

- 1 Read this extract from a textbook on the history of childhood in Britain. What changes do you think will be mentioned in the rest of the extract?



*For much of the 19<sup>th</sup> century, childhood was often short and brutish, and the young were treated merely as small adults. Yet some changes have completely transformed expectations for the early years of life.*

- 2 How do you think children's lives have changed in your country over the last twenty years or so in relation to:
- a family life? c freedom?
  - b work and education? d leisure?
- 3 Read the extract below to check your ideas. How far are the changes in Britain reflected in your country?

### Family life

Family size has directly affected children's lives. In the second half of the 19th century, 43% of the population were brought up in a family with seven or more children. By the middle of the 20th century, this proportion had fallen to 2%, and has remained stable ever since.

Changing gender roles have also affected children. The idea of the mother as a sole carer for her children emerged in the mid-20th century. Before then, childcare assistance was common: wealthy classes employed nurses, while humbler families paid a girl to help.

More significantly, the number of stereotypical authoritarian males has been steadily declining. At one time, children encountered the same model across all society – in schools, in the home and elsewhere. Sexual equality gave women more rights

and made family relations more flexible. Remarkably, it allowed fathers to become their children's friend.

### Work and education

In the 19<sup>th</sup> century, children from poor families were expected to contribute to the family from an early age. However, various measures since then have gradually marked out childhood as a distinct phase of life. For example, the school-leaving age was gradually raised. Consequently, school work has replaced paid work, and the period of children's total dependency on their parents has correspondingly expanded. Furthermore, until relatively recently, children had expected physical punishment for disobedience at school. If current trends continue, within a very short time, most countries will have outlawed this kind of punishment, even in the home.

## Grammar See notes page 152

### Perfect aspect

- 4 Match the tenses below to their uses a–e.

- future perfect past perfect past simple present perfect present perfect continuous*
- a to describe an action or situation started in the past which connects to the present, or to describe the present result of an earlier action
  - b to describe a process going on from a point in the past up to the present
  - c to describe a situation or action that happened before a specified time in the past
  - d to describe a situation in the past that we think has ended
  - e to say that something will be completed by a particular time
- 5 Find examples from the text for a–e in 4 above. Which expressions helped you decide which category each example belonged to?

- 6 Complete the following extract from the textbook with the correct form of the verbs in brackets. You may need to change the order of the words in brackets.

### **Freedom**

Up until the end of the 19<sup>th</sup> century, children (1) ..... (be) much more visible. Since then, better quality housing and much more space at home (2) ..... (actually/lead) to children spending less time outdoors. More recently, parents' worries about traffic and strangers (3) ..... (almost/put) an end to children's street culture. Ironically, children of all classes (4) ..... (now/travel) further afield than ever before – including to other countries – yet independent movement is ever more curtailed.

### **Leisure**

In the 1950s, teenage culture (5) ..... (begin) to gain an identity of its own, partly due to the influence of the new media. From that time onwards until today, consumerism and mass entertainment (6) ..... (sustain) a shared culture for children. They (7) ..... (also/create) a generation gap between children and parents even more significant than the gap between different classes. Advertisers (8) ..... (be) quick to seize on this as soon as it (9) ..... (emerge). Consequently, with higher standards of living, children (10) ..... (become) consumers of technical goods, toys, leisure services and much more.



### **Simple and continuous**

- 7 For a–c, which option in *italics* emphasizes that something occurred before now?
- I feel quite proud of *having written / writing* for the college magazine.
  - Hot weather is known to *have caused / cause* many minor illnesses.
  - Having lived / Living* in the town centre, I can tell you exactly what it's like.
- 8 For a–d, what are the differences in meaning between the sentences in each pair?
- 1 I'd been playing squash with Jim, so I was exhausted.  
2 I'd played squash with Jim, so I knew that he was a terrible cheat.
  - 1 My flatmate has been writing her thesis, and she's over half way through.  
2 My flatmate has written her thesis, so she's very relieved.
  - 1 I've been phoning my grandma, but I think she must be out.  
2 I've phoned my grandma, but I think she must be out.
  - 1 My cousin Jack had been living with us since he came to England.  
2 My cousin Jack had lived with us since he came to England.
- 9 Complete a–g with the correct form of the words in brackets.
- This is my entire music collection. I ..... (have) it since I left school.
  - We had to eat in the kitchen as the dining room ..... (damage) by the flood.
  - You say I never do anything to help in the house but I ..... (empty) the dishwasher and ..... (take) the washing out of the machine this morning. I still ..... (not/have) time to clean the cooker, though.
  - I ..... (study) Spanish at school, but the intervening years ..... (erase) most of my memory of it.
  - Well, of course I felt angry. What did you expect? I ..... (sit) waiting for you for over an hour.
  - I ..... (mean) to have a talk with you for a while now. It's about a problem that I ..... (be) quite concerned about.
  - I'm not sure why, but Richard ..... (get) home late recently.

## 10 Complete a-f in an appropriate way.

- a The children are excited, because it's the first time they .....
- b I can't get into these jeans. I / They .....
- c The film was one of the most .....
- d Look at all these mistakes! You obviously .....
- e You look a mess! What on earth ..... ?
- f I'm sick to death of this weather! It .....

## 11 Read the text below. There are ten mistakes. Find and correct them.

**Example:** My friend *has come* to see me yesterday evening. *came*

I've always been holding the view that friendships are one of the most important things in a young person's life. My family and I have been living in the same area for a very long time, so I'd made a lot of friends here over the years. I'd been having a long chat with a friend last week about just how important my friendships were being to me and he has been in complete agreement with me about the role of friendships in forming our character and personality. Now, I'm not suggesting that my family have not been being influential as well – far from it. I think what I've been tried to say is that if it has not been for my friends, I would had been a different person from the one I am today.

