

3

Tell me a Story!

»» Get ready!

Match a story type from the box with each picture.

adventure story • love story • ghost story
science fiction story • detective story



1 _____



4 _____



2 _____



5 _____



3 _____

Reading

1 Read parts of five different stories. Write a story type from *Get ready!* next to each one. Don't worry if you don't know all the words!

Mr Granger didn't hear the door open. He was sleeping – dreaming about his childhood in Vienna. He didn't hear the floorboards creak or feel the cold air that entered the room. He didn't smell the strange damp smell that filled his bedroom. He didn't see the white figure of a woman that floated across the room, looked down at him in his bed, and then disappeared through the wall into the room next door.

1 _____

First Officer Taylor was staring thoughtfully out of the window as Lunar Explorer 2 landed on the dusty planet. He was worried. There were no signs of Lunar Explorer 1. Where was the other spacecraft? Where were the crew?

'Well, this is it,' he said to himself. 'It's time to find out if there really is alien life on Centura.' He looked at Captain Warlock. She nodded. 'Time to go outside and take a look,' she said.

2 _____

The wind was blowing and snow was starting to fall as Colin climbed the steep, dark hill. But he did not notice the cold. He kept repeating one word to himself as he climbed: 'Linda, Linda, Linda.' Finally, he saw it: a faint light in the distance. He ran the last half mile to the old, wooden hut. He cried out, 'Linda, are you there?' but he knew in his heart that she was waiting for him. The door opened and Linda stood there in front of him. They ran to each other. 'Linda, I love you,' he said gently. 'I love you too, Colin!' she said. 'Come inside where it's warm.'

3 _____

'And where were you when you heard the scream?' asked Inspector Carter. As usual, he was wearing his long brown coat and holding a small notebook and pencil.

'I was having a bath,' replied Mrs Cuthbertson. 'I always have a bath on Tuesday evenings at that time.'

'And what did you do?'
 'Nothing. I thought it was just the children playing. Then, while I was getting dressed about an hour later, Angela came and told me the news. Terrible, just terrible.'

'Look, Maria! There it is!'
 Sophie bent down and picked up a small cloth bag. Her fingers trembled as she opened it. Inside, there were three gold coins, and an old folded map.
 'This is it! This is the map! Let's get out of here!'
 'Not so fast,' said a deep voice. A large man stepped out of the shadows. He was wearing a white suit and a white hat, and he was holding a gun. 'Well done, ladies, for finding my map for me. I don't want any trouble. Just give me the map. Now!'
 Sophie looked around, but there was no escape. Slowly, she handed over the map to the man.
 'Thank you,' he said. 'Now, I'm leaving. I have to find that treasure. But unfortunately, you two ladies are staying here. Forever.'

2 Quickly read the parts of the stories again. As you read, circle all the different people the first time they are mentioned.

3 Write words from the boxes to complete the sentences about the stories.

- | | |
|--------------------|--------------|
| having • hiding | door • ghost |
| looking • sleeping | map • scream |
| snowing | spaceship |

- Story 1: Mr Granger was _____ when the _____ entered the room.
- Story 2: First Officer Taylor was _____ out of the window when the _____ landed on the planet.
- Story 3: It was _____ when Linda opened the _____.
- Story 4: Mrs Cuthbertson was _____ a bath when she heard a _____.
- Story 5: A large man was _____ when Maria and Sophie found the _____.

4 You can sometimes understand a word you don't know by looking at what kind of word it is. Look at these sentences from the stories. What kind of word is the word in bold?

- 1 He didn't hear the floorboards **creak** or feel the cold air that entered the room. **noun/verb**
- 2 He didn't smell the strange **damp** smell that filled his bedroom. **adjective/noun**
- 3 First Officer Taylor was staring **thoughtfully** out of the window... **adjective/adverb**
- 4 ...as Lunar Explorer 2 landed on the **dusty** planet. **adjective/adverb**
- 5 The wind was blowing and snow was starting to fall as Colin climbed the **steep**, dark hill. **adjective/noun**
- 6 Finally, he saw it: a **faint** light in the distance. **adjective/noun**
- 7 'I was having a bath,' **replied** Mrs Cuthbertson. **noun/verb**
- 8 'Not so fast,' said a deep voice. A large man stepped out of the **shadows**. **noun/verb**

Wordpower!

