

# What a story!

# 9

- **Grammar** Past Perfect, narrative tenses, joining words
- **Vocabulary** Feelings
- **Everyday English** Exclamations with *so* and *such*
- **Reading** The train journey
- **Listening** Young adult literature
- **Writing** Reviewing a book or film



- 1 What is the girl in the middle doing?
- 2 Do you think she's good at it? How do you know?
- 3 What kind of story do you think it is? Scary? Funny? Exciting? Shocking? Why?



Watch the video introduction



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## Grammar Past Perfect and narrative tenses

Match the pictures with the books and their opening lines.

Peter Pan Pinocchio Mary Poppins

- 1 'All children, except one, grow up.'
- 2 'Once upon a time there was a piece of wood.'
- 3 'If you want to find Cherry Tree Lane, all you have to do is ask a policeman at the crossroads.'

A



B



C



## A folk tale

- 1 Look at the picture and title of the story. What can you see? Which man is Mula?

### The Story of Mula and the Miserable Man

**A** wise old man called Mula was walking along the road through the woods, when he saw a man walking towards him.

The man was carrying a dirty, old sack. He looked very unhappy, and when Mula asked him why, the man told him his story.

He was all alone, (1...) and he was also poor and homeless (2...).

'Everything I own is in this old sack', he said. 'My life is miserable.' And he walked off.

(3...) Mula ran past him, took his sack, and ran into the woods. The man was afraid to follow (4...).

'Now my life is even more miserable!' he said. And he sat down and cried.

Meanwhile, further down the road, Mula came out of the woods and put the man's sack in the middle of the road. Finally, (5...) the man set off again, walking slowly and sadly. Suddenly, he saw his sack. 'My sack!' he shouted. He picked it up - everything was still inside it! He was overjoyed, and walked happily on towards the city, singing as he went.

'Well', said Mula. 'That's one way to make someone happy.'

**The moral of the story is ...**



- 2 Read the story. What is the moral?

Never trust strangers!

Take care with your possessions!

Appreciate what you have, however little!

### 3 Complete the questions.

- 1 Where **was** Mula **walking** when he saw the man?  
Along the road through the woods.
- 2 What \_\_\_\_\_ the man \_\_\_\_\_?  
A dirty, old sack.
- 3 What \_\_\_\_\_ the man \_\_\_\_\_ when Mula took his sack?  
He sat down and cried.
- 4 Where \_\_\_\_\_ Mula \_\_\_\_\_ the man's sack?  
In the middle of the road.
- 5 How \_\_\_\_\_ the man \_\_\_\_\_ when he got his sack back?  
Very happy.

9.1 Listen and check.

### 4 Put these lines in the correct places (...) in the story.

After the man **had gone** a few yards,  
because his wife **had left** him,  
when he **had stopped** crying,  
because he **had lost** his job, and his house  
– he **had heard** it was easy to get lost in these woods.

9.2 Listen to the complete story and check your answers. Do you agree with the moral?

#### GRAMMAR SPOT

- 1 What tense are the verbs in **bold**?  
The man **was carrying** a sack. He **told** Mula his story.  
He **had lost** his job.
- 2 *His wife left him. He was all alone.* How is this expressed in the story?
- 3 The Past Perfect expresses an action *before* another time in the past.  
We form the Past Perfect with *had* + the \_\_\_\_\_  
\_\_\_\_\_ of the verb.

Grammar reference 9.1 p150

### 5 Ask and answer the questions with a partner. Use the Past Perfect.

- 1 Why was the man all alone?
- 2 Why was he poor and homeless?
- 3 Why was he afraid to follow Mula into the woods?
- 4 Why was his sack in the middle of the road?
- 5 Why was he so happy?

9.3 Listen and check. Practise them again.

## Practice

### Pronunciation

1 9.4 The contraction *'d* (= *had*) can be difficult to hear. Listen to six pairs of sentences. Which sentence in each pair is **Past Perfect**, the first (1) or the second (2)?

- 1  2  3  4  5  6

### 2 Match a line in A with a line in B.

A	
1	I got a fabulous view of the Alps
2	I felt tired all day yesterday
3	Just as I was falling asleep,
4	Tom's new girlfriend seemed familiar.
5	I was nervous before the flight
6	My brother rang me

B	
<input type="checkbox"/>	a because I'd never flown before.
<input type="checkbox"/>	b while I was out shopping.
<input type="checkbox"/>	c I was sure I'd seen her somewhere before.
<input type="checkbox"/>	d as we were flying over them.
<input type="checkbox"/>	e because I hadn't slept much the night before.
<input type="checkbox"/>	f the neighbour's dog started barking.

