

Unit 1 Culture and Values

Theme

The theme of culture and values is a central concern in every society; it is part of the way in which we define who we are, and our relationships with others. In Ethiopia and elsewhere people are naturally proud of their varied cultural traditions, and cultural heritage. In this unit we read about the cultural and religious traditions of other countries, and attempt to describe some of the traditions in Ethiopia. We discuss whether or not cultural change is inevitable, and the ways in which this may be desirable and undesirable.

Academic Skills and Practices

Grammar Using active and passive constructions for descriptive writing. Degrees of frequency. Using time clauses in descriptive writing.	Vocabulary Using topic relationships to learn words. Learning meaning from words of Latin and Greek origin. Showing word associations in a diagram. Working out word meanings from context.
Listening and Note-taking Identifying the structure of a lecture. Note-taking using a framework.	Speaking Organising and taking part in a debate.
Reading Critical reading. Reading for main ideas. Reading for detail. Working out meaning from context. Understanding reference.	Writing Summarising key ideas from a text. Writing a guided descriptive essay.

Special features

Using active and passive constructions.
Debating. Critical reading. Identifying the structure of talk.

Final writing task

Write an essay entitled: "Describe a marriage ceremony you are familiar with."

Particular relevance to your future studies

Several of the tasks in this unit aim to make you more aware of how we make grammatical choices in order to express different meanings. The essay writing task gives you an opportunity to write an extended essay, with a clear development of points.



The varied cultures of Ethiopia



CULTURE AND VALUES

Part 1 Brainstorming

Task 1 What is culture?

1. Work individually. Look at the pictures on pages 48 and 50 and then answer the following questions. Then discuss your answers with your group.

- What is culture?
- What do you understand by cultural values and cultural practices?
- Write down some cultural features of certain cultural groups you are familiar with. Compare your answers with your group.

2. As a group, report your opinions and views to your class.

Task 2 Do you know?

1. Work individually.

One aspect of culture is the assigning of roles to members of a family. Are there specific roles given to members of the family in any community you are familiar with? What are they?

Roles

Men

Women

Girls

Boys

Now work together. Compare your ideas with your group members.

2. Work individually.

- In many cultures people prefer male children. Why do you think this is so?
- What effect does this have on the children?
- How is male dominance reflected in your experience in Ethiopia? (You could consider education, social relations, economic activities etc.)
- How have cultural norms determined what Ethiopian women can and cannot do?

Now compare your answers with members of your group.

Arsi Oromo women wear their hair in many different styles. The one shown is one of the less common.

Young girl of Wollo near Dessie wears silver earrings and necklace, a circular silver cross. Tattoo on the cheeks and forehead are additional signs of beauty.



A Majangir girl from western Ethiopia whose hair is kept in place with a lavish application of red clay. Bracelets are usually of brass, the lip ornament of ivory or horn.

Part 2 Listening and note-taking

Task 3 Vocabulary: Using topic relationships to learn words

1. The following words and phrases are going to be used in the talk you are going to listen to shortly about friendship and marriage. Work individually to group them under the topics given below. Some words may fit into more than one category. Ask the meanings of words you do not know. Be ready to discuss your answers.

patrilineal	exogamous	bride	divorce
line of descent	polygamous	half-sister	close kin
distant kin	kinship	spouse	inheritance
respectable family	monogamous	household	select a mate
potential father	socially acceptable	genealogy	go-between
despised class	marriage arrangement	family ties	

Concerned with	Words
Kinship	
Marriage	

As a class, discuss answers with your instructor.

2. As an assignment, write any new words and meanings in your vocabulary notebook. Add other new words from this unit to your vocabulary notebook as you encounter them. Set aside time for learning them.

Listening: Identifying the structure of a talk

Lecturers have to present information to listeners in a way that is understandable. One way they can do this is by using expressions that show they are moving from one section of a talk to another. At the end of a section or a whole talk, they often give a brief summary of what they have said before. There are two main advantages in being able to recognise when a lecturer is doing one of these things. Firstly, it gives you a clue that what the speaker is about to say may be very important to the listener argument, so you know that you should listen with extra concentration. Secondly, it tells you that you may need to take notes. Of course, you may already understand the point the lecturer is about to make, or it may not be important to you in terms of your own purpose for listening, in which case you would listen but not take notes.

