

3

Narrative tenses • News and responses Books and films • Showing interest and surprise

What a story!

Introduction to the unit

This unit is all about telling stories, an obvious theme for a unit covering the major narrative tenses: the Past Simple, Past Continuous, Past Perfect Simple and Past Perfect Continuous.

The main reading text is an extract from the novel *The Blind Assassin* by Margaret Atwood. The main listening text is an interview in which a girl tells a story about how she and her friend found some ripped up banknotes, and pieced them together. The vocabulary section introduces language that students can use to ask about and describe books and films.

Language aims

Narrative tenses The aim is to revise and practise the narrative tenses, Past Simple active and passive, Past Continuous, Past Perfect Simple active and passive, and Past Perfect Continuous.

Past Simple v Past Continuous Students at this level will be very familiar with these tenses. However, if the students' first language does not use the Past Continuous as English does, it is difficult to know when to use it. Two common errors are the following:

- 1 **I got back home at three in the afternoon. The sun shone. The trees blew in the breeze, but...*
Here, the student chooses to use the Past Simple because they see the above events as finished past actions. In English, however, we choose the Past Continuous to describe longer 'background' events or situations:
I got back home at three in the afternoon. The sun was shining. The trees were blowing in the breeze, but...
- 2 **I was working in a factory for fifteen years when I was a young man.*
Here the student chooses to use the Past Continuous because it is an action that goes on for a long time. However, in English, we use the Past Simple to describe actions that are 'permanent'. We would only use the Past Continuous here if the action was 'temporary', for example *I was working in a factory for a few weeks last summer.* (But even here the Past Simple would also be correct.)

In brief, the Past Continuous is used to express activities in progress that are interrupted, incomplete and/or temporary.

Past Simple v Past Perfect Similarly, the Past Simple and the Past Perfect are not new for students at this level, but are difficult to use correctly. Generally the Past Perfect is overused by students when it is not called for. A common example is the following error:

**When I was young, I had lived in Jamaica.*

Here, the student uses the Past Perfect because it is a 'distant' past. Many languages have a past historic tense to refer to the far past, and they confuse it with the English Past Perfect. *Had lived* is wrong here because it does not happen before *was young*.

In brief, we use the Past Perfect to tell stories in a different order. For example:
I had a shower and then got dressed.
I got dressed when I'd had a shower.

If we don't use the Past Perfect in the second example, then the order of events could be misunderstood, with bizarre results. Note that this is not the case when we use clear time sequencers such as *after* and *before*, as these make the sequence of events very clear. If we use these sequencers, then the use of the Past Perfect is optional.

I got dressed after I had a shower.

I got dressed after I'd had a shower.

Vocabulary The vocabulary section introduces language used to talk about books and films.

Everyday English This section introduces and practises ways of showing interest and surprise.

Notes on the unit

TEST YOUR GRAMMAR (SB p26)

The *Test your grammar* section aims to test the students' understanding of how Past Perfect forms are used to refer back to things that happened before. In order to do the exercise, students have to recognize the tense forms, and realize which ones are referring back to an earlier time.

This exercise should be done quickly. Don't get involved in lengthy grammar explanations at this stage.

Ask students to read the story, then work in pairs to put the events into chronological order. Go round monitoring to see how well students understand the way the tenses work.

Answers

- 1 Mr and Mrs Gilbreath... moved to the house...
- 2 a man... had been acting suspiciously...
- 3 Mr and Mrs Gilbreath ... had seen (the) man...
- 4 Bob and Janet Gilbreath had left their house...
- 5 a neighbour had heard a loud noise
the back door had been smashed
money and jewellery stolen
...their house had been burgled
- 6 A couple came home/they got home
- 7 Mr and Mrs Gilbreath told police...
- 8 ...were able to give a description
- 9 A neighbour said... (*this may have happened before* ?)
- 10 A man... was later arrested

Ask students which tenses they recognized in the story.

