(IN ORDER) TO... / SO (THAT)...

I Choose the correct option to complete the sentences.

1 When he was 10, Louis Braille went to one of the first schools for the blind ***in order*** / ***so that*** he could study with other blind boys.

2 At that time, blind people used their fingers ***to*** / ***so*** feel the shape of normal letters.

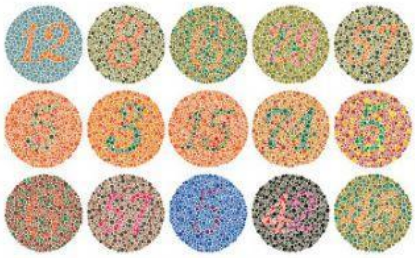
3 A soldier called Charles Barbier visited the school ***in order*** / ***so*** that to demonstrate a system he'd created for soldiers.

4 He created his system ***in order*** / ***so that*** soldiers could pass messages at night.

5 Louis adapted Barbier's system ***to*** / ***so*** make it possible for blind people to read and write.

6 Over the years, the system has been adapted ***in order*** / ***so that*** it can be used in almost every language.

II Complete the conversation with *to* or *so*.



Mike: We're talking to Jacquie today (1) _____ we can learn something about being colour-blind. How did you find out you were colour-blind, Jacquie?

Jacquie: My art teacher asked me to stay after class one day (2) _____ talk to me. She thought it was strange that I had painted the sky purple. I did a test (3) _____ find out if I was colour-blind.

Mike: What's the test like? Jacquie: They show you a circle with lots of coloured dots (4) _____ find out if you can see a number in the dots. They also do the test (5) _____ they can discover which type of colour-blindness you have.

Mike: Is it a problem being colour-blind?

Jacquie: Not really. But I usually buy clothes with a friend (6) _____ I don't choose colours that look bad together.