

People and traditional culture

Part A

Objectives

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

- discuss traditional Ethiopian festivals
- listen to a talk about folk dancing
- speculate on the probable or possible
- describe traditional objects
- discuss Ethiopian culture and traditions
- use sequencing words to join sentences
- use adverbs of manner
- use the time expressions *during, while, for*
- express your opinions
- take part in a debate
- increase your knowledge of festival words
- read about a festival in Ghana
- write an informal letter
- pronounce the vowels *fill, feel, file*.

A9.1 Introduction: Traditional Ethiopian culture

Ethiopia has a rich tradition of both secular and religious music, singing and dancing, and these together constitute an important part of Ethiopian cultural life. Singing accompanies many agricultural activities, as well as religious festivals and ceremonies surrounding life's milestones, such as birth, marriage and death.

- 1** What cultural activities do you know of or take part in?
- 2** Work in groups to make notes of different festivals that involve traditional dancing, and make notes about them.



A9.2 Listening: Traditional dances around the world

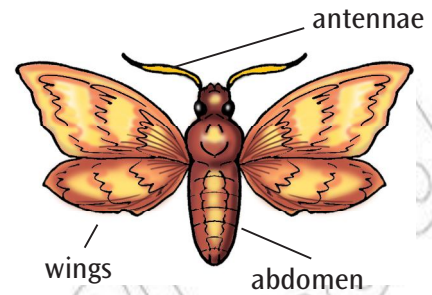


- 1** Listen to your teacher read some text about different dances from around the world and point to the pictures of the dancers described.
- 2** What Ethiopian traditional dances do you know? In your groups, choose a traditional dance and describe the movements. Then give instructions to the rest of the class on how to perform the dance.

A9.3 Language focus: Probability and possibility

1 Look at the picture on the right. What is this? It has got a long abdomen, short legs and short antennae. It has four large wings that are usually patterned. It is active at night.

- a It *could* be a cockroach. They are active at night.
- b It *might* be a butterfly. They have large patterned wings and short antennae.
- c It *doesn't look like* a grasshopper. They have long back legs.
- d It *must* be a moth. They have patterned wings, short legs and they fly at night.



2 In which of the sentences above is the speaker: a) very sure b) unsure?

We can talk about things that are probable using *must* and *can't*, for example:

- a You must be tired. You have been working very hard.
- b You can't be hungry. You have just eaten a large meal.

We can also use *probably* and *looks like*, for example:

- c You are probably tired.
- d It looks like something you cook with.

We can talk about things that are possible using *might*, *may*, *could* and *looks like*, for example:

- e It might / could be a jug.
- f It looks like a jug.

3 Match the pairs and complete the sentences. Write them in your exercise book.

- | | |
|---|---|
| 1 That must be a grasshopper. | a Maybe, but I'm not sure. |
| 2 Could that be a crocodile? | b You don't sleep under a net. |
| 3 We might see an eagle in the mountains. | c There must be a wasp nest nearby. |
| 4 You may get malaria. | d It is large and has got long back legs. |
| 5 That looks like a vulture. | e But we don't see many here these days. |
| 6 There are so many wasps in our house. | f But it hasn't got a large beak. |

4 Put *must*, *may*, *could* or *can't* into these sentences. Write them in your exercise book.

- 1 I _____ go to the park if I finish my homework.
- 2 That _____ be Ayantu at the door. I asked her to come this afternoon.
- 3 That _____ be my key. Mine is silver, not brown.
- 4 Liben's mother _____ be from the north or the west.
- 5 Halima _____ be playing basketball. She often plays on Thursdays.
- 6 We _____ have a lot of honey. The bees have been very busy.

5 Your teacher will bring some mystery objects into class. The objects will be put in a cloth bag. Feel the cloth and try to identify what the mystery objects are. Use the words *might / could / look like* in your sentences to say what you think each one is and what it is used for.

6 Complete these sentences using your own ideas. Write them in your exercise book.

- 1 You have been studying for two hours. You must ...
- 2 I don't know where I have put my key. Perhaps ...
- 3 I'm not sure exactly where this basket comes from. You can't ...
- 4 Be quiet! The baby may ...
- 5 Something small and black has crawled into my school bag! It might ...



A9.4 Speaking: Traditional objects

What do you think the following traditional objects are? Work in pairs to describe them, discuss what you think they are and where you might find them in Ethiopia.

Example:

Picture 1: *It looks circular with a raised centre.
It might / could be an old leather shield.*

1



2



3



4



5



6



A9.5 Speaking: What do you know about Ethiopian culture and traditions?

1 Work in a group to think about Ethiopian culture and traditions; make a note of them in your exercise book. Report your ideas to the rest of the class.

2 Work with a partner to role-play a tourist who is interested in learning about different Ethiopian customs and culture from a local person.

Example:

Tourist: Can you tell me more about the traditional coffee drinking ceremony in Ethiopia?

Local Ethiopian guide: Yes of course. First we ...

Tourist: What about the different clothes Ethiopians wear?