9.5 Listen and check.

### Discussing grammar

3 What's the difference in meaning between these sentences?

- 1 **When I arrived, ...**  
she cooked dinner.  
she was cooking dinner.  
she'd cooked dinner.

- 2 **He spoke good French because ...**  
he was living in France.  
he had lived in France.

- 3 **I listened to music ...**  
while I did my homework.  
when I'd done my homework.

- 4 **She gave me a book, ...**  
and I read it.  
but I'd read it.

- 5 **When I got home, ...**  
the children were going to bed.  
the children had gone to bed.

Go online for more grammar practice

## The role-swap Joining words

- 1 Work with partner. Look at the title and pictures of a story. Tell each other what you think the story is.
- 2 9.6 Read the story. Choose the correct joining words/phrases. How do you think the story ends? Listen and check.
- 3 Ask and answer the questions with your partner.
  - 1 Why did the professor travel by car? *Because ...*
  - 2 When did they have the idea of swapping roles? *As ...*
  - 3 When did they swap their clothes? *As soon as ...*
  - 4 How long did Harry wait before he started to leave the stage? *Until ...*

### GRAMMAR SPOT

- 1 Joining words are called **conjunctions**.  
Higgs didn't like flying, **so** he travelled by car.  
He had his own driver **because** he was too tired to drive.  
**Although** it seems a difficult question, the answer is simple.
- 2 **When, while, before, after, as, until** and **as soon as** are conjunctions of time.  
**As soon as** they arrived at the university, they swapped clothes.  
He sat at the back of the hall **while** Harry gave his lecture.

➔ Grammar reference 9.2 ➔ p150

- 4 Complete the sentences with *although, while, or so*.
  - 1 The professor liked the idea of swapping roles, \_\_\_\_\_ he decided to try it.
  - 2 \_\_\_\_\_ Harry wasn't a physicist, he gave the lecture perfectly.
  - 3 The audience listened quietly \_\_\_\_\_ Harry was giving his lecture.

### In your own words

- 5 Tell the story again with your partner. Use these prompts:

Professor Higgs was ... and ... six-month ... Europe.

One morning ... driving ... lecture, his driver Harry said, ' ... always sit ... know ... so well ... give ... myself.'  
Professor Higgs ... Harry ... clever man ... test the idea.

As soon as ... university, ... clothes. Professor ... back of the theatre ... Harry ... lecture.

Harry ... fantastic memory ... lecture perfectly. ... waited ... finished clapping ... started ... leave the stage. ... someone stood up ... asked ... question.

Harry said ... '... seems difficult ... answer ... simple. ... so simple ... driver ... answer ...

## The professor & his driver



**P**rofessor Higgs, one of the world's top astrophysicists, was giving a six-month lecture tour of universities around Europe. He only had one more lecture to give <sup>1</sup>*before / after* the tour ended.

Higgs didn't like flying, <sup>2</sup>*but / so* he travelled by car. He had his own driver <sup>3</sup>*but / because* he was too tired to drive <sup>4</sup>*after / before* he'd finished his lectures.

One morning, <sup>5</sup>*until / as* they were driving to the last lecture, his driver, Harry, said, 'You know, Professor, I always sit in the hall <sup>6</sup>*when / after* you give your lecture, and I know it so well by now, I think I could give it myself!' Of course, Harry was only joking, <sup>7</sup>*but / so* Professor Higgs knew Harry was a clever man, and he wanted to test the idea.

<sup>8</sup>*Until / As soon as* they arrived at the university, the professor and Harry swapped clothes. The professor then sat quietly at the back of the hall <sup>9</sup>*before / while* Harry gave the lecture.

Harry had a fantastic memory and gave the lecture perfectly! He waited <sup>10</sup>*until / as soon as* the audience had finished clapping and started to leave the stage. Suddenly, someone stood up and said they wanted to ask a question. Harry listened to the long, complicated question, and then he spoke:

'Mmm, that's a very good question. And <sup>11</sup>*because / although* it seems a difficult one, the answer is actually very simple. In fact, it's so simple that ...'

## Practice

### Discussing grammar

1 Choose the correct words to join the sentences.

- 1 *When / While* the plane had landed, I switched my phone on.
- 2 I cut myself *as soon as / while* I was shaving.
- 3 He worked for IBM *until / as* he retired.
- 4 I got out of bed *while / as soon as* I woke up.
- 5 She listened to music *as / until* she drove home.
- 6 *After / Before* I went to bed, I locked all the doors.
- 7 *After / Before* I left school, I lived abroad for a year.
- 8 We had a lovely picnic, *although / so* the weather wasn't great.

