

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 ¹____ (stand) outside the gates of Athens when he ²____ (notice) a traveller who ³____ (stare) at him for a long time. Socrates ⁴____ (ask) the man why he ⁵____ (come) to Athens. 'I am thinking of moving to Athens,' he said. 'What is it like to live here?' Socrates ⁶____ (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 ⁷____ (tell) him, 'Well, you will find the same thing here. I suggest you go somewhere else.'

Socrates ⁸____ (stand) there a few hours more when another man ⁹____ (approach) him. This man too ¹⁰____ (just arrive) in Athens and he ¹¹____ (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,' ¹²____ (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.

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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. 4
- 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/.

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