

# UNIT 4

## UNIT 4

### SPEAKING

- › Tell anecdotes
- › Talk about regrets
- › Talk about your reading
- › Describe a TV/film scene

### LISTENING

- › Listen to a BBC radio programme about very short stories
- › Watch a BBC drama
- › Listen to people recommending books

### READING

- › Read stories with a moral
- › Read a funny story about a saying

### WRITING

- › Write a story
- › Describe a TV/film scene

### BBC CONTENT

- ▶ Video podcast: What was the last book you read?
- ▶ DVD: Tess of the D'Urbervilles

# stories



▶ And the moral is ... p44



▶ A life in six words p47



▶ It's a great read p50



▶ Tess of the D'Urbervilles p52



## READING

**1A** Work in pairs. Look at the pictures and titles of the stories on pages 44 and 45. What do you think they are about?

**B** Read the stories and check your ideas. Then write an ending for each one.

**C** Turn to page 158 and read the endings. How different are they from the ones you wrote?

**2A** Work in pairs. Guess the meanings of the words in bold in the stories in Exercise 1B.

**B** Check your ideas. Match meanings 1–8 with the words in bold in the stories.

- 1 left in a position where you can't move
- 2 hopeless or pointless
- 3 walking in a relaxed way
- 4 curious
- 5 died
- 6 in progress towards
- 7 depressed
- 8 because of

**C** Work in pairs and discuss. What is the moral of each story? Which story is most effective in your opinion?

## GRAMMAR narrative tenses

**3A** Read the first paragraph of *Starfish* again and underline examples of the past simple; the past continuous; the past perfect and the past perfect continuous.

**B** Underline the correct verb form in the rules. Use the first paragraph of *Starfish* to help.

Rules:

- a) Use the *past simple* / *past continuous* for completed actions which give the main events in a story.
- b) Use the *past simple* / *past continuous* for actions in progress at a particular time or when another (shorter) action happened. Also use it to set the scene of a story.
- c) Use the *past perfect simple* / *past perfect continuous* for completed actions that happened before the main events.
- d) Use the *past perfect simple* / *past perfect continuous* for longer actions that started before other events and often continued up to them.

### Starfish

A woman was feeling exhausted because she had been working all day in the city, so she decided to drive out to the sea. After she'd driven for over an hour, she arrived at a beautiful, deserted stretch of sand just as the sun was going down.

The sea was at its highest point of the day, but the tide was just beginning to go out, so she parked her car and started walking. She was **strolling** along the beach when she noticed a young man who seemed to be dancing at the water's edge. She watched him, as time and again he bent down, picked something up and then threw it into the sea.

As she drew nearer to the man, she saw on the sand thousands of starfish which had been washed onto the beach by the tide. She was amazed because she'd never seen so many starfish at once but, at the same time, she thought it was a sad and hopeless sight because the **stranded** starfish seemed sure to die when the tide went out and they dried up. Then she noticed that one by one, the young man was tossing them back into the sea. As she watched, it seemed clear to her that his efforts were **futile**, that no matter how fast or hard he worked, most of the starfish were doomed to die. **Intrigued**, the woman said to the young man, 'There are starfish as far as the eye can see. What difference can saving a few of them possibly make?'



**C** Work in pairs. Mark the stress on the phrases in bold. Circle and write any weak forms (/ə/ or /ɪ/).

- 1 A woman **was feeling** tired because **she had been working** all day.
- 2 ... thousands of starfish **which had been washed** onto the beach.
- 3 Two old men **were staying** in the same hospital room.
- 4 **He had been put** in the bed right next to the window.

**D** ▶ 4.1 Listen and check. Then listen and repeat.



### HOSPITAL WINDOW

Two old men, both very ill, were staying in the same hospital room. One man, Walter, had been suffering from a serious illness for a few months. He had been put in the bed right next to the window and, during the afternoon, he was allowed to sit up for an hour or two. The other man, Frank, had been in hospital for only a week and was in a bed some way from the window.

**Owing** to his illness, Frank had to spend all his time flat on his back. Needless to say, this made him feel very **low** because he could never sit up or see outside. So every afternoon, while Walter was sitting up, he used to tell his roommate everything happening outside the window. He would describe a park with a beautiful lake: ducks and swans were swimming in the water, children were sailing their model boats and couples were walking amongst the trees. He always made these images of the outside world come to life, and Frank looked forward to the hour or two every day when Walter would bring the beauty of the world into their bare hospital room. He realised that more than any doctor or medicine, Walter's descriptions saved him from depression and helped him **on the road to** recovery.