Task 4 Markers for structuring and summarising a talk

Here are some markers lecturers use for moving from one section of a talk to another:

Now the next important aspect...	Now, I'd like to talk about...
Let me give you some examples of this...	Having looked at
Let's move on to talk about	Next

Here are some markers speakers use for indicating that they are about to summarise what they have said.

So we have seen that	In conclusion
We've seen that	In short

Can you add any other markers to these lists?

Work individually. Write these markers in your exercise books.

Task 5- Note-taking from listening

1. Listen to the first part of the talk. It tells about some aspects of the traditional Kinship system of the Gurage. It is based on a book by William Shock, called "The Gurage: A people of the ensete culture", published in 1963. The speaker structures and summarises the main points s/he makes using some of the markers we discussed above. Use these markers to help you follow what the speaker says about the key aspects of kinship.

First copy the following framework into your exercise book, leaving plenty of space for writing your answer in each box. Then as you listen complete the note framework in your exercise book.

Organisation of Gurage Society =	
Key aspects of kinship	Example of importance of this aspect of kinship
1. Family = basic unit of Gurage household.	
2. Customs related to	
3.	a. Men = seen as potential father b. c.

2. Now compare your notes with a partner's. Improve your own notes.

3. Listen to the second part of the talk. It tells you about the Marriage Customs of the Gurage. As you listen, try to identify how the speaker structures the talk and how the main points are summarised. Copy the framework below into your notebook, again leaving plenty of space for your answer. Then, as you listen, write down the main beliefs and customs and include one aspect of unacceptable behaviour related to each belief or custom. Leave a blank space if no unacceptable behaviour is mentioned.

Main beliefs and customs concerning marriage	Unacceptable behaviour
1.	
2.	
3.	
4.	
5.	

- Now compare your notes with a partner and improve them.
- Do you think this reflects typical Gurage culture?
- What changes in customs, beliefs and cultural practices do you think might have taken place in Gurage society over the past 35 years?
- Do you think that changes in customs, traditions, beliefs and practices are always for the good?

As a class, discuss your answers to 5, 6 and 7 with your instructor.

Part 3 Vocabulary

In the talk, the words patrilineal, exogamous, genealogy, and line of descent were used. One way of learning the meanings of words like these is by studying their origin. For instance, the first word has a Latin origin while the second has a Greek origin.

The exercises below give you practice in learning words of Latin and Greek origin used in English. They are intended for you to do as an assignment. If you do not know the words, use a dictionary to help you. Write your answers in your vocabulary notebook.

Task 6 Words of Greek and Latin origin

1. Many English words are derived from Latin. If you know the Latin origin of the word or part of the word, it can help you to work out the meaning. e.g.

Fraternity means brotherhood. (*Frater* means brother)

Paternal means fatherly. (*Pater* means father)

The words in Column A are derived from Latin - words related to mother. Match the words with their meanings in Column B.

Column A

Column B

- | | |
|----------------|---|
| 1. maternal | a. mother is the head of the family |
| 2. matrilineal | b. organizational system in which the ruler is the mother |
| 3. matriarch | c. related on the mother's side |
| 4. matricide | d. motherhood |
| 5. maternity | e. murder of one's mother |

Now using this pattern write down other English words and their meanings that come from the Latin words *frater* and *pater*.

2. In Column A are some words of Latin origin. Match these words with words in Column B to make meaningful combinations. In Unit 2 we called these collocations.

Column A

1. maternal
2. paternal
3. matrilineal
4. marital
5. maternity
6. fraternal
7. patriarchal
8. matrimonial

Column B

- a. ceremony
- b. care
- c. affection
- d. clan
- e. system
- f. organization
- g. ward
- h. love
- i. status
- j. vows

3. Other English words are derived partly from Greek. For example, *exo-* means related to, is outside of, does not belong to. Match the following words to appropriate meanings.