Answers

Past Simple: *came, got, said, moved, told, were*

Past Simple Passive: *was arrested*

Past Perfect Simple: *had left, had heard, had seen*

Past Perfect Simple passive: *had been burgled, had been smashed/stolen*

Past Perfect Continuous: *had been acting*

WHAT'S IN THE NEWS? (SB p26)

Narrative tenses

This section looks at the differences between the narrative tenses. The aim is to get students to a point where they are able to manipulate the tenses when writing their own stories, and when speaking. The spoken English activity asks students to manipulate the tenses when giving and responding to news.

- 1 Ask students in pairs or small groups to look at the headlines and pictures. Check the difficult vocabulary, then ask students to discuss what they think the whole story is. Have a brief feedback, asking a few students for their ideas, but don't reveal the actual stories yet.

DIFFICULT VOCABULARY

**plunge* = fall

**plea* = appeal

nerd = derogatory term for somebody who is a computer enthusiast

hacked into = illegally entered somebody else's computer system

*You could point out that these words are examples of typical tabloid (i.e. popular) newspaper usage.

- 2 Ask students in their pairs or groups to write some questions. Monitor and prompt.
- 3 **T 3.1** [CD 1: Track 30] Play the recording. Ask students to listen and see which of their questions are answered. Have a brief class feedback.

Tapescript

- 1 **A** Did you read that story about the guy who went over the Niagara Falls?
B No. What happened to him? Did he die?
A No, he survived, amazingly enough.
B Really? But I suppose he was wearing some kind of protection.
A That's the incredible thing. He was just wearing ordinary clothes. He just jumped in, fell down 180 feet, and somehow managed to avoid hitting the rocks.
B That's amazing! What did he do it for?
A Apparently he just did it for a dare. He'd been talking about doing it for ages. His friends had bet him he wouldn't do it.
B What a crazy guy!
A You're not kidding. The strange thing is, before he jumped, people around him said he'd been smiling.
B Wow! How weird!
- 2 **A** There was this story the other day about ... this woman mountain climber ...
B Uh huh. What about her?
A Well, she was stuck on top of a mountain, and she only managed to escape by sending text messages.

- B** Gosh! Where did this happen?
- A** In the Swiss Alps, I think. She was climbing with a partner. They'd been climbing for three hours when they got trapped in a terrible storm.
- B** You're kidding!
- A** No. But they built a shelter or something, and they hid in that.
- B** Then what happened?
- A** She started sending text messages to friends in London, and one of them sent a text back saying that the mountain rescue teams in Switzerland had been contacted.
- B** Uh huh.
- A** They tried to find them, but the weather was too bad – storms and everything.
- B** Oh, no!
- A** Anyway, they were rescued the next night, and now they're safe and sound.
- B** Thank goodness for that!
- 3 A** I was reading in the paper the other day about a schoolboy who hacked into the United States military computers.
- B** No! Really? How old was he? 17? 18?
- A** Actually he was only 14.
- B** How did he do it?
- A** Well, he'd developed his own software program, and he'd been using this to download films and music from the Internet.
- B** I don't get it. What's that got to do with the US military?
- A** Well, he'd figured that if he broke into these powerful military computers, he could use them to download stuff even faster, so he wasn't really trying to get to their secrets.
- B** Oh, I see. I bet they were worried, though.
- A** They were. They got in touch with Scotland Yard, and this boy was tracked down to his house in North London.
- B** And he's only 14! They should give him a job!

- 4** Ask students in pairs to write the questions. You could replay the recording to help the students, if necessary. Monitor, prompt and correct.

Sample questions

- 1 What was he wearing?
- 2 What did he do it for?/Why did he do it?
- 3 How long had she/they been climbing (when she/they got trapped)?
- 4 Where did she/they hide?
- 5 What had he developed?
- 6 Why did he break/hack into the United States military computers?

- 5** Ask students in pairs to match the lines.

TB.2 [CD 1: Track 31] Play the recording so that students can check their answers. Then point out the following phonological features:

The weak /ə/ in *was*, *were*, and *had*.

The weak pronunciation of *been* /bɪn/.

