

# The arts and literature

## Part A

### Objectives

In this part of Unit 4 you will:

- read and analyse a poem and an extract from a novel
- practise changing the subject in conversation
- create and carry out a class survey of participation in the arts
- read a description of a character in a novel
- extend your ability to use adjectives
- take part in an extensive reading project.

### A4.1 Introduction: Two literary forms

**literature** /'lɪtərətʃə/ n LANGUAGE STYLE [U] stories, plays, poems and so on that people think are important and good.

Work in a small group and discuss these questions.

- 1** Have you read any works of literature? If so,
  - Which works have you read?
  - Were they in Amharic or English or in another language?
  - What did you think of them?
- 2** Think of the names of some novelists, poets or playwrights that you have heard of or are familiar with.
- 3** African writers have written about many important issues, which affect the lives of ordinary people. You are going to read a poem from Uganda and an extract from a Nigerian novel. Before you read, work with a partner and discuss the differences between these two literary forms: the poem and the novel.

4 Read this poem by Henry Barlow. Read it independently and silently.

## Building the Nation

Today I did my share  
In building the nation  
I drove a Permanent Secretary  
To an important urgent function  
In fact to a luncheon at the Vic.

The menu reflected its importance  
Cold Bell beer with small talk  
Then fried chicken with niceties  
Wine to fill the hollowness of the laughs  
Ice-cream to cover the stereotype jokes  
Coffee to keep the PS awake on return journey.

I drove the Permanent Secretary back.  
He yawned many times in the back of the car  
Then to keep awake, he suddenly asked  
Did you have any lunch, friend?  
I replied, looking straight ahead  
And secretly smiling at his belated concern  
That I had not, but was slimming!

Upon which he said with a seriousness  
That amused more than annoyed me  
Mwananchi, I too had none!  
I attended to matters of state.  
Highly delicate diplomatic duties, you know  
And friend, it goes against my grain  
Causes me stomach ulcers and wind.  
Ah, he continued, yawning again  
The pains we suffer in building the nation!

So the PS had ulcers too!  
My ulcers I think are equally painful  
Only they are caused by hunger  
Not sumptuous lunches!

So two nation builders  
Arrived home this evening  
With terrible stomach pains  
The result of building the nation –  
Different ways.



Henry Barlow

### Glossary:

- *the Vic* is the Lake Victoria Hotel, a well-known hotel in Entebbe; that was renamed the Windsor Lake Victoria when its ownership changed.
- A *Permanent Secretary* (or *PS*) is not a politician but a senior civil servant running a government ministry.

**5** Read the poem again; this time read it aloud with a partner, taking it in turns to read the verses.

**6** Discuss and answer the following questions with your partner.

- 1 Do you think the function was really important and urgent? How can you tell?
- 2 Often items on a restaurant menu are written in pairs, for example, ugali and bean sauce; chicken and rice. In verse 2 the items in the menu are also given in pairs but the second part of the pair is not something to eat, but reflects that while eating the guests are also talking to each other. What do you think the following terms mean in this context? Discuss your opinion with your partner.
  - a small talk
  - b niceties
  - c hollowness
  - d stereotype jokes
- 3 Why do you think the Permanent Secretary asked the driver if he had eaten in verse 3?
- 4 Was the driver telling the truth when he said he was slimming? Why did he say this, do you think?
- 5 Do you believe the Permanent Secretary did not eat anything? Why, in verse 4, did he say he hadn't?
- 6 Explain this idiom from verse 4: it goes against my grain. Note that grain here means the grain of a piece of wood.
- 7 Henry Barlow, who wrote this poem, knew what he was writing about as he was a senior civil servant himself. What do you think is his message in this poem?
- 8 What are the characteristic features of a poem that are present in this particular poem?
- 9 What other characteristics, which are found in many other poems, are not present in this particular poem?

**7** Read this extract from one of Chinua Achebe's most famous novels. Read it independently and silently.

It was again the season for scholarships. There was so much work now that Obi had to take some files home every day. He was just settling down to work when a new model Chevrolet pulled up outside. He saw it quite clearly from his writing-desk. Who could it be? It looked like one of those prosperous Lagos businessmen. Whom could he want? All the other occupants of the flat were unimportant Europeans on the lower rungs of the Civil Service.

The man knocked on Obi's door, and Obi jumped up to open it for him. He probably wanted to ask him the way to somewhere else. Non-residents of Ikoyi always got lost among its identical flats.

"Good afternoon," he said.

"Good afternoon. Are you Mr Okonkwo?"

Obi said yes. The man came in and introduced himself. He wore a very expensive *agbada*.

"Please have a seat."

"Thank you." He brought out a little towel from somewhere in the folds of his flowing gown and mopped his face. "I don't want to waste your time," he said, mopping one forearm and then the other under the wide sleeves of his *agbada*. "My son is going to England in September. I want him to get a scholarship. If you can do it for me here is fifty pounds." He brought out a wad of notes from the front pocket of his *agbada*.

