

Tradition versus progress

Part A

Objectives

In this part of Unit 9 you will:

- read about traditional values
- listen to a lecture entitled: Ethiopia must move forward
- discuss these two approaches to Ethiopia's development
- listen to some short conversations in which this topic is discussed
- practise stress and intonation
- extend your knowledge of words to do with change
- write a report
- think about grammatical facts, patterns and choices.

A9.1 Introduction: Traditional values

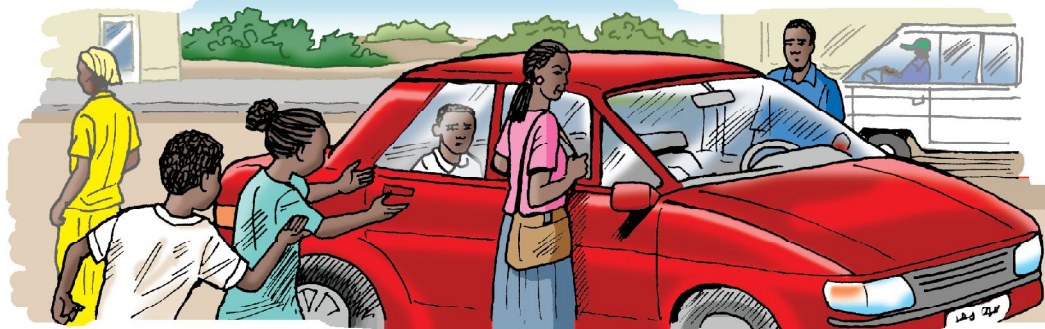
1 Work in a group of four and discuss what you understand by the terms

- Traditional African society
- Modern Western society

2 You are now going to read a text by the first president of Zambia, Dr Kenneth Kaunda. In it he describes traditional values and compares them with those of modern Western society. Survey the text, and then answer the questions below, referring back to the text to find your answers.

1 The traditional community was an accepting and inclusive community. It did not take account of failure in an absolute sense. The slow, the less able, and the incapable were accepted as any other member in community life provided that they were socially well-behaved. Social qualities weighed much heavier in the balance than individual achievement. In the best tribal society people were valued not for what they could achieve but because they were there. Their contribution, however limited, to the material welfare of the village was acceptable, but it was their presence not their achievement which was appreciated.





2 Take, for instance, the traditional African attitude to old people. Here it should be pointed out how horrified an African is, in most cases, on the first occasion of his acquaintance with the Western phenomenon of old people's homes. In traditional societies, old people are respected and it is regarded as a privilege to look after them. Their counsel is sought on many matters and, however infirm they might be, they have a valued and constructive role to play in teaching and instructing their grandchildren. Indeed, to deny a grandparent the joy of the company of his grandchildren is a terrible sin. The fact that old people can no longer work, or are not as alert as they used to be, or even have developed the handicaps of old age in no way affects our regard for them. We cannot do enough to repay them for all they have done for us.

3 The experts have all kinds of standards by which they judge the degree of civilisation of a people. In the African traditional society the test is this. How does that society treat its old people and, indeed, all its members who are not useful and productive in the narrowest sense? Judged by this standard, the so-called advanced societies have a lot to learn that the so-called backward societies could teach them.

4 The traditional society was an inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members' responsibilities are often confined to the immediate family, and it may be noted that the family circle may be a self-entire little universe, preventing the acceptance of wider commitments.

5 Here is an example of the inclusiveness of the traditional society. An African does not restrict the title 'father' to his male parent. He also addresses his father's brothers as 'father'. And he calls his mother's sisters 'mother' also. Only his father's sisters would be addressed as 'aunt' and his mother's brothers as 'uncle'. 'Brothers' would include not only the male children of his father but also certain cousins and even members of the same clan who have no blood relationship in the Western sense. Now, to the eastern mind, this confusing state of affairs is not merely a matter of terminology. These are not just courtesy titles. With the title of 'father', for example, goes all the responsibilities of parenthood and in return all the 'fathers' receive parental devotion. Hence, no child in a traditional society is likely to be orphaned. Should his literal parents die then others automatically assume the responsibility for his upbringing. By the same token no old person is likely to end his days outside a family circle. If his own offspring cannot care for him then other 'children' will accept the duty and privilege.

6 The extended family provides for richness in knowledge and experience for those fortunate enough to be part of it. Granted, the characteristics of small-scale societies have been described and it could be argued that such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns. But the attitudes to human beings as described above are not solely a function of social organisation. They are now part of the African psychology.

From Kenneth Kaunda: *Humanism in Zambia*

3 Choose the best option to complete the sentences.

- 1 In paragraph 1, this accepting and inclusive community regarded its less able members as ...
 - a equally valuable however they behaved.
 - b failures even if they fitted into society well.
 - c inferior because their contributions were limited.
 - d equals as long as they obeyed the rules of society.
- 2 The writer suggests in paragraph 1 that the members of a tribe ...
 - a believe that all members should make equal contributions to material welfare.
 - b believed that all members were equal, and ought to be equally valued in every way.
 - c did not have enough respect for individual achievement, and undervalued success.
 - d respected good members equally without regard to the size of their contributions.
- 3 In paragraph 2 the writer states that an African is horrified by the idea of old people's homes because Africans ...
 - a think they are a Western idea.
 - b respect the old as valuable members of the community.
 - c find old people useful for educating their grandchildren.
 - d believe that people were wiser in the past than they are now.
- 4 It is clear that the writer believes that old people lead happier lives in ...
 - a Western societies, where they are less infirm and do not develop the handicaps of age.
 - b European societies, because they have no responsibilities and are provided with homes.
 - c African societies, where their wisdom is respected and they play a useful part in family life.
 - d African societies, provided they are well enough educated to teach and instruct their grandchildren.
- 5 According to the writer, the degree of civilisation of a society is best judged by ...
 - a how useful and productive most of its members are.
 - b experts who have all kinds of standards to judge by.
 - c how many of its members are useful and productive.
 - d how well it treats the young, the old and the handicapped.
- 6 The writer refers to *so-called backward societies* and *so-called advanced ones* because he ...
 - a agrees with what the experts call them.
 - b agrees that they are the right labels for them.
 - c thinks that they are the wrong labels for them.
 - d thinks that no societies should be labelled in this kind of way.
- 7 No child in a traditional family is likely to be orphaned because ...
 - a brothers (and sisters) share each other's duties to their parents.
 - b no old person is likely to end their days outside a family circle.
 - c a child calls their father's brothers 'uncle' and their mother's sisters 'aunt'.
 - d the titles 'father' and 'mother' are not only used by the child's biological parents.
- 8 We may deduce from this text that the extended family social security scheme may be particularly appropriate ...
 - a in rural societies with rich governments.
 - b in rural societies with poor governments.
 - c in urban societies with rich governments.
 - d in urban societies with poor governments.

