

Part A

Objectives

In this part of Unit 6 you will:

- listen to a story
- learn about extreme adjectives
- create a story
- identify and practise different kinds of questions
- identify and practise narrative tenses
- learn about sequencing words and expressions
- write a narrative.

A6.1 Introduction: A story

There are various ways in which we come across stories. We can listen to someone telling a story, we can read a story and we can watch a story in a play or film.

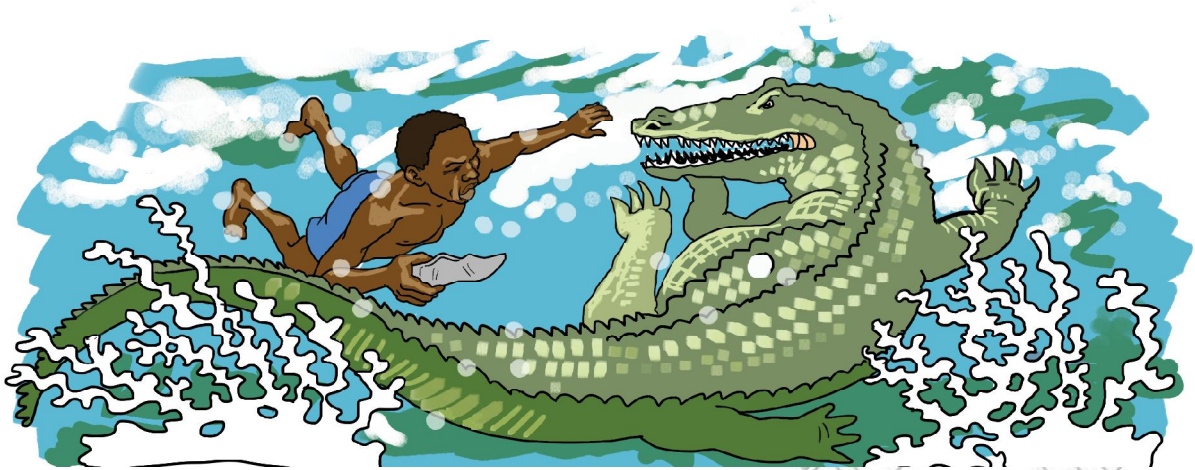
There are many different kinds of stories such as funny stories, love stories, etc.

1 Work in a small group. Discuss these questions.

- Think of some other types of stories.
- What kinds of stories do you like best? Why?
- Do you prefer listening to, reading or watching a story? Why?

2 Your teacher is going to read the first part of a story from Swaziland. Listen and do these exercises.

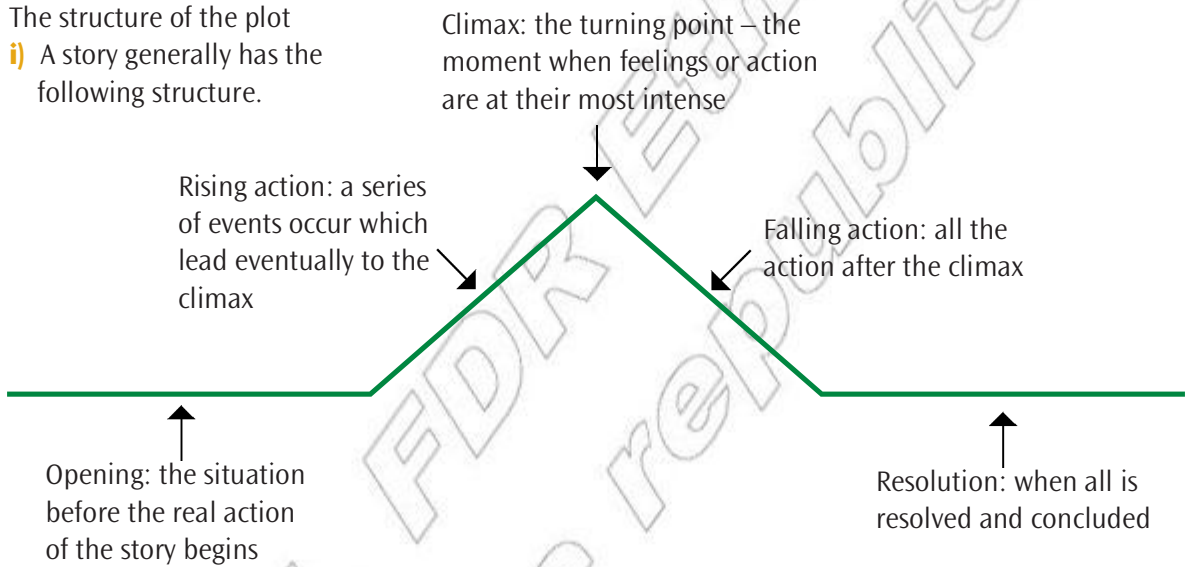
- The first time you hear it, number these events in the order in which they occur.
 - The crocodile charged at Thula and he dived under water again.
 - Thula saw the crocodile heading towards Lindiwe.
 - Thula carried Lindiwe across the river on his back.
 - Lindiwe fell off Thulas's back and Thula dived under water.
 - The crocodile bit off three of Thula's toes.
 - He saw a crocodile and thought it was a log.
 - The crocodile charged a second time and Thula hit it.
- Compare your answers with those of others in your group and discuss what type of story it is.
- Listen to the story extract again to check your answers.
- In your group, discuss a possible ending for the story. Be prepared to present it to the rest of the class.
- Listen to the endings prepared by other groups in the class and decide which one you like best.
- Now listen to your teacher reading the last part of the story. Afterwards:
 - Discuss what happened.
 - Decide if you like this ending and if it is as good as any of the endings prepared by groups in the class.
 - Give the story a title.