Obi told him it was not possible. "In the first place I don't give scholarships. All I do is go through the applications and recommend those who satisfy the requirements to the Scholarship Board."

“That’s all I want,” said the man. “Just recommend him.”

“But the Board may not select him.”

“Don’t worry about that. Just do your own...”

Obi was silent. He remembered the boy’s name. He was already on the short-list. “Why don’t you pay for him? You have money. The scholarship is for poor people.”

The man laughed. “No man has money in this world.” He rose to his feet, placed the wad of notes on the occasional table before Obi. “This is just small kola,” he said. “We will make good friends. Don’t forget the name. We will see again. Do you ever go to the club? I have never seen you before.”

“I’m not a member.”

“You must join,” he said. “Bye-bye.”

The wad of notes lay where he had placed it for the rest of the day and all night. Obi placed a newspaper over it and secured the door. “This is terrible,” he muttered. “Terrible!” he said aloud. He woke up with a start in the middle of the night and he did not go to sleep again for a long time afterwards,

From: *No longer at ease* by Chinua Achebe (Heinemann African Writers)

**8** Read the text aloud with a partner. Take it in turns to read a paragraph each.

**9** Discuss and answer these questions with your partner.

- 1 What is Obi’s job?
- 2 Describe the man who came to see him.
- 3 What did the man want?
- 4 How did the man make it difficult for Obi to refuse his request?
- 5 Why do you think Obi kept silent about the fact that the man’s son was already on the short-list?
- 6 Explain Obi’s feelings about the money.
- 7 What do you think Obi is going to do with the money? Will he keep it or give it back?
- 8 Two traditional Nigerian items are mentioned in the text: *agbada* and *kola*. Discuss their meaning.
- 9 Compare both the poem and the extract from the novel and consider the following:
  - a What issue do both texts have in common?
  - b How well do you think each text deals with it? Select one or two quotations from each text to support this.
  - c Which text do you prefer and why?

**10** With your partner pick out any words in the text that you do not understand. Try and infer the meanings from the context and then check the definitions in a dictionary.



**A4.2 Language focus:** Changing the subject

- 1** You are now going to take part in an activity to develop your discussion skills. You will focus on changing the subject and then coming back to the subject. Read the expressions below. Copy the table into your exercise book and put the expressions into the correct columns.

- *Talking of ...*
- *Returning to what we were talking about ...*
- *That reminds me of ...*
- *By the way ...*
- *Anyway, as I was saying ...*
- *Before I forget ...*
- *To change the subject for a moment ...*
- *Can I just go back to ...*

Changing the subject	Coming back to the subject

- 2** Work in a group of four people. Play a speaking game in which you discuss a number of different topics. Follow these instructions.
- Each member of the group must look at their role card; these are placed at the back of the book.
  - Student A go to page 283
  - Student B go to page 288
  - Student C go to page 286
  - Student D go to page 290
  - Each member of the group must read their role card and carry out the instructions on the card. Make sure every person in the group takes their turn as the main speaker.

**A4.3 Speaking:** Class survey – Participation in the arts

- 1** Work in a small group. Together, you are going to carry out a class survey about participation in the arts. Follow the advice below on how to carry out such a survey.

**How to conduct a survey****Step 1: What do you want to find out?**

- You need to decide exactly what kinds of activities you want to find out about.
- The range of areas you can cover is set out in the mind map below.
- Alternatively you could focus on just one area of the arts and find out about people's participation in that.
- Possible aspects to ask about: the kinds of activities people are engaged in; how often they do them; where they do them; why they do them.

**Step 2: How to obtain the information**

- One of the most common ways of obtaining information in a survey is through a questionnaire.
- A survey gives us information about a group of people, rather than one individual.
- The questionnaire is completed by individuals; all of the questionnaires are then collected and the results of the survey are collated.

**Step 3: Drawing up the questionnaire**

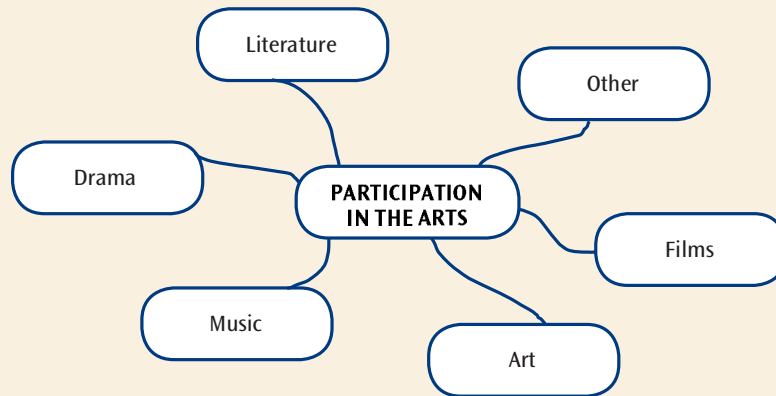
- Draw up a list of questions for the participants.
- The questions should be *closed* because these types of questions are easier to answer and make collating the results simpler. *Closed questions* only allow for a single word answer like *yes* or *no*.