Local Ethiopian guide: Well, the traditional dress for women is ...

Tourist: What about men?

Local Ethiopian guide: Well, men wear ...



A9.6 Language focus: Sequencing words

We often use *sequencing words* and expressions to join parts of a text together. This is to make the text easier to read by showing how the different parts link together. Sequencing words show the time relations between different events. These include:
at first then when while immediately next

1 Look at the words and expressions in the box above and then put them into the correct groups according to their meaning. Write them in your exercise book.

One event happening after another in a sequence: at first

Two events happening at the same time: _____

One event happening very quickly after another: _____

2 Add these words and expressions to your groups.

- before
- at the same time as
- during
- at the end
- after
- for
- finally

Events can be joined in various ways using these sequencing words and expressions. Look at these unconnected events:

Event 1

I kicked the ball to Ahmed.

Event 2

He headed it into the net.

Join them like this.

I kicked the ball to Ahmed, then he headed it into the net.

When I kicked the ball to Ahmed, he headed it into the net.

3 Listen to the instructions and follow the sequence of actions your teacher describes.

Example:

Before you open your book, put your pen on the table.

4 Join the events listed below in a logical way using one of the linking words and expressions. Write your sentences in your exercise book.

- 1 I got up. I had my breakfast.
- 2 The telephone rang. I answered it.
- 3 We were doing our exam. Some other students came into the room.
- 4 I saw your brother, who I haven't met before. I recognised him because he looks just like you.
- 5 I have something to eat. I get home.
- 6 We were working in the garden. It started raining.



A9.7 Speaking: Adverbs of manner

Adverbs of manner tell us how an action is or should be performed. Look at the following adverbs of manner.

quickly slowly quietly noisily lightly gently

Whisper an instruction to your partner, using an adverb from the box and one of the instructions listed below. Your partner should carry out the instruction and other members of the class must try to guess what the instruction was and what adverb of manner you used.

- *raise*
- *lower*
- *turn round*
- *jump*
- *shake*
- *twist*
- *sing.*

Example:

Turn round slowly.

A9.8 Language focus: Time expressions

The prepositions *during*, *while* and *for* are often used with time expressions. Let's take a look at the difference in usage between *during*, *for*, and *while*.

- How to use *during*

During is a *preposition*, which is used before a *noun* (*during* + *noun*) to say when something happens. It does not tell us how long it happened. For example:

Nobody spoke during the concert.

I listened to the radio during the day.

- How to use *while*

While is used to talk about two things that are happening at the same time. The length of time is not important. Remember that *while* is used with a *subject* and a *verb* (*while* + *subject* + *verb*).

For example:

The phone rang while I was watching TV.

I listened to the radio while watching the goats.

- How to use *for*

For is a *preposition* that is used with a period to say how long something goes on, for example:

Nishan has been sleeping for eight hours.

I listened to the radio for an hour.

1 Complete the following sentences.

- 1 I've been meaning to call you _____ some time.
- 2 He fell asleep _____ the meeting.
- 3 We all stayed inside _____ the storm.
- 4 Someone stole my watch _____ I was playing football.
- 5 Please don't smoke _____ I'm eating.
- 6 They've been out of the classroom _____ ages.
- 7 He kept talking to me _____ I was trying to read.
- 8 His mobile rang twice _____ the film.

2 Give your completed sentences to a partner to check.



A9.9 Speaking: Expressing opinions

- 1 **Revise the different ways of expressing opinions from Unit 6, and the examples you gave on how to agree or disagree with someone.**
- 2 **When you are discussing something or holding a debate, we often use the following phrases:**
 - *In my view ...*
 - *I support this motion because ...*
 - *I disagree with the previous speaker as ...*

Work in pairs to use these expressions in sentences.



A9.10 Speaking: Debate

- 1 **Work in groups and suggest some ideas about the importance of keeping Ethiopia's traditional culture. When you have reached an agreement, tell your ideas to your teacher, who will write them on the board.**
- 2 **Say whether you agree or disagree with the list on the board, and give reasons for your opinions.**
- 3 **Your teacher will divide the class into four groups. Each group should select five students to take on the following roles in preparation for a debate:**
 - Chairperson: who greets the audience and introduces the speakers and topic for the debate.
 - Main speaker: who supports the motion. (the proposal / the idea)
 - Main speaker: who opposes the motion.
 - Second speaker: who supports the motion.
 - Second speaker: who opposes the motion.
- 4 **In your group, prepare to debate one of the following topics, using the expressions you learnt in A9.9 Speaking: Expressing opinions:**
 - It doesn't matter that traditional cultures will soon disappear.
 - It is better to lead a traditional life in the country than in the city.
 - Ethiopia should do all it can to keep its traditions and culture.
 - It is not possible for Ethiopia to become a developed country without destroying its traditions and culture.
- 5 **Draw the following grid (one grid for each topic) on a piece of paper:**

<i>Speaker 1: Arguments in support of the motion</i>	<i>Speaker 1: Arguments against the motion</i>
<i>Speaker 2: Arguments in support of the motion</i>	<i>Speaker 2: Arguments against the motion</i>

- 6** In your group, think of arguments *for* and *against* each topic. Use your notes to write short speeches for each speaker in the debate.
- 7** Your teacher will invite each group to present their debates to the rest of the class. At the end of each debate, the class will vote whether they are in support or opposition of the selected motion.