- | | |
|--------------|---|
| 1. exodus | not belonging to the same family/ line of descent |
| 2. exogamous | drive out or get rid of evil spirits. |
| 3. exorcise | going out in great numbers. |

4. *Mono* in Greek means one, *poly* means many. Find a word referring to:

1. a belief in one God
2. cultivation of one crop. (What is the opposite?)
3. a man having many wives.
4. a man having one wife
5. a woman having many husbands
6. belief in many Gods
7. a word having several syllables
8. a school teaching various arts or trades
9. a person speaking several languages

5. Words ending in *-icide* refer to killing. These are derived from Latin. For example: *patriicide* means killing of one's own father. Can you work out words for the following?

1. Killing of one's own brother or sister
2. Killing of a whole group of people
3. Murder, or killing of any human being

Part 4 Grammar and writing

Active and passive constructions in descriptive writing

The following tasks will help you to revise active and passive constructions, as well as the use of adverbial expressions to indicate frequency or lack of frequency. When you were in high school, your teachers probably placed most emphasis on studying the rules and changing active constructions to passive constructions or vice versa. In this section, the focus will be on grammar in use and you will therefore practise how we use active and passive constructions in writing descriptions.

Task 7 Using active and passive constructions

1. Individual work. The following examples and questions are based on the listening passages you have just heard. Study them and then write answers to the questions in your notebooks.

Present simple active

What does kinship determine?

Ans: Kinship typically determines all aspects of behaviour.

1. Who does a wife take care of?

Ans: A wife _____

2. What does a marriage encourage a Gurage father to do?

Ans: Marriage _____

3. Why don't women hold permanent membership in the Gurage kinship system?

Ans: They _____ because _____

4. Who controls the production of food for the family?

Ans: _____

5. What does a man often do if his wife does not bear him children?

Ans: He _____

Present simple passive

What is a married man seen as?

Ans: He is normally seen as a potential father.

1. Whose name are children given after two months?

Ans: They _____

2 In the Gurga, who are marriages traditionally arranged by?

Ans: They _____

3. Whose footsteps is a boy expected to follow in?

Ans: He _____

4. What is marriage strongly influenced by?

Ans: It _____ cultural norms.

5. In Gurga geneslogy, which line is emphasised?

Ans: The _____

2. Remember that the present simple tense third person singular form must end with -s, while the plural form does not require -s. A common mistake is for students to write sentences like these. Can you correct them?

- X 1. After two months, the mother come out of confinement. X
- X 2. -A husband control the production of food supply. X
- X 3. Every man try to find a mate. X
- X 4. Men divorces their wives very easily. X
- X 5. Something is considered wrong with women who never marries. X



A Gurga bride outside her husband's male being led by the nose. The dress and umbrella are the main items of bridewealth

Task 8 Analysing how choosing active or passive affects meaning in a text

1. Read the following short extract from a text about traditional Konso villages in southern Ethiopia.

Then copy out in two columns, one for active verbs, one for passive verbs, the verb constructions underlined in the text.

TRADITIONAL DEFENCE AMONG THE KONGO by Bekah Molla

Konso villages have the following characteristics.

First of all the compounds create an overwhelming impression of mystery for the stranger in that they are surrounded by massive walls which are about 7-8 feet thick. The walls are made of carved basalt rocks held together without any mortar or cement. The blocks are well-fired and cannot be easily dislodged so that they can survive for an extremely long period of time.

Secondly, the entrance is protected and the doors of the compounds are built with security in mind so that the inhabitants can easily see and watch out for their foes approaching from the plains. At night a wooden pole is placed across the entrance to signify that the household has retired for the night and that guests are unwelcome. Anyone who dares to remove the pole is presumed to be a thief.

Thirdly, the village sites are easily defended and people can only reach them along narrow and winding paths. The compound walls curve gradually perhaps because this shape makes them more stable and strong. The various paths within a village interconnect and only the villagers know the intricate ways in which the network of paths relate to each other.

2. Look at your two lists of verb constructions and at the text and decide why the author selected the active or the passive. If you need help in deciding what the author's reason might have been, refer to the Grammar Summary on page 61 of this unit.

For the passive verbs, work out from the text who or what the agent is and suggest a reason for the author using the passive. Three examples are given below.