**Example:**

1 Do you like to read the following?

- a Novels                      Yes  No
- b Poetry                        Yes  No
- c Short stories                Yes  No

Prepare a list of questions to cover the activities and subjects you came up with in Step 1.



**Step 4: Conduct the survey**

- Decide how many people you are going to question in your survey. If you want the statistics to be easy to work out, aim for a total such as ten people. Then divide that total number of participants between the number of people in your group who will be conducting the questionnaire.
- Each person in your group should interview the number of people allocated and take note of the answers. The easiest way of recording the answers is to make a copy of the questionnaire for each person interviewed.

**Step 5: Collate the results**

- Scores should be totalled in the following way:

*Total number of people surveyed = 10*

	Answer: Yes	Answer: No
Question 1 (Do you enjoy reading the following?)		
a Novels	6	4
b Poetry	3	7
c Short stories	4	6

- You can then convert each number to a percentage:

Total number of people surveyed = 10

	Answer: Yes	Answer: No
Question 1 (Do you enjoy reading the following?)		
a Novels	60%	40%
b Poetry	30%	70%
c Short stories	40%	60%

**2 Within your group, discuss your survey results.**

- Which area of the arts is the most popular?
- Which area is the least popular?
- How do you feel about these results? Do they surprise you or not?
- Do you think the results are representative of the whole class?

**3 Present your results to the rest of the class and compare them with those of other groups.**



### **A4.4 Reading:** A character from a novel

**1 Work in a small group of two or three people and discuss your answers to these questions.**

- When you meet someone for the first time, what do you notice first about that person?
  - their face
  - their build
  - their clothes
  - their mannerisms
- It is sometimes said that a person's character is reflected in their appearance. Do you agree?
- Describe your own appearance to the rest of your group and see if they agree with your description.
- Describe your characteristics to the rest of your group and see if they agree with your description. For each characteristic give an example to illustrate what you say.

**Example:** *I'm a bit lazy as I don't like getting up in the morning and sometimes I don't do the chores I'm supposed to do at home.*

**2 Now look at the text below and carry out the following activities with a partner.**

- Skim read the text. Try to do it in two minutes only.
- Discuss with your partner what you have found out about the text.
- Choose the picture which you think best represents Warĩnga.

As Warĩinga walks along, people stop to watch her. Her faded blue jeans and khaki shirt and blue waistcoat, also faded, fit her beautifully. Not only these clothes. These days all her clothes fit her perfectly. For today Warĩinga has dresses made for her or she buys them ready-made, but they always suit the shape, colour and movement of her beautiful body. It's her own body that now dictates how she'll dress, and not other people's figures and taste.

But it's not simply her clothes that have made her what she is now.

Today Warĩinga strides along with energy and purpose. Her dark eyes radiating the light of an inner courage, the courage and light of someone with firm aims in life – yes, the firmness and the courage and the faith of someone who has achieved something through self-reliance. What's the use of shuffling along timidly in one's own country? Warĩinga, the black beauty! Warĩinga of the mind and hands and body and heart, walking in rhythmic harmony on life's journey! Warĩinga, the worker!

Those who are not acquainted with her might not guess straight away that this girl is a mechanical engineer who specializes in motor vehicles and other internal combustion engines. Those who like to belittle the minds, intelligence and abilities of our women might not believe that Warĩinga is also expert at fitting and turning, at forging and welding, at shaping metal to suit a variety of purposes.

People like to denigrate the intelligence and intellectual capacity of our women by saying that the only jobs a woman can do are to cook and to make beds. The Warĩinga of today has rejected all that, reasoning that because her thighs are hers, her brain is hers, her hands are hers, and her body is hers, she must accord all her faculties their proper role and proper time

and place and not let any one part be the sole ruler of her life, as if it had devoured all the others. That's why the Warĩinga of today has said goodbye to being a secretary and has sworn that she will never type again for the likes of Boss Kĩhara, bosses whose condition for employing a girl is a meeting for five minutes of love after a hard drink.

From *Devil on the Cross*  
by Ngugi wa Thiong'o



**3 Answer the following questions by choosing the best option.**

- 1 Why do people stop to look at Warĩinga?
  - a She wears old clothes.
  - b She has beautiful clothes.
  - c She looks good in her clothes.
  - d She copies all the latest clothes.
- 2 Apart from her clothes, what else is noticeable about Warĩinga?
  - a She walks very fast.
  - b She is very successful.
  - c She has beautiful eyes.
  - d She has inner courage and confidence.
- 3 Why might some people be surprised that she is a mechanical engineer?
  - a They don't think it is possible for a woman to work with metal.
  - b They don't think women can do such work.



- c They think Warĩĩnga is not very intelligent.
  - d They think Warĩĩnga is not very good at her job.
- 4 What ideas about women has Warĩĩnga now rejected?
- a That women are intelligent.
  - b That a woman's body belongs to her.
  - c That women can only work in the home.
  - d That women should work outside the home.

