

To the readers

My main aim of writing this book is to motivate our learners of English studying in various universities and colleges in Burma to read in English. After more than 30 years of teaching English in my country and in Thailand, I have observed that the main reason many of our learners are reluctant to read books in English is due to difficult vocabulary and structure they encounter. Of course, the availability of interesting books is also another matter to be taken into account.

Personally, I feel that our learners need to read books that match both their language and interest levels as the first step before they grapple with much harder original authentic texts. In this regard, books published within the country by local writers may be of some help. These writers have first-hand knowledge of the English levels the learners in their country possess, and of course, also the subject matter they may be interested in. The idea of writing this book is derived from this assumption.

As the title of the book suggests, the story is built around the predictions made by an astrologer (imaginary of course), whereby the roles of karma and destiny are hinted at as being equally responsible for the ups and downs of life through the main character Kaung Hla Pru, an Arakanese university teacher devoted to life-long teaching. Maintaining a suitable level of structures and vocabulary for university level students in Burma throughout the book, I have tried my best to make the story interesting by lightly touching on the politics, culture and religion of the country wherever possible. For general knowledge, our learners can also study some

of the similarities in culture and traditions between Burma and her nearest neighbor Thailand in episodes describing the life of the main character in Thailand.

As the writer of the book, I will be satisfied if this book helps the learners of English in my country in at least one of the following ways: (1) by inspiring them to read more challenging books, (2) by familiarizing them with some of the structures and vocabulary useful for them, (3) by informing them of some of the bitter events that took place in the country while they were still young, and finally (4) by giving them food for thought.

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