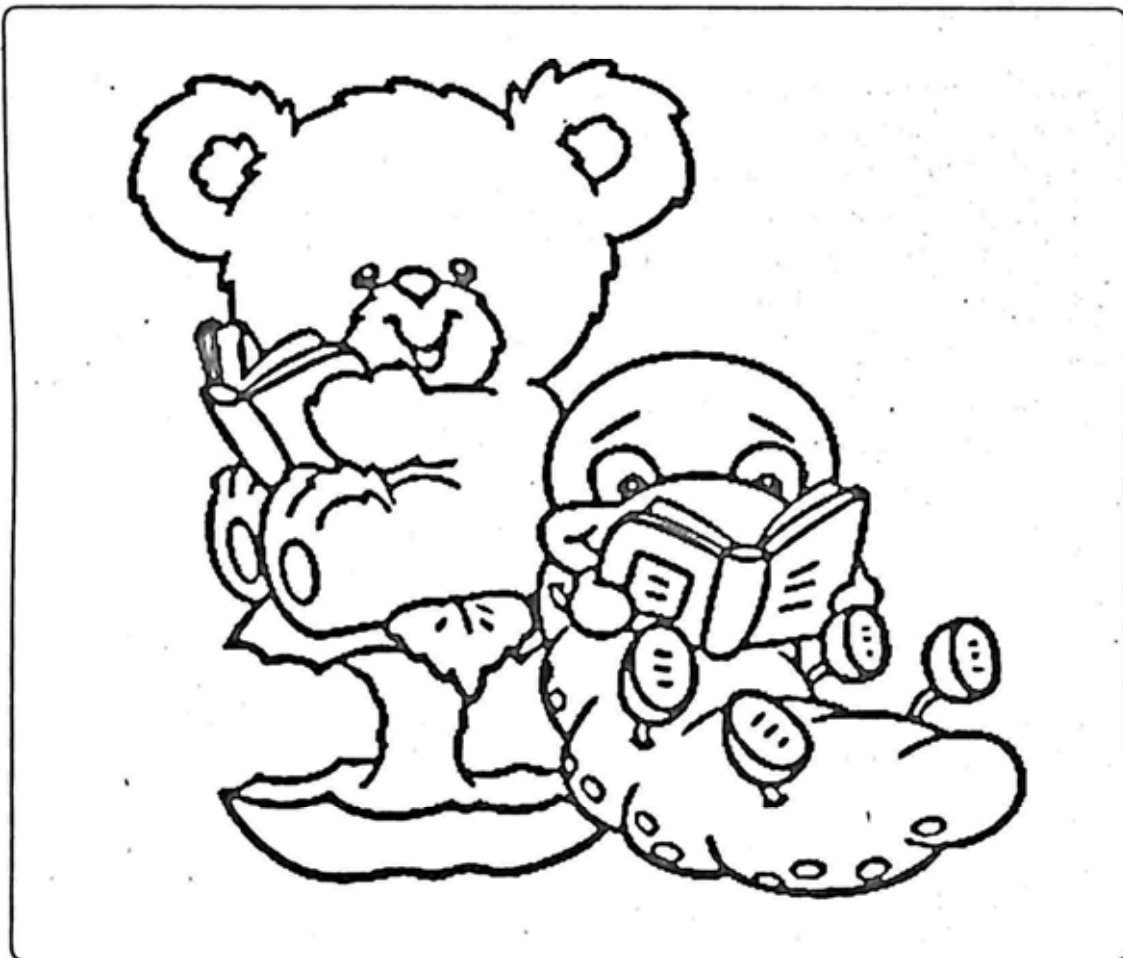
15. (1) The poor astrologer was very frightened because he was out of his wits.

(2) When he tried to climb down, he was trembling so much that he half-slipped and half-fell and lay in a stunned heap on the ground.

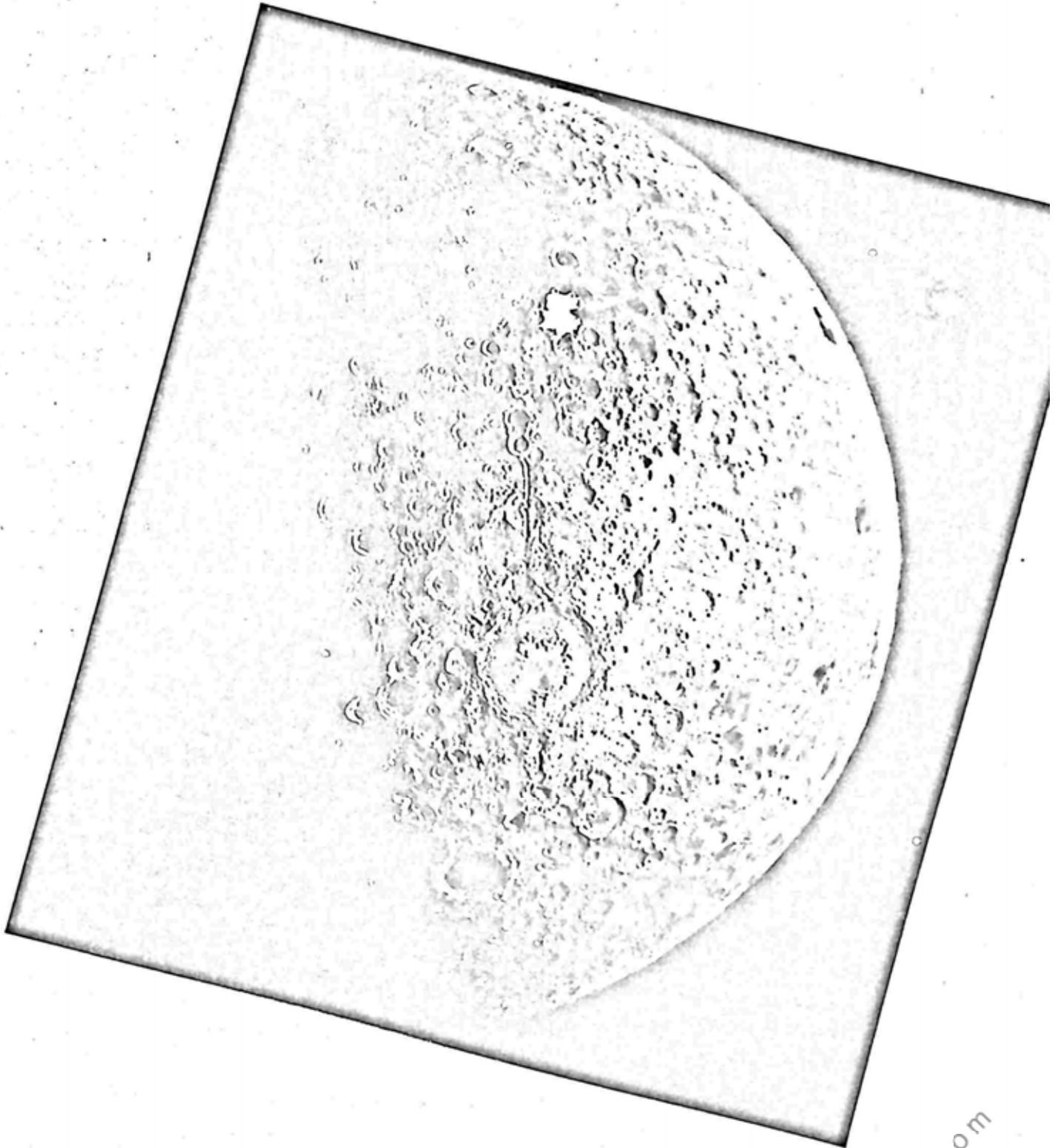
(3) As a result he received bruises and cuts.

