

# Unit Ten

the past continuous – *when, while and during* – describing people –  
adjectives – countries – biographies – communication repair

## 1. The Past Continuous

### 1.1 What were you doing?

Two years ago, the Northopian team won the Football World Cup.

Every Northopian person remembers what s/he was doing when they heard the news...

- 10.1** A. Listen to these Northopian people. They are talking about what they were doing when they heard the news. Match the speakers with the pictures.

The radio operator \_\_\_\_\_



The teacher \_\_\_\_\_



The newsreader \_\_\_\_\_



The forestry worker \_\_\_\_\_



The radio operator's daughter \_\_\_\_\_



**B. Who told who, and in what order? Complete the paragraph.**

First, the \_\_\_\_\_ spread the news over the radio. The \_\_\_\_\_ was listening, and he went to tell the \_\_\_\_\_. He told \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Then \_\_\_\_\_ went to tell \_\_\_\_\_.

**10.1 C. What were people doing when they heard the news? What did they do next? Listen again and complete the table.**

|                               | What were they doing?          | What did they do?                  |
|-------------------------------|--------------------------------|------------------------------------|
| The newsreader                | <i>He was reading the news</i> | <i>He thought about his friend</i> |
| The forestry worker           |                                |                                    |
| The radio operator            |                                |                                    |
| The radio operator's daughter |                                |                                    |
| The teacher                   |                                |                                    |

**1.2 Forming the past continuous**

**A. Complete the sentences with the past tense of *be*.**

- I \_\_\_\_\_ reading the news.
- You \_\_\_\_\_ lying on your hammock.
- We \_\_\_\_\_ cooking some soup.
- My sister \_\_\_\_\_ playing a game.
- The villagers \_\_\_\_\_ celebrating their victory.

**B. Complete this chart about forming the past continuous.**

|                     | structure   | example                          |
|---------------------|---|----------------------------------|
| positive statements | subject + <i>was/were</i> + <i>v-ing</i>              | <i>I was leaving.</i>            |
| negative statements | subject + <i>was/were</i> + <i>not</i> + <i>v-ing</i> |                                  |
| yes/no questions    |   | <i>Was he writing?</i>           |
| wh- questions       |   | <i>How were they travelling?</i> |

**C. The sentences below about yesterday are not true. Explain the real situation, e.g.**

You were fighting after class.  
*I wasn't fighting! I was studying.*

- You were drinking whisky at 7am.
- Your best friend was saying rude things at lunchtime.
- You and your friends were stealing cars at 10pm.

**D. Answer these questions.**

- What were you doing at 4pm yesterday?
- What were you doing last night at 10.30?
- What was your teacher doing ten minutes ago?
- What were you thinking about at breakfast?
- What were you writing a moment ago?

**E. Fill the gaps to complete the past continuous questions.**

- \_\_\_\_\_ your brother reading at 9pm last night?  
*Yes, he was.*
- What \_\_\_\_\_ you \_\_\_\_\_ when I rang?  
*I was having a wash.*
- Why \_\_\_\_\_ the children crying last night?  
*Because they were afraid of the noisy dogs.*
- Where \_\_\_\_\_ Daw Khaing \_\_\_\_\_ when I saw her this morning?  
*To the internet café.*
- When you heard the gunshots, \_\_\_\_\_ you still \_\_\_\_\_?  
*No, we were already awake.*

### 1.3 Past simple or continuous?

**A. When do we use past continuous, and when do we use past simple? Complete the rule:**

- We use the \_\_\_\_\_ tense to talk about completed events in the past.
- We use the \_\_\_\_\_ tense to talk about events in progress in the past.

**B. Do you know this person? Who was she? When did she die?**

Many people all over the world remember what they were doing when they heard the news of her death.

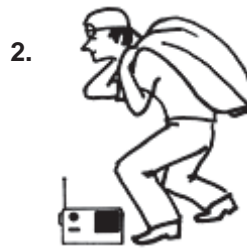
When I heard the news, I was using my computer.  
I was using my computer when I heard the news.

Is the meaning of these two sentences different?



**C. These people all heard the news on the radio. What were they doing when they heard the news?**

e.g. Lin Tin was buying a car.



1. Myint Myint San...
2. Ko Lwin...
3. Saw Htoo...
4. Jill and Bill...
5. Daw Thandar...

**D. Work in pairs. Say sentences about these people, e.g.**

- When Benazir Bhutto died, Myint Myint San was burning some letters.
  - Myint Myint San was burning some letters when Benazir Bhutto died.
- OR**

**E. These people were busy when something happened. Write sentences, e.g.**

Kyaw Kyaw / his son / born      Kyaw Kyaw was hunting when his son was born.

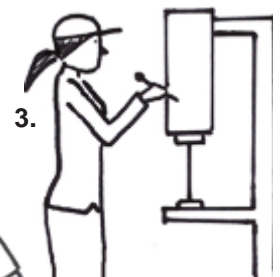
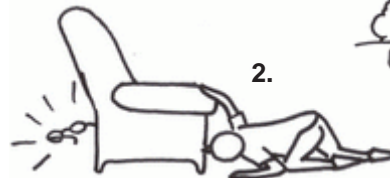
1. U Maung Maung / thieves / rob the bank

2. Aung Ko / car / crash

3. Hla Hla / earthquake / hit

4. Nang Seng / war / start

5. Jack and Thiha / police / find them



**F. Think of a famous person from the past.**

Do you know anyone who remembers that person? Do they remember when that person died? What were they doing at that time?

When General Aung San died, my grandmother was studying.

When U Thant died, my uncle was working in his office.

**G. Put the verb in the past simple or continuous.**

**Ko Oo:** I <sup>1.</sup> \_\_\_\_\_ you yesterday, but you didn't answer. Where were you? (*phone*)

**Jen:** Sorry, I <sup>2.</sup> \_\_\_\_\_ my sister. What's the problem? (*visit*)

**Ko Oo:** I <sup>3.</sup> \_\_\_\_\_ for Mi Mi, but couldn't find her. (*look*)

**Jen:** She <sup>4.</sup> \_\_\_\_\_ at the university all morning. She <sup>5.</sup> \_\_\_\_\_ a test at 1pm. (*study, have*)

**Ko Oo:** Oh - did she do well?

**Jen:** Yes, she <sup>6.</sup> \_\_\_\_\_ with good marks. (*pass*)

## 1.4 Listening: Reading on the bus

**10.2 A. Listen to this story. What do you think happened next?**

**10.2 B. Listen again. Fill the gaps.**

1. I often read \_\_\_\_\_ I'm taking the bus to work
2. I sometimes read \_\_\_\_\_ meals.
3. I even read \_\_\_\_\_ I'm walking along the road.
4. Yesterday, \_\_\_\_\_ I was sitting on the bus, a man got on and pointed a gun at the bus driver.
5. \_\_\_\_\_ the journey, the man was shouting 'Faster! Faster!'
6. \_\_\_\_\_ the bus was going around a corner, she reached out and grabbed the gun.

**C. Here is the end of the story. Were you expecting this?**

The passengers overpowered the hijacker, the driver stopped the bus, and the police came and arrested him.

I didn't actually see any of this. During all these events, I was reading a very exciting novel. I didn't see or hear anything! When the bus stopped and the police came up to me to ask questions, I couldn't answer any. I read all about this in the newspaper the next day. It wasn't as exciting as my book.

**D. Complete the rules by filling the gaps with *when, while and during*.**

1. \_\_\_\_\_ is a preposition. We use it before a noun or noun phrase.
2. \_\_\_\_\_ is a conjunction. We can use it before a past simple or past continuous clause.
3. \_\_\_\_\_ is a conjunction. We usually use it before a past continuous clause.

**E. Fill the gaps with your own ideas.**

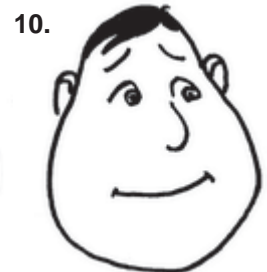
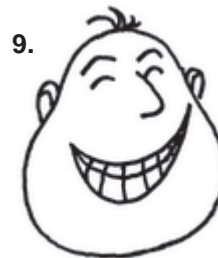
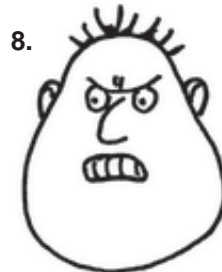
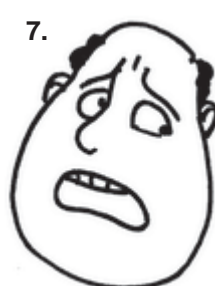
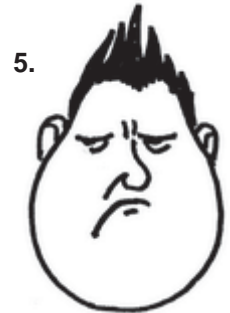
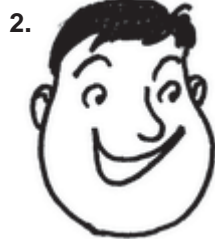
1. When \_\_\_\_\_, I saw my mother.
2. While \_\_\_\_\_, the phone rang.
3. During \_\_\_\_\_, I was in bed.

## 2. Describing People

### 2.1 Feelings

A. Match these adjectives with the faces.

|           |         |         |           |          |
|-----------|---------|---------|-----------|----------|
| depressed | excited | annoyed | terrified | confused |
| pleased   | nervous | drunk   | angry     | amused   |

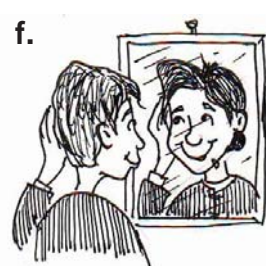


B. Are there other words you could use to describe these people's feelings?  
How many more adjectives to describe feelings can you think of?

### 2.2 Character

A. Look at the pictures. Match the pictures with the adjectives in the box.  
Not all adjectives have a picture.

- bad-tempered \_\_\_\_\_
- easy-going \_\_\_\_\_
- forgetful \_\_\_\_\_
- friendly a
- generous \_\_\_\_\_
- hard-working \_\_\_\_\_
- honest \_\_\_\_\_
- lazy \_\_\_\_\_
- stingy \_\_\_\_\_
- vain \_\_\_\_\_
- selfish \_\_\_\_\_
- shy \_\_\_\_\_
- arrogant \_\_\_\_\_
- sleazy \_\_\_\_\_
- corrupt \_\_\_\_\_



**B. Match the adjectives from A with the descriptions.**

- |   |  |
|---|--|
| 1. She always stops to chat when we meet. <u>friendly</u> | 8. He doesn't do much work.  |
| 2. He doesn't like giving people money.                   | 9. She enjoys giving people presents.  |
| 3. She gets angry very easily.                            | 10. He tries to kiss every woman he meets.   |
| 4. He's afraid to meet new people.                        | 11. He believes he's better than other people.   |
| 5. She often stays late at the office.                    | 12. He never remembers where he puts things.   |
| 6. He always tells the truth.                             | 13. She asks people to donate money to the school, and spends it on gold for her family. |
| 7. She doesn't mind if plans change.                      | 14. She only cares about herself.  |

**C. Think of three people you know who match three adjectives in A. Write a sentence about each of them *without* using the adjectives.**

**Memorise these sentences, and close your books.**

**Work in pairs, and say your sentences to each other.**

**Guess the adjectives.**

Wai Lin always gives money to his friends when they have problems.

He's generous.

**2.3 Appearance**

**A. Look at these pictures of leaders and politicians. Do you recognise any of them?**



**B. You will hear descriptions of these people. Which phrases do you think you will hear in each description? Write a number next to each.**

- |                    |                          |                            |                    |
|--------------------|--------------------------|----------------------------|--------------------|
| partly bald ___    | short grey hair ___      | a large beard ___          | thick eyebrows ___ |
| a round face ___   | a square face ___        | a big, black moustache ___ |                    |
| a pointed nose ___ | short, straight hair ___ | long, dark, wavy hair ___  |                    |

- C. Listen and check your answers.**
- D. Do any of these people look like someone you know?**

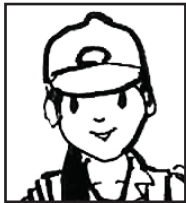
- E. Your teacher will give you a name of one of your classmates. Describe that student to the class. Can they guess who it is?**

Sonia Ghandi looks a bit like my aunt. She's got a round face and straight hair, too. My aunt is a bit older and fatter...

Fidel Castro looks like that guy who visited us last week - they both have beards...

**2.4 Age**

- A. Look at these pictures of people. Match the people with the comments.**



Kyi Kyi is 22



Johnny is 47



Daw Myint is 93



Zaw Aye is 19



Khaing Win is 66, and Mi Lwin is 64

He's in his late teens.      She's in her early 20s.      She's elderly.  
 They're in their mid-60s.      He's middle-aged.

- B. We use expressions with *early*, *mid-* and *late* when we don't know, or don't want to say, exactly how old a person is. Estimate the ages of these people:**
1. She's nearly finished middle school.
  2. He fought in World War 2.
  3. She's getting too old to have another baby.
  4. They're a bit too young to get married.
  5. He's been a teacher for nearly 20 years.
  6. He was born in 1977.
- C. Look at the pictures of world leaders on the previous page. Work in groups. How old do you think they are in these pictures?**
- D. How old are you?  
 How old are your parents?  
 How old is your teacher?**

**2.5 Listening: Family photo**

- A. Someone is showing you this picture of his family. Which people does he describe? Find them in the picture.**
- B. Write descriptions of three other people from the picture.**



### 3. Identifying People and Things

#### 3.1 Who's who?

A. Look at the picture in 2.5 again. On the audio, the man describes his grandfather as 'the old bald man with the stick' and his uncle as 'the short man with the big nose'. Identify these people:

- The energetic boy with the longyi.
- The little girl with the spotted dress.
- The woman with the comb in her hair.

B. Identify the people in the picture and join these descriptions.

|                     |                      |
|---------------------|----------------------|
| The small boy       | with glasses         |
| The old woman       | with the short skirt |
| The middle-aged man | with long dark hair  |
| The young woman     | with black shorts    |
| The teenage girl    | with the dark shirt  |
| The tall woman      | with blonde hair     |

We use *with* to join describing sentences:

- I live in a bamboo house. It's got a big balcony.  
*I live in a bamboo house with a big balcony.*

C. Join these sentences using *with*.

1. She's a kind, friendly woman. She's got short fair hair.
2. I've got a very ugly dog. It's got no tail.
3. I don't like the tall man. He's got a gold necklace and an aggressive personality.
4. In town, there's a beautiful park. It's got lovely flowers and a lot of rare birds.

D. Write a short description of a classmate using *with*. Make it as specific as possible. Read it to the class. Can they identify who it is?

#### 3.2 Pairwork: Can you please pick up my friends?

A. Two friends, a man and a woman, are coming to meet you. They have never visited your area before, so you promised to meet them at the bus stop. However, you are very busy at that time, so you ask your partner to meet them, and bring them to your house. Look at the picture. Which people are your friends? How can you describe them?





**B. Describe these people to your partner. How many guesses does your partner need to identify the people?**

**C. If this is a real situation – you have to identify some people and meet them, but you don't know who they are – what can you say?**

## 4. Grammar: More about Adjectives

### 4.1 Manner and state adjectives

When you describe people, you sometimes talk about their *state*, and sometimes about their *manner*. For example, if someone is *fat* or *clever*, they are usually fat or clever all the time. These are adjectives of state. If someone is *hungry* or *excited*, they are only like that temporarily. That is their manner.

**A. Look at the adjectives in the box. Put them into the correct columns in the table.**

|             |             |          |            |
|-------------|-------------|----------|------------|
| intelligent | angry       | drunk    | selfish    |
| annoyed     | terrified   | corrupt  | confused   |
| pleased     | nervous     | honest   | unreliable |
| bored       | interesting | handsome | friendly   |

| manner adjectives | state adjectives |
|-------------------|------------------|
|                   |                  |

**B. Choose four adjectives of state to describe each of the following people. You can use words from the table in A, and other words you know.**

1. A good leader
2. A bad leader
3. A good student
4. A bad student

A good student is hard-working, intelligent and creative. A bad student is lazy and...