◊ KET Write a word or phrase to match each definition. The first letter is given to help you.

- 1 This is the time when you are a child.
c _____
- 2 If something is this, it's not normal or not usual.
s _____
- 3 This is the opposite of 'appeared'.
d _____
- 4 If you are this, you feel anxious about something.
w _____
- 5 If you don't do this, you don't see something.
n _____
- 6 If something is this, it's far away.
in the d _____
- 7 If something is this, it's very bad.
t _____
- 8 This means 'unhappily', or 'because of bad luck'.
u _____



HOMework!

Do exercises 1-4 on pages 17 and 18 of your Workbook.

Grammar 1



Past simple and past continuous

Look!

Mr Granger **didn't hear** the door open.

He **was sleeping**...

First Officer Taylor **was staring** thoughtfully out of the window as Lunar Explorer 2 **landed** on the dusty planet.

'And where were you when you **heard** the scream?' asked Inspector Carter.

'I **was having** a bath,' replied Mrs Cuthbertson.

Use

We use the past continuous to show that a situation was in progress when another situation, in the past simple, happened.

Mr Granger **was sleeping**. The door **opened**. X

We also use the past continuous to show that a situation was in progress at a particular time in the past.

What **were you doing** at five o'clock?
I **was doing** my homework. I **was doing** my homework at five o'clock. X

For more information, see *Grammar database 5* on page 148.

1 Choose the correct word or phrase.

- While I was walking down the street, I **saw** / **was seeing** my friend Jill.
- I **talked** / **was talking** to Jill when a dog came up.
- As we **was** / **were** playing with the dog, my mobile phone rang.
- As I was talking to my mum on the phone, the dog jumped up and **took** / **was taking** the phone!
- While I **ran** / **was running** after the dog, I fell over.
- While Jill was helping me, the dog **came** / **was coming** back.
- As the dog came back with the phone in its mouth, my mum **still talked** / **was still talking** on the phone!

2 Write questions and answers using the prompts. Use the information from exercise 1.

- he/ride/bike/when/see/Jill
Was he riding his bike when he saw Jill?
No, he wasn't. He was walking down the street.
- he/talk/Jane/when/a dog/come up

- he/play with/the cat/when/mobile phone/ring

- he/talk to/dad/when/dog/jump up

- he/walk/when/he/fall over

- Jill/laugh at/him/when/dog/come back

- his mum/still shouting/when/dog/come back

3 Put the verbs in brackets into the correct form, past simple or past continuous.

ISAAC'S STORY

The sun (1) _____ (**shine**) and the birds (2) _____ (**sing**), so Isaac decided to go outside. While he was sitting in his garden, he (3) _____ (**start**) to look at an apple tree. While he (4) _____ (**watch**) the tree, an apple fell from the tree and landed on the ground. While he (5) _____ (**look**) at the apple, he asked himself a question: why did the apple fall down and not go up? As he was thinking about this question, he (6) _____ (**have**) an idea: maybe the Earth pulls the apple towards it.

This happened more than 300 years ago, and Isaac is still famous today. Do you know his full name? Do you know what he (7) _____ (**discover**) while he was sitting in the garden?



HOMWORK!

Do exercises 1–3 on page 19 of your Workbook.



Wordpower!

1 Choose the correct word.

- 1 I asked my mum **for** / of / to some money.
- 2 We all laughed **for** / at / by the joke.
- 3 She looked **of** / with / at the book.
- 4 Let's talk **about** / from / by the party!
- 5 Did you talk **for** / to / from Simon this morning?
- 6 I often think **for** / with / about him.

2 Complete the questions and write answers about you.

- 1 What did you ask your parents for yesterday? I asked them for some money.
- 2 When was the last time you laughed _____ a joke? _____
- 3 What were you looking _____ five minutes ago? _____
- 4 What were you talking _____ ten minutes ago? _____
- 5 Who did you talk _____ this morning? _____
- 6 What are you thinking _____ right now? _____



HOMWORK!

