

# Unit 5 The writer's journey

## 5a Pilgrimages

### Reading their Africa

1 Read the article and answer the questions.

- 1 What is the aim of the Pilgrimages project?  
.....
- 2 How are the books different from the usual travel books we read?  
.....
- 3 What are the writers trying to avoid?  
.....

2 Read the article again and find words with these meanings.

- a randomly (para 1) .....
- b take hold of firmly (para 1) .....
- c easily noticed (para 2) .....
- d troubled (para 3) .....
- e a picture (para 3) .....
- f unoriginal (para 4) .....
- g announce an order (para 4) .....

### Pilgrimages

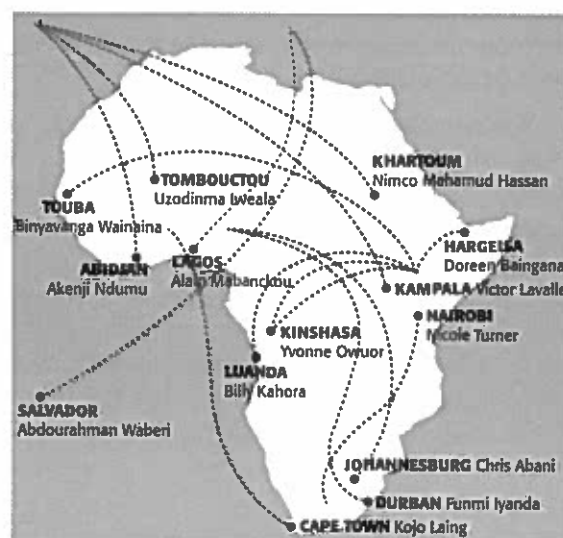
"For one month, nearly a billion eyes will follow the wayward movement of one small ball, bouncing about haphazardly on a lawn—controlled by the feet of 22 men speaking a language billions understand very well." These are the opening words on the Pilgrimages website, a project set up by the Chinua Achebe Center for African Writers and Artists, to seize the opportunity presented by the soccer World Cup in South Africa in 2010 to educate the rest of the world about Africa. The way the **association** did this was to ask thirteen African writers to write about their experiences of thirteen cities spread across Africa. Each **author** had two years, and help from a local guide, to produce a book about a city.

Pilgrimages aims to reveal Africa as seen by Africans themselves. The advantage for each writer is that although they are visiting cities previously not well-known to them, many things are already familiar to them. **This** means that they can concentrate on observing the details and while **doing so** not be as conspicuous as a non-African visitor **would**. Ugandan author Doreen Baingana, who wrote about Hargeisa, Somalia, says: "Goats in a city, for example, do not surprise me in the way they would if I were from the UK."

Among the **other thirteen** is Yvonne Owuor of Kenya who has written about Kinshasa, the capital of the Democratic Republic of the

Congo. The city is a great mix of different African cultures and languages with a turbulent history of colonization and struggle for independence. Like other Pilgrimages writers, Owuor is cautious about painting her portrait of Kinshasa with too broad a brush, fearful that what will emerge is a one-dimensional, stereotyped view of Africa.

**This** promises to be a refreshing series of travel books: not **ones** that throw out clichéd images and stereotyped views of other worlds. As Owuor says, when writers decree that a given place is like this or like that, then the reality disappears from view.



# 5b Time for rhyme

## Idioms rhyming expressions

- 1 Look at the rhyming expressions in these sentences and choose the most likely meaning (a or b).

1 I think Sarah and Jesse will make a **dream team**. He knows the project really well and she's a fantastic communicator.

a a great combination      b an unlikely pair

2 They are going to broadcast the debate at **prime time** next Tuesday.

a peak TV viewing hours      b very late at night

3 My day job working at the store is pretty **humdrum**, but it suits me at the moment because I'm trying to develop my career as a musician.

a tiring      b routine and boring

4 I think it's unfair to call him a **fat cat**. He can't help it if he's successful.

a a wealthy business person      b a lazy person

- 2 Complete the rhyming expressions in these sentences.

1 "No, I'm not too disappointed to lose. I've had my **fair** \_\_\_\_\_ of luck in this tournament and today, unfortunately, it ran out."

2 "I don't bear my opponent any ill \_\_\_\_\_. He fought a good campaign and he won."

3 "There's a **fine** \_\_\_\_\_ between being direct and being rude, and that comment was rude."