2 Join the sentences using the conjunction. Put one sentence in each pair in the Past Perfect.

**I went to bed when I'd done my homework.**

- |   |                   |
|---|-------------------|
| 1 I did my homework.<br>I went to bed.                                    | <b>WHEN</b>       |
| 2 I drove two hundred miles.<br>I stopped for coffee.                     | <b>AFTER</b>      |
| 3 She passed her driving test.<br>She bought a car.                       | <b>AS SOON AS</b> |
| 4 I didn't go to live in Italy.<br>I learnt Italian.                      | <b>UNTIL</b>      |
| 5 I enjoyed reading the book.<br>I didn't like the film.                  | <b>ALTHOUGH</b>   |
| 6 His mother sent him to bed.<br>He was naughty.                          | <b>BECAUSE</b>    |
| 7 I burnt the chicken.<br>We went out to eat.                             | <b>SO</b>         |
| 8 Jill invited me to stay for lunch.<br>I arranged to have lunch with Jo. | <b>BUT</b>        |

9.7 Listen and compare.

### Talking about you

3 Complete the sentences with your own ideas.

- 1 Before the class started, I ...
- 2 I enjoy learning English, although ...
- 3 I'm going to keep learning English until ...
- 4 After we finished the last English class, I ...
- 5 As soon as this class is over, I ...
- 6 My phone rang just as I ...
- 7 When I went shopping recently, I ...
- 8 I first met my best friend while I ...

Compare with a partner. Ask each other questions.


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## Listening and speaking


### Young adult literature



1 Look at the book covers. Which books do you think are *children's literature*? Which are *young adult literature*? What's the difference? Can you think of more examples?

2  9.8 Listen to an interview with **Liz Davis**, a publisher of books for young adults. Answer the questions.

- 1 Liz says there is a golden age of children's literature right now. When were the other two golden ages?
- 2 Which of these stories does she talk about?
  - Gulliver's Travels
  - Alice in Wonderland
  - Peter Pan
  - Treasure Island
  - The Storyteller
  - The Lord of the Rings
  - The Hobbit
  - The Lion, the Witch & the Wardrobe
  - The Harry Potter series
  - The Hunger Games

3  9.8 Listen again answer the questions.

- 1 For which age range are young adult books most different from children's books? How are they different?
- 2 What was different and new about *Alice in Wonderland* and *Peter Pan*? What were children's novels like before that?
- 3 What had happened to make children's literature more serious in the 1950s?
- 4 What was unusual about the first *Harry Potter* books?
- 5 Which of the *Harry Potter* books are more like young adult literature? Why are they still not typical of most modern examples?
- 6 Why did people often complain about young people's literature in the past?
- 7 Why do many parents not like books for young adults now? Does Liz agree with them?
- 8 What doesn't Liz like about some young adult novels?

### What do you think?

- Should young adult novels show *all* the real problems that teenagers have in their personal lives? Why/Why not?
- Should children's stories teach them to behave well?
- Should they always have happy endings? Why/Why not?
- Did any book have a big effect on you when you were young? What was it? How did it affect you?

## Reading and speaking

### The train journey

- 1 Can you remember what Liz Davis (p93) said about a story by a writer called **Saki**?

Read the fact file about him.

- When did he write?
- What are his stories often about?

#### FACT FILE

**Pen name** Saki

**Real name** Hector Munro

**Born** 1870

**Nationality** British

**Famous for** short stories that made fun of the self-important upper classes in Edwardian society in Britain in the early 1900s

**Died** 1916, aged 45, fighting in the First World War.



- 2 Look at the first picture in the story, *The Storyteller*. Who do you think the people are? Do they know each other? How do you think they are feeling?

- 3 9.9 Read and listen to the first part of the story. Answer the questions.

- 1 How long was the train journey?
- 2 Who are the people on the train?
- 3 Why were the children behaving badly?
- 4 What was the man thinking?
- 5 What kind of questions did the children ask?
- 6 Why did the aunt decide to tell them a story?
- 7 Do you think the children will enjoy the aunt's story? Why/Why not?

- 4 9.10 Read and listen to the second part of the story. Match the lines to make sentences about it.