(4) Each of them realized the wisdom of their Professor's parting advice when each had failed in carrying out his lot.

(5) This advice was that if they misapplied their knowledge of the subjects they had studied, they would get into trouble.



The Moon: A Nice Place to Visit?



The Moon: A Nice Place to Visit?

ဒီတစ်ပတ် အင်္ဂလိပ်စာသင်ခန်းစာကို ခါတိုင်းလို အင်္ဂလိပ်စာမေးခွန်းထုတ်တဲ့ ပုံစံတွေနဲ့ ချဉ်းကပ်ကြည့်ရအောင်။ အင်္ဂလိပ်စာမေးခွန်းထုတ်တဲ့ ပုံစံဆိုတာ တစ်နည်းအားဖြင့် ပြောရရင် အင်္ဂလိပ်စာမေးခွန်းကို ပုံစံတစ်မျိုးလှည့်ပြီး ဉာဏ်စမ်းသဘောမျိုးမေးတာ။ အင်္ဂလိပ်စာရဲ့ သဒ္ဒါအခြေခံ အသိပညာတွေကို သိနားလည်တတ်မြောက်ခြင်း ရှိ မရှိ စစ်မေးတာဖြစ်တာမို့ ဉာဏ်စမ်းမေးခွန်းတွေကို ဖြေနိုင်ရင် တိုက်ရိုက်မေးတဲ့ မေးခွန်းတွေကို မဖြေနိုင်စရာအကြောင်းမရှိပါဘူး။ ကဲ . . . မေးခွန်းထုတ်တဲ့ပုံစံတွေကို ပြန်ကြည့်ရအောင်။

(1) Synonyms (Similar Meanings) အဓိပ္ပာယ်တူဝေါဟာရ

Readying Passage (1) မှာ . . . the moon is actually a very hostile environment for human beings. လို့ ပေးထားပြီး မေးခွန်းမှာ The moon is a very ----- for people. လို့ မေးတယ်။ human being (လူသားများ)ဆိုတာ people (လူအများ)နဲ့ အဓိပ္ပာယ်တူတော့ ဆက်စပ်ဖြေရင် hostile environment ဆိုတဲ့ အဖြေရမှာပေါ့။ Reading Passage (2) မှာ ----- because its gravity is insufficient to retain an atmosphere. လို့ ပေးထားပြီး မေးခွန်းမှာက The moon doesn't have enough ----- to retain an atmosphere. လို့ ပေးထားတယ်။ မေးခွန်းထဲက doesn't have enough (လုံလောက်တဲ့ ----- မရှိဘူး)ဆိုတဲ့ စကားစုဟာ text ထဲက insufficient (မလုံလောက်သော)ဆိုတဲ့ စကားလုံးနဲ့ အဓိပ္ပာယ်တူတယ်။ ဒီတော့ ဆက်စပ်စဉ်းစားရင် အဖြေက gravity ဖြစ်မှာပေါ့။

အဲဒီလို Reading Passage (5) မှာ text က The lunar sky is black. လို့ ပေးထားပြီး မေးခွန်းမှာ Unlike the earth, the sky on the moon is ----- . လို့ မေးတယ်။ text ထဲက lunar (လနှင့်ဆိုင်သော) ဆိုတဲ့ စကားလုံးဟာ မေးခွန်းထဲက on the moon (လပေါ်မှာ)ဆိုတဲ့ စကားစုနဲ့ အဓိပ္ပာယ်တူတော့ အဖြေက black ဖြစ်ကြောင်း တွေးဆနိုင်ပါတယ်။ Reading Passage (9) မှာ The moon is a satellite of the earth. လို့ ပေးထားပြီး မေးခွန်းမှာ The moon is the earth's ----- . လို့ မေးထားတယ်။ မေးခွန်းထဲက 's ဟာ possessive (ပိုင်ဆိုင်မှု၊ ပိုင်ဆိုင်မှုကိုပြသော) ကို ဖော်ပြတယ်။ text ထဲက 'of (၏/ရဲ့)ဆိုတာကလည်း possessive ကိုပဲ ဖော်ပြတာဖြစ်လို့ နှစ်ခုဆက်စပ်ရင် အဖြေက satellite ဖြစ်ပါတယ်။ အဲဒီစာပိုဒ်က text မှာ To get to the moon, you would have to travel 240,000 miles, a distance that is about the same as circling the earth at the equator ten times. လို့ ပေးပြီး How far is the moon from the earth? လို့ မေးတယ်။ far (ဝေးကွာသော)ဆိုတာ distance (အကွာအဝေး)နဲ့ အဓိပ္ပာယ်တူပြီး ရေးထားတဲ့ပုံစံက Nouns in Appositions (နာမ်တူချင်းအထူးပြုခြင်း)ပုံစံမို့ အဖြေက The moon is 240,000 miles away from the earth. လို့ ဖြေရပါမယ်။ အဲဒီစာပိုဒ်မှာပဲ text ထဲမှာ Its adverse conditions would make it very difficult for a visitor from the earth. လို့ ပေးထားတယ်။ မေးခွန်းမှာ It is not easy for us to travel to the moon due to its ----- . လို့ ပေးထားတယ်။ difficult (ခက်ခဲသော)ဆိုတာ not easy (မလွယ်ဘူး)ဆိုတာနဲ့ အဓိပ္ပာယ်တူကြောင်း စာသင်သားအများစု သိပြီးသားဖြစ်မှာပါ။ ဒါကြောင့် အဖြေက adverse conditions ဖြစ်ကြောင်း သိမှာပေါ့။

နောက်ထပ် Synonyms နဲ့ဆင်တဲ့ မေးခွန်းပုံစံတစ်ခုက inference (ကောက်ချက်ချခြင်း၊ သွယ်ဝိုက်ရည်ညွှန်းခြင်း) ဖြစ်ပါတယ်။ ဒီမေးခွန်းပုံစံ Synonyms လို တိုက်ရိုက်အဓိပ္ပာယ်တူတာမျိုး မဟုတ်ဘူး။ ဒါပေမဲ့ စကားအသွားအလာ ဒါမှမဟုတ် စကားစပ် (context)ကိုကြည့်ပြီး ရှေ့နောက် ဆက်စပ်စဉ်းစားပြီး ဖြေမှရတဲ့ မေးခွန်းမျိုးဖြစ်ပါတယ်။ သာဓကပြရရင် Reading Passage (7) က text ထဲမှာ The moon itself rotates, but it does so very slowly. လို့ ပေးထားတယ်။ မေးခွန်းမှာက The moon revolves around the earth and it -----