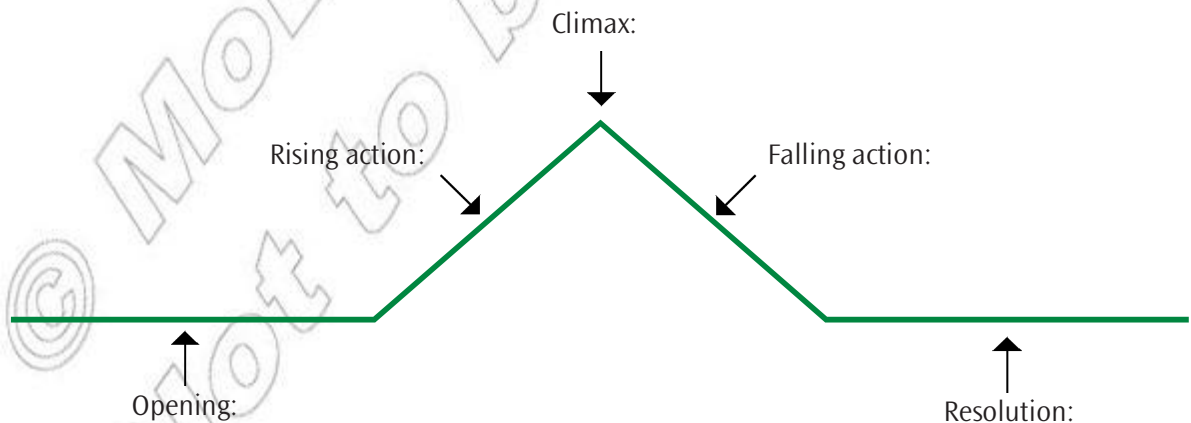
3 Analyse elements of the story

a The structure of the plot

i) A story generally has the following structure.



ii) Discuss the different elements of the plot structure of this story, then, complete this triangle with different events in the story.



b i) You already know that the story is set in Swaziland, but what kind of location is it?

ii) What sort of atmosphere does this setting create?

c Characters

i) There are three characters in the story. Who are they?

ii) What part does each character play in the story so far?

iii) Think of some adjectives to describe each of the characters.

A6.2 Increase your word power: Extreme adjectives

quite and *very* are used to weaken and strengthen adjectives

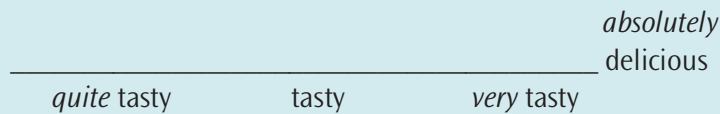
- *This soup is quite tasty but it needs a little more salt.*
- *This soup is very tasty, well done!*

tasty is a base adjective: it can be weakened and strengthened.

delicious is an extreme adjective and it cannot be weakened; it can only be emphasised with words like *absolutely* or *completely*

- *This soup is absolutely delicious!*

Extreme adjectives usually have a base adjective partner with a related meaning, for instance *tasty* and *delicious*.



Some adjectives can be both base or extreme and can be modified with all of these words.

- *My sister is very different from me.*
- *My sister is completely different from me.*

1 Complete this table to make adjective partners with related meanings.

Base adjectives	Extreme adjectives
	delicious
	terrible / awful
big	
	freezing
	packed
	terrifying
good	
hot	
hungry	
interesting	
	deafening
	beautiful
	silent
	tiny / minute
surprised	

2 Complete these sentences with an appropriate modifier; *quite* / *very* / *completely* / *absolutely*.

- 1 This bean sauce is _____ delicious.
- 2 I can't do this maths problem. It is _____ impossible to work out!
- 3 Asgedom is _____ tall; he could play in the basketball team.
- 4 You look _____ exhausted. Go to bed and rest.
- 5 There is no need to serve the food now. I'm _____ hungry but I can wait.
- 6 The party was _____ enjoyable, but they had to leave early.
- 7 At the end of the match they were all _____ tired.
- 8 My test results for English are _____ good, but my results for biology are _____ terrible.



A6.3 Speaking: Create a story

Stage 1

- 1 **Work with a partner. Choose one item from each box.**
- 2 **Create a 60-second story using these four words.**
 - Create the story orally; don't write it.
 - Your teacher will give you a time limit.
 - Make sure your story contains at least TWO extreme adjectives.
- 3 **Give your story a title.**
- 4 **Practise telling your story: each of you can take it in turns to tell part of the story,**

Location	Mood
Addis Ababa	happy
London	sad
Hawassa	frightened
New York	angry
Characters	Time
shoeshine boy	midnight
beggar	morning
doctor	afternoon
thief	evening

Stage 2

- 5 **Team up with another pair of students.**
- 6 **Each pair should tell the other pair the title of their story and you must try to predict what the other story is about.**
- 7 **Each pair must then tell the other pair their story. The pair listening must note down which of the four words from the table have been used.**
- 8 **Now each pair must try to re-tell the other pair's story.**

A6.4 Language focus: Questions

1 In English there are various structures we can use for asking questions. Look at these example questions and identify what kind of questions they are.

- a Do you speak English?
- b Your name is Gebeyehu, isn't it?
- c You live in a flat?
- d What are you studying?
- e Could you tell me where the post office is?

2 Work with a partner. Study these different kinds of questions. Ask and answer the practise questions truthfully.

A

Yes / No Questions

- These are questions that can be answered with *Yes* or *No*.
- They begin with an auxiliary verb or the verb a form of *to be*.
- Or with a short answer such as 'Yes, I do' or 'No, it isn't.'
- Yes / No questions can be negative.

Aren't you hungry?

Didn't I see you yesterday?

1 Make these statements into Yes / No questions

- a You speak Somali.
- b You are going to stay at home tonight.
- c You had chicken and rice for lunch.
- d Your brother can run faster than anyone in the school.

B

Wh- or information questions

These begin with a question word such as *what, where, when, who, why* or *how*.

2 Make the appropriate Wh- questions for these answers.

- a I went to bed at 10 o'clock last night.
- b I'm going to the market after school.
- c My mother is very well, thank you.
- d It's November 12th.

C

Tag questions

These are in the form of a statement with a tag ending formed by an auxiliary verb and a personal pronoun. Tag questions are used as a way of encouraging participation in the conversation.

