

# Marriage Around the World



## Discuss

- 1 Who are the two people in the main picture?
- 2 What is Picture A? What do people eat at weddings in your culture?
- 3 Does the groom give the bride a ring in your culture?
- 4 What kind of clothes does the bride traditionally wear in your culture?
- 5 Do you think wedding parties are important?
- 6 Does your culture have any funny or strange wedding customs?

## Listening and Speaking



- It's not easy to get married. And it never has been. You often have to go through quite a lot. How hard should it be? Is it worth trying so hard?

## High Horse's Courting

**Black Elk:** You know, in the old days, it was not so easy to get a girl when you wanted to be married.

**Son:** What do you mean, Dad? Couldn't you just ask the family?

**Daughter:** It wasn't that easy. Dad, tell us the story of High Horse. We haven't heard it for a long time.

**Black Elk:** OK. Well High Horse spoke to the father of a girl and told him he would give two horses as dowry for his daughter.

**Son:** Why would they want horses?

**Black Elk:** That's what the Native Americans valued the most.

Anyway, the father didn't want someone with wealth; he wanted to see that High Horse was a man, that he could actually do something.

**Son:** So what did High Horse do?

**Black Elk:** He and his friend Red Deer tried all sorts of things...

**Daughter:** Tell us about his dressing up as a ghost, Dad. It's so funny.

**Black Elk:** Well, he tried to scare everyone by dressing up as a scary ghost.

**Son:** And did it work?

**Black Elk:** Well, not really. He was hiding at night, dressed up as a ghost, and, because he had been trying so hard to convince the father and hadn't slept for nights on end, he accidentally fell asleep.

**Daughter:** Oh no!

**Black Elk:** In the morning, when everyone in the camp woke up, they saw a scary ghost and chased him out of the camp with their bows and arrows.

**Son:** What did he do then?

**Black Elk:** He had all but given up. But Red Deer, his close friend who had been helping him the whole time, had a plan: they could show how brave they were by defending their people from their enemies, the Crows.

**Daughter:** And did they?

**Black Elk:** They did indeed and they took back about a hundred horses as booty.

**Son:** I guess that was enough for the girl!

**Black Elk:** Well, yes, in a way. But it wasn't the number of horses that convinced him, but the fact that he could see that High Horse was a man.

**A** Put T for True and F for false.

- Red Deer didn't think High Horse should get married. ( F )
- Black Elk's daughter is hearing this story for the first time. ( F )
- The only thing the father was interested in was having a son-in-law with lots of money. ( F )
- The people of the camp used weapons to protect themselves from the ghost. ( T )
- After being chased out of the camp, High horse gave up on the marriage. ( F )

**B** Answer the questions below:

- Who was Red Deer and what was his role in the story?  
Red Deer was the friend of High Horse. He helped High Horse in getting married.
- Why would the father want to see that High Horse was capable of achieving something?  
So that High Horse would prove himself of a man.
- What does it mean to say that someone "all but gives up"? What kept him going?  
"All but gives up" means that he did not give up. His want to marry the father's daughter.
- Why did Red Deer suggest that they fight the Crows?  
Because it would prove how brave and manly they were.
- Is it important that people try so hard to prove themselves fit for marriage? Explain your answer.  
Yes, because if you are not fit for marriage, then it proves that you cannot provide a life for your wife and kids.
- How else could you prove yourself? Explain your answer.  
By means of being self-dependent.





## Traditions

Every culture values the family, and no family begins without a marriage. For this reason, marriage and marriage customs and traditions are, and have always been, given great importance throughout the world. That said, not all cultures have the same traditions. Below is a selection of customs and traditions from across the world.

### England - Something Old, Something New, Something Borrowed, Something Blue (and a Sixpence in My Shoe?)

Neatly combining a number of Victorian customs, this rhyme mentions five things which, when worn, are said to bring good luck to the bride. The something old was meant to tie the bride to her family and her past, while the something new represented her new life as the property of a new family. The item borrowed was supposed to be taken from someone who was already a successfully married wife, so as to pass on a bit of her good fortune to the new bride. The colour blue signified a number of noble **traits** like faithfulness, loyalty and purity. The sixpence, of course, was meant to bring the bride and her new groom actual, **cold hard** fortune. Brides of **yore** also carried bunches of herbs to ward off evil spirits. Now, however, it has become more **prevalent** to replace these herbs with expensive, out-of-season peonies.

### England - Refusing to Throw Away the Leftovers

Another English custom for the bride and groom is to save some of the wedding cake for the duration of a whole year to be eaten at the celebration of their first anniversary. The **logic** behind this is referred in the old rhyme *First comes love, then comes marriage then comes a baby in a baby carriage!* It used to be assumed that when there was a wedding, the **pitter-patter of tiny feet** would be sure to follow. So, rather than bake two cakes for the occasions, they'd just bake one big one and save a part of it to be eaten at a later date when the **squealing** bundle of joy arrived. Although this tradition is no longer kept alive, the idea of saving some of the cake for a later date is still alive in the bride and grooms taste buds.

### China - Retreating to the Cockloft

In China, as the family prepares for her impending departure, the bride-to-be **retreats** from the ordinary routine and lives in seclusion in a separate part of the house with her closest friends. During this period, the young women sing **laments**, **mourning** the bride's separation from her family and cursing the **go-between**, as well as the groom's family and even the girl's own parents. Since this extended '**sleep over**' often took place in the cockloft, the bride's emergence on her wedding day was sometimes referred to as "coming out of the **cock loft**."

### Pakistan – Mehndi Ceremony

In Pakistani culture, the Mehndi Henna ceremony typically takes place one or two days prior to the main wedding day. The event is traditionally held separately for the bride and the groom. The henna is **symbolically** placed on the couple's hands. The groom's friends and family bring along sweets and henna for the bride, and the bride's family does the same for the groom. On the bride's ceremony, the groom normally does not participate and similarly, on the groom's event, the bride stays at home. Female guests are sometimes offered mehndi at the host's **discretion**.

The bride normally wears a green dress or yellow/orange for the Henna celebration and uses only light, or mostly, no make-up. The groom will typically wear a casual Shalwar Kameez. The bride and/or the groom are brought forward in the ceremony under a decorative dupatta by their close relatives. In the bridal ceremony, a certain number of married women who are closely related to the bride apply henna to her hands and feed her sweets. This ritual is supposed to bring good luck and **longevity** to the bride's married life. Similarly, on the groom's side, oil is applied to his head and he is fed sweets.