Passive verb construction	Agent	Reason for choosing passive
are surrounded by	by massive walls	when we have an inanimate cause (e.g. massive walls) we often use the passive
are made	by builders	it is not important or not known who built them.
(are) held	by each other	there is an inanimate cause.

For the active verbs identify the subjects and work out from the text the reason for the author using the active. Three examples are given for you.

Subject	Active verb construction	Reason for choosing the active.
compounds	create	focuses on compound, not villages,
blocks	can survive	focuses on the blocks, not what they are surviving.
the household	has retired	time narrative. Cannot be put in the passive because the people did the action to themselves.

3. Now complete the following sentences to summarise the main distinctions between using the active and using the passive.

We use the active when we want to focus on the _____ of the action.

We use the passive when:

- we don't know _____ did the action or
- it is not _____ who did the action or
- it is not _____ who did the action or
- we don't want to say _____ did the action or
- there is an _____ cause or agent.

Grammar summary

1. Active Simple Present

Form: Remember to add -s to third person singular

Uses:

We use this tense to express general truths. The statements in Task 7 can all be taken as examples of general statements describing the Gurage social system.

Other uses of the Simple Present Active include describing habits, feelings, giving instructions, describing programmed activities, and narrating. e.g.

- He doesn't usually take sugar in his coffee. (Expresses habitual actions)
- She generally likes children. (Expresses feelings)
- Hand in your assignments tomorrow. (Expresses instructions)
- The train to Dire Dawa leaves at 8:30 a.m. (Gives a timetable future)
- The film star falls down, he picks up his gun, aims and shoots. (Narrating)

2. Passive Simple present

Form: am/is/are + past participle form of verb

Uses:

We use the passive form when we do not know, or it is not known or it is not important to know who or what did the action; or when we don't want to say who did the action, or when there is an inanimate cause or agent.

If we want to say who did or what caused the action, we use by. e.g.

Children are given names by their parents.

3. Indicating the degree of frequency of events

The Present Simple, Active and Passive, are also used with a range of modifiers in order to indicate the degree of frequency of certain events. Some examples of modifiers that are used in this way are:

always, generally, mainly, normally, often, traditionally, usually, frequently, sometimes, seldom, occasionally, rarely, never. e.g.

Children are normally given names by their parents.

Marriages are traditionally arranged by parents.

4. We often need these active and passive verb forms in academic descriptive writing.

Time Clauses for descriptive writing

Task 9 Using time clauses

1. The following examples and questions are based on the listening passages you heard before. Study the examples and then write answers to the questions in full in your exercise book.

When are Gurage children usually recognized as boys and girls?

Ans: They are recognised as boys and girls only after they have been named.

When are Gurage children named?

Ans: They are named when the mother comes out of confinement.

1. When does the naming ceremony take place?

Ans: It _____

2. When is a child's death believed to be a particularly bad sign?

Ans: It _____ if _____ when _____

3. When are women taken out of the kinship system?

Ans: They _____

4. At what stage does a Gurage father thoroughly check the background of a girl his son is interested in marrying?

Ans: He _____ before _____

5. When is a father encouraged to include his son in his inheritance?

Ans: He _____

2. Remember that time clauses should not contain future verb forms. A common mistake is for students to write sentences like these. Can you correct them?

- X 1. After the marriage feast will be over, the couple will start their lives together. X
- X 2. As soon as a boy will have decided who he wants to marry, he informs his parents. X
- X 3. Before a son will be married, no father includes him in the family inheritance. X
- X 4. Before a marriage will take place, shimagilles will negotiate between the families. X
- X 5. Boys and girls are only recognised after they will have been named. X

Task 10 Using time clauses

1. Now write a paragraph about Marriage among the Ari from Southern Ethiopia, using the jumbled notes given below and choosing the most appropriate tense to complete each sentence.

When Ari boys and girls (be) old enough to marry, _____

As soon as a boy (find) a girl he is interested in marrying, _____

After agreement (reach) between the partners, _____

The marriage feast (hold) _____

The custom (be) that _____

After the wedding (complete), _____

1. the girl's parents may ask her to return home, if they are not happy with her choice.
2. he makes sure that she is of good character and equal social status.
3. soon after the partners have agreed to marry.
4. the boy informs his parents that he intends to marry the girl he has chosen.
5. they are free to choose their own partners.
6. the girl's parents are only informed a day after the wedding ceremony.