very slowly. လို့ မေးထားတယ်။ text ထဲက **does so** (ထိုသို့ပြုလုပ်သည်)ဆိုတာက ရွေ့က rotates (လှည့်ပတ်သည်)ကို ရည်ညွှန်းပြောဆိုကြောင်း ကောက်ချက်ချနိုင်ရင် အဖြေမှာ rotates လို့ ရေးနိုင်မှာဖြစ်ပါတယ်။ Reading Passage (8) မှာ **Leave your transistor home.** နဲ့ **You can leave your compass home too.** လို့ ပေးထားတယ်။ မေးခွန်းမှာက **According to the passage, what are the two things that you don't need to take with you to the moon?** လို့ ပေးထားတယ်။ မေးခွန်းထဲက **you don't need to take with you** (ကိုယ်နဲ့အတူ ယူသွားစရာမလိုဘူး)ဆိုတဲ့ အရာဝတ္ထုတွေက ဘာတွေလဲတဲ့။ text မှာ **Leave** (ချန်ထားပါ။ ထားရစ်ခဲ့ပါ)ဆိုတဲ့ စကားလုံးက “ယူစရာမလိုဘူး”ဆိုတဲ့ စကားစုကို သွယ်ဝိုက်ရည်ညွှန်းထားတာမို့ ကောက်ချက်ဆွဲယူရင် လပေါ်ယူသွားစရာမလိုတဲ့ ပစ္စည်းတွေက **leave** နောက်က **your transistor** (ထရန်စွတာရေဒီယို)နဲ့ **your compass** (သံလိုက်အိမ်မြှောင်)ဖြစ်မှာပေါ့။ ဒီတော့ အဖြေက **Direct Speech** ပြောင်းပြီး ပေါင်းရေးရင် **our transistor and compass** လို့ ဖြေပေးရပါမယ်။

(2). Antonyms (Opposites) ဆန့်ကျင်ဘက်ဝေါဟာရများ

Reading Passage (2) ထဲက text မှာ **Accordingly, travellers to the moon require not only oxygen but also protection against cosmic rays that are unfiltered by an atmosphere.** လို့ ပေးထားတယ်။

မေးခွန်းမှာက **There is no atmosphere to ----- cosmic rays.** လို့ မေးထားတယ်။ ဒီမေးခွန်းမှာ မေးခွန်းကို ပုံစံနှစ်မျိုးလှည့်ထားတယ်။ တစ်မျိုးက **Change of Voice (Passive Voice to Active Voice)** နဲ့ လှည့်ထားတယ်။ ----- **that are unfiltered** ဆိုတာ $V_{-be} + V_3$ ဆိုတော့ **Passive Voice** ။ မေးခွန်းမှာ က **to -----** နဲ့ နောက်မှာ ရေးရမှာဆိုတော့ **to + V_2** ပုံစံဆိုတော့ **Active Voice** နဲ့ ပုံစံပြောင်းပေးထားတာ ဖြစ်ပါတယ်။ ဒါ့အပြင် text ထဲမှာက **unfiltered** (စစ်ယူပေးခြင်းမရှိပါ)ဆိုတဲ့ စကားလုံးနဲ့ ပေးထားပြီး မေးခွန်းထဲက **atmosphere** ကို **There is no atmosphere** ဆိုပြီး **negative** ကို နေရာပြောင်းပေးထားတော့ **to** ရဲ့နောက်မှာ **ဖြည့်ရမယ့် verb** က **unfiltered** ရဲ့ **opposite** (ဆန့်ကျင်ဘက်ဝေါဟာရ) ဖြစ်ရမယ်။ ဒီတော့ **un-** ဖြုတ်ပြီး **filter** လို့ ပြောင်းပြီး **Active Voice** နဲ့ ဖြေမှ အဖြေမှန်ရပါမယ်။ Reading Passage (7) ထဲမှာ text က ----- **the moon is not a magnet the way the earth is.** လို့ ပေးထားတယ်။ မေးခွန်းမှာက **Unlike the moon, the earth is a ----- .** လို့ ပေးထားတယ်။ text ထဲက **စာသား** (လဟာကမ္ဘာလို သံလိုက်သတ္တိရှိတဲ့ ဂြိုဟ်မဟုတ်ဘူး)ဆိုတာကို မေးခွန်းထဲမှာ (လနဲ့မတူတဲ့အချက်မှာ ကမ္ဘာဟာ ----- တစ်ခုဖြစ်တယ်။)လို့ ပေးထားတော့ text ထဲက **စာသား**ကို ပြောင်းပြန်စဉ်းစားရင် (ကမ္ဘာဟာ သံလိုက်သတ္တိရှိတဲ့ ဂြိုဟ်တစ်ခု)လို့ အဓိပ္ပာယ်ကောက်ယူလို့ ရတယ်။ ဒီတော့ အဖြေက **magnet** ဖြစ်မှာပေါ့။

(3) Change of Number (Singular ↔ Plural) ကိန်းပြောင်းလဲခြင်း။

Reading Passage (8) ထဲမှာ text က **The moon is a satellite of the earth.** လို့ ပေးထားတယ်။ မေးခွန်းက **The moon is one of the ----- of the earth.** လို့ မေးထားတယ်။ **ဖြည့်ရမဲ့ကွက်လပ်ရှေ့** ကြည့်တော့ **one of** ဆိုတဲ့ စကားစုကိုတွေ့တယ်။ အဓိပ္ပာယ်က (အများအနက်တစ်ခု)ဆိုတော့ ကွက်လပ်မှာဖြည့်ရမှာ က အများကိန်း (plural)ဖြစ်ရမှာပေါ့။ ဒီတော့ text ထဲမှာ **a satellite** ဆိုပြီး **singular number** (တစ်ခုကိန်း)နဲ့ ပေးထားပေမဲ့ မေးခွန်းမှာ **grammar** အရ **Plural Number** (အများကိန်း)နဲ့ ဖြေရမှာမို့ အဖြေက **satellites** လို့ဖြေမှ မှန်ပါတယ်။

(4) Change of Voice (Active ↔ Passive) ရေးဟန်ပြောင်းလဲခြင်း

Reading Passage (3) မှာ ----- **during a solar eclipse when the earth passes directly between the sun and the moon, temporarily blotting out the sun's light.** လို့ ပေးထားတယ်။ မေးခွန်းမှာ က **During a solar eclipse, the ----- is blotted out for a short while.** ပေးထားတယ်။ text ထဲက **blotting out** က **Active Voice** ပုံစံကို **is blotted out** ဆိုပြီး **Passive Voice** နဲ့ မေးထားတယ်။ **temporarily** (ယာယီ)ဆိုတာကလည်း **for a short while** (ခဏတာ)နဲ့ အဓိပ္ပာယ်တူတော့ အဖြေက **sun's light**

ဖြစ်မှာပေါ့။ Reading Passage (5) ထဲမှာ There is no sound on the moon. လို့ ပေးထားပြီး မေးခွန်းမှာက What can be heard on the moon? ဆိုပြီး be + V₃ (Passive Voice) နဲ့ မေးထားတယ်။ ဆက်စပ်ဖြေရင် အဖြေက No sound can be heard on the moon. လို့ ဖြေပေးရပါမယ်။ ဒီစာကြောင်းကို Reading Passage (7) က text ထဲမှာ ----- there is nothing to transmit sound. လို့ ပေးထားတယ်။ မေးခွန်းက Sound cannot ----- on the moon. လို့ မေးထားတယ်။ text ထဲက to transmit sound (Active Voice) ကို မေးခွန်းမှာ sound ကို ဝါကျရဲ့ Subject နေရာမှာ ထားပြီးမေးတော့ text ထဲက Object က မေးခွန်းမှာ Subject နေရာမှာတွေ့ရတော့ ဒါဟာ Passive Voice ပုံစံပေါ့။ Passive Voice ဆိုတော့ အဖြေက V_{-be} + V₃ နဲ့ ဖြေပေးရမယ်။ cannot နောက်မှာဆိုတော့ be transmitted လို့ ဖြေပေးမှ မှန်မှာပေါ့။