A song competition also occurs in the Mehndi celebrations between the bride and groom's side. Young women and men will sing **teasing** songs about the other side (where the bride's side pokes **good natured** fun at the groom's side and **vice versa**) and try to compete in this ritual sing song. Sometimes **elaborate** musical and acting performances are part of the Mehndi celebrations. Elaborate dance sequences and competitions between the bride and groom's families are also quite common these days.

### Other Traditions

On their wedding day, Greek brides sometimes carry a lump of sugar, symbolising a sweet life. Greek brides may also carry ivy on their wedding day as a symbol of everlasting love.

In Norway, the couple's friends plant palm trees on either side of the door to the **newlyweds'** home to symbolise plenty of children.

The parents of South African couples carry fire from their houses to the newlyweds' home. A fire is then lit in the couple's fireplace to signal the start of their new life together.

In Venezuela, it is considered good luck for the new couple to sneak away from their **wedding reception** without saying goodbye to their guests.



## Questions

- Why would English brides wear something old and something new? What do they signify? Explain in your own words.  
*Something old was meant to tie the bride to her family and the past, while the something new represented her new life as the property of a new family.*
- In which country would a bride wear ivy and carry a lump of sugar in her hand? What do they represent? Explain in your own words.  
*In Greece, the bride would wear ivy to represent that they would love each other forever and she would carry a lump of sugar to represent a very happy life together.*
- What does "the squealing bundle of joy" refer to?  
*It refers to a new born baby.*
- In Pakistani culture, who puts henna on the bride's hands? What do the henna and sweets refer to? What do you think the significance is of the women who apply the henna being married? Explain your answer.  
*The groom's family put henna on the bride's hands. The henna and the sweets are a symbol of good luck.*
- Why do English couples still refuse to throw away the leftovers of their wedding cake? Where did the custom originate from? What does it mean to say that something is "alive in someone's taste buds"?  
*So that they can save a part to eat when their first baby comes. The custom originated from the old rhyme. 'Alive in someone's taste buds' means that their love is everlasting.*

## Discussion

Discuss the questions below with your partner and then share your answers with the pair next to you.

- Wedding customs are meaningless and have no importance so we should just stop practicing them. Discuss.  
\_\_\_\_\_
- If the bride and groom are from different cultures, they should just stick to their own traditions. Discuss.  
\_\_\_\_\_
- What are the strangest marriage traditions you can think of? After mentioning them, explain their significance and reason for being practiced.  
\_\_\_\_\_  
\_\_\_\_\_
- Of those mentioned above, which do you think is the most interesting tradition? Why? From your own culture, what is your favourite wedding tradition?  
\_\_\_\_\_

## New Words

### cold hard

**cold hard (adj. colloquial):** material; real; not merely symbolic.

### wedding reception

**wedding reception (n.):** wedding celebration to which guests are invited.

### yore

**yore (n.):** old; ancient times.

### go-between

**go-between (n. colloquial):** an intermediary in business or communication; someone dividing two people.

### cockloft

**cockloft (n.):** attic.

### discretion

**discretion (n.):** good judgment; carefulness.

### pitter-patter of tiny feet

**pitter-patter of tiny feet (colloquial):** the sound of a baby walking. This is used to refer to the presence of babies.

### newlywed

**newlywed (adj.):** recently married. **newlyweds (n.):** the bride and the groom once they are married.

### sleep over

**sleep over (n. colloquial):** teenagers of the same gender spending the night at a friend's house.

### vice versa

**vice versa (adv.):** conversely; with other way round equally being true.

## Write the definitions of the following words:

**squealing:** *Squealing (n.): a high-pitched cry.*

**longevity:** *Longevity (n.): long life.*

**retreats:** *Retreat (v.): withdraw.*

**laments:** *Laments (n.): a passionate expression of sorrow.*

**mourning:** *Mourning (n.): a deep show of sorrow or regret.*

**symbolically:** *Symbolically (adv.): involving the use of symbols.*

**prevalent:** *Prevalent (adj.): widespread.*

**good natured:** *Good natured (adj.): friendly.*

**elaborate:** *Elaborate (adj.): detailed and complicated.*

**logic:** *Logic (n.): valid reasoning.*

**teasing:** *Tease (v.): make fun of.*

**trait:** *Trait (n.): a quality of a person.*

## Future Simple

In English, there are two ways of expressing the future:

- 1 Subject + **will** + infinitive

**For example:**

Edward **will** buy this car.

Emily and Sarah **will** visit their aunt.

You **will** see me tomorrow.

- 2 Subject + v. to be + **going to** + infinitive

**For example:**

Rachel is **going to** cut my hair.

The cows are **going to** be moved to another field.

We **are going to** go to school.

### Uses of the Future Simple:

Uses	Examples
Future plan (will/going to)	<p>A I <b>will</b> study architecture at university.</p> <p>B We <b>will</b> meet you at the restaurant at 7 pm.</p> <p>C I <b>am going</b> to travel to London next week. I have already booked the tickets.</p>
Prediction (will/going to)	<p>A It <b>will</b> rain soon.</p> <p>B The winter <b>will</b> be very cold this year.</p>
Immediate Intention (No Plan) (will + infinitive)	<p>A I <b>will</b> buy it. Here's the money.</p> <p>B We'<b>ll</b> take two tuna sandwiches and three cans of Soda.</p> <p>C They are playing really well. They <b>are going</b> to win the match.</p>
Response to complaint or request	<p>A "I'm bored."</p> <p>B "I'<b>ll</b> invite someone around then."</p> <p>"Can you tidy this room?"</p> <p>C "Sure. I'<b>ll</b> do it right now."</p>
Requests	<p>A "<b>Will</b> you drop me off at the shopping centre?"</p> <p>B "<b>Will</b> you not feed the ducks?"</p>
Promise or Threat	<p>A "I <b>will</b> pay you back tomorrow. I promise."</p> <p>B "If you are late to work again, we <b>will</b> fire you."</p>

### NOTE:



- 1 In **informal** English, it is very common to find **will** reduced to '**ll**.

**For example:**

He'**ll** be here soon.

- 2 In **informal** English, it is very common to find **will not** reduced to **won't**.

**For example:**

He **won't** be here soon.

