

What's new?**Subject:** Racism and prejudice**Focus:** Reading an extract from a novel**1 *The BIG read: FACE*, by Benjamin Zephaniah**

This extended reading deals with the themes surrounding racism and prejudice as related by the contemporary writer and poet Benjamin Zephaniah in his novel *Face*.

- Students read the information about the novel in the **FACT** box. Ask: What is the name of the boy in the novel? (Martin); What happens to him? (He has a terrible accident.)
- Students look at the photo of Benjamin Zephaniah and read the information about him. Ask questions about the author:
How old is he? (He was born in 1958.)
Where is he from? (Birmingham)
What else does he do as well as writing novels? (He is a poet, novelist, playwright and performance artist. He has also acted in films and presented TV programmes.)

Make sure students understand what a performance artist is: he or she performs poems and other pieces of writing using acting, dancing and music. Benjamin Zephaniah was an *oral poet* before he agreed to write his poems down and he says on his website that that is how he would prefer to describe himself.

Picture / background information

Resumé of the book:

Face is about a white teenage boy called Martin Turner. He lives in the racially-mixed East End of London. This area (just east of the City of London) used to be near the port of London, which has since moved to the mouth of the River Thames. The East End was traditionally where new immigrant groups settled first – Huguenots (Protestant Christians) feeling persecution in France in the 17th Century; Jews fleeing pogroms in Eastern Europe in the 19th Century; West Indians and Bangladeshis arriving to find work in England since the 1950s.

Martin is good-looking and has a pretty girlfriend called Natalie. He is in the Gang of Three with his

friends Matthew and Mark and they have a reputation for playing tricks at school. Martin doesn't try at school and although he is a good gymnast, he lacks the discipline to take it further.

One night Martin, Matthew and Mark meet Pete Mosley, a member of a tough gang. He is joyriding in a stolen car with an older guy called Apache who seems to be on drugs. He wants the three boys to go with them but they are a bit scared. Matthew leaves but Martin and Mark agree to let Pete and Apache take them home. Apache takes them on a wild ride which turns into a police chase. They finally cross a red light and crash into another car. Mark and Apache get out the car but then the car explodes with Martin inside. He is rescued by police and taken to hospital. Pete Mosely dies and Apache is later sent to prison.

After the accident, Martin has to cope with people staring and making stupid remarks at school ('facial discrimination'). He reacts by becoming more serious and paying more attention to his lessons. His relationship with Mark and Matthew changes and he makes new friends – another badly disfigured boy and a group of black girls. Natalie finds a new good-looking boyfriend. Martin becomes captain of the gymnastics team and trains the team for A competition. The team doesn't win but the experience gives Martin back his confidence and self-respect.

This is what Benjamin Zephaniah says about his idea for *Face*:

One day I was driving through Liverpool when I stopped at a set of traffic lights. I looked to the right of me and in the next car was a man who had a very badly burnt face. I could see that he had received plastic surgery, he was very relaxed and at ease with himself but I could not help staring at him. In fact I was so stunned by the way he looked that I was almost in a state of shock. I didn't realise that he had driven off until the driver behind me started sounding his horn. Afterwards I did not feel happy with myself.

I have been to places where there are no Black people and have been stared at myself, so I should have known better. I wondered what prejudices a person with a disfigured face would come across. Was discrimination by face the same as discrimination by race? Was he ever bullied? What does real beauty mean? Who were his friends and lovers? These were the issues I wanted to explore in 'Face'.

www.benjaminzephaniah.com/teenz.html#face

Reviews of the book:

www.amazon.com/gp/product/1582347743/002-0229443-3904862?v=glance&n=283155

For more about Benjamin Zephaniah:

www.benjaminzephaniah.com/truth.html

www.penguin.co.uk/nf/Author/AuthorPage/0,,0_1000051523,00.html

www.contemporarywriters.com/authors/?p=auth105

For examples of his poems and information on his novels:

www.benjaminzephaniah.com

This extract is from pages 66-73 of *Face* by Benjamin Zephaniah, published by Bloomsbury Publishing, 1999. The extract has been abridged but not changed in any other way.

2 READING

CD2 (Red) track 18, page 75 SB

2 A 1

- Look at the cover of the book on page 75. First ask students to describe the cover (eg It's a boy's head with hair and ears, but no face. There's just white space and no face.) Ask: You now know that Martin, the boy in the novel, had a terrible accident. What do you think happened to him? Elicit ideas and write them on the board.

2 B

- Read out the questions. Tell students to read the extract quickly to find the answers.
- Check the answers. Compare them with students' ideas from exercise A.

2 READING B

Answers

Martin is in hospital. (explicit in line 10; *Nurse* should also give students a clue)
He has burns on his face / facial burns (lines 33–39).
He was in car crash / accident (lines 84 and 85).

2 C

- This exercise practises working out the meaning of unknown words from the context. Read out the words from the extract. Tell students to find the words in the text and see which definition best fits the context.
- Students read the text again and choose the correct meaning for the words.
- Check the answers.

2 READING C

Answers

1 b 2 c 3 b 4 c 5 b

2 D

- Read out the sentences and check that students understand them.
- Students read the text again carefully and decide if the statements are true or false.
- Students compare their answers with a partner.
- Check the answers. Ask students to quote evidence from the text. Find the place in the extract and discuss it with the students, focussing on the meaning and any new vocabulary such as *damage* or *nightmare*.