A9.11 Increase your word power: Festival words

- 1** Learn these words and then find them in the passage below.

- *celebrate*: to do something to show that a day is important
- *declare*: to announce
- *festival*: a day for rejoicing
- *palanquin*: a light bed or chair carried on the shoulders of men
- *relations*: those who belong to the same family
- *ritual*: a ceremony that is always done the same way
- *sacred*: holy
- *sumptuous*: costly or expensive

- 2** Work with a partner to use these words in sentences of your own.



A9.12 Reading: A festival in Ghana

- 1** Read the following text and answer the questions below it in your exercise book.

The Ohum festival, which lasts for two days, is celebrated twice a year by the Akyem people at Anyinasin, in Ghana. Ohum Kan usually takes place in June or July, and Ohum Kyire in September or October. The Ohum festival is a time when family members come together. It marks the beginning of the harvest season when the Akyem people remember their ancestors and give thanks to them. The celebration is also to mark the first yam harvest of the year and to ask for blessings for the coming year.

On the Tuesday two weeks before Ohum is celebrated, the chief of Anyinasin goes to an area known as *eban mu*, a sacred grave where the chiefs before him were buried. There, the chief and his elders perform some sacred rituals. After that, the chief declares a two-week ban on drumming, dancing and noise-making. For the next two weeks, the people in the town do not drum or beat the traditional musical instrument, the gong-gong. They are not expected to cry if someone dies. They do not whistle or make any loud noise. Anyone who disobeys this regulation can be punished by the chief.

On the second Tuesday, everybody goes to their farms to bring home the first harvest of the year and to have plenty of food in the house for the duration of the celebrations. The chief and the elders of the town prepare for the big ceremony on the next day. They get their ancestral stools washed



and the traditional umbrellas and palanquins are cleaned. They also present ritual food to their ancestors in the sacred grave. To avoid making any noise on this day, people do not even pound fufu, the favourite food eaten in the area.

At about five o'clock in the evening, the town crier beats his gong-gong in the town square and declares the lifting of the ban on noise. The people assemble to hear this announcement cry out with joy, dance and embrace one another. They have fun with their families and friends.

Early the next day, the people cook sumptuous meals to share with their families and friends. Others present produce from their farms to their friends and relations. In the evening, the people hold a durbar. The chief, his elders and the townspeople all dress up in their best kente cloths. They wear gold and bead ornaments. The chief, the elders and the Queen Mother are carried on palanquins to the town square where they sit in public for the people to greet them. The chief gives the people his New-Year message and thanks God for taking his people through the year. The people drum and dance and enjoy themselves. The durbar ends before it gets dark, and everyone returns home to a good family dinner.

2 Answer these questions about the text above.

- 1 Where is Anyinasin?
- 2 What is the name of the festival the people celebrate?
- 3 Why do they celebrate the festival?
- 4 When do they celebrate Ohum Kan?
- 5 In which month do they celebrate Ohum Kyire?
- 6 What do the chief and the elders do two weeks before the festival?
- 7 What do the people do to prepare for the festival?
- 8 What do the people do on the day of the festival?
- 9 How do the people show that they are happy?

3 Work with a partner to compare the Ohum festival with a traditional festival in Ethiopia.



A9.13 Writing: An informal letter

- 1 Look at the notes on writing an informal letter in Unit 1. Write a short informal letter to a friend describing a local cultural activity that you have taken part in recently. It can be about a family celebration, a religious ceremony, a festival or a traditional event.
- 2 Exchange your letter with your partner and check the letters for correct spelling, punctuation and capitalisation.

Part B

Objectives

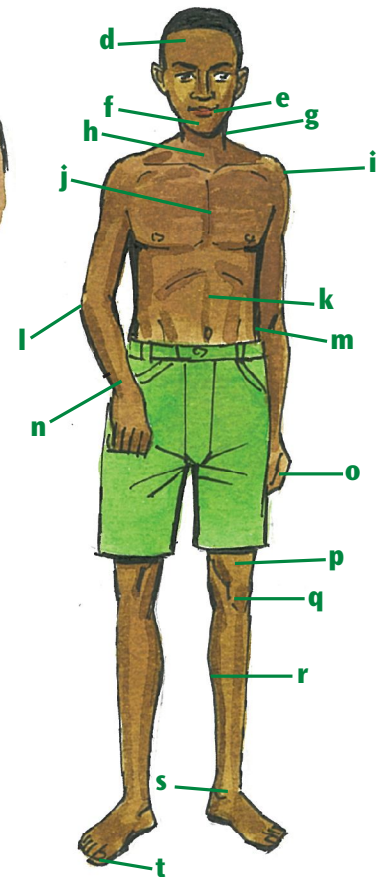
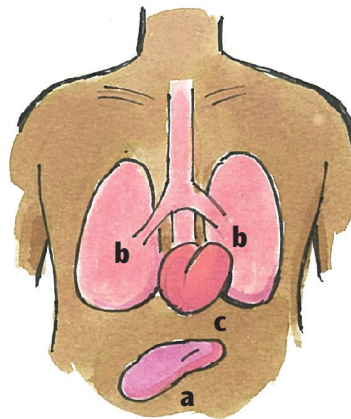
By the end of this part of this unit you will be able to:

- revise your vocabulary for parts of the body
- recite a Ghanaian poem
- ask for clarification of the meaning of something
- read about three different traditions
- use regular and irregular adverbs
- use *ago* to express an indefinite point in time
- write and complete a paragraph
- use the linking words *and* and *but*
- write about an Ethiopian tradition
- play a game to revise prepositions
- discuss vocabulary strategies
- discuss your speaking skills.

B9.1 Speaking: Parts of the body

1 Match the letters in the diagram to the numbered list of parts of the body. Write the answers in your exercise book, for example: 1 = g.

- | | |
|------------|------------|
| 1 neck | 11 waist |
| 2 throat | 12 abdomen |
| 3 forehead | 13 thigh |
| 4 cheek | 14 knee |
| 5 chin | 15 calf |
| 6 shoulder | 16 ankle |
| 7 elbow | 17 toe |
| 8 wrist | 18 heart |
| 9 thumb | 19 liver |
| 10 chest | 20 lungs |



2 A pain or an ache? Write the sentences in your exercise book.

- 1 I've got a headache (head).
- 2 I've got _____ (leg).
- 3 I've got _____ (ear).
- 4 I've got _____ (side).
- 5 I've got _____ (chest).
- 6 I've got _____ (tooth).
- 7 I've got _____ (stomach).
- 8 I've got _____ (shoulder).

3 Work in pairs to match each of the symptoms with the correct forms. Write them in your exercise book.

a cold my finger diarrhoea aches hurts a headache my wrist malaria ill sick
my ankle awful dizzy hot cold a pain in my side a fever a cough toothache

- 1 I've got ... (*a cold*)
- 2 I feel ... (*sick*)
- 3 My back ...
- 4 I've broken ...
- 5 I've cut ... (*myself*)



B9.2 Reading: Poem Yaa, the Adowa dancer

Adowa is the name of a Ghanaian dance. The poem below is a *sound picture* in which the movements of the dance are described. Read the poem and answer the questions about it.

The tune of *Adowa*
Drives Yaa to frenzy,
Her legs alternate –
 they close
 they cross
 they open
 they part.
Oh what a dancer,
The dancer of *Adowa*.
Her trunk goes –
 to the left
 to the right
 to the front
 to the back.

Oh what a dancer,
The dancer of *Adowa*.
Her hands move –
 backwards
 forwards,
 upwards
 downwards.
Oh what a dancer,
The dancer of *Adowa*.
Her head turns –
 to the east
 to the west
 to the north
 to the south.
Oh what a dancer,
The dancer of *Adowa*.

L.M. Asiedu

- 1 How is the rhythm of the dance suggested?
- 2 Describe a dance that you are familiar with, either in poetry or in prose, so that the reader (or listener) feels that he / she can hear the music and join in the dance.



B9.3 Speaking: Asking for clarification

1 Sometimes we are not quite sure of the meaning of something, or have not heard what has been said very clearly. We can use a range of expressions to ask for repetition and clarification, such as:

- *Please repeat that.*
- *Sorry, I didn't catch the last part.*
- *Sorry, you've lost me.*
- *What was that again?*
- *Are you with me?*
- *Is that clear?*
- *Okay so far?*
- *What I mean is.*
- *What I meant was.*
- *Let me put it another way.*

2 Your teacher will model some of these expressions. Work with a partner to make sentences using the above expressions, being careful to say them with the correct stress and intonation.

3 Work with your partner to practise giving instructions. Give instructions on how to draw a picture. (It could be a picture of your village, your school, a sport for example.) Your partner must interrupt you frequently to ask for clarification. Respond by rephrasing some of your instructions.

For example:

Student A: I want you to draw a picture of our village. First draw the road through the village. Then draw the number of houses on each side of the road.

Student B: Sorry, I didn't catch the last part.

Student A: Draw the houses on each side of the road. Is that clear?

Student B: Yes, okay. What next?

Student A: Now draw the position of our school in the village.

Student B: What was that again?

Student A: What I meant was. Draw where our school is in the village ...



B9.4 Reading: Three different traditions

1 Find the following countries in your atlas: Turkey, Japan, Mexico.

2 Work in a small group and read *one* of the following passages about a local tradition from one of these countries. Make notes about the main points. Ask and answer questions with another group to find out about the local festival they have read about.