#### 4 Vocabulary

- 1 Find words in the text that mean the following:
  - a Material whose colour has become less bright.
  - b Walking slowly without lifting the feet.
  - c Criticise something unfairly.
  - d A person's natural abilities such as the ability to see, hear or think.
- 2 Find words in the text which describe tasks done by a mechanical engineer.
- 3 Explain the meanings of these words.
  - a ready-made
  - b self-reliance
  - c timidly

#### 5 Discuss the following questions with a partner.

- 1 What information do we get from the text about the way Warĩĩnga's life has changed?
- 2 What does the writer admire about Warĩĩnga?
- 3 What are the writer's views about the role of women in society?
- 4 What is your reaction to this description of Warĩĩnga? Do you think it is effective? Justify your answer with quotations, words and phrases from the text.

### A4.5 Increase your word power: Adjectives

#### A Participle adjectives

- A large group of adjectives are verb participles, with an *-ing* or *-ed* ending. For example, *interesting*, *interested*. These are frequently used to describe appearance, character and feelings.
- Adjectives with an *-ing* ending describe something.
- Adjectives with an *-ed* ending describe the effect that thing has on you.

**Example:** *The lesson was interesting. We were all interested in what we were doing.*

#### 1 Complete these phrases from the texts you have read in this part of Unit 4 by selecting one of the verbs from the box and making it into a participle adjective.

fade   make   late   flow

- 1 I replied, looking straight ahead and secretly smiling at his \_\_\_\_\_ concern.
- 2 He brought out a towel from somewhere in the folds of his \_\_\_\_\_ gown.
- 3 Her \_\_\_\_\_ blue jeans and khaki shirt and blue waistcoat, also \_\_\_\_\_, fit her beautifully.
- 4 These days all her clothes fit her perfectly. For today Warĩĩnga has dresses made for her or she buys them ready-\_\_\_\_\_.

**2 Add a suitable participle adjective to these sentences. Use a participle form of the verbs in the box.**

sparkle    manicure    polish    annoy    flash    make

- 1 My brother has the \_\_\_\_\_ habit of cracking the bones in his fingers.
- 2 Your dress is beautifully \_\_\_\_\_. Did you do it yourself?
- 3 The children's eyes \_\_\_\_\_ with joy when they saw the sweets.
- 4 When he smiled he revealed \_\_\_\_\_ white teeth.
- 5 Some highly \_\_\_\_\_ metal cups are kept for important ceremonies.
- 6 She put her \_\_\_\_\_ hand on the table.

**3 Adding -ed and -ing endings does not affect the pronunciation of the original verbs. Mark the stressed syllable in the -ed and -ing adjectives you have placed in the sentences above. For example: a'nnoying**

**4 Choose any suitable participle adjectives to describe each of the following:**

- |                    |                      |
|--------------------|----------------------|
| 1 A/An _____ book. | 6 _____ food.        |
| 2 _____ hair.      | 7 A/An _____ lesson. |
| 3 A/An _____ film. | 8 A/An _____ test.   |
| 4 A/An _____ poem. | 9 A/An _____ tree.   |
| 5 A/An _____ day.  |                      |

**B Adjective and preposition combinations**

Adjectives are often followed by a preposition.  
**For example:** *Non-residents of Ikoyi always get lost among its identical flats.*  
*Warĩnga is also expert at fitting and turning, at forging and welding, at shaping metal.*

Some adjectives can be followed by more than one preposition; this may or may not affect the meaning of the phrase.  
**For example:** *Obi was unhappy about/with his visitor's request.*  
*Obi should have been angry with the man.*  
*An honest man would be angry at/about the offer of a bribe.*

Note: You can be *angry with* people but you are *angry at* or *angry about* something.

**1 Complete these sentences with suitable prepositions.**

- 1 The driver was amused \_\_\_\_\_ the Permanent Secretary.
- 2 The Permanent Secretary is made ill \_\_\_\_\_ his duties.
- 3 Permanent Secretary stayed awake \_\_\_\_\_ talking to the driver.
- 4 Obi was troubled \_\_\_\_\_ his visitor's request.
- 5 He felt terrible \_\_\_\_\_ accepting the money.
- 6 Warĩnga is now confident \_\_\_\_\_ herself.

**2 Complete these questions with an appropriate preposition.**

- 1 What do you get angry \_\_\_\_\_?
- 2 What are you afraid \_\_\_\_\_?
- 3 What food are you not keen \_\_\_\_\_?
- 4 Who in your family are you similar \_\_\_\_\_?
- 5 What kind of books are you interested \_\_\_\_\_?
- 6 What are you proud \_\_\_\_\_?
- 7 What are you worried \_\_\_\_\_?
- 8 What are you good \_\_\_\_\_?
- 9 What is your country famous \_\_\_\_\_?
- 10 What things in your life are you happy \_\_\_\_\_?

