

Births, weddings and funerals

Part A

Objectives

By the end of this part of Unit 12 you will be able to:

- discuss what makes you happy and what makes you sad
- listen to a description of two African weddings
- describe pictures of different ceremonies
- discuss the secret of a good marriage
- use the passive tense
- discuss relationships and cultural differences
- read about ceremonies around the world
- write a description of a ceremony
- use *to get* in a number of patterns
- use appropriate expressions for congratulating, inviting, expressing sympathy
- role-play some short dialogues.

A12.1 Introduction: Ups and downs

- 1** There are many things in our daily lives that make us happy or sad. These may be small things or big things. Talk about the things in your life that can make you happy and the things that can make you sad.
- 2** What can you do when you are sad to make you feel better?
- 3** What kinds of things can you do for a friend who is sad?



A12.2 Listening: Weddings

Around Africa, there are many different marriage traditions. Marriage is extremely important, joining not just two people, but two families, and even two communities. There are traditions concerning how the arrangements for the wedding are made, whether or not a dowry or bride price is paid, how the ceremony is conducted and what happens afterwards.

- 1** Listen to your teacher reading a description of the wedding traditions of the Gikuyu of the Kenyan Highlands and the San Bushmen of the Kalahari Desert in southern Africa. As you listen, decide which of the traditions below apply to each culture. Copy the table into your exercise book before you start.

	Gikuyu	San Bushmen
1	✓	X
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

- 1 The marriage is arranged by elders from the groom's village and elders from the bride's village.
- 2 The marriage is arranged by the families of the bride and the groom.
- 3 On the wedding day the couple go to a hut which has been built for them.
- 4 No bride price or dowry is paid.
- 5 A bride price is paid.
- 6 On the wedding day, the groom goes to the bride's house.
- 7 A fire is made outside the hut with coals from both families' huts.
- 8 Women from the girl's village won't let the groom enter her house until he has given them the things they ask for.
- 9 There is a church ceremony, a reception, and an evening party.
- 10 The couple do not take part in the celebrations.
- 11 The couple live with the wife's family for a few years and then go to live with the husband's family.
- 12 The couple go to live in their own house after the wedding.

2 Discussion questions.

- 1 Which of these marriage traditions apply in your culture?
- 2 What other marriage traditions do you have in your culture?
- 3 In what way have your marriage traditions changed in modern times?



A12.3 Speaking: Describing pictures

1



2



3



4



5



Look at these photographs of ceremonies from Ethiopia, India, Africa and Japan. Work in pairs to describe what you can see in each picture, then write 'thought bubbles' to describe what people in the pictures are thinking / saying.

A12.4 Language focus: Using the passive tense

In Unit 10, **B10.9** we looked at using the passive tense. Remember that we use the passive when *who* or *what* causes the action is not important or is not known, or when we want to focus on the action.

Example: *My bike was stolen.*

Here the focus is on the fact that my bike was stolen.

Sometimes a statement in the passive is more polite than using the active, as the following example shows:

Example: *A mistake was made.*

In this case, the focus is on the fact that a mistake was made, but no-one is blamed (e.g. You have made a mistake).

Remember:

- the object of the active sentence becomes the subject of the passive sentence
- the form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped).

Write the following sentences in the passive.

- 1 People give the married couple gifts and money.
- 2 The hosts distribute chocolates.
- 3 The woman is paid a dowry.
- 4 The family sends out invitations to the wedding.
- 5 The band plays traditional wedding songs.
- 6 The happy couple received many wedding gifts.

A12.5 Increase your word power: Relationships

- 1** What phrases do you know about relationships? Put the following phrases into an appropriate sequence, deleting any that do not occur in your culture and adding others to it.

marry
go on a date
divorce
honeymoon
have children
fall in love

- 2** In your group, discuss how they might be re-ordered for a different culture, and discuss why and what the cultural differences might be. Use simple expressions to agree, disagree and express counter-arguments for this new listing.

**A12.6 Reading:** Ceremonies around the world

- 1** Skim through the following three texts to get the general idea, then read and make notes on the texts.