The Whirling Dervishes in Turkey

The Mevlevi, one of the best-known of the Sufi orders of Islam, was founded in 1273 by the Sultan Veled Celebi. The centre for the Mevlevi order is in Konya, in Turkey. The Whirling Dervishes perform annually in Konya on December 17th. They believe that union with God can be attained in a dance and music ceremony called *sema*. The dance of the dervishes is one of the most impressive features of life in Islam, and the music accompanying it is of great beauty, beginning with the

great hymn in honour of the Prophet and ending with short, enthusiastic songs, some sung in Turkish. Sufi whirling is practised by both men and women. The dancers wear traditional dress: a sleeveless white frock, a long sleeved jacket, a belt, and a black overcoat which is removed before the whirling begins. At the start of the dance, the dervish puts on a felt cap in addition to a turban wrapped around the head. The dancer has bare feet and does not have any food or drink for three hours before whirling.



The sheikh, who leads the ritual, stands in the most honoured corner of the dancing place, and the dervishes pass by him three times, each time exchanging greetings, until the circling movement starts. Sufi whirlers begin with hands crossed onto shoulders and may return their hands to this position if they feel dizzy. The whirling is performed on the right foot, with accelerating speed until the whirler's whole body becomes a moving spinning top, and the dancer falls into a trance. There is no fixed time for the whirling – it can go on for hours or even days – but dancers usually continue for at least an hour to get fully into the feeling of the energy whirlpool.

The Japanese tea ceremony

The tea ceremony is a very special event in Japanese culture. The ceremony takes place in a room usually within a teahouse, in the garden away from the main building. A gong or a bell tolls to summon the guests to the teahouse.



When guests arrive, they are led into a waiting room where they choose one person to act as the main guest. They are then led into a garden where they wash themselves in a stone basin before they enter the teahouse through a small sliding door. To enter everyone has to bow, to show that all are equal regardless of status or social position. The last person to enter puts the latch on the door.

There are no decorations in the teahouse except for a scroll painting which is carefully chosen to reveal the theme of the tea ceremony. Each guest admires the scroll, the kettle and the hearth, then they are seated and exchange greetings with the host and other guests.

In the tea ceremony, the green tea is kept in a small ceramic container covered in a fine silk purse. The host enters carrying the tea bowl, then cleans the tea container and tea scoop with a fine silk cloth. He fills the tea bowl with hot water and places three scoops of tea per guest into the tea bowl. He ladles enough hot water from the kettle into the tea bowl then passes the bowl to the main guest first, who bows and accepts it. The main guest drinks some of the tea, wipes the rim of the bowl, and passes it to the next guest, who does the same thing. When all the guests have tasted the tea, the bowl is returned to the host who rinses it, and cleans the tea scoop and tea container. The guests then leave the teahouse. The host bows from the door, and the ceremony is over.

Mexico – The Day of the Dead

El Día de los Muertos (the Day of the Dead) is Mexico's popular two-day holiday to honour the dead on November 1st and 2nd. The celebrations start after sunset on November 1st, when everyone heads to the large Municipal cemetery. The road leading to it becomes full of people carrying enormous bunches of colourful yellow flowers. A kilometre before the cemetery gates, a carnival is in full swing with amusement rides, music, games of chance, and stalls selling cooked cactus, little cross waffles, flowers, and incense. Inside the cemetery gates, the graves glow with hundreds of candles. Sweet incense fills the air. Prayers are continuously repeated over a loudspeaker and musicians play through the night.

The locals mark the occasion by building altars in their homes. Candles, incense, fruit and nuts, and special foods the dead enjoyed are placed on the altar, perhaps even a cigar, and always a glass of water – the dead get thirsty! Altars also contain sugar skulls with sequin eyes, and *pain de muertos* (bread of the dead: a roll with a little wooden figure baked into the dough.) There are also humorous skeleton figures made from painted beans that make fun of the dead.



Mexicans believe that the spirit of the departed, if honoured at this time, can return home for a visit. Celebrations take place in public, at home, where there is a feast, and in the cemetery. Families spend much of the holiday in the cemetery, crowding around the graves, cooking meals, sleeping, praying, and telling stories about those who are gone. Mexican bands move through the grounds playing favourite songs of the deceased while children dressed as skeletons eat candy skulls.

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B9.5 Language focus: More about adverbs

- Look at these sentences:
She is a *slow* worker. She works *slowly*.
She is a *good* cook. She cooks *well*.
- *slow* and *good* are both adjectives – they tell us more about the noun.
- *slowly* and *well* are both adverbs – they tell us more about the verb.

Regular adverbs

- Many adverbs are formed by adding *ly* to the adjective: *bravely*, *coldly*, *quickly*, *rudely*, *slowly*, *sweetly*.
- Some adjectives that end in *ll* form their adverbs by adding *y*, for example: *full*, *fully*.
- Most adjectives that end in *ll* are unchanged as adverbs, for example: *small*, *still*, *tall*.
- Adjectives that end in *y* form their adverbs by replacing the *y* by *ily*, for example: *busily*, *easily*, *greedily*, *happily*.
- Adjectives that end in *ible* and *able* replace the final *e* by *y*, for example: *legibly*, *capably*, *formidably*, *miserably*.
- Adjectives that end in *ic* form their adverbs by adding *ally*, for example: *economically*, *frantically*, *photographically*.