**3 Work with a partner and take turns to ask and answer the questions above.**

**Example:** Question: *What do you get angry at?*

**C Adjective order**

Why is it that we can say:

- *faded blue jeans*
- and
- *an old white pick-up truck*
- but not
- *blue faded jeans*
- or
- *a white old pick-up truck?*

When you are using more than one adjective before a noun, you must be careful about the order in which they are used. Look at this table; it gives some guidelines about adjective order.

	1 general	2 age	3 colour	4 origin	5 material	6 type or class	
a	faded	new	white	Ethiopian	wooden	pick-up	truck
an	beautiful	old	yellow	Ugandan	cotton	Toyota	jeans
the	dangerous	two-year	blue	African	metal	Levi	hair
some	small		black	English			sculpture
a few	long						man
this	expensive						
	looking						
	wavy						
	tall						
	rusty						

Note:

- *Nouns* can sometimes function as *adjectives* (particularly in columns 5 or 6).
- If you want to use more than one adjective from column 1:
  - size usually goes before adjectives describing quality. For example, *a small, rusty nail*.
  - value judgements (*beautiful, expensive-looking* and so on) usually go before size but may go before or after quality, for example *beautiful, long hair*; *a tall, handsome man*;
- Don't over do it! Using two adjectives is often enough. Three should be considered a maximum.
- All the above rules can be broken. However, if you do break them, you must be very sure that your combination of adjectives sounds right.

**1** Work with a partner and read out lines from the table above to make sensible descriptions of three things.

**2** Complete the sentences below by choosing the best option to complete each sentence. Circle the chosen option.

- 1 Anane lost her ... ring.
  - a very beautiful diamond engagement
  - b diamond very beautiful engagement
  - c very beautiful engagement diamond
  - d diamond engagement very beautiful
- 2 He bought his wife some ... sandals.
  - a green leather new Italian
  - b green new leather Italian
  - c new green leather Italian
  - d new leather green Italian
- 3 Burayu knew he had to face up to his ... responsibilities.
  - a new moral heavy
  - b heavy moral new
  - c moral heavy new
  - d heavy new moral
- 4 Fikirte said she had bought a ... scarf as a present for her mother.
  - a beautiful brand new silk
  - b silk beautiful brand new
  - c brand new beautiful silk
  - d brand new silk beautiful
- 5 Tesfahun found some ... beads on the river bank.
  - a Indian glass coloured
  - b glass coloured Indian
  - c coloured Indian glass
  - d coloured glass Indian

Many of the adjectives we can use to describe someone's appearance and character are general adjectives that can go into column 1 of the table. Many of these adjectives are *compounds*.

**D** Adjectives describing appearance and character

**1** Put the adjectives in the box into the table. Then, think of some more words to add to each column.

short wrinkled medium-height clear slim  
heavy untidy-looking

Hair	Skin	Build	Height	General appearance
long	smooth	fat	tall	smart

- 2** The adjectives in the box below are descriptions of character. Sort them into pairs of opposites. Decide which adjective in each pair is considered positive (a good thing) and which is negative (a bad thing).

sociable weak generous solitary hot-tempered kind humble confident rude  
 pessimistic lazy polite cruel foolish energetic optimistic clever shy thrifty  
 arrogant extravagant even-tempered courageous selfish cowardly

**Example:**

**Positive**

generous

**Negative**

selfish

- 3** Think of some other adjectives that can be opposites of the words in exercise 3.

**Example:** *The opposite of 'generous' can also be 'mean'.*



### **A4.6 Reading:** Extensive reading project

**To become more familiar with English literature, you are going to read a variety of short stories and poems. Carry out the activities below:**

- With your teacher, discuss where you can find examples of English literature, for example, in your school library, class book box, or on the Internet.
- In the next three weeks, try to read a minimum of three poems and three short stories. Choose poems and stories that interest you.
- If you find you have chosen something that is boring or too difficult, change it for another one.
- When you have read each one:
  - Keep a record of the title and author
  - Allocate stars to rate the text, such as:
    - \*\*\*\* = Excellent
    - \*\*\* = Good
    - \*\* = Quite good
    - \* = Not very interesting
    - = Boring!
  - Write a short review of each text.



## Part B

### Objectives

In this part of Unit 4 you will:

- learn the names of different kinds of films
- listen to the plot of a film
- practise talking about the future using *will do* and *will have done* and *by* phrases
- learn the names of different kinds of writers
- listen to a film review
- write a film review
- learn some phrasal verbs
- talk about ways of improving your writing
- assess your listening and reading.

### B4.1 Increase your word power: Film genres

- 1** Films are usually categorised by genre (type of film). Match the different kinds of film genres in the left-hand column with the definitions in the right-hand column. Write your answers like this: 6=a

1 Comedy	
2 Science fiction	
3 Romantic	
4 Drama	
5 Crime/Gangster	
6 Action/Adventure	
7 Fantasy	
8 Animated	
9 Musical	
10 Horror	
11 Historical	

- 2** In a small group, talk about a film you have seen recently. Try to include the following questions in your discussion:
- What is the title of the film and what genre does it belong to?
  - What is the film about?
  - What did you like about the film?
  - What did you dislike about it?