- 3 In **spoken** English, **will** can be used to indicate repeated actions and **habits**.

**For example:**

He'**ll** go to school and leave his room in a mess and when he comes home, he **won't** even tidy up!

- 4 **Shall** is very similar to **will** and can often take its place, but is **not** used very frequently in **spoken** English.

You **shall** be hearing from us shortly. = You **will** be hearing from us in a short time.

I **shall** write him a letter and tell him what my suggestions are. = I **will** write ...

**Shall not** is frequently shortened to **shan't**.

**For example:**

Samantha **shan't** be able to attend the meeting, I'm afraid. = Samantha **shall not** ...

- 5 It is used frequently in **questions** and **suggestions**, but it **loses** the meaning of the **future**.

**For example:**

**Shall** we go to the park? (**Suggestion** in the present). ≠ Will we go to the park?

**Shall** I study French or Italian? (**Question** in the present). ≠ Will I study French or Italian?





# Grammar

## Some Differences:

- 1 **Will** is stronger than **going to** and it suggests that the subject is doing it of his own **wish** and **effort**.

### For example:

*I will finish this work before the afternoon (because I am trying hard and want to finish it).*

*I am going to finish this work before the afternoon (because it doesn't take much time).*

- 2 In **predictions**, **will** shows that speaker is more **confident** about his **prediction**.

### For example:

**Sarah:** Do you think I am going to like France?

**Debra:** Yes, I do think you are going to like France.

**Sally:** What do you mean?! She **will** definitely like France!

- 3 While **going** is always followed by **to**, **will** is never followed by **to**.

## Future Continuous

To talk about an action that will occur in the **future** and will happen **over a period of time** we use the Future Continuous:

- 1 Subject + **will** + **be** + gerund

### For example:

*Edward will be sitting here all night.*

*My friends will be asking me about it until I tell them the whole story.*

- 2 Subject + **to be** + **going to** + **be** + gerund

### For example:

*Rachel is going to be cutting my hair for the next hour or so.*

*We are going to be going to school while you are going to university.*

- C Complete the following text using the words in the box.

to	are	playing	will
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I am going to see my friend tonight. When I arrive, he will probably be watching TV or playing on his play station. We are going to be driving around, having laughs and eating all night.



## Future Perfect

We use Future Perfect to talk about something that will have finished before something else happens.

- 1 Subject + **will** / **going to** + **have** + past participle

### For example:

*Edward will have read the book before we arrive.*

*I will have not even reached the bridge by then. I need more time.*

## Future Perfect Continuous

To say that an action will **be occurring** in the **future**, **before** a **time** or before another **action**, we use the **Future Perfect Continuous**, which is just a combination of the future simple and the present perfect.

- 1 Subject + **will** / **going to** + **have** + **been** + gerund

### For example:

*By tomorrow morning, Edward will have been reading that book for eight hours.*

*Kim will have been studying for six hours by the time she goes to bed.*

**A** Using the following infinitives, form sentences using the future perfect:

- 1 To drink  
We will have drunk the whole bottle by tomorrow.
- 2 To play  
We will have played outside until afternoon.
- 3 To write  
We will have written our essay by tonight.
- 4 To cross  
We will have crossed the border by next week.
- 5 To achieve  
We will have achieved our goals by next year.

**B** Using the following infinitives, form sentences using the future perfect continuous:

- 1 To use  
By tomorrow, you will have been using the phone for several hours.
- 2 To work  
He will have been working hard.
- 3 To run  
John will have been running for an hour by the time he finishes the lap.
- 4 To speak  
He will have been speaking for minutes by the time he finishes his speech.
- 5 To hold  
By tomorrow, you will have been holding on to this junk for a whole year.



## The Types of Objects

An object in grammar is that part of a sentence which denotes somebody or something involved in the subject's "performance" of the verb. Basically, it is what or whom the verb is acting upon.

**Example:**

"Fred" is the subject.

"ate" is the verb.

"the cake" is the object.

## Types of Object

Objects fall into two classes:

- Direct objects
- Indirect objects.

A **direct** object answers the question **What?**, while an **indirect** object answers the question **to whom?** or **For whom?**

An **indirect** object is often the **recipient** of the direct object. There **must** be a **direct** object for an **indirect** object to be placed in a sentence.

**Examples:**

Dave ate **cake**.

They sent him a **postcard**.

We listened to the **radio**.

In Dave ate **cake**, cake is a **direct object** of the verb ate.

In They sent **him** a postcard, him is an **indirect object** of the verb sent (which uses a double-object construction)

In We listened to the **radio**, **radio** is the **indirect object** of the phrasal verb to listen to.

## Word Order

- 1** If the **indirect object** comes **first** in a sentence, there is **no preposition**.

They gave **Harry** a new car.

Mrs Burt offered **the girls** a bike.

My granddad always wishes **me** success.

# Grammar

- 2 If it comes **second**, a **preposition** must be used.

*They gave a new car **to** Harry.*

*Mrs Burt offered a bike **to the** girls.*

*My granddad always wishes success **to** me.*

- 3 If the **direct object** is a **pronoun** (it, this etc. ), it comes **first** and we must use the preposition "**for**"

## Example:

- I bought **it for** my friend.
- Can you send **it to** them?
- I will buy **it for** my daughter as soon as I have the money.

## NOTE:

- 1 If the verbs **read** and **write** are **only** followed by the **indirect object**, a **preposition** must be used.

## For example:

*Please, read **to** me. (✓)*

*Please, read me. (✗)*

*You must write **to** your parents next weekend. (✓)*

*You must write your parents next weekend. (✗)*

However, if **read** or **write** are followed by **both** the **direct** and **indirect** objects, the word order can be as follows:

*Read **me** the letter. (✓)*

*Read **the** letter **to** me. (✓)*

*You must write **your parents** an e-mail. (✓)*

*You must write **an e-mail** **to** your parents. (✓)*

- 2 We can use the verbs **promise**, **show**, and **tell** with the **indirect object** only, but **without** a preposition.

## For example:

*I can't promise you. (✓)*

*I can't promise **to** you. (✗)*

*Show him. (✓)*

*Show **to** him. (✗)*

*Can you tell me? (✓)*

*Can you tell **to** me? (✗)*

- A Correct the sentences below.

- 1 What did you do? Can you tell me it?

*Can you tell me what you did?*

- 2 They wrote to Rana an email.