2. Write a similar paragraph describing the sequence of events in preparing for a cultural event (not a marriage ceremony) you are familiar with. Remember to use time clauses very carefully.

Grammar summary

1. These activities have shown you another feature of academic descriptive writing. Events are often indicated in a time sequence. In order to do this a writer often makes use of Time Clauses, with time clause verbs in either:

present simple active or passive
present perfect active or passive

2. Remember not to use will in time clauses.

Part 5 Reading

Task 11 Critical reading

Work individually. You are going to read part of an article about the Pokot people of Kenya. First read the following questions. Then read the article quickly and answer the questions.

1. What type of publication do you think this article is taken from?
 - a. a Kenyan current affairs journal
 - b. an international academic journal for geographers
 - c. a popular geographical and cultural magazine

What evidence for your answer is there in the text?

2. What kind of reader do you think the article is meant to be read by? What is the evidence in the text for your conclusion?
3. Look at the title, the first paragraph and paragraph 5. Which words does the writer use to express his attitude towards (i.e. his reaction to) what is happening to the Pokot culture?

Report your answers to your group.

THE THREATENED WAYS OF KENYA'S POKOT TRIBE: PART 1

by Elizabeth L. Meyerhoff

(Taken from *National Geographic*, Volume 161, January 1982)

1. **CROUCHED IN THE CORNER** of Siwareng's smoky hut, I could sense the importance of what was going on. Everyone was absorbed in the ceremony of *Perpara*. Among the Pokot people of Kenya, this ritual is performed before the birth of a first child. Only the older Pokot men and women are allowed to be present. *Perpara* ritually cleanses and purifies the parents-to-be and their extended families; it attempts to exorcise all evil from the unborn child and ensure a healthy baby.
2. Lokor, a tribal elder, knew the complex history of Siwareng's family. While the others handed around a wooden mortar, Lokor sang out phrases, each one reciting a fragment from the past of Siwareng or his wife. The people chanted in slow, melodic refrain, voices and rocking bodies joined to will away all badness. Each man, as he passed the bowl, swirled the water and red earth in it with his fingers, blessing the "words" stirred into the bowl. "We came to eat the black goat," Lokor intoned solemnly. He was referring to the slaughter of a goat, a ritual performed years before to pardon a member of Siwareng's clan.



who had accidentally killed another Pokot. The fire burned lower, but the participants continued singing until dawn.

- 3 Next day, what a different mood prevailed for the climax of *Parpara Relatives* and neighbours formed a chain of singing dancers, each man holding the waist of the woman in front of him. Old women welcomed the celebrants, blessing them by smearing milk on their foreheads. Villagers streamed into Shwareng's hut to dance around the expectant couple. Shwareng's wife carefully held between her legs the mortar with the magic mixture. At a signal from Lokor, the bowl was tipped over and its contents spilled, carrying away all wrong actions with the stirred-in words and symbolizing easy birth.
- 4 To the Pokot, carrying out communal blessing can bring healing; witchcraft and sorcery can cause illness. After death, and for many generations, a person's spirit still wields power. A moral bond continues to link the living and the dead. Since an ancestor, if angered, can harm a live descendant, elders through their blessings try to appease departed spirits.
- 5 The Pokot are an exceedingly proud people, colourful in personality, appearance and social practice. They constitute a subgroup of the Kalenjin, a Nilo-Hamitic linguistic family. Among the least acculturated tribes of East Africa, the Pokot have traditionally remained aloof from pressures of modernization and development. But new roads through their lands and social progressive change are threatening their fragile and cherished culture.

Task 12 Reading for main ideas

Answer the following questions individually. Write your answers in your exercise book.

1. How important is the *Parpara* ceremony for the Pokot people, according to the writer? How do you know?
2. Does the writer think that change is good for the Pokot people or not? Does she assume that it is inevitable? Do you agree with the writer?
3. How successful do you think the Pokot tribe will be in preserving their cherished culture?

Report your answers to the class.

Task 13 Reading for detail

Write answers to the following questions in your exercise book. Then discuss your answers in groups.