## **B4.2 Listening:** The plot of a film

- 1** Your teacher is going to read you an incomplete plot of a film. As you listen, make notes in your exercise book under the following headings:

- Characters
- Settings
- Film genre
- The plot so far

- 2** Compare your notes with those of a partner. Listen as your teacher reads the plot again and this time add more details.

- 3** With your partner, predict the ending of the film. Discuss some ideas.

Before you start, study the language in the box below.

### **Predicting and speculating**

Use this language to discuss the ending of the film:

#### **I think**

*I think James Bond will die.*

(Prediction)

#### **Going to**

*No, he's definitely going to be all right. The hero always is.*

(A strong prediction based on what I know)

#### **Might/may**

*Well, he might/may die and come back to life in the next James Bond film!*

(Speculation: it's possible, but not certain)

- 4** Write one or two sentences about your predicted ending.
- 5** Read your ending to the rest of the class.
- 6** Listen to your teacher read the actual ending. How does it compare to your prediction? Is it what you expected?
- 7** Discuss the plot with a partner and consider the following questions:
- Do you think you know this film? What is the title?
  - Do you think the plot is realistic or unrealistic?
  - Does the plot appeal to you?
  - Do you think the film's plot has an effective ending?

### B4.3 Language focus: Talking about the future

#### Will do/will have done and by phrases

An important use of *will + verb* is to predict future events,

**for example:** *Many animals will become extinct if we continue to destroy their habitats.  
Some animals won't exist for much longer*

Another structure we can use to predict the future is *will have + verb*.

This looks back from a point in the future to something that occurred earlier,

**for example:** *It is possible that some cities will have disappeared by the end of the century if sea levels rise significantly.*

*I won't have finished my homework by tonight.*

This structure is often used in conjunction with a phrase beginning with *by*,

**for example:** *By the end of the century ...*

*By the time I'm 40 ...*

*By the end of the lesson ...*

*By the time we have finished school ...*

**1 Match the beginnings and the endings of these sentences and practise saying the full sentences with a partner.**

- |   |   |
|---|---|
| <p><b>1</b> I won't have finished with Hanna's dictionary by tomorrow morning</p> <p><b>2</b> I don't think it will rain tomorrow</p> <p><b>3</b> We have planted maize,</p> <p><b>4</b> I won't be working tomorrow evening</p> <p><b>5</b> By the time I've finished this exercise,</p> | <p><b>a</b> I will have done all my homework.</p> <p><b>b</b> as the sky is clear today.</p> <p><b>c</b> when he wants it back.</p> <p><b>d</b> so we can listen to some music.</p> <p><b>e</b> and we will harvest it in about three months.</p> |
|---|---|

**2 Make predictions about the ending of the film *Casino Royale* from the table below. Practise saying the completed sentences to your partner.**

At By	the end of the film	James Bond Le Chiffre Vesper M James Bond and Vesper	will get married. will be killed. will leave MI6. will give James Bond a promotion. will have got his money back. will have killed Le Chiffre. will have been killed.



## B4.4 Speaking: Future predictions

- 1** With a partner, discuss different ways of completing these sentences.
  - 1 By the end of the year I ...
  - 2 By the end of this lesson we ...
  - 3 By the time I get home ...
  - 4 By 2080 ...
  
- 2** Make four predictions about things that you think will happen in your lives and in your local area in the future. Tell the predictions to your partner.
 

**Example:** *I think I'll leave school after my school certificate.*  
*There will be more cars on the roads of our town.*
  
- 3** Think of four things you will have done by the time you are 30. Tell these to your partner using the *will have* structure.
 

**Example:** *I will have left school by the time I am 30.*
  
- 4** As a class make some predictions about the future of Ethiopia.

## B4.5 Increase your word power: Writers

- 1** Many different kinds of writers work in the arts and media. Look at the occupations in the left-hand column of the table. Match the jobs with the definitions in the right-hand column. Write the answers in your exercise book like this: 1=b

1 Author	
2 Biographer	
3 Columnist	
4 Copywriter	
5 Editor	
6 Journalist	
7 Novelist	
8 Playwright	
9 Poet	
10 Reporter	
11 Reviewer or critic	
12 Screenwriter	

- 2** Work in a group and try to think of a well-known example of each of these types of writer.



### B4.6 Listening: A film review

You are going to hear a review of the film *Casino Royale*. As you listen, make notes of the reviewer's opinions under the following headings. Write your notes in your exercise book.

- Daniel Craig (James Bond)
- Judi Dench (M)
- Eva Green (Vesper Lynd)
- The film as a whole



### B4.7 Writing: A film review

- 1 Work with a partner. Are you both familiar with the films *Ratatouille*, *Titanic*, *Bratz*, *The Princess Diaries* and *Avatar*? If so, what do you know about them?
- 2 Read the following extracts, which have been taken from various film reviews. Work with your partner to decide which of the films they are commenting on.