Do exercises 1 and 2 on page 20 of your Workbook.



Listening

- 1 8 Listen to six teenagers talking. As you listen, decide what kind of story they are telling. Write 'FUNNY' for a funny story, 'SAD' for a sad story, and 'STRANGE' for a story about something strange.

- Speaker 1: _____
- Speaker 2: _____
- Speaker 3: _____
- Speaker 4: _____
- Speaker 5: _____
- Speaker 6: _____

- 2 9 KET Listen again and complete the sentences. Be careful! The speakers are now in a different order!

- 1 Speaker 1: The girl lost ...
A a phone. B a friend. C her bag.
- 2 Speaker 2: Mr Parker gave him ...
A a dog. B a watch. C a pen.
- 3 Speaker 3: The girl told a story ...
A to her teacher.
B about her teacher.
C for her teacher.
- 4 Speaker 4: The man ...
A has a strange face.
B went shopping.
C made a mistake.
- 5 Speaker 5: The girls ...
A were never good friends.
B are still good friends.
C were good friends in the past.
- 6 Speaker 6: The weather ...
A didn't really change at all.
B changed from bad to good.
C changed from good to bad.



HOMWORK!

Do exercise 1 on page 20 of your Workbook.

Speaking

1 Can you remember the stories you heard in the Listening section (page 27)? In pairs, discuss what happened in the stories. Use these notes to help you.

- Story 1: girl/school/mobile phone/send text message/can't find phone
- Story 2: boy/want dog/ask mum and dad/birthday/hear a dog bark/Mr Parker
- Story 3: girl/tell story/history teacher/walk into the room/Sally not realise
- Story 4: man/buy new motorbike/girl's mum/shopping/traffic lights/red
- Story 5: girl/best friend/comes to house/crying
- Story 6: boy/at home/brother/weather/rain

2 Think of something that happened to you, or someone you know. Make notes to answer the questions. (If you can't think of a true story, use your imagination!)

My story	Example
Is this story sad, funny or strange?	funny
When did it happen?	two weeks ago
Where did it happen?	in the living room at home
Who was there?	my brother and me
What were you/they doing?	We were playing chess.
What happened next?	My brother told me a joke. I laughed and hit the table. The table broke and everything fell on the floor.

3 In pairs, use your notes from exercise 2 to tell your stories. Use the example below as a guide.

This is a funny story. Two weeks ago, I was at home with my brother. We were playing chess in the living room. My brother told me a joke – I can't remember what it was now – but I started laughing. I hit the table by mistake because I was laughing so much. The table broke, and everything on it fell on the floor!



4 Close your book. Without looking at your notes in exercise 2, tell the class your story.

Phrase Bank!

Because: expressing purpose and giving reasons

- He was running fast *because* he wanted to catch the dog.
- He fell over *because* he was running fast.
- He was running fast and trying to catch the dog. *Because* of this, he fell over.

SoundSpot

1 **10** Which word or part of a word do you think is stressed the most? Guess, then listen and check.

- 1 ghost STORy/GHOST story
- 2 love STORy/LOVE story
- 3 adVENTure story/ADventure story
- 4 detecTIVE story/deTECTive story
- 5 SCIENCE fiction story/science FICtion story

2 **11** Listen again and repeat.

Grammar 2



Imperative, infinitives, -ing form

Look!

Tell me a story!

Don't tell me that story – tell me a different story!

Use

We use the imperative to tell people to do things, and to give them advice and suggestions.

Look!

I want you **to tell** me a story!

I like **hearing** your stories!

Use

Some verbs are usually followed by verbs in the full infinitive. These verbs include: *agree, ask, choose, decide, forget, hope, offer, plan, promise, refuse, seem, want.*

Some verbs are usually followed by verbs in the -ing form. These verbs include: *enjoy, finish, hate, like, love, miss, remember, stop, suggest.*

Some verbs are followed by either verbs in the full infinitive or the -ing form. These verbs include: *begin, continue, start.*

Look!

I saw him **walk** down the street.

I saw him **walking** down the street.

Use

Some verbs (including *see, watch, hear, listen to, notice*) are followed by an object + a verb in the bare infinitive, or a verb in the -ing form.