*They wrote an email to Rana.*

- 3 They gave a lot of money orphans.

*They gave a lot of money to orphans.*

- 4 Your house seems so nice. - Can you show to me?

*Your house seems so nice. Can you show it to me?*

- 5 I have brought for your son this book.

*I have brought this book for your son.*

- 6 Please pass me it?

*Please pass it to me?*

- 7 I'm looking forward to hear from you. Write me soon.

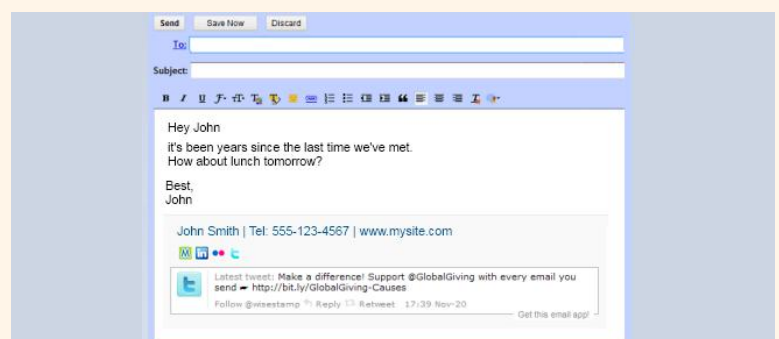
*I'm looking forward to hear from you. Write to me soon.*

- 8 Granddad, will you read me?

*Granddad, will you read to me?*

- 9 Don't tell anyone. Will you promise to me?

*Don't tell anyone. Will you promise me?*





# 4

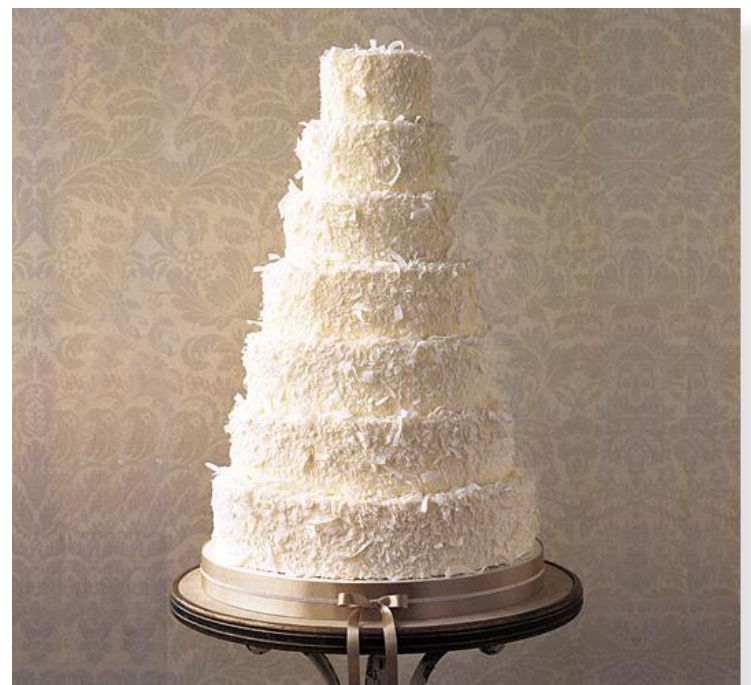
## Speaking Activities



### Practise with your partners:

Work in pairs and answer the following questions:

- 1 How do you want your wedding to be? a simple or a fancy one?
- 2 Why are there so many wedding traditions and customs?
- 3 Do you think it's easy or difficult to plan your own wedding? Explain.
- 4 Can you think of any wedding custom or tradition that is common to all cultures? Research it.
- 5 Is it important to keep traditions alive?
- 6 Is marriage a personal affair or does it involve the family? Does it also affect the community?
- 7 How do some countries help newlyweds?
- 8 How do you feel when a friend or relative gets married? What do you do to get ready for their marriage?
- 9 In your country, do people have to invite people they don't like to their wedding? Why?
- 10 What are the best and worst things about weddings?
- 11 What is the most famous or significant marriage in your country? Why? What is the most famous or significant marriage in history? Why?



# Language Essentials

## Verbs of the Senses

see, feel, smell, hear, taste

- 1 Many of these words can be used as **linking** verbs. (See unit five.) However they are used as **normal** verbs too.

For example:

Can you **see** that aeroplane?  
I **hear** the door bell ringing.  
Harriet **felt** his floor move.  
Have you never **tasted** chocolate before?!  
I love to **smell** spring flowers.

Because these verbs usually express an **ability** to do something, we frequently use them with the verb **can**.

For example:

**Can** you hear me?  
I **can't** smell anything.  
She **can't** feel her feet. They're completely numb.

**Can** refers to what you are able to sense at the **time of speaking**, not for the **long term**. So,  
I **can't** smell anything.

**doesn't** mean that the person **can't** smell at all, but that they are **not** smelling anything noticeable at **that specific time**.

- 2 We also **don't** tend to use these verbs in the **continuous** sense.

For example:

I can hear a voice in the well. (✓)  
I am hearing a voice in the well. (✗)  
  
I could smell something rotten near the bin. (✓)  
I was smelling something rotten near the bin. (✗)



- 3 **Seeing** and **hearing** are **passive** actions: we don't do them out of choice. **Feeling**, **tasting** and **smelling** can be both **passive** and **active**: sometimes we feel, taste or smell **intentionally** by putting our hands on something, putting something in our mouths or inhaling through our noses. When done intentionally, we use the verb **do not can**, and we can use the **continuous** sense.

For example:

When I entered the garden, I **could** smell the smell of flowers. (**passive**)  
When I entered the garden, I **smelt** the smell of flowers. (**active**)  
When Sam entered the garden, I was **smelling** the flowers. (**active**)  
**Can** you smell the smell of flowers when you visit your garden? (**passive**)  
**Do** you smell the flowers when you visit your garden? (**active**)

Also, when used as a **command**, because **seeing** and **hearing** are **passive** actions, we would usually use **look** and **listen**.

For example:

**See** the flowers. (✗)  
**Look** at the flowers. (✓)  
  
**Hear** the teacher. (✗)  
**Listen** to the teacher. (✓)

- 4 **See and Hear**

The verbs **see** and **hear** are frequently found with the **infinitive** and the **gerund**.

For example:

I heard the girl **shout** at her cat.  
I saw the man **bake** a cake.  
  