**C. Think about some good and bad leaders, or good and bad students. Describe them to your partner.**

### 4.2 Husbands and wives

**A. What are the most important characteristics of a wife and husband? Write at least five points for each in the table. There are some suggestions in the box below, but use your own ideas too.**

|                 |                |                |
|-----------------|----------------|----------------|
| good-looking    | rich           | generous       |
| good at cooking | good at sports |                |
| intelligent     | religious      | has short hair |

| wife | husband |
|------|---------|
|      |         |

**B. Work in pairs. Agree on two lists for your pair. You can only have five points in each list.**

**C. Join with another pair, so you are in a group of four. Decide on two lists for your group. You can only have five points in each list!**

**D. Have a class discussion. Try to agree on class lists.**

Are the lists for a wife and a husband the same, or different? Why/why not?

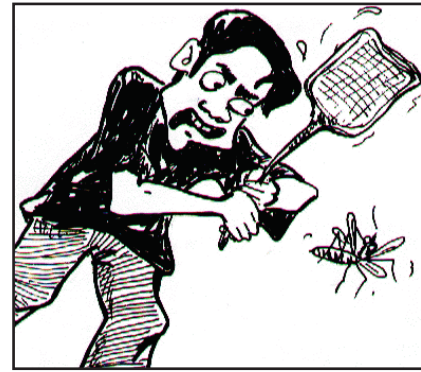
### 4.3 -ed and -ing adjectives

**A. Look at the picture.**

The mosquito is flying around, trying to bite Zaw Min.  
Zaw Min is trying to kill the mosquito, but he can't catch it.

Zaw Min is *annoyed*.

The mosquito is *annoying*.



**Complete the rule with -ed and -ing.**

\_\_\_\_\_ adjectives describe *causes*.

\_\_\_\_\_ adjectives describe *effects*.

**B. Look at these pictures, and fill the gaps with an -ed or -ing adjective.**



1. Nang Seng is bored. She's sitting in a \_\_\_\_\_ meeting, and she wants to go home and sleep.
2. Maung Lay has just met a \_\_\_\_\_ dog. Maung Lay is frightened of dogs, and this dog is bigger, louder and more aggressive than other dogs.
3. Htwe Htwe is reading an \_\_\_\_\_ book. She's been reading it for 3 hours now. She doesn't want to stop reading to eat or wash. Htwe Htwe is very \_\_\_\_\_ in this book.

**C. Fill the gaps with suitable adjectives. Use the words in the box with -ed or -ing.**

tire   confuse   disappoint   depress   relax   amuse   embarrass

1. He's been really depressed since his mother died.
2. Walking up the mountain is \_\_\_\_\_.
3. I can't understand the instructions for this machine. They are \_\_\_\_\_.
4. She was \_\_\_\_\_ when she didn't get a scholarship. She was expecting to get one.
5. We heard a very \_\_\_\_\_ joke. We laughed for ages.
6. I love lying on a hammock in the sun with a good book. It's so \_\_\_\_\_.
7. My most \_\_\_\_\_ experience was in 1999. I got up to make an important speech and saw I had a large hole in the front of my trousers.

**D. Write sentences using the adjectives you didn't use in C. For example, if you used *depressed* in exercise C, write a sentence with *depressing*.**

**E. Do a pair dictation with your sentences.**  
**Partner A: read your sentences to Partner B.**  
**Partner B: write the sentences.**  
**Then change roles.**  
**Check each other's sentences.**

# 5. Pronunciation: Countries and Nationalities

## 5.1 Word stress

A. Put the following countries into the correct stress columns.

|           |            |         |             |          |             |             |          |          |
|-----------|------------|---------|-------------|----------|-------------|-------------|----------|----------|
| Korea     | Canada     | England | Vietnam     | Iran     | Australia   | Brazil      | France   | Laos     |
| Indonesia | Nepal      | Japan   | America     | Iraq     | Afghanistan | Tibet       | Cambodia | China    |
| Norway    | Bangladesh | Turkey  | Switzerland | Pakistan | Russia      | Philippines |          |          |
| Egypt     | Singapore  | Italy   | Israel      | India    | Cuba        | Germany     | Thailand | Malaysia |

|   |     |     |       |       |       |         |         |           |
|---|-----|-----|-------|-------|-------|---------|---------|-----------|
| ● | ● ● | ● ● | ● ● ● | ● ● ● | ● ● ● | ● ● ● ● | ● ● ● ● | ● ● ● ● ● |
|   |     |     |       |       |       |         |         |           |

10.5 B. Listen and check.

10.5 C. Listen and repeat.

D. What are the nationality adjectives of the countries in the box? Write them in the correct columns.

| -ese     | -ish | -an | -i | other |
|----------|------|-----|----|-------|
| Nepalese |      |     |    |       |
|          |      |     |    |       |

10.6 E. Listen and check.

10.6 F. Listen and repeat. Pay attention to stress!

G. Circle the words where the stress is on a different syllable in the country and the nationality, e.g.

Nepal      Nepalese

H. Work in pairs. Say sentences using the nationality words.

I saw a Malaysian film last night.

My Canadian friends are visiting tonight.

## 5.2 General knowledge

A. How many other countries do you know? Work in groups, and brainstorm countries. (The United Nations has 192 members...)

B. Do you know the nationality adjectives of all these countries?

C. Group quiz. In your groups, answer these questions.

- Which countries are in ASEAN? (1 point per country)
- Which countries are in the European Union? (1 point per country)
- Which countries share a border with Myanmar? (1 point per country)
- Which countries are permanent members of the UN Security Council? (1 point per country)

## 5.3 What does *nationality* mean?

*Nationality* can mean two different things:

1. membership of a country
2. membership of an ethnic group (ethnicity)

For example, a Pa-O woman from Myanmar, a Zulu man from South Africa and a Vietnamese family with Australian citizenship have many possible answers to the question *What nationality are you?* The answer they give depends on who is asking the question.

### A. How would these people answer this question:

1. on a passport application?
2. talking to a person from the same ethnic group?
3. talking to a friendly foreigner who knows nothing about their country?

What nationality are you?

### B. What about a Mon man from Thailand who has emigrated to England?

Can you think of a situation when he replies...?

1. 'I'm Mon'
2. 'I'm Thai'
3. 'I'm British'

## 5.4 Interrogation

### A. Your teacher will give you a false identity. Memorise all the details of your fake ID card.

### 10.7 B. Answer the audio.

### C. Look at the audioscript. Practise asking and answering these questions in pairs.



Where do you come from?

India



## 6. Reading: An Indian Poet

### 6.1 Background information

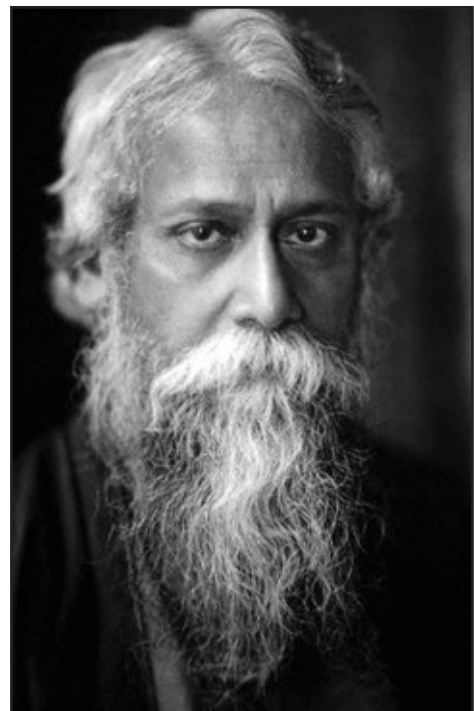
#### A. What do you know about India's colonial history?

#### B. Do you know these words and prefixes?

literature philosophy achievement talented  
wealthy province knight gathering  
fire on poverty non- multi- anti-

#### C. You are about to read a text about Rabindranath Tagore, one of India's most famous poets. In the text you will read these phrases. How do you think they relate to Tagore? Discuss them in groups.

Nobel Prize for Literature  
anti-colonialism activist  
knighted by King George V  
the Amritsar Massacre  
multi-cultural education system  
Albert Einstein  
national anthem



#### D. Read the text on the next page, and check your predictions from exercise C.

## Rabindranath Tagore (1861-1941)

1. Many people know Rabindranath Tagore's poetry. He won the Nobel Prize for Literature in 1913. He was the first non-Westerner to win this prize, and he introduced many readers to Indian culture, literature and philosophy. Most people, however, do not know about his other achievements. Tagore was multi-talented. He was a painter, musician, writer, scientist, anti-colonialism activist and educator as well as a poet.

2. He came from a wealthy and powerful family in the Bengal province of India and grew up speaking both Bengali and English. At first he studied to be a lawyer, but then decided he was more interested in writing. Until the age of 51, few people outside India knew his writing. That changed when he visited England in 1912 with English translations of his Bengali poems. These translations won him the Nobel Prize for literature the following year, and in 1915 he was knighted by King George V.

3. In 1919 the British Army fired on a gathering of people in Amritsar, killing hundreds of men, women and children. The Amritsar Massacre caused a lot of anti-British feeling. Tagore sent his knighthood back to the King and became involved in the independence movement. He was also involved with the anti-poverty movement in his native province of Bengal.

*'Those who own much have much to fear.'*

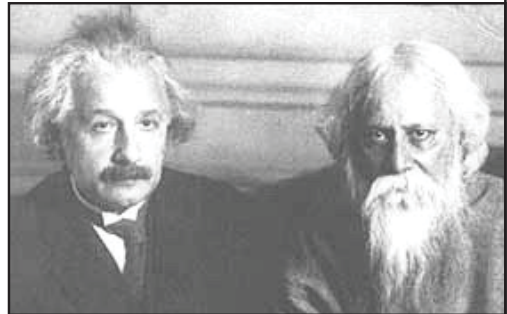
4. In the 1920s Tagore got involved in education, particularly the education of poor children. His schools used traditional Hindu education together with Western ideas. Tagore's multi-cultural educational system spread to other parts of the world.

*'Don't limit a child to your own learning, for he was born in another time.'*



Tagore and Mohandas Gandhi, 1940

5. Tagore achieved many things in his long life. He wrote over one thousand poems, twenty-four plays, eight novels, and many books and essays on philosophy, religion, education and social topics. He discussed physics with Albert Einstein. You can see his paintings in museums around the world. The words and music he wrote have become the national anthems of two countries – India and Bangladesh.



Albert Einstein and Tagore, 1930

## 6.2 Comprehension

### A. Match each paragraph with a summary.

1. Tagore did many different things, and achieved a lot. *Paragraph 5*
2. A lot of people were angry with the British after the Amritsar massacre, including Tagore.
3. Tagore is famous, but most people don't know much about him.
4. Tagore worked in education using traditional and Western ideas.
5. Tagore became famous in his fifties, when his poems became popular in Britain.

### B. Answer the questions.

1. Why did Tagore stop practising law?
2. What did Tagore do to make his poetry famous in the West?
3. Why did Tagore decide not to keep his knighthood?
4. What was different about Tagore's education system from other ideas on education?
5. What did Tagore write about?

### C. Work in groups. Read through the text and think of three questions to ask other groups.

### D. There are two quotations in the text. In your groups, decide what they mean.

### 6.3 Poem: The Wicked Postman

- A. Look at the title. What do you think this poem is about? What has the postman done?**
- B. Read the poem. Why do you think the mother is unhappy?**

#### *The Wicked Postman* – Rabindranath Tagore

*Why do you sit there on the floor so quiet and silent, tell me, Mother dear?  
The rain is coming in through the open window, making you all wet, and you don't mind it.  
Do you hear the gong striking four? It is time for my brother to come home from school.  
What has happened to you that you look so strange?  
Haven't you got a letter from Father today?  
I saw the postman bringing letters in his bag for almost everybody in the town.  
Only Father's letters he keeps to read himself. I am sure the postman is a wicked man.  
But don't be unhappy about that, Mother dear.  
Tomorrow is market day in the next village. You ask your maid to buy some pens and papers.  
I myself will write all Father's letters; you will not find a single mistake.  
I shall write from A right up to K.  
But, Mother, why do you smile?  
You don't believe that I can write as nicely as Father does!  
But I shall rule my paper carefully, and write all the letters beautifully big.  
When I finish my writing do you think I shall be so foolish as Father and drop it into the horrid postman's bag?  
I shall bring it to you myself without waiting, and letter by letter help you to read my writing.  
I know the postman does not like to give you the really nice letters.*

- C. Are these statements true (T) or false (F), or is there no information in the poem (NI)?**
1. It's four o'clock.
  2. The speaker is a young boy.
  3. The speaker doesn't have any brothers or sisters.
  4. Mother employs a maid.
  5. Father is away working in another town.
  6. The speaker can write all the alphabet.
  7. The speaker doesn't trust the postman.
  8. The speaker is going to beat the postman.
- D. Answer these questions.**
1. Approximately how old is the speaker of the poem? How do you know?
  2. Does the family live in a large town? How do you know?
  3. Are they poor? How do you know?
  4. What is the speaker's plan to make Mother happier?
  5. Why does the speaker think the postman is keeping Father's letters?
- E. Which of these summaries best describes this poem?**
- a. Mother is unhappy because the postman is keeping letters from her husband.
  - b. A young child doesn't like the postman, and wants to make problems for him.
  - c. A child thinks the postman is keeping letters Father wrote, and wants to write these letters to make Mother happy.
  - d. A child can write very well, and wants to write better letters than Father to make Mother happy.
- F. Work in groups. Use your imaginations to think of a background story to this poem. Think about:**
- Where is Father?
  - Has he written any letters home? Why/why not?
  - Will he come back? If so, when? If not, why not?

## 7. Writing: An Autobiography

### 7.1 What's in an autobiography?

- A. What is an autobiography? Have you ever written one?**  
What are some situations where you might need to write one?  
What kind of information can you put in an autobiography?

- B. Read Tagore's autobiography and make notes under the following headings:**

| Main events              | People   | Feelings and beliefs    |
|--------------------------|----------|-------------------------|
| - born in Bengal in 1961 | - family | - wanted to be a writer |

My name is Rabindranath Tagore. I was born in born in Bengal, India in 1861. My family was wealthy, so they hired teachers for me until I was seventeen. I then went to England, where I studied to become a lawyer.

I wasn't interested in law. I really wanted to become a writer. So I returned home and wrote poems and stories, mostly in my first language, Bengali. My writing was popular in India, but people outside India didn't understand it. I started writing in English, and translated my earlier work into English. When I was 51, I went to Britain. People liked my poems, and wanted to know more about Indian culture. I won the Nobel Prize for Literature in 1913, and two years later King George gave me a knighthood.

While I was in Britain, my friends were organising the independence movement. I returned to India and helped them. One of my friends was Mohandas Gandhi. I knew him as a real person, not the icon he later became. We often disagreed about patriotism, tradition, science and development. I respected Gandhi, but he was much more conservative than me.

After the Amritsar Massacre, I returned my knighthood. I didn't want any awards from the British after they killed all those people. I decided to get involved in education, and I mixed both traditional Indian and Western ideas about teaching. I disliked British colonial policy, but I respected Western culture, and liked Western art and literature.

### 7.2 Writing an autobiography

- A. How should you write an autobiography? Put a tick (yes) or cross (no) next to these ideas.**

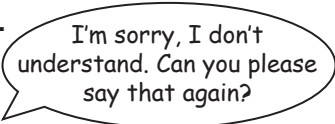
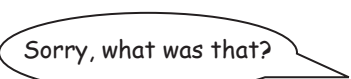
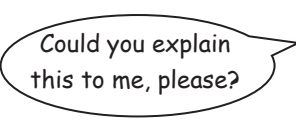
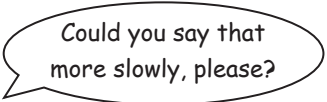

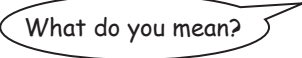
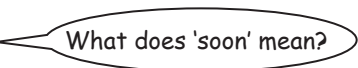
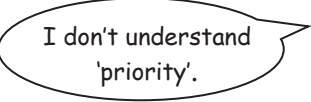
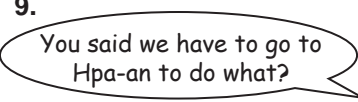
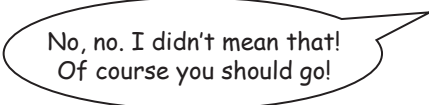

1. Start each sentence in exactly the same way.  
 2. Use different ways to make sentences in the past.  
 3. Use time phrases such as *while*, *during*, *when*, *at that time*, etc.  
 4. Read someone else's autobiography and copy parts of it.  
 5. Read other people's autobiographies to get some ideas of how to write your own.  
 6. Make your story more interesting by including lots of details.  
 7. Write the same things as all your classmates write.