Weddings

Weddings in Europe and America are not arranged by the parents. The young people are free to choose their own partners and mark their agreement to marry by the gift from the man to the girl of an engagement ring. On the day of the wedding the girl dresses in white and is accompanied to the church by her bridesmaids wearing new dresses, often of the same colour. The bride carries a bouquet of flowers which the chief bridesmaid holds during the ceremony. The bride's father 'gives away' his daughter, and the best man hands the priest the wedding rings. The priest pronounces a blessing and slips the rings onto the fingers of the bride and groom. After the ceremony, there is a feast called a wedding breakfast, before the bride and groom leave the party to go on their honeymoon.

Funerals

When a death occurs in Chinese societies, all statues of deities in the house are covered with red paper and mirrors are removed from sight. A white cloth is hung across the doorway of the house and a gong placed on the left of the entrance if the deceased is male, and right if female. Before being placed in the coffin, the corpse is cleaned and completely dressed, then the corpse's face is covered. The open coffin is placed on its own stand with the head of the deceased facing the inside of the house, and wreaths, gifts and a portrait or photograph of the deceased are placed at the head of the coffin. Food is placed in front of the coffin as an offering to the deceased. During the wake, the family does not wear jewellery or red clothing. It is customary for blood relatives and daughters-in-law to wail and cry during mourning as a sign of respect and loyalty to the deceased.

At the wake, the family of the deceased gathers around the coffin, positioned according to their order in the family. The eldest son sits at the left shoulder of his parent and the deceased's spouse at the right. Later-arriving relatives must crawl on their knees towards the coffin. Joss paper and prayer money, to provide the deceased with sufficient income in the afterlife, are burned continuously throughout the wake. Funeral guests are required to light incense for the deceased and to bow as a sign of respect to the family. The wake is at least a day to allow time for prayers to be offered. When the prayer ceremonies are over the wailing of the mourners reaches a crescendo and the coffin is nailed shut. When the procession arrives at the graveside it is taken down from the hearse and all present turn away from the coffin when it is lowered into the grave. Family members and other relatives throw a handful of earth into the grave before it is filled. Although the funeral rites are now over, the period of mourning by the family continues for a hundred days.

Adapted from <http://www.britishchineseonline.com/pages/culture/customs/funerals.html>

Birth

There are many traditional rituals that surround the birth of a child in a typical Indian family. These rites aim at blessing the child to have a long, fulfilling life. In Hindu families it is culturally expected that the women stay away from home for six days after the birth. The mother and baby then usually go to stay with her mother for three months, as many Indian women live with their husband's families. During this time she is taught the art of baby massage with oils and the ritual of feeding and caring for babies.

One of the sacred Hindu ceremonies, known as *Mundan Sanskar* or the first haircut of the baby, has an important significance, when relatives and friends are invited to bless the child. The child usually receives his / her first *mundan* in either the first year or the third year of age. A priest is called to conduct the traditional rituals, and a barber is called to shave off the hair. The priest recites sacred hymns and chants and shaves part of the head. The barber then shaves the entire head, sometimes

leaving a clump of hair at the back. To cool down the head and to cure nicks and cuts, a paste of turmeric and sandalwood is sometimes applied on the entire head. There is a significant reason as to why the head is shaved in such an elaborate ritualistic way. According to the Hindu beliefs, the hair present at birth is supposed to represent unwanted traits from the past lives. In order to make sure that the child has no undesirable qualities of the past birth in this life, the hair is shaved off to ensure a new beginning and a fresh start. Some also believe that this gives the child a long life.

Adapted from <http://www.iloveindia.com/indian-traditions/mundan.html>

2 Complete the following sentences.

Weddings

- 1 Young people in the West can choose ...
- 2 An engagement ring marks ...
- 3 The bride is attended by ...
- 4 The groom is attended by ...
- 5 The bride is given away by ...
- 6 After the ceremony the happy couple ...

Burials

- 1 When a death occurs in China ...
- 2 The corpse is placed in ...
- 3 Mourners wail to show ...
- 4 During the wake, the son sits ...
- 5 Funeral guests are required to ...
- 6 When the hearse arrives at the cemetery ...

Births

- 1 After a birth, Hindu women ...
- 2 The *mundan* ceremony is when ...
- 3 During the ceremony the priest ...
- 4 The child's head is cooled down by ...
- 5 Hindus believe that the hair present at birth is ...
- 6 The child's head is shaved to ...