4 "That's a very **wishy-**\_\_\_\_\_ answer. Can you just say what you really think?"

5 "The street will be a strictly **no-**\_\_\_\_\_ area until the police have finished their investigations."

6 "OK. We've agreed the basic principles, but we really need to get down to the **nitty-**\_\_\_\_\_ of how this is going to work."

## Language focus nominalization

- 3 Look at these examples of nominalization. Rewrite the nominalized phrases, using a verb or an adjective.

1 There's been a **great increase** in the number of books in recent years.

The number of books in comic form \_\_\_\_\_ in recent years. (verb)

- 2 Why would an author make **that choice**?

Why would an author \_\_\_\_\_ ? (verb)

- 3 You get a **good understanding of** what Cuba and South America were like during that era.

You \_\_\_\_\_ what Cuba and South America were like during this era. (verb)

- 4 The use of pictures means there's a **greater attraction** for younger readers.

The use of pictures means it's \_\_\_\_\_ for younger readers. (adjective)

- 5 There's an **implication** that they're all works of literature.

It \_\_\_\_\_ they are all works of literature. (verb)

- 4 Use the words given to nominalize phrases in these sentences.

1 I think that's mainly because we live in a more visual age.

I think \_\_\_\_\_ we live in a more visual age. (reason)

- 2 It tries to get inside the mind of the world's most famous revolutionary.

It \_\_\_\_\_ get inside the mind of the world's most famous revolutionary. (attempt)

- 3 Anyone who prefers visual content is much more likely to pick up this book than a traditional history.

Anyone, \_\_\_\_\_ visual content is much more likely to pick up this book than a traditional history. (preference)

- 4 I don't think most authors would claim that they are either.

I don't think that \_\_\_\_\_ most authors either. (claim)

# 5c Heart of Darkness

## Reading a voyage into the unknown

Now when I was a little chap I had a passion for maps. I would look for hours at South America, or Africa, or Australia, and lose myself in all the glories of exploration. At that time there were many blank spaces on the earth, and when I saw one that looked particularly inviting on a map (but they all look that) I would put my finger on it and say, 'When I grow up I will go there.' The North Pole was one of these places, I remember. Well, I haven't been there yet, and shall not try now. The glamour is gone. Other places were scattered about the hemispheres. I have been in some of them, and...well, we won't talk about that. But there was one yet—the biggest, the most blank, so to speak—that I had a hankering after.

True, by this time it was not a blank space any more. It had got filled since my boyhood with rivers and lakes and names. It had ceased to be a blank space of delightful mystery—a white patch for a boy to dream gloriously over. It had become a place of darkness. But there was in it one river especially, a mighty big river, that you could see on the map, resembling an immense snake uncoiled, with its head in the sea, its body at rest curving afar over a vast country, and its tail lost in the depths of the land. And as I looked at the map of it in a shop-window, it fascinated me as a snake would a bird—a silly little bird. Then I remembered there was a Company for trade on that river. Dash it all! I thought to myself, they can't trade without using some kind of craft on that lot of fresh water—steamboats! Why shouldn't I try to get charge of one? I went on along Fleet Street, but could not shake off the idea. The snake had charmed me.

I got my appointment—of course; and I got it very quick. It appears the Company had received news that one of their captains had been killed in a scuffle with the natives. Soon after I left in a French steamer, and she called in every port they have out there. I watched the coast. Watching a coast as it slips by the ship is like thinking about an enigma. There it is before you—smiling or frowning, grand or mean, insipid, or savage, and always mute with an air of whispering, "Come and find out." This one was almost featureless, with an aspect of monotonous grimness. The edge of a colossal jungle, so dark-green as to be almost black, fringed with white surf, ran straight, like a ruled line, far, far away along a blue sea.

1 Read the passage from the book *Heart of Darkness* by Joseph Conrad. The setting is the Congo around 1880. The excerpt describes the beginning of the voyage that Marlow, a ship's captain, makes to this area. Then answer the questions.