- They can have a falling intonation when you already know the answer to the question, or when you are trying to make a point strongly.
- They have a rising intonation when you don't know the answer.

3 Make these statements into tag questions.

- a You live on the fifth floor.
- b You can't swim.
- c It's cold today.
- d You don't like milk.

D**Statement questions**

We can make a statement into a question by using a rising intonation.

- 4 Practise saying these statements in two ways; i) as statements (with a falling intonation), ii) as questions (with a rising intonation).
- You are going to see your cousin at the weekend.
 - You want some coffee.
 - We are having a test tomorrow.
 - You went out last night.

E**Indirect questions**

These are in the form of a statement introduced by a polite phrase, used when we are asking for information, particularly personal information.

- 5 Change these *Wh-* and *Yes / No* questions into indirect questions by adding a polite phrase *Could you tell me ...?*
- Have you seen my school bag?
 - How old are you?
 - Are your parents still living?
 - Where is the ladies' room?

3 Work with a partner. Go to the listening script of the story your teacher read to you in A6.1 and prepare five *Wh-* questions about it.

When you are ready, ask and answer questions with another pair of students. You must answer the questions from memory, without referring back to the text.

4 Play the *Yes / No* interlude in a small group of about four people.

- One person will be asked lots of questions by the other members of the group.
- The person must answer the questions **WITHOUT** saying *Yes* or *No*.
- This person's turn continues until he or she answers *Yes* or *No* to one of the questions, then they have to give up and another person has a turn to answer questions.
- The winner is the person who can answer the largest number of questions without saying *Yes* or *No*.
- The questions must be of a kind that can be answered with *Yes* or *No*; *Yes / No* questions, tag questions, or statement questions.

Note: the faster the questions are asked, the harder it is to answer without saying *Yes* or *No*!

Example: "*Do you speak English?*"

"*I do.*"

"*Are you hungry?*"

"*I'm not.*"

"*Is Addis Ababa the capital of Ethiopia?*"

"*Yes it is.*"

"*You said 'yes', you are out!*"

A6.5 Language focus: Narrative tenses

When you write a story, a biography or an account of what you did in the holidays, you are writing a narrative. A narrative is a description of events in the past. Therefore, past verb forms are used in narratives.

1 Look again at the listening script of the story you heard in the listening section on page 137 and answer these questions.

- a Identify two or three verbs in each of the following forms:
 - i) past simple
 - ii) past continuous
 - iii) past perfect;
- b Which of these verb forms is most commonly used?
- c Which of these events happened first?
 - Thula dived under the water.
 - The crocodile turned to attack him.
- d Which of these events was in progress when the other happened?
 - Lindiwe was clinging to a boulder.
 - Thula caught sight of her.
- e Which of these verb forms is used for each of the following?
 - i) to describe events of the story one after another
 - ii) to describe something in progress when another event of the story happened
 - iii) to refer back to an earlier event.

2 Put the verbs in brackets in the correct past form.

- 1 While I ... (wait) for the bus, I ... (meet) two of my friends.
- 2 When I ... (meet) them I ... (be) at the bus stop for half an hour.
- 3 We ... (chat) when the bus ... (arrive).
- 4 We ... (laugh) so much that I nearly ... (miss) the bus.
- 5 I ... (smile) to myself for the whole bus journey because I ... (enjoy) our conversation.

3 The present perfect is also sometimes used in a narrative. Look at these two sentences and answer the questions below.

- 1 During their long history our team has known glorious moments as well as defeats and even tragedy.
- 2 During its long history our team knew glorious moments as well as defeats and even tragedy.
 - a Which verb forms are used in each sentence?
 - b Which sentence is about a team which still exists?
 - c Which sentence is about a team which no longer exists?

4 Complete these sentences with the verbs in brackets, use either the past simple or present perfect.

- 1 My brother ... (eat) three bananas this morning.
- 2 Last night he ... (eat) two after his evening meal!
- 3 My mother ... (tell) him many times that he eats too many bananas.
- 4 I ... (not eat) a banana for a long time.
- 5 We ... (buy) some in the market last Saturday and he ... (eat) them all on the way home!

5 Complete the story of the Africa Nations Cup choosing the correct alternative from those listed below to complete the gaps.

The Rise of the Africa Nations Cup

The Africa Nations Cup (1) _____ in Sudan in 1957. At the time, although many countries (2) _____ lively national club competitions, there (3) _____ very few international matches between African national teams and only three countries (4) _____ Egypt, Ethiopia and Sudan.



Eight countries (5) _____ in the Africa Nations Cup in 1968 and professional footballers (6) _____ to play for the national teams for the first time. During the 1970s and 80s as the Cup (7) _____ more and more popular, some strong national teams such as Zaire, Algeria, Nigeria and Cameroon (8) _____

In 1992 thirty countries (9) _____ the preliminary rounds of the Cup which (10) _____ around the continent. The finals in Senegal (11) _____ a major international sports event with twelve participating countries which (12) _____ through the preliminary rounds. While the many fans who (13) _____ long distances to the finals (14) _____ the matches, reporters and TV stations from all over the world (15) _____ their audiences about it and coaches from the big European clubs, including Manchester United (16) _____ out for promising young players to sign. The winners, Cote d'Ivoire, (17) _____ on penalties against Ghana.

Since then, the Africa Nations Cup (18) _____ one of the most important international football competitions which is followed with interest not only in Africa but around the world.

Example: *The Africa Nations Cup started in Sudan in 1957.*

1	a started	b was starting	c had started
2	a was having	b has had	c had
3	a have been	b were	c had been
4	a took part	b were taking part	c had taken part
5	a participated	b were participating	c had participated
6	a have been allowed	b were allowed	c were allowing
7	a had become	b became	c were becoming
8	a were developing	b developed	c had developed
9	a were entering	b has entered	c entered
10	a were being held	b were held	c has been held
11	a have been	b were	c had been
12	a were coming	b had come	c have come
13	a have been travelling	b had travelled	c travelled
14	a were enjoying	b has been enjoying	c enjoyed
15	a were telling	b told	c had told
16	a were looking	b looked	c had looked
17	a had won	b has won	c won
18	a is	b has been	c was

A6.6 Language focus: Sequencing words and expressions

Linking words and expressions are used to join parts of a text together. The purpose of these is to make the text easier to read by showing the relationship between the parts linked together. Linking words and expressions can have different functions, depending on that relationship. For example, some linking words indicate the time at which events happened in relation to each other.