2 READING D

Answers

- 1 T (He has burns on his face and 'damage' to his legs. lines 38–44)
- 2 F (He thinks it's too early. He thinks Martin should prepare himself first. lines 28–30)
- 3 T (He says he thinks he might be locked in a nightmare. line 41)
- 4 F (He was on his way home. Pete Mosely was taking him home in a car. lines 84–88)
- 5 F (He cries for his face, for his parents and his friends. Because his face looks terrible, he feels he has hurt his parents and is afraid that he might lose his friends. lines 94–97)

2 E

- Read out the questions and the words to describe feelings in the box. Check that students understand the words, giving examples if necessary.
- Individually or in pairs, have students think about how Martin might feel in the situations given.

- If students have done the task individually, ask them to compare their answers with a partner.
- Students report back to the class. Discuss their answers.

2 READING E**Suggested answers**

- 1 He is curious; he wants to see his face.
- 2 He is frightened / scared but he is also determined to see his face.
- 3 He is shocked and scared.
- 4 He is angry with Pete Mosely and probably regretful that he got in the car.
- 5 He is upset and he is worried how his friends will react.

3 YOUR TURN TO SPEAK**3 A / B**

- Read out the questions from **A** and **B** and make sure students understand them.
- Students discuss the questions in pairs or small groups.
- Ask students to report back to the class and discuss their ideas.
- Tell the students what happens to Martin's relationships with his friends after the accident and how he learns to adapt to his changed face (see book resumé in the background information section at the beginning).

3 C

- These questions go beyond what happened in the extract and deal with the main ideas behind the book.
- Read out the questions. Students work in groups and discuss the questions. Alternatively, you might prefer to discuss these questions as a class in order to give students more support. Elicit opinions and reasons from the class and encourage other students to agree or disagree.
- If students worked in groups, ask them to report back to the class. Discuss their ideas. You might like to tell students how Benjamin Zephaniah got the idea for his book (see initial **Background information** again).

3 D

- Read out the question and elicit reactions from the class. Encourage students to give

reasons and invite other students to agree or agree.

- Ask students if they would like to read other works by this author. If you have time, you might like to look at one of Benjamin Zephaniah's poems with your class (see his website).

Optional portfolio writing

- Write these optional writing tasks on the board. Ask students to work with a partner or in small groups and choose a task.
 - A** Write Natalie's diary (about 150 words) for the day she first visits Martin in hospital (before and after her visit).
 - B** Write out the scene between Pete Mosely and Martin on the night of the crash.
- Students complete the task in class. Give them help with using any new vocabulary and expressing ideas.
- Check students' work. Ask one or two pairs or groups to read out their diary to the class.
- Ask one or two pairs or groups to act out their scene to the class.

WORKBOOK**Progress check 2**

The Progress Check 2 after Unit 16 in the Workbook does not correspond directly to the Extended Reading in the Student's Book but revises the vocabulary and structures from the second half of the Student's Book (Units 9–16).

- Give the students the pages to do for homework and when checking the answers with the class, discuss and explain any unclear points.
- Alternatively, if you think your students need more support, revise word fields and structures with the class before students do the exercises either in class in pairs or at home.

WORKBOOK answers**Pages 38–39 WB****Progress check 2 (Units 9–16)****1 Language****1 A**

- 1 are (you) doing 2 getting 3 won't be
 4 're going 5 'll rain 6 might travel 7 'm doing
 8 'll enjoy 9 might not be 10 'll probably stay



1 B

(Individual answers)

1 C

(Example answers)

- 1 You have to *eat less*.
- 2 But you don't have to *stop eating all your favourite foods*.
- 3 You really need to do *some exercise*.
- 4 But you don't need to *do more than twenty minutes three times a week*.

1 D

- 1 I haven't spoken to my sister *for* three weeks.
- 2 My parents *have been* married since 1985.
(Or: My parents were married *in* 1985.)
- 3 (correct)
- 4 My family *has lived* in the same house since I was born.
- 5 (correct)
- 6 My grandparents have been dead *for* a long time.

1 E

(Example answers)

- 1 If everybody has a robot in the future, *people will have more free time*.
- 2 The printer won't work unless *you switch it on*.
- 3 You can take fantastic photos if *you have a good camera*.
- 4 If we buy a flat screen TV, *we won't have to watch films at the cinema*.
- 5 Unless you get internet access, *you'll have to download music at the internet café*.
- 6 People get annoyed with machines if *they don't work*.

1 F

- 1 Everybody needs to learn foreign languages to get a good job.
- 2 People use English to communicate with people from many countries.
- 3 Most people do courses to learn foreign languages.
- 4 A lot of people stay in an English-speaking country to learn English.
- 5 It's a good idea to listen to CDs to improve your accent.
- 6 You can use the internet to get to know people from different countries.

1 G

- 1 was flying 2 had 3 was reading 4 said
5 started 6 had to 7 was screaming
8 were landing 9 stopped 10 landed

2 Vocabulary

2 A

- 1 medicine, cancer, vaccine, disease, injection
- 2 engagement, graduation, birth, wedding, anniversary
- 3 printing press, robot, batteries, dishwasher, wheel

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

2 B

- 1 a 2 h 3 g 4 c 5 d 6 f 7 b 8 e

2 C

- Bikes:** e) handlebars, g) pedal, k) saddle
Cars: a) drive, b) exhaust pipe, f) steering wheel
Planes: c) fare, d) flight, j) passengers
Roads: h) roundabout, i) traffic lights, l) junction

2 D

- 1 e 2 c 3 d 4 g 5 b 6 a 7 f 8 h

2 E

- 1 b 2 d 3 a 4 d 5 a 6 b