3 Working in pairs, use contextual clues to infer the meanings of the following words. Check your answers in your dictionaries.

- a wedding breakfast
- b mourning
- c deceased
- d wake
- e incense
- f crescendo
- g ritual
- h nicks
- i traits



A12.7 Writing: A description of a ceremony

Write a description of two to three paragraphs about a ceremony you have attended, for example a school prize giving, a wedding, the presentation of a sports trophy, etc. then exchange your work with a partner. Your partner must check your paragraph and suggest improvements, for example by inserting an extra adverb or adjective, improving sentences and proofreading the work by checking the spelling and punctuation.

A12.8 Language focus: Using *to get*

The verb '**to get**' can be used in a number of patterns and has a number of meanings.

TO GET + direct object = to obtain, to receive, to buy:

To obtain

- *She **got** her driving licence last week.*
- *They **got** permission to live in Switzerland.*

To receive

- *I **got** a letter from my friend in Nigeria.*
- *He **gets** 10,000 birr a year from his father.*

To buy

- *She **got** a new coat from the market.*
- *We **got** a new television for the sitting room.*

TO GET + place expression = reach, arrive at a place:

- *We **got** to Addis Ababa around 6 p.m.*
- *What time will we **get** there?*
- *When did you **get** back from New York?*

TO GET + adjective = to become, show a change of state:

- *It's **getting** hotter.*
- *By the time they reached the house they were **getting** hungry.*
- *I'm **getting** tired of all this nonsense.*
- *My mother's **getting** old and needs looking after.*
- *It **gets** dark very early in the winter.*
- *Don't touch the stove until it **gets** cool.*

TO GET + preposition / adverb is used in many phrasal verbs.

Example: *This rain is really getting me down.*

TO GET has a number of other meanings:

- a *Do you get it?* (= understand)
- b *He's getting dinner tonight.* (= prepare a meal)
- c *I'll get the bill.* (= pay)
- d *That really gets me!* (= irritate, annoy)

Complete the following passage with the correct form of *get* and words or phrases from the box.

a divorce	very cold	enough money	hungry	light
married	annoyed	a meal	a job	

When I _____, I had to _____ because we hadn't really _____ to live on. I found a job as a night watchman, but in the early hours of the morning, just before it was _____, I usually _____ and could hardly feel my toes in my boots. My new wife always _____ with me when I came home in the morning as I also _____ after my night's work and want her to _____. Things eventually _____ to such a pitch that I eventually realized that I would have to _____.

A12.9 Language focus: Congratulating, inviting, expressing sympathy and responding

1 Look at these expressions and divide them into three groups: congratulating, inviting, expressing sympathy. Write them in the three groups in your exercise book.

- a Congratulations on your engagement!
- b Please come to my birthday party next Saturday.
- c Congratulations on your graduation!
- d We're having a party next week. Why don't you come along?
- e Please accept my warmest congratulations.
- f What about staying for dinner?
- g Happy birthday!
- h May I express my sincere condolences at this very sad time?
- i Many happy returns of the day!
- j Congratulations on your new job!
- k Well done! I'm very pleased for you!
- l I am so sorry to hear that you failed your exams!
- m Would you like to stay for dinner?

2 Now match the expressions above with these responses. You can use some of the responses more than once. Write the pairs of sentences in your exercise book.

- 1 Thank you for asking me, but I can't.
- 2 Thanks. I'd like that.
- 3 You're very kind.
- 4 Sure!
- 5 Thank you, but unfortunately I can't.
- 6 Thank you.
- 7 That'll be great.
- 8 That's very kind of you.
- 9 I'm sorry, but I've got something else on.

3 Which of the expression and responses in Exercises 1 and 2 are informal and which are quite formal?



A12.10 Speaking: Role-plays

1 Work with a partner. Practise reading this dialogue.

- B:** Hello! How are you?
- A:** Fine, not bad at all.
- B:** Happy birthday, by the way. It's today, isn't it?
- A:** Yes, that's right. Thanks very much.
- B:** Are you doing anything special?
- A:** Not really. My mum's making a cake this afternoon, so that will be nice.
- B:** Yes, enjoy it. See you soon.
- A:** Thanks a lot. Bye.