- 1 What did Marlow dream about as a boy?  
\_\_\_\_\_
- 2 What had happened to the principal place of his dreams?  
\_\_\_\_\_
- 3 How did his dream become a reality?  
\_\_\_\_\_

2 Listen again and complete these details of the description.

- 1 What did you find on maps of the world at that time?  
\_\_\_\_\_
- 2 In contrast, what had the map of this place (Congo) become filled with?  
\_\_\_\_\_
- 3 What does he compare the river on the map to?  
\_\_\_\_\_
- 4 What was the strategic importance of the river?  
\_\_\_\_\_
- 5 What job did Marlow get?  
\_\_\_\_\_
- 6 What was his impression of the African coast as the boat sailed along it?  
\_\_\_\_\_

## Language focus review nominalization

3 Complete these sentences using the correct verb form and make nominalized phrases.

- 1 I have **no intention** \_\_\_\_\_ (marry) him.
- 2 It's **an attempt** \_\_\_\_\_ (trick) us.
- 3 There's **a fashion** \_\_\_\_\_ (wear) sunglasses on your head.
- 4 I understand her **desire** \_\_\_\_\_ (do) well.
- 5 I don't understand her **reason** \_\_\_\_\_ (want) to leave.
- 6 I have **a personal interest** \_\_\_\_\_ (get) them to adopt the idea.

# 5d A historical novel

## Real life reading aloud

### 1 Speaking skill engaging your audience

Complete these tips for reading aloud to a group of people. The first letter of the missing words has been given for you.

- 1 Give some b \_\_\_\_\_ about the author or the story.
- 2 E \_\_\_\_\_ your words clearly.
- 3 P \_\_\_\_\_ from time to time to allow your audience time to digest information.
- 4 Vary the p \_\_\_\_\_ and v \_\_\_\_\_ at which you read.
- 5 Read with ex \_\_\_\_\_ and enthusiasm.

### 2 Read and complete a reader's introduction to *Heart of Darkness* by Joseph Conrad. Use these words.

illustrates    narrates    passage    set  
tells    works

I'd like to read you a <sup>1</sup> \_\_\_\_\_ from *Heart of Darkness* by Joseph Conrad, one of the great <sup>2</sup> \_\_\_\_\_ of English literature. The book is <sup>3</sup> \_\_\_\_\_ in the Congo in the 19th century, where Belgian traders are using slaves to collect ivory. It <sup>4</sup> \_\_\_\_\_ the story of an English captain who is employed to bring ivory down the river to the main sea port. Conrad <sup>5</sup> \_\_\_\_\_ the story from the point of view of the English captain. The story is based on the writer's own direct experience as a steamboat captain in the Congo. This passage <sup>6</sup> \_\_\_\_\_ how alien this new world is which he has entered.

The broadening waters flowed through a mob of wooded islands; you lost your way on that river as you would in a desert, trying to find the channel, till you thought yourself cut off for ever from everything you had ever known.

—*Heart of Darkness* by Joseph Conrad

### 3 Read the introduction again and answer the questions.

- 1 What is the setting for the book?  
\_\_\_\_\_
- 2 What does the reader say about the author?  
\_\_\_\_\_
- 3 What point does the reader hope to make by reading this particular passage?  
\_\_\_\_\_

## Word focus review cast

### 4 Choose the correct option and complete these phrases with *cast*.

- 1 Can you **cast your wits / mind / brain back** to when you first saw her?
- 2 The report **casts hesitation / questions / doubt on** the viability of the project.
- 3 The announcement of her resignation **cast a shadow / shade / cloud over** the whole meeting.
- 4 People will have forgotten about the incident by the time they come to **cast their decision / vote / poll**.
- 5 He **cast a look / a glance / an eye over** my proposal and then said he would let me know.
- 6 They **cast the net / web / line** far and wide in their search for a new leader.

### 5 Writing an introduction

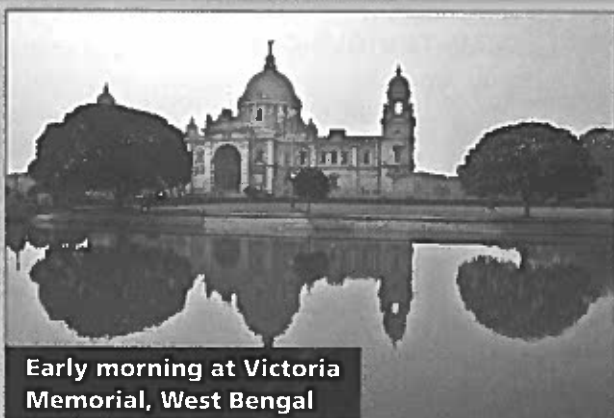
Think about your favorite novel. Imagine you are going to read a passage from it to your classmates. Write an introduction to the passage in your notebook. Use the introduction in Exercise 2 as a model.

