

Part A

Objectives

In this part of Unit 1 you will:

- discuss traditional family life and the changing role of women
- listen to a father talking about his son and daughter
- make sentences with *as* and *like*
- make predictions and talk about consequences
- listen to a mother talking about her son and daughter
- make sentences with *the more ... , the more ...*
- analyse your own approach to learning English
- practise the language of discussion
- take part in a role-play about a family situation.

A1.1 Introduction: Traditional family life

1 Work with a partner. Talk about what is happening in the photos on page 2.

Example:

In picture 1 there's a girl playing street football with some boys.

2 Discuss whether or not you can see people doing these things in your neighbourhood. If people don't do these things, say how they do these things differently.

3 Think about the culture in your region, or the region you come from.

- 1** On your own, think of an activity which is a tradition in your culture. It can be a family activity or a community activity. On one page of your exercise book, draw a picture of it.
- 2** Show your picture to another person and talk about the activity it shows.
 - What activity is shown in your picture?
 - Who is involved in the activity?
 - Why is this activity important?
- 3** With your partner, talk about traditional family life in your culture.
 - What is the traditional role of men? Is that changing?
 - What is the traditional role of women? Is that changing?
 - Do you think it is a good thing for your cultural traditions to continue? Why?
- 4** Share your ideas with the rest of the class.





A1.2 Listening: A father's voice

You are going to listen to a text in which a father talks about his son and daughter.

1 Listen and choose the best answer to these questions.

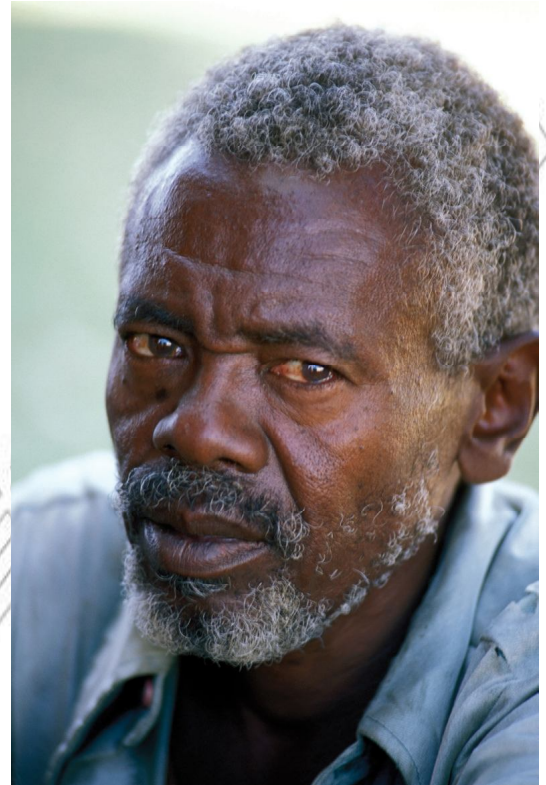
- 1 How does the father feel about his daughter's future?
 - a He is optimistic.
 - b He has some worries.
- 2 How does the father feel about his son's future?
 - a He is optimistic.
 - b He has some worries.

2 Listen again and make short notes in your exercise book on the father's views on these topics.

- 1 His daughter's education.
- 2 Her plan to go to university in Addis Ababa.
- 3 The news that she has a boyfriend.
- 4 Her future marriage.
- 5 His son's plan to work with his uncle.
- 6 His son's values.
- 7 His son's plan to move to the city.
- 8 Imported music, films and television programmes.

3 Match the words on the left, which come from the listening text, with the meanings on the right.

1 Potential	a Someone who buys and sells goods.
2 Distract	b To become larger, or to make something larger.
3 Trader	c Beliefs about what is right and wrong, or about what is important in life.
4 Expand	d Abilities or qualities that may make someone or something very successful in the future.
5 Values	e The place where someone or something began.
6 Roots	f To take someone's attention away from what they are doing.



4 In a small group, talk about the listening text.

- 1 To what extent are the views expressed similar or different to what your parents think?
- 2 To what extent do you think you are like the daughter or the son?

A1.3 Language focus: *as* and *like*

In the listening text, the father says:
My daughter is intelligent, like her mother.
He doesn't want to live as he was brought up.

- *as* and *like* can be used to say that things are similar.

Note: in this context, *like* is a preposition, not the verb *to like*.

- *like* + noun (or pronoun)
I hate weather like this.
Like me, you aren't good at sport.

- *as* + subject + verb
I like your hair as it is now.
I promised, we have a test today!

- We can also use *as* + noun, but it has a different meaning: to show a job or function.
The school hall is being used as a classroom at the moment.

Compare these two sentences:
He works as a singer. (He is a singer.)
He behaves like a film star. (He isn't a film star.)

Note: when *as* and *like* are used in these ways, they are always stressed.

1 Practise saying all the example sentences in the box with the correct stress.

2 Complete these sentences with *as* and *like*.

- 1 I always wear bright colours red and yellow.
- 2 Please put the tables and chairs back they were before.
- 3 Your idea is good. We will do you suggest.
- 4 My brother's working for my uncle his assistant.
- 5 This coffee is not good. It tastes water.
- 6 I told you, I'm going to work very hard in Grade 12.

3 Complete these sentences.

- 1 I like eating sweet things like ...
- 2 I play a lot of football, as ...
- 3 My friend's father works as ...
- 4 My sister is very immature. She is 16 but she behaves like ...
- 5 Why don't you do the exercise as ...
- 6 Dawit is very fast. He runs like ...

A1.4 Language focus: Making predictions and talking about consequences

We use *will* to predict the future; to say what we think about the future:

My daughter's life will be different from mine.

We will have a good crop of maize this year.