Ask students to repeat the sentences after the model on the recording, or after your model.

Answers and tapescript

He was wearing ordinary clothes.

He'd been talking about doing it for ages.

His friends had bet him he wouldn't do it.

She was climbing with a partner.

They were rescued the next night.

LANGUAGE FOCUS

See TB p8 for suggestions on how to teach this section.

Don't forget to look at the *Language aims* section on TB p31, which looks at problems students may have. You should also read the Grammar Reference on SB pp142–143.

LANGUAGE INPUT

- 1** Ask the students to complete the chart. Let them check in pairs before feedback.

Answers

Past Simple

fell

Past Perfect

had heard

Past Simple passive

was/were arrested

Past Continuous

was/were reading

Past Perfect Continuous

had been hearing

Past Perfect passive

had been burgled

Ask students to look at **TB.1** on p127, and find examples of the tenses. Discuss the questions as a class.

Answers

Past Simple: Did you read, went, happened, Did he die, survived, jumped, fell, managed, did he do, jumped, said, stuck, managed, did this happen, was, got trapped, built, hid, happened, started, sent, tried, broke, could

Past Simple passive: were rescued, were worried, was tracked

Past Continuous: was wearing, was reading, wasn't really trying

Past Perfect Simple: had bet, had developed, had figured

Past Perfect Simple passive: had been contacted

Past Perfect Continuous: had been talking, had been smiling, had been climbing, had been using

We use the Past Perfect in order to tell a story in a different order. It allows the speaker to refer back to a past event that happened earlier.

We use the continuous tenses to express activities in progress.

- 2 Ask students in pairs to compare the tenses. Go round monitoring to help the students with queries.

Answers

John cooked a lovely meal. His guests had a good time. They left at midnight.

Here, the Past Simple is used to describe three events in the past that happened one after the other. The narrative begins early in the evening

Just after midnight, John was looking at the mess. His guests had just left. He'd cooked a lovely meal, and everyone had had a good time.

Here, the narrative begins just after midnight. The Past Continuous is used to describe an activity in progress at a time in the past. The Past Perfect is used to refer back to events that happened earlier.

Refer students to the Grammar Reference on SB pp142–143.

PRACTICE (SB p27)

Discussing grammar

- 1 Ask students in pairs to compare the use of tenses. Go round monitoring, and helping. Then have a class feedback.

Answers

- 1 *I read*: Past Simple to describe a finished action in the past.
I was reading: Past Continuous to describe an incomplete activity in the past, (the book is not finished).
- 2 *I made a cake*: This was the next event after Alice's arrival.
I was making a cake: This was the activity in progress when Alice arrived. I started making the cake before her arrival.
I had made a cake: The cake was already finished before she arrived.
- 3 *The film started*: It happened soon after our arrival at the cinema.
The film had started: It started before we arrived. We missed the start of the film.
- 4 *He had stolen some money*: It was one event that resulted in him being sacked.
He had been stealing money for years: It was a repeated activity that resulted in him being sacked.
- 5 *Was being repaired*: in the process of being repaired – not finished yet
Had been repaired: repair finished before I got to the garage

Writing narratives

- 2 Ask students in pairs to rewrite the sentences.

Answers

- 1 Peter was tired when he got home because he'd got up at dawn, and had been driving for ten hours.
- 2 When I went to get my car, it wasn't there because I'd parked it on a yellow line, and it had been towed away.
- 3 Mick was a homeless beggar, but he hadn't always been poor, as he'd had a successful business, which, unfortunately, went/had gone bust.
- 4 When Jane and Peter arrived home, they were broke because they'd been shopping all day, and had spent all their money on clothes.
- 5 Last week John moved to the house which he'd first seen in Scotland while he'd been driving on holiday.

The news

- 3 **TB.3** [CD 1: Track 32] Play the recording. Ask students to listen to the news story, and correct the mistakes.