- B. Write your own autobiography. First, make a chart about your life, like the one for Tagore in 7.1 B. Then decide what you will put in each paragraph. When you have organised your ideas, start writing.**

## 8. Thinking about Learning: Speaking Strategies (2)

### 8.1 Useful phrases

Here are some useful phrases to get help in a conversation, and help other people understand you.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 

**10.8 A. Match the phrases with the situations. Some phrases match more than one situation.**

- |   |   |
|---|---|
| a. Someone misunderstands you.                | d. You didn't hear something.               |
| b. Someone is talking too fast.               | e. You don't understand one word or phrase. |
| c. You need more information about something. | f. You want someone to repeat a statement.  |

**10.8 B. Listen. Some of the phrases are a little bit different. Change the phrases in the bubbles to match the audio.**

**10.8 C. Listen again and repeat the phrases.**

### 8.2 Using speaking strategies

- A. In groups or by yourself, write a conversation using at least six of the phrases above. Here are the first five lines:**

A: We need to go to Hpa-an next week. It's our top priority.  
B: I don't understand 'priority'.  
A: Priority - most important thing to do. You have to start making plans.  
B: Me? Why do I have to organise it?  
A: I'm sorry, what I mean to say is **we** have to make plans.  
B:

- B. Roleplay. Work in pairs. Choose one of these situations and have a conversation. Try to use at least two of the phrases from A.**

*You want directions to the hospital.  
Your partner is speaking too fast, and you don't understand.*

**OR**

*You are making an appointment to meet your partner tomorrow.  
You want to meet at 8am, but your partner thinks you said 8pm.*



# 9. Practice

## 9.1 Exercises

### A. The past continuous

Complete the conversation, putting the verbs in the past continuous tense.

**Mi Mi:** I was looking (I/look) for you, Sayama. I'm afraid I've broken these plates and cups.

**Sayama Win:** How? What happened?

**Mi Mi:** \_\_\_\_\_ (I/take) them to the kitchen, when I bumped into Naw Moo. \_\_\_\_\_ (she/come) out when \_\_\_\_\_ (I/go) in.

**Sayama Win:** I don't think \_\_\_\_\_ (you/look) where \_\_\_\_\_ (you/go).

**Mi Mi:** I'm very sorry. I'll buy some more plates when I get some money.

**Sayama Win:** Don't worry about it. Just be more careful next time!

### B. Past simple or continuous?

Fill the gaps with the verbs in the box, in past simple or continuous forms.

|      |      |       |     |       |
|------|------|-------|-----|-------|
| play | stop | drive | see | watch |
| meet | go   | eat   | buy | fix   |

- I \_\_\_\_\_ TV when he arrived.
- 'I \_\_\_\_\_ to your house yesterday afternoon, but you weren't there.'  
'Sorry, I \_\_\_\_\_ football at the school.'
- I \_\_\_\_\_ Zaw Zaw last night. He \_\_\_\_\_ in a restaurant.
- 'Where were you at at six o'clock?'  
'I \_\_\_\_\_ my car at the mechanic's. Yesterday when I \_\_\_\_\_ to work it \_\_\_\_\_ and I couldn't start it again.'
- 'I \_\_\_\_\_ your parents at the market. They \_\_\_\_\_ some new furniture.'

### C. when and while

Write sentences with *when* or *while*. There is more than one way to do this.

e.g. Mi Chan / wait / bus / see / her friend.

*Mi Chan was waiting for a bus when she saw her friend.*

- Nang Seng / make a speech / conference / her phone / ring.
- Hla Wai / hear / strange noise / walk / through the jungle.
- Min Min and Peter / see / a gold ring / ground / walk / school
- visit / city / my parents / buy / new chairs.

### D. during or while?

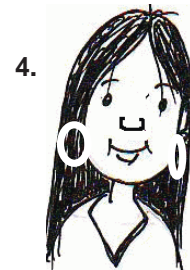
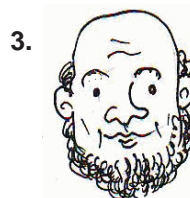
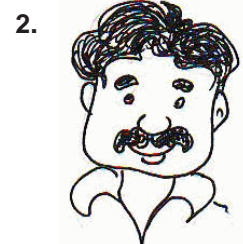
Fill the gaps with *during* or *while*.

- Did you take notes \_\_\_\_\_ the class?
- We drank some coffee \_\_\_\_\_ we were waiting.
- Please be quiet \_\_\_\_\_ the baby is sleeping.
- The phone rang six times \_\_\_\_\_ the meeting.
- \_\_\_\_\_ I was out shopping, someone broke into my house and stole some things.
- \_\_\_\_\_ the hot season it rained a few times.

### E. Who's who?

Look at the pictures. Which person:

- has a long, thin face?
- has a square face?
- has a round face?
- has thick eyebrows?
- has a pointed nose?
- has a big nose?
- is bald?
- has long straight hair?
- has curly hair?
- has dark wavy hair?
- has a beard?
- has a moustache?
- is wearing earrings?
- is wearing a necklace?



### F. Character adjectives

What adjectives could you use to describe these people?

- Khaing Win gives a lot of money to his friends, and donates a lot to organisations.
- Larry thinks he is better than other people. He never listens to other people's ideas, because he believes his ideas are better.
- Kyi Kyi found out her boss was stealing money from her organisation. He offered her some money if she didn't tell anyone. Kyi Kyi didn't take the money, and told the management committee.
- Saw Lu works at the airport. If people want to take a lot of bags onto the plane, Saw Lu asks for extra money. He keeps this money for himself.
- Ma Thida always takes the best food before other people can get anything. She doesn't care about other people. She only thinks of herself.

## G. with

Here is a photo of Zaw Aye's family. Zaw Aye is the guy at the back, on the left. How could Zaw Aye describe the others in the picture? Use *with*, e.g.

*My friend is the boy next to me with curly hair and big ears.*



**Back row, left to right:**

1. My younger sister
2. My older sister
3. My sister's husband

**Front row, left to right:**

4. My aunt
5. My uncle
6. My cousin
7. My grandfather
8. My father
9. My little brother
10. My mother

## H. -ed and -ing adjectives

Write the correct adjective form of the words in brackets.

Sue likes the family next door, but sometimes they play loud music. This is a little annoying (annoy), but they are very kind people. Once Sue heard a \_\_\_\_\_ (frighten) noise outside her house. The neighbours invited her in, and gave her a \_\_\_\_\_ (relax) cup of tea. They checked around the house until she stopped being \_\_\_\_\_ (frighten).

The family tells very \_\_\_\_\_ (amuse) stories about their work. The husband, Moe Kyaw, works in a shoe shop. He finds this job \_\_\_\_\_ (interest) – he is never \_\_\_\_\_ (bore) at work. Last week, a \_\_\_\_\_ (surprise) thing happened. A Hollywood actor came into Moe Kyaw's shop and bought 20 pairs of shoes. He gave Moe Kyaw \$200, and said 'Keep the change'. Moe Kyaw was very \_\_\_\_\_ (excite). He took all his friends and family to a restaurant.

## I. Countries and nationalities

These people are ambassadors to the United Nations.

1. What nationality are they?

|   |  |   |   |
|---|--|---|---|
|    |    |    |    |
| Indonesia   | USA  | Cambodia  | South Korea   |
|    |    |    |    |
| Britain   | Sweden   | Spain   | Ireland   |
|    |    |    |    |
| China   | Japan  | Taiwan  | Vietnam   |
|    |    |    |    |
| Israel  | Pakistan   | Bangladesh  | Iraq  |
|  |  |  |  |
| Thailand  | France   | Netherlands   | Laos  |

**First row:** Indonesian,

**Second row:**

**Third row:**

**Fourth row:**

**Fifth row:**

2. Which rows should these ambassadors sit in?

|   |   |   |
|---|---|---|
|  |  |  |
| Portugal  | Turkey  | Iran  |
|  |  |  |
| Singapore   | Sudan   | Philippines   |

## 9.2 Vocabulary review

**A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.**

|                    |                     |                   |                  |
|--------------------|---------------------|-------------------|------------------|
| achieve (v)        | depressing (adj)    | hole (n)          | recognise (v)    |
| aggressive (adj)   | disappointed (adj)  | icon (n)          | sleazy (adj)     |
| amuse (v)          | disappointing (adj) | ID (n)            | steal (v)        |
| anti- (prefix)     | elderly (adj)       | memorise (v)      | stingy (adj)     |
| arrogant (adj)     | embarrassed (adj)   | middle-aged (adj) | strict (adj)     |
| autobiography (n)  | embarrassing (adj)  | multi- (prefix)   | summary (n)      |
| background (n)     | energetic (adj)     | partly (adv)      | talented (adj)   |
| bad-tempered (adj) | eyebrows (n)        | patriotism (n)    | terrified (adj)  |
| balcony (n)        | fake (adj, n)       | permanent (adj)   | terrifying (adj) |
| border (n)         | fire [a gun] (v)    | personality (n)   | trendy (adj)     |
| character (n)      | force (v, n)        | philosophy (n)    | vain (adj)       |
| chat (v, n)        | forgetful (adj)     | pipe (n)          | wavy (adj)       |
| conservative (adj) | frightened (adj)    | pointed (adj)     | wealthy (adj)    |
| corrupt (adj)      | frightening (adj)   | policy (n)        | well-built (adj) |
| curly (adj)        | gathering (n)       | poverty (n)       |                  |
| depressed (adj)    | generous (adj)      | province (n)      |                  |

**B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.**

1. Identification.
2. Very frightened.
3. To take something without permission.
4. A division of a country.
5. A short description of a longer text.
6. People together in one place.
7. A more polite way of describing an old person.
8. Fashionable and modern.
9. The imaginary line between two countries.
10. Not completely.
11. Not real.
12. To talk casually with someone.

**C. Do a Synonyms and Antonyms activity. Look at the wordlist, and think of some synonyms (words with a similar meaning, e.g. *frightened*—*afraid*) and antonyms (words with an opposite meaning, e.g. *depressed*—*happy*). Write down all the synonyms and antonyms you can think of for this word, but don't write the word. Show it to another student. Can they identify the word?**

|                 |                 |
|-----------------|-----------------|
| <u>synonyms</u> | <u>antonyms</u> |
| rob             | give            |
| take            | replace         |
|                 | donate          |

steal

# Unit Eleven

going to – the future – arrangements – geography – agreeing and disagreeing –  
no + where/thing/one – word endings – argument – thinking about grammar

## 1. Future Plans

### 1.1 What are you going to do?

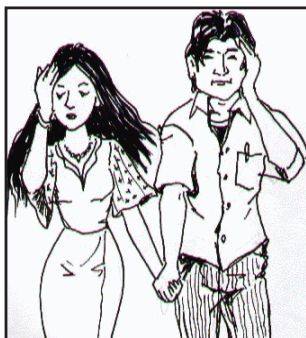
A. Look at this picture. These people are planning their futures. One is thinking of the short-term future, one is thinking of the medium-term future, and one is thinking of the long-term future. Which is which?



B. These people are also thinking of their futures. What are they going to do? Think of some ideas.



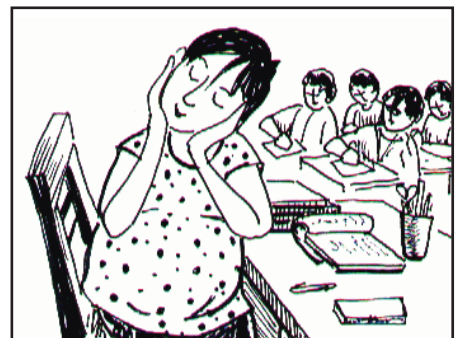
When I graduate, I'm going to...



Soon we're going to...



When I get out of here, I'm going to...



After the baby's born, I'm going to...

11.1 C. Listen to the audio. Were you correct?

## 1.2 Forming and using the future with *going to*

### A. Complete the rules about the future with *going to*.

- Before *going to*, we use a form of the verb \_\_\_\_\_.
- After *going to*, we always use the \_\_\_\_\_ form of the verb.
- We use *going to* to talk about \_\_\_\_\_ we have already made.

### B. Look at these situations, and write sentences, e.g.

You've decided not to get married yet.  
*I'm not going to get married yet.*

1. Htoo Htoo smokes, but he's decided to quit.  
*He's...*
2. Myint Myint San has decided not to move to Bago.
3. Some factory workers have decided to stop working if they don't get their pay.
4. The government has decided to change its policy on immigration.
5. David and Salai Aung have decided not to apply for university this year. They've decided to wait until next year.

### C. Write a question with *going to* for each of these situations, e.g.

I have bought a large table.  
*(Where / put it?)*  
*Where are you going to put it?*

1. I am going to a formal party.  
*(What / wear?)*
2. You have decided to buy a new motorbike.  
*(How / pay for it?)*
3. Naw Moo has decided to have a party.  
*(Who / invite?)*
4. The teachers have planned a staff meeting.  
*(What / talk about?)*
5. Min Min has decided to leave school.  
*(Why / do that?)*

## 1.3 Your future plans

### A. Answer the questions. Write two or three sentences for each question.

1. What are you going to do after class today?
2. What are you going to do when you finish this English class?
3. What are you going to do after the next water festival?
4. What are you going to do when you retire?

### B. Which of those are short-, medium- and long-term plans?

### C. Work in pairs. Tell your partner your plans from A.

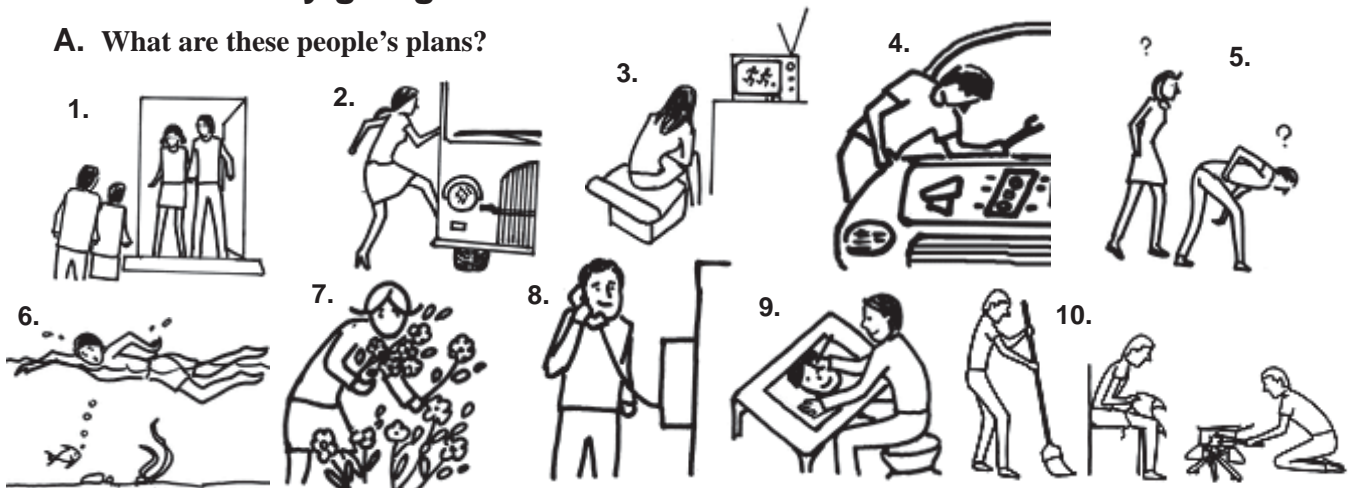
### D. Tell another student what your first partner is going to do.

After he retires,  
 Tin Tin is going to  
 write a book.



## 1.4 What are they going to do tomorrow?

### A. What are these people's plans?



Complete the sentences. Add extra information – use your imagination!

1. Su Su and Ko Ko are going to visit their cousins.
2. Rosa's going to...
3. Lwin Lwin Oo
4. Zaw Zaw
5. Nan Htwe and Ben
6. U Tin Gyi
7. Mi Mi
8. Maung Maung Gyi
9. Ali
10. Naing Win

B. Ask and answer questions around the class.

## 1.5 Future plans

A. Nang Seng from Myanmar, Lee from China, Dylan from Canada and Zindzi from South Africa belong to an organisation called International Action for Social Development. At the moment, they are in Singapore attending a workshop called 'Strategies for Long-term Sustainable Community Development'. What do you think this means?