We use the bare infinitive for a complete action: I saw the tree **fall over** (from start to finish).

We use the -ing form for an incomplete action: In this photo, you can see the tree **falling over** (only part of the action, not from start to finish).

For more information, see Grammar database 6 on page 148.

1 Make the instructions negative.

1 Tell me!

Don't tell me!

2 Give Alex the book!

3 Stand up!

4 Write a sad story!

5 Learn these verbs!

6 Listen to Claire!

7 Do the next exercise now!

2 Correct the words or phrases in bold.

1 Why did he decide **buying** a bike? _____

2 I finished **to tell** the joke and nobody laughed!

3 I really miss **to have** her as a friend. _____

4 I promise **telling** you what happened. _____

5 When she left the house, she forgot **closing** the front door. _____

6 I refuse **listening** to that story again! _____

3 Read the sentences and write YES or NO to answer the questions.

1 We saw the man run out of the bank.
Did they probably see the door open? _____

2 We saw the man running out of the bank.
Did they probably see the door open? _____

3 He heard Melissa singing a song.
Did he hear the song from start to finish? _____

4 He heard Melissa sing a song.
Did he hear the song from start to finish? _____

5 They watched a dog jump over a car.
Did the dog only jump once? _____

6 They watched a dog jumping over a car.
Did the dog only jump once? _____



HOMWORK!

Do exercises 1–4 on pages 21 and 22 of your Workbook.

Writing

Project: writing a story

1 Read the different parts of a story. Put them in the correct order.

Part 1: ____ Part 2: ____ Part 3: ____ Part 4: ____ Part 5: ____

a In the middle of the game, my brother said, 'I heard a great joke yesterday,' and he told me the joke. I can't actually remember what the joke was now, but it was very funny! When he finished telling me the joke, I started to laugh. And I couldn't stop laughing. I laughed and laughed and laughed. First, I fell off my chair. Then, because I was laughing so much, I hit the table with my arm.

b A GAME, A JOKE AND A TERRIBLE MESS!

c 'Stop!' shouted my brother, but it was too late. The table broke, and everything on it fell on the floor - our chess game, two glasses of orange juice, and our mobile phones. It was terrible!

d When my mother came in, I was still laughing! Then my brother started to laugh too. We both stood there laughing as our mother looked at us, and everything on the floor.

e Two weeks ago, I was at home with my brother, Greg. It was Saturday, but because it was raining outside, we were playing chess in the living room.

2 Read the story again and make notes to answer the questions.

- 1 You read a similar story on another page of this book. Which page? _____
- 2 Is this story longer or shorter than the other one? _____
- 3 Which person is in this story but not in the other one? _____
- 4 What extra information does this story have? Find as many examples as you can.



Language Lab

Read these statements. Find and underline examples in the story.

- 1 We usually give a story a title.
- 2 We use the past continuous to show a situation in progress when something happened.
- 3 We use the imperative to give instructions.
- 4 We use *because* to give reasons for things.
- 5 We use quote marks to show the exact words that people said.



HOMWORK!

Do exercises 1 and 2 on page 22 of your Workbook.

Plan your project!

You are going to write a story. First, decide which story you are going to write.

The story I told in the Speaking section on page 28, with more information

A new, different story

Answer the questions about your story to complete the planner.

PLANNER		
Part of story	Useful information	Your notes
Title	Use your imagination! eg <i>A game, a joke and a terrible mess!</i>	
Paragraph 1	When? Where? Who? What were you/they doing? Why?	
Paragraph 2	What happened first? Did anyone say anything? What?	
Paragraph 3	What happened next? Why?	
Paragraph 4	What happened at the end?	

Write the first draft of your story. Before you show it to your teacher, tick (✓) the statements that are true about your story.

- My story has a title.
- My story has at least four paragraphs.
- My story uses the past simple and past continuous.
- My story has some direct speech.
- My story uses *because* to give a reason.

When your teacher has seen your story, write it again without mistakes on a piece of paper.

Draw a picture or find a photo connected to your story in some way.

Make your project. Stick your story and your picture on a piece of card. Write your name at the bottom. When you have all finished, why not display your projects on the wall?