Answers and tapescript

- 1 Ten workers have *been rescued*.
- 2 They had been trapped *underground*.
- 3 They had been digging a *tunnel*.
- 4 *The roof of their tunnel collapsed*.
- 5 *Sixty* men managed to escape.
- 6 *Two* men were fatally injured.
- 7 The men were recovering *in hospital*.
- 8 The cause of the accident is *not known* – an investigation into the cause of the accident is due to start tomorrow.

TB.3

This is the six o'clock news.

Ten workers have been rescued from an accident 400 feet beneath the streets of London. They had spent the past 36 hours trapped underground. They had been digging a tunnel for a new Underground line when the roof collapsed. Sixty men managed to escape immediately, but two were fatally injured. Last night the ten men were recovering in hospital. An investigation into the cause of the accident is due to start tomorrow.

- 4 **TB.4** [CD 1: Track 33] Play the recording. Ask students to listen to the news story, and write the questions.

Answers and tapescript

- 1 How long had the children been missing?
- 2 When did they disappear?
- 3 What had police issued?
- 4 Where had the police been searching?
- 5 Who were they spotted by?
- 6 Where had they slept?
- 7 Had they realized the concern they had caused?

T3.4

Three children who had been missing for two days have been found safe and well. The three ten-year-olds, two boys and a girl, disappeared after school on Wednesday. Police had issued photographs of the three, and had been searching nearby houses. They were eventually spotted by a neighbour, who alerted the police. They said they had slept out in a garden shed for a dare, and hadn't realized the concern they had caused.

SPOKEN ENGLISH – News and responses

The aim here is to get students to give and respond to news, using certain expressions. It also gives further practice in using narrative tenses, particularly question forms.

Read through the introduction as a class. Ask students in pairs to write G, R, or A after each expression. Do the first as an example.

Answers

1G 2A 3R 4A 5G 6R 7R 8A 9G 10R

Divide the students into pairs. Ask Student A in each pair to read the news story on SB p155. Ask Student B to read the news story on SB p156. Give the students five minutes to read their texts and prepare to talk about them. Go round monitoring, helping with vocabulary and prompting students to use the 'giving news' expressions. When the students are ready, ask them to tell their partner about their story. They could show their partner the headline and photograph from the article, and refer to it for detailed information, but discourage extensive reading from the text. The idea is that students use this activity as an exercise in paraphrasing information. It is a good idea to model the activity with a strong student first so that the students are clear that they need to listen and respond as well as tell stories. Ask two or three pairs to act out their story-telling for the class.

Writing Unit 3**Narrative Writing 1 – Using adverbs in narratives SB p113.****ADDITIONAL MATERIAL****Workbook Unit 3**

Exercises 1–4 Narrative tenses

Exercise 5 Past passives

Exercise 6 Revision of active and passive

VOCABULARY AND SPEAKING (SB p29)**Books and films**

The aim here is to introduce vocabulary around the topic of books and films, and to practise question-forming.

Depending on the length of your lesson, you could do this section as a 'stand alone' lesson, ending with exercise 4, which provides a personalized speaking practice of the new vocabulary. Or you could do this section as a lead-in to the main reading text on p30. Exercise 5 asks the students to use the new vocabulary to predict the content of the reading text.

- 1 Ask students in pairs to look at the answers and write the questions. Monitor and prompt.

Answers

- 1 Who wrote it?
- 2 What kind/sort of book is it?
- 3 What's it about?
- 4 Where and when is it set?
- 5 Who are the main characters?
- 6 Has it been made into a film?
- 7 What happens in the end?/How does it end?
- 8 What did you think of it?
- 9 Would you recommend it?

- 2 Ask students how they could adapt the questions to ask about films. Ask them what extra questions they would ask.

Possible answers

3, 4, 5, 7, 8, and 9 could also be asked about a film. The others could be adapted thus:

- 1 Who directed it?
- 2 What sort of film is it?
- 6 Was it (adapted from) / Is it based on a novel?

Extra questions

Who is the main star of the film?/Who stars in it?
Who wrote the screenplay/ the music?

- 3 **T3.5** [CD 1: Track 34] Play the recording. Ask students to listen and take notes under the headings.