A	B
1 The children had heard the aunt's stories before,	a people still try to save them.
2 The aunt said that the people saved the girl	b while the aunt was telling her story.
3 The girl said that although some people are bad,	c so they weren't interested in this one.
4 The younger girl didn't listen	d as soon as the aunt suggested it.
5 When the aunt had finished her story,	e because she was so good.
6 The young man agreed to tell a story	f the man said she wasn't a good storyteller.

# The Storyteller



It was a hot afternoon, and the hour-long train journey had only just begun. There were five people in the railway carriage – two young girls and their brother, sitting with their aunt, and a young man, who was sitting alone in the corner. The young man had already begun to think he'd chosen the wrong carriage to sit in.

The children were hot, tired, and bored, and behaving badly. The youngest girl was singing the first line of a song, over and over again. Everything the aunt said began with 'Don't!' and everything the children said began with 'Why?'

'Don't put your feet on the seat, Cyril!'

'Why not?'

'Because you'll make it dirty. And don't stare at the man. Oh, look at those sheep in that field!'

Nearly every field the train had travelled past had had sheep in it, so the aunt's surprise was difficult to explain.

'Why is that man taking the sheep into the other field?' asked the younger girl.

'Perhaps there's more grass in that field,' replied the aunt.

'But there's lots of grass in both fields.'

'Well, perhaps the grass is better in the other field.'

'Why is it better?' came the immediate question from Cyril.

The young man was looking annoyed. 'I imagine he doesn't like children,' the aunt thought.

'Come and sit over here, all of you, and I'll tell you a story', she said.

The children did not look at all excited by the aunt's offer. They'd obviously heard her stories before, and this one was very boring indeed. It was about a beautiful young girl who worked very hard and behaved perfectly. Everyone in the village loved her. One day she fell into a lake, and of course, everybody ran to save her immediately.

'So they saved her because she was so good?' asked the bigger girl.

'Exactly so,' said the aunt.

'But that's silly', said the girl. 'When people are in danger, you always try to save them – you don't ask whether they're good or not.'

'Well, perhaps they ran a little faster to save her because she was so good,' the aunt replied.

'Oh, how stupid!' said the girl.

'It's definitely the most stupid story I've ever heard,' said Cyril.

'It was so stupid I didn't even listen to it,' the younger girl said, and began singing the first line of her song again.

'You're not a great success as a storyteller,' said the young man suddenly from the corner.

'Well, it's not easy to tell stories that young people can understand and enjoy,' the aunt replied, sounding stressed.

'I don't agree,' said the young man.

'Well, perhaps you would like to tell them a story then?' she suggested.

'OK,' said the young man. And he began.



5 The man tells a story about a little girl called Bertha. Work with a partner. Look at the pictures and say what you think happens.



### Listening

6 9.11 Listen to the man's story. Were your ideas correct? Answer the questions.

- 1 Why were the children disappointed at first?
- 2 In what ways was Bertha well-behaved?
- 3 Why did the children like the phrase *horribly good*?
- 4 How many medals did Bertha have? What did it say on them?
- 5 Why did the wolf see Bertha quickly?
- 6 What could the wolf hear when she was shaking with fear?

7 9.12 Read and listen to the last part of the story.

'What a terrible story to tell young children!' the aunt complained.

'No, it's not! It's the most beautiful story I've ever heard!' said the smaller girl.

'It's the *only* beautiful story I've ever heard!' said Cyril.

'Well, at least I did manage to keep them quiet for a while,' said the young man as he got up to leave the train. 'Goodbye!'

Do you think the man's story was a good one to tell children? What was definitely good about it in this situation?

**Watch** a video and learn about the famous children's author Roald Dahl.



# Vocabulary and speaking Feelings

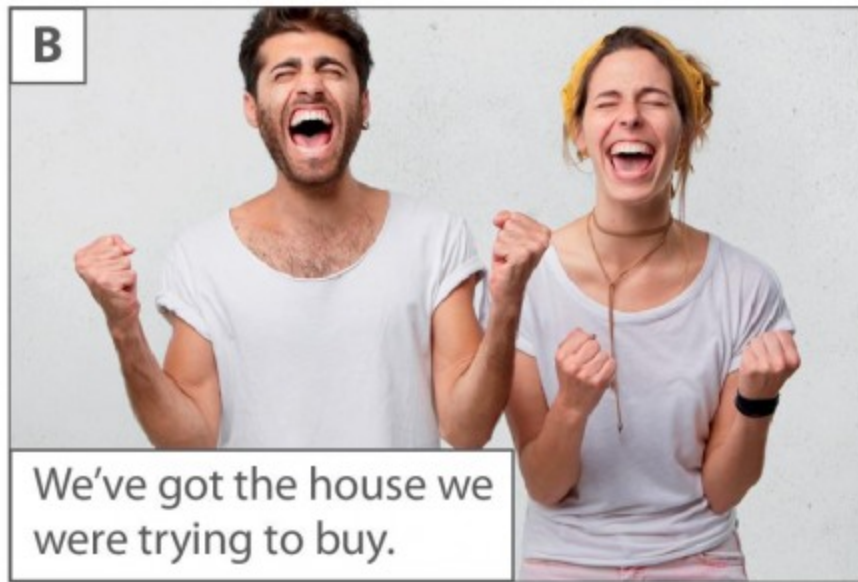
1 Which of these feelings are positive? Which are negative?