One day, sadly, Walter **passed away**. Shortly afterwards, the nurse asked Frank if he wanted to move to the bed next to the window.

### PRACTICE

**4A** Work in pairs. Complete the story below with the correct form of the verbs in brackets.

One afternoon, Socrates <sup>1</sup>\_\_\_\_ (stand) outside the gates of Athens when he <sup>2</sup>\_\_\_\_ (notice) a traveller who <sup>3</sup>\_\_\_\_ (stare) at him for a long time. Socrates <sup>4</sup>\_\_\_\_ (ask) the man why he <sup>5</sup>\_\_\_\_ (come) to Athens. 'I am thinking of moving to Athens,' he said. 'What is it like to live here?' Socrates <sup>6</sup>\_\_\_\_ (look) at him. 'First, would you tell me what it was like in your home city?' The man replied, 'Oh, it was awful. Everyone stabs you in the back and wants to make money from you.' Frowning, Socrates <sup>7</sup>\_\_\_\_ (tell) him, 'Well, you will find the same thing here. I suggest you go somewhere else.'

Socrates <sup>8</sup>\_\_\_\_ (stand) there a few hours more when another man <sup>9</sup>\_\_\_\_ (approach) him. This man too <sup>10</sup>\_\_\_\_ (just arrive) in Athens and he <sup>11</sup>\_\_\_\_ (consider) moving to the city. He too asked Socrates, 'Can you tell me what it is like to live here?' Socrates asked, 'First, would you tell me what it was like in your previous home city?' 'Where I come from the people all work together and help each other,' said the man. 'Kindness is everywhere and you are never treated with anything but complete respect.' 'Well,' <sup>12</sup>\_\_\_\_ (reply) Socrates, 'you will find the same thing here. Welcome to Athens.'

**B** Work in pairs. What is the moral of the story?

## VOCABULARY sayings

**5A** Work in pairs and match the halves of the sayings. What do you think they mean?

- |                           |   |                         |
|---------------------------|---|-------------------------|
| 1 Every cloud             | g | a) there's hope.        |
| 2 What goes around        |   | b) do as the Romans do. |
| 3 Where there's smoke     |   | c) twice shy.           |
| 4 Once bitten,            |   | d) when we come to it.  |
| 5 When in Rome            |   | e) there's fire.        |
| 6 Where there's life      |   | f) comes around.        |
| 7 Nothing ventured,       |   | g) has a silver lining. |
| 8 Let's cross that bridge |   | h) nothing gained.      |

**B** Complete the conversations with one of the sayings in Exercise 5A.

- 1 A: Shall I enter the talent show?  
B: Oh, go on! After all, \_\_\_\_\_.
- 2 A: Did you eat snake in China?  
B: Yes, you know what they say: \_\_\_\_\_.
- 3 A: Joe was fired but now he's found an even better job!  
B: Really? Well, \_\_\_\_\_.
- 4 A: You should buy your new phone online.  
B: No, last time my card details were stolen. \_\_\_\_\_.
- 5 A: Since my accident, Pam's been so helpful.  
B: You were always there for her. \_\_\_\_\_.
- 6 A: Alain said he wasn't dating Kim.  
B: Well, I've seen them together, and \_\_\_\_\_.
- 7 A: What happens with our picnic if it rains?  
B: I think it's unlikely but anyway, \_\_\_\_\_.
- 8 A: The company can't survive another year!  
B: Look, we're still in business and \_\_\_\_\_.

### ▶▶▶ speakout TIP

People often use only the beginnings of a saying and expect the listener to understand the full idea, e.g. *What goes around ...* or *When in Rome ...* or *Let's cross that bridge later*. Look at B's sentences in Exercise 5B. Which part of each saying could you leave out?

**C** Work in pairs and discuss. Do you have similar sayings in your language? What other common sayings do you have?

## SPEAKING

**6A** Choose an experience in your life that illustrates one of the sayings in Exercise 5A.

**B** Prepare to tell your story. Write down eight to ten key words to help. Think about the verb forms you want to use.

**C** Work in groups and take turns. One student: tell your story. The other students: guess the saying it illustrates.

## WRITING a story

**7A** Read the story opposite. Did the ending surprise you? Why?

**B** Read the story again and answer the questions.

- 1 How does the writer link the beginning and end of the story?
- 2 Which paragraph sets the scene? Which verb forms are used to do this?
- 3 Which paragraphs develop the story? Which verb forms are used to do this?
- 4 Where does the writer include his feelings and what he learnt from the incident?