## Your views 12 Discuss these statements.

- a *Character, personality and attitudes to life are formed in the first years of our lives.*
- b *If you educate a man, you educate one person, but if you educate a woman, you educate a family.* (Ruby Manikan)

## Exam practice

**Tip**

Read the main sentence and think carefully about its meaning, then focus on the word in bold and try to recall phrases and expressions which include it.

## 13 Reading &amp; Use of English, Part 4: For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 1 A couple's happiness depends on their frequency of communication.  
**happier**  
The more ..... they will be.
- 2 Romantic films often lead people to assume that their relationships will be a success.  
**raise**  
Romantic films often ..... their relationships.
- 3 According to the papers, money had been the cause of the Taylors' marital problems.  
**run**  
The newspapers reported that ..... over money.
- 4 Mary felt entirely comfortable when her boss was around.  
**ease**  
Mary felt entirely ..... her boss.
- 5 These days people regard that kind of behaviour as normal.  
**come**  
That kind of behaviour ..... as normal.
- 6 He said their marriage has been successful as they are tolerant of each other.  
**put**  
He ..... the fact that they are tolerant of each other.

### Understanding the task

- 1 Read two Part 1 texts below. Answer the questions a–c.
- What do you have to do in a Part 1 essay?
  - How many main ideas are there? What are they?
  - Are the ideas contradictory or complementary?

#### Our personality

It is a truth universally acknowledged that we inherit characteristics from our parents. It is pretty obvious that our build, hair colour and eye colour are a direct result of the genetic make-up of our parents. However, if we dwell for a moment on concepts such as intelligence, aggression and personality, who could state definitively whether these stem from our DNA or the environment in which we grow up? One theory that is starting to gain ground is that both play a role, that is to say, that genetics gives us our core abilities and traits and that our environment and upbringing hammer them into shape.

#### Twins: a case in point

Twins provide an interesting insight into the role of nature and nurture in fostering traits such as intelligence, aggression and personality. Certainly, one would expect identical twins, raised in the same environment, to mirror each other in personality as well as looks. Yet results show similarities to a startling degree between the characters of identical twins even when raised apart. For many, the issue of whether nature or nurture defines who we are is a thorny one. However, it is now a common belief that, although our genes increase the likelihood of certain traits coming to the fore, we cannot escape the influences of the environment in which we find ourselves.

#### Text analysis

- 2 Read the sample essay below and answer questions a–c.

- Find phrases in the sample essay to match these phrases from the texts in 1:
  - a truth universally acknowledged*
  - stem from*
  - hammer them into shape*
  - to a startling degree*
  - raised*
- Circle the specific phrases that highlight personal opinion.
- How does the writer present the main idea from the text in their introduction?

What makes one person nice and another one nasty? Were they born that way or did something in their environment create these tendencies? Both texts discuss the relative importance of nature and nurture in the development of individual characteristics such as aggression and intelligence.

While it is commonly accepted that physical characteristics are rooted in our genetic code, the origins of non-physical individual traits are being hotly contested. I agree with the suggestion in the two texts that it is a combination of both genetic and environmental factors that accounts for the development of these traits. The idea expressed in the first text that, although our DNA provides individuals with a simple blueprint for our non-physical characteristics and abilities, it is how and where we are brought up that determine their ultimate shape, seems totally credible to me.

In addition to reiterating points about the impact of nature

and nurture, the second text uses the example of twins to explore the issue. It suggests that identical twins are remarkably similar, whether brought up together or apart, because, despite environmental differences, genes have an overriding role in determining who they are. I would dispute this and argue that the role of our environment also plays a significant part, a point expressed in both texts. I would even venture so far as to say that it is ultimately our environment that determines how our genetic inheritance plays out.

In conclusion, although we are born with certain limitations, I believe we have the choice to decide what we do within those limitations. Would you be happy to believe that life was simply fate and no matter what choices we made we would never be able to change the person we are?

**Cause and effect**

- 3 Read the texts in 1 and 2 and find the following words. Which ones are followed by a cause and which are followed by an effect?  
*make create develop determine stem from account for be rooted in*
- 4 Which of the words and phrases below are commonly followed by a cause and which by an effect?  
*result in due to hence result from since mean (that) thus provoke trigger therefore as on account of as a result (of) give rise to consequently because*
- 5 Write a variety of cause and effect sentences about these subjects.
- Environment
  - Personality
  - Genetics

**Exam practice** See Writing guide page 138**Tip**

There are a number of nouns, verbs and conjunctions that can be used to express cause and effect relationships. Try to use a variety of these in your essay.

- 6 Read this exam task. Use the checklist on page 135 to help you write your answer.

Read the two texts below.

Write an essay summarizing and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer. Write your answer in 240–280 words.

**Born criminal**

A number of studies have been carried out to try to prove the connection between genetics and criminal behaviour. For example, it has been argued that people are more or less likely to be criminal depending on their body shape. These theories have largely been discredited in recent years, with many arguing that it is preposterous to make such claims. However, the idea that criminals are produced as a result of the environment in which they are raised is rarely disputed. For example, it is a commonly held belief that prison provides an environment in which a criminal is actually able to learn further criminal behaviours.

**It's all the parents' fault**

Families not only provide the genetic code for their offspring, they also significantly shape the environment in which a child develops. Therefore, it can be particularly challenging to determine the extent to which the environment plays a part in a child's development as opposed to their genes. For example, criminal fathers are much more likely to produce children with a criminal record than a father with no criminal record is. However, to what extent this is due to genetics as opposed to the environment is debatable.