2 Now make up similar dialogues for the situations below. One of you is A and the other is B. For each one, imagine that you meet the other person in the street. Decide what each of you is going to say, then practise the situations.

- 1 It is A's birthday today. B knows this and offers good wishes. A responds.
- 2 A looks sad and explains that s / he has failed his/her exams. B responds.
- 3 B looks happy. S / He explains that s / he has just got engaged. A responds.
- 4 A is having a birthday party next Saturday. S / He invites B. Unfortunately B can't go.
- 5 B's uncle has just died. A has heard the news and offers sympathy. B responds.
- 6 A has finished his/her exams with very good results. B offers congratulations. A responds.

Part B

Objectives

By the end of this part of Unit 12 you will be able to:

- listen to a dialogue between two grandmothers
- talk about ceremonies
- make generalisations and exceptions
- read three poems
- use the word *even* correctly
- revise the present perfect and past simple tenses
- use different past tenses
- write a letter to a friend
- discuss the learning strategies you have used this year
- complete a number puzzle.



B12.1 Listening: Two grandmothers remember

Copy the table below into your exercise book. Listen as your teacher reads you a conversation between two grandmothers talking about the important events of their life, then complete the table.

	Jalene	Louam
Year of marriage?		
Age when married?		
Activities after marriage?		
Number of children?		
Number of grandchildren?		
Death of husband?		

**B12.2 Speaking:** Talking about ceremonies

- 1** What information or experience do you have about the following topics: births, weddings, funerals?
Tell your teacher which of these ceremonies you have witnessed; you will then be divided into groups according to the ceremony you have information about.
- 2** In your group, ask and answer questions about the ceremony, then complete the following chart:

Kind of ceremony	
Clothes worn	
Gifts given	
Songs, plays or dances performed	
Food and refreshment eaten	
Regional / cultural differences	
Religious differences	

- 3** Now work in pairs to ask and answer questions about your completed chart, using the present perfect and past simple tenses.

Examples:

Have you ever attended a wedding ceremony? *Yes, I have.*

Did you take part in a dance? *No, I didn't.*

What did people eat and drink? *People ate tibs and drank fruit juice.*

**B12.3 Speaking:** Making generalisations

- 1** Look at these ways of making generalisations:
As a rule ...
In general ...
Generally speaking ...
Most of the time ...
From time ...
By and large ...
In my experience ...
In most cases...
- 2** Now work in pairs, each student listing what irritating habits they have – make these as humorous as possible!

- 3** Using the generalising phrases from the list above, explain to your partner why your habits are not suitable in married life or for sharing accommodation. Then use the above list to describe your irritating habits.

Examples:

Most of the time, I sing very loudly in the bath.
As a rule, I don't go to bed until 3 or 4 in the morning.
From time to time I talk in my sleep.

- 4** In your group, discuss what is the secret of a good marriage, and which of your known habits you would try to stop if you got married.



B12.4 Speaking: Making exceptions

- 1** Look at these social expressions for making exceptions:

There are exceptions, of course ...
One exception is ...
But don't forget ...
Let's not forget ...
But what about ...?

- 2** Work in small groups to think of as many generalisations as you can from the list of topics in the box. One person should write them down, and the other person can read them out to the class.

teenagers	teachers	students	men	women	cars
actors	politicians	wild animals	money	foreigners	pop music

Example: Old people:

In general, old people are very conservative. There are exceptions of course.
My grandmother started learning English when she was 80.



B12.5 Reading: Three poems

- 1** Working in groups, look at the pictures that illustrate each poem and predict what you think each one is about. Share your suggestions with other groups.

Witness

I witnessed yet again today
 Something I wish I'd not say –
 The lowering of a loved one
 Into earth's deep belly
 The deep dark grave like a cave.
 The father sighed: tears long dry
 The mother moaned: voice now hoarse
 The grandfather swore to take
 Deputation to him above
 Brothers with soiled hands, rubbed
 Their ashen faces, sombre looks
 Their tired eyes sinking deeper in their sockets
 An aunt wrung out a shrill wail
 For days unending refusing to be comforted –
 Lower and lower it went
 its sweet-nut yellow violently clashing with
 the mean brownblack of the depths
 It rested at the bottom of the pit
 His spirits rock bottom:
 Never shall we again re-witness
 though many more we'll see
 Into
 The deep dark grave like a cave.