I heard the girl **shouting** at her cat.  
I saw the man **baking** a cake.

When the **infinitive** is used, the **whole action** of shouting or baking from beginning to end was seen or heard. When the **gerund** is used, the object (the girl or the man) was seen or heard **while doing the action** of shouting or baking.



## 5 See

The verb **see** is often used to mean **understand**.

## For example:

*So, that's why Napoleon did what he did. Do you see?*

*Yes, I see.*

## 6 Feel

The verb **feel** is often used to mean **think**, but it suggests the opinion is **not** very **strong** or just **very polite**.

## For example:

*I feel that swimming would be more fun.*

*(This is what I think, but I might be wrong.)*

*I feel it would be better if you left.*

*(You should leave, but I am just being polite.)*

## 7 The Object

The object of verbs of senses has to be something that **can be sensed** by that sense.

## For example:

*I can see the smell of cheese. (X)*

*I can smell the smell of cheese. (✓)*

*I can feel the cry of a huntsman. (X)*

*I can hear the cry of a huntsman. (✓)*

Sometimes we have to say **the sound of** something or **the smell of** something because the object itself **cannot be heard or smelt**.

## For example:

*I can hear her laughter. (✓)*

*I can hear the sound of her laughter. (✓)*

*I can hear children. (X)*

*I can hear the sound of children. (✓)*

*I can smell the sea. (X)*

*I can smell the smell of the sea. (✓)*

## A Are the following actions done on purpose or done passively?

- a I can see you! *(Passive)*
- b His dog was smelling everything in the park. *(Active)*
- c We could smell the pizza from a mile off. *(Passive)*
- d Can you feel something rough? *(Passive)*
- e Do you feel something rough? *(Active)*

## B Using the words below, form sentences in which the whole of the action is seen or heard:

- a see, John, walk *I can see John walking.*
- b see, the children, play *I can see the children playing.*
- c see, the hamster, eat *I can see the hamster eating.*
- d hear, the actor, act *I can hear the actor acting.*
- e hear, the lion, roar *I can hear the lion roaring.*

## C Using the words below, form sentences in which the object is seen or heard while the action was taking place:

- a see, Denis, run away *I saw Denis run away.*
- b see, the children, make a mess *I saw the children make a mess.*
- c see, the hamster, drink *I saw the hamster drink.*
- d hear, the actor, rehearse *I heard the actor acting.*
- e hear, the lion, sleeping *I heard the lion sleeping.*

## D Read the following text and correct the mistakes. There are a total of 3 mistakes.

*Hear me!* I am going to tell you something really important. When I eat food from that restaurant, I can taste something really strange. Also, my friend used to work there and he said that he ~~was smelling~~ <sup>could smell</sup> something rotten in the fridge. He once smelt some cheese to see if it was okay and it smelt awful. I feel that we have to inform the authorities. What do you think? ~~Can~~ <sup>Do</sup> you see what I am talking about?





# Useful Expressions

## Structures of Wishing

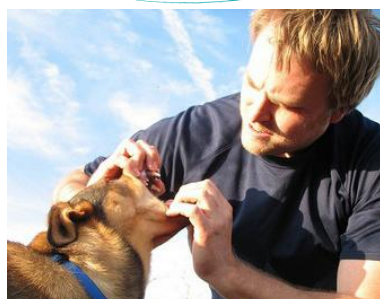
Phrase/Structure	Usage	Examples
I wish + <b>past</b>	Wishes about the <b>present</b> and <b>future</b>	<i>I wish I spoke French. (I don't speak French.)</i> <i>I wish I had a motorbike. (I don't have a motorbike.)</i> <i>I wish I was on a desert Island. (I live in a crowded city.)</i> <i>I wish we weren't leaving tomorrow. (We are leaving tomorrow.)</i> <i>Future: I wish it was the weekend tomorrow. (It's only Thursday tomorrow.)</i>
I wish + <b>past perfect</b>	Wishes about the <b>past</b>	<i>I wish they hadn't eaten all my food. (They ate all my food.)</i> <i>I wish you had come to the park with us. (You didn't come to the park with us.)</i> <i>I wish I had studied harder at school. (I was lazy at school.)</i>
I wish + <b>would</b>	Wishing for <b>Change</b>	<i>I wish you would stop talking. (You are talking and it is annoying me.)</i> <i>I wish it would stop raining. (I'm impatient because it is raining and I want to go outside.)</i> <i>I wish she'd be more helpful. (I am annoyed because she is not helping us.)</i>
	Wish in fixed <b>expressions</b>	<i>I wish you a happy birthday.</i> <i>We wish you good luck in your new job.</i> <i>We wish him all the best.</i>
I am looking forward to + <b>gerund</b>	Eager wish	<i>The children are looking forward to playing in the new garden.</i> <i>I am really looking forward to seeing what he looks like.</i>
I long for to + <b>infinitive</b>	Eager wish	<i>I long to see my family again.</i>
I long for + <b>object</b>		<i>I long for the sea air.</i>
I can't wait to + <b>infinitive</b> (informal)	Eager wish	<i>He can't wait to ride his new bike.</i> <i>The teachers couldn't wait to greet the new headmaster.</i>
I am dying to + <b>infinitive</b> (informal)	Very eager wish with little patience	<i>I am dying to have something to drink.</i> <i>The woman was dying to see her baby.</i>

**A** Choose the correct answer to complete the sentences below.

- I don't understand this point of primate welfare. I wish I \_\_\_\_\_ it better.  
☒ understood    ☐ would understand    ☐ had understood
- It never stops snowing here. I wish it \_\_\_\_\_ snowing.  
☐ stopped    ☒ would stop    ☐ had stopped
- I should never have sent that. I wish I \_\_\_\_\_ that.  
☐ didn't send    ☐ wouldn't send    ☒ hadn't sent
- I miss my vet. I wish my vet \_\_\_\_\_ here right now.  
☒ were    ☐ would be    ☐ had been

**B** Choose the correct answer to complete the sentences below.

- She failed her final exam, and now she wishes she \_\_\_\_\_ harder.  
☐ works    ☐ worked    ☐ would work    ☒ had worked
- I had to get a taxi to school every day. I wish I \_\_\_\_\_ a car.  
☐ have got    ☒ had    ☐ would have    ☐ had had
- The weather's terrible today. I wish it \_\_\_\_\_ a bit warmer.  
☐ is    ☒ was    ☐ would be    ☐ had been
- It really annoys me that your brother never does anything around the house! I wish he \_\_\_\_\_ from time to time.  
☐ wash up    ☒ would wash up    ☐ washed up    ☐ had washed up



## Writing for a Persuasive Presentation

### STEP ONE: Key Message

You should provide your key message within the first 15 seconds of starting your talk. Research shows that if you don't do this you risk losing the attention of your audience.