#### Extract 1

Let's not pretend this is anything more than a lightweight, feel-good family comedy. But the humour is sharp, the personalities likeable and it's easy on the eye, all of which make it the perfect holiday movie.

#### Extract 2

Actor Sam Worthington plays a disabled US marine of the future who is sent to distant planet Pandora, home of the Na'vi, the blue-skinned indigenous race whose homeland lies above a large deposit of a rare and valuable mineral. Worthington's job is to win them over.

#### Extract 3

Kate Winslet and Leonardo DiCaprio are convincing as a young couple in love, although at times the romance is overplayed and DiCaprio's character has little depth.

#### Extract 4

Although on one level it is a teen movie with great clothes and the kind of language parents will have difficulty understanding, it also says something about the value of loyalty and friendship in a way teenagers will swallow.

#### Extract 5

There is so much that is good about this film: the animation is outstanding; the voice work superb; the script hilarious and intelligent. It is a masterpiece that is not to be missed.



**3 Identify which of the extracts:**

- a** describes the plot
- b** describes the performances of the actors
- c** comments on the film
- d** tells us what kind of film it is
- e** tells us when and where the film is set
- f** explains the message of the film
- g** says something positive
- h** says something negative

**4 Refer to the list of film genres in B4.1 and identify the genre of each of these films.****5 Have you seen any of these films? Do you agree or disagree with the opinions in the reviews?****6 Look at listening text B4.6 at the back of this book. Read the review and do the following activities:**

- 1** Match each of the sections in the right-hand column to the appropriate paragraphs in the review:

Paragraph 1	<b>a</b> a short summary of the plot
Paragraph 2	<b>b</b> the reviewer's general opinion
Paragraph 3	<b>c</b> overview of the film
	<b>d</b> the message of the film
	<b>e</b> a reference to the film genre
	<b>f</b> comments on the performances
	<b>g</b> where the story comes from

- 2** Complete the gaps with words from the listening script.

- a** a \_\_\_\_\_ thriller (paragraph 1)
- b** another \_\_\_\_\_ performance in the role. (paragraph 2)
- c** played with \_\_\_\_\_ and \_\_\_\_\_ by Eva Green (paragraph 2)
- d** There is an \_\_\_\_\_ and unusually \_\_\_\_\_ conclusion. (paragraph 2)
- e** the film will \_\_\_\_\_ to those who (paragraph 3)

**7 Talk to your partner about films you have seen. Use the words and phrases in the box.**

**Example:** *In my view X gives a strong performance in Y, but the film moves too slowly.*

a masterpiece   a dud   action-packed   moves slowly   uninspired   a strong performance  
a weak performance   breathtaking special effects   a tense drama   a tender romance

**8 Write a review of a film that you have seen. It can be a film you like or dislike.**

- Use the review of Casino Royale to help you.
- Write in paragraphs. Each paragraph should include the information given in exercise 6 above.
- Try to include words from the box in exercise 7.

**9 Read the film reviews by other students in your class. Do you agree or disagree with them?**

## B4.8 Increase your word power: Phrasal verbs with *off*

To review what phrasal verbs are and how they behave, to back to B1.3.

- 1** Most phrasal verbs have more than one meaning. Add particles to the verbs in the box below to make phrasal verbs. Use them to complete these pairs of sentences which share the same phrasal verb. One has been done for you.

turn take get held gave pull

**Example:**

- 1 a** *Take off* your shirt! It is completely wet.  
**b** Our plane *takes off* at eight o'clock.
- 2 a** Please \_\_\_\_\_ your radio, it is too loud.  
**b** I was offered a job in a shop but I \_\_\_\_\_.
- 3 a** A large wooden pole \_\_\_\_\_ the roof of the hut.  
**b** An accident \_\_\_\_\_ the traffic in town today.
- 4 a** My mother \_\_\_\_\_ our old clothes to a large family who live near us.  
**b** Although Jimmy speaks Luganda very well, his accent \_\_\_\_\_ that it isn't his mother tongue.
- 5 a** Our school had to \_\_\_\_\_ of the championship as a lot of our players had injuries.  
**b** Please \_\_\_\_\_ the table; it is not for sitting on!

- 2** Put the phrasal verbs (in the box below) in the correct form for each of the paired sentences. Note: you may not need to change some of the phrasal verbs. One has been done for you.

get on with get over go through look on look up take on

- 1 a** The factory is *taking on* more workers.  
**b** As he read the letter his face *took on* a shocked expression.
- 2 a** After the accident several people \_\_\_\_\_ but didn't do anything to help.  
**b** You should not \_\_\_\_\_ strangers with suspicion.
- 3 a** How are you \_\_\_\_\_ your revision?  
**b** I \_\_\_\_\_ my brothers very well.
- 4 a** I'm planning to \_\_\_\_\_ my vocabulary book tonight and test myself.  
**b** I \_\_\_\_\_ all my pocket money this week already and its only Tuesday!
- 5 a** It is vital that the message of HIV/Aids awareness \_\_\_\_\_ to young people.  
**b** It takes a few weeks to \_\_\_\_\_ malaria.
- 6 a** Life is hard at the moment, but things will \_\_\_\_\_ when the exams are over.  
**b** If you are going to Harar, you must \_\_\_\_\_ your cousin.