4 Comment on what the author means by these phrases:

- a *socially well-behaved* (paragraph 1)
- b *old people's homes* (paragraph 2)
- c *the handicaps of old age* (paragraph 2)
- d *the so-called advanced societies* (paragraph 3)
- e *literal parents* (paragraph 5)

5 Explain the following in your own words.

- a *horrified* (paragraph 2)
- b *acquaintance* (paragraph 2)
- c *counsel* (paragraph 2)
- d *infirm* (paragraph 2)
- e *alert* (paragraph 2)



A9.2 Listening: Ethiopia must move forward

1 You are now going to listen to a lecture which puts forward a very different point of view to Doctor Kaunda's.

- 1 Listen and take outline notes.
- 2 Compare your notes with those of another student.
- 3 Listen again and add more information to your notes.



A9.3 Speaking: Choosing the best way forward

1 Work in a group of four and discuss these questions.

- 1 In Dr Kaunda's text (A9.1) he describes how African values govern societies such as those in Zambia. Do these values also apply to Ethiopia?
- 2 Dr Kaunda sets out his argument in favour of the extended family system, but in the last paragraph he states: *such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns*. Does this mean that the extended family is unsuited to the modern world?
- 3 Do you agree with the speaker in the lecture (A9.2) that *we must move away from our great historical heritage which, in truth, has become a burden*? Support your answer with examples.
- 4 The speaker's proposals are, to quote: *drastic, some would say too extreme*. Do you agree?
- 5 Which of these statements do you agree with?
 - a We must hang on to our traditions and values which define us as a nation and as a continent.
 - b The only way forward is to adapt to the modern world and reject the past
 - c There is a middle way, a modern way but a uniquely African way, which we can follow to progress to a better future.

2 Work with a partner. You are going to role-play a discussion or an argument between two people. Follow these steps.

- a Student A should argue the importance for Ethiopia of keeping its traditional culture and values. Student B should argue the case for Ethiopia becoming more modern and Western.
- b Decide what the relationship is between you, for example:
Student A: religious elder/Student B: business person
Student A: parent/Student B: ambitious teenager.
- c Create your discussion. It should continue for a few minutes. Use points from the text and the lecture, and also add your own ideas.
- d Practise the role-play a few times and then perform your role play for other students in the class.
- e After each performance the class should decide which person was the most persuasive.



A9.4 Listening: Short conversations

1 You are going to hear four short conversations in response to the two viewpoints expressed in Dr Kaunda’s text and the lecture. As you listen, make notes in the table.

	Do the two participants agree or disagree?	What are A’s main points?	What are B’s main points?
Conversation 1			
Conversation 2			
Conversation 3			
Conversation 4			

- 2** Check your notes with your partner.
- 3** Listen to the conversations again and add more information to the table.
- 4** Work with a partner and discuss which of the viewpoints you agree with.



A9.5 Speaking: Stress and intonation

1 Work with a partner. Your teacher will read the conversations from A9.4 again. As you listen describe the emotions of each of the speakers about what they are saying. Make notes in the table.

	A’s feelings	B’s feelings
Conversation 1		
Conversation 2		
Conversation 3		
Conversation 4		

- 2** Discuss how these feelings add meaning to what they are saying.
- 3** Look at the listening script for A9.4 conversation 1 at the back of this book. Work out the main sentence stress in each sentence: the word or words in each sentence which should be stressed more than others. Decide with your partner where the sentence stresses should go and mark them.

Remember:

- words in a sentence which convey the most important meaning are stressed
- when a one-syllable word is stressed, the whole word is stressed
- When a word with more than one syllable is stressed, you only stress the syllable that is normally stressed in that word.

Example: Give me the 'money.

- 4 Now think about the intonation. To revise intonation see B2.8. Look at the notes you made in the table above about feelings and decide what the intonation should be. Remember: The stronger the feeling, the higher and lower the rises and falls.
- 5 Practise reading the conversation with the sentence stress and intonation patterns you have discussed.
- 6 Repeat exercises 3–5 with the other conversations.

A9.6 Increase your word power: Change

- 1 Look at the words in the box. They are all in some way connected to the word *change*.

adjust alter amend bring about conserve develop effect exchange grow
implement innovate keep make modify move away from move on preserve radical
rearrange remain the same revolutionise sea significant small transform vary

- 2 Work with a partner and put the words into groups according to their connection with the word *change*. For example, synonyms, verbs that can be used with *change*.
- 3 Try to add more words to each group.
- 4 Add suffixes or prefixes to as many of the words as you can, for example *changeable*, *unchangeable*.
- 5 Make eight sentences with different words from the box about any changes in your local region.



A9.7 Writing: A report

- 1 You are going to write a report on a situation that needs to be changed. Work with a partner and read the background to the situation. List the problems you can see in the picture.