1 Complete the table with the words and expressions in the box.

previously at the time as soon as later on immediately after that while next
before then when simultaneously prior to finally at first first

One event happening after another in a sequence	then
One event happening before another	before then
Events happening at the same time	while
One event happening very quickly after another	when

2 Identify sequencing expressions in the story you heard in the Listening section A6.1.

3 Join the pairs of sentences below in a logical way, using one of the linking words and expressions.

- Change the order of the sentences if you wish.
- Change the grammar of the sentences where necessary.
- Make at least two sentences for each pair of sentences

Example: *I had my breakfast. I left the house.*

Prior to leaving the house, I had my breakfast

I had my breakfast and after that I left the house.

First I had my breakfast, then I left the house.

- 1 I watched TV. My brother read the newspaper.
- 2 We were doing our exam. Some other students came into the room.
- 3 I kicked the ball to Ahmed. He headed it into the net.
- 4 I have something to eat. I get home.
- 5 We were working in the garden. It started raining.

4 Work with a partner. Describe the things you have done so far today. Introduce each event with a sequencer from exercise 1.

Try not to use the same sequencer twice.

Example: *Firstly, I got up and had breakfast, then I came to school etc.*

5 Write a one-paragraph summary of the story in the Listening script by joining the list of events you put in order, in A6.1 exercise 2. To complete the story you need to write one or two more sentences of your own.

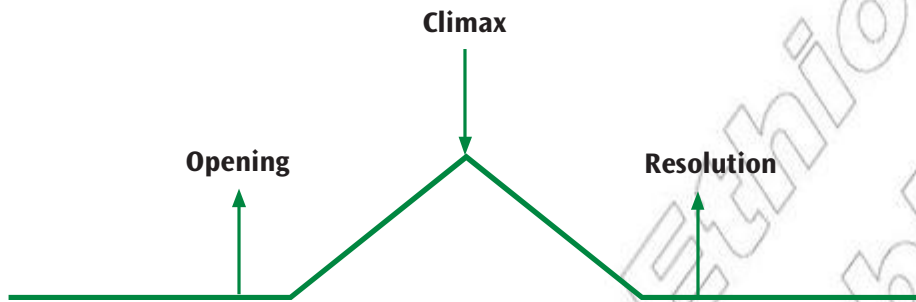
- You don't need to join every sentence with a linking word. Sometimes it is not necessary.
- Use pronouns to avoid repeating names too many times.



A6.7 Writing: A narrative

You are going to write a story of 250 to 300 words (one or two pages).

- 1 Choose one of the short story types you thought of in the Listening section A6.1.
- 2 Draw a large pot on one whole page of your exercise or notebook. Write or draw some ingredients for a story of this type in your pot.
- 3 Plan your story using this diagram. Include some of the ingredients from your pot.



- 4 Write a first draft of your story. Make sure you;
 - write in paragraphs
 - include some extreme adjectives – to make your story vivid
 - use a variety of narrative tenses
 - include some sequencing words and expressions.
- 5 Check your draft carefully using this checklist.

	Yes, more or less ✓	To some extent ?	Not really X
1 My story has a plot with an opening, rising action, climax, falling action and resolution.			
2 My story is written in paragraphs.			
3 I have used narrative tenses accurately.			
4 I have used sequencing words and expressions correctly.			
5 I have included some extreme adjectives.			
6 My spelling and punctuation are accurate.			
7 My story is between 250–300 words long.			

- 6 Ask your partner to read your story and then go through the assessment checklist. If he or she disagrees with any of your ratings, ask why.
- 7 If your checklist contains any Xs in the ‘Not really’ column, think about how you can improve your story, and then make any necessary changes.
- 8 Write a final neat version of your story
- 9 Display your story and spend some time reading other people’s.

Part B**Objectives**

In this part of Unit 6 you will:

- identify different kinds of texts
- use a dictionary to find out about phrasal verbs
- read an extract from a short story
- learn about phrasal verbs with in and out
- do writing and speaking assessment tasks

**B6.1 Reading:** Different kinds of texts

1 Work in a small group. Talk about the kinds of things you read everyday. Make a list.

2 Below are some very short extracts from different kinds of texts. In your group, do the following.

- a** Identify what kinds of texts they come from. Example: B = email.
b Identify which are factual (non-fiction) and which are fiction.
c Discuss which of these texts you read:
- in school
 - at home
 - elsewhere

A

I'm told that the spider
 Has coiled up inside her
 Enough silky material
 To spin an aerial
 One-way track
 To the moon and back;
 Whilst I
 Cannot even catch a fly.

B

Subject: My news
Date: 10 November 20--
From: Tina Kavume TinaK@interserv.com
To: Santa Bazanye S.Bazanye@tropical.co.et

Hi Santa!

How are you? We haven't seen each other for ages so I was really pleased when I

C

Photosynthesis requires light, water and carbon dioxide. Light comes from the sun, though artificial light also works with indoor plants. Water is absorbed by the roots of the plant from the soil. Carbon dioxide is

D

Heat the oil in a saucepan and fry the onions until golden, but not burnt.

F

Dear Sir or Madam

I am writing on behalf of my classmates and my class teacher Mrs Adewusi to ask if it is possible for our class to visit Golden Valley Game

E

ATANGANA (*scandalised, pointing at the clock*): You see, Ondua? The clock itself says we're half-way through the afternoon already!

(Glancing towards the road).

And that wife of mine's still working in the bush! Will that woman ever understand that she must always come back to the village well before midday?

ONDUVA (*with a gesture of discouragement*): Ah, ka Atangana! Don't talk about that! It's only what I always say: women will have their way! No sensible man should waste his time trying to reason with them! ...