## LEARN TO use adverbs

**8A** Work in pairs and circle ten *-ly* adverbs in the story in Exercise 7A.

**B** Write the adverbs in the correct category in the table.

adverbs of manner (describing how an action happened)	
attitude markers (expressing the writer's attitude to something in the story)	<i>apparently</i>
time markers (referring to time)	

**C** Match meanings 1–5 with adverbs from the table.

- 1 The writer thinks something is normal and not surprising (two adverbs) *naturally*,
- 2 In a sad and disappointed way
- 3 The writer has heard something is true but he's not completely sure about it
- 4 In a clumsy and uncoordinated way
- 5 After a long time (two adverbs)

## speakout TIP

To make a story more interesting, use a range of different adverbs. When you write the story in Exercise 9A, try to include at least two of each type of adverb.

**9A** Choose one of the following tasks and write a story (120–200 words) for a magazine. Use a saying as a title.

- an experience that illustrates a saying
- an experience that disproves a saying
- your story from Exercise 6A

**B** Check your story for accuracy of verb forms and spelling and for use of adverbs of manner, attitude and time.

## If at first you don't succeed ...

- 1 They say 'If at first you don't succeed ... try, try again.' But I'm not so sure that's always true.
- 2 A few years ago, I was visiting some friends in France, on the coast of Brittany. These friends were all avid windsurfers and apparently most of them had been windsurfing since childhood, or so it seemed because they were all quite good at it. So, on my first day there, we all went to the beach and I got my first chance to try out the sport. I watched them for a while and tried to see how they did it.
- 3 Finally, my turn came, so I waded into the cold sea water, pushing the board in front of me hopefully and stood up on it. Stupidly, I wasn't paying attention to the waves, so when a small wave came, I slipped awkwardly and fell in the water. My friends laughed from the beach; naturally I felt embarrassed, but I was determined to succeed. I stood up again on the board, this time keeping my eyes out for the waves, and I was able to stand without falling in. Then came the next step: pulling up the sail. I began to pull the sail up by the cord attached to it, lost my balance and fell in. I climbed up again, started to pull the sail up and fell in again.
- 4 I must have done this at least fifty times and, by now, fortunately, my friends had left the beach because they'd got tired of laughing at me. Eventually, I began to feel cold – unsurprisingly, as I'd been falling in and climbing out of the water for an hour – and I came out of the water, defeated.
- 5 I walked back to my towel dejectedly and in my mind rewrote the saying: If at first you don't succeed ... give up!



## A LIFE IN SIX WORDS

GRAMMAR | *I wish, If only, should have*

VOCABULARY | multi-word verbs (1)

HOW TO | talk about regrets



### A LIFE IN SIX WORDS

In the 1920s, the American author Ernest Hemingway bet ten dollars that he could write a complete story in just six words. He wrote: 'For Sale: baby shoes, never worn.' He won the bet.

An American online magazine has used the Hemingway anecdote to inspire its readers to write their life story in just six words, and they've been overwhelmed by the thousands who took up the challenge. They have published the best in a book, which they have given the title of one of the submissions: *Not Quite What I Was Planning*. The online magazine editor, Larry Smith, appeared on *Today*, BBC Radio 4's early morning current affairs programme.

*Today* then invited its listeners to send their own six-word life stories to the BBC website.

## LISTENING

**1A** Work in pairs. Read the text and discuss the questions.

- 1 What do you think Hemingway's six-word story is about?
- 2 Why is Larry Smith appearing on *Today*?
- 3 Where does the title of the book come from?
- 4 Do you think you could write your life story in six words?

**B** 4.2 Listen to the interview with Larry Smith and answer the questions.

- 1 What does his magazine website believe about story writing?
- 2 What surprised him about the response to the six-word life story challenge?
- 3 What feeling do a lot of the stories express?

**C** Listen again and complete sentences in the six-word stories you hear:

- 1 Not quite what I was planning.
- 2 Wasn't born \_\_\_\_\_.
- 3 Found \_\_\_\_\_.
- 4 Never \_\_\_\_\_.

**D** Work in pairs and discuss. Which of the stories above sounds most interesting? What do you think happened in this person's life?