angry nervous delighted stressed disappointed upset  
homesick jealous proud scared amazed lonely

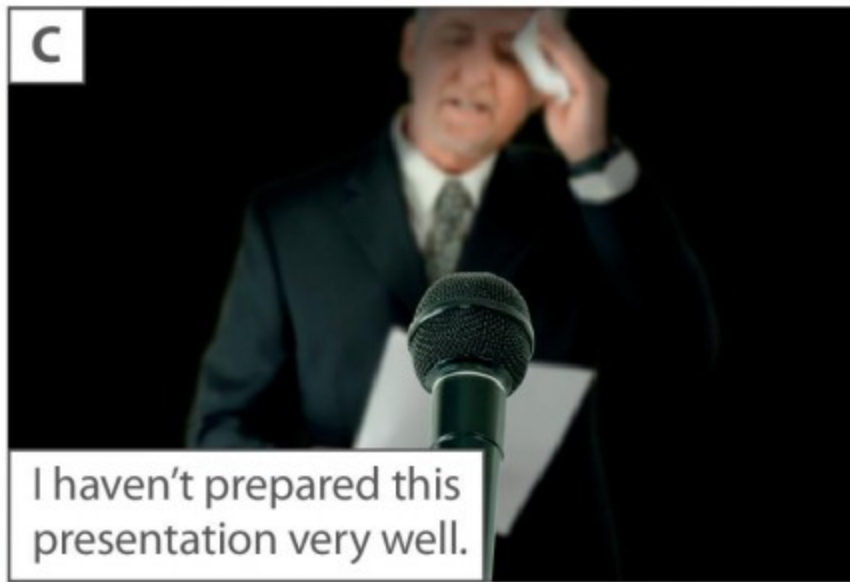
2 Which of the feelings in 1 describe how the people feel in situations A–J? Sometimes more than one is possible.



I don't like staying with my aunty. I miss my mum.



We've got the house we were trying to buy.



I haven't prepared this presentation very well.



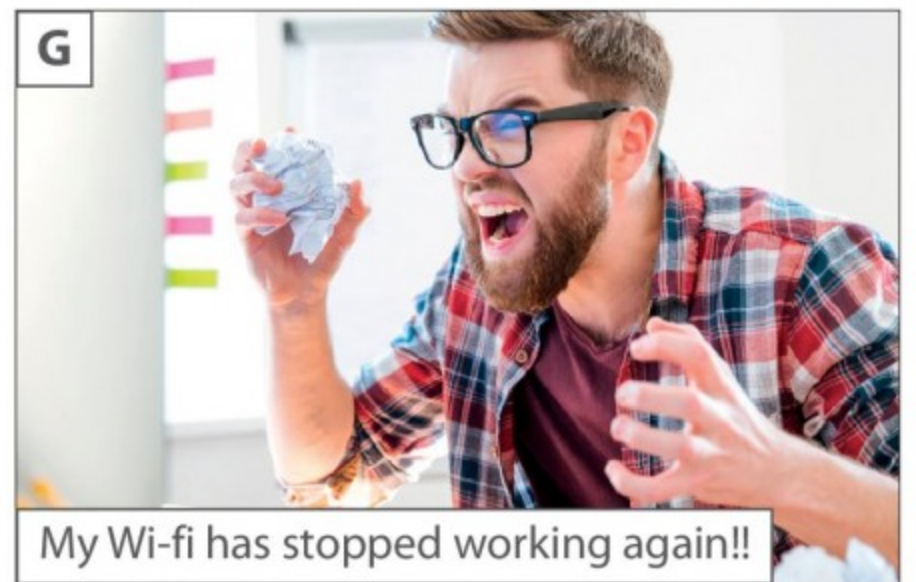
I've got the kids on my own for the weekend.