G

The whole of Africa had something to cheer about at the World Cup Finals in Germany, when four-time

African Champions and two-time under-17 World Champions Ghana went through to the second round.

H

We were woken up at 5:30 each morning by the night warder and his bell. He shouted, "Wake up! Get up!" We were not let out of our cells until 6:45. Before that we had to

I

Nhamo crouched in the dust near his father and greeted him. The old man half raised his back, leaning against his hoe, and said what had been bothering him all day long.

"You haven't changed your mind?"

"No father."

J

The school has an excellent reputation. Our students, who achieve above the national

average in academic subjects, have a good record in finding jobs or university places on

3 Each text type is recognisable due to its unique features. These depend on;

- its layout – organisation, illustrations
- the style of language used
- the nature of the content.

Complete this table with the features of the text types above.

- Some of them have been filled in for you.
- Not all the features you need to mention are present in the short extracts given above, so you will need to think back to examples of these text types you have already come across.

text type	layout	style of language	content
A poem		May not be in sentences often very descriptive	
B email	Varies: may be well-organised in separate paragraphs like a letter, or may be just one paragraph, details of sender and date given at the top		
C science text book			Factual with explanations of scientific rules or principles
D recipe		Instructions written in the imperative form	
E play	Organised in acts and scenes, in dialogue with the words spoken next to the names of characters who say them. Stage directions separated from dialogue		
F letter			Factual: may be a request, a response to a request, a complaint, to thank someone for something, an application for a job etc
G newspaper report		Narrative, often in a dramatic style, often includes quotations from people in the report	
H autobiography	In a book, organised in chapters and paragraphs		
I novel		Narrative, usually includes dialogue	
J brochure			Factual: may be about an institution, an interesting place to visit, a public health matter

B6.2 Study skills: Dictionary use – rules for using phrasal verbs

A phrasal verb is made up of two or three words. The first word is a verb and the second is called the particle (or ending). If there are three words in the phrasal verb, there are two particles.

Examples: *go + up go + off take + away look + after look + forward to*

- The meaning of the phrasal verb is independent of the meaning of each of its two or three parts.
When my alarm clock goes off in the morning at five o'clock, it wakes everyone in the house.
- Several different phrasal verbs are made from the same verb. E.g.
take part in a discussion (= participate).
take up a new sport (= start doing).
planes take off from the airport (go up into the air).
- Many phrasal verbs have more than one meaning:
I won't get through all my homework this evening (=finish).
I can't get through to the school on the phone (=make contact).
Do you think you'll get through the exam? (=pass).

Phrasal verbs are used mainly in spoken English, but they are commonly used in many kinds of written texts too.

1 Study these dictionary entries for some phrasal verbs with look.

look after somebody/something *phrasal verb* **1** to take care of someone by helping them, giving them what they need, or keeping them safe [= take care of]: *Don't worry, I'll look after the kids tomorrow. Susan looked after us very well. She's an excellent cook. You could tell that the horse had been well looked after.* **2** to be responsible for dealing with something [= take care of]: *I'm leaving you here to look after the business until I get back.* **3** *look after yourself* spoken especially British English used when you are saying goodbye to someone in a friendly way **4** *can look after yourself* to not need anyone else to take care of you: *Don't worry about Maisie - she can look after herself.*

look forward to something *phrasal verb* to be excited and pleased about something that is going to happen: *I'm really looking forward to our vacation.*
look forward to doing something *My mother says she's looking forward to meeting you.*

look in *phrasal verb* to make a short visit to someone, while you are going somewhere else, especially if they are ill or need help [= drop in, call in]
Please look in if you are in our area. look in on I promised to look in on Dad and see if he's feeling any better.

look up *phrasal verb* **1** if a situation is looking up, it is improving [= improve, get better]: *Now the summer's here things are looking up!* **2** look something ↔ up if you look up information in a book, on a computer etc, you try to find it there: *Look the word up in your dictionary. I'll just look up the train times.* **3** look somebody ↔ up to visit someone you know, especially when you are in the place where they live for a different reason: *Don't forget to look me up when you come to Atlanta.*

look up to somebody *phrasal verb* to admire or respect someone: *I've always looked up to Bill for his courage and determination.*

2 Put the words in the correct order to make sentences.

- a school my brother look and younger after after our I sister.
- b condition clothes after To good your keep have in them look to you.
- c dictionary meaning try word look the guess I I up in to new a a before it of.
- d telephone look I number the up in the directory must.
- e party forward really I'm week looking and it a having to next I'm.
- f exams you are forward to looking the?
- g uncle in was didn't I look expecting see he to but.

3 Look at the sentences you made in exercise 2 and underline the phrasal verbs.

Phrasal verbs behave in different ways.

- 1** Some phrasal verbs do not take a direct object.
- 2** Other phrasal verbs take a direct object, but this can go in different places.
 - a** The object of some phrasal verbs USUALLY goes between the verb and the particle. In other words, they are SEPARABLE
 - b** The object of some phrasal verbs ALWAYS goes after the particle. In other words they are INSEPARABLE.

4 Identify which of the phrasal verbs in exercise 2:

- a do not take a direct object
- b are separable
- c are inseparable.

In a dictionary you can see how a phrasal verb behaves by carefully studying the example sentences.

In the Longman dictionary there is a special symbol ↔ between the verb and the particle which indicates that it is separable (see the dictionary entries above)



B6.3 Reading: Leaving Miguel Street

In this extract, a young man is leaving his home in Miguel Street, in the capital of Trinidad. Trinidad is an island in the West Indies where people speak a special variety of English that is a little different from standard English. There are examples of this in the text which are written in italics, for example, '*You getting frighten, eh?*' = '*You're getting frightened, aren't you?*'

Leaving Miguel Street

1 Uncle Bhakcu spent the night fixing the van which was to take me to the airport next morning. From time to time I ran out and begged him to take it easy. He said he thought the carburettor was playing the fool.

Next morning Bhakcu got up early and was at it again. We had planned to leave at eight, but
5 at ten to, Bhakcu was still tinkering. My mother was in a panic and Mrs Bhakcu was growing impatient.