B. Match these words with their definitions.

- |                 |  |
|-----------------|--|
| network (n)     | possible to find and use                   |
| available (adj) | a formal request for support for a project |
| apply for (v)   | money to run a project                     |
| funding (n)     | to formally ask for something              |
| proposal (n)    | a connected group of people or computers   |

11.2 C. Listen to the audio. What are they planning to do? Tick yes, no or maybe for each task.

|           |                              | yes | no | maybe |
|-----------|------------------------------|-----|----|-------|
| Zindzi    | Travel around the country    |     |    |       |
|           | Set up computer networks     |     |    |       |
| Dylan     | Teach                        |     |    |       |
|           | Write a book                 |     |    |       |
| Nang Seng | Set up a translation project |     |    |       |
|           | Organise a workshop          |     |    |       |
| Lee       | Teach                        |     |    |       |
|           | Apply for funding            |     |    |       |
|           | Write a funding proposal     |     |    |       |
|           | Work outside his town        |     |    |       |

D. It is a year later. Zindzi, Lee, Dylan and Nang Seng are meeting again at the next workshop. Do you think they have done the tasks they planned? Write sentences.

*Dylan didn't teach computer skills. He started to write a book, but he hasn't finished it yet.*

E. Work in pairs. Choose two of the people from A, and think of a dialogue, e.g.

**Nang Seng:** Good to see you again, Lee. What have you done since last year?

**Lee:** Well, I applied for funding. We got a little money, so I can go around schools and teach sustainable development. Did you organise a workshop?

## 2. Arrangements and Excuses

### 2.1 Making excuses

- 11.3 A. Moe Kyaw is ringing Kyi Kyi. He wants to meet her.  
Listen to the conversation. Does Kyi Kyi want to meet Moe Kyaw?

- 11.3 B. Listen again, and complete the conversation.



- Do you want to meet for lunch tomorrow?
- I'm sorry, I can't. I'm \_\_\_\_\_.
- OK, how about Friday night?
- Sorry, I'm \_\_\_\_\_ then.
- How about Saturday morning?
- Sorry, I'm \_\_\_\_\_ on Saturday morning.
- Oh. How about next week?
- I'm \_\_\_\_\_. For a very long time.



- C. An *excuse* is a reason to not do something when you don't want to do it. What are Kyi Kyi's excuses to not meet Moe Kyaw? Do you believe Kyi Kyi's excuses?

- D. Roleplay. Work in pairs. Partner A wants to meet Partner B. Partner B doesn't want to meet Partner A. Have a conversation.

### 2.2 Arrangements

- A. Look at the present continuous sentences in 2.1 B. Are they talking about the past, present or future?

We can use the present continuous to talk about *future arrangements* – things we have already organised.

- B. Look at these arrangements. Write a sentence in the present continuous, e.g.

You have arranged to meet your teacher later.  
*I'm meeting my teacher later.*

1. You have agreed to work next weekend.
2. Hla Hla has just bought a ticket to India for June 15th.
3. Darren and Maria have arranged to get married next summer.
4. Zaw Min has arranged a meeting with his boss at 9am tomorrow morning.
5. Saw Htoo has accepted an invitation to Ko Aye's party next Saturday.

- C. Read this conversation. Are the underlined verbs talking about the present or the future?

Tim: What are you looking (1) at?

Ma Naung: It's a map of Yangon. I'm moving (2) there next week. I've got an internship there at an HIV prevention organisation. I'm thinking (3) about how to find a house.

Tim: When are you leaving? (4)

Ma Naung: Friday. I've started to pack my things already - I'm organising (5) my books and papers now.

Tim: That's exciting. Congratulations!

Ma Naung: Yes. However, I'm a bit worried about my son - he's staying (6) with the neighbours for the first month, but I'm not sure about the long-term.

Tim: Why isn't he moving (7) to Yangon with you?

Ma Naung: Well, he's doing (8) very well at school, and all his friends live here. I'm not sure. We'll decide later.

- |                   |    |
|-------------------|----|
| 1. <i>present</i> | 5. |
| 2.                | 6. |
| 3.                | 7. |
| 4.                | 8. |

- D. Have you arranged to do anything later? Tell other students about your arrangements.

## 2.3 Nang Seng's arrangements

**A.** It's two months after the conference in 1.5. Nang Seng is organising a workshop. Members of her organisation are travelling from all over the country to meet in Mandalay, and discuss community development issues. The workshop starts in three days, on the 17th of May. Read Nang Seng's list of tasks:

### 14 May

- phone bus company
- visit hotel. Check there are enough rooms.
- buy notebooks
- 4pm - meet with cooks. Discuss menus.

### 15 May

- 10am - meet U Maung Oo. Discuss timetable.
- email Daw Phyu about her speech.

### 16 May

- 1pm - send cars to meet people at bus station.
- 3pm - send cars to meet people at train station.
- 6pm - dinner in hotel with everyone.

**B.** What's Nang Seng doing today?

*She's phoning the bus company, she's...*

**What's she doing tomorrow and the next day? Tell your partner.**

**C.** What else does she need to do before the conference? Work in pairs, and think of at least one other thing she has to do today, one thing tomorrow, and one on the 16th.

*Tomorrow she's buying the coffee, tea and snacks. At 6pm she's phoning everyone.*

## 3. Geography

### 3.1 Describing a country

**A.** Describe these countries.



**Afghanistan:** quite a large country / Asia / north-west of Pakistan.

*Afghanistan is quite a large country in Asia, north-west of Pakistan.*

**1. Pakistan:** long, narrow country / Asia / north-west / India.



**2. Brazil:** very large country / east coast / South America.



**3. South Africa:** fairly large country / southern coast / Africa / Indian / Atlantic Ocean.



**4. New Zealand:** two small, narrow islands / near Australia / Pacific Ocean.



**B. Now write sentences about six of the Southeast Asian countries shown on the map.**

**C. Look at the world map at the back of the Language Reference, and choose a country. Work in pairs. Describe this country to your partner. Can they identify the country?**



### 3.2 Weather and climate

**A. Most of Myanmar has a *tropical* climate. What does this mean? What type of weather do you get in Myanmar? What other countries have tropical climates?**

**B. Britain, Japan and Australia have *temperate* climates. What type of weather do they get? How many seasons do they have? What are these seasons called?**

**C. How much do you know about weather and climate? Answer these questions.**

1. What is *humid* weather?
2. What are the units of measurement for temperature?
3. What season is it in Australia in July?
4. What weather do you get in Northern China in December?
5. If the temperature is 40 degrees centigrade, what do you wear?
6. In very cold countries, what are some things people use to heat their homes?

**D. The weather is a very common conversation topic. It is a good conversation opener when you want to make polite *small talk* with someone. Look at these situations. What could you say? Write a few possibilities.**

1. It's November, at 8.00 in the morning. You are waiting for a bus. There's another person at the bus stop. It's 40 degrees centigrade, and the sun is shining brightly.

*It's very hot for this time of day.  
It's really hot! This is quite unusual.*

2. You're sitting in a bus, wearing very thin clothes. When the bus goes over the mountains, the wind starts blowing.

3. It's February. You're in the market shopping when suddenly it starts raining heavily. All the people run for shelter.

### 3.3 Living in different climates

- A. You are going to listen to a man talking about living in Kuwait, and a woman talking about living in Northern Russia. Look at these questions. Try to guess the answers.

#### Kuwait

1. Is it always hot in Kuwait?
2. Which are the hottest months?
3. When is the coolest time of year?
4. Is it humid?
5. Does it ever rain?
6. Do most buildings have air conditioning?
7. Is it too hot to drive a car?
8. Do you ever need warm clothes?
9. Is the sea always pleasant to swim in?

#### Northern Russia

10. How cold can it get in winter?
11. Is it always cold in north-west Russia?
12. How do people heat their houses?
13. What do people wear?
14. Is it humid?
15. Does it snow much?
16. Is the sea pleasant to swim in?

- 11.4 B. Now listen to the audio. Were your answers correct? Write the correct answers. What questions *don't* they answer?

- C. Describe your climate. Use the audioscripts as a model.

## 4. Agreeing and Disagreeing

### 4.1 *so* and *not*

- A. Ma Khin and Si Si are members of the Youth Development League, Mandalay branch. They are preparing for a meeting on Friday. Read the conversation. What's the meeting about?

Si Si: Are you coming to the meeting on Friday?

Ma Khin: I think so. What are we discussing, exactly?

Si Si: The project budget. Are you free at 4.00?

Ma Khin: I hope so! Is our budget being cut?

Si Si: I don't think so. I heard we might get more money for new computers.

Ma Khin: Great! Who told you that?

Si Si: Du Du. He was speaking to Salai Aung from the Yangon office, and they think we need internet here.

Ma Khin: Mmm. Is that reliable information? It might be just a rumour.

Si Si: I hope not! I'd really like to get internet here!

- B. Answer the questions.

1. Can Ma Khin come to the meeting?
2. Does she want to attend the meeting?
3. Is their budget being cut?
4. Is Du Du's information correct?

We use *I think so* and *I don't think so* when we are not quite sure about something.

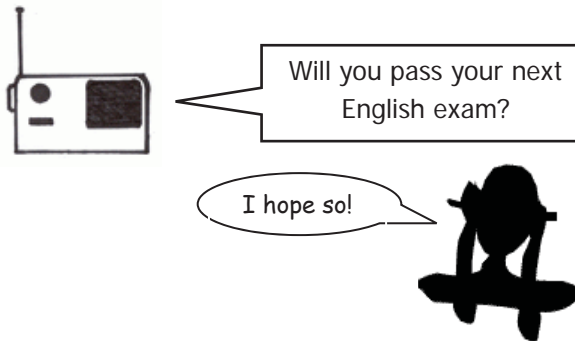
We use *I hope so* and *I hope not* when we want something to happen (or not happen).

- C. Answer these questions, using *I think so*, *don't think so*, *I hope so* or *I hope not*.

1. Is your teacher happy?
2. Will this English class continue next week?
3. Is it hot in Malaysia at the moment?
4. Are you having meat for dinner tomorrow night?
5. Are you going to Bagan soon?

## 4.2 Listen and respond

- 11.5 A.** Listen to the audio. You will hear some *yes/no* questions. Respond with *I think so*, *I don't think so*, *I hope so*, *I hope not*.



- 11.6 C.** Listen to the audio. You will hear some opinions. Respond with *I agree* + more information, or *I disagree* + more information.



- B.** Write a list of *yes/no* questions asking about plans and predictions. Work in pairs. Ask and answer these questions using *I think so*, *I don't think so*, *I hope so* or *I hope not*.
- D.** Write a list of opinions. Work in pairs. Say and respond to the statements using *I agree* + more information, or *I disagree* + more information.

## 4.3 The internet

- A.** What do you know about the internet? Read the text.

The internet is a system of computers all over the world. Computers communicate with each other by telephone. People use the internet to send messages (emails) and exchange information. You can get information about many topics, and you can put information on the internet. To get onto the internet you normally need a computer and a telephone line.



Many people think the internet is a force for good. They think all people, everywhere in the world, can have access to the same information – you don't need to live near a library. You can log onto the internet and find information on many different topics, from American foreign policy to zoological gardens of the world.

Other people disagree. They think that only the rich can get access to the internet – you need a computer and telephone line, and most of the world does not have these things. Also, most of the information on the internet is in English, so people who don't read or write English are disadvantaged.

**What do you think?**

- 11.7 B.** Nang Seng, Lee, Dylan and Zindzi are discussing the internet. What do they think about it? Listen and make notes of the main points.

Nang Seng thinks... *it's not useful for them as members of her organisation don't have telephones or electricity.*

Zindzi thinks...

Lee thinks...

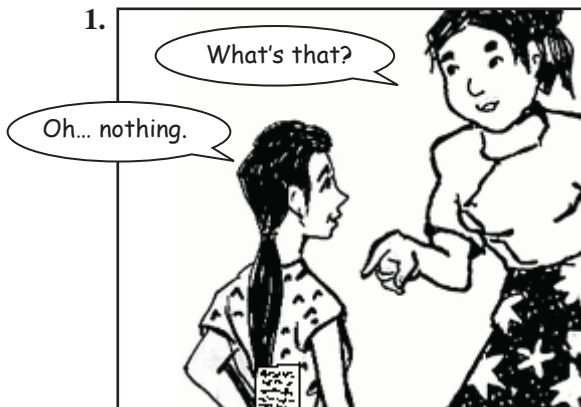
Dylan thinks...

- C.** Is your situation similar to any of the speakers' situations? How useful is the internet for you?

## 5. No One, Nothing, Nowhere

### 5.1 What are you doing?

A. Look at the pictures. In groups, tell the story. How do you think it will end?



B. Look at these examples:

I opened the door, but there *was no one* there.  
I opened the door, but there *wasn't anyone* there.

I looked in the drawers, but I *found nothing*.  
I looked in the drawers, but I *didn't find anything*.

I'm *not going anywhere* this weekend.  
I'm *going nowhere* this weekend.

How can you say the following sentences differently? Change the words in *italics*.

1. She *gave me nothing* for my birthday.
2. We *haven't cooked anything* for dinner.
3. There's *nowhere* to swim near here.
4. I've got friends, but I *love nobody*.
5. There *isn't anywhere* to go now.
6. There *isn't anyone* in her town to teach English.

C. Write Yourself In. Write six sentences. Each sentence should use the word *I*. Two should use *no one*, two should use *nowhere* and two should use *nothing*.

### 5.2 Songs: For No One and Nowhere Man

A. Have you heard of *The Beatles*? What do you know about this band?

You are going to listen to two songs. *Nowhere Man* is about a man who is not doing anything useful, has no opinions, and no ideas about his life. *For No One* is a man singing about his girlfriend. His girlfriend doesn't love him anymore.

B. Here are some useful words and phrases from the songs. Match them with the definitions. Use your dictionary if necessary.

your day breaks  
mind  
to linger on  
no longer  
to miss  
to last  
to lend a hand  
to take your time  
point of view

*to not go away*  
*to continue for a long time*  
*opinion*  
*to not hurry, do something slowly*  
*your day begins*  
*to help*  
*brain*  
*not for any more time*  
*to not experience something*

11.8

C. Here are the lyrics to these songs. They are mixed up.

11.9

Nowhere Man

He's a real nowhere man  
Sitting in his nowhere land

Your day breaks, your mind aches

You find that all her words of kindness linger on

~~He's a real nowhere man~~

When she no longer needs you

Sitting in his nowhere land

She wakes up, she makes up

Making all his nowhere plans for nobody

Doesn't have a point of view

She takes her time and doesn't feel she has to hurry

Knows not where he's going to

She no longer needs you

Isn't he a bit like you and me

Nowhere man please listen

You don't know what you're missing

And in her eyes you see nothing

Nowhere man the world is at your command

No sign of love behind the tears cried for no one

A love that should have lasted years

He's as blind as he can be

Just sees what he wants to see

You want her, you need her

Nowhere man can you see me at all?

And yet you don't believe her when she says her love is dead

You think she needs you

And in her eyes you see nothing

Nowhere man, don't hurry

No sign of love behind the tears cried for no one

Take your time, don't worry

A love that should have lasted years

Leave it all till somebody else lends you a hand

Doesn't have a point of view

You stay home, she goes out

She says that long ago she knew someone and now he's gone

She doesn't need him

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere man, please listen

Your day breaks, your mind aches

You don't know what you're missing

There will be times when all the things she said will fill your head

Nowhere man, the world is at your command

He's a real nowhere man

You won't forget her

And in her eyes you see nothing

No sign of love behind the tears cried for no one

Sitting in his nowhere land

A love that should have lasted years

Making all his nowhere plans for nobody

For No One

Your day breaks, your mind aches  
You find that all her words of  
kindness linger on

## 6. Pronunciation: Word Endings

### 6.1 Identify the mistakes

- 11.10** A. Listen to the audio. A woman is planning a party, and talking about some things she needs to buy. Listen and write her shopping list.
- B. Is it easy or difficult to understand? Why?
- C. How do you say this text correctly? Practise in pairs, and correct each other's pronunciation.