- 3** Many phrasal verbs with the particle *off* are connected with the idea of *leaving*. Identify the phrasal verbs in these sentences.

- 1** I must be off.  
**2** The man drove off without realising his suitcase was on the roof of his car.  
**3** I said something unkind to my friend and she just walked off.  
**4** A thief ran off with my necklace  
**5** My plane takes off at eight o'clock.  
**6** My family is coming to the airport to see me off.  
**7** We set off early in order to arrive in good time.

- 1 Which of these verbs:
  - does not take a direct object?
  - takes a direct object and is separable?
  - takes a direct object and is inseparable?
- 2 Write the sentences without the phrasal verbs, substituting them with a synonym. Note: you can use the same verbs if you like, but without the particle *off*.  
For example, *I must go*.
- 3 Work with a partner and make up a story using the set of phrasal verbs that use *off*. Make notes of your story, but don't write it in full sentences.  
When you are ready, tell your story to another pair of students.

## B4.9 Study skills: Focus on writing

### A Writing spontaneously

In A3.3 we looked at the importance of planning your writing, which is essential in order to produce a good piece of written work. However, sometimes you have to be able to write without any prior planning, in other words, to write *spontaneously*.

- 1 **Listen to your teacher dictate the first part of a news report. You must do the following:**
  - Listen to and write what is dictated.
  - When your teacher stops dictating, write the end of the story, without pausing to think, plan or discuss it.
- 2 **When you have finished, do not check your work, but immediately team up with one or two other students. Read each other your story endings and assess them in terms of:**
  - the quality of the ideas
  - the style
  - the language used.

### B Timed writing

Another important skill is the ability to write under the pressure of a timed deadline – something that is vital in exams.

- 1 **Your teacher will give you a topic. You must write a complete and coherent text on the topic within a time limit of five minutes.**
- 2 **When you have finished, without checking or revising your work, team up with one or two other students. Read each others' pieces of writing and assess them according to the same criteria you used in the exercise above.**

### C Tips for improving your writing

The best way to improve your writing is ... to write! Think of as many different ways to write in English as you can. For example, letters, stories, emails, poems, plays, shopping lists, 'to do' lists, your homework schedule and so on. It is also important to review what you have written in order to improve it.

- 1 **Work with a partner. Brainstorm some strategies for improving your writing.**  
**Example:** *Keep a diary in English and write something in it every day.*

- 2 With your partner, select the best ideas and make a poster of tips for improving your writing.
- 3 Display your poster and look at those prepared by other students.

## B4.10 Assessment

### 1 Listening

Listen to your teacher reading a review of the film *Avatar* and decide if these statements are true or false according to the critic's opinion.

- 1 The plot is impressive but the animation isn't.
- 2 Life on the planet Pandora is less beautiful than life on earth.
- 3 Sam Worthington's performance as Jake is not impressive.
- 4 Neytiri is well-played by Zoe Aldana.
- 5 The Americans are the enemy of good.
- 6 There is no message in the film.
- 7 The plot is exciting.
- 8 There are aspects of the film that will please everyone.

### 2 Reading

Use ONE word to complete each of the gaps in this text about the life of the Nigerian writer Chinua Achebe.

Chinua Achebe has achieved recognition as a (1) \_\_\_\_\_ whose novels speak not only to his own people in Nigeria, but to readers around the (2) \_\_\_\_\_. He was born in Ogidi, Nigeria in 1930, the (3) \_\_\_\_\_ of a teacher in a missionary school who instilled in his son both traditional Igbo values and his own Christian (4) \_\_\_\_\_. A (5) \_\_\_\_\_ student, he attended Government College, Umuahia and then University College, Ibadan where he (6) \_\_\_\_\_ English, history and theology. Although his parents gave him the Christian name Albert, while a student he (7) \_\_\_\_\_ it and was henceforth known as Chinua, his Igbo name. He graduated in 1953 and (8) \_\_\_\_\_ the Nigerian Broadcasting Company in Lagos. In the 1960s he was director of the External Service, Voice of Nigeria. He had by this time already (9) \_\_\_\_\_ his novel, *Things Fall Apart* (1958), the first written by an African in English. This was (10) \_\_\_\_\_ closely by *No Longer at Ease* (1960), *Arrow of God* (1964) and *A Man of the People* (1966). During the bitter Nigerian Civil War 1967–70, Achebe was in the Biafran Government Service. Subsequently he mainly taught at American and Nigerian (11) \_\_\_\_\_, all the time publishing papers, poetry and other novels, most notably *Anthills of the Savannah* (1987). His major (12) \_\_\_\_\_ have been traditional pre-colonial values and his anger with successive Nigerian (13) \_\_\_\_\_. Now the grand old man of African letters, he is wheelchair bound as a result of a road (14) \_\_\_\_\_ in 1990.