Example: *Students are using the lab to meet their friends for a chat.*

You are a new science teacher in Valley High School. You have become aware that basic safety rules are being broken in the science laboratory on a regular basis. You are very disturbed and have decided to write a report for the Head of the Science Department. Your report will contain information about what is wrong and some recommendations for improving safety.

The picture shows the kind of student behaviour you have witnessed in the science laboratory.



2 Discuss what needs to be done to improve the situation. You could also make suggestions for how to enforce the rules.

Example: *A list of safety rules need to be displayed in the lab and publicised.*

3 Write your report by following these steps.

- Write your report on your own.
- The report should be at least 500 words in length.
- Use the ideas from your discussion.
- Divide your report into these sections:
 - a** Background (why you are writing this report)
 - b** The current situation
 - c** Conclusion and recommendations
 - d** Appendix (You could include a suggested list of safety rules for the science lab.)
- Follow the usual seven stages for producing a piece of written work. Refer to A3.3 *Written assignments* and B5.12 *How to write a report*.

4 Present your report to the rest of the class.

A9.8 Study skills: Focus on grammar

Someone once said: You can't say anything without vocabulary but you can't say much without grammar.

So what is grammar and why do we have to learn it when we are learning a language? Grammar is about how words are sequenced. Language proceeds sequentially both in speech and writing. Whatever the meaning we wish to convey, the grammar we use is prescribed according to certain facts and patterns but there are also choices involved.

For example, have you ever started to say something quite complex and then stopped because you realised the way you started the sentence was incorrect? This was because the sentence pattern you began with could not convey the meaning you wanted, and so you had to start again in another way.

Grammatical facts and patterns

There are some facts about grammar that we have to accept: there is no choice involved.

- 1 Plural forms are fixed: if we want to speak about more than one of something we have to use a plural form. Plural nouns are formed in various ways. See these examples:

Rules for plurals:

Regular plurals: *-s, -ies, -ves,*

Irregular: *children, feet, teeth, men*

book = books, baby = babies, church = churches, tomato = tomatoes, piano = pianos,

shelf = shelves, child = children, woman = women, tooth = teeth, sheep = sheep

- 2 Sentence patterns are fixed: we have no choice, we have to use them.

Grammatical choices

In some cases we have a choice when selecting grammatical forms or patterns. This is when there are two possible forms which both have the same meaning.

- 1 **What are the plural forms of these words?**

school bus mango radio foot knife fish species person

- 2 **Many verbs are irregular in the way they form the past tense and past participle. Think of some examples.**

- 3 **Think of different sentence patterns that begin in these ways.**

1 I want ... *I want my lunch. / I want to have lunch. / I want you to have lunch.*

2 Do you ...?

3 I slept ...

4 I eat ...

5 What ...?

6 I love ...

7 Don't ...!

4 Work with a partner. Study the examples of grammatical choice below and discuss the difference between the sentences in each pair. Think of other examples of each of the grammatical patterns.

- 1 a** I gave the book to Taytu.
b I gave Taytu the book.
- 2 a** The picture was painted by a famous artist.
b A famous artist painted the picture.
- 3 a** I've lived here since I was a child.
b I've been living here since I was a child.
- 4 a** She always loses her keys.
b She's always losing her keys.
- 5 a** She stopped talking to me.
b She stopped to talk to me.
- 6 a** We've eaten cake.
b We've eaten the cake.

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Part B

Objectives

In this part of Unit 9 you will:

- talk about the pros and cons of living in a rich country
- read two newspaper articles about *Broken Britain*
- extend your knowledge of noun and adjective suffixes
- learn how to highlight information in a sentence
- discuss Ethiopia's strengths and weaknesses
- read a poem entitled *Western Civilisation*
- revise *make* and *let*
- discuss which of Ethiopia's traditions to preserve and abolish
- write an opinion essay
- do a speaking assessment task.



B9.1 Speaking: The pros and cons of living in a rich country

- 1 Work in a group and think of ideas about the pros and cons of life in a rich, developed country.
- 2 Make a list of pros and cons in two columns on a piece of paper. One person in the group should act as the secretary and write what others say.
- 3 Each group should present their list to the rest of the class.



B9.2 Reading: Broken Britain

Great Britain is a developed country and yet it faces many social problems. Hence Broken Britain has become a popular slogan in the newspapers.

- 1 Work in a small group. Your teacher will tell you if you are group A, B or C. When you know which group you are, do the relevant task for your group. Do ONLY your task, not the other two.
Before you start, you will need two whole pages in your exercise book, or two sheets of paper. Write 'Text 1' at the top of one page, and 'Text 2' at the top of the other page.

Group A: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

- 1 What is the main issue in the article?
- 2 What is the impact on society of this issue?
- 3 What are the possible reasons behind this issue?
- 4 Find four new words from the article and describe their meanings.

Group B: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

- 1 What are the facts of the story?
- 2 Give your opinions or comment on the facts.
- 3 What is the journalist's purpose?
- 4 What is your response to this story?
- 5 Find four new words from the article and describe their meanings.

Group C: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

- 1 Which aspects of the story could occur in Ethiopia?
- 2 Which aspects of the story are unlikely to occur in Ethiopia?
- 3 What does this story tell us about Western society?
- 4 Find four new words from the article and describe their meanings.

Text 1

ONLY MARRIAGE CAN MEND BROKEN BRITAIN, SAYS TOP JUDGE IN ATTACK ON 'PASS THE PARTNER' SOCIETY

By Tim Shipman

Marriage should be promoted by the Government to end the 'social anarchy' of family breakdown, a senior judge said last night.

Mr Justice Coleridge accused mothers and fathers who fail to commit to each other of engaging in a game of 'pass the partner' that has left millions of children 'scarred for life'. In a hard-hitting speech he called for a change of attitude that would attach a 'stigma' to those who destroy family life and said a National Commission should be established to devise solutions for the 'epidemic' of broken homes. He said: 'The reaffirmation of marriage as the gold standard would be a start.'