## GRAMMAR *I wish, If only, should have*

**2A** Work in pairs. Look at the six-word stories from the BBC website. What does each person want to change about their life?

- 1 Wrong era, wrong class, wrong gender.
- 2 Really should have been a lawyer.
- 3 Born London, lived elsewhere, died inside.
- 4 Any chance I could start again?
- 5 Worry about tomorrow, rarely enjoy today!
- 6 Aspirations compromised by procrastination, then children.

**B** Match sentences a)–f) with stories 1–6 above.

- a) I wish I could do it all again. 4
- b) If only I weren't so anxious.
- c) I wish I'd been born twenty years later.
- d) If only I hadn't given up on my dreams.
- e) I should have stayed where I was happy.
- f) I shouldn't have become a doctor.

**C** Complete the rules. Use the sentences in Exercise 2B to help.

Rule:

To express regret about the present or future use *If only / I wish* + \_\_\_\_\_

To express regret about the past, use:  
*If only / I wish* + \_\_\_\_\_ or:  
*should(n't)* + \_\_\_\_\_ + \_\_\_\_\_

**D** 4.3 Listen to the sentences from Exercise 2B and underline the stressed words. Then listen and repeat. Pay attention to the weak forms in *should have* /ʃʊdəv/.

## PRACTICE

**3A** For each pair of sentences, complete the second sentence so that it means the same as the first.

- I'd really like to have a new laptop.  
I wish I had a new laptop.
- I regret growing up in a small family.  
I wish \_\_\_\_\_.
- I'm sorry I didn't learn another language.  
I should \_\_\_\_\_.
- I'm not very sociable.  
If only \_\_\_\_\_.
- I regret not travelling more when I was younger.  
I should \_\_\_\_\_.
- I never learnt how to touch-type.  
If only \_\_\_\_\_.
- I often lose my temper with people.  
I wish \_\_\_\_\_.
- I can't cook very well.  
I wish \_\_\_\_\_.
- I gave up doing sport a while ago and I regret that.  
I shouldn't \_\_\_\_\_.
- I regret not spending more time with my grandfather.  
If only \_\_\_\_\_.

**B** Tick the sentences in Exercise 3A which are true for you. Change the others so that they are true.

*I wish I had a ~~new laptop~~ car.*

**C** Work in pairs and take turns. Student A: say your sentences from Exercise 3B. Student B: ask follow-up questions.

**A:** *I wish I could cook.*

**B:** *Do you? Why's that?*



## VOCABULARY regrets

**4A** Put sentences a)–f) in the correct order to complete the forum entry.

## What's your greatest regret?

- I actually turned down an offer to teach English abroad in my gap year. Now I realise that it was **a missed opportunity**.
- Lately **I've had second thoughts** about becoming a lawyer *I*.
- Every time I remember that, I **kick myself** for not having jumped at the chance.
- It's my fault in the end, and **it's a pity** that I didn't listen to my father's advice. He was a lawyer and he always said I shouldn't become one.
- To make things worse, my best friend from university is teaching abroad, and **I'm gutted** every time I get a postcard from him.
- With hindsight**, I think it's the wrong job for me and I should have gone into teaching or something more 'human'.

**B** Work in pairs and answer the questions.

- Which phrases in bold mean:
  - I regret? (4 phrases) *I've had second thoughts about*,
  - when I look back now? (1 phrase)
  - a chance I didn't take? (1 phrase)
- Which two phrases are very informal?
- Which phrase is followed by:
  - that?*
  - about + noun / -ing form?*
  - for + (not) -ing form?*

**C** Write your own entry for the website forum. Use at least four of the phrases.

**D** Work in pairs and takes turns. Tell your partner about your regret and give each other advice.

## SPEAKING

**5A** Work in pairs. Do any of the six-word stories below describe your life? Why/Why not?

- If only I had turned left.
- No A Levels but a millionaire.
- Alas, Mr Right never turned up.
- Wasted my whole life getting comfortable.
- Started slowly then dashed to line.
- Ditched the map, found better route.

**B** Write your own six-word story about an aspect of your life.

**C** Work in groups and take turns. Ask and answer questions about your stories.

## VOCABULARY PLUS multi-word verbs

**6A** Underline the multi-word verbs in stories 1–4 below. Then match each verb with meanings a)–f).

- Alas, Mr Right never turned up.
  - Gave up chocolate, took up running.
  - Loved Sonia. Settled down with Elena.
  - Set up company. Money ran out.
- started (a hobby or habit)
  - was completely used up
  - arrived
  - started (a business)
  - started living a quiet life, e.g. got married and had children
  - stopped (a hobby or habit)

**B** Work in pairs. Look at the extracts from the *Longman Active Study Dictionary*. Which verb:

- can sometimes be used without an object?
- must be used with an object?
- can be separated with an object?
- can be followed by a preposition?