1. True or false?

Decide which statements are correct and which are false, according to what the writer says in the article. Provide evidence for your answers from the text.

1. The *Parpara* is a communal blessing which does not have many different stages, but which lasts a long time.
2. Throughout the *Parpara* ceremony, the mood is sombre and respectful.

2. Reading for inference

1. Why was everyone absorbed in the ceremony (paragraph 1)?
2. Why are Siwareng and his wife important to the ceremony?
3. Why are communal blessings given by elders considered important (para 4)?
4. In paragraph 4, what is the moral bond that links the living and the dead?

3. Reading for reference

1. What does *others* refer to in "the others handed around a wooden mortar" in paragraph 2?
2. In paragraph 3, what two phrases are used to refer to Siwareng and his wife?
3. What is the *magic mixture* in the mortar mentioned in para. 3?
4. In paragraph 3, what does *its* in *its contents spilled* refer to?

4. Vocabulary focus

Find words or phrases in the above article close in meaning to the following. Use clues in the context to help you make your choices.

feel (paragraph 1):
carried out (paragraph 2)
existed (paragraph 3)
pacify (paragraph 4)
affected by western ideas (paragraph 5)

stir (paragraph 2)
high point (paragraph 3)
flocked or swarmed (para. 3)
endanger (paragraph 5)
form (para. 5)

any words you do not know in your vocabulary notebook.

Task 14 Summarising key ideas

Now scan the second part of the article on the Pokot and write in your exercise book what the writer says about the importance of the following aspects of Pokot culture.

- a. Marriage and kinship ties
- b. Co-operative teams
- c. Kokwo
- d. Living by old traditional rules
- e. Stock allocated to women at marriage
- f. Initiation for boys and girls

THE THREATENED WAYS OF KENYA'S POKOT TRIBE: PART 2

6. Two-thirds of the Pokot are farmers who live in the Cherangani Hills, where rainfall is sufficient, though seasonal; the rest are pastoralists of the dry plains on the Rift Valley floor. The two groups share essentially the same social and ritual practices, each making up the other's lacks by trading grain for milk and other animal products. A complex system of marriage and kin ties allows each Pokot family to cultivate fields scattered throughout the area. To guard against crop failure, each family plants different crops at different altitudes. Men and women share work in the fields, and during busy periods the households of a neighbourhood often form cooperative teams working each other's farms in rotation.
7. Pokot men, it seems, can always find time to meet with their friends at Kokwo. Kokwo is a kind of open court for the settling of disputes. Women, for their part, meet at the ghat, the communal grinding stone under a big acacia tree. The women attend such serious meetings, sitting separate from the men. Though usually silent at Kokwo, they exert a powerful influence at such formal assemblies through gossip and persuasion at home.
8. The Pokot live by rules evolved over generations to make their ways of life secure. They do not condone an individual's resorting to witchcraft or sorcery. Ritual and mystical power - access to the spirits - rests with the community of elders. Prophets, however, are respected. A community may bring gifts to a renowned seer to learn when the rain will come, how to ensure a good crop, or how successful a cattle raid will be.
9. As among the farmers, pastoralist women are allocated enough stock at marriage to take care of their needs. This stock is passed on to their sons, who may eventually use it as part of the bride wealth paid to the wife's family when a man marries. On a typical day women and older girls rise just before dawn to milk their cows and camels. Each woman feeds her own children, usually just milk, but occasionally some grain porridge as well. Coming of age for Pokot boys and girls entails acceptance of long-established rituals. Both sexes eagerly anticipate these rites of passage to adulthood. The timing differs

for male and female initiation, but the sequence and content are basically the same. A two- or three-month procedure, it starts with circumcision for the young men and women. A long period of seclusion follows, leading up to a public celebration, where the participants are presented as new adults.