Currently, one in three marriages ends in divorce. One in ten children lives with cohabiting parents and a quarter live with a single parent. Children from single-parent families are far more likely to do badly at school, suffer poor health, fall into crime, drug abuse, binge drinking and teenage pregnancy.

Sir Paul Coleridge, 60, who is married with three adult children, is a leading family judge. In his speech to the Family Holiday Association charity, of which he is a patron, Mr Justice Coleridge said: 'I am drawing attention to the endless game of "musical relationships", or "pass the partner", in

which such a significant portion of the population is engaged.' Condemning the 'endless and futile quest for a perfect relationship', he said many parents were in 'a complete and uncontrolled free-for-all where being true to oneself and one's needs is the only yardstick for controlling behaviour'. He added: 'The children are caught up in the conflict of their parents' unresolved relationship issues and it can leave them scarred, sometimes severely scarred, for life.'

The judge also said government should support 'those who chose not to marry but live a committed life with a partner', since they provide stability for children. Calling for 'a fundamental change in individual attitude and behaviour', he said: 'What is a matter of private concern when it is on a small scale becomes a matter of public concern when it reaches epidemic proportions. 'I am not suggesting that all relationship breakdown and termination can be avoided in all cases. Of course it cannot.' But he concluded: 'The time has come for a major examination of all the issues surrounding family life, its support and maintenance, and especially the mechanisms and laws for its termination.'

Source: *Daily Mail*, 17th June 2009 www.dailymail.co.uk

Text 2

Broken Britain: Boy, 14, beaten to the brink of death for his iPod

By Claire Ellicott

Surrounded by tubes and medical technology, a 14-year-old boy clings to life in intensive care. Tyler Molloy was beaten nearly to death by a gang of teenagers after they stole his iPod. He was in a coma for two days and will not be able to return to school until September at the earliest.

Last night his mother called for action on the gang culture. ‘One of the worst mistakes this Government has ever made was taking away the rights of parents to chastise their children,’ said Jerry Molloy, from Clapham, south-west London.

‘Maybe if there was more discipline and better parenting, these children wouldn’t end up in gangs, destroying people’s lives.’

Tyler, who hopes to study medicine, was chatting with three female friends in a park in nearby Balham after school on Wednesday when they were approached by ten boys aged around 15. They demanded Tyler’s belongings, and he handed over his iPod, his mobile phone, his bank card and his jacket straight away, telling them he did not want any trouble.

Then one boy punched him, knocking him unconscious. As he lay on the ground the gang repeatedly kicked him in the stomach and stamped on his head. Two of the girls ran for help while the other screamed at the gang to leave him alone.

He suffered a ruptured spleen and other severe internal injuries and was put on a life support machine. He is now stable.

Police are treating the attack as attempted murder.



Tyler Molloy and his mother Jerry in 2006

2 Reform into new groups so that you are working with people who have worked on different tasks. Your new group should be made up of people from Groups A, B and C.

3 Each member of the group should report to the other group members what they have found out about the texts. As you listen to each group member, make notes under the headings Text 1 or Text 2.

4 In your group, discuss the findings from each of the texts and reflect on:

- what the texts tell us about life in developed countries
- what developing countries, like Ethiopia, can learn from such stories.

B9.3 Increase your word power: Word building – adjectives and nouns

1 Work with a partner and look at the words below. They are all related to problems of developed societies. Find out what the words mean; use a dictionary if necessary.

Noun	Adjective	Noun	Adjective
alcoholism		drug dependency	
binge drinking		materialism	
chastisement		parenting	
cohabitation		promiscuity	
deprivation		stability	
disaffection		violence	
discipline			

2 All of the words are nouns. Make adjective forms of these words and add them to the table.

3 Work with a partner and practise the pronunciation of these words and mark the stress, for example, 'alcoholism, alco'holic.

4 The nouns listed also have recognisable noun suffixes. Think of some other nouns with these suffixes: *-ism/-ity/-ment*.

B9.4 Language focus: Highlighting information in a sentence

Look at these questions and answers:

Question: *What do you do at weekends?*
Answer: *What I do at weekends is relax!*

Question: *How do you prepare for exams?*
Answer: *How I prepare for exams is first of all I make a revision timetable.*

- We can see here that *what* and *how* are being used in two different ways.
 - In the questions, they are used as question words.
 - In the answers they are being used as pronouns meaning *the thing that ...* or *the things that ...*. All *wh-* words can be used in this way.
- When we use *wh-* words in this way, we are highlighting the information that comes after the *wh-* phrase, for example:

Answer: *What I do at weekends is relax!*

Answer: *How I prepare for exams is first of all I make a revision timetable.*

1 Underline the highlighted information in these sentences.

- Who I really like listening to is Whitney Houston.
- Where I'd like to live is in a big house with a garden.
- When I'm at my best is early in the morning.

2 Add suitable *wh*- words to these sentences.

- 1 _____ I would never wear is torn jeans.
- 2 _____ I like to study is in the library.
- 3 _____ I haven't seen for a long time is your brother.
- 4 _____ I'd like to practise our song is tomorrow afternoon, after school.
- 5 _____ I managed to get here on time is by getting a taxi.
- 6 _____ I spend my Saturdays is at home with my family.

3 Complete these sentences so they are true for you.

- 1 What I like to eat after school is ...
- 2 How I come to school is ...
- 3 When I do my homework is ...
- 4 Who I spend most of my free time with is ...
- 5 Where I would like to visit is ...
- 6 How much I would pay for a pair of shoes is ...