**set up** *phr v 1* to start a company or organisation [=establish]: **set sth** ⇔ **up**: *She left the company to set up her own business.*

**run out** *phr v 1 a)* to use all of something, so that there is none left; **+of** *We've run out of sugar | I'm running out of ideas.* **b)** If something is running out, there will soon be none left. *We'll have to make a decision soon – time is running out.*

## SPEAKOUT TIP

A dictionary gives useful information about multi-word verbs, including: the meaning, an example, whether the verb takes an object, whether the verb and its particle can be separated. In the extracts above, how does the *Longman Active Study Dictionary* show these features?

**7A** Look at the photos in the article on the right. What do you think this man's life has been like?

**B** Read the text and answer the questions.

- What was his first job?
- What almost prevented him from appearing on TV?
- What makes him a particularly good traveller?

## Sir David Attenborough

was born in London in 1926 and **grew up** in Leicester. He was **brought up** alongside two brothers and two adopted sisters. As a child he collected stones and fossils, and **went on** to read geology and zoology at Cambridge University.

After a short time in the Royal Navy, Attenborough **was taken on** by a publishing company, editing children's science textbooks. He didn't **take to** the work and, in 1952, he joined the newly formed BBC television Talks Department. Ironically, the woman who hired him didn't want him to appear on camera because she thought his teeth were too big – she believed this would **put** viewers **off**, so he initially worked as a producer.

In 1954, he made the first of his famous *Zoo Quest* series, which, over the next ten years, took him to wild places all around the world. He then became Director of Programmes at the BBC but **stepped down from** this position in 1973 and also **turned down** the job of Director General in order to return to his first love, making programmes.

As the presenter of such landmark documentary series as *Life on Earth* and *Life in Cold Blood*, Attenborough is perhaps one of the most travelled men ever. He has a reputation for stamina and also for his ability to **get over** jet lag. 'I am perfectly able to fly to Australia and film within three hours of arrival,' he says.

As the years **go by**, Attenborough remains one of the most recognisable faces on TV screens all over the world, and millions have him to thank for bringing a passion for nature into their lives.



**C** Read the article again and match meanings 1–10 with the multi-word verbs in bold.

- |                        |  |
|------------------------|--|
| 1 be hired             | 6 start to like                            |
| 2 recover from         | 7 pass (talking about time)                |
| 3 be raised            | 8 make someone dislike                     |
| 4 refuse               | 9 resign                                   |
| 5 spend your childhood | 10 do something after doing something else |

## SPEAKING

**8A** Make notes for a life story about someone you know – a famous figure, a family member or an acquaintance. Use at least five of the multi-word verbs from Exercise 8.

**B** Work in pairs. Student A: tell your partner about the person but stop when you get to each multi-word verb. Student B: try to guess the multi-word verb.

**A:** *He caught malaria on holiday, but he soon ...*

**B:** *Got over it?*

▶ **FUNCTION** | expressing likes and dislikes    ▶ **VOCABULARY** | reading    ▶ **LEARN TO** | summarise a plot

**VOCABULARY** reading

**1A** Work in pairs. Look at the words in the box and answer questions 1–5. Use a dictionary if necessary.

novel    blog    lyrics    gossip magazine    manga  
 biography    autobiography    e-book    poetry  
 online encyclopaedia    manual    website    forum

Which things:

- 1 can only be read on a computer screen?
- 2 often include rhymes?
- 3 are about real people's lives?
- 4 aim to give factual information?
- 5 almost always contain pictures, photos or diagrams?

**B** Work in pairs. Make a list of other things to read.

**C** Work in pairs and take turns. Student A: tell Student B the kinds of things you like reading and give examples. Student B: ask questions.

*A: I enjoy gossip magazines. My favourite is '¡Hola!'*

*B: Why do you like it?*

*A: It's just a really easy read after a long day ...*

**SPEAKING**

**2A** Work in pairs and discuss the questions.

- 1 In your country, are there any books that are considered important to read?
- 2 Why might somebody lie about having read certain things? Would you ever do this?