A good key message might be:

Since you are all high school students, I'm convinced that by the end of this morning's talk you'll be absolutely determined to use our new junk food software that allows you to gain access to free junk food in a matter of seconds. In fact I'm sure you'll be so impressed you'll be wanting a copy in the next 15 minutes.

### STEP TWO: Why?

Having provided your audience with your key message they will inevitably be asking themselves:

'Why should I do that?' or 'Why should I think that?' or 'Why should that be the case?'

If your talk follows the audience's logic by immediately answering the 'why' style questions you will be providing just what the listeners want. As a result, you will make your material much more likely to be accepted and acted upon.

Having constructed your key message you simply have to think of all the reasons why your audience should accept what you are saying or act upon your material.

These reasons and the detail behind them will form the first main section of your presentation.

### STEP THREE: How?

So, your audience now knows what you expect them to do and why they should do it. Now you need to answer their next inevitable question – how are they going to achieve what you suggest?

In this section of your talk you need to provide some explanation of how your audience can act upon the suggestion that you have put forward.

However, this is the least important part of your presentation. You are merely giving ideas at this stage. Once people have

bought into your idea by understanding why your key message is important, the 'how?' they might do what you suggest is nice to know, but they need not necessarily be given details. Hence, the 'how?' may only be a couple of sentences of suggestions, nothing very detailed.

Having said that, 'how' is an important part of the presentation as it follows the logical set of questions being asked in the minds of the audience.

Just how they achieve your desires will be up to them after your presentation – you are just providing some ideas.

### STEP FOUR: Prove It..!

So, you've told your audience what you expect them to do, why they should do it and how they can get on with things. Now you need to provide evidence for your claims – prove what you have said is beyond dispute. The 'prove it' section of your talk is the most important part you need to write, after the key message. So spend lots of time in planning this.

You can prove your key message in several ways, but the main evidence will come from:

- Personal examples
- Case studies
- Statistics

Individual, personal examples are immensely powerful – especially if you tell them as stories.

Case studies are in depth examples and can be useful, but they are more difficult to tell as stories.

Statistics are useful to help prove a point, but they do not carry as much weight as examples and case histories. That's because people know that you can massage the statistics in your favour, so they put less trust in them.

### Now

You write a persuasive presentation for one or more of the following:

- 1 Students should be allowed to have cell-phones in class.
- 2 Students's textbooks should be replaced by notebook computers.
- 3 Driving age should be raised to 21.

### The Royal Marriage of Prince William

From their sweet PDA to their low-key domesticity in Wales, **Prince William** and **Princess Kate** are reinventing royal married life in surprisingly grounded – and romantic! – fashion. Whether taking part in the Diamond Jubilee (on June 5) or cheering Britain's track-cycling team on Aug. 2, William and Kate “are happy to show their emotions,” says royal watcher Ingrid Seward. “They are an epitome of the times.” The royal couple managed to look regal, real and romantic all in one moment – and it wasn't just for the cameras. “They are like that in private – completely,” says a friend of the couple's. “There is nothing contrived about it.”

For the first time in the 1,000-plus-year history of the monarchy, Kate and William are making royal marriage look truly fun. The young royals, both 30, “project a real image that the public can connect with,” says Katie Nicholl, author of *The Making of a Royal Romance*. “They are comfortable being spontaneous.” Unlike the famously tense union between William's parents, Charles and Diana, William and Kate have built their marriage on more than a decade of friendship and trust.

More than a year into their union, the couple have struck a balance between the cozy domestic routine they so prize and the public life that comes with the crown. There's only one chef – and housekeeper – on duty at the couple's Welsh farmhouse: Kate, who cleans and whips up “recipes learned from her mother,” says Nicholl. “She brings a sense of ordinariness that William always craved.”

From the Queen to stepmother-in-law Camilla, Kate has managed to please some of the most intimidating relatives on earth. She's careful not to make brother-in-law Harry feel like a third wheel. At an event in June, “she deliberately held back to be with him,” says Nicholl. “She is aware that, particularly in public, he needs a bit of support.”

While William is a Royal Air Force search-and-rescue pilot in Anglesey, Wales, Kate enjoys her role as an officer's wife in London where she takes meetings and walks in Kensington Gardens. And then there are the dates they steal for themselves. “When you have to be in the spotlight so much, you do need to be able to disappear and just be normal,” says a royal source. “That's very important to them.”



### It doesn't Matter if You're Black or White

Attitudes towards interracial marriage have changed dramatically in just the last generation. In the United States it was just 43 years ago when interracial marriage was made fully legal in all 50 states. Today, in many countries, interracial marriage is commonplace and most don't even give it a second thought. However, as we all know, it wasn't always this way in the past. Here is the story of two individuals who didn't let the prejudice of society make their decisions in life, and also paved the way for interracial couples in the future.

Pearl Mae Bailey was a famous actress and singer and Louie Bellson was a famous jazz drummer, composer and bandleader. Bellson was Duke Ellington's first white musician and met Bailey after being introduced by a trombone player. After a courtship lasting just four days they were married, in London. It was Bailey's third marriage and Bellson's first. Interracial couples were a rarity at the time, and even Bellson's presence in the Ellington band raised some eyebrows. During some dates in some Southern cities in the United States, Ellington would claim that Bellson was of Haitian background. After their wedding, Louie Bellson spent much of his time as Pearl Bailey's musical director, writing her arrangements and leading her accompanying bands. The Couple were married for 38 years, until Bailey's death in 1990, at age 72.