Shopping List



I need to go to the shop - there's nothing in the kitchen. I need some milk, and some ice. I should get some vegetables too - I'll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don't have anything nice to wear, so I'm going to try to find some new jeans, and a good shirt. My sister's coming over to help. She's a really good cook.

- 11.11** D. Repeat after the audio.

### 6.2 Importance

Many languages do not have consonants at the end of words. Does yours? Speakers of these languages often have difficulty pronouncing word endings. Sometimes this is not so important, as it is easy to understand the meaning. Sometimes, however, not pronouncing the word endings can change the meaning, or make it hard to understand.

- A. Look at these sentences. If the speaker doesn't pronounce the underlined word, will the listener have difficulty understanding the meaning?

1. Can I have some ice in my drink?
2. I loved you very much.
3. I need to fix my motorbike.
4. My sister's coming to visit us tonight.
5. It's fourteen kilometres to town.
6. There's a large pig in the garden.
7. Help! A thief took my bag!
8. I'm going to help.
9. I have a nice bike.
10. I've got a new book.

- B. Practise saying the sentences.

- C. What types of words are most important to pronounce clearly?

### 6.3 Final consonant practice

- A. Work in pairs. Partner A: say these words quickly. Partner B: listen. In how many words were the final consonants pronounced clearly? Give your partner a score out of six, then change roles.

verb   rob   stab   suburb   tube   globe   / 6

**B. Now try the same with these of words. Listen, and give your partner a score out of six for each row.**

1. back book truck cook thick speak
2. much punch branch catch touch reach
3. dead around code could did blood
4. leaf roof off safe graph half
5. frog flag drug beg peg fig
6. ideal informal title still school mile
7. scream room inform crime some problem
8. learn nine drown tune phone dragon
9. drop ship pipe grape lump map
10. boss race mouse class abuse worse
11. habit state write shot coat foot
12. believe have drive love twelve give
13. fresh wish cash fish finish rush
14. clothes years hers raise dresses farms

**Which final consonant sounds do you have problems with?**

**11.12 C. Listen and repeat.**

**D. In groups, play *Whispers*.**

## 7. Writing: Expressing opinions

### 7.1 In my opinion

**A. Ma Win is writing a letter to her cousin Ni Ni, who is working in another country. Read the letter and summarise Ma Win's situation in two or three sentences.**

Dear Ni Ni,

How are you? Are you enjoying your life overseas? I'm writing because I might come there and stay with you soon.

Last month the clinic closed down because of funding problems and I can't find other nursing work here. According to my friends at the hospital, there are very few medical jobs at the moment.

My father has been sick for a long time, and I have to pay my children's school fees. Furthermore, I have a lot of debts, and I need to pay them soon. Therefore, I need to find a lot of money.

Salaries here are too small. In my view, this is bad for the community as we lose skilled people. For example, Ko Ohn Gyi's private teaching job only pays thirty dollars a month. He can't make enough to support his family, so he's going to stop teaching and work on a fishing boat.

I think it's easier to find well-paid work overseas. Do you know any hospitals or clinics there? Do they need nurses?

I hope to see you soon.

Your cousin,

Ma Win

**B. Look at the underlined words and phrases in the letter. Which ones mean:**

1. Also...
2. As said by...
3. In my opinion... (2 expressions)
4. So...
5. An example of this is...

**C. U Aung Ko is giving his opinions about modern youth. Use the expressions from A to fill the gaps.**

1. \_\_\_\_\_, young people do not respect traditional values nowadays. 2. \_\_\_\_\_, my eighteen year old niece Su Myat always wears short skirts or trousers. She doesn't like wearing longyis. 3. \_\_\_\_\_, she often goes out late at night with her friends. I think she smokes cigarettes and drinks beer. 4. \_\_\_\_\_ her mother, she is also rude to her parents, and she doesn't help much around the house. 5. \_\_\_\_\_ this is because she watches too much television. Young people these days watch a lot of TV, and it gives them bad ideas that go against our culture. 6. \_\_\_\_\_, I think all television should be banned.

## 7.2 More opinions

### A. Ma Win receives a letter back from Ni Ni. Does Ni Ni think Ma Win should join her?

Dear Ma Win,  
Nice to hear from you, and I'm sorry about your job.  
1. \_\_\_\_\_ you should come here. 2. \_\_\_\_\_, life is much more difficult here than at home. You are right that salaries are higher than at home. That's why I came here. 3. \_\_\_\_\_, the living costs are higher, too. I use half my salary to rent a small apartment. The food is cheap but it isn't the same as the food at home. I miss home. I miss the food, the shops and especially I miss my friends and family.  
4. \_\_\_\_\_, the authorities here sometimes make problems for migrant workers. 5. \_\_\_\_\_, the police came and raided the factory near my house last week. A lot of migrant workers were arrested, and they had to pay a large bribe to get out of prison.  
I asked my friend at the Migrant Advice Centre about jobs in hospitals. 6. \_\_\_\_\_ him, you can't work in hospitals if you don't have a qualification from this country. 7. \_\_\_\_\_, you might have to get a job in a factory if you come here. Factory work is very hard. You work long hours and the factory owners are sometimes very unfriendly and rude. On the other hand, you can make a lot of money. I have already repaid my debts, and now I'm sending my parents money for a new house.  
I agree that salaries back home are too small. This needs to change, because too many educated people are leaving the country.  
Let me know when you decide. You are always welcome to stay with me.  
Love,  
Ni Ni

### B. Fill the gaps in the letter with the words in the box.

Furthermore    According to    In my opinion    I don't think    For example    Therefore    However

### C. Find expressions in the letter which mean:

1. My opinion is the same as yours. (2 expressions)
2. For that reason...
3. A contrasting point is...

### D. Look at both the letters. List the reasons for and against Ma Win going overseas to look for a job that are mentioned in the conversation.

#### Reasons for

*She can make more money.*

#### Reasons against

*She'll miss her family.*

### E. What do you think Ma Win should do? Discuss.

## 7.3 Your opinions

### A. Choose one of these topics:

- People should never use plastic bags.
- People should never drink alcohol.
- All education should be free.

**Do you agree or disagree? List the reasons for and against the statement.**

### B. Write at least three paragraphs explaining your opinions about your topic. Use at least six phrases from exercises B and C.



## 8. Thinking about Learning: Grammar (1)

### 8.1 How important is grammar?

#### A. These students have different opinions about learning English grammar.

I think English is difficult. It's not logical.  
There are too many exceptions.  
- Soparith, Cambodia

I don't think you can learn a language  
without learning the grammar first.  
- Juan, Mozambique

I don't think grammar's the most important  
thing. There are other things, like vocabulary  
and culture, which are just as important to  
know about.

- Deiter, Germany

I hate it. I think it's boring, but it's probably  
necessary.

- Maria, Mexico

#### B. Work in groups. What do you think? Do you agree with these people? What do the people in your group feel about English grammar? Tell the class.

### 8.2 Comparing grammar

#### A. Languages are different. The words are different and the grammar is, too. Read what these people say about their languages compared to English.

In Russian, we have no  
verb 'to be' in the present tense.  
We say 'I Russian'.

In French we  
often put adjectives after  
the noun, like this: 'A house  
very big'.

German nouns can be  
masculine (der Mann - the man) feminine  
(die Frau - the woman) or neuter (das  
Haus - the house). The article (der, die,  
das) changes depending on the  
gender.

In Vietnamese we don't  
have present, future or past forms  
of verbs at all. Sometimes we just put a  
little word in front of a verb to show if  
it is present, future or past. For example,  
'se' before a verb means future.

Chinese words only  
have one grammatical form. If you  
want to make a noun plural, or change the  
tense of a verb, you use particles  
or change the word order.

Shan is my first  
language, and I also speak  
Thai, Myanmar and English. Thai  
is easy - it's very similar to Shan.  
Myanmar is a little more difficult because  
Myanmar and Shan have quite  
different grammar. English  
is really difficult!

#### B. Think about your native language. How is it similar to English? How is it different? Give examples.

#### C. What other languages do you know? Are they similar to or very different from your first language?

## 9. Practice

### 9.1 Exercises

#### A. What are they going to do?

These students are finishing a teacher training course. They have to do a six month internship as the final part of their training programme. Are the sentences true or false? If false, write correct sentences.

Ma Yin, which internship are you going to do? Have you decided yet?

I'm going to teach in a high school in my home town for six months. Are you going to teach too, Tin Tin?

Probably not. I'm no good at teaching! I'm going to go back to my village, but I'll probably help my father write reports. He's the head teacher of the middle school there. What about you, Ni Ni?

I really don't know! I might help organise literacy classes here at the training centre, or I might go back home and find something there. But have you heard about Aung Ko? He's got a really interesting internship! He's going to develop HIV prevention resources at the hospital.

1. Ma Yin hasn't decided about her internship.

*False. She's going to teach in a high school.*

2. She's got an internship in her home town.

3. She's going to do that for a year.

4. Tin Tin's probably going to teach at his father's middle school.

5. He doesn't want to teach because he thinks he isn't good at teaching.

6. Perhaps Ni Ni's going to organise literacy classes.

7. Maybe she's going to go home.

8. Aung Ko's got a boring internship.

9. He's going to write malaria prevention materials in a primary school.

#### B. Complete the conversation

Write the questions to complete this conversation. Use *going to*.

**Ali:** What are you going to do after you leave school?

**Mi Mi:** First, I'm going to work for a while with my father in his photocopy shop.

**Ali:** What \_\_\_\_\_?

**Mi Mi:** I'm going to look after the accounts.

**Ali:** Are \_\_\_\_\_?

**Mi Mi:** No, only for a year. Then I'm going to study some more.

**Ali:** \_\_\_\_\_?

**Mi Mi:** I'm not sure yet. Maybe in Mandalay.

**Ali:** \_\_\_\_\_?

**Mi Mi:** Languages, I think. I want to learn Japanese and Korean.

#### C. Arrangements

It's 9am on Monday, June 3. Look at Tun Tun's diary. What's he doing? When? Write eight sentences in the present continuous.

|              |                                  |
|--------------|----------------------------------|
| Monday 3:    | 10am - volleyball training       |
|              | 4pm - movies with friends        |
| Tuesday 4:   | visit mother                     |
| Wednesday 5: | job interview                    |
| Saturday 8:  | volleyball game                  |
|              | 7.30pm - party at Daw Nu's house |
| Monday 10:   | meet Aung Ko, discuss budget     |
| July 2:      | holiday with friends             |

1. This morning he's training with his volleyball team.

2. This afternoon he's...

3.

4.

5.

6.

7.

8.

## D. Geography crossword

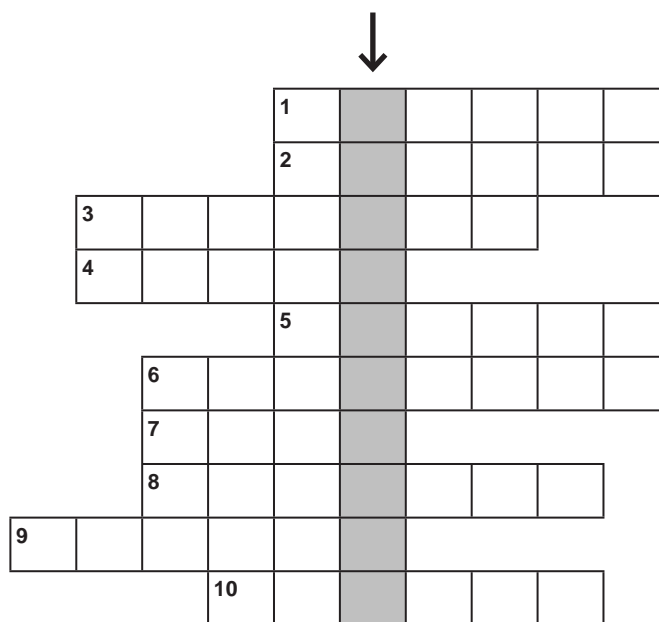
Write the missing words in the puzzle.

- The Pacific and the Atlantic are the biggest \_\_\_\_\_ in the world.
- Tachilek is on the \_\_\_\_\_ between Myanmar and Thailand.
- Madagascar, Java and Phuket are all \_\_\_\_\_.
- Sittwe is on the west \_\_\_\_\_ of Myanmar.
- The Nile, the Ayeyarwadi and the Amazon are all \_\_\_\_\_.
- Everest is the tallest \_\_\_\_\_ in the world.
- Inle \_\_\_\_\_ is in Myanmar.
- Japan is a \_\_\_\_\_. So are Australia and Brazil.
- An area full of trees, like the Bago Yoma.
- The Sahara is a \_\_\_\_\_. So is the Kalahari.

Now, complete this sentence:

*Asia, Europe and South America are all*

\_\_\_\_\_.



## E. Weather and climate

Are these sentences true or false?

- In Myanmar in July it's wet and humid.
- In Northern China in October it's very hot at night.
- It sometimes rains during the water festival.
- In Singapore, some people have air-conditioners in their offices.
- In England, people wear warm clothes in December.
- In Japan, it rains every day in March.
- In cold countries, people use heaters, fires or stoves to warm their houses.
- It sometimes snows in northern Myanmar.

## F. so and not

Write the questions to go with these answers, e.g.

**A:** *Are they getting married soon?*

**B:** *I think so. They've already bought their wedding clothes.*

- A:** *Is it...*  
**B:** *I hope not! I hate the rain.*
- A:** *Will you...*  
**B:** *I hope so. I've studied every night.*
- A:** *Do they...*  
**B:** *I don't think so. I think they speak Chinese.*
- A:** *Are you...*  
**B:** *I think so. We need a bigger house.*

## G. no- or any- ?

Choose the right word.

- She didn't tell \_\_\_\_\_ (*nobody / anybody*) about the plan.
- I don't want \_\_\_\_\_ (*nothing / anything*) to drink. I'm not thirsty.
- 'What's in that box?'  
' \_\_\_\_\_ (*nothing / anything*). It's empty.'
- My job is very easy. \_\_\_\_\_ (*nobody / anybody*) could do it.
- The situation is very confusing. \_\_\_\_\_ (*nothing / anything*) might happen.
- I know \_\_\_\_\_ (*nothing / anything*) about history.
- The accident looked very serious, but fortunately \_\_\_\_\_ (*nobody / anybody*) was hurt.
- 'Are there any bookshops in this town?'  
' \_\_\_\_\_ (*nowhere / anywhere*) near here, sorry. There's one in the next town.'
- I went to the clothes shop to buy a shirt, but there was \_\_\_\_\_ (*nothing / anything*) I liked.
- Have you seen my watch? I can't find it \_\_\_\_\_ (*nowhere / anywhere*).

## 9.2 Vocabulary review

**A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.**

|                            |                              |                             |                               |
|----------------------------|------------------------------|-----------------------------|-------------------------------|
| abroad ( <i>adj, adv</i> ) | download ( <i>v</i> )        | logical ( <i>adj</i> )      | snack ( <i>n</i> )            |
| access ( <i>n, v</i> )     | excuse ( <i>n</i> )          | majority ( <i>n</i> )       | sort ( <i>v</i> )             |
| afford ( <i>v</i> )        | exception ( <i>n</i> )       | migrant ( <i>n</i> )        | suburb ( <i>n</i> )           |
| arrangement ( <i>n</i> )   | freeze ( <i>v</i> )          | network ( <i>n</i> )        | surrounded by ( <i>prep</i> ) |
| authorities ( <i>n</i> )   | fundraising ( <i>n</i> )     | particularly ( <i>adv</i> ) | sustainable ( <i>adj</i> )    |
| branch ( <i>n</i> )        | furthermore ( <i>adv</i> )   | pleasant ( <i>adj</i> )     | tailor ( <i>n</i> )           |
| bribe ( <i>n, v</i> )      | humid ( <i>adj</i> )         | point of view ( <i>n</i> )  | take [your] time ( <i>v</i> ) |
| budget ( <i>n</i> )        | immigration ( <i>n</i> )     | proposal ( <i>n</i> )       | temperate ( <i>adj</i> )      |
| cloudy ( <i>adj</i> )      | in my opinion ( <i>adv</i> ) | repay ( <i>v</i> )          | tropical ( <i>adj</i> )       |
| coast ( <i>n</i> )         | in my view ( <i>adv</i> )    | respond ( <i>v</i> )        | values ( <i>n</i> )           |
| connect ( <i>v</i> )       | labourer ( <i>n</i> )        | rumour ( <i>n</i> )         | website ( <i>n</i> )          |
| continent ( <i>n</i> )     | layer ( <i>n</i> )           | satellite ( <i>n</i> )      |                               |
| cut ( <i>v, n</i> )        | lend a hand ( <i>v</i> )     | shelter ( <i>n, v</i> )     |                               |
| damp ( <i>adj</i> )        | log on ( <i>v</i> )          | small talk ( <i>n</i> )     |                               |

**B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.**

1. To reduce or stop something.
2. To not hurry.
3. Name two types of climate.
4. Something you hear that might or might not be true.
5. A part of an organisation, or a part of a tree.
6. Where the land joins the sea.
7. The movement of people to another country.
8. You write this when you want money or support.
9. Name two things you can say when you want to give your ideas.
10. To have enough money to do or buy something.
11. Especially; more than usual or more than others.
12. A reason you give for doing something, or not doing something.