What?! Annabel is getting married?!!



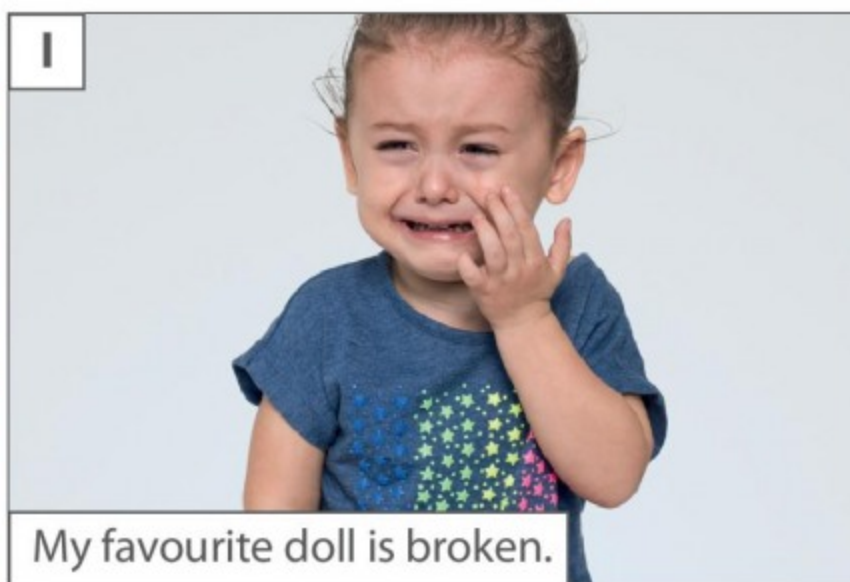
Our eldest son has just graduated from university.



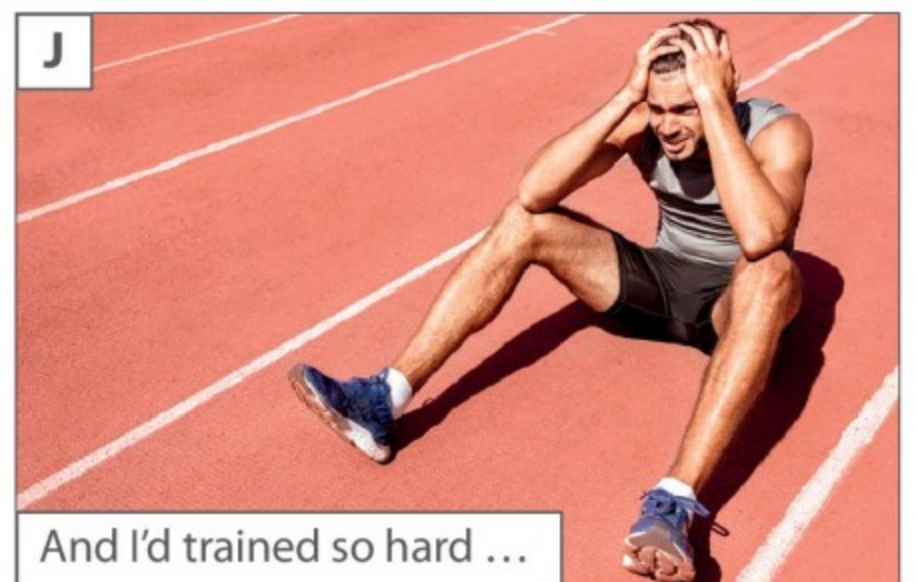
My Wi-fi has stopped working again!!



My boyfriend is always texting his female colleague.



My favourite doll is broken.



And I'd trained so hard ...

3 Complete the sentences with your own ideas. Tell a partner.

- I was scared because *the lights had gone out*.
- I was jealous because \_\_\_\_\_.
- I was nervous because \_\_\_\_\_.
- I was upset because \_\_\_\_\_.
- I was disappointed because \_\_\_\_\_.
- I was proud because \_\_\_\_\_.

9.13 Listen and compare.

4 Match a line in A with a line in B.

A	B
1 Sometimes I feel really homesick.	a It's normal! I was nervous when I took mine.
2 I've got too much work to do!	b Oh, that's fabulous! I'm delighted for you both!
3 I'm worried about my driving test.	c Well, remember that people can be really nice, too!
4 We're going to have a baby!	d I'm sure you do. What do you miss the most?
5 I get upset when people are so horrible.	e You'll manage. You're just stressed right now.