(5) Morphology (Word Form) စကားလုံးသဏ္ဍာန်

Reading Passage (1) ထဲက text မှာ ----- because the force of gravity on the moon is much less, than on the earth. လို့ ပေးထားပါတယ်။ မေးခွန်းမှာ ----- force can retain water on the earth. လို့ ပေးထားတယ်။ ကွက်လပ်နောက်က force က Noun ပုံစံဆိုတော့ Noun ရှေ့မှာ ဘာနေသလဲ Adj: နေတယ်ဆိုတော့ text ထဲက gravity (n) ကို gravitational (adj) ပြောင်းပေးရမယ်။ ဝါကျထိပ်ဆုံးမှာဖြစ်လို့ Gravitational လို့ ဖြေပေးမှာ အဖြေမှန်ပါမယ်။ Reading Passage (2) မှာ ----- travellers to the moon require not only oxygen and water but also protection against cosmic rays ----- . လို့ ပေးထားတယ်။ text ထဲက require (လိုအပ်သည်)နဲ့ မေးခွန်းထဲက need (လိုအပ်သည်)က အဓိပ္ပာယ်တူတော့ ဆက်စပ်ကြည့်ရင် ကွက်လပ်ရှေ့မှာ to ပေးထားတော့ V₁ ဖြည့်ရမှာဖြစ်တယ်။ oxygen နဲ့ water မှာ noun တွေမှာ verb တွေ ရှိပေမဲ့ ကွက်လပ်နောက်က themselves (သူတို့ကိုယ်သူတို့)ဆိုတဲ့ စကားလုံးနဲ့ ဆက်စပ်လို့မရဘူး။ ဒီတော့ နောက်စကားလုံး protection (အကာအကွယ်)ဆိုတဲ့ noun ကို protect (ကာကွယ်သည်)ဆိုတဲ့ verb ပုံစံပြောင်းပြီး ဖြေပေးရပါမယ်။

Reading Passage (5) မှာ Changes from light to dark and dark to light occur suddenly. လို့ ပေးထားတယ်။ မေးခွန်းမှာ There are ----- changes from light to dark. လို့ မေးထားတယ်။ ကွက်လပ်နောက်မှာ changes က Noun ဆိုတော့ Adjective ဖြည့်ပေးရမယ်။ ဒီတော့ text ထဲက suddenly (adv) ကို sudden (adj) ပြောင်းပေးမှ အဖြေမှန်ပါတယ်။ အဲဒီလို Adv ကို Adj ပြောင်းရတာမျိုး ပုံစံတူမေးခွန်းကို Reading Passage (9) မှာ တွေ့ရပါတယ်။ text က The moon itself rotates, but it does so slowly. လို့ ပေးထားတယ်။ မေးခွန်းက The rotation of the moon is ----- ဆိုပြီး မေးထားတယ်။ V_{-be} နောက်မှာ ကွက်လပ်ပေးထားတော့ Adjective ဖြည့်ရမှာပေါ့။ ဒီတော့ slowly (adv) ကို (adj) ပြောင်းပြီး slow လို့ ဖြေပေးရပါမယ်။

Word Form အပြင် တစ်ခါတရံ Verb Form လည်း ထည့်မေးတတ်တယ်။ Reading Passage (3) ထဲက text မှာ Temperatures on the moon are quite extreme, ranging from 110°C to -173°C. လို့ ပေးထားပြီး မေးခွန်းမှာ The temperatures on the moon can ----- from 110°C to -173°C. လို့ မေးထားတယ်။ ကွက်လပ်ရှေ့မှာက can ပေးထားတော့ V₁ ဖြည့်ရမယ်။ ဒီတော့ ranging (V_{-ing}) ကို range (V₁) ပြောင်းပေးမှ အဖြေမှန်ပါတယ်။ ပုံစံတူပဲ Reading Passage (3) မှာ The moon is a satellite of the earth, revolving around the earth ----- . လို့ ပေးထားပြီး မေးခွန်းမှာ The moon not only ----- around the earth but itself rotates. လို့ မေးထားတယ်။ မေးခွန်းဝါကျကို ပြန်ကြည့်ရင် The moon ဆိုတဲ့ Subject ပါပြီးသားဆိုတော့ Verb ဖြည့်ရမယ်။ Tense ရွေးလိုက်တော့ အမြဲဖြစ်နေတာကို ညွှန်းတော့ Simple Present Tense နဲ့ ဖြေရမယ်။ ဒီတော့ revolving (V_{-ing}) ကို V₁ ပြောင်းတော့ revolve ရတယ်။ Subject (The moon) က တစ်ခုကိုနီးဆိုတော့ revolves မှာ 's' ပေါင်းပြီး ဖြေပေးရမယ်။

အဲဒီလောက်ဆို သဘောပေါက်လောက်ပါပြီ။ နောက်တစ်ပတ်မှာလည်း နောက် Unit တစ်ခုကို ခွဲခြားစိတ်ဖြာ အဖြေရှာကြမယ်လေ။

Reading Comprehension Exercises

1. Read the passage.

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) The moon is a very _____ for people.
- (2) There is no _____ on the moon because it has no water.
- (3) The moon has existed for over _____.
- (4) _____ force can retain water on the earth.
- (5) The moon is not as _____ as the earth.

(B) Answer each question in one sentence. (5 marks)

- (6) How have song writers and poets described the moon?
- (7) Which continent is equal in size to the moon?
- (8) Why is there no water at all on the moon?
- (9) What has taken place on the moon due to the lack of a strong gravitational pull?
- (10) Why does the author suggest that the travellers to the moon need to bring lunch?

2. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) Poets and composers think that the moon is a very _____ place.
- (2) The _____ on the moon is hostile to human beings.
- (3) The moon doesn't have enough _____ to retain an atmosphere.
- (4) Visitors to the moon need to _____ themselves.
- (5) There is no atmosphere to _____ cosmic rays.

(B) Answer each question in one sentence.

(5 marks)

- (6) Why isn't there any vegetation on the moon?
- (7) What is the result of the lack of strong gravitational pull on the moon?
- (8) How long has the moon existed?
- (9) What do travellers need if they wish to travel to the moon?
- (10) What is the result of there being no atmosphere on the moon?

3. Read the passage.

Of course, since there is no water, there is also no vegetation, So if you go, bring your lunch.

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

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

(A) Write the correct word or words to complete each sentence.

(5 marks)

- (1) There cannot be any vegetation without _____.
- (2) Unlike the earth, the moon has little _____.
- (3) The temperatures on the moon can _____ from 110°C to -173°C .
- (4) During a solar eclipse, the _____ is blotted out for a short while.
- (5) The writer suggests that we bring our own _____ when we travel to the moon.

(B) Answer each question in one sentence.

(5 marks)

- (6) Why is there no air on the moon?
- (7) What do travellers to the moon need?
- (8) What can there not be without any atmosphere?
- (9) Why are temperatures on the moon extreme?
- (10) What can happen when there is a sudden change in temperature?

4. Read the passage.

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

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

(A) Write the correct word or words to complete each sentence.

(5 marks)

- (1) The gravity on the moon is not sufficient enough _____ an atmosphere.

- (2) Those who travel to the moon need to _____ themselves against cosmic rays.
- (3) The change in temperature on the moon is _____.
- (4) Temperatures on the moon are extreme as _____ filters the sun's rays.
- (5) Rocks on the moon shatter because they _____ alternately.

(B) Answer each question in one sentence.