Answers and tapescript**1 Paul: the film****Title**

Witness

Setting

The Amish community

Characters

A detective/city cop, an Amish child/boy, the boy's Amish mother

Plot

A detective goes to an Amish community after an Amish boy witnesses a murder, in order to protect him. It's a passionate love story in which the detective falls in love with the boy's mother. It's a thriller about police corruption that ends with a tense climax.

Personal opinion

A favourite film... wonderful scenes... intense and passionate love story... unbearably tense...the build up towards the end is incredible. It really, really does have you on the edge of your seat.

2 Kate: the book

Title

The Secret History by Donna Tartt

Setting

Within a group of students. She doesn't say, but we can assume that it's set in a university.

Characters

A group of students

Plot

It's about a group of students and somebody's desire to belong to a group. The group murder somebody.

Personal opinion

It made quite an impression on me... very claustrophobic. You feel sort of trapped inside the group and trapped inside their situation. It's completely compelling to read. It's not a comfortable read... I lived and breathed this book ... I would recommend it to anybody who wants to read something that psychologically is really dramatic.

T3.5 See TB Tapescripts p127

- 4 Give students a few minutes to think of their favourite book or film, and to think of answers to the questions in exercise 1. Allow students to make notes and ask for vocabulary as they prepare. Then put students in pairs or small groups to interview each other about their books and films. Monitor and prompt. Note down any errors that students make with the questions, and feedback on the errors at the end by writing them on the board, and asking students to correct.

EXTRA ACTIVITY

Write the following novels and authors on the board.

Gulliver's Travels by Jonathan Swift

Pride and Prejudice by Jane Austen

The Maltese Falcon by Raymond Chandler

The Lord of the Flies by William Golding

Lord of the Rings by J R R Tolkien

The Great Gatsby by F Scott Fitzgerald

Captain Corelli's Mandolin by Louis de Bernières

Tess of the d'Urbervilles by Thomas Hardy

Ask students if they know of or have read any of the books. Photocopy, cut out, and hand out the eight descriptions of novels on p144 of the Teacher's Book (2 students can use one card if the number of students in the class makes it necessary). Students must circulate, tell each other the number of the novel on their card, and ask each other questions about it using questions 2, 3, 4, 5, and 7 from exercise 1 on p29 of the Student's Book. They could take brief notes on the answers to questions 2, 4, and 5. When the students have asked about all the novels, have a class feedback. Students must say which novel from the list on the board goes with which card number, and can then try and answer questions 1, 6, 8, and 9 from p29.

Answers

- (1) *Lord of the Rings* by J R R Tolkien (released as 3 films between 2001-2003, starring Elijah Wood and Ian McKellen)
(2) *Pride and Prejudice* by Jane Austen (released as a BBC film in 1995, starring Jennifer Ehle and Colin Firth. A new version is planned for 2006 release, starring Judi Dench and Keira Knightley)
(3) *The Maltese Falcon* by Raymond Chandler (film released in 1941, starring Humphrey Bogart)
(4) *The Lord of the Flies* by William Golding (film released in 1963, directed by Peter Brook)
(5) *Tess of the d'Urbervilles* by Thomas Hardy (film released in 1980, starring Nastassja Kinski)
(6) *Captain Corelli's Mandolin* by Louis de Bernières (film released in 2001, starring Nicolas Cage and Penélope Cruz)
(7) *The Great Gatsby* by F Scott Fitzgerald (film released in 1974, starring Robert Redford)
(8) *Gulliver's Travels* by Jonathan Swift (many animated and live action film versions, including 1996 release starring Ted Danson)

- 5 Ask students in pairs to look at the book cover, and discuss which questions in exercise 1 they can answer.

Answers

1 Who wrote it?

Margaret Atwood.

2 What kind/sort of book is it?

It's a novel that combines elements of gothic drama, romantic suspense, and science fiction fantasy.

3 What is it about?

It's about the secrets of the rich and influential Chase family, particularly the lives of the two sisters. One of the sisters dies by driving her