# 5e The Siege of Krishnapur

## Writing a book review

1 Read this book review of *The Siege of Krishnapur* by J. G. Farrell and mark the parts of the review that do the following.

- 1 describe the theme of the book
- 2 give the reader's opinion of the book
- 3 describe the setting and the plot
- 4 describe the style of writing



Early morning at Victoria Memorial, West Bengal

It is 1857 and the British Empire in India is facing severe unrest from the indigenous population. For the ruling British class in the northern town of Krishnapur, life is calm and polite until the sepoys at a nearby military fort rise in mutiny and the British are forced to retreat into the British Residency. Food and other supplies become short, disease sets in, and the inhabitants' resources are tested to the limit.

This is the first part of J. G. Farrell's empire trilogy, an examination of the British Empire in its decline. *The Siege of Krishnapur* serves as a metaphor for this decline as each character is forced to examine their own view of the world.

Although the situation is desperate, Farrell describes it with great elegance and humor, conveying the ridiculousness of the British position. Some would argue that in not describing the hardship and injustice suffered by the local Indian population, Farrell has done them a great injustice. But I do not think that was his aim. What he has done is to write both a gripping story and a thought-provoking study of colonial life.

2 Which of these techniques (a–e) has the writer used to begin this review?

- a giving an opinion about the book directly
- b talking about the writer's background
- c describing the opening of the story
- d giving a short summary of the whole story
- e discussing the topic or theme of the book

## 3 Writing skill descriptive words

Complete the definitions of words describing books and writing with these words.

convincing	fetching	going	poorly
provoking	uneventful	uninspiring	
wrenching			

- 1 A book that makes you think is a thought-  
\_\_\_\_\_ book.
- 2 A book that is difficult to read is said to be heavy-  
\_\_\_\_\_.
- 3 A story in which nothing much happens is  
\_\_\_\_\_.
- 4 A plot which is very difficult to believe is far-  
\_\_\_\_\_.
- 5 A fictional character who you believe could really  
exist is \_\_\_\_\_.
- 6 An ending which is extremely sad is heart-  
\_\_\_\_\_.
- 7 A book which is a bit dull and flat is  
\_\_\_\_\_.
- 8 The opposite of *well-written* is \_\_\_\_\_  
written.

4 Think of a novel you have read and write two short alternative opening paragraphs. For the first, give a short summary of the whole story. For the second, discuss the topic or theme of the book.

- 1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Wordbuilding -ing adjectives

- 1 Look at these -ing adjectives formed from verbs. Match the adjectives (1–10) with the most suitable nouns (a–j).

1 a baking	a horizon
2 a raging	b breeze
3 a blinding	c light
4 a winding	d restaurant
5 a towering	e sun
6 a refreshing	f sky
7 a suffocating	g heat
8 a vanishing	h storm
9 a darkening	i cliff
10 an inviting	j road

## Learning skills vocabulary extension (2)

- 2 You can use pictures to extend your vocabulary. Follow these steps.
- Find a picture that interests you and look at the objects in it. The picture could also include people's expressions, feelings, or actions that are happening.
  - See how many items you can name in English.
  - Now label five new items in the picture with words you have just learned.
  - Look at the picture 30 minutes later and test yourself. Can you remember the new words?

- 3 Look at the photo and follow the steps in Exercise 2. You will find a color version of the photo on the Unit 5 Opener of your Student Book (page 57).

## Check!

- 4 Complete these sentences about characters and events with the correct form of the words given. All the answers are in Student Book Unit 5.
- In 5a, the writer Dervla Murphy describes coming down \_\_\_\_\_ paths with her daughter on \_\_\_\_\_ in a remote region of Pakistan. (rock, horse)
  - 5b describes the rise in popularity of the \_\_\_\_\_ book and the \_\_\_\_\_ novel. (comedy, graph)
  - In 5c, the writer visits the house of a \_\_\_\_\_ in Patagonia. (poem)
  - Patagonia is a region with a very low population \_\_\_\_\_. (dense)
  - 5d deals with the subject of reading \_\_\_\_\_ to an audience. (loud)
  - In 5e, the writer describes the bridge of San Luis Rey as a \_\_\_\_\_ book. (think, provoke)
  - In 5f, the writer describes a \_\_\_\_\_ experience that he had while walking in Spain. (transform)