(5 marks)

- (6) What does the writer mean by "no atmosphere"?
- (7) How extreme are temperatures on the moon?
- (8) Why are temperatures on the moon extreme?
- (9) When does a solar eclipse occur?
- (10) Why do travellers to the moon need to think of what to wear?

5. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence.

(5 marks)

- (1) The moon has neither _____.
- (2) There are _____ changes from light to dark.
- (3) The moon's own light cannot make itself _____.
- (4) Unlike earth, the sky on the moon is _____.
- (5) Waves of air molecules enable _____ to travel.

(B) Answer each question in one sentence.

(5 marks)

- (6) In what way is the moon different from the earth?
- (7) What makes the sky on earth blue?
- (8) How would we be able to see the stars on the moon?
- (9) What can be heard on the moon?
- (10) Why would a compass not work on the moon?

6. Read the passage.

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

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

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

Answer these questions. Give complete answers.

(10 marks)

- (1) What are the colour of the sky on the moon and the colour of the sky on the earth?
- (2) When can stars be seen on the moon and how would you protect your eyes to view them?

- (3) Why can't you take your transistor to the moon?
- (4) Why can we always see the same side of the moon?
- (5) How far is the moon from the earth and what is the distance the same as?

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7. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) There must be waves of air molecules for sound _____
- (2) Sound cannot _____ on the moon.
- (3) Unlike the moon, the earth is a _____
- (4) The moon revolves around the earth and it _____ very slowly.
- (5) The _____ on the moon could make a visitor from the earth very uncomfortable.

(B) Answer each question in one sentence. (5 marks)

- (6) Why is there no sound on the moon?
- (7) What are the two things you should not take along if you visit the moon?
- (8) How long does the moon take to revolve around the earth once?
- (9) Why is the same side of the moon always visible to us?
- (10) How far is the moon from the earth?

8. Read the passage.

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

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) There must be waves of air molecules to transmit _____
- (2) Unlike the moon, the earth is a _____
- (3) The moon is one of the _____ of the earth.
- (4) The moon revolves around the earth and it also _____ very slowly.
- (5) Taking just _____ and a change of underwear is not enough for a visitor to the moon.

(B) Answer each question in one sentence. (5 marks)

- (6) According to the passage, what are the two things that you don't need to take with you to the moon?

- (7) How long does it take the moon to revolve around the earth once?
- (8) Why can we always see the same side of the moon?
- (9) How far is the moon from the earth?
- (10) Why isn't it easy for a visitor from the earth to live on the moon?

9. Read the passage.

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

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

(A) Write the correct word or words to complete each sentence. (5 marks)

- (1) The moon not only _____ around the earth but itself rotates.
- (2) The moon is the earth's _____.
- (3) The rotation of the moon is _____.
- (4) The word "_____" means "that can be seen".
- (5) It is not easy for us to travel to the moon due to its _____.

(B) Answer each question in one sentence. (5 marks)

- (6) Why is the moon called a satellite of the earth?
- (7) Why do we always see the same side of the moon?
- (8) How far is the moon from the earth?
- (9) Why would people have to take more than a toothbrush and a change of underwear?
- (10) Why would a visitor from the earth find it difficult to live on the moon?

KEY

1. (A) (1) hostile environment (2) vegetation (3) 4.6 billion years
 (4) Gravitational (5) large
- (B) (6) Song writers and poets have described the moon as a place for a romantic escape.
 (7) Africa is equal in size to the moon.
 (8) There is no water at all on the moon because the force of gravity on the moon is much less than on the earth.
 (9) Any water on the moon has leaked out into space due to the lack of a strong gravitational pull.
 (10) The author suggests that the travellers to the moon need to bring lunch because there is no vegetation on the moon.
2. (A) (1) romantic (2) environment (3) gravity
 (4) protect (ကွပ်ကဲရေးမှာ တံခါးပိတ်ပိတ်ထိန်းသိမ်းမှုကို ပြုလုပ်ခြင်းဖြင့်) (5) filter
- (B) (6) There isn't any vegetation on the moon because there is no water.
 (7) The result of the lack of a strong gravitational pull on the moon is that it has caused any water on the moon may have had to leak out into space.
 (8) The moon has existed over 4.6 billion years.
 (9) Travellers need to bring their lunch if they wish to travel to the moon. (travellers လိုပေးစွန်းမှာပေးထားလို့ your ကို their လို ပြောင်းရမည်)

(10) The result of there being no atmosphere on the moon is that there is no weather on the moon.

3. (A) (1) water (2) gravity (3) range (ranging ၎ verb က “range” ဖြစ်ပါတယ်)
(4) sun's light (5) lunch

(B) (6) There is no air on the moon because its gravity is insufficient to retain an atmosphere.
(7) Travellers to the moon need not only oxygen and water but also protection against cosmic rays (that are unfiltered by an atmosphere.) [need ဟာ require နဲ့ အဓိပ္ပာယ်တူတယ်]
(8) There cannot be weather without any atmosphere.
(9) Temperatures on the moon are extreme because there is no atmosphere to filter the sun's rays when it is shining and then to blanket in warm air when the sun goes down.
(10) Rocks can shatter when there is a sudden change in temperature.

4. (A) (1) to retain (2) protect (3) sudden (4) no atmosphere (5) expand and contract

(B) (6) By “no atmosphere,” the writer means “no weather” and therefore no wind, no rain and no clouds.
(7) Temperatures on the moon are quite extreme and they range from 110°C to 176°C.
(8) Temperatures on the moon are extreme because there is no atmosphere to filter the sun's rays (when it is shining) and to blanket in warm air (when the sun goes down).
(9) A solar eclipse occurs when the earth passes directly between the sun and the moon, temporarily blotting out the sun's light.
(10) Travellers to the moon need to think of what to wear because of the sudden change in temperature on it.

5. (A) (1) twilight nor dawn [တွက်လင်ရှေ့မှာ neither ဝေးထားလို့ တပိုဒ်ထဲမှာ “or” ကို “nor” ပြောင်းရေးတာ သတိထားပါ]
(2) sudden [တွက်လင်အောက်က changes က Noun ဖြစ်လို့ suddenly (adv) ကို sudden (adj) ပြောင်းဖြေရတယ်]
(3) shine (4) black
(5) sound [တွက်လင်ရှေ့က enable (ဖြစ်နိုင်စေတယ်) ဆိုတာ make နဲ့ အဓိပ္ပာယ်တူတယ်]