Obyero Odhiambo (From *An Anthology of East African Poetry*, Longman, 1998)

Beloved

So long as you are there
 For the love that we share
 I'll take my shield and spear
 And life's battle continue without fear
 When battleweary
 Peace will I find always
 In your love and quiet ways

Remember our dawn of love
 Our struggles and how we grew
 Through the entangled growth below
 That abounds on the dark forest floor
 Our vines have reached the light
 Behold our golden fruits
 True love's gracious gifts divine

So long as we are together
 Your hands in mine again
 We'll brave life's rough terrain
 All set for exciting horizons after the noon of the day
 We'll travel the sunset way
 Behold the glory of a fulfilled day.



E.H.S.Barlow (From *An Anthology of East African Poetry*, Longman, 1998)

Face downwards

She hits the world.
She cries at what she sees,
Yet the mother suddenly smiles,
Full of relief and pride
That her baby has scored points of life.
The infant seems to know and feel,
And cries for leaving her inner world –
A world of warmth and comfort,
Where there is no work or struggle,
But just to sail and kick at leisure;
Where there is no hunger or anxiety,
No tears or cause of pain,
No spanking and no scolding!
Then suddenly she hits the world
And breathes the air that other mortals breathe.
She makes a long shriek of regret,
As if fearful of this other world;
A world full of bondage and pain,
A world full of lies and intrigue,
A world full of flattery,
A world of no love, but HATRED!

Joyce Kigoonya



2 Read the poem *Witness* and answer these questions.

- 1 What is the poet witnessing?
- 2 Why do you think the mother's voice was 'hoarse'?
- 3 What do you think the brothers do for a living?
- 4 What object is sweet-nut yellow?
- 5 What is the poet saying in the last four lines?

3 Read the poem *Beloved* and answer these questions.

- 1 What do you think is the man's main occupation?
- 2 Why do you think they had to struggle when they first met?
- 3 What does the man mean by 'golden fruits'?
- 4 What kind of life do you think the man would like to live?
- 5 What is the poet saying in the last three lines?

4 Read the poem *Face downwards* and answer these questions.

- 1 How does the baby feel when she arrives in the world?
- 2 How does her mother feel?
- 3 What does the baby miss about being inside her mother?
- 4 Why does she make 'a shriek of regret'?
- 5 What is she afraid of in the world she has come into?

- 5** Complete the following sentences with words from the box. All the words appear in one or other of the poems. If you are not sure of their meanings, look them up in your dictionary.

scolding	moaned	hoarse	entangled	divine	bondage
ashen	relief	bellies	abound	terrain	intrigue
fulfilled	flattery	deputation			

- 1 At the end of the football match the man was _____ from cheering on his favourite team.
- 2 The children's _____ were swollen from hunger and lack of food.
- 3 The mother _____ from grief and pain.
- 4 The villagers sent a _____ to tell the local council about their concerns.
- 5 The farmers faces were pale and _____ from weariness.
- 6 The roots of the trees were all _____ and wound together.
- 7 The trees of the forest _____ with wild fruits.
- 8 We were so thirsty that the fresh lemonade tasted _____.
- 9 The weary soldiers stumbled over the rough _____.
- 10 Her ambitions were _____ when she was appointed the hotel manager.
- 11 Her _____ from the pain made her very happy.
- 12 My mother is always _____ me for not getting up on time.
- 13 The slave resented his _____ when he was captured.
- 14 The atmosphere was full of plots and _____ when my parents were planning my wedding.
- 15 Her boyfriend tried to persuade her by _____ to give in to him.

- 6** Explain to your partner which poem you like best and why.

B12.6 Language focus: Using *even*

The word **even** is used to show that something is surprising or unusual; it is more than we would expect.

- 1** Listen while your teacher models the following sentences and note where the stress falls.

She likes chocolate so much that she **even** eats it for breakfast.

We couldn't find it – **even** using the map.