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9.14 Listen and check. Practise the conversations. Continue some of them.



## Everyday English

### Exclamations with *so* and *such*

1 9.15 Read and listen to the sentences.

That was **such** an amazing film!

I was **so** scared!

Which word has the most stress?

2 9.16 Listen and repeat the sentences. Copy the stress and intonation.

I was **so** surprised!    It was **such** a shock!

I've had **such** an awful day!    You have **such** crazy ideas!

We had **such** terrible weather!

There were **so** many people in town!

She sings **so** beautifully!    I've got **so** much work!

3 Look at the sentences again. When do we use ... ?

- so
- such
- such a/an
- so many
- so much

Grammar reference 9.3 p150

4 Complete the sentences with the words in the box.

so   such   such a/an   so many   so much

- 1 This is \_\_\_\_\_ good novel! You must read it!
- 2 Don't watch that film on your own! It's \_\_\_\_\_ scary!
- 3 Susie and John are \_\_\_\_\_ nice people!
- 4 There are \_\_\_\_\_ pizzas to choose from!
- 5 Why are you driving \_\_\_\_\_ fast?!
- 6 Oh! You've made \_\_\_\_\_ mess in the kitchen!
- 7 I've spent \_\_\_\_\_ money this week!
- 8 That was \_\_\_\_\_ amazing experience!

5 Match the sentences with the lines in 4.

- \_\_\_\_\_ Come and clean it up now!
- \_\_\_\_\_ I should leave my credit card at home!
- \_\_\_\_\_ It's the first time I've been to an IMAX cinema!
- \_\_\_\_\_ I had my eyes closed for a lot of it!
- \_\_\_\_\_ We're not in any hurry!
- \_\_\_\_\_ Do you want to borrow it now?
- \_\_\_\_\_ I can't decide which one to order!
- \_\_\_\_\_ They're always so friendly and helpful.

9.17 Listen and check. Work in pairs. Cover 4 and try to remember the lines. Then cover 5 and do the same.

6 Write a conversation with your partner on one or two of these topics. Include some exclamations.

- a great party
- computer problems
- a big problem you're having
- a scary experience
- an awful meal
- an amazing flat or house
- a very annoying person
- a long and tiring journey



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## Writing Reviewing a book or film