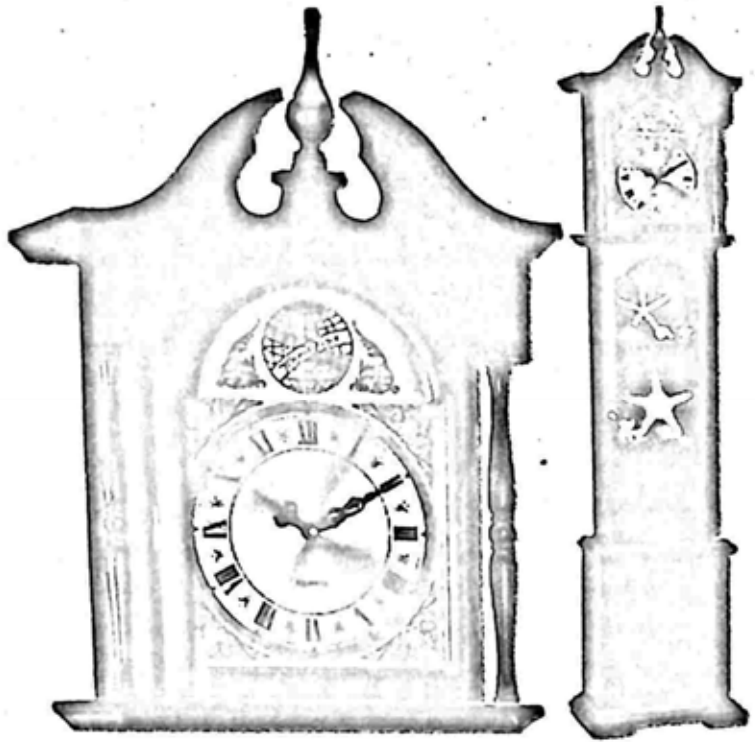
(B) (6) The moon is different from the earth because the moon is not a magnet the way the earth is.
(7) The scattering of blue light in the spectrum by particles of air makes the sky on earth blue.
(8) We would be able to see the stars on the moon by shielding our eyes from the unfiltered sunlight.
(9) No sound can be heard on the moon.
(10) A compass would not work on the moon because the moon is not a magnet the way the earth is.

6. (1) The colour of the sky on the moon is black and the colour of the sky on the earth is blue.
(2) Stars can be seen on the moon in the daytime, we would protect our eyes by shielding our eyes from the unfiltered sunlight to view them.
(3) We can't take our transistor to the moon because there is no air, there is nothing to transmit sound.
(4) We can always see the same side of the moon because it rotates itself very slowly.
(5) The moon is 240,000 miles away from the earth. The distance is the same as circling the earth at the equator ten times.

7. (A) (1) to travel (2) be transmitted (3) magnet (4) rotates (5) adverse conditions
 (B) (6) There is no sound on the moon because there is no air to transmit sound.
 (7) If we visit the moon, the two things we should not take along are a transistor and a compass.
 (8) The moon takes twenty nine and a half days to revolve around the earth once.
 (9) The some side of the moon is always visible to us because the moon itself rotates very slowly.
 (10) The moon is 240,000 miles away from the earth.
8. (A) (1) sound (2) magnet (3) satellites (4) rotates (5) a toothbrush
 (B) (6) The two things that we don't need to take with us to the moon are our transistor and compass.
 (7) It takes the moon twenty-nine and a half days to revolve around the earth once.
 (8) We can always see the side of the moon because it rotates very slowly.
 (9) The moon is 240,000 miles away from the earth.
 (10) It isn't easy for a visitor from the earth to live on the moon because of its adverse conditions.
9. (A) (1) revolves (2) satellite (3) very slow (4) visible (5) adverse conditions
 (B) (6) The moon is called a satellite of the earth because it revolves around the earth.
 (7) We always see the same side of the moon because it rotates very slowly.
 (8) The moon is 240,000 miles away from the earth.
 (9) People would have to take more than a toothbrush and a change of underwear because of the adverse conditions on the moon.
 (10) A visitor from the earth would find it difficult to live on the moon because of its adverse conditions.



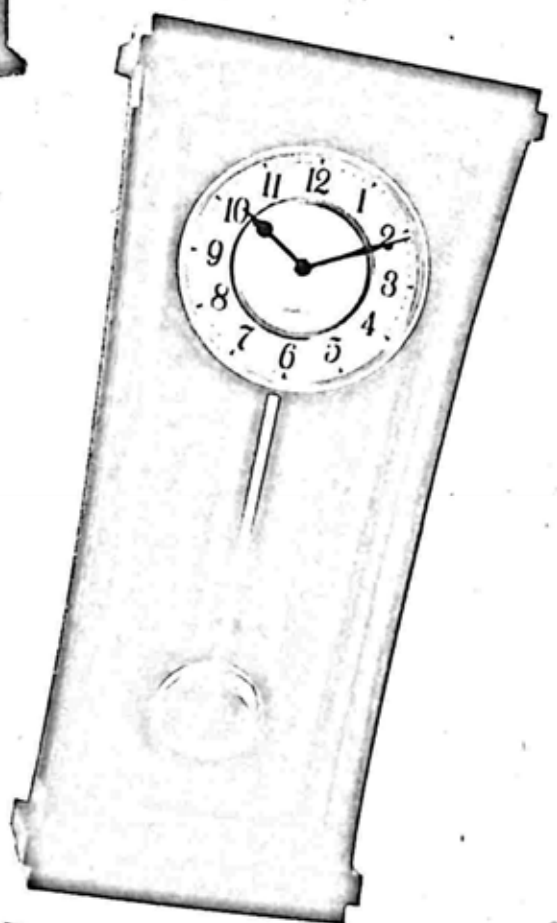
Clocks Through Time



Grandfather Clock



Digital Clock



Pendulum Clock



Clocks Through Time

အင်္ဂလိပ်စာပိုဒ်တွေကို ဘယ်လိုဖြေဆိုမလဲ စဉ်းစားကြည့်ရအောင်။ အရင်အပတ်တွေမှာ ပြောပြခဲ့တဲ့ အင်္ဂလိပ်စာ မေးခွန်းထုတ်နည်း (ဝါ) မေးခွန်းလှည့်နည်းတွေကိုသုံးပြီး စဉ်းစားကြည့်ရအောင်။

(1) Synonyms (Similar Meanings) အဓိပ္ပာယ်တူဝေါဟာရ

အင်္ဂလိပ်စာမေးခွန်းတွေမှာ text ထဲက စကားလုံးတွေနဲ့ အနက်အဓိပ္ပာယ်တူပြီး အသံကွဲတဲ့ အနက်တူ-သံကွဲ ဝေါဟာရ (Synonym)တွေနဲ့ မေးခွန်းထုတ်တတ်တယ်။ မေးခွန်းထဲက စကားလုံးတစ်လုံးဟာ text ထဲက ဘယ်စကားလုံးနဲ့ အဓိပ္ပာယ်တူလဲဆိုတာသိရင် အဖြေဟာ အဲဒီအဓိပ္ပာယ်တူ စကားလုံးရဲ့အနီးမှာပဲ ရှိနိုင်တာမို့ ဖြေရတာ မြန်လည်း မြန်၊ လွယ်လည်းလွယ်သွားပါလိမ့်မယ်။ သာဓကတွေကို ကြည့်ရအောင် Reading Passage (3) ထဲက text ထဲမှာ Glass bulbs were joined by a narrow tunnel of glass, and fine, dry sand was placed in the top bulb. မေးခွန်းမှာက What was put into the top bulb of the hourglass? လို့ မေးတယ်။ placed (နေရာချထားသည်)နဲ့ put (ထားသည်)ဆိုတာက အဓိပ္ပာယ်တူတော့ အဖြေက Fine, dry sand was put into the top bulb. လို့ ဖြေပေးရပါမယ်။