10. Immediately after initiation, the way is open to a Pokot woman to marry and bear children. Most men, on the other hand, cannot marry for several years after initiation, for it takes time to accumulate sufficient livestock to pay bride wealth. During the quick circumcision operation, publicly performed by an experienced older woman, the girl must not flinch. Having withstood this ordeal, she becomes the pride of her family and neighbourhood. As the initiate walks home, the women sing songs celebrating the honour she has done her family. In their initiation rite, on the one hand, women express an acceptance of the social ideal of obedience to husbands and fathers while on the other they also assert their strength and solidarity as a group, with individual power to use their sexuality as they see fit.
11. The Pokot culture has survived for centuries almost without change. However, nowadays, Western influence is rapidly growing stronger. As a result, the continuation of their cultural practices may be a fading dream. The Pokot are under pressure to assume a more active participatory role in modern Kenya. To assume that life among the Pokot could, or even should, remain unchanged is unrealistic.

Task 15 Reference and information packaging

Refer back to the text. Find in the text the words given in *italics* below. What ideas in the text do they refer back or forward to? Write your answers in your exercise book.

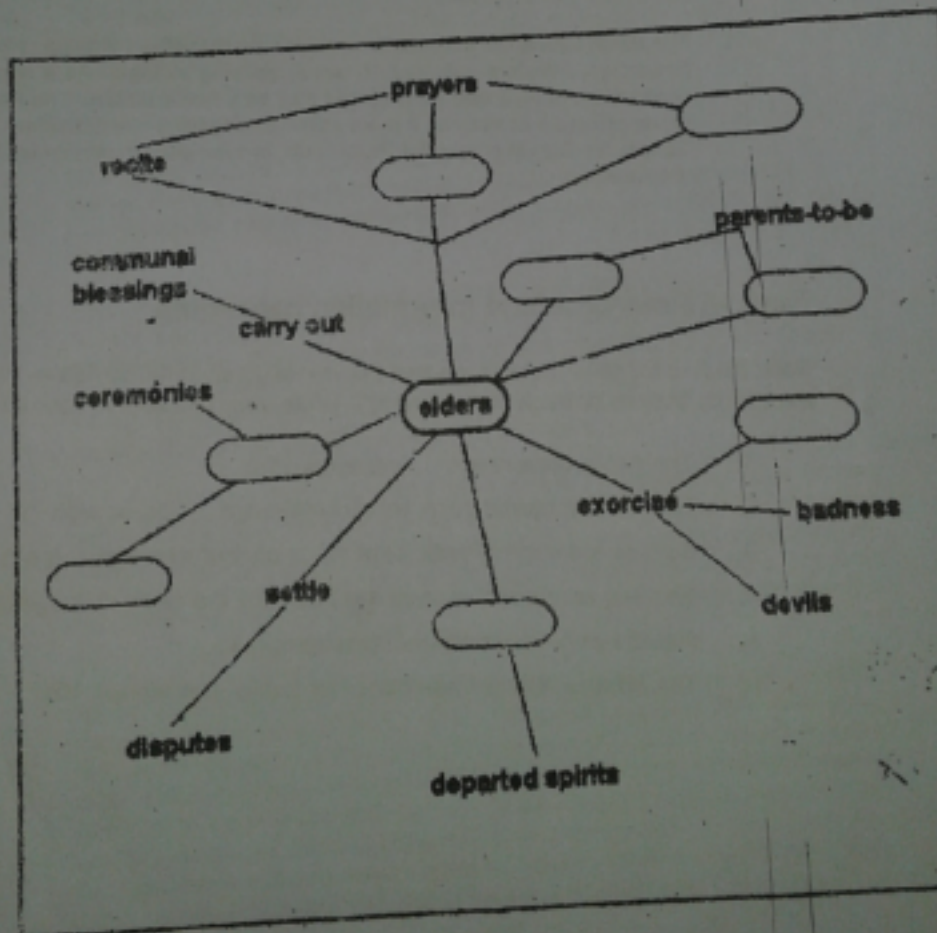
1. The two groups share ... (paragraph 5)
2. The women attend such serious meetings ... (paragraph 7)
3. Both sexes eagerly anticipate these rites of passage ... (paragraph 9)
4. The sequence and content are basically the same. (paragraph 9)
5. It starts with circumcision... (paragraph 9)
6. The honour the girl has done her family. (paragraph 10)

Part 6 Vocabulary

Task 16 Completing a vocabulary network

1. In an earlier task, you practised grouping words into categories according to whether they related to Kinship or Marriage. Another task required you to identify word meanings by using their origins in Latin or Greek. A further way in which you can learn words is by writing them in the form of a network that relates their meanings to other words you already know. Copy into your vocabulary and complete the following network using words from the two texts on the Pokot.