#### Project

Imagine you are a wedding planner. Make a plan for the wedding of your best friend. The plan should include the following;

- a wedding card design and wording
- a guest book
- list the jobs of the bride-maids and the best men



**A** Fill in the blanks using words from the box.

good-natured	mourning	far-fetched
encouragement	assemble	precision
flooded	frankly	embarrassment
harmony	annual	discretion

- This dentist works with absolute precision. He is one of the best in the city.
- With more encouragement, his performance will improve and he won't make so many mistakes.
- Could you, without embarrassment assign him a different place? Actually, this seat is taken.
- She is still mourning her husband who passed away two years ago.
- It sounds a bit too far-fetched, right? Do you really think we can do it?
- I have to send the annual report to the manager. It's about time.
- They are very good partners. They always work in harmony.
- The farmers were agitated when the rain flooded the fields.
- Frankly, I think his judgment completely lacked discretion.
- She is such a good-natured girl. Everyone loves her.
- Students assemble every morning to discuss important matters.

**B** Correct the mistakes in the sentences below.

- Be you will going to the meeting?  
Will you be going to the meeting?
- Do tigers be in India?  
Are there tigers in India?
- Does he a friend of yours?  
Is he a friend of yours?
- Must you always to talk in lessons?!
- He was able carry all the chairs at once.

- That rock is just above their heads. If it falls, it is able hurt someone.

That rock is just above their heads. If it falls, it will hurt someone.

- We should all to study more.

We should all study more.

- Men are supposed be strong and protective.

Men are supposed to be strong and protective.

- Students must to focus more on their studies.

Students must focus more on their studies.

- He is smelling rotten fish in the fridge.

He can smell rotten fish in the fridge.

- I was hearing to the radio.

I was listening to the radio.

- Do you smell something strange?

Can you smell something strange?

- The shop is outside to his house. He is able to see it if he goes out of his door.

The shop is outside his house. He is able to see it if he goes out of his door.

**C** Read the following sentences. Put the words in each sentence in the correct order, adding any words that you deem necessary. The first one has been done for you.

- Play you football?

Do you play football?

- Eaten have you lunch?

Have you eaten lunch?

- He is jumping why?

Why is he jumping?

- Like you not Sam?

Do you not like Sam?

- Will have he bought the car by next week?

Will he have bought the car by next week?

- You where see him?

Where can you see him?

- Your friend is he?

Is he your friend?

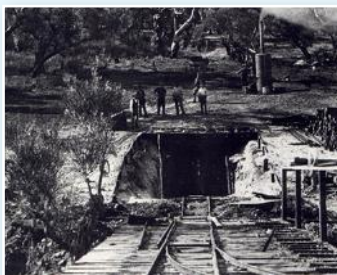
- The cats asleep?

Are the cats asleep?

# Review 1

**D** Read the following sentences. Make sure the correct relative pronouns are being used, the prepositions are in the right place and the commas are used appropriately. The first one has been done for you.

- 1 Greg finished his homework on time that was good.  
Greg finished his homework on time, which was good.
- 2 Here's the shop which I bought the dress from.  
Here's the shop from which I bought the dress.
- 3 I saw the house which Sam was renting it.  
I saw the house, which Sam was renting.
- 4 John has the key which you can open the door with.  
John has the key with which you can open the door.
- 5 The egg that the dragon hatched from was green.  
The egg, from which the dragon hatched, was green.
- 6 Those pens are the ones who I am looking at.  
Those pens are the ones at which I am looking.
- 7 That is the cafe that I got the coffee from.  
This is the cafe from which I got the coffee.
- 8 Mining is the job that I am not interested in.  
Mining is the job in which I am not interested.
- 9 The dog caught the fly, that was good.  
The dog caught the fly, which was good.
- 10 These shoes are the ones that I bought them.  
These shoes are the ones that I bought.



**E** Write questions with the future continuous.

- 1 ? / stay / at / a hotel  
Are you going to stay at a hotel?
- 2 ? / the students / go / on the trip / by train  
Are the students going on the trip by train?
- 3 ? / Nora / help / you / with your homework  
Is Nora going to help you with your homework?
- 4 ? / you / paint / your new house / this weekend  
Are you going to paint your new house this weekend?
- 5 ? / I / present / the awards / to / the winners  
Am I going to present the awards to the winners?

**F** Complete the sentences with the future perfect continuous. Use the verbs in brackets.

- 1 Mum's been working in the garden all morning. In ten minutes, she will have worked (work) for three hours.
- 2 By June, we will have lived (live) in Saudi Arabia for four years.
- 3 At six o'clock, the children will have skied (ski) for three hours.
- 4 Sally will have studied (study) German for two years by the time she goes to university.
- 5 By the end of the day, I will have cooked (cook) for 6 hours.

**G** Fill in the blanks using one words from the box:

in addition	in a nutshell	last but not least
in practice	namely	albeit

- 1 He is very clever. in addition, he is good with his hands.
- 2 In theory, it doesn't take a lot of time. But in practice, it always takes longer.
- 3 There is one significant advantage, namely being able to pay in advance.
- 4 The horse is very well trained, in addition he is a pure bred.
- 5 ...and the list goes on. in a nutshell, I don't think it is a good idea.
- 6 ... and then, last but not least, Mr Johnson!

### H Read the following passage and answer the questions:

Whether it is coal, uranium or gold, mining at its core is very similar across all minerals. But it can also be chaos. And when the chaos ensues, you have to be ready for it. And I'm not talking about rock falls or entrapments, but the chaos that results when ordered tasks start going wrong. Thinking on your feet is definitely a pre-requisite for mining. Even for jobs within mining administration, you are bound to have days where very little goes right.

Living on-site presents a whole load of different challenges - from having to eat at set times to trying to sleep while the mine around you continues to function, there are many things that are different to home. Mine sites work like clockwork. But, you'll have a far better sense of achievement working at a mine than an office job. At least I do - there's nothing like working at the "sharp end".

Just getting to work can be a challenge. For my current job I have a bit of both. I live in the country where the mine is, but I also travel home at weekends, which involves a short bus trip and two flights via light aircraft. All in all, it can take several hours to get to and from work. In addition to the fact that the weather can affect flying, and that some airlines are not the most reliable, and it is possible that it can take eight hours to get home. And when you only have a weekend off, that is a long time.

There are some good challenges as well. Some might say the biggest challenge they face is getting up in time for their shift, but for most, it is knowing that they have done their job for the day and help contributed to safe production targets.

However, one of the biggest challenges is balancing work with home life. If you are on a roster and don't get to go home every night, living away from your family can be difficult. When you are home there are always 101 things to do and never enough time to do them, as well as spending time with the kids or wife. It's always difficult trying to balance everything that needs doing, especially if you are only home for a few days. Time to put priority around what matters and what doesn't.