Reading Passage (6) မှာ text က ----- we call "grandfather clocks", which were enclosed in tall wooden boxes. လို့ ပေးထားပြီး မေးခွန်းမှာက Where were grandfather clocks kept? လို့ မေးထားတယ်။ text ထဲက enclosed (ထည့်ထားသည်)နဲ့ kept (သိမ်းထားသည်)ဆိုတာက အဓိပ္ပာယ် တူတော့ အဖြေက Grandfather clocks were kept in tall wooden boxes. ဆိုပြီး ဖြေပေးရမယ်။ Reading Passage (7) မှာတော့ This was the beginning of the style of clocks we call "grandfather clocks", ----- . လို့ ပေးထားပြီး မေးခွန်းမှာ Pendulum clocks were also known as ----- . ဆိုပြီး မေးထားတယ်။ call (ခေါ်သည်)ဆိုတာက known as (အဖြစ်သိကြသည်)နဲ့ အဓိပ္ပာယ်တူတော့ အဖြေက grandfather clocks လို့ ဖြေပေးရမယ်။ အဲဒီစာပိုဒ်မှာပဲ Grandfather clocks are very much in demand again today. လို့ ပေးပြီး မေးခွန်းမှာ Nowadays, pendulum clocks are much in ----- . ဆိုပြီး မေးတယ်။ grandfather clocks နဲ့ pendulum clocks ဟာ အဓိပ္ပာယ်တူတော့ အဖြေက demand ဖြစ်ပါတယ်။

Synonyms နဲ့ ဆင်ဆင်တူတဲ့ inference (သွယ်ဝိုက်ရည်ညွှန်းချက်) မေးခွန်းပုံစံကို ဒီ unit မှာ အမေးများတာ တွေ့ရတယ်။ Reading Passage (1) မှာ text က -----, so men kept inventing other ways to keep track of time. One invention was a striped candle. လို့ ပေးထားပြီး မေးခွန်းမှာက For what purpose was the striped candle invented? လို့ ပေးထားတယ်။ ဒီတော့ what purpose က why နဲ့မေးတာနဲ့ အတူတူပဲ။ ဒါကြောင့် အဖြေက The striped candle was invented to keep track of time. လို့ ဖြေဆိုရမှာဖြစ်ပါတယ်။ Reading Passage (2) text မှာ One invention was a striped candle ----- . A water clock was another way to tell time. လို့ ပေးထားတယ်။ မေးခွန်းမှာက The water clock came to be used later than ----- . လို့ မေးထားတယ်။ အချိန်မှတ်ပစ္စည်း တီထွင်မှု ဖြစ်စဉ်ကိုကြည့်ရင် a striped candle က water clock ထက် စောတယ်။ နောက်တစ်နည်းပြောရရင် water clock က a striped candle ထက် နောက်ကျတယ်လို့ ဆိုနိုင်တာမို့ later than ရဲ့နောက်မှာ ရေးရမဲ့အဖြေက the striped candle ဖြစ်ပါတယ်။

Reading Passage (2) က text ထဲမှာ But candles had to be remade and water clocks had to be refilled. လို့ ပေးထားပြီး မေးခွန်းမှာက What were the disadvantages of the striped candle and

the water clock? လို့ မေးတယ်။ စောစောကပြခဲ့တဲ့ text စာကြောင်းရှေ့ကိုကြည့်ရင် အစင်းကျားဖယောင်းတိုင်နဲ့ ရေနာရီတို့ဟာ အချိန်ကိုသိနိုင်ဖို့ လူတွေကို ကူညီခဲ့တယ်။ ဒါပေမဲ့ But (ဒါပေမဲ့၊ သို့သော်)ဆိုတဲ့ conjunction ဟာ ရှေ့နဲ့နောက် ဆန့်ကျင်ဘက်သဘောတွေကို ဖော်ပြပါတယ်။ ဒီတော့ But နောက်က ဝါကျဟာ မနှစ်လို့ဖွယ်အချက် ကို ဖော်ပြတာပေါ့။ ဒီတော့ မေးခွန်းထဲက disadvantage (ဆိုးပြစ်)ဆိုတာကိုဖြေရင် But ရဲ့နောက်က မနှစ်လို့ဖွယ် အချက်နဲ့ ဖြေရမှာပေါ့။ ဒီတော့ အဖြေက The disadvantages of the striped candle and the water clock were that candles had to be remade and water clocks had to be refilled ဖြစ်ပါတယ်။ ဒီပုံစံမျိုး မေးခွန်းတွေကို R.P (3) မှာ တွေ့ရပါတယ်။ မေးခွန်းက What was the weakness of using candles to know how much time had gone by? လို့ မေးတယ်။ စောစောကလိုပဲ ဆက်စပ်စဉ်းစားရင် အဖြေက ----- that candles had to be remade. လို့ ဖြေရပါမယ်။ R.P (4) မှာလည်း What was the disadvantage of using an hourglass? လို့ မေးတယ်။

ဒီစာပိုဒ်မှာပဲ မေးခွန်းက How many glass bulbs did the hourglass have and what did the top bulb contain? လို့ မေးထားတယ်။ စာပိုဒ်မှာရှာတော့ text မှာ Glass bulbs were joined by a narrow tunnel of glass, and fine, dry sand was placed in the top bulb. ဆိုတဲ့ စာကြောင်းကိုတွေ့မယ်။ ဆက်စပ် စဉ်းစားကြည့်ရင် the top bulb ပါတယ်။ glass bulbs တွေကို ဆက်ထားတယ်ဆိုတော့ the top bulb နဲ့ ဆက် ထားတာ ဘာဖြစ်မလဲ။ the bottom bulb ပဲ ဖြစ်မှာပေါ့။ ဒီတော့ the top bulb က တစ်ခု the bottom bulb က တစ်ခုဆိုရင် the hour glass မှာပါတာ glass bulbs က နှစ်ခုဖြစ်မှာပေါ့။ ဒီတော့ How many glass bulbs ရဲ့ အဖြေကို ရမှာပေါ့။ ဒီမေးခွန်းမှာပဲ ဆက်ကြည့်ရင် What did the top bulb contain? လို့ မေးထားတယ်။ text မှာက fine, dry sand was placed in the topbulb. အပေါ်ဖန်အိုးထဲမှာ ထည့်ထားတာက ခြောက်သွေ့မှုန်ညက် တဲ့ သဲ (fine, dry sand)ဆိုတော့ topbulb (အပေါ်ဖန်အိုး)ထဲမှာ contain (ရှိနေတာ)က ဘာလဲဆိုတော့ fine, dry sand ပဲပေါ့။ ဒီမေးခွန်းနဲ့ ပုံစံခပ်ဆင်ဆင်တူတဲ့ မေးခွန်းကို R.P (4) မှာ တွေ့ရတယ်။ မေးခွန်းက What did the container in the water clock hold? လို့ မေးတယ်။ hold (ထည့်ထားသည်၊ ဆန့်ဝင်သည်)ဆိုတဲ့ စကားလုံး ကို ဖြေရမဲ့အကြောင်းကို text မှာ ရှာကြည့်တော့ The container was filled with water ----- (ခွက်ထဲ ကို ရေဖြည့်တယ်)ဆိုတော့ container ထဲမှာရှိတာက water ပဲ ဖြစ်မှာပေါ့။ R.P (4) မှာပဲ ကွက်လပ်ဖြည့် မေးခွန်းမှာကြည့်ရင် The invention of glassblowing led to the use of ----- . လို့ မေးထားတယ်။ စာပိုဒ်မှာက After glass blowing was invented, the hourglass came into use. လို့ ပေးထားတော့ After (ပြီးနောက်)နဲ့ led to (ဦးတည်သည်၊ ဖြစ်စေသည်) ဆိုတာနဲ့ ဆက်စပ်ရင် အဖြေက the hourglass ဖြစ်ပါ တယ်။