Bhakcu was underneath the car, whistling a couplet from the Ramayana. He came out, laughed, and said, '*You getting frighten, eh?*'

Presently we were all ready. Bhakcu had done little damage to the engine and it still worked.
10 My bags were taken to the van and I was ready to leave the house for the last time.

My mother said, 'Wait.'

She placed a brass jar of milk in the middle of the gateway.

I cannot understand, even now, how it happened. The gateway was wide, big enough for a car, and the jar, about four inches wide, was in the middle. I thought I was walking at the edge
15 of the gateway, far away from jar. And yet I kicked the jar over.

My mother's face fell.

I said, '*Is a bad sign?*'

She didn't answer.

Bhakcu was blowing the horn.

20 We got into the van and Bhakcu drove away, down Miguel Street up Wrightson Road to South Quay. I didn't look out of the windows.

My mother was crying. She said, '*I know I not going to ever see you in Miguel Street again.*'

I said, '*Why? Because I knock the milk down?*'

She didn't reply, still crying for the spilt milk.

25 Only when we had left Port of Spain and the suburbs I looked outside. It was a clear, hot day. Men and women were working in the rice-fields. Some children were bathing under a stand-pipe at the side of the road.

We got to Piarco in good time, and at this stage I began wishing I had never got the scholarship. The airport lounge frightened me. Fat Americans were drinking strange drinks
30 at the bar. American women, wearing haughty sun-glasses, raised their voices whenever they spoke. They all looked too rich, too comfortable.

Then the news came, in Spanish and English. Flight 206 had been delayed for six hours.

I said to my mother, ‘*Let we go back to Port of Spain.*’

I had to be with those people in the lounge soon anyway and I wanted to put off the moment.

35 And back in Miguel Street the first person I saw was Hat. He was strolling flat-footedly back from the Café with a paper under his arm. I waved and shouted at him.

All he said was, ‘*I thought you was in the air by this time.*’

I was disappointed. Not only by Hat’s cool reception. Disappointed because although I had been away, destined to be gone for good, everything was going on just as before, with nothing
40 to indicate my absence.

I looked at the overturned brass jar in the gateway and I said to my mother, ‘*So this mean I was never going to come back here, eh?*’

She laughed and looked happy.

So I had my last lunch at home, with my mother and Uncle Bhakcu and his wife. Then back
45 along the hot road to Piarco where the plane was waiting. I recognised one of the customs’ officers, and he didn’t check my baggage.

The announcement came, a cold, casual thing.

I embraced my mother.

I said to Bhakcu, ‘*Uncle Bhak, I didn’t want to tell you before but I think your tappet*
50 *knocking.*’

His eyes shone.

I left them all and walked briskly towards the aeroplane, not looking back, looking only at my shadow before me, a dancing dwarf on the tarmac.

From *Miguel Street* by V.S. Naipaul

1 Put these events in the story in the correct order in which they happened.

- a He met Hat in the street.
- b They drove to the airport again.
- c The bags were put in the van.
- d They went back to Miguel Street.
- e He walked to the aeroplane.
- f He said goodbye.
- g He kicked the brass jar over.
- h They all had lunch.
- i They drove to Piarco.
- j Bhaku repaired the van.

2 Choose the best answers to these questions.

- 1 Why did the young man want Uncle Bhaku to stop fixing the car?
 - a He was worried Uncle Bhaku wouldn’t finish in time to go to the airport.
 - b He was feeling nervous about his trip.
 - c Uncle Bhaku was a poor mechanic.
- 2 How did the accident with the brass milk jar happen?
 - a The young man didn’t see the brass jar.
 - b The young man didn’t look where he was going.
 - c The gateway was too narrow.

- 3 Why did his mother cry when they got in the car?
 - a It was very unlucky to knock the milk over.
 - b Milk was expensive.
 - c Because her son would never come back home.
- 4 Why did he begin to wish he hadn't got the scholarship?
 - a He didn't want to leave his family and friends.
 - b He didn't like the airport.
 - c He was nervous about going to London.
- 5 Why was he upset when he met Hat after getting back from the airport?
 - a Hat did not seem very pleased to see him.
 - b His departure had made no difference to Hat's life.
 - c He knew he was not going to see Hat again.
- 6 How did Uncle Bhaku feel when the young man told him his tappet was making a noise?
 - a He was proud that the young man thought he was a serious mechanic.
 - b He was crying because the young man was leaving.
 - c He was worried about the van.
- 7 Why did he not look back when he made his way to the plane?
 - a He was now getting excited about his new life.
 - b He was nervous about the plane journey.
 - c He was too sad after saying goodbye to his mother.

3 Rewrite the dialogue that is written in *italics*, in standard English.

4 Find words in the text with the following meanings.

- a Working for a long time on something by doing small things to it. (line 9)
- b Two lines of a poem. (line 11)
- c On its side. (line 48)
- d A small car part. (line 56)

5 Discussion questions:

- a Find six phrasal verbs in the text and discuss their meanings
- b Do you ever do things because you think they will bring you luck? How effective are they?
- c Which of these adjectives would you use to describe the young man's feelings as he left home? *nervous, excited, happy, worried, sad, unhappy, relieved, uncertain, impatient, unwilling*
Do you think you would feel the same if you left home? If not, think of some other adjectives to describe how you would feel.
- d Discuss your reaction to this text. Do you like it? Why / why not?