**B** Work in pairs. Read the article and answer the questions.

- 1 Why do people lie about their reading?
- 2 What sort of reading do men, women and teenagers think is important?

**Many lie over books 'to impress'**

Nearly half of all men and one-third of women have lied about what they have read to try to impress friends or potential partners, a survey suggests.

A poll of 1,500 people found that men were most likely to do this to appear intellectual or romantic. The men polled said they would be most impressed by women who read news websites, Shakespeare or song lyrics. Women said men should have read Nelson Mandela's autobiography or Shakespeare.

About four in ten of the 1,500 said they had lied about what they had read to impress friends or potential partners – forty-six percent of men and thirty-three percent of women. Among teenagers, the figure rose to seventy-four percent, with most saying they would pretend to have read social networking pages or song lyrics.



**FUNCTION** expressing likes and dislikes

**3A** Work in pairs. Look at the three books in the photo. Have you read any of them or do you know anything about them?

**B** ▶ 4.4 Listen to the conversation and complete the table. For each person write (✓) if they liked it, (X) if they didn't like it or (–) if they haven't read it. Which book does Amy decide to take?

1 <i>The Girl With the Dragon Tattoo</i> Amy Barbara ✓ Carl	
2 <i>Life of Pi</i> Amy Barbara Carl	
3 <i>Pride and Prejudice</i> Amy Barbara Carl	

**C** Listen again and make notes about the reasons why they liked or didn't like each book.

**D** Work in pairs and discuss. Which of these books would you choose to read? Why?

**4A** Put the words in the correct order to make sentences. Then check in the audioscript on page 168.

- 1 I'm / novels / fan / big / detective / of / a
- 2 really / I / it / main / What / character / the / was / about / liked
- 3 not / I'm / on / novels / keen / detective / that
- 4 get / couldn't / it / just / into / I
- 5 stand / couldn't / I / it
- 6 really / I'm / fantasy / into / not
- 7 thing / it / the / love / The / I / writing / about / is

**B** Work in pairs and answer the questions.

- 1 Which phrases mean *I don't/didn't like*?
- 2 Look at sentence 2. How is it different in form from *I really liked the main character*? Which word/idea is emphasised?
- 3 Look at sentence 7. How is it different in form from *I love the writing*? Which word/idea is emphasised?
- 4 Which of the phrases can be made negative (or positive) to express the opposite meaning?

**C** ▶ 4.5 Underline the main stresses in sentences 1–7 in Exercise 4A. Listen and check. Then listen and repeat.

**5A** Rewrite the sentences using the words in brackets. Make sure the meaning is the same.

- 1 I liked the plot of *The Da Vinci Code*.  
(What / liked) *What I liked about The Da Vinci Code was the plot.*
- 2 Reading e-books on my computer hurts my eyes.  
(I / stand) \_\_\_\_\_
- 3 Gossip magazines aren't my favourite thing to read.  
(I / fan) \_\_\_\_\_
- 4 I really like reading anything by Stephen King.  
(I / into) \_\_\_\_\_
- 5 The best thing is that lots of different people contribute to the forum.  
(What / like) \_\_\_\_\_
- 6 I can't get interested in *Manga* or other types of comics.  
(I / into) \_\_\_\_\_
- 7 I like the way his lyrics sound so natural.  
(thing / is) \_\_\_\_\_

**B** Think of one thing to read that you really like/liked and one that you don't/didn't. Write three positive and three negative sentences about the things. Use the phrases in Exercise 5A.

**C** Work in pairs and take turns. Student A: read your three sentences. Student B: guess what Student A is talking about.

*A: What I hate is that they use complicated language.*

*B: A manual?*

▶▶▶ page 134 **LANGUAGEBANK**

**LEARN TO** summarise a plot

**6A** ▶ 4.6 Listen and complete the summary of *The Girl with the Dragon Tattoo*.

It's about a Swedish journalist, Mikael Blomkvist who <sup>1</sup> \_\_\_\_\_ by a retired businessman who <sup>2</sup> \_\_\_\_\_ him to investigate the disappearance of a favourite niece about forty years previously. The only clues he <sup>3</sup> \_\_\_\_\_ come from old photos and newspaper clippings of the day she disappeared. Blomkvist <sup>4</sup> \_\_\_\_\_ by Lisbeth Salander, the 'girl with the dragon tattoo', a mysterious young woman who <sup>5</sup> \_\_\_\_\_ punk clothes and who <sup>6</sup> \_\_\_\_\_ a genius with computers. As the two of them <sup>7</sup> \_\_\_\_\_ the shocking truth, they <sup>8</sup> \_\_\_\_\_ their own lives in increasing danger.