Everyone failed the test – **even** Melesse who usually passes.

- 2** Complete the following sentences with *even*.

1 _____ my uncle can say thank you in English.

2 We _____ had chicken for lunch.

3 India is _____ hotter than Australia.

4 _____ Seble bought her a gift, although she never usually buys presents.

5 The film was _____ more interesting that I expected.

6 All my family enjoyed the party, _____ the youngest children.

B12.7 Language focus: Present perfect and past simple tenses

In Unit 11, A11.10, we looked at using the present perfect to denote a period of time and the past simple tense to denote a particular time.

Examples:

He's never been to Gonder. (present perfect)

He went to Axum in 1999. (past simple)

The present perfect can also be used with *just* to show a completed action in the recent past.

Example: *She has just passed her final exams.*

Work in pairs to make up conversations about the following people and the things they have lost.



Example: *Mother talking to a policeman: her daughter / lost glasses / found at the bus station*

Mother: My daughter has just lost her glasses.

Policeman: Here they are.

Mother: Thank you very much. Where did you find them?

Policeman: I found them at the bus station.

- 1 Man talking to a policewoman: his brother / lost watch / found in the market
- 2 Girl talking to her teacher: teacher / lost car keys / found in the classroom
- 3 Woman talking to a policeman: my friend / lost her purse / found in a shop
- 4 Farmer talking to a friend: my father / lost goat / found in forest

B12.8 Language focus Past verb forms

Look at this sentence:

We were all looking for something that might be drinking at the waterhole and it was some time before we noticed that, behind us, a huge male lion had walked up to the bus and was looking at us suspiciously.

Now look at the time lines. Which underlined action in the sentence is represented by A, which by B and which by C?

The past simple The past continuous Past perfect
 _____ B _____ A _____ C _____

We noticed = an example of the past simple.

We were all looking for something = an example of the past continuous.

A huge male lion had walked up to the bus = an example of the past perfect.

We use these different verb forms to add interest to a story. If we used only one verb form all the time, for example when telling a story, it would be very dull.

The past continuous gives us information about what was going on in the background against which the events of the story happened.

Complete this story by putting the verbs in brackets into either the past simple or the past continuous. Write your answers in your exercise book like this: 1 = went.

My family and I (1) _____ (go) to visit one of my father's uncles. He lives in the countryside. We (2) _____ (leave) early in the morning. As we (3) _____ (bump) along the country roads, we (4) _____ (see) the sun rise. The bus journey (5) _____ (take) three hours and then we (6) _____ (walk) for about 45 minutes. Uncle's house was a small hut with a shamba. When we (7) _____, he (8) _____ (harvest) maize. He was very pleased to see us and (9) _____ (welcome) us warmly. It was a beautiful place – the shamba was full of vegetables and fruit. The air was fresh and everything was bright green. As we (10) _____ (sit) outside his hut under a mango tree, he (11) _____ (tell) us some stories. We (12) _____ (listen) so carefully that we (13) _____ (not notice) a snake which (14) _____ (make) its way into the compound. My mother (15) _____ (scream) and we all (16) _____ (jump) up. My uncle calmly (17) _____ (get) a stick and (18) _____ (start) beating a metal pot very loudly. The snake immediately (19) _____ (disappear). My uncle (20) _____ (run) after it, beating the pot loudly until he was sure it was a long way away.

B12.9 Writing: A letter to a friend

Write an informal letter to a friend about your experiences in Grade 10. Include information about your studies, learning strategies and goals during the year, and your hopes or fears for the next year.

B12.10 Study skills: Feedback and recommendations

- 1** Discuss as a class the different learning strategies suggested during the year, and talk about what worked or didn't work for you.
- 2** In your group, choose one skill area (writing, vocabulary, grammar, etc) and write a list of successful strategies on a poster to share with future Grade 10 students.

B12.11 Fun with words: Number puzzle

Match the clues below with the numbers in the puzzle. Write your answers in your exercise book like this: $1 = d - 680$

	a	1	6	b	8	
		1		c	1	d
e	3	0				8
	6		f	5	0	0
	6		2			

- 1 A third of two thousand and forty.
- 2 The number of hours in a week
- 3 The number of toes on eleven children.
- 4 Ten times eight divided by five.
- 5 The number of days in a leap year.
- 6 The number represented by the Roman numeral D.
- 7 The number of weeks in a year.
- 8 The number of days in November.