B6.4 Increase your word power: Phrasal verbs *in* and *out*

1 Read these sentences and note the underlined phrasal verbs. Then match them to the definitions on the right.

- | | |
|--|---|
| <p>a</p> <p>a Why don't you <u>drop in</u> for a conversation one evening?</p> <p>b There was so much happening in the film, it was difficult to <u>take it all in</u>.</p> <p>c My grandmother lives with us. She <u>moved in</u> after my grandfather's death.</p> <p>d Our neighbours are having a new bathroom <u>put in</u>.</p> <p>e I applied to college but didn't <u>get in</u>.</p> <p>f The hotel is <u>bringing in</u> new regulations to restrict parking.</p> | <p>i To understand and remember new facts and information.</p> <p>ii To introduce a new law.</p> <p>iii To add or replace equipment in your home.</p> <p>iv To start living with someone in the same house.</p> <p>v To visit someone you know, usually without telling them that you are coming.</p> <p>vi To be allowed or able to go into a place.</p> |
| <p>b</p> <p>a If Father <u>finds out</u> about this, he'll go crazy.</p> <p>b The students <u>carried out</u> a survey on attitudes to traditional culture.</p> <p>c He had difficulty with his course and <u>dropped out</u> of university.</p> <p>d I'm really upset that I've been <u>left out</u> of the team.</p> <p>e We <u>set out</u> early in the morning and arrived at the border at midday.</p> <p>f These shoes are <u>worn out</u>. I need a new pair.</p> | <p>i To not include someone or something.</p> <p>ii To start a long journey.</p> <p>iii To get information about something or someone.</p> <p>iv To do something that has been planned or discussed, or that someone has told you to do.</p> <p>v To become damaged and useless because of overuse.</p> <p>vi To stop doing an activity before you finish it.</p> |

2 These sentences contain more phrasal verbs with *in* and *out*. Read each one carefully to understand the meaning and complete it with *in* or *out*.

- a** Seeing that further resistance was useless, the criminal turned himself _____ to the police.
- b** After the storm, the sky started to brighten and the sun broke _____ again.
- c** Our army fought hard and eventually their enemy was forced to give _____.
- d** The man looked carefully at the document, but couldn't make _____ what it meant.
- e** Pete slipped by the river and fell _____.
- f** "I'm a bit tired," said Kibitu. "Can we sit _____ the next dance?"
- g** I can't pick _____ anyone that I know in this old photograph.
- h** The rain has set _____ today and will probably continue until tomorrow.
- i** I'll be home late but don't wait up for me as I'll let myself _____ with my key.
- j** Burglars broke _____ during the night and took the TV.

B6.5 Assessment

1 Speaking

You teacher will ask you some questions about your favourite book or story.

Before you start, decide which book or story you want to talk about and spend a few minutes thinking about it.

E.g. the characters, the plot, the setting, why you like it.

2 Writing

Imagine you have received this letter from your uncle. Write a letter of reply giving appropriate suggestions and advice.

18th April 20—

My dear nephew

I hope this letter finds you, your parents and your brothers and sisters in good health. I am very happy to report that your aunt and cousins are fine and all is well here at home.

You are now in Grade 11 and an educated person. Everyone in the family respects you for what you have achieved and we are praying that you will continue to university and from then on to a good career. With the knowledge that you have already acquired, I would be grateful if you could help me with a small matter.

My two eldest children, your cousins, are 12 and 14 and I would like to buy some English books for them to read. I am thinking of books they can enjoy and also some books they can learn from. I don't know exactly what kinds of books to buy. Perhaps you have some ideas? It would be helpful if you could give me titles, or failing that, you can simply tell me the kinds of books that would be suitable.

If you have some ideas, perhaps you can write to me.

I hope to see you and your family soon.

With all good wishes

Your uncle,

Kelile

Revision 2 (Units 4–6)



Listening



The Ugandan Okot p'Bitek is one of Africa's most famous poets. His best known works are two long poems called *Song of Lawino* and *Song of Ocol*.

Your teacher will read a short biography of Okot p'Bitek. As you listen, make notes of the key information in the table.

1 Place and date of birth	
2 First job	
3 Interests	
4 His first book	
5 When and why he went to England	
6 What he did in England	
7 His job in Gulu	
8 What he wrote at this time	
9 Why he had to leave Uganda	
10 Where he spent his exile	
11 What his work promoted	
12 Year and place of death	

**Reading****An extract from *Song of Lawino* –****Acoli cooking**

On the far right
Is the cooking place.
The fireplace in my mother's house
Is dug into the earth.
The wife of my mother's brother
Has the lango type
Three mounds of clay
Shaped like youthful breasts full of
milk
Stand together like three loving sisters.

I do not know
How to use foreign stoves.
My mother taught me
Cooking on the Acoli stove
And when I visited my mother's
brother
I cooked meals on the Lango stove.

In my mother's house
There are no plates:
We use the half-gourd
And the earthen dishes.
The white man's plates
Look beautiful
But if you put millet bread in it
And cover it up
For a few minutes –

The plate is sweating
And soon the bottom
Of the bread is wet
And the whole loaf cold.

A loaf in a half gourd
Retains its heat
And does not become wet
In the bottom;
And the earthen dish
Keeps the gravy hot

And the meat steaming;
And when your husband
Has returned from the hunt
Or from long day's journey,
Give him hot porridge
In a half-gourd

And when I have
Been in the garden a whole day
Weeding or harvesting in the hot sun,
On my return home
Give me water
In a large half-gourd.
Water from the glass is no use.
It reaches nowhere.

Extract from *Song of Lawino* by Okot p'Bitek**Choose the best answer to each of these questions.**

- 1 What kind of stove does Lawino's mother use?
 - a A hole in the ground.
 - b Three mounds of clay.
 - c A foreign stove.
- 2 What kind of stove does Lawino's aunt use?
 - a A hole in the ground.
 - b Three mounds of clay.
 - c A foreign stove.
- 3 What does Lawino say about foreign stoves in this extract?
 - a She doesn't like them.
 - b She doesn't know how to use them.
 - c They are better than Acoli stoves.

- 4 What does Lawino like to use a half-gourd for?
- Making millet bread soft and wet.
 - Cooking millet bread.
 - Serving millet bread.
- 5 What does Lawino like to give her husband when he comes home after a tiring day?
- Meat and gravy.
 - Millet bread.
 - Hot porridge.
- 6 What does she think is wrong with water in a glass?
- It disappears.
 - It doesn't satisfy your thirst.
 - It sticks to the glass.

Pronunciation

Work with a partner. Practise reading the poem aloud. You should read one half each.