We use conditional sentences with *if* and *will* to talk about consequences:

If she gets a good job, she will have a good life

If + present simple + will

This same form is used with *when*:

When she marries, she will continue to work.

Note: When saying these sentences with *will*, stress *if* and the main verbs (except the verb *to be*), don't stress *will*:

My 'daughter's 'life will be 'different from 'mine.

'If she 'gets a 'good 'job, she will 'have a 'good 'life.

1 Choose the correct form of the verbs in each of these sentences from the listening text.

- 1 She *will get/gets* a good job, marry well and have a good life in the future.
- 2 When she *will get/gets* a job, we *will find/find* her a good husband.
- 3 If she *will have/has* boyfriends, it *will distract/distracts* her from her studies.
- 4 She may get pregnant, and then we *won't be able to/aren't able to* arrange a good marriage for her.
- 5 If he *will work/works* hard, he *will make/makes* a good life for himself.
- 6 *Will/Do* my children understand before it's too late?

2 Choose the correct form of the verbs in these sentences.

- 1 My father *will hope/hopes* I *will go/go* to university.
- 2 I don't think our team *will win/wins* the championship this year.
- 3 If I *will study/study* more, I *will pass/pass* my exams.
- 4 If you *will see/see* my sister, tell her I *will be/am* late home today.
- 5 If you *will have/have* a lot of children, you *will have/have* less money to educate them.
- 6 When I *will be/am* married, I *will have/have* only three children.

3 Work in a small group. Discuss these questions about the changing roles of girls and women in society and make sentences about your predictions.

- 1 If more girls are educated, will fewer babies be born?
- 2 How will men feel when more women are working as their equals or bosses?
- 3 If more girls have boyfriends, will there be fewer arranged marriages?
- 4 If more girls are educated, what other changes will happen to traditional family life?



A1.5 Listening: A mother's voice

We heard a father's thoughts about his son and daughter in A1.2. What do you think his wife thinks about them? You are going to hear her views in a moment.

1 In a small group, discuss what you think the mother feels about the topics that the father spoke about. Make notes of your predictions in your exercise book, under these headings.

- 1 Her daughter's education.
- 2 Her plan to go to university in Addis Ababa.
- 3 The news that she has a boyfriend.
- 4 Her future marriage.
- 5 Her son's plan to work with his uncle.
- 6 Her son's values.
- 7 Her son's plan to move to the city.

2 Now listen to the mother's views. As you listen, take notes of anything that is different from your predictions.

3 Compare your notes with those of others in your group.

4 Discuss what you think of the mother's views.

- 1 Are they very different from your predictions?
- 2 Do you agree with her?
- 3 Are her views like those of your mother?

5 Match the words on the left, which come from the listening text, with the meanings on the right.



1 Pessimist.	a Be realistic and sensible in your approach to life.
2 Get in the way.	b Someone who always expects that bad things will happen.
3 Have your feet on the ground.	c Prevent something from happening.

A1.6 Language focus: *the more ... , the more ...*

At the end of the listening text, the mother says:
The older you get, the wiser you become.

This is an example of how we can use two different comparative adjectives to show things changing at the same time.

Look at these other examples:

The more you have, the more you want.

The more girls go to school, the harder they will try.

Note: when saying these sentences, the important words should be stressed:

The 'older you 'get, the 'wiser you be'come.

- 1** Practise saying all the example sentences in the box with the correct stress.
- 2** Make sentences from these situations. Be careful with the comparative forms of *well* and *little*.
 - a** You sleep, you are tired. *The more you sleep, the more tired you are.*
 - b** You work hard, you sleep well.
 - c** You have money, you are unhappy.
 - d** You study, you are confident before an exam.
 - e** You do little, you get lazy.
 - f** You are active, you are healthy.
- 3** Talk about the sentences above with some other students. Do you agree or disagree with them? Why?
- 4** With your partner, make up two or three of your own sentences like this about growing up, family life and getting older which say things that you believe to be true.

A1.7 Study skills: Self-analysis

- 1** What are your beliefs about language learning? On your own, look at this list of statements. For each one, choose a response that reflects your approach to improving your English: *Yes*, *Maybe* or *No*.

	Yes	Maybe	No
1 It is very important to learn grammar rules.			
2 You should find opportunities to speak English as often as you can.			
3 When you are reading, you should look up all the words you don't know in a dictionary.			
4 It is best to use the language naturally, without thinking about grammar rules.			
5 Learning lists of words is important for increasing your vocabulary.			
6 Listening to English radio stations and watching films is a good way to improve.			
7 If you make a mistake in class, your teacher should correct you immediately.			
8 When you are reading you should try to guess the meaning of any new words.			
9 You should keep a study notebook and write down all new grammar and vocabulary.			
10 When you are speaking you shouldn't worry about making mistakes, just focus on communicating what you want to say.			
11 It is very important to review your English lesson after school.			
12 Although your teacher can help you a lot, how much you learn is your responsibility.			

- 2** Turn to page 289 to score your answers and then interpret your score.

- 3** Work in a group. Discuss your results with some other students.

- Do you think the results are true for you?
- What have you learned about yourself from this activity?

A1.8 Language focus: The language of discussion

- 1** Read this dialogue. Some students are discussing the opinions expressed in the listening texts earlier in this unit.

Ayisha: So what do you think? Do you agree with the father or the mother?

Galore: If you ask me, the father is right to worry. We have lost our traditional values. In the old days, life in the villages was settled and ordered. Everyone knew what life had in store for them. The pattern was set. Boys lived one kind of life and girls lived another.

Ebise: That's true, but to my mind we can't live in the past. We have lost some good things, but it seems to me there are many new opportunities for women now. Don't you think that's a good thing?