4 Transform these sentences in the way indicated.

Example: *Everything they said was true* → *What they said was true*

- 1 Everybody was surprised that Kahsay got the job. *What everyone ...*
- 2 I think Ethiopia should modernise. *What I think ...*
- 3 Anane feels very disappointed. *Who feels ...*
- 4 The book is about the Nigerian Civil War. *What ...*
- 5 I didn't come to school because I had malaria. *Why ...*
- 6 The President is opening the new school. *Who ...*



B9.5 Speaking: Ethiopia's strengths and weaknesses

1 Work in a group of three. Discuss the positive and negative aspects of Ethiopia: its strengths and weaknesses. Try to use the sentence pattern you have just looked at in B9.4.

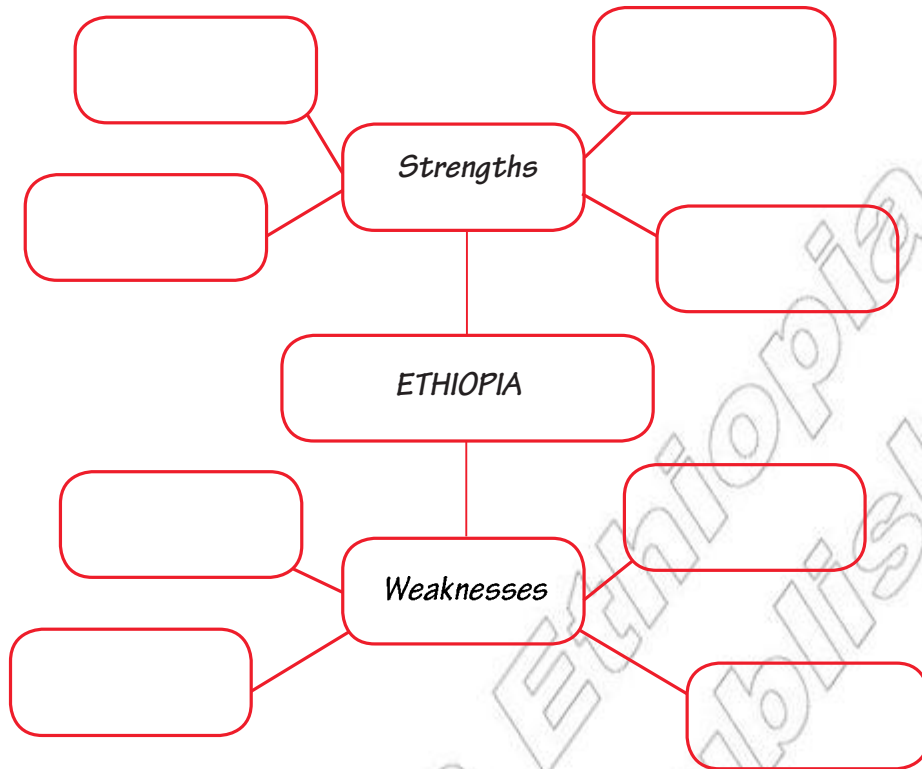
Example:

- *What I think is good about Ethiopia is the people.*
- *What's good about the people is they are very warm and friendly.*
- *What concerns me about Ethiopia is that there are too many people.*

2 Look at the mind map on the next page. In your group you must complete it as follows:

- **Select four main positive points, for example the landscape, the people, and add them to the four upper ovals.**
- **Select four main negative points and add them to the four lower ovals.**
- **Think of some examples or extensions of the main points and put them around the main points.**

3 Create a class mind map on the board, using ideas that have majority agreement. Discuss the points on the mind map together.



B9.6 Reading: A poem

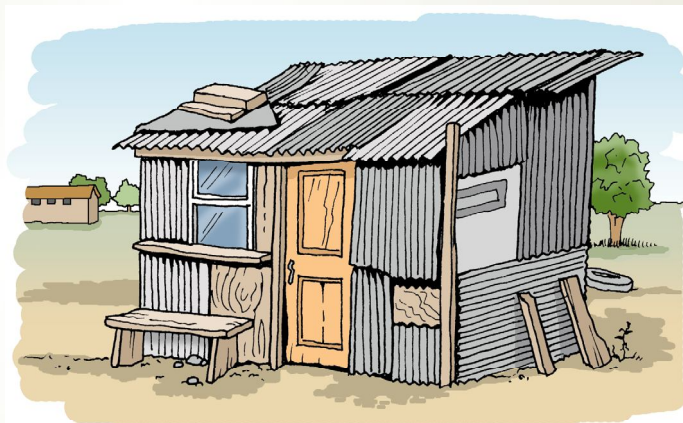
1 This poem is by an Angolan poet, who was also his country’s first president. Read it and answer the questions below.

Western Civilisation

Sheets of tin nailed to posts
 driven in the ground
 make up the house.
 Some rags complete
 the intimate landscape.
 The sun slanting through cracks
 welcomes the owner.
 After twelve hours of slave
 labour
 breaking rock
 shifting rock
 breaking rock
 shifting rock
 fair weather
 wet weather
 breaking rock
 shifting rock

Old age comes early.
 A mat on dark nights
 is enough when he dies
 gratefully
 of hunger.

Agostinho Neto
 Translated by Margaret Dickinson



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- 1 Why do you think the poet calls the poem *Western Civilisation*? Whose life is it describing?
- 2 Describe in your own words the man's house.
- 3 What work does the man do?
- 4 Explain and comment on these lines:
 - *Old age comes early*
 - *He dies gratefully*
- 5 Practise reciting the poem with a partner. Pay attention to
 - the stress pattern of long words
 - the rhythm of the lines
 - your intonation so that it does not sound flat and uninteresting.