Speaking

- Work in a small group and discuss these questions
 - Do you agree with Lawino's opinions about traditional and modern ways of cooking and eating? What are the advantages and disadvantages of both?
 - What else can gourds be used for?
 - What is traditionally used to cook and eat food in your area?
 - What do most people use now? What do you use in your house?
- Work in a group of four and prepare this role play.

Two of you are friends who are staying at a tourist hotel. You are very difficult people and find lots of things to complain about.

The other two are the hotel receptionist and a waiter in the hotel restaurant.

You must prepare and practise a scene in which several complaints are made by the guests and the hotel staff have to respond in a suitable way.

- Think of some problems for the guests to complain about; they can be reasonable or unreasonable!
- Work out your scene and be ready to perform it for the rest of the class.

Dictation

Listen to your teacher reading a short dictation passage and write it down.



Writing

Write a description of the information shown in this graph.

To review describing data shown in graphs ⇨ B4.4

Olympic gold medals won by Ethiopia 1956-2008											
Year of games*	1956	1960	1964	1968	1972	1980	1992	1996	2000	2004	2008
Number of gold medals won	6										
	5										
	4								1	1	1
	3								1	1	1
	2						1	1	1	1	1
	1			1	1	1	1	1	1	1	1

* years when Ethiopia did not compete are not included

Vocabulary

- 1 Answer these questions with words from Units 4-6.
 - a What d ... is a decrease or fall?
 - b What p ... is the time when something or someone is best, greatest, highest, most successful, and also the point at the top of a mountain?
 - c What f ... is to keep changing and becoming higher and lower?
 - d What h ... is one of the words whose meaning is explained in a dictionary?
 - e What m ... describes someone who is ill or weak because they have not had enough good food to eat?
 - f What m ... is an idea or story that many people believe, but which is not true?
 - g What s ... describes something which is steady and not likely to move or change?
 - h What a ... is a place for someone to stay?
 - i What a ... are the things that a company owns, that can be sold to pay debts?
 - j What e ... is the business of organising holidays to natural areas, where people can visit and learn about the area in a way that will not hurt the local people or the environment?
 - k What h ... is a pause before saying or doing something because you are nervous or not sure?
 - l What i ... is the basic systems and structures that a country or organisation needs in order to work properly, for example roads, railways, banks?
 - m What m ... describes a large company with offices and factories in different countries?
 - n What p ... is the substances that make air, water, soil etc dangerously dirty?
 - o What p ... describes someone who is always on time?
 - p What a ... is a book about someone's life written by that person?
 - q What b ... is a leaflet or booklet about a product or place?
 - r What d ... describes an extremely loud noise?
 - s What m ... describes something extremely big?
 - t What m ... describes something extremely small?
 - u What s ... describes the way two things happen at the same time?
 - v What t ... describes something very frightening or scary?

- w** What *a* is a change?
x What *r* is someone who receives something e.g. a letter?
- 2** Identify 12 words connected with tourism in this word search puzzle. They are arranged horizontally → and vertically ↓

W	H	I	T	E	W	A	T	E	R	R	A	F	T	I	N	G	O
A	O	T	X	C	W	T	W	D	V	E	S	Q	H	Q	A	V	R
I	T	H	Y	O	E	Y	J	R	R	C	A	M	P	S	I	T	E
T	E	K	U	L	T	K	L	G	E	E	P	K	J	U	S	B	E
E	L	O	P	O	Y	L	K	K	U	P	K	L	O	I	M	J	P
R	R	P	L	D	U	R	P	T	N	T	R	E	K	K	I	N	G
R	E	W	O	G	I	H	G	A	L	I	M	P	L	L	Y	K	U
T	F	E	K	E	K	B	U	B	F	O	R	F	T	P	K	R	I
K	H	D	M	A	L	M	E	M	G	N	E	R	R	K	H	W	D
L	L	S	I	G	H	T	S	E	E	I	N	G	E	Y	Y	F	E
O	U	C	H	U	M	W	T	P	M	S	A	F	A	R	I	G	D
P	I	F	Y	I	N	L	H	F	D	T	C	D	D	M	R	L	T
D	K	K	H	D	A	P	O	W	Y	N	F	E	C	F	E	M	O
F	Q	W	T	E	V	S	U	Y	T	H	D	S	V	G	D	C	U
G	U	D	D	S	C	D	S	P	O	R	E	C	B	X	C	E	R
H	I	Q	E	Y	Z	J	E	X	L	E	H	A	A	F	V	L	O

Language Use

- 1** Identify the mistakes in these sentences and then write them correctly in your exercise books.

a You don't like fish, don't you?

b When you are thinking of going to see your cousin?

c Could you tell me what time is the bus leaving?

d While I had been waiting for a bus my money was stolen from my pocket.

e Before I had met you, I hadn't met your sister.

f The World Cup has been held in South Africa in 2010.

2 Put the words in order to make logical sentences.

a find can card phone I where buy my need out a for to I sim.

b book I the can't name this make written out in

c grandmother's Did in yesterday drop your house you at?

d maths yet given my I in homework haven't.

e everyday clothes wear your wear Don't new out or them you'll.

f Investigation carrying police murder The a into are an out.

3 Write sentences which begin as indicated but keep the same meaning as the given sentence.

a It is important to educate young people about HIV / Aids.

Young people should be educated about HIV / Aids.

b It would be a good idea for you to see a doctor.

You had...

c I think you need to study more.

If I were you ...

d It's a good idea to write new words in a vocabulary book.

My advice would ...

e Sales of bicycles have declined since 2000.

There has ...

f Growth in HIV infection rates peaked at the end of the 1990s.

There was a ...

g There has been a steady rise in the number of cases of TB.

The number of cases of TB ...

h The new park is very big.

The new park is absolutely ...

i The stadium is extremely crowded.

The new stadium is absolutely ...

j I was extremely surprised by the news.

The news was absolutely...

k I didn't enjoy the film, I was bored by it.

The film was not enjoyable, it was ...

l Everyone was confused by the instructions.

The instructions were ...