Irregular adverbs

- Some adverbs are irregular and are not formed from the same root as the adjective, for example: *He is a good worker.* [adjective] *He works well.* [adverb]
- Some adverbs and adjectives are the same, for example: *far*, *near*, *deep*, *fast*, *little*, *tall*, *hard*, *soft*, *high*, *low*.
- Adverbs and adjectives of time are the same: *daily*, *weekly*, *monthly*, *yearly*.

1 Complete the following table with the correct adverb or adjective.

Adjective	Adverb
eager	<i>eagerly</i>
dirty	
beautiful	
good	
easy	
bad	
quick	
nasty	
small	
terrible	

2 Complete the following sentences with an adverb from the box. Write them in your exercise book.

patiently	noisily	well	softly
beautifully	politely	badly	

- The teacher was pleased that the boys behaved very _____ in class.
- While they were cooking, they talked _____ to each other.
- Desperate with hunger, the children waited _____ for their supper.
- My sister always dresses _____.
- The girl spoke so _____ that nobody could hear what she was saying.
- The boys ran out of the kitchen, _____ upsetting the pans as they did so.
- The teacher said that all those who behaved _____ would be allowed to attend the concert.



B9.6 Reading: Using an encyclopaedia

When we want to find out the meaning of words, we use a *dictionary*. When we want to find out facts, we either use an *encyclopaedia* or look it up on the Internet. Look at the following articles adapted from *Wikipedia*, an encyclopaedia on the Internet:

African People

Main articles: *African people* and *demographics of Africa*

The vast majority of Africa’s inhabitants are of indigenous origin. Africa is home to many *tribes*, *ethnic* and *social groups*, some representing very large populations of millions of people, others are smaller groups of a few thousand. Some countries have over 20 different ethnic groups, and are greatly diverse in beliefs.

African Art and Crafts

Main article: *African art*

Africa has a rich tradition of *arts* and *crafts*. African arts and crafts find expression in a variety of *woodcarvings*, *brass* and *leather* art works. They also include *sculpture*, *paintings*, *pottery*, *ceremonial* and *religious headgear* and *dress*.

African culture has always emphasised personal appearance and *jewellery* has remained an important personal *accessory*. Many pieces of jewellery are made of *cowry* shells and similar

materials. Similarly, masks with elaborate designs are an important part of African culture. Masks are used in various ceremonies representing ancestors and spirits, mythological characters and deities.

In most traditional arts and crafts of Africa, certain themes are repeated, including a couple; a woman with a child; a male with a weapon or animal; and an outsider or a stranger. Couples may represent ancestors, married couples or twins. The couple theme rarely shows intimacy of men and women. The mother with the child or children reveals the intense desire of the African women to have children. The man with the weapon or animal theme symbolises honour and power.

Folklore and traditional religion

Further information: African traditional religions and Religion in Africa

Like all human cultures, African folklore and folktales represent a variety of views of African culture. Like almost all civilisations and cultures, flood myths have been circulating in different parts of Africa. For example, according to a Pygmy myth, a Chameleon, hearing a strange noise in a tree, cut open its trunk and water came out in a great flood that spread all over the land. The first human couple emerged with the water. Similarly, a myth from Côte d'Ivoire describes how a charitable man gave away everything he had. The God Ouende rewarded him with riches, advised him to leave the area, and sent six months of rains to destroy his selfish neighbours.

Cuisine

Main article: African cuisine

Africa is a huge continent and the food and drink of Africa reflect local influences, with glimpses of colonial food traditions, including the use of food products like peppers, peanuts and maize introduced by the colonisers. The African cuisine is a combination of traditional fruits and vegetables, milk and meat products. The African village diet is often milk, curds and whey. Exotic game and fish are gathered from Africa's vast area.

Traditional African cuisine has starch as a focus, accompanied by stew containing meat or vegetables, or both. Cassava and yams are the main root vegetables. Africans also use steamed greens with hot spices. Dishes of green vegetables, peas, beans and cereals, starchy cassava, yams and sweet potatoes are widely eaten. In each African country there are numerous wild fruits and vegetables which are used as food. Watermelon, banana and plantain are some of the more familiar fruits.

Differences are also noticeable in eating and drinking habits across the continent of Africa. Thus, North Africans have different food habits to Saharan Africans who consume a subsistence diet. Nigeria and coastal parts of West Africa love chillies in food. The non-Muslim population of Africa also uses alcoholic drinks, which go well with most African cuisine. The most familiar alcoholic drink in the interior Africa is the Ethiopian honey wine called Tej.

Traditionally, East African cuisine is distinctive in the sense that meat products are generally absent. Cattle, sheep and goats were regarded as a form of currency, and are not generally eaten as food. Ethiopians lay claim to the first regular cultivation of coffee, and they have a form of coffee ceremony, like the Japanese tea ceremony. From Ethiopia, coffee spread to Yemen; from there it spread to Arabia, and from there to the rest of the World.