R.P (3) မှာ text က One of the first such clocks was built for a king of France ----- (အဲဒီလို ပထမဦး နာရီတစ်လုံးကို ပြင်သစ်ဘုရင်တစ်ပါးအတွက် တည်ဆောက်ပေးခဲ့ရတယ်။)ဆိုတာ ပေးထားပြီး မေးခွန်းက Who ordered such a clock? (အဲဒီလိုနာရီမျိုးမှာယူတာ ဘယ်သူလဲ)လို့ မေးပါတယ်။ built for (အတွက် ဆောက်လုပ်တာ)နဲ့ ordered (မှာယူသည်)ဆိုတဲ့ စကားလုံးတွေကို ဆက်စပ်လိုက်ရင် မှာသူက A king of France ဖြစ်ကြောင်း တွေ့ရပါလိမ့်မယ်။

R.P (9) text ထဲမှာ Thus, instead of an alarm ringing in your ear in the morning, you can hear soft music playing when it is time to get up. ဆိုပြီး ပေးထားတယ်။ မေးခွန်းက ----- to wake one up is better than an alarm ringing in one's ear. လို့မေးတော့ wake up (နိုးတယ်)ဆိုတာ get up (အိပ်ရာကထတယ်)ဆိုတာနဲ့ ဆင်ဆင်တူပြီး instead of (တစ်ခုခုဖြစ်ရမဲ့အစား)လို့ ပေးထားတော့ instead of နောက်က စကားစုနဲ့ hear (ကြားတယ်) နောက်က စကားစုတို့ကို နှိုင်းယှဉ်ဖော်ပြတာဖြစ်လို့ အဖြေက Soft music playing ဆိုတာ သိနိုင်ပါလိမ့်မယ်။

R.P (11) က text ထဲမှာ The seconds are counted off like the tenth of a mile on the odometer of a car. လို့ ပေးထားပြီး မေးခွန်းက What is the counting off of seconds in digital clocks compared to? နဲ့ မေးထားတယ်။ text ထဲက like (ကဲ့သို့)ဟာ မေးခွန်းထဲက (နှိုင်းယှဉ်ကြည့်တဲ့) compared to နဲ့

ဆက်စပ်တဲ့အခါ The counting off of seconds in digital clocks is compared to the tenth of a mile on the odometer the tenths လို့ ဖြေပေးရပါမယ်။

(2) Antonyms (Opposites) အဓိပ္ပာယ်ဆန့်ကျင်ဖက်ဝေါဟာရ

အဓိပ္ပာယ်ဆန့်ကျင်ဖက် ဝေါဟာရတွေနဲ့ မေးခွန်းထုတ်ထားတာ ဒီ unit မှာ နှစ်ခုပဲပါပါတယ်။ R.P (1) ထဲမှာ Of course, a sundial did not work at night or on cloudy days, လို့ ပေးထားပါတယ်။ မေးခွန်းမှာက When can "sundials" work? လို့ မေးပါတယ်။ text ထဲမှာက (ညအခါနဲ့ တိမ်ထူထပ်တဲ့နေ့တွေမှာ နေနာရီက အလုပ်မလုပ်ဘူး) မေးတော့ text ထဲက စာသားပြောင်းပြန် စဉ်းစားပြီး ဖြေပေးရပါမယ်။ (ညအခါရဲ့ဆန့်ကျင်ဘက် နေ့အခါနဲ့ တိမ်ထူထပ်တဲ့နေ့ရဲ့ ဆန့်ကျင်ဘက် နေသာတဲ့နေ့)လို့ ဆန့်ကျင်ဘက်အဓိပ္ပာယ် ကောက်ယူပြီးဖြေရင် "Sundials" can work during the day or on sunny days. ဆိုတဲ့ အဖြေရပါလိမ့်မယ်။

R.P (3) ထဲက text မှာ Of course, a sundial not work at night or on cloudy days, so men kept inventing other ways ----- . လို့ ပေးထားတယ်။ မေးခွန်းက After the invention of sundials, why did men keep inventing other ways to keep track of time? လို့ မေးတယ်။ text စာပိုဒ်မှာပါတဲ့ so (ထို့ကြောင့်)ဆိုတဲ့ ဝေါဟာရကို ရှေ့နောက်ပြောင်းရေးရင် because (အဘယ်ကြောင့်ဆိုသော်)နဲ့ ပြောင်းရေးရတယ်။ Why မေးခွန်းကလည်း because ဖြေလို့ရတော့ အဖြေက because a sundial did not work at night or on cloudy days. ဆိုတဲ့အဖြေ ရပါလိမ့်မယ်။

(3) Change of Number (Singular ↔ Plural) ကိန်းပြောင်းလဲခြင်း

Number ပြောင်းမေးတဲ့ မေးခွန်း ဒီ unit မှာ နည်းနည်းပဲ ပါပါတယ်။ R.P. (3) မှာ Of course, a sundial did not work at night or on cloudy days ----- . လို့ ပေးထားတယ်။ မေးခွန်းက Before using striped candles, people used ----- to keep track of time. လို့ မေးပါတယ်။ text ထဲက a striped candle (singular) ကို မေးခွန်းမှာ striped candles ဆိုပြီး plural နဲ့ မေးထားတော့ ဖြေရမဲ့အဖြေဟာလည်း text ထဲက a sundial (singular) ကို sundials (plural) ပြောင်းပေးမှ အဖြေမှန်ပါတယ်။

R.P. (8) မှာလည်း text က -----, and nearly every well-dressed gentleman wore a watch an a chain tucked in his vest pocket. လို့ ပေးထားတာ Noun အားလုံးဟာ Singular (တစ်ခုကိန်း) တွေနဲ့ ပေးထားတာတွေရပါလိမ့်မယ်။ ဒါပေမဲ့ မေးခွန်းမှာကျတော့ How did well-dressed gentlemen wear their watches? ဆိုပြီး plural (အများကိန်း)နဲ့ မေးတယ်။ plural (အများကိန်း)နဲ့ မေးတော့ text ထဲက Singular တွေကို plural ပြောင်းပြီး ဖြေရမယ်။ ဒီတော့ အဖြေက Well-dressed gentlemen wore their watches on chains tucked in their vest pockets. လို့ ဖြေပေးရပါမယ်။ R.P. (10) မှာပါတဲ့ How did gentlemen တို့ long ago wear their watches? ဆိုတဲ့ မေးခွန်းကို စောစောကပြောခဲ့သလို singular ကို plural ပြောင်းဖြေ ပေးရပါမယ်။ ဒီတော့ အဖြေက Gentlemen of long ago wore their watches on chains tucked in their vest pockets. လို့ပဲ ဖြေပေးရပါမယ်။

(4) Change of Voice (Active ↔ Passive) ရေးဟန်ပြောင်းလဲခြင်း

Voice ပြောင်းလဲရေးသားပုံနဲ့ မေးခွန်းလှည့်တာတွေကို ဒီ unit မှာ တော်တော်များများတွေ့ရပါတယ်။ R.P.(1) မှာ text က Having observed that shadows move around trees as the sun moves a cross the sky, someone ----- . ဆိုပြီး ပေးထားတယ်။ မေးခွန်းမှာ What was observed long ago as the sun moves across the sky? လို့ မေးတယ်။ text က Active Voice နဲ့ ပေးထားတာကို ပြန်ဖြေတော့ Pas-sive Voice နဲ့ was observed လို့ ပေးထားတယ်။ ဒီတော့ Long ago, it was observed that shadows move around trees as the sun moves a cross the sky. လို့ ဖြေပေးရမှာဖြစ်ပါတယ်။

R.P. (2) text မှာလည်း Candles and water clocks helped people know how much time had