B9.7 Increase your word power: Revision – *make* and *let*

make

One meaning of *make* is to force someone to do something or cause something to happen

Examples:

- *My mother makes me eat breakfast even though I'm not hungry in the morning.*
- *The film made me cry it was so sad.*
- *My brother can make almost any broken car work.*
- *Our teacher doesn't make us do our homework; we do it because it's important.*

Note the structure:

Subject + *make* + person or thing + infinitive without *to*.

let

The verb *let* can be used in this way, with the meaning of *allow*:

- *I'm letting my hair grow.*
- *The librarian lets us study in the library until seven p.m.*
- *The librarian doesn't let us bring food into the library.*

The structure is the same as *make*:

Subject + *let* + person or thing + infinitive without *to*.

1 Complete these sentences with the correct form of *let*, *don't let* or *make*.

- 1 Mother _____ father smoke in the house.
- 2 The police officer _____ us show him our documents.
- 3 My parents _____ me go out at night on my own.
- 4 Please _____ me help you.
- 5 His white hair _____ him look older than he is.
- 6 Please _____ me forget to give you back the money I owe you.
- 7 Sad films _____ me cry.
- 8 What you have said _____ me think I should change my mind.

2 Complete these sentences in a logical way with *make*, *let* or *doesn't let*.

- 1 Hot weather ...
- 2 My mother ...
- 3 My father ...
- 4 Lack of exercise ...
- 5 Our teachers ...
- 6 Will your parents ... ?
- 7 Cutting up onions ...
- 8 A mobile phone ...

3 Compare your sentences with those of other students.



B9.8 Speaking: Preserve it or abolish it?

The theme of this unit is tradition versus progress. We have looked at the values of our traditions and the need to adapt to the modern world. We have also looked at some of the risks of development. In order to reconcile the old with the new we are now going to look critically at our traditions.

1 Work in a group and list some of your local traditional practices and customs.

2 Discuss which of these traditional practices and customs should be preserved or should be abolished. Before you start, look at the language in the box.

The passive infinitive	Make and let	Asking for explanations and giving reasons
<p><i>be</i> + past participle</p> <p>This is used after modals, like <i>must</i>, and other structures like <i>going to</i>, <i>have to</i>, <i>would like to</i>.</p> <ul style="list-style-type: none"> Some traditions <i>must be</i> preserved Some customs <i>should be</i> abolished. 	<p>see B9.7</p> <ul style="list-style-type: none"> <i>We must let girls make</i> their own decisions about when they want to get married. <i>We mustn't make girls stay</i> at home when they want to go to school. 	<p>To revise this go to B6.8</p> <ul style="list-style-type: none"> <i>Can you tell me why</i> you think early marriage should be abolished? <i>The main reason is because</i> it's cruel

Use this language in your discussion.

Examples:

- I think early marriage should be abolished because it's cruel and doesn't let women make their own decisions about their future.*
- We should definitely keep our tradition of respect for the elderly and let them continue to make a valuable contribution to society.*

3 In your group make a two-column list of points you agree on.

4 Create a class two-column list on the board, using ideas which have majority agreement.

5 With a partner, use the class list to make sentences about how each of the proposals would help Ethiopia. Use both of these second conditional structures:

- If we abolished early marriage, more girls would be able to stay on at school.*
- Abolishing early marriage would enable more girls to stay on at school.*

6 With your partner, role-play this situation:

You are now living in the future, 25 years from now. Customs have been preserved or abolished according to what your class decided in exercise 4.

Student A: You are 25 years older. You must tell your grandmother/grandfather about the changes that have been made and justify them.

Student B: You are Student A's grandmother/grandfather. You must react to these changes and question Student A about them.

Practise your role-play and be prepared to perform it for other students.

One important change that has taken place is that early marriage has been abolished. Girls now cannot marry before the age of 14.

Do you mean to say that 12-year-old girls cannot be married now? Why is that?

Well, it's because ...



B9.9 Writing: An essay

1 You are going to write an essay in which you argue a point of view. You should plan and write this essay on your own.

Choose one of these essay titles.

- a Ethiopia should do everything it can to preserve its culture and traditions.
- b Increased wealth will not mean a happier Ethiopia.
- c The rest of the world has much to learn from Ethiopia.
- d Ethiopia must find its own way to develop and not use Western countries as a model.

2 Follow these steps:

- 1 Brainstorm ideas.** Make notes of some ideas in favour or against the title you have chosen, depending on your point of view.
- 2 Select your points.** It is generally better to make a few good points (say, two or three) and to support each one very briefly in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.
- 3 Make a plan.** Make an outline plan that has this basic structure.

Introduction

Main points
I _____
1 _____
2 _____
3 _____
II _____
1 _____
2 _____
3 _____
III _____
1 _____
2 _____
3 _____
Conclusion

- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. Note: this is a formal essay, so use a fairly formal style and tone.
- Now think about how you are going to conclude your essay. You can state your viewpoint and summarise briefly the points you have made.

- 4 Write your first draft.** Once you have written your plan, you can write your first draft. Don't forget to put your essay title at the top of the page.
- 5 Check and edit your essay.** When you have finished, check your first draft thoroughly for ideas, accuracy, and length.
- 6 Ask someone else to read your essay critically.** Make any changes they suggest, if you agree with them!
- 7 Write a neat, final version of your essay.** Underline your title, and make sure there is a clear break between one paragraph and another.

B9.10 Assessment

1 Speaking

Work in a group of four to five people. Choose one of the essay topics in B9.9 about the development of Ethiopia to discuss. Don't choose a topic which more than one person chose for their essay.

- You should discuss the pros and cons of your topic and try to reach a consensus.
- Your discussion should last for a minimum of 10 minutes.
- Each person should contribute to the discussion.
- To review the language of discussion look back at A1.8 before you start.

2 Writing

Your teacher will assess the essay you wrote in B9.9 in which you argued your point of view about the development of Ethiopia.