THE ROLES OF POKOT ELDERS



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3. Now copy this table into your vocabulary notebook and complete it with words from the network in such a way as to show their essential meanings:

.....	= ways of singing or praying
.....	

.....	= ways of doing or fulfilling
.....	

.....	= ways of making clean
.....	

.....	= ways of solving or resolving
.....	

3. Fill the blanks in the following passage with suitable words from the network you have just completed in 1. above. Write your answer in your exercise book or vocabulary notebook.

Bekalu is a well-known elder at Dila. Like many other elders who preceded him, he performs many social and religious functions. He serves as the medium through whom the spirits of dead persons communicate with the living. He conducts many ceremonies, which the people believe enable them to lead a prosperous life. The people of Dila hate sorcery or witchcraft which to them are sinister forms of magic and Bekalu presides over many cleansing ceremonies meant to remove evil from the society. On several occasions, Bekalu has asked the spirits of the ancestors to give the villagers rain. Bekalu then offers prayers while the people outside the shrine sing religious songs accompanied by drums. Access to the spirits enables Bekalu to appease the angered spirits of ancestors who could bring about disaster in the village. Furthermore, Bekalu is also called upon to settle a variety of marriage, land and other disputes.

Part 7 Speaking and listening

Task 17 Debate

Two groups are going to debate for and against one of the following motions related to the reading passage on culture.

1. Modernisation inevitably results in loss — and so less diversity — of culture. Argue for or against.
2. The advantages of introducing modernisation to traditional peoples are greater than the disadvantages. Argue for or against.
3. There is no way of adopting western ideas and value systems without losing one's traditional values. Argue for or against.

Procedure

1. Out of the 3 motions listed above, choose as a class which motion you will debate.
2. Choose 8 students as panellists. Four students should agree to argue for the motion and 4 to argue against.
3. Elect a chairperson to moderate the discussion.
4. As an assignment to be done out of class, both groups then prepare their cases. Each panellist should take care to prepare his/her arguments well and rehearse his/her speech carefully. At the same time, the other students in the class discuss prepare their own views and questions to ask the panellists.
5. The 2 groups of panellists sit at the front of the class with the chairperson and present their cases. First the group supporting the motion presents its case. Then the group opposing the motion presents its case. Each panellist may speak for a maximum of 5 minutes. The purpose of the panellists' speeches must be to persuade the audience of their case. After this the rest of the class can ask the panellists questions.
6. A vote can be taken at the end.

Part 8 Writing

Task 18 Writing a descriptive essay

In this section you are going to write an essay with the following title: 'Describe a marriage ceremony you are familiar with.'

1. This will be a descriptive essay, so you may find it useful to use some of the grammar points we have looked at in this unit.

a. Present simple (active and passive) tenses e.g.

Large families do not usually recognize their children as boys and girls until they are named.

b. Time Clauses e.g.

The naming ceremony takes place when the mother comes out of confinement.

2. You may like to use the guided writing approach below, or you may prefer to develop your own essay, in which case you should follow the process writing approach suggested on the next page:

A guided approach

First Paragraph: State what you want to do in this essay; in other words state the purpose of your essay. (e.g. "In this essay I would like to describe the marriage ceremony of the X people.") Give a very brief and general description of the people using two or three sentences. (e.g. where they are, how they live, etc.)

Second Paragraph: Describe the activities before the wedding, i.e. what happens before the wedding. (e.g. sending elders or shamshilas, what they do, how they do it, what sort of preparations are made before the wedding day, etc.)

Third Paragraph: Describe the activities that take place during the wedding. (e.g. arrival of bridegroom, the party/feast, the dances, departure, etc.)

Fourth Paragraph: Describe the events that take place after the wedding. (e.g. arrival of the bride and bridegroom at the latter's place, what happens next, etc.)

Conclude your essay by referring back to the first paragraph. (e.g. "In this essay I have described ..." or "In this essay we have seen that ..." "Perhaps in the future this kind of marriage ceremony may ...")