Galore: As I see it, in the modern world there are no controls, young people do what they like. There is no sense of responsibility.

Ongaye: That's nonsense! The mother trusts her children to do the right thing, but they are both planning to leave home.

Ayisha: Excuse me, but don't you think the mother trusts her children too much? To my mind she needs to control them a bit more.

Galore: I couldn't agree more. And the father too, he doesn't seem to control his children. He just accepts the way they are.

Ebise: What do you think, Jemila?

Jemila: Me? I've no strong feelings either way.

Ayisha: Well, our time is up now, so I think we must agree to disagree. Two of us support the father, and two of us support the mother; one is sitting on the fence. Do we agree about that?

All: Yes!

- 2** Answer these questions.

- 1 Which of the students support the father's point of view?
- 2 Which of the students support the mother's point of view?
- 3 Which of the students has no opinion?

- 3** Next to these headings write as many relevant expressions as you can from the dialogue.

- Giving an opinion
- Agreeing
- Saying you don't have an opinion
- Partly agreeing
- Trying to change someone's opinion
- Disagreeing
- Asking someone's opinion
- Reaching a conclusion
- Interrupting

4 Add these expressions to the relevant groups.

- 1 Personally, I think ...
- 2 Have you considered that ...?
- 3 Maybe
- 4 You can't mean that!
- 5 I absolutely agree with what you have said.
- 6 I'm of the opinion that ...
- 7 I see things differently.
- 8 I really can't say.
- 9 Look at it this way ...
- 10 I'd just like to say ...
- 11 You are right.
- 12 With respect to what you have said, I think ...
- 13 If I may say so, ...
- 14 Well, that's settled then.
- 15 Would you agree that ...?
- 16 That's true up to a point.
- 17 I'm afraid I must disagree with you.
- 18 What's your feeling about this?

5 Work in a group and discuss each of the statements below.

- Allow each person to give their opinion.
- Use some of the language of discussion above.
- Come to a group conclusion on the extent to which you all agree or disagree with each statement. Report back to the rest of the class.

a *The life in the towns, with television and telephones and so on, is out of control and people are unhappy as a result.*

b *The family must come first and that means that women should put their role as wife and mother before anything else.*

c *It's a man's world. They do what they want and women just let them get away with it.*

d *Women don't have the same chances as men.*

e *Actually people talk about women's rights, but I think men are the ones who have the hardest role. We are the ones that have to provide for our families.*

f *In the most successful marriages the husband and wife work out a way of life in which both have rights and responsibilities.*

g *I don't think women can blame men if their lives don't turn out so well. It's the same for girls as it is for boys. You have to work for what you want.*

h *Educating women does not mean that they can't have families or be good mothers. Millions of women around the world have a job and a family.*



A1.9 Speaking: Role-play – family issues

1 Work in a group of three. Each of you must take one of these roles: mother, father, son or daughter who is in Grade 11. Choose one of the situations below and develop a family discussion about the problem.

- Discuss the situation and try to develop it: What is going to happen in your short scene? What is the attitude of the father? The mother? The son or daughter? Is anyone going to get angry? Are they going to reach an agreement?
- Plan what each person is going to say (you don't have to write it down, but you can make notes). Your role-play should last a few minutes.
- Practise your role-play several times. Be prepared to perform it.

Situation 1: The father has decided it is time his daughter left school and got married. He has arranged a marriage for her with a local businessman.

Situation 2: The daughter of the family has just discovered she is pregnant.

Situation 3: The daughter of the family has started wearing tight trousers and very short T-shirts, make-up and high heels.

Situation 4: The mother and father want their son to be a doctor or lawyer. However, he doesn't like studying. He spends all his time playing sport.

Situation 5: The mother found her son smoking in his room.

Situation 6: The son of the family goes out every evening and doesn't come in till late, particularly at weekends. He is disrespectful to his parents.

2 When everybody is ready, each group must perform their role-play for the other groups. After each role-play make notes about it in your table.

Group	Topic	What happened	Who I agree with	My advice to the family

3 Now in a group, compare your reactions to each of the role-plays you have seen and see to what extent you all have the same opinion.

Part B

Objectives

In this part of Unit 1 you will:

- talk about what makes family life happy
- read about a family in the Semien mountains area
- consolidate your knowledge of phrasal verbs
- write about some of your childhood memories
- read a memory of a rural childhood
- identify the meanings of some discourse markers and use them in sentences
- write a formal letter
- think about and discuss your expectations of Grade 12
- make sentences about regrets using *I wish*
- read about China's one-child policy
- review and discuss different ways of recording vocabulary.



B1.1 Speaking: A happy family life

Work in a small group and discuss the following.

- 1 How many people are there in the family in the picture? Who are they? Where do they live? What do they do? Do they look like a happy family? Why do you think so?
- 2 Think of the ingredients for a happy family life.
 - Brainstorm your ideas.
 - One member of the group should make notes of the points you make. Be prepared to justify them.
 - When you are ready, share your ideas with the rest of the class.



**B1.2 Reading: My family**

- 1** Read this description of happy family life in one part of Ethiopia. Identify aspects of the life described that match your list of 'ingredients' in exercise 1.

My name is Aret and I live in the beautiful Semien Mountains area, where I have grown up. My family live in a typical stone and mud house with a thatched roof. I have two brothers, Wakwoya who is younger than me and also at school, and Berhe, our older brother who is already a primary school teacher. My grandparents also live with us. People say I take after my father who is tall and strong-minded! I hope I will be beautiful like my mother, too!

I have to get up very early as I go to school in the morning. After school, I have to help my brother look after the goats. I help my mother prepare injera for our meal, too. Then I get on with my homework in the evenings. At weekends we often go to the school field for sports. I usually play in a volleyball game or do some training. Wakwoya plays football. When there's a holiday, like Timket or Enkutatash, the whole family goes to the village and we have to take part in special dances: one for the girls and one for the boys. I always look forward to these occasions very much.