Revision 3 (Units 7–9)



Listening

You are going to hear an account by a woman called Semira of her life in London. As you listen, make notes on the following topics:

- a Semira's background
- b Reasons for going to London
- c Her present situation
- d Advantages of her life there
- e Disadvantages of her life there
- f Her future plans



Speaking

1 Discussion

Work in a group and discuss these questions

- a What do you think of Semira's experience?
- b Foreigners often experience prejudice when they live in another country. Has Semira suffered from this?
- c What kind of experience do foreigners have when they come to live in Ethiopia?
- d Do you want to stay in your area or would you like to move away in the future? Give reasons for your answer.
- e If you could live anywhere in the world, where would you choose? Why?

2 Role-play

Work in a small group of three or four people. Create a role-play on the theme of 'tradition versus progress' in which there is a conflict of some kind. For example:

- A daughter refuses to leave school and marry
 - A son wants to leave the land and work in the city
 - A company wants to open a factory in a place of natural beauty
- a Brainstorm some ideas until you have chosen something you all want to do
 - b Plan your role-play. It should last for 3–5 minutes
 - c Practise your role-play
 - d Be ready to perform it for another group



Reading

The following text is an extract from a novel by a Senegalese writer. Survey the text and then answer the questions below.

The letter-writer translated into Wolof as he read. A beggar with watery eyes came up, led by a child, repeating all the time, “Ngir Yallah, by the grace of God.”

The letter-writer handed the letter back and said:

“Fifty francs.”

Dieng hunted. He had only ten francs left. His fare, along with Gorgui Massai’s, had reduced what money he had by forty francs.

“I’ll cash my money-order and come back and pay you.”

“What do you think I live on?” asked the letter-writer. He eyed his customer with suspicion.

Dieng held out the advice-note for him to see.

“All right, I’ll wait,” he said, convinced.

In the post office Dieng had to wait behind a fat woman who was at the window. She eventually left, muttering about wasting her time, even though she had got what she came for.

Dieng went up to the window. The post-office clerk extracted a slip and compared it with the advice-note.

“Ibrahim Dieng, your identity card.”

“Man, I haven’t got any identity card. I have my tax receipt and my voter’s card.”

“Is there a photo?”

“No...No.”

“Give me something with a photo on it. Driving licence, military service certificate.”

“I have nothing like that.”

“Well, go and get an identity card, then.”

“Where from?”

All that could be seen above the window was an oval black ball, out of all proportion with the *tubercular* shoulders upon which it rested. At the question “Where from?” the clerk looked up at Dieng. It was a closed face. From the neck upwards, it was all severity. Dieng was cowed.

“I’ve got an identity card,” intervened Gorgui Massai, stretching his arm out with his card held between thumb and index finger, and looking at the clerk.

“Is the money-order in your name?”

Gorgui Massai did not reply. He held his arm out for a few seconds, then withdrew it.

“Get away from here,” thundered the clerk.

“Ibrahim Dieng, are you going to give me your identity card or not?”

“Man, I have no card,” Dieng replied in a quavering voice.

“Go and get one.”

“Where from?”

They looked at each other. Dieng thought he saw a look of contempt appear in the civil servant’s eyes. He suffered. He came out in a cold sweat of humiliation. *He felt as if a painful bite had been taken out of his flesh.* He said nothing. There came into his mind the saying that circulated among all the ordinary people of Dakar: “*Never upset a civil servant. He has great power.*”

“Go and ask the police in your quarter,” advised the clerk at last, returning Dieng’s advice-note.

“The money-order will remain here for two weeks.”

From *The Money-Order* by Sembene Ousmane

Choose the best option

- 1 What did the letter-writer do for Dieng?
 - a He wrote a letter for him in Wolof.
 - b He read a letter for him in Wolof.
 - c He translated a letter for him into Wolof.
 - d He wrote a letter for him, then translated it into Wolof as he read it aloud.
- 2 Was Dieng expecting the letter-writer to charge him fifty francs?
 - a Yes, because he had a money-order that he could cash.
 - b No, because he had only ten francs left.
 - c Yes, because he planned to come back and pay the letter-writer.
 - d No, because his money had been reduced by forty francs.
- 3 Why was the letter-writer convinced by the advice-note that Dieng showed him?
 - a The advice-note was proof of Dieng’s money-order.
 - b The advice-note was a statement of Dieng’s bank balance.
 - c The advice-note was a written agreement between Dieng and the letter-writer.
 - d The advice-note was proof of Dieng’s identity.
- 4 What was the fat woman complaining about?
 - a She hadn’t got what she had asked for.
 - b The post-office clerk had asked for her identity card.
 - c She had spent a lot of time in the post-office.
 - d She had got what she had come for.
- 5 What did the post-office clerk require from Dieng?
 - a A tax receipt.
 - b An official document with his photograph on it.
 - c A voter’s card.
 - d An identity card.
- 6 Why would the post-office clerk not accept Gorgui’s identity card?
 - a The post-office clerk was not serving him.
 - b The post-office clerk did not believe it was Gorgui’s identity card.
 - c The post-office clerk was too angry to look at it.
 - d The money-order was not Gorgui’s.
- 7 Why did the post-office clerk look at Dieng with contempt when Dieng asked where he could get an identity card from?
 - a He thought that Dieng was foolish for not knowing where to go.
 - b He didn’t want to waste more time telling Dieng where to go.
 - c He didn’t think it was his duty to advise Dieng where to go.
 - d He was a powerful man who did not advise people on such small matters.
- 8 The underlined saying in the passage, “Never upset a civil servant. He has great power,” suggests that the people of Dakar:
 - a Respect a civil servant.
 - b Fear a civil servant.
 - c Obey a civil servant.
 - d All of the above (a, b, and c).
- 9 In the passage, the underlined word, “tubercular,” means:
 - a The clerk’s shoulders were strong.
 - b The clerk’s head was small.
 - c The clerk’s shoulders were thin.
 - d The clerk’s head was large.