Overall, if you're after a challenging place to work with plenty of excitement, you can't beat mining. Every day is a different day and the opportunities available to you are literally endless.

- Why might there be chaos on a mining site?  
The results of well-ordered tasks start to go wrong.
- According to the author, what is the best thing about mining for most people?  
The best thing about mining is that it is exciting, that every day is a different day and the opportunities available to you are literally endless.
- According to the author, what is the biggest challenge about mining?  
The biggest challenge about mining is balancing work with home life.
- How easy is it for miners to get to work?  
It is not, because you have to take a short bus trip and two flights via light aircraft.
- What do the following words mean:
  - Priority Priority (n.): a thing that is regarded as more important than another.
  - Entrapments Entrapment (n.): a trick.
  - Administration Administration (n.): the process of running a business or an organisation.
- Find a word in the text that is a synonym for:
  - present (current)
  - aeroplane (aircraft)
  - errand (task)
- Discuss the following with a partner:
  - Would you like to be a miner?
  - What would you like to mine for and why?
  - What other jobs pose the same problem of balancing work with family?
  - How would mining be different for the workers if the mining site was close to a large city?



### I Using the "Useful Expressions" from units one to four, write an appropriate sentence for each of the following scenarios.

- Someone really annoys you.  
I wish you would stop annoying me!
- Someone ate too much.  
His eyes are bigger than his belly.
- Someone is really stressed about something.  
I am really stressed about something!



# Review 1

- 4 A situation was bad and has just got worse.

*Out of the frying pan, into the fire.*

- 5 You wish it was lunch time.

*I wish it lunch was now!*

- 6 You really wish you hadn't lost your phone.

*I wish I hadn't lost my phone!*

- 7 You really wish you could see your friend.

*I wish I could see my friend!*

- 8 You wish you lived on the moon.

*I wished I lived on the moon!*

- 9 You are expressing your opinion on fishing in lakes.

*I love fishing in lakes!*

- 10 You are expressing your opinion on the exam being delayed.

*If only the exam was not today!*

- 11 You are expressing your opinion on seeing your family.

*I can't wait to see my family!*

- 12 You are expressing your opinion on Hanna's absence.

*I really miss Hanna!*

- 13 You are saying goodbye to a classmate.

*See you tomorrow!*

- 14 You are saying goodbye to someone who has hosted you.

*Thanks very much for a very lovely evening!*

- 15 You are saying goodbye to your grandma who lives in another country.

*Do skype!*

- 16 You are saying goodbye to someone whom you love.

*I will miss you so much!*

- 17 You wish your pet hadn't died.

*I wish my pet hadn't died!*

- 18 You are expressing your opinion on keeping fit.

*You should really stay fit!*

- 19 You are saying goodbye to your school friend.

*Have a nice day!*

- 20 You really need to see someone and you are hoping with all your heart that they come.

*I long to see him!*

- 21 Someone is doing something and you wish they would stop.

*I wish you would stop doing that!*

- 22 Someone criticises something before seeing or experiencing it.

*Don't judge a book by its cover.*

- 23 A friend of yours is trying to help his little brother but he is not listening.

*You can lead a horse to water, but you cannot make it drink.*



## Lessons Learnt

A



B



C



D



## Discuss

- 1 What was life like in the past? How have things changed over the millennia?
- 2 Would you like to live like the people in Picture A? Do you think they were intelligent people? Explain your answers.
- 3 When do you think the children in Picture D lived? What was it like for them growing up? How are things the same? How are they different?
- 4 How can we learn and benefit from the past? Is it important to know about history?
- 5 Does history have anything to do with your learning English?



## Listening and Speaking



- What has history told us about human rights? How can we apply this lesson in the future?

## Lessons Learnt

John and Harry are in a museum talking about what they can see.

**John:** Hey, what's that?

**Harry:** It looks like a mummy.

**John:** A what?! It is doesn't look like *my* mum!

**Harry:** No, not a *mother*. A *mummy*. It's a body that is wrapped up and treated with chemicals so that it doesn't decay.

**John:** Oh... yeah, I've heard of those. It must have been hard work doing that to *every single* person that passed away.

**Harry:** Oh no, they only did it to the pharaohs and important people, because they were special.

**John:** Aren't we all equal? Especially when we die? How can some people be "special"?

**Harry:** You're right. We are all equal. And we all deserve to be treated with respect. However, that wasn't the case for many people in the past (and still isn't so for many people today)!

**John:** Yeah, I know what you mean. Some people are not allowed to have certain jobs or get into certain schools because of their colour or background. I hate that. I wish everyone respected each other for who they are.

**Harry:** It's true. Some people are even persecuted because of where they're from or what religion they follow.

**John:** So is that what this *mummy* did? Treated people as inferior because of their race or social status?

**Harry:** That may well have been the case. That's why he got mummified and everyone else was just buried normally.

**John:** (Laughs) He wanted to live forever, and now he looks dead forever.

**Harry:** Oppression: little good did it do him.

**A** Read the sentences below and put a tick for true and a cross for false:

- Harry and John are looking at the statue of a mother. ( F )
- The two of them are speaking about an oppressor that lived in recent years. ( F )
- John thinks people should be treated equal. ( F )
- Harry doesn't think there is any prejudice today. ( T )
- John knows more about ancient Egypt than Harry. ( F )
- John thinks it is good that people are discriminated against because of their race. ( F )

**B** What do the two young men believe about human rights?

The two young men believe that all humans should be treated equally.

**C** What does it mean to say that some people are "special"? Is it always a problem to venerate people?

In this context, calling somebody special means that they are royal, important or have a high status. Venerating people is not always a problem, in fact, some people we are obligated to respect and obey.

**D** How should people of different backgrounds and races treat each other?

Since we are all equal, people of different backgrounds and races should respect each other for who they are.

**E** What kind of historical information can we get from mummies, tombs and burial sites?

The historical information we gain from mummies, tombs and burial sites is the way the ancient Egyptians lived and how they conducted their ceremonies and respected their dead.

**F** Where do you think the mummy was found? Which country? Why did they use to practise mummification?

The mummy was found in an ancient Egyptian burial ground. Important people were mummified because it was believed that if their bodies remained intact, they would live on forever.

**G** What do you think Ancient Egyptian society was like? What was the technology like? Give detailed answers.

\_\_\_\_\_

\_\_\_\_\_