Wakwoya and I are close in age and when we were growing up we used to play together but we often fell out. Now we are older we get on better, and help each other with our homework. I want to do well in Grade 12. My parents have worked hard to let us stay on at school and I don't want to let them down.

- 2** With a partner, talk about Aret's life. In what ways is it like your own?

B1.3 Increase your word power: Phrasal verbs

- 1** There are nine different phrasal verbs in the text above. Identify them and match them to the meanings below. Note: One of them is used twice with a different meaning in each case.

- 1 To disappoint someone, especially by not doing what you promised.
- 2 To have a friendly relationship with someone.
- 3 To continue or to make progress with a job, work etc.
- 4 To get out of your bed after sleeping.
- 5 To continue to do a job or to study after the time when people can leave.
- 6 To take care of someone or something.
- 7 To look or behave like an older member of your family.
- 8 To be excited and happy about something that is going to happen.
- 9 To have a quarrel.
- 10 To gradually change from being a child to being an adult.

Phrasal verbs consist of a verb + particle. Particles are words like: *up, in, off, after, to, at*.

- Most phrasal verbs have several meanings, for example, *make up, put down*
- Some phrasal verbs have a particle which is made up of two words, for example, *made up of, look forward to*.
- Phrasal verbs behave in different ways grammatically: some can be split and some can't.
 - 1 The object of some phrasal verbs usually goes between the verb and the particle (or ending), for example: *Put the book down*.
The object of these phrasal verbs can go after the particle too, if it is a full noun: *Put down the book*. But if the object is a pronoun, it must go between the verb and the particle: *Put it down*.
 - 2 The object of some phrasal verbs always goes after the particle, for example: *I'm looking for my keys. I'm looking for them*.
 - 3 Some phrasal verbs are intransitive, they don't take an object, for example: *I'm going out now*.

2 Put the words in the correct order to make sentences.

- 1 a long market If go will you this the you on reach road.
- 2 forward the Are holidays you to looking?
- 3 parents after of you Which your take do?
- 4 by badly let team down school The the playing.
- 5 late My stay brother to office at finish has work his to his on.

3 Put the phrasal verbs you found in exercise 1 into these groups.

- 1 Object usually goes between the verb and the particle.
- 2 Object always goes after the particle.
- 3 Doesn't take an object.

4 Work in a group. Your teacher will give each person a phrasal verb.

- 1 Don't show your phrasal verb to anyone else! You must act out one meaning of your phrasal verb and the other students in the group must guess what it is.
- 2 In your group, write new sentences containing all your phrasal verbs.



B1.4 Writing: Memories

Unlike a novel, a biography concerns real events in someone's life. There are many biographies of famous people, alive and dead, and some famous people write their autobiographies. However, you don't need to be famous to write an autobiography. Everybody's life contains interesting events which deserve to be written about, whatever your background.

1 On your own, think of some interesting, happy, proud, sad, funny, daring or embarrassing childhood memories.

They could be about:

- a family custom that you remember well (for example, how you used to spend a religious holiday; the family duties you had to do).
- an incident that you remember, something that happened to you or someone else in the family (for example, a time when you broke something important or expensive).

2 Talk about your memories with a partner.

3 Choose five memories and write notes on each one: try to select a range of different types of memories.

4 Write a short paragraph about each of your five memories. Each paragraph should be between 70 and 150 words. Your piece of writing can be called *Memories*.

Begin each paragraph like this:

- *I remember the time when I was about ... years-old and ...*
- *On another occasion, ...*
- *Next, I'm going to describe ...*
- *Another memory is of ...*
- *Finally, a very happy memory of ...*

5 When you have finished a first draft of your writing, check your work carefully and make any necessary changes. Then write a final version.

6 Spend some time reading the memories of other students in the class.

**B1.5 Reading:** A childhood memory

The text below comes from *The African Child* by Camara Laye. It is his autobiographical account of growing up in a village in Guinea, in West Africa. His father was a goldsmith and had a workshop. He employed a number of apprentices – young boys who were learning the craft – and they lived in the family compound. Read the text and answer the questions below.

In the morning when, after some persuasion, we rose, we found the breakfast ready. My mother awoke at **dawn** to prepare it. We all sat around the great steaming dishes: my parents, sisters, brothers, and the apprentices. There was one dish for the men, and another for my mother and my sisters.

It would not be exactly right for me to say that my mother **presided** over the meal: my father presided over it. Nevertheless, it was the presence of my mother that made itself felt first of all. Was that because she had prepared the food, because meals are things which are mainly a woman's business? Maybe. But there was something more: my mother, by the **mere** fact of her presence, and even though she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules; and those rules were **strict**.

Thus it was forbidden to **cast my gaze** upon guests older than myself, and I was also forbidden to talk: my whole attention had to be fixed on the food before me. In fact, it would have been most impolite to chatter at that moment. Even my younger brothers knew that this was no time to **jabber**: this was the hour to pay honour to the food. Older people observed more or less the same silence. This was not the only rule: those concerning cleanliness were no less important. Finally, if there was meat on the dish, I was not allowed to take it from the centre of the dish, but only from the part directly in front of me, and my father would put more within my reach if he saw I needed it. Any other behaviour would have been **frowned upon** and quickly **reprimanded**. In any case, my **portion** was always so **plentiful** that I should never have been tempted to take more than I was given.