Across: a = 2 c = e = f =
 Down: a = b = d = e = f =

Assessment

1 Writing

Your teacher will ask you to write two to three paragraphs describing the life of your grandmother or grandfather.

2 Listening

Your teacher will read a dialogue about a wedding in Ethiopia. Listen, then complete the table below with brief notes about the events. You can supplement these notes with information you may have from your own experiences of an Ethiopian wedding.

First day	
Second day	
Third day	

Revision 4 (Units 10–12)



A Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Listen to the passage your teacher will read you, then answer the following questions.**
 - 1 How long does a Somali wedding traditionally last?
 - 2 What happens during this period?
 - 3 What kind of food is served at the marriage feast?
 - 4 From whom do the bride and groom receive wedding presents?
 - 5 Describe what a bride wears at her wedding.
 - 6 Who arrives first during the wedding ceremony?
 - 7 Where do the bride and groom sit?
 - 8 What does the young couple exchange during the ceremony?

B Vocabulary and spelling

Answer these questions with words from Units 10-12. Write them in your exercise book.

- 1 Give two examples of non-renewable energy.
- 2 What is meant by the term 'fossil fuels'?
- 3 What is a 'solar furnace'?
- 4 Name two advantages of solar energy.
- 5 How do human beings obtain energy to work?
- 6 What is meant by 'kinetic energy'?
- 7 What is meant by 'gravitational energy'?
- 8 What is meant by 'biomass'?
- 9 How do we store electrical energy?
- 10 How does a hydroelectric dam produce energy?
- 11 What is meant by the letters CV?
- 12 What is the money you receive from an employer called?
- 13 Give another word for 'arriving on time'.



C Speaking

Work in pairs to role-play an interview for a job in the tourist industry.

D Language use

1 Choose the best alternative to complete these sentences.

- 1 If I saw a snake I _____ for help.
 - a called
 - b had called
 - c will call
 - d would call
- 2 If Makeda studies hard enough she _____.
 - a would succeed
 - b will succeed
 - c shall succeed
 - d succeeded
- 3 If the level of the sea rises, villages by the sea _____ getting flooded.
 - a would not be
 - b had not been
 - c will not be
 - d will be
- 4 If there were no criminals, the police _____ nothing to do.
 - a would have had
 - b will have
 - c should have
 - d would have
- 5 Travelling from one place to another would have remained difficult if the motor car _____.
 - a had not been invented.
 - b had not invented.
 - c was not being invented.
 - d did not invent.
- 6 _____ no central government at that time, there would have been no peace in the land.
 - a There had been
 - b Should there be
 - c Had there been
 - d If there was
- 7 If you listen to the radio regularly, you _____ better informed.
 - a became
 - b will become
 - c had become
 - d would become
- 8 If the Italians had not been defeated, Ethiopia _____ independent.
 - a would have been
 - b would not be
 - c might not have been
 - d must

2 Put these sentences into reported speech. Write them in your exercise book.

1 The headmistress said, 'Speech Day will be in June.'

Example:

The headmistress said that _____

2 She asked, 'Are you ready for a lot of hard work?'

3 She said, 'Be ready to play your part!'

4 She asked, 'Will you stay after school to help with the preparations?'

5 She said, 'Don't wait for others to do all the hard work.'

3 Choose the best option to complete the sentences. Write the answers in your exercise book.

1 We must study hard _____ prepare for the exams.

- a for
- b so that
- c in order
- d to

2 We must study hard _____ the exams.

- a for
- b so that
- c in order
- d to

3 _____ win more matches, the team must practise more.