- 1** Why do you think certain words and phrases in the encyclopaedia text are underlined?
- 2** Make brief notes of the main points in each paragraph.
- 3** Using your notes, summarise each article and then present your findings to the class.

B9.7 Language focus: Using *ago*

The word *ago* is a useful way of expressing *an indefinite point in time in the past*. It is placed *after the period of time*, for example *a long time ago, a week ago, three years ago, a minute ago*.

Example:

Liben left home five minutes ago.

A week ago, I played football.

I passed my swimming exam eight years ago.

1 Work in pairs to make sentences using *ago* and the time periods and phrases in the table below.

three days	broke my / her arm
a week	passed my / his English exam
two months	learned to play tennis
ages	went to the concert
sometime	played in the hockey team
a year	had a bad cold

Example:

Amina broke her arm two months ago.

2 Work with a partner to make similar sentences about a past activity, using *ago* and a period of time.



B9.8 Writing: Writing a paragraph

A paragraph should contain:

- a topic sentence
- supporting details
- a closing sentence.

When you write a paragraph, focus on the main idea, think carefully and organise your ideas for your paragraph before you begin writing. Here are some tips for writing a good paragraph:

1 Ask yourself:

- What question am I going to answer in this paragraph?
- How can I best answer this question?
- What is the most important part of my answer?
- How can I make an introductory sentence (or thesis statement) from the most important part of my answer?
- What facts or ideas can I use to support my introductory sentence?
- How can I make this paragraph interesting?
- Do I need more facts on this topic?
- Where can I find more facts on this topic?
- What else do I want to say about this topic?
- Why should people be interested in this topic?
- Why is this topic important?

- 2 Choose the most important point you are going to present in your paragraph. This is called the topic sentence.
- 3 Look for facts and ideas to support the topic sentence.
- 4 When you have chosen the facts and ideas put them in an appropriate order.
- 5 Write clear and simple sentences to express your meaning. Then read your paragraph and make sure it follows the above suggestions.

- 1** Your teacher will give you some topic sentences. Write down what you would expect to read in a paragraph about the topic sentences given.
- 2** Look at the paragraphs about the three different traditions earlier in the Unit. Write topic sentences for each paragraph.



B9.9 Writing: An Ethiopian tradition

- 1** Look at the description of the Japanese tea ceremony earlier in the Unit. Now write a similar paragraph about the Ethiopian coffee ceremony, using the reading text as a guideline. Mention in your description: who takes part; where it takes place; what happens; if there are any special clothes or equipment required; and so on.
- 2** Work with a partner to identify the topic sentences in your respective paragraphs. Identify the same key points and any differences. Give appropriate feedback to your partner.

B9.10 Fun with words: A preposition game

Write *in*, *on* and *at* on separate sheets of paper. When your teacher gives you a time phrase, choose the correct preposition and hold it up. Students who choose the wrong preposition are out of the game.

Example:

Teacher: *the weekend* Students hold up the word *at* to make *at the weekend*.

B9.11 Study skills: Vocabulary strategies

Work with a partner to test each other on the new words you learned in the last Unit. Did you meet your target? Explain to your partner what strategies you used and whether they were successful.

B9.12 Study skills: Focus on speaking

- 1** Work in a group to list the kind of speaking activities used in the classroom. Evaluate each item on your list using faces. Smiley faces should represent activities that you think have been successful; unhappy faces should represent those that have been unsuccessful.
- 2** In your group, brainstorm ways of improving the speaking activities used in the classroom. Write down your group's suggestions in your exercise book, highlighting the ones you use yourself.
- 3** With your group, decide which strategy hasn't been used before or regularly, and practise it in the following lessons.

Assessment

- 1 Reading**
Your teacher will give you an extract about traditions from an encyclopaedia. Read it and make basic notes of the main points.
- 2 Speaking**
Listen as your teacher repeats the information about traditional dances from around the world. If there is anything you hear that you do not understand, raise your hand and ask for repetition or clarification using the structures you have learned in this Unit.
Examples:
 - I'm sorry. I didn't understand about the use of castanets.
 - Can you read that again, please?
 - Sorry, but you've lost me.
 - What was that about the jumping warriors?

Revision 3 (Units 7–9)



Listening

- 1 Listen to your teacher reading a short passage and write it down. (Dictation)**
- 2 Your teacher will read you a text about Mancala. Listen and decide whether the following statements are *True* or *False*.**
 - 1 Mancala is a board game.
 - 2 It is only played in East Africa.
 - 3 It has been played for thousands of years.
 - 4 It is played with four rows of holes.
 - 5 It is played by three players.
 - 6 Three seeds are placed in each hole.
 - 7 Seeds are sown in holes by each player.
 - 8 You put seeds in your store, but not in your opponents.
 - 9 The winner is the person who has no seeds left in his or her hole.