When the meal was over, I would say: 'Thank you, Father.' The apprentices would say: 'Thank you, master.' Then I would **bow** to my mother and say: 'The meal was good, Mother.' My brothers, my sisters, the apprentices did **likewise**. My parents replied, 'Thank you' to each one of them. Such was the rule. My father would certainly have been **offended** to see it broken, but it was my mother, with her quicker temper, who **rebuked** any **transgression**. My father's mind was with his work, and he left these **prerogatives** to her.

1 What is the main point of each paragraph? Match the paragraph numbers on the left with the topics on the right. Note: There are two extra topics that you don't need.

- | | |
|----------|--|
| 1 | a Rules of behaviour. |
| 2 | b Other meals of the day. |
| 3 | c What happened first thing in the morning. |
| 4 | d The food that was eaten. |
| | e What happened at the end of the meal. |
| | f His mother's role at the meal. |

2 Choose the best option to complete the sentences according to the text.

- 1 At breakfast, the writer:
 - a ate the same as everyone else.
 - b ate the same as the other men.
 - c ate the same as the other children.
- 2 His mother:
 - a did not sit at breakfast with the family.
 - b sat among the men at breakfast.
 - c supervised the meal.
- 3 While they were eating:
 - a the children did not speak to the adults.
 - b only the adults could speak.
 - c there was generally silence.
- 4 The writer:
 - a served himself from the meat dish.
 - b served his father from the meat dish.
 - c was served by his father from the meat dish.
- 5 Usually the writer was given:
 - a more food than he needed.
 - b just about enough food.
 - c less food than he wanted.
- 6 At the end of the meal, the children and apprentices gave thanks to their parents because:
 - a both parents expected them to.
 - b their mother expected them to.
 - c their father expected them to.
- 7 The children were told off and punished:
 - a by both their mother and father.
 - b by their mother.
 - c by their father.

3 Match the words on the left, which are highlighted in the text, with their meanings on the right.

1 dawn	a in the same way
2 presided	b the amount of food for one person
3 mere	c the breaking of a rule
4 strict	d more than enough
5 cast my gaze	e the time of day when light first appears
6 jabber	f told that you have done something wrong
7 frowned upon	g made angry or upset because someone has done or said something which is thought to be rude, unkind or unacceptable
8 reprimanded	h firm, severe
9 portion	i spoke angrily to someone because they have done something wrong
10 plentiful	j disapproved of
11 bow	k to be in charge of a formal meeting or ceremony
12 likewise	l to bend the top part of your body forward in order to show respect for someone
13 offended	m simple
14 rebuked	n a special right that someone has
15 transgression	o look at
16 prerogative	p talk quickly and not very clearly

4 Work in a small group and discuss the following.

- 1 What is the extent to which your family observes these customs? If they are different, say in what ways.
 - a Breakfast is a large important meal.
 - b The whole family eats meals together.
 - c The men eat different food from the women.
 - d The children must not look at older guests during meals.
 - e No one speaks during the meal.
 - f The children cannot help themselves to food.
 - g After the meal, the children thank their father and mother, and bow to their mother.
 - h The mother is responsible for disciplining the children.
- 2 Do you know if there are parts of Ethiopia where customs like these exist?
- 3 What is your view of the customs described in the text?
- 4 Did you find reading this text interesting? Why do you think the author decided to write a description of his childhood?
- 5 Compare this text with the childhood memories you wrote about in the *Writing* exercise in B1.4. Are there any similarities?

B1.6 Increase your word power: Discourse markers

Discourse markers are words and phrases which link and relate ideas to each other. Discourse markers are usually formal and used when speaking in a formal context or when presenting information formally in writing.

1 Put the discourse markers in the box into the correct groups in the table according to their function.

regarding while nonetheless concerning in addition as regards whereas
 as far as ... is concerned finally furthermore as a result such as nevertheless
 consequently thus although as even though for example

1 To focus attention on what follows in the sentence. This is done by announcing the subject in advance, or to indicate a change of subject.	<i>with regard to</i>
2 To present two different ideas.	<i>on the other hand</i>
3 To present two contrasting ideas.	<i>however</i>
4 To add information to what has been said.	<i>moreover</i>
5 To show that the second statement results from the first.	<i>therefore</i>

6 To introduce a statement that was the cause of another.	<i>since</i>
7 To illustrate a point that has been made.	<i>for instance</i>
8 To sequence events or list points.	<i>firstly</i>

2 Complete these sentences from the reading text with suitable discourse markers from your table. Then, check your answers by going back to the reading text.

- 1 My father presided over the meal. _____, it was the presence of my mother that made itself felt first of all.
- 2 My mother, by the mere fact of her presence, and _____ she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules.
- 3 Those rules were strict. _____ it was forbidden to cast my gaze upon guests older than myself.

3 Complete these sentences with suitable discourse markers from the table.

- 1 _____ your advertisement for hotel staff, I am writing to apply for the post of receptionist.
- 2 _____ basketball remains a popular sport, football is by far the most popular leisure activity.
- 3 My marks have been improving steadily. _____ I have had several successes on the sports field.
- 4 A percentage of hospital patients have smoking related illnesses. _____ the number of smokers is increasing.
- 5 He made little effort for his final exams. _____, his marks were rather low.
- 6 _____ I am _____, we should organise a play for the end of term.
- 7 _____ we have had so much wet weather recently, the school sports day has been cancelled.
- 8 Our teacher promised to take us on a trip to the national park. _____ he changed his mind last week.
- 9 _____ my marks in maths and science are improving, in English, history and geography I am not doing so well.
- 10 There are many reasons why breast milk is more beneficial than bottle milk. _____ it strengthens a baby's immune system.



B1.7 Writing: A formal letter

- 1** Having read Camara Laye's account of meal times in rural Guinea, write a letter to the author comparing his account with meal time traditions in your part of Ethiopia. This is a formal letter, but not a business letter: it is more like an essay in which you are putting forward your point of view.