- 10** The underlined sentence in the passage, “He felt as if a painful bite had been taken out of his flesh,” indicates that:
- Dieng felt very hurt.
 - Dieng felt very embarrassed.
 - Dieng felt very afraid.
 - Dieng felt very anxious.

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 15 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

Punctuation

Write this short passage with correct punctuation.

the solution to the problem is simple the government must provide funds for a new hospital immediately however that begs the question where is the government to find this money



Writing

- 1** Write a paragraph of no more than 150 words summarising Dieng’s encounters with the letter-writer and the post-office clerk in the reading text.
- 2** Write an essay for or against this point of view:

As a country develops, the traditional culture, skills and way of life die out. There is no point trying to keep them alive.

- Use an appropriate structure for this kind of essay.
- Follow the usual seven stages of writing an essay.

Vocabulary

- 1** Identify 12 words in this word search puzzle which are characteristics employers often look for when employing someone, particularly in a position with responsibility. The words are arranged horizontally and vertically.

d	t	d	e	r	w	k	o	p	n	b	v	c	d	e	w	t	a
e	h	e	g	w	r	k	e	d	a	s	d	g	j	o	i	u	r
l	e	v	e	l	h	e	a	d	e	d	s	e	r	f	t	h	d
n	o	g	j	c	o	o	p	e	r	a	t	i	v	e	h	n	t
p	k	y	k	d	d	w	t	g	h	n	m	v	n	d	e	x	r
r	l	m	l	g	a	s	d	f	g	e	n	v	x	z	w	d	u
o	r	n	m	c	z	s	e	r	d	y	n	a	m	i	c	y	s
b	e	b	u	s	o	i	y	h	t	e	f	g	h	j	k	u	t
l	s	o	l	u	t	i	o	n	s	f	o	c	u	s	e	d	w
e	o	c	t	w	d	e	r	c	v	o	j	k	l	b	n	e	o
m	u	t	i	o	w	d	r	f	t	r	y	u	i	r	c	t	r
s	r	u	t	k	s	f	g	k	j	d	i	s	c	r	e	e	t
o	c	w	a	p	c	o	p	t	o	e	w	y	a	e	i	r	h
l	e	e	s	l	d	i	x	g	l	t	e	h	s	r	o	m	y
v	f	s	k	y	e	u	b	h	k	a	d	n	d	t	l	i	o
e	u	t	e	t	t	y	m	j	j	i	c	o	f	u	k	n	e
r	l	q	r	k	l	o	e	r	v	l	r	e	o	k	l	e	m
v	e	w	g	s	e	l	f	m	o	t	i	v	a	t	e	d	n

2 Crossword competition

- Work in a group of 2, 4 or 6 people and divide into two teams: A and B.
- Each team will be given a crossword grid in which half the words have been written in the grid. Team A will look at grid A and Team B at grid B. The two halves make the completed puzzle. The aim is for one team to complete their grid before the other team.
- You must not let the other team see your grid so each team must sit facing each other, not next to each other or in a circle
- Each team takes it in turns to ask a question of the other in order to try to complete their grid.
For example:
Team A: What is 15 across, please?

The other team must give a definition of the word or an example WITHOUT saying the word. For example:

Team B: It's a building where young people go to study

Team A: Is it a library?

Team B: No!

Team A: Is it a school?

Team B: Yes!

- If one team can't answer the question, you must leave it and move on and go back to it later on. The other team should not give the answer.
- Team A your grid is on page 282.
- Team B your grid is on page 285.
- Do NOT look at each other's grids!

Language use

1 Identify the mistakes in these sentences and then write them correctly

- a What am I doing this evening is staying at home and taking it easy.
- b Prolonged water shortage could be a threat to stable in the future.
- c Western society is too materialism, and not spiritual enough.
- d My mother makes me to clean my room on Saturdays.
- e She doesn't make me see my friends until my homework is finished.
- f You should always be polite for older people.
- g I am not keen to eat fish.
- h I could go to the match yesterday as I was given a free ticket.

2 Choose the best option to complete the sentences.

- a What _____ is calm down.
A do I think you should do B I think you should do C I think should you do D I should think you do
- b Why _____ the film is because it's far too long.
A didn't I enjoy B I not enjoy C did I not enjoy D I didn't enjoy
- c How _____ the guitar was through my brother's best friend.
A I came to learn B did I come to learn C did I learn D come to learn
- d I _____ play the piano since I was about six years old.
A I could B I was able to C am able to D have been able to
- e Hominids _____ use some kind of primitive language.
A might be able to B can C might have been able to D are able to
- f I'm sorry but I _____ come to your party as we have a family wedding on that day.
A won't B won't have been able to C wouldn't be able to D won't be able to
- g The library doesn't have _____ I am looking for.
A the book B the book of which C the book, which D the book, that
- h The company is looking for _____ can operate and maintain the photocopier.
A somebody, that B somebody C somebody that D somebody which
- i The playwright's _____ is currently being performed, is set in the 1930s.
A latest work, which B latest work C latest work that D latest work
- j By the time I got home, everyone _____ to bed.
A has gone B had gone C goes D went
- k As soon as the man had given the police his name and address, he _____ to go home.
A had been allowed B was allowed C has been allowed D allowed

- l** My hands are dirty because _____ my bicycle.
A I've repaired **B** I repaired **C** I've been repairing **D** I was repairing
- m** A flood warning _____ for the south-western region earlier today.
A was issued **B** issued **C** had been issued **D** has been issued
- n** Tahir said he was definitely coming to the party, but he didn't come. He _____ ill.
A must be **B** can't be **C** can't have been **D** must have been
- o** We don't know how the thief broke into our house. He _____ to open a window.
A could have **B** may be able **C** may have been able **D** could be able
- p** Kemal isn't answering his phone. He _____ it at home.
A may have left **B** may leave **C** could leave **D** may have been left

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