**B** Work in pairs and answer the questions.

- 1 Which verb forms are used in the summary?
- 2 Why do you think these verb forms are used?
- 3 Do you use the same verb forms when you summarise the plot of a book or film in your language?

**SPEAKING**

**7A** Choose a book you like and make notes about: the main events in the story; why you liked it; why the other students should read it.

**B** Work in groups. Persuade the other students to read your book.

*Has anyone read 'Cien Años de Soledad' by Gabriel García Márquez? I think it's called 'A Hundred Years of Solitude' in English. It's about ...*

**DVD PREVIEW**

**1** Read the programme information and answer the questions.

- 1 Where is the story set?
- 2 What two things do the female characters have in common?
- 3 How do you think Angel 'saves' the four women?

**BBC Tess of the D'Urbervilles**

This film of Thomas Hardy's 19th century novel tells the tragic story of Tess, the daughter of uneducated peasants in rural Wessex, the semi-fictional setting for many of Hardy's novels. In this episode, Tess and three other dairymaids\* are all in love with Angel Clare, the son of a local clergyman. On their way to church one Sunday, the four dairymaids find their way blocked by a flood, but fortunately Angel arrives to save them.



\* dairymaid – traditional female farm worker involved with the production of milk.

**DVD VIEW**

**2A** Watch the DVD. How did each woman feel when she was crossing the water? Tick two adjectives for each person.

- 1 1st woman: eager / nervous / pleased
- 2 2nd woman: nervous / thrilled / awkward
- 3 3rd woman: expectant / excited / happy
- 4 4th woman: agitated / eager / contented

**B** Watch again. Who says each sentence? What do they mean by it?

- 1 There's nothing in it Retty.
- 2 A nice easy one this time.
- 3 You wouldn't mind, would you, if I tried?
- 4 I've undergone three quarters of the labour just for this moment.
- 5 That's not what I meant at all.

**C** Work in pairs and discuss the questions.

- 1 Why do you think this type of costume drama is popular?
- 2 Is it a kind of drama you like to watch? Why/Why not?



**speakout** a favourite scene

**3A** 4.7 Listen to a description of a favourite scene in a TV programme called *Fawlty Towers*, and answer the questions.

- 1 One of the characters is Basil Fawlty, who runs a hotel. Who is the other one?
- 2 What happens?

**B** Listen again and tick the key phrases you hear.

**keyphrases**

I've seen [it/this] X times and [I never get tired of it/I can't get enough of it/it's my absolute favourite].

It's a(n) [amazing/very moving/really cool] scene.

It always [makes me laugh/cry/sends shivers up my spine].

It's like a lesson in [comic acting/timing/directing].

My favourite scene is the scene [when... / with...]

It's very cleverly done.

If you've never seen it, you really should.

**C** Think of a favourite scene in a TV programme or film. Write notes on:

- the point in which it appears in the programme/film (what has happened to set the scene?)
- the moment itself (what happens exactly?)
- why you like it.

**D** Work in pairs. Tell your partner about your favourite TV/film scene.

**writeback** a description of a scene

**4A** Read the magazine article. What type of film is it? Have you seen it?

**My favourite film moment**

I loved one bit in . The whole film is about watching how the original crew get together. My favourite moment comes when Spock is in charge of the Starship Enterprise because the captain has left the ship. He makes an important decision about something and Bones, the doctor, comes up to him and asks if he can have a quiet word. He pulls Spock aside and says 'Are you out of your Vulcan mind?' Spock just looks at him and raises an eyebrow.

Bones's accent, his expression, and the way he delivers that line are all exactly the same as in the original TV series. It's not a classic moment in the film by any stretch of the imagination, but it shows how much effort was put into finding people who were similar to the original cast. It's a way of honouring the original. There were a few other moments like that in the film, but for some reason that's the one that sticks in my memory. I laugh out loud every time I remember it.