Vocabulary and spelling

Answer these questions with words from Units 7-9. Write your answers in your exercise book.

- 1 Give another name for the people who live in a country.
- 2 Dust and dirt in the air.
- 3 A moving staircase.
- 4 Places in cities where the very poor live.
- 5 Roads that go around the edge of a town or city.
- 6 Somebody who starts a new business.
- 7 The amount of money in your bank account.
- 8 The money a bank charges a customer to change from one currency to another.
- 9 The currency of Ethiopia.
- 10 A traditional time of rejoicing.
- 11 The person who keeps order during a debate.
- 12 Another word for *holy*.



Speaking

- 1 Describe someone you know – without giving his or her name! Your description should include:**
 - a general appearance, such as: height, build, face, hair, complexion
 - b other details such as the way your friend walks, talks or behaves
 - c his or her interests or hobbies.
- 2 See if your partner can guess who you are describing.**

Language use

- 1** Complete these sentences using the verb in brackets in the present perfect tense. Write them in your exercise book.

Example:

I have just finished my homework.

- 1 The boy _____ the car. (wash)
- 2 The tourist _____ in Ethiopia. (arrive)
- 3 The cyclist _____ the race. (win)
- 4 The artist _____ a goat. (draw)
- 5 The man _____ a fish. (catch)
- 6 The weaver _____ a piece of cloth. (make)
- 7 The builder _____ the new house. (build)
- 8 The priest _____ some prayers. (say)

- 2** Match an *if* clause from column A with a main clause from column B. Write the answers in your exercise book.

A	B
1 If the work is not difficult the whole country will benefit.
2 If the women are better educated I shall go to university.
3 If I get good exam results we can sit outside.
4 If it doesn't rain I shan't need your help.
5 If the trees are all cut down the place will look bare.

- 3** Choose the correct option to complete the sentences. Write them in your exercise book like this:

1 = a.

- 1 We must always be on time and not late because _____ is important.
 - a punctuality
 - b punctually
 - c punctual
- 2 The factory in our town does not _____ children.
 - a employment
 - b employer
 - c employ
- 3 The library is a good place to find _____.
 - a inform
 - b informed
 - c information
- 4 I have decided _____ at home this evening.
 - a stay
 - b to stay
 - c staying
- 5 I don't enjoy _____ in a bus for hours.
 - a to sit
 - b sitting
 - c sit

- 6 Please stop _____. It is the end of the lesson.
- a writing
 - b to write
 - c write
- 7 Please _____ the door.
- a to close
 - b you close
 - c close
- 8 _____ the fat in the saucepan.
- a Heat
 - b To heat
 - c Heating
- 9 Don't _____ the eggs in cold water.
- a to put
 - b put
 - c you put
- 10 I _____ looking after my younger brother. He is a good child.
- a can't stand
 - b don't mind
 - c hate
- 11 I _____ it. The taste is awful.
- a can't stand
 - b love
 - c don't mind
- 12 While I _____ to school, I saw a snake in the road.
- a was walking
 - b walked
 - c walk
- 13 When we _____ it was raining.
- a were going out
 - b went out
 - c going out
- 14 When you phoned me we _____ dinner.
- a eating
 - b ate
 - c were eating
- 15 I did my homework _____ I got home.
- a then
 - b while
 - c when
- 16 _____ the teacher arrived, the class was quiet.
- a As
 - b As soon as
 - c first
- 17 _____, our team played well.
- a First
 - b When
 - c At the start
- 18 We _____ wear our uniforms to the concert. We can wear what we like.
- a must
 - b don't have to
 - c can

- 19 You _____ borrow my bicycle, if you want.
- can
 - must
 - don't have to
- 20 You _____ drink that water. It looks dirty.
- must
 - don't have to
 - shouldn't



Reading

1 Read the following text.

Festivals are times for people to renew their loyalty and pay homage to their chiefs. They also mark the beginning of the harvesting of a staple food, for example teff. Festivals are also occasions for remembering and mourning the dead. They serve as periods for purification of the people and of the land. The purification is meant to strengthen people spiritually and socially, so as to enable them to face the coming year successfully. People also seize the opportunity to settle disputes, quarrels and differences between relatives or friends. They are also occasions that provide the youth with opportunities to make friends and choose partners.

During festivals people resolve to correct their mistakes and plan for the future. Festivals are meant for the transmission and conservation of culture. Either consciously or unconsciously it is during this time that the youth learn and preserve their culture. By taking part in the various activities, they learn about their cultural practices.

Festivals are an occasion for merrymaking or entertainment. These days some modern touches have been added to the celebrations. Football matches, drumming and dancing, picnics, concerts and other forms of entertainment feature prominently. There is always much to eat and drink.

2 Match the following words from the text with their meanings.

1 homage	a making clean again
2 mourning	b importantly
3 purification	c decide
4 disputes	d taking part in
5 resolve	e respect
6 conservation	f arguments
7 participation	g keeping safe
8 prominently	h a period of grief



Writing

Write a description of the traditional Ethiopian coffee-making ceremony.