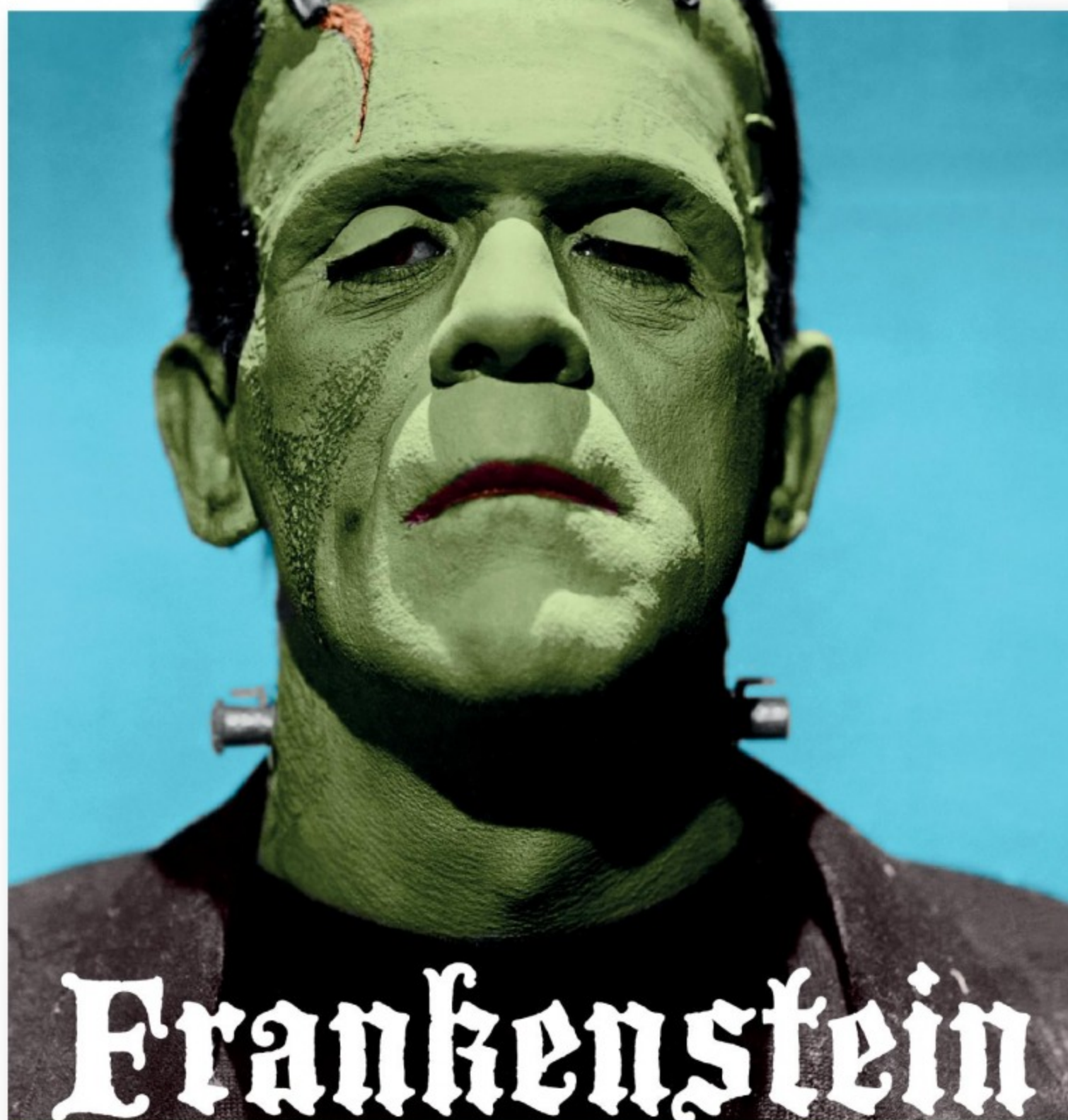
### Referring back in a text

- 1 What films are popular at the moment? Which have you seen? Are any of them based on books? Tell a partner.
  - The last film I saw was ...
  - It's got ... in it – one of my favourite actors.
  - It's about ...
  - It's based on a book by ...
  - I really enjoyed/didn't enjoy it because ...
- 2 Read the paragraph below. What do the words in **bold** refer to?

I saw a really good film last week. **It** was a horror film. I went with two friends. **They** didn't enjoy **it** at all because they didn't like the acting, **which** they thought was terrible. **That** surprised me because I thought **it** was excellent. I think **this** is the best film I've seen all year.

- 3 Have you heard of *Frankenstein*? Discuss the questions as a class.
  - 1 Is *Frankenstein* a book, a film, or both?
  - 2 What kind of story is it?
    - a detective story • a science fiction story
    - a horror story • a romance
  - 3 Who or what is Frankenstein?
    - a doctor • a monster
    - a scientist • a student
  - 4 What happens in the story?
  - 5 Does it have a happy ending?
- 4 Read the review of the novel, *Frankenstein*. Check your answers to 3.
- 5 Read the review again. What do the words in **bold** refer to?
- 6 Look at these headings. Find the information for each in the review of *Frankenstein*.
  - title and author • characters
  - type of book/film • the plot
  - the period or date • people's reaction
- 7 Make some notes using the headings from 6 about a book or film you've read or seen recently. Then write a short review. Read it aloud to the class and answer any questions on it.

 **Go online** for more writing practice



**T**he story of Frankenstein is famous all over the world. **It** was written in 1818 by Mary Shelley, and was immediately a big success. It's a horror story which some people also see as the first science-fiction novel. And although it's a very well-known story, most people have the wrong idea about who Frankenstein is. **They** think it's the name of the monster in the story, but in fact it's the name of the scientist who created **it**.

The book begins with the letters of an English explorer, Captain Robert Walton. **He** tells us about Victor Frankenstein, a scientist from Geneva, who he meets in the Arctic. Frankenstein has discovered the secret of creating life, and he decides to make a human being. He visits graveyards at night, and collects bodies. Using different parts of **these**, he creates and brings to life a being, which is both man and monster.

The monster is huge and ugly, but also intelligent and sensitive. Of course, when people see it, they are terrified, so the poor monster has no friends and feels lonely and depressed. Finally, it asks Frankenstein to make **it** a wife. **This** he refuses to do, and the angry monster kills Frankenstein's bride, Elizabeth, and **his** brother and best friend. Frankenstein is heartbroken and wants to kill the monster, which runs away. Frankenstein chases it across the world and dies when they meet in the Arctic. The monster then kills **itself**.

There are over 40 films that tell the story of Frankenstein. **The first** was made as long ago as 1910. It's a fascinating tale because of the complex character of the monster, **which** is both frightening and sad at the same time.