- a So that
- b In order to
- c So as
- d For

4 My parents both work very hard _____ all the children can go to school.

- a so that
- b so as to
- c for
- d to

5 My brother always walks to work _____ to save money.

- a for
- b in order
- c so as to
- d so that

6 If you heat water to 100 °C, it _____.

- a boils
- b is boiling
- c boiled
- d boil

7 If you want me to, I _____ home with you.

- a will walk
- b walk
- c am walking
- d walked

8 If I could be an animal, I _____ a lion.

- a am
- b will be
- c be
- d would be

- 9 We won't catch the bus _____ we leave now.
- a if
 - b if not
 - c unless
 - d when
- 10 _____ to go unless Abel comes with us.
- a I want
 - b I don't want
 - c I wanted
 - d I didn't want
- 11 _____ Grade 10 this year.
- a We might be
 - b We were in
 - c We shall be
 - d We won't be
- 12 _____ why you are very happy today. It's your birthday!
- a I know
 - b I will know
 - c I knew
 - d I am knowing
- 13 Please try to remember where you put your books. _____ them!
- a You lose
 - b You are losing
 - c You are always losing
 - d You were always losing
- 14 We're having another test _____.
- a last week
 - b every week
 - c next week
 - d a week ago
- 15 _____ hard for our next test.
- a I study
 - b I studied
 - c I have studied
 - d I'm going to study



E Reading

Read this passage from Ghana and answer the questions.

As many thoughts flashed through Owusua's mind she settled on one. A year ago a friend of hers, by the name of Fati, had been forced by her parents to marry a young man she didn't like. This young man, Fosu, was a great hunter who gave Fati's parents a lot of the meat they needed. In fact Fosu had given them so much meat that they felt obliged to reward him with their daughter as a wife. Fati for one reason or the other didn't like Fosu. He was not the type of man she wanted for a husband.

He had asked Fati for a kola nut and she had bluntly told him she would not give him one. He expected Fati to step aside when she met him on the wayside as a sign of love and respect for a future husband, but she would not. Instead of being shy, and hiding when Fosu brought firewood and meat to her mother's house at night, she would sit on a chair by her brother and try to converse as if there were no important stranger in the house.

All through the ceremonies, Fati had always been forced by her parents to accept the hunter. She had been forced to dip her hand and bangle into the wooden cask of oil during the bangle ceremony. All along, Fati's parents encouraged Fosu to visit them weekly, but the more he came, the more Fati grew to dislike him.

Fati's mother took note of what was happening, but privately told Fosu not to worry. She said Fati would have to marry him as ordained by the tradition of the tribe.

Finally the day when the marriage was to take place came. That night, as usual, Fosu brought his bundle of firewood and meat after the evening meal had been eaten and all was set for the ceremony. Fati's mother asked her to come over, but she retorted, 'Na, you know that this man is not my husband. How many times do you want me to tell you this?'

'My daughter,' replied her mother, 'Fosu is young and strong and many girls, except you, would like him for a husband.'

'If many girls want him for a husband, they can have him. I shall not be his wife,' Fati replied.

'All this time I have been begging you to accept the man your father and I know is good for you,' her mother continued. 'You have no choice, dear daughter. Our people say that a child only suffers when the mother is not there. I therefore cannot allow you to suffer while I am still alive and strong. You will talk no more.'

- 1 We can infer that Fati's parents wanted her to marry Fosu because:
 - a) they loved him.
 - b) Fati loved him.
 - c) Fati liked eating meat.
 - d) they had a lot of meat from him.
 - e) they knew that Fati secretly loved him.
- 2 Fati indicated her unwillingness to marry Fosu by:
 - a) hiding when he came to their house.
 - b) giving him a sign of respect and love.
 - c) saying he was not an important visitor.
 - d) ignoring him, and talking only to her brother.
 - e) not giving the traditionally recognised signals.
- 3 Fati's parents thought she would change her mind eventually when she realised that Fosu was:
 - a) useful to the family.
 - b) handsome.
 - c) the best hunter in the village.
 - d) generous.
 - e) good at bringing firewood.

- 4 Fati's mother told her that many girls would like Fosu for a husband in order to make Fati:
- a) hate the other girls.
 - b) accept him for a husband.
 - c) hate Fosu.
 - d) treat Fosu politely.
 - e) jealous.
- 5 Fati's mother is determined to:
- a) suffer for Fati.
 - b) shut Fati's mouth.
 - c) make Fati marry Fosu.
 - d) allow Fati to look for a different husband.
 - e) persuade Fosu to marry her daughter.



F Writing

Write easy-to-follow instructions on how to light a fire.