**B** Write a description of a favourite TV/film scene for a magazine. Don't include the name of the programme/film.

**C** Read other students' descriptions and write the type of programme/film and, if you know it, the name.



# 4.5 << LOOKBACK

## SAYINGS

**1A** Work in pairs. Look at the prompts. What are the sayings?

- 1 bridge – come
- 2 ventured – gained
- 3 Rome – Romans
- 4 bitten – shy
- 5 life – hope
- 6 smoke – fire
- 7 goes – comes
- 8 cloud – silver

**B** Which sayings are paraphrased below?

- 1 We should deal with that only when necessary.
- 2 We're not dead yet, so a solution isn't impossible.
- 3 You always get what you deserve in the end.

**C** Choose three other sayings and paraphrase them. Don't use any of the words in the original.

**D** Work in pairs and take turns. Student A: read your paraphrased saying. Student B: guess the 'real' saying.

## NARRATIVE TENSES

**2A** Complete the first part of the story with the verbs in brackets in a correct narrative tense.

He <sup>1</sup> \_\_\_\_\_ (be) an old man with big hands and a limp, and he <sup>2</sup> \_\_\_\_\_ (live) in the same house all of his life. The house <sup>3</sup> \_\_\_\_\_ (fall) apart and he <sup>4</sup> \_\_\_\_\_ (not paint) it for years, so it <sup>5</sup> \_\_\_\_\_ (look) as if it would collapse at any moment. We <sup>6</sup> \_\_\_\_\_ (walk) past his house every day, and he <sup>7</sup> \_\_\_\_\_ (always work) in his garden and he <sup>8</sup> \_\_\_\_\_ (always say) hello. One day, I <sup>9</sup> \_\_\_\_\_ (come) home alone – in fact, I <sup>10</sup> \_\_\_\_\_ (never walk) home alone before. I <sup>11</sup> \_\_\_\_\_ (look) up and <sup>12</sup> \_\_\_\_\_ (see) the man at his window. He <sup>13</sup> \_\_\_\_\_ (watch) me, and I felt as if he <sup>14</sup> \_\_\_\_\_ (watch) me for a long time. Then he <sup>15</sup> \_\_\_\_\_ (come) out of the house ...

**B** Work in pairs and write an ending to the story.

## EXPRESSING REGRET

**3** Read the email extract and correct one word in each phrase in bold.

You know me – I'm never one to have regrets – but this has been the worst month of my life! Remember that job I applied for? I really wanted it but they gave it to someone else and **I was absolutely stomached**. However, they offered me a different position so I took it but, when I went home, I **had second decisions** about taking it – something didn't seem quite right about it.

Well, **it's a sadness** that I didn't listen to my instincts because it turned out to be a disastrous decision. I hate the new job. On top of that, the day after I started, I got another offer of a job abroad that I really wanted, so that was a real **missed possibility**. Now I'm **hitting myself** for taking the first job that came along. **With looking back**, I realise I should simply have been more patient!

## I WISH, IF ONLY, SHOULD HAVE

**4A** Look at the list and complete the sentences.

### My wish list

- 1 I didn't finish university.  
I wish ...
- 2 I spent too little time with my friends in secondary school.  
If only ...
- 3 I didn't travel very much when I was younger. I should ...
- 4 My partner doesn't like the same kinds of music as me.  
I wish ...
- 5 I have a boring desk job.  
If only ...
- 6 I don't have enough time for sport. I wish ...

**B** Write your own wish list. Write three sentences about the past and three about the present. After each one write: *I wish ...*, or *If only ...*, or *I should ...*.

**C** Work in pairs and take turns. Student A: read out one of the sentences on your list. Student B: try and complete the sentence.

A: *I didn't study English when I was younger. I should ...*

B: *You should have studied English?*

## EXPRESSING LIKES AND

## DISLIKES

**5A** Complete the phrases with words from the box.

get that into stand what  
fan thing

- 1 I'm really \_\_\_\_\_ ...
- 2 \_\_\_\_\_ I love about it is ...
- 3 I'm not \_\_\_\_\_ keen on ...
- 4 The \_\_\_\_\_ I like most about it is ...
- 5 I just can't \_\_\_\_\_ into ...
- 6 I'm a big \_\_\_\_\_ of ...
- 7 I can't \_\_\_\_\_ ...

**B** Work in pairs. Take turns to say the past form of each phrase.

A: *I was really into ...*

B: *What I ...*

**C** Choose a TV programme that you watched when you were younger. Make notes about what you liked and disliked using the phrases in Exercise 5A.

**D** Work in pairs and take turns. Tell each other about your programmes.

*When I was about ten, I was really into cartoons and I was a big fan of a cartoon from the US called ...*

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