Follow these steps:

- 1** Begin by looking back at the text in the Reading exercise and thinking back to the points you made in your discussion in exercise 4 on page 18.
- 2** Decide whether you are going to say that meal times in your area were generally similar or different.
- 3** Make a list of the points to include in your letter. Here are two possible ways of doing it.
Example 1:
 - a** Similarities between traditional family meals in my region and in Guinea.
 - b** Differences.
 - c** Modern meal times.**Example 2:**
 - a** Comparison of who eats together and who presides over the meal in the writer's account and in my region.
 - b** Comparison of how food is served.
 - c** Comparison of what is eaten.
 - d** Comparison of how children behave.
- 4** Think of a suitable introductory paragraph, for example:
 - say why you are writing
 - comment on the extract by the author politely
 - say what you are going to discuss in your letter.
- 5** Think of a suitable concluding paragraph, for example:
 - sum up your points
 - think of a polite way of closing.
- 6** Make sure you remember the conventions of formal letter writing (see below).
- 7** Write a rough draft of your letter:
 - Set out your letter following the conventions of formal letter writing.
 - Divide up what you have to say into about five paragraphs (including the introduction and conclusion) according to the number of points you want to make.
 - Link your points with suitable discourse markers where appropriate.
- 8** Check your draft carefully to make sure:
 - your ideas are logical and clearly expressed
 - your spelling, grammar and punctuation are accurate.
- 9** Now write a final, neat version of your letter on a clean page of your exercise book.

2 Identify the parts of the formal letter in the diagram below. Write the letters into the blank spaces of the letter.

- a** sender's name
- b** receiver's name
- c** body of letter
- d** opening salutation
- e** date
- f** sender's address
- g** sender's signature
- h** closing salutation
- i** receiver's address

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- 3** In formal letters the opening salutation (or greeting) must match the closing salutation. Match the openings on the left with the correct closings on the right.

<i>Dear Sir or Dear Madam</i>	Yours sincerely
<i>Dear Sir or Madam</i>	
<i>Dear Mrs Kelile</i>	Yours faithfully
<i>Dear Dr Kelile</i>	

B1.8 Study skills: Looking forward to Grade 12

You are now in Grade 12. This is a very important year and at times it will be tough going. As you start, it is a good idea to think about what you can expect from your English course and what you should expect to contribute yourself to get the best from it. In this way, you can all make a commitment to building a positive learning environment for the coming school year.

- 1** Look at this list of expectation statements with a partner.

- Decide whether or not each of them is suitable for your class.
- Think of one or two other statements of your own.

- 1 We will have regular homework, but not after every lesson.
- 2 We will all do our homework on time.
- 3 We will record all the new words we learn in our vocabulary books.
- 4 We will regularly revise grammar and vocabulary.
- 5 We will be told in advance when there is a test.
- 6 We will all, students and teacher, arrive on time for class.
- 7 We will be quiet and listen when someone else is speaking.
- 8 We will speak only English in class.

- 2** You are now going to make a class contract in which rights and responsibilities are written down.

- 1 As a class, decide which of the statements from the list above you want to include in your contract.
- 2 Each pair should put forward their additional suggestions and the rest of the class should decide if they want to include them.

- 3** Your teacher will now contribute to your discussion by adding some extra points.

- 4** When you have a list of statements on the board that you are all happy with, write them in the front or at the back of your exercise book. Think of a suitable heading.

- 5** Work in a group to make a class poster of the contract.

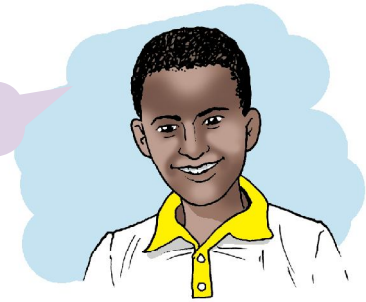
- 6** Keep the contract on the classroom wall if possible and look at it from time to time.

- If any of the rules are broken, students in the class should draw attention to it.
- You may need to add to or change some of the points as the year progresses.

B1.9 Language focus: Expressing regret

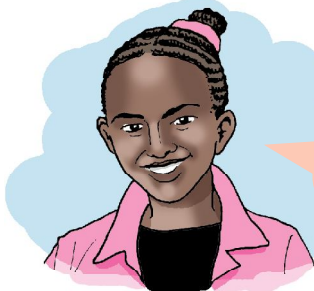
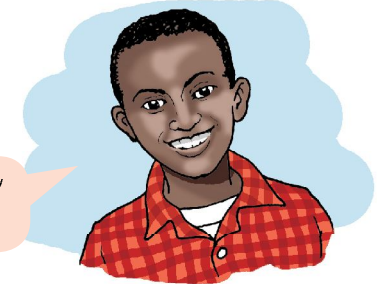
I know. I wish I had an umbrella.

It's raining outside.



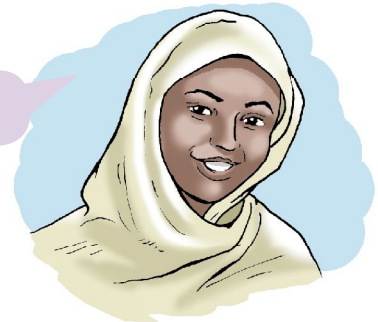
Can you play a musical instrument?

No, but I wish I could play the drums.



I know. I wish I had studied harder.

You did very badly in the test!



We use *I wish + I + past simple* to talk about things that we regret, which are not as we would like or as we dream of, for example:

I wish I lived nearer the school.

I wish I could speak French.

Note: when we use *I wish + the verb to be*, *were* is often used instead of *was*. For example:

I wish I were taller.

I wish my sister were closer to me in age.