**C. Do a True or False activity. Choose four words from the wordlist and make sentences using these words. Make some true and some false. The sentences can be personal (about you) or about other things. Tell your sentences to another student. They decide whether the sentences are true or false. If a sentence is false, they should try to correct it.**

You can log on to the internet at the central library.

False! You can't log on there - they don't have internet.

# Unit Twelve

the passive – the present perfect (3) – *been* and *gone* – the arts – social chat – intonation – phrasal verbs – charts and statistics – grammar mistakes and strategies

## 1. The Passive

### 1.1 Who did it?

**A. Read the article. Put these events in order.**

- Kevin was caught trying to light a bomb.
- Kevin was expelled from high school.
- Kevin was taken to the police station.
- Kevin was arrested.

**B. Look at the four sentences in A, and answer the questions.**

- Who caught Kevin?
- Who expelled Kevin from high school?
- Who took Kevin to the station?
- Who arrested Kevin?
- Are we more interested in who did these things, or in Kevin?

**C. Look at the sentences below and answer the questions.**

SUBJECT      ACTIVE VERB      OBJECT  
a. The police    arrested      Kevin.

SUBJECT      PASSIVE VERB  
b. Kevin      was arrested.

**In which sentence...**

- is the word *arrested* in the past simple?
- is the word *arrested* a past participle?
- did the subject do something to the object?
- did someone (we don't know who) do something to the subject?

**D. Complete the rules.**

1. The passive is formed with the auxiliary verb *to be* + the \_\_\_\_\_. To make different \_\_\_\_\_, we change the form of the auxiliary.

|                 |                   |                        |
|-----------------|-------------------|------------------------|
| I               | <b>am / was</b>   |                        |
| You / We / They | <b>are / were</b> | <b>born</b> last year. |
| He / She / It   | <b>is / was</b>   |                        |

2. We make passives negative by adding \_\_\_\_\_ to the auxiliary.

Rice **is not** grown in New Zealand.      The thieves **weren't** arrested.

3. We usually use the passive when we do not know, or are not \_\_\_\_\_ in, who does the action.

My bike was stolen yesterday. (I don't know who stole it.)  
Lots of cars are produced in Vietnam. (It doesn't matter who exactly produces them.)

Canadian Times, September 24, 2006

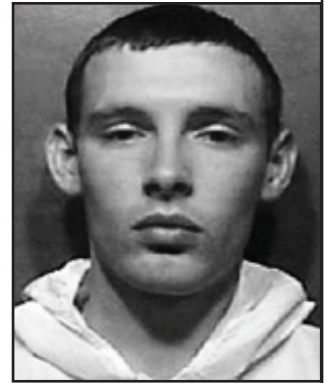
### TEEN BOMBER FAILS TO BLOW UP SCHOOL

Kevin Lomax, 17, was arrested yesterday when he tried to blow up a high school in Toronto, Canada. Mr Lomax was expelled from Moosebottom High School in 2003 for hitting a teacher.

The teenager was caught outside the principal's office at the school. According to witnesses, he was trying to light a parcel, but his lighter didn't work. The parcel contained Coffee Mate.

Alice Newberry, a science teacher at Moosebottom High School, said, 'Coffee Mate is used to make tea and coffee white. It is possible to explode Coffee Mate, but it has to be dry at the time. Kevin's parcel was wet from the rain outside.'

After his arrest, Mr Lomax was taken to Toronto Central Police Station where he was charged with attempted vandalism. His trial is on October 8.



**E. Look at the article again. Find three more examples of the passive.**

## 1.2 Forming the passive

**A. Change these active sentences into passive sentences.**

In Britain...

- women bear one baby every minute.  
*one baby is born every minute.*
- people spend 9.7 billion pounds on beer every year.
- people use 9 billion litres of water each day.
- people produce 27 million tonnes of rubbish every year.
- thieves steal one car every 20 minutes.

**B. All of the things above happened last year. Write the information in the past simple passive.**

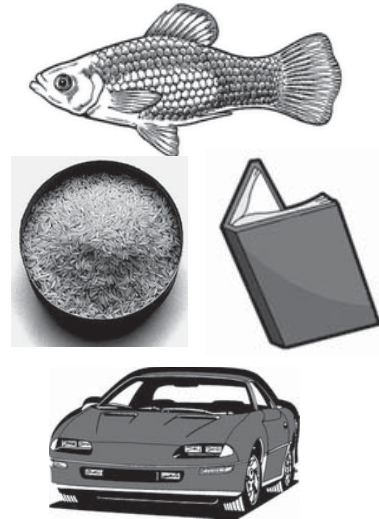
In Britain last year...

- baby *one baby was born every minute.*
- beer
- litres of water
- rubbish
- car

**C. Look at the products in the pictures. Work in pairs and discuss what happens to the products before they are used. Use the passive form of the verbs in the box.**

*First the fish is caught. Then it's...*

assemble  
test  
catch  
paint  
clean  
kill  
cook  
cut  
edit  
print  
grow  
wash  
write  
publish  
eat



**D. These sentences are all false. For each, write a correct sentence using a negative passive verb, and another sentence with a positive passive verb and the information in brackets.**

- Bananas are grown in cold climates. (hot climates)

*Bananas aren't grown in cold climates. They're grown in hot climates.*

- The telephone was invented in the 1970s. (the 1870s)
- Toyota cars are produced in China. (Japan)
- Paper is made of metal. (trees)
- Shampoo is used for washing dishes. (hair)
- Cambodia was colonised in the 16th century. (19th century)

**E. Find your way through this maze. You can move vertically  $\updownarrow$  or horizontally.  $\longleftrightarrow$**

You can't move diagonally.  $\swarrow$  You can only cross squares if...

START HERE



*the past participle has one syllable:*

|       |       |        |        |       |       |
|-------|-------|--------|--------|-------|-------|
| kill  | need  | help   | plan   | stop  | hate  |
| look  | dance | walk   | end    | close | visit |
| taste | want  | decide | wait   | talk  | climb |
| note  | enter | finish | arrive | add   | ask   |

*the past participle has two syllables:*



|       |       |      |       |        |      |
|-------|-------|------|-------|--------|------|
| help  | dance | walk | phone | jump   | vote |
| taste | start | end  | wait  | hate   | add  |
| want  | plan  | stop | close | talk   | look |
| need  | climb | ask  | rain  | arrive | kill |



*the past participle is irregular:*

|       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| catch | come  | stop  | leave | wake  | ring  |
| dance | drive | look  | think | walk  | swim  |
| wait  | see   | talk  | hear  | enter | drink |
| help  | get   | stand | go    | want  | eat   |



YOU'VE FINISHED!

### 1.3 Active or passive?

**A. Complete the sentences using these verbs in the correct form:**

cause hold (x2) employ make own  
not grow not clean not translate close

- Many accidents *are caused* by dangerous driving.
- Mohinga \_\_\_\_\_ from fish and noodles.
- Farmers \_\_\_\_\_ pineapples in the mountain villages, because it's too cold.
- I don't like this hotel. The rooms \_\_\_\_\_ regularly.
- In Thailand, elections for Prime Minister \_\_\_\_\_ every four years, but Malaysia \_\_\_\_\_ them every five years.
- I want to read Mya Than Tint's book, but it \_\_\_\_\_ into English.
- The shop \_\_\_\_\_ at 8.30pm on Saturdays.
- 250 people \_\_\_\_\_ at the factory. It \_\_\_\_\_ by a large international company.

**B. Complete these sentences about the UK using the active or passive form of the verbs in the box. Some are in the past simple tense, and some are in the present simple.**

cause eat drink recycle  
murder eat kill use

- In 2000, British people \_\_\_\_\_ 86 eggs each.
- 255 tonnes of rice \_\_\_\_\_ last year.
- About 765 people \_\_\_\_\_ each year. That's an average of 2.1 a day.
- Approximately 300 deaths \_\_\_\_\_ by smoking each day.
- 3,200 people \_\_\_\_\_ in road accidents in 2007.
- On average, every UK household \_\_\_\_\_ 440 plastic bottles each year, of which only 24 \_\_\_\_\_.
- People in Britain \_\_\_\_\_ 130 cans of soft drinks per person per year.

### 1.4 Bangladesh

**A. Look at the picture. It was taken in Bangladesh. What do you know about Bangladesh?**

**B. Read the report below. Check any words you don't know in a dictionary, then fill the gaps with the correct form of verbs in the box. The verbs are in present simple active and passive, and past simple passive. Use each verb only once.**

survive drown not attend  
destroy cut down cause  
suffer not give die flood



Bangladesh, one of the most populated countries in the world, 1. \_\_\_\_\_ from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country 2. \_\_\_\_\_, and 30 million people had to leave their homes. During this time more than a thousand people 3. \_\_\_\_\_ or 4. \_\_\_\_\_ from disease.

Some of Bangladesh's environmental problems 5. \_\_\_\_\_ by deforestation. The country has a large population, so people need land for farming. Trees 6. \_\_\_\_\_ so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms 7. \_\_\_\_\_ by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis 8. \_\_\_\_\_ on only one meal per day or less. Many children, especially girls, 9. \_\_\_\_\_ much education. In rural areas 42% of boys and 52% of girls 10. \_\_\_\_\_ school, and 46% of males and 59% of females are illiterate.

**12.1 C. Listen and check.**

## 1.5 Questions and answers in the passive

### A. Can you answer these questions?

- |                                   |  |
|-----------------------------------|--|
| 1. When were the Pyramids built?  | 5. Who was the play 'Romeo and Juliet' written by? |
| 2. Are rubies mined in Myanmar?   | 6. Where are polar bears found?                    |
| 3. Where is New Zealand located?  | 7. Are bats used in football?                      |
| 4. Was Gandhi killed in Pakistan? | 8. Why was paracetamol invented?                   |


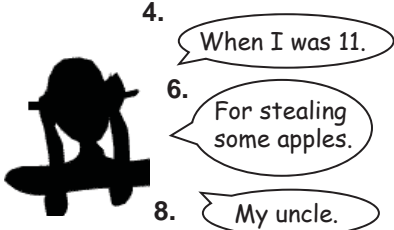



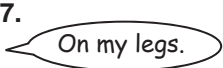
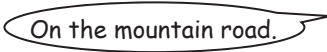
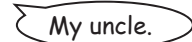
### B. Match the answers below with the questions in A.

- |                              |                       |
|------------------------------|-----------------------|
| a. Near Australia. 3         | e. No, they're not.   |
| b. William Shakespeare.      | f. Yes, they are.     |
| c. About 4,500 years ago.    | g. No, he wasn't.     |
| d. To reduce fever and pain. | h. At the North Pole. |

### C. Write questions in the passive. Some are present simple and some are past simple.

- |                                |                              |                                  |
|--------------------------------|------------------------------|----------------------------------|
| 1. Ask about the telephone.    | (when / invent?)             | When was the telephone invented? |
| 2. Ask about glass.            | (how / make?)                |                                  |
| 3. Ask about Australia.        | (colonise / by the Spanish?) |                                  |
| 4. Ask about silver.           | (use for / jewellery?)       |                                  |
| 5. Ask about General Aung San. | (why / kill?)                |                                  |
| 6. Ask about rice.             | (where / grow / Myanmar?)    |                                  |

### D. These people are answering questions about their past. What are the questions?

- |  |   |  |
|--|---|--|
| 1.   | 4.   | 5.   |
| 2.  | 6.  | 7.  |
| 3.  | 8.  |  |

- |                           |                          |
|---------------------------|--------------------------|
| 1. When were you injured? | 4. When were you beaten? |
| 2. _____ injured?         | 5. _____ beaten?         |
| 3. _____ injured?         | 6. _____ beaten?         |
|                           | 7. _____ beaten?         |
|                           | 8. _____ beaten by?      |

### E. Think of a time when you were injured, and a time when you were beaten. Answer the questions about yourself.

### F. Think of some passive questions you can ask using these words: born given told off

Were you born in Bago? When were you born?

### G. Ask and answer some of the questions from D and F in pairs.

### H. Talk about your partner.

In 1992, Ma Hla was told off by her teacher for eating during class. When she was 14, she was injured by...





## 2. The Present Perfect (3)

### 2.1 Have you ever met a famous person?



**12.2 A.** Nilar and Nyi Nyi are talking to Caroline, a student from England. Listen. Who have they met?

- |  |          |
|--|----------|
| 1. The Minister of Education's husband | yes / no |
| 2. Prince William                      | yes / no |
| 3. David Beckham                       | yes / no |



**B.** Answer the questions.

- Has Nilar met the Minister of Education?
- Has Caroline spoken to Prince William?
- Has Nyi Nyi ever played football with David Beckham?

**C.** Listen again. Find examples of the present perfect:

- in a positive sentence
- in a negative sentence
- in a yes/no question

### 2.2 Your experiences

**A.** Have you ever done these things? When did you do them? Write sentences, e.g.

*I've ridden an elephant. I rode one three years ago in Tenassarim Division.  
I've never had malaria.*

- ride an elephant
- have malaria
- steal something
- go to Bagan
- break a bone
- win a competition
- see a ghost
- meet a famous person

**B.** Work in pairs. Ask and answer questions, e.g.

A: Have you ever ridden an elephant?

B: Yes, I have.

A: When did you do that?

B: Three years ago.

A: Where?

B: In Tenassarim Division.

**C.** Report back to your classmates. Tell them a few interesting things about your partner.

### 2.3 Have you ever...?

**12.3 A.** Four people talk about the things in the pictures. Listen. What are the four questions?



boat



pizza



motorbike



conference

**12.3 B.** Listen again and answer the questions.

- When did she ride on a large boat?
  - Why did she go to Yangon?
  - Did she enjoy travelling by boat?
- Where does he buy pizza?
  - How often does he eat it?
- How old was she when she drove a motorbike?
  - Whose motorbike was it?
  - Did she enjoy the experience?
- Has he been to many conferences?
  - What was the main topic of the conference last weekend?
  - Who was there?

**C. Four tenses are used in the conversations. Match the tense with the use.**

- |                        |  |
|------------------------|--|
| <b>present perfect</b> | to talk about something that happened at a specific time in the past |
| <b>past simple</b>     | to talk about something happening at the same time as another event  |
| <b>present simple</b>  | to talk about experiences  |
| <b>past continuous</b> | to talk about habits   |

**12.3 D. Listen again and write at least one sentence from the conversations using each tense.**

**2.4 Relevant experience**

**A. When you hire someone to do a job, you want to be sure they have *relevant experience*. What does this mean?**

**B. Lek Tho High School wants to hire a school counsellor. This person will need to:**

- advise about job opportunities
- advise about further study opportunities
- talk to students about their problems
- meet with parents, teachers and the school committee

**They want to hire someone with relevant experience. Read the list below, and tick all the ones you think are relevant experience.**

- teaching in a high school
- looking after small children
- writing reports and proposals
- liaising with different ethnic organisations
- setting up a small business
- cooking in a restaurant
- playing on a football team
- working for a community organisation
- training as a medic
- managing an office
- studying at university

**C. Choose the five experiences that you think are most important for this job. How can you ask about these experiences?**

**E. Imagine you are applying for one of the jobs below. What relevant experience do you have?**

**D. Work in pairs. Partner A: you are interviewing someone for the job of school counsellor. Partner B: you are applying for this job. Ask and answer your five questions. Answer honestly!**

- manager of a large department store
- office manager
- tour guide
- bicycle mechanic
- teacher

**2.5 Personal qualities**

**A. Mi Mi Khaing runs a teacher training organisation. She needs to hire an assistant who can arrange transport, deal with officials, meet with funders and liaise with the education department. What kind of person is she looking for?**

**Look at the list below. Choose the five most important personal qualities. Use a dictionary if necessary.**

- |              |       |            |       |
|--------------|-------|------------|-------|
| polite       | _____ | confident  | _____ |
| friendly     | _____ | patient    | _____ |
| good-looking | _____ | honest     | _____ |
| intelligent  | _____ | reliable   | _____ |
| hard-working | _____ | easy-going | _____ |
| generous     | _____ | unbiased   | _____ |
| loyal        | _____ |            |       |

**12.4 B.** These six people applied for the job. Mi Mi Khaing made these notes about them. Listen to these parts of interviews. Write the letter of the interview next to the appropriate note.

1. Replies were too short. Didn't give enough information.

4. Knows nothing about the job. Not interested.

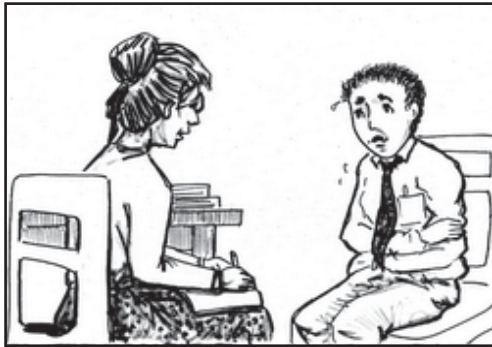
2. Replies were not clear. Difficult to understand. Poor communication.

5. Complained about previous employers. Not loyal.

3. Too many personal problems!

6. Only interested in the money and travel!

**12.4 C.** Listen again. Write down all the questions that Mi Mi Khaing asks. Check your list with the audioscript.



**D.** Here are some common interview questions:

- Are you working or studying at the moment?
- How long have you been in your current job / at your current university?
- Why do you want to work for us?
- What relevant experience do you have?
- Have you ever used English at work?
- What are your main strengths?
- Have you got any weaknesses?
- Would you like to ask me anything?

**Think of a job. What else might you be asked at an interview for that job?**

**In pairs, roleplay an interview.**

## 2.6 *been* and *gone*

There are two past participles of *go*: *been* and *gone*. In British English, we use *been* when someone has already returned from somewhere. We use *gone* when they are still there.

*Aung Mon's been to Ngapali.* = He went before, but he is not there at the moment.

*Aung Mon's gone to Ngapali.* = He is in Ngapali now.

**A.** Write *been* or *gone* in these gaps.

- a. 'Where's Kyi Kyi? I haven't seen her for ages!'  
'Oh, she's not here. She's \_\_\_\_\_ to Insein Township.'
- b. Ban Ki-moon has \_\_\_\_\_ to many countries. His job involves a lot of travel.
- c. My parents enjoy seeing old temples. They've \_\_\_\_\_ to Angkor Wat in Cambodia, Wat Po in Thailand and Bagan in Myanmar.
- d. Mi Mi is sick. She's \_\_\_\_\_ to the hospital. I hope she'll be back tomorrow.
- e. 'Has Tin Oo got those books yet?'  
'Yes – he's \_\_\_\_\_ to the bookshop already. They're on the table.'
- f. I've never \_\_\_\_\_ to Myitkyina, but I want to go. I've heard it's very beautiful.
- g. 'Are the children enjoying their holiday?'  
'Yes, they've \_\_\_\_\_ to visit their grandparents. They'll be back next week.'
- h. She's so busy! She went to Bago last Tuesday, Taungoo on Thursday, and now she's \_\_\_\_\_ to Mandalay.
- i. Although I live very close to the zoo, I've never \_\_\_\_\_ there. Perhaps I'll go next weekend.

**B. Which countries has Nang Seng visited? When did she visit each one? Make sentences, e.g.**

*She's been to Britain. She went there in 2006.*



1. In 1992, she went to a big European country where people speak French.
3. In 2002, she went to two small countries in Southeast Asia. While she was at the first one, she went to see Angkor Wat. The other country was north of there.
4. She visited the most populated country in the world in 2005.



5. Nang Seng always wanted to look at the Pyramids. She was lucky – in 2007 there was a big conference in that country.
6. When she was a student in 1989, she went to two Southeast Asian countries. One is a very small, quite rich country south of Malaysia. One is a big country further south, where most people are Muslim.
7. In 2003, she visited another Southeast Asian country. She saw the Prime Minister, Mahathir Mohammed.

**C. Use the information to fill the gaps.**

Nang Seng has visited \_\_\_\_\_ countries in Asia, Europe and the Middle East. She has been to \_\_\_\_\_ different countries in Asia. In 2002, she went to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. She has visited \_\_\_\_\_ twice. The first time was in \_\_\_\_\_ and the second time was in \_\_\_\_\_. In 1989, she visited \_\_\_\_\_ and \_\_\_\_\_. She's only been to Europe twice. She's visited \_\_\_\_\_ and \_\_\_\_\_ there. She went to Egypt in \_\_\_\_\_ to attend a conference.

### 3. The Arts

#### 3.1 Vocabulary

**A. Do you know these words?**

rehearse   dancer   song   exhibition   costume   photographs   traditional  
 rock   make-up   play (n)   modern   musician   opera   movie  
 record (v)   actor   artist   perform   poet   cinema   concert   puppet  
 circus   classical   singer   band   orchestra   folk   karaoke  
 instrument   jazz   writer   book   theatre   gallery

**B. Put the words into categories. Add any other words you know.**

| watching  | listening  | reading / writing |
|-----------|------------|-------------------|
| theatre   | musician   | poet              |
| rehearsal | rehearsal  |                   |
| concert   | concert    |                   |
|           | instrument |                   |

### 3.2 The arts in Asia

**A. On this page and the next one are eleven photos of artistic and cultural events in Asia. Match the photos with the descriptions.**

1. An Indian cinema in Yangon. Indian movies are popular in many countries throughout the world, especially in Asia.
2. Ad Carabao, one of Thailand's most popular singers. He has recorded many songs about traditional village life.
3. The *salor* is a traditional Kayin instrument, similar to a violin.
4. Shan dancers performing the King Kala dance. Traditionally, it is performed at the end of the three-month Buddhist Lent.
5. These actors are from Imaginarts, a theatre group in Singapore. They are performing Shakespeare's play 'Romeo and Juliet', Singapore style.
6. The Joe Louis Puppet theatre. These performers use puppets to tell traditional Thai folk tales.
7. The latest CD from a popular Japanese all-woman band.
8. Chinese Opera singers. Chinese Opera singers and actors wear colourful costumes and make-up.
9. The Tiny Toons are a hip-hop band and dance group from Cambodia.
10. The Bombay Symphony Orchestra performing classical music.
11. The Lao National Circus performing in their theatre in Vientiane.





**B. Choose one of these pictures, and tell other students some more about it. Use your imagination.**

**C. Have you ever...?**

- acted in a play
- played music in a band
- sung in a concert
- danced at a festival

**Tell other students about your experiences.**

### 3.3 Describe the picture

**A. Look at this picture. Write five true sentences about it, and five false sentences, e.g.**

*There's a man smoking a pipe. (true)*

*There are four books on the table. (false)*



**B. Now close your books and work in pairs. Read your sentences to your partner, in mixed order. Your partner identifies whether each sentence is true or false. Don't look at the picture when you are doing this!**

## 4. Social chat

### 4.1 Introductions

A. Match the phrases with the situations. Some match more than one situation.

|  |  |   |
|--|--|---|
| <p><b>Informal introductions</b></p> <p><b>Formal introductions</b></p> <p><b>Introducing yourself</b></p> |  | <p>Have you met Mi Chan?</p> <p>May I introduce myself? I'm Sandar from the National Manufacturers Association.</p> <p>Sayama, may I introduce my father, Ali Mahmoud. Dad, this is my Maths teacher, Sayama Mu Naw.</p> <p>Do you know Zaw Zaw? Zaw Zaw, this is Kelly, a friend of mine from work.</p> <p>Excuse me, are you Maw Maw Aung?</p> <p>Hi. Nice to meet you.</p> <p>Ms Green, I'd like to introduce my colleague, Nu Nu.</p> <p>I have an appointment with U Ba Shwe at 3.30. My name is Jan Healey.</p> <p>How do you do?</p> |
|--|--|---|

B. What would you say in these situations?

Work in pairs or threes, and create dialogues.

1. Introduce two friends at a party.
2. Introduce your aunt to the chairperson of an important organisation.
3. A guy in your class wants to meet your sister. Introduce them.
4. You're at a conference, and you see someone you really want to meet. Go and introduce yourself.
5. You have an appointment to meet Nang Seng at 2.00. You arrive at her office, and there are many people there. You don't know which person is Nang Seng.
6. You have arranged to meet John James from Canada at the bus station. You have never met before, but there is only one man at the bus station. He looks confused.

C. Choose one of these situations and write a longer conversation.

D. Perform your conversation to the class.

### 4.2 Conversation topics

A. When you meet a British, American or Australian person for the first time and want to know them better, there are some topics that are more appropriate than others. Sort these topics into *appropriate* and *inappropriate*.

|                                  |                   |                        |                               |                             |
|----------------------------------|-------------------|------------------------|-------------------------------|-----------------------------|
| family                           | religion          | organisation/job       | hobbies/sports                | duties and responsibilities |
| the weather                      | home country/town | places they've been to | political beliefs             |                             |
| favourite food/music/films/books | age               | why they are here      | their opinion of your culture |                             |
| your opinion of their culture    |                   |                        |                               |                             |

| appropriate | inappropriate |
|-------------|---------------|
|             |               |



**B. It is often difficult to start a conversation with strangers, or people you only know a little. Think of something you could say in these situations:**

1. You are sitting on a bus. The person sitting next to you says, 'It's quite a long drive, isn't it?'
2. You're at a meeting, waiting for it to start. You recognise the man next to you, but you can't remember where from. Speak to him.
3. A woman you know a little makes a speech at a conference. You found her speech very interesting. Go and talk to her.
4. You see your old teacher after many years. She doesn't recognise you, because you were very young when you last saw her.

### 4.3 Formal or informal?

**12.5 A. Listen to the audio. You will hear two conversations between strangers meeting for the first time. Which conversation is more formal? What topics do they discuss?**

Conversation 1:

Conversation 2:

**12.5 B. Listen again. What questions do the speakers use to get more information?**

**Conversation 1:** *Are you still with the UNDP?*

**Conversation 2:**

**12.5 C. Listen again. What words and sounds do speaker use to show they are interested?**

*Oh?*

**D. Work in pairs. Choose one of the situations in 4.2 B. Have a conversation.**

## 5. Pronunciation: Expressing Interest

### 5.1 Intonation

**12.6 A. Listen. Does the woman sound interested in the first conversation? What about the second conversation?**

**B. Work in pairs. Partner A: introduce yourself, and give some extra information. Partner B: respond, and show that you are interested. Then change roles. Use the conversations in A as a model.**

**C. Listen to these sentences. These people are expressing interest.**

**12.7 Repeat, focusing on intonation.**

Pleased to meet you!

Did you have a good trip?

Oh, hello Khun Yee. How are you?

Your son is lovely! Is he two yet?

Did you write that report?

I like Chinese opera, too.

### 5.2 Are you interested?

**A. Think of replies to 1-12 below.**

**Work in pairs. Partner A: read. Partner B: reply, expressing interest. Then change roles.**

1. Hello. How are you?

2. Thank you for the beautiful flowers.

3. Can I please borrow your torch?

4. Would you like a piece of cake?

5. Would you like milk or sugar in your coffee?

6. Is this your umbrella?

7. That speech was very interesting.

8. Let's watch a video tonight.

9. How's everything going?

10. Jill says to say hello.

11. Have you got the time?

12. See you later!

- B.** Think of an interesting topic, something you would like to hear about. Write it on a piece of paper, and give it to your teacher.
- C.** Your teacher will give you a piece of paper with a topic on it. What can you say about this topic? Write some notes. Think of at least three minutes' of interesting things to say about this topic.

- D.** Do a 3-2-1 activity. Work in pairs, and talk about your topic for three minutes. Listen to your partner's talk. Does s/he sound interested?
- E.** Change partners, and talk for two minutes on the topic. Listen to your partner. Does s/he sound interested?
- F.** Change partners again, and talk for one minute on the topic.

## 6. Phrasal Verbs

### 6.1 What is a phrasal verb?

- A.** How many phrasal verbs do you know? Have a group brainstorm competition.

- B.** Which of these statements do you agree with?

1. A phrasal verb has a *verb* and an *adverb particle*.
2. Phrasal verbs are best learned the same way as other vocabulary items.
3. English uses a lot of phrasal verbs.
4. All phrasal verbs are idioms.
5. Phrasal verbs are usually formal.

### 6.2 Easy phrasal verbs

Some phrasal verbs are easy to understand.

- Ko Ko told me to **come in**.
- The man **turned around** and spoke to me.

The meanings are clear if you know the words *come*, *in*, *turn* and *around*.

- A.** Can you work out the meaning of these phrasal verbs? What are their past simple forms?

|           |          |         |           |        |           |                     |          |
|-----------|----------|---------|-----------|--------|-----------|---------------------|----------|
| come back | come in  | cut out | fall over | get on | give away | <del>stand up</del> | lie down |
|           | pay back | stay in | wake up   | put on | go away   | try on              |          |

- B.** Put them in these sentences. Some are present simple tense and some are past simple tense.

1. The students stand up when the teacher enters the room.
2. If I win the lottery, I will \_\_\_\_\_ all the money to poor people.
3. The road is very muddy. Be careful you don't \_\_\_\_\_.
4. It was cold, so I \_\_\_\_\_ a warm jersey.
5. I felt very tired this afternoon, so I \_\_\_\_\_ in my hammock for an hour.
6. \_\_\_\_\_! You are very annoying!
7. Welcome. \_\_\_\_\_ and shut the door.
8. I want to \_\_\_\_\_ that newspaper article and keep it.
9. I don't want to go out tonight. Let's \_\_\_\_\_.
10. \_\_\_\_\_! You've forgotten your wallet!
11. I \_\_\_\_\_ the shirt, but it was too small for me.
12. They \_\_\_\_\_ the bus and bought their tickets.
13. When can you \_\_\_\_\_ the money?
14. \_\_\_\_\_! You are very late!

- C.** Complete the sentences.

1. Please cut out...
2. I'd like to try on...
3. The weather is very hot. I'll put on...
4. Ko Moe fell over...
5. I need to lie down because...
6. I gave away...
7. Naw Moo came back because...
8. I usually wake up...

## 6.3 Idiomatic phrasal verbs

Some phrasal verbs are idiomatic: the verb + adverb particle has a special meaning.

- I need to **find out** about the situation.
- We've **run out of** rice. Can you buy some more?

You need to learn these the same as other vocabulary items.

### A. Which of these phrasal verbs do you know? Can you guess their meanings?

throw away   turn up   turn down   set up   hurry up   look after   look up  
figure out   give up   carry on   pick up   grow up

### B. Which phrasal verbs have a meaning similar to:

continue   understand   collect   stop   refuse

### C. What are their past simple forms?

### D. Put them in these sentences. Some are present simple tense, and some are past simple tense.

- \_\_\_\_\_ – the bus is leaving!
- We \_\_\_\_\_ a meeting to discuss health issues in our community.
- I \_\_\_\_\_ the word in the dictionary.
- I want my children to \_\_\_\_\_ in a peaceful world.
- \_\_\_\_\_, I want to hear more of the story.
- I didn't see him for ten years, and then he \_\_\_\_\_ at my house yesterday.
- I \_\_\_\_\_ my daughter from school every day at 4.00.
- I can't \_\_\_\_\_ the answer to this maths question.
- I \_\_\_\_\_ smoking last year, and now I am much healthier.
- My parents \_\_\_\_\_ my sister's children when she is at work.
- I \_\_\_\_\_ the job offer, because I didn't want to move to Yangon.
- We should \_\_\_\_\_ those vegetables. They are not fresh.

### E. Complete the sentences.

- Someone turned up...
- Please throw away...
- I grew up...
- We set up...
- Hurry up...
- I can't figure out...

## 7. Writing: Charts and Statistics

### 7.1 Statistics

#### A. In this section, you will look at three countries – Bangladesh, Thailand and Australia – and how much they harm the environment each year. First, do you know the answers to these questions?

- Which of those three countries is the richest? Which is the poorest?
- Do rich or poor countries damage the environment more?

#### B. Look at the chart, then match the verbs underneath with the items in the chart.

|                | Bangladesh          | Thailand            | Australia           |
|----------------|---------------------|---------------------|---------------------|
| population     | 154 million         | 65 million          | 21 million          |
| oil            | 55 million barrels  | 328 million barrels | 321 million barrels |
| carbon dioxide | 37 million tonnes   | 268 million tonnes  | 326 million tonnes  |
| babies         | 4.5 million         | 1.3 million         | 252,000             |
| waste          | 10.3 million tonnes | 14 million tonnes   | 150 million tonnes  |

consumed oil   emitted \_\_\_\_\_   produced \_\_\_\_\_   born \_\_\_\_\_

**C. Use the information in the chart to fill the gaps, e.g.**

154 million barrels of oil are consumed in Bangladesh each year.

1. \_\_\_\_\_ of carbon dioxide are emitted in Thailand each year.
2. \_\_\_\_\_ babies are born in Australia each year.
3. \_\_\_\_\_ of waste are produced in Bangladesh each year.
4. Much more oil is consumed in Australia than in \_\_\_\_\_.
5. \_\_\_\_\_ has the largest population but it emits the \_\_\_\_\_ carbon dioxide.

**D. What other sentences can you make using these statistics?**

## 7.2 Oil

**A. Look at this chart. What is the purpose of the chart?**

Oil statistics (millions of barrels per day)

|                     | Produced |      | Imported |      | Exported |     | Consumed |      |
|---------------------|----------|------|----------|------|----------|-----|----------|------|
|                     | 1980     | now  | 1980     | now  | 1980     | now | 1980     | now  |
| <b>U.S.A.</b>       | 10.8     | 8.3  | 6.9      | 13.2 | 0.5      | 1.0 | 17.1     | 20.8 |
| <b>Saudi Arabia</b> | 10.3     | 11.0 | 0.0      | 0.0  | 9.7      | 8.9 | 0.6      | 2.0  |
| <b>China</b>        | 2.1      | 3.7  | 0.0      | 3.2  | 0.3      | 0.1 | 1.8      | 6.9  |

**B. Use the information in the chart to complete the sentences.**

1. In 1980, 10.8 million barrels of oil \_\_\_\_\_ in the U.S. every day. Now, 8.3 million barrels \_\_\_\_\_.
2. In 1980, 17.1 million barrels of oil \_\_\_\_\_ in the U.S. every day. Now, 20.8 million barrels \_\_\_\_\_.
3. In 1980, no barrels of oil \_\_\_\_\_ in Saudi Arabia, and 9.7 million barrels \_\_\_\_\_.
4. Nowadays, no barrels of oil \_\_\_\_\_ in Saudi Arabia, and 8.9 million barrels \_\_\_\_\_.

**Add some statistics about China.**

**C. Look at the oil statistics about China. In groups, discuss the following changes and make lists of possible reasons for them.**

1. Oil production has risen.
2. In 1980 no oil was imported, but now 3.2 million barrels are imported each day.
3. China exports less oil now than in 1980.
4. Oil consumption has risen a lot.

e.g. 1. We think more oil is produced because:  
 - more people want to use energy from oil  
 - new technology makes it easier to get the oil

## 7.3 Population and life expectancy

**A. Look at this information. What is the purpose of the chart?**

| year                           | 1           | 1000        | 1500        | 1900        | 1950        | 2008        | 2050       |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| <b>world population</b>        | 200 million | 310 million | 480 million | 1.6 billion | 2.5 billion | 6.7 billion | 9 billion+ |
| <b>average life expectancy</b> | 20-30       | 20-30       | 20-30       | 35          | 46          | 67          | 70+        |

**B. What changes does the chart show? What do you think are the main reasons for these changes?**

e.g. Life expectancy has risen by 32 years since 1900. This might be because:  
 - health care has improved  
 - the quality and quantity of food has increased for most people

## 8. Thinking about Learning: Grammar (2)

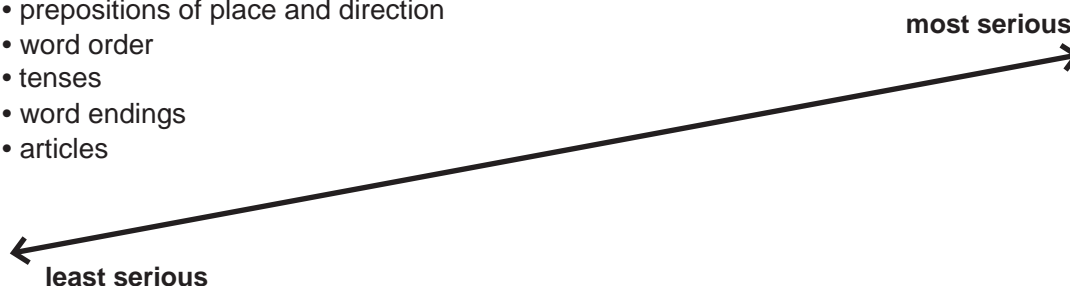
### 8.1 Grammar mistakes

- A. How good is your grammar? Do you make a lot of important mistakes? Or do you usually make minor mistakes?
- B. Some grammar mistakes are more serious than others because they make the meaning unclear and cause confusion. Look at the examples of spoken English below. In each example there is a sentence with a mistake. Work in groups. Decide how serious each mistake is, and why.
1. A: What does your brother do?  
B: He work in a factory.
  2. Where do you go next Saturday?
  3. How long you stay here?
  4. My finger hurts because I am cutting it.
  5. You look boring.
  6. What means 'flabbergasted'?

Do you think it is more important to be correct when writing or when speaking? Why?

- C. Which types of mistake usually cause the most confusion? Put these in order.

- particles in phrasal verbs
- prepositions of place and direction
- word order
- tenses
- word endings
- articles



Can you think of any others? Add them to the chart.

When you want to improve your grammar in speaking and writing, it is best to focus on one or two mistakes at a time. Choose structures that:

- are important (i.e. the meaning is unclear if you get them wrong)
- you often make mistakes with

After you have spent some time working on these mistakes, choose another one or two structures.

### 8.2 How do you prefer to learn grammar?

- A. These students have different strategies. Do you use any of them?

I ask my American boyfriend to tell me every time I make a particular grammar mistake - like when I get a question structure wrong.

- Rosia, Philippines

To help myself learn new rules, I use a grammar book. The explanations are confusing - I don't understand them. Instead, I do the exercises, and then look up the answers. I check the answer after each question.

- Fatima, Syria

I choose a different grammar point every week, like passives, adverbs of degree or the second conditional. Then I look in newspapers or magazines for examples. I cut them out or copy them into a notebook. I see if my examples fit the notes in my grammar book.

- Pedro, Costa Rica

- B. Think of some more techniques. How do you prefer to learn grammar?
- C. Decide which grammar points to focus on for the next two weeks. Then decide how you will improve your use of them.

## 9. Practice

### 9.1 Exercises

#### A. Passive and active

Put the verb into the correct form: present simple or past simple, active or passive.

1. It's a big factory. Five hundred people are employed there. (*employ*)
2. Water \_\_\_\_\_ most of the Earth's surface. (*cover*)
3. Most of the Earth's surface \_\_\_\_\_ by water. (*cover*)
4. My bike \_\_\_\_\_ in time so I couldn't go on the ride. (*not fix*)
5. The letter \_\_\_\_\_ a week ago and it \_\_\_\_\_ yesterday. (*post, arrive*)
6. I \_\_\_\_\_ this tea, because it \_\_\_\_\_ locally. I like to use local businesses. (*not buy, not grow*)
7. I \_\_\_\_\_ in Twante, but I \_\_\_\_\_ there now. (*grow up, not live*)
8. While I was at the festival, my radio \_\_\_\_\_ from my house. (*steal*)
9. Why \_\_\_\_\_ from his job? Didn't he enjoy it? (*Zarni / resign*)
10. Why \_\_\_\_\_ from her job? What did she do wrong? (*Thida / fire*)
11. Where \_\_\_\_\_? \_\_\_\_\_ them? (*these photos / take, you / take*)

#### B. Who did it?

Rewrite these sentences in the passive.

1. Somebody cleans the room every day.  
*The room is cleaned every day.*
2. They cancelled all classes because of the festival.  
*All classes*
3. People don't use this road very often.
4. The police arrested my son.
5. How do people learn languages?
6. While I was in the shop, somebody took my bicycle.
7. Where do people grow apples?
8. How did somebody break the window?

#### C. Experience

Make sentences in the present perfect using the words provided.

1. my mother / not ride / motorbike.  
*My mother hasn't ridden a motorbike.*
2. I / attended / English classes / for five months.
3. how long / you / be / here?
4. Min Thu / not eat / crocodile meat.
5. my parents / visited / many cities.
6. Aung Mon and San San Aye / not have / children / yet.
7. the children / try / their new bicycles?
8. I / not play / Buzkashi.
9. the cat / catch / a lot of rats.
10. I / know / Daw Than / since 1991.

#### D. ever and never

Write the questions and answers. Use the information in *italics*.

1. (*go / India*) Have you ever been to India?  
(*no / China*) No, I've never been to India, but I've been to China.
2. (*eat / monkey*)  
(*no / snake*)
3. (*meet / movie star*)  
(*no / rock star*)
4. (*study / Japanese*)  
(*no / Arabic*)
5. (*play / basketball*)  
(*no / tennis*)
6. (*write / novel*)  
(*no / poems*)

#### E. been and gone

Fill the gaps in the conversation with *been* or *gone*.

**Kyi Kyi:** Hi. Where's Lu Lu?

**Mary:** She's \_\_\_\_\_ to the shop to get some meat.

**Kyi Kyi:** Oh! I bought some chicken - I've just \_\_\_\_\_ to the new market near the lake.

**Mary:** I haven't \_\_\_\_\_ there yet. What's it like?

**Kyi Kyi:** It's good - lots of cheap things to buy. Your mother should go there because they sell cheap cloth.

**Mary:** Oh, she's not sewing clothes any more. She's \_\_\_\_\_ back to the farm.

#### F. Present perfect and past simple

These sentences talk about something that has happened, and extra details. Put them in the right order.

Each exercise has two sentences.

1. 1999 to I've Hpa-an I in been there went  
*I've been to Hpa-an. I went there in 1999.*
2. law she she's studied been university to
3. by he's went gone he to Yangon train
4. met they've Prime Minister year met last they the her
5. with I've my performed performed I in class. concert. a

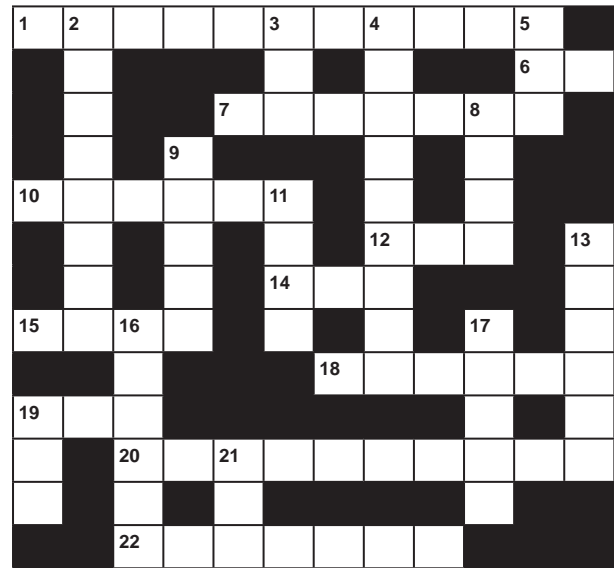
## G. Arts crossword

### Across

1. Using old ideas from your culture, not modern ideas.
6. Do you prefer modern \_\_\_ classical poetry?
7. You go here to listen to bands or orchestras.
10. A person who moves their body to music.
12. The movie had a very \_\_\_ ending – both the main actors died.
14. You do this with scissors.
15. ‘Please be quiet – I can’t \_\_\_ the singer.’
18. Performers sometimes wear this on their faces.
19. He studied \_\_\_ at university. He learned all about how to draw and paint.
20. The guitar, drum and salor are all types of \_\_\_.
22. A place you go to watch plays.

### Down

2. To practise before a performance.
3. I don’t like rock music. It’s \_\_\_ loud.
4. Many musicians playing instruments, usually playing classical music.
5. She has a \_\_\_ of CDs – perhaps over 200.
8. You do this with books.
9. A person who performs in plays or movies.
11. This type of music is very popular, especially with young people.
13. People move these with strings in theatre performances.
16. A person who paints or draws.
17. I’ve \_\_\_ played the violin, but I’ve played the piano.
19. I like reading fiction \_\_\_ non-fiction books.
21. I want to \_\_\_ the new Kyaw Hein movie.



## H. Phrasal verbs

Match these phrasal verbs with their synonym or definition.

- |               |  |
|---------------|--|
| 1. come in    | a. <i>do something quickly</i>                         |
| 2. try on     | b. <i>put on an item of clothing to see if it fits</i> |
| 3. carry on   | c. <i>stop doing something before it is finished</i>   |
| 4. pick up    | d. <i>enter a room</i>                                 |
| 5. hurry up   | e. <i>not leave your house</i>                         |
| 6. stay in    | f. <i>return money</i>                                 |
| 7. grow up    | g. <i>get something or someone</i>                     |
| 8. figure out | h. <i>understand</i>                                   |
| 9. look after | i. <i>continue</i>                                     |
| 10. pay back  | j. <i>organise something new</i>                       |
| 11. give up   | k. <i>make sure someone or something is OK</i>         |
| 12. set up    | l. <i>get bigger or older</i>                          |

## I. Translate

Translate these phrases into your language.

1. I’d like to introduce my teacher, Daw Lwin Lwin Oo.
2. Excuse me, are you Maung Myo?
3. How long have you been here?
4. This weather is very hot!
5. Do you like American food?
6. I like rock music. Do you?
7. I enjoyed your speech.
8. What’s your favourite food?

## 9.2 Vocabulary review

- A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.**

|                    |                |                     |                |
|--------------------|----------------|---------------------|----------------|
| attempt (v)        | earthquake (n) | invent (v)          | set up (v)     |
| article (n)        | emit (v)       | liaise (v)          | soil (n)       |
| barrel (n)         | engine (n)     | life expectancy (n) | statistics (n) |
| biased (adj)       | exhibition (n) | look up (v)         | stranger (n)   |
| bullet point (n)   | expel (v)      | loose (adj)         | suffer (v)     |
| carbon dioxide (n) | export (v, n)  | lottery (n)         | survive (v)    |
| carry on (v)       | figure out (v) | loyal (adj)         | technology (n) |
| classical (adj)    | folk tale (n)  | muddy (adj)         | tonne (n)      |
| consume (v)        | frequent (adj) | murder (v, n)       | torch (n)      |
| contain (v)        | give away (v)  | orchestra (n)       | try on (v)     |
| costume (n)        | give up (v)    | patient (adj)       | turn down (v)  |
| cyclone (n)        | harm (n, v)    | peaceful (adj)      | turn up (v)    |
| deal with (v)      | hurry up (v)   | populated (adj)     | waste (n, v)   |
| department (n)     | import (v, n)  | recycle (v)         |                |
| destroy (v)        | industry (n)   | rehearse (v)        |                |
| drown (v)          | instrument (n) | relevant (adj)      |                |

- B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.**

- To create something new.
- You don't need this so you throw it away.
- To practise a musical or theatre act.
- To work closely with and share information with another group.
- You don't know this person.
- To think about something until you understand it.
- Not violent.
- To change something so that it can be used again.
- Numbers that give information.
- To experience pain, injury, sadness, etc.
- To continue.
- Name two types of natural disaster.

- C. Play Phrasal Verb Matching.** Cut up small pieces of cardboard or paper, and write one of the verbs or particles that make up a phrasal verb on it. You can use phrasal verbs from this unit, previous units or other phrasal verbs you know. Do this until you have twelve cards – six verbs and six particles. Join with one or two other people, and mix all your cards.

Put all the cards face down (so you can't see the words). Choose two cards. If they are a phrasal verb, explain it's meaning. If you are correct, keep the two cards and have another turn. If incorrect, or the cards are not a phrasal verb, turn the cards face down again and it's the next person's turn. The winner is the person with the most cards.