We use *I wish + I + past perfect* to talk about things which we regret about the past. For example:

I wish I hadn't spoken unkindly to my best friend yesterday when we had an argument.

1 Complete the sentences with the correct forms of the verbs in brackets.

- 1 I'm thirsty! I wish we (have) some money for a cool drink.
- 2 You dance so well. I wish I (can dance) like you.
- 3 When we go running, I am always the last. I wish I (can run) faster.
- 4 Oh dear! My maths book isn't in my bag. It must be at home. Mr Tefera will be angry with me! I wish I (not forget) to bring it today.
- 5 My silver earrings would go very well with this dress. I wish I (not lost) them.
- 6 Melesse is absent from school today and I need to speak to her. I wish she (to be) here.

2 Complete these sentences in ways that are true for you.

- 1 I wish I had ...
- 2 I wish I could ...
- 3 I wish I didn't ...
- 4 I wish I hadn't ...
- 5 I wish I were ...



B1.10 Reading: China's one-child policy

1 In China they have a very large population and a unique approach to controlling its growth. Read this text to find out about it.

Meet Sheng. He lives in Shanghai, China's biggest city. Sheng is 16-years-old and goes to high school. His parents, Mr and Mrs Li, are both teachers, but not in his school. Like most of the students in his class, Sheng has no brothers and sisters. This is because since 1979 China has had a one-child policy, which means that in the cities of east and central China, where most of the population live, families are only allowed to have one child.



To people outside China this policy seems strange, cruel and unnatural. Chinese people don't like it, but they accept it. Sheng explained to me that in 1979 China was a very poor country. There weren't enough energy resources, food or water to support the huge population, which was growing rapidly. The government decided that they would have to introduce strict laws about the number of children families could have. They didn't just want to slow down the rate of growth, they wanted to reduce the number of people in China, and that meant only one child per couple. Since that time, China's economy has grown, and with only one child, families have more money and **materially** are **better off**.

The statistics speak for themselves. In 1980 the population of China was about 1 billion. It is now 1.3 billion with a growth rate of about 1.5% per year. By 2030, when the population is expected to be 1.4 billion, the growth rate will be 0% per year.

Compare this with population growth in Ethiopia, where food, water and energy resources are also insufficient. The current population is about 80 million. It has doubled since 1980 and it is expected to double again by 2030.

Although the figures in China are impressive, the one-child policy has its downside. If women get pregnant after having one child, they are encouraged to have an abortion, or they have to pay a heavy **fine**. More serious for the economy is the fact that there are now too many old people with not enough younger working people to support them. Experts in China predict that in twenty years' time young married couples will have to look after four ageing parents and eight elderly grandparents.

Sheng is optimistic, though. He told me there has been some easing of the one-child policy recently and that in Shanghai it is now possible for couples who have no brothers and sisters themselves to have two children. So he is looking forward to his children having a happier childhood than he did, with no one to play with at home.

2 Complete this table with population statistics from the text.

	1980	Now	2030
Population of China			
Population of Ethiopia			

3 Look back at the text and identify the relevant arguments. Make notes in your table.

<p>Arguments for China's one-child policy</p> <p>1</p> <p>2</p> <p>3</p>
<p>Arguments against China's one-child policy</p> <p>1</p> <p>2</p> <p>3</p>

4 Work in a small group and compare the points you have identified. Then, share them with the rest of the class.

5 Match the words on the left, which come from the text, with the meanings on the right.

1 Rate	a An amount of money paid as a punishment by someone who has committed a crime.
2 Materially	b A medical operation to end a pregnancy while the baby is still too small to live.
3 Better off	c Concerning money and physical possessions, rather than religion or beliefs.
4 Abortion	d The speed at which something happens.
5 Fine	e Comparative form of the adjective well off, meaning with enough money and possessions to live comfortably.

6 Which of these statements do you agree with? Discuss them in your group. Say why you agree or disagree with them.

- 1 Ethiopia's problems could be solved with a one-child policy. We should seriously consider it.
- 2 A one-child policy is not possible in Ethiopia, but we could introduce something like it. We must do something to reduce population growth.
- 3 Any attempt to limit the number of children people can have in Ethiopia would be unacceptable.

B1.11 Study skills: Recording vocabulary

Whether in your mother tongue or a second language, there are always new words and expressions to learn. So that you don't forget them, it is useful to record them when you come across them, for example in class or when you are reading at home. In order to do this, it is a good idea to have a separate vocabulary notebook, which you can carry easily in your school bag.

However, there are three important decisions to make:

- How are you going to organise your vocabulary book?
- What are you going to record about your new words and expressions?
- How are you going to use it effectively?

There are several ways of doing these tasks, some of which you have looked at in earlier grades. These three spidergrams set out some of them.

Instead of using a notebook, use small cards: write each word, or topic on its own card and keep them in a pack. You can make your own cards by cutting up pieces of thin cardboard or thick paper. Keep a supply of blank cards in your school bag.

Write a chronological list: begin on the first page of your vocabulary notebook and write words one after the other as you learn them.

A combination: You can divide up your notebook into two or three sections and use a combination of two or all three of the methods mentioned here.

Ways of organising your vocabulary notebook

Write the words in alphabetical lists: divide up your notebook so you have one or two pages for each letter. Each time you learn a new word, you can write it on the relevant page according to the first letter of the word.

Make a list of topics and write the name of each topic at the top of each page. Under each topic write down a list of words you can think of and add words to it as you learn them. Or, instead of writing a list of words under your topic, you can create a spidergram, like this one.

Add words to your notebook during lessons.

Add words when reviewing lessons or doing homework.

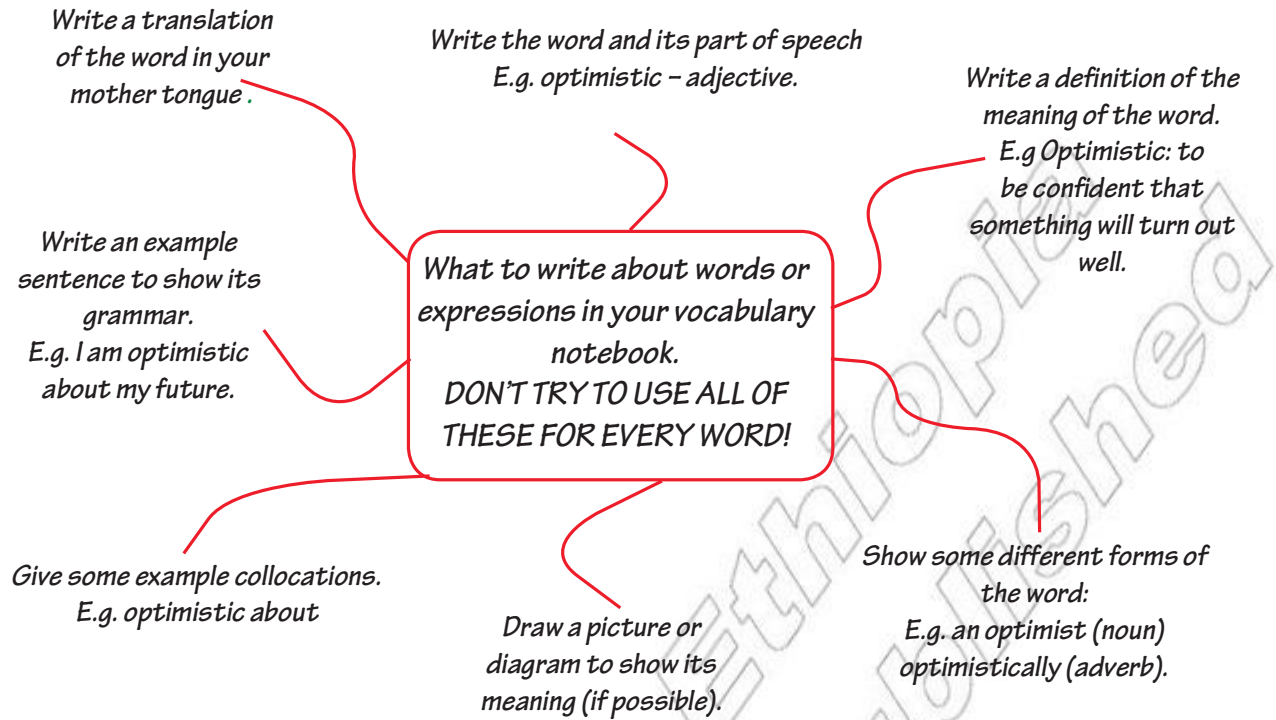
Keep your notebook handy and don't lose it!

Ask a friend to test you: he or she should read out a definition and you say the word, or vice versa.

How to get the most from your vocabulary notebook

Flick through your notebook to revise words whenever you have time; at least once every two weeks.

Go through your notebook and test yourself before tests and exams.



- 1 Look at each spidergram and, with a partner, discuss the different methods described.**
 - Say which ones you have used and which you have never used.
 - Say which method(s) you prefer and will use this year.
 - Suggest some other methods to add to the spidergrams.
- 2 Spend some time adding the new words from this unit to your vocabulary notebook.**

B1.12 Assessment

1 Speaking

Work in a group with two or three other students. Your teacher will give you some topics and you must have a conversation about each one.

- Your teacher will tell you how long you have to discuss each one.
- All the topics will be related to issues of traditional and modern family life which you have looked at in this unit.
- Each person in the group should contribute to the conversations.
- Try to use the language of discussion you practised in A1.8.

2 Speaking

Your teacher will give you a text about a wedding in Gikuyu village in Kenya from Samuel Kahiga's novel *The Girl from Abroad*. Read it and then do these tasks.

1 Choose the best answers to these questions

- 1** How far did the bridegroom have to travel that day?
 - a** A short distance.
 - b** Quite a long way.
 - c** We don't know.
- 2** Why would the women make the groom suffer when he arrived?
 - a** It was traditional.
 - b** Because they didn't like him.
 - c** Because in their culture being late was not acceptable.
- 3** How did the bride's family know that the groom's party had come in just a few cars?
 - a** Because they could see them over the hedge.
 - b** Because they already knew they were few.
 - c** Because of the sound of the horns.
- 4** Why did the bridegroom wait in the car?
 - a** It was traditional for the best man to go and get the bride.
 - b** He was feeling upset because of what had happened on the journey.
 - c** He was afraid of the women.
- 5** How did the women feel about the fact that the best man and his friend were covered in mud?
 - a** They were very angry.
 - b** It made a bad impression.
 - c** They thought it was funny.
- 6** How did the women react to the short man's explanation for the fact they were covered in mud?
 - a** It was impressive.
 - b** It was too clever.
 - c** It was unacceptable.
- 7** What language did the best man speak when he started to explain why they were covered in mud.
 - a** Gikuyu (their mother tongue).
 - b** English.
 - c** Gikuyu with some English words

2 Match the expressions from the text on the left with the explanations on the right.

a the distance... was not like that from the nose to the eye	1 (spoken) in a way which is meant to upset the person you are speaking to or make them feel uncomfortable
b bargain	2 a very loud unpleasant noise
c blare	3 a quiet expression of feeling
d murmur	4 men who fight in battles
e sarcastically	5 to discuss the conditions of a sale or agreement etc in order to get a fair deal
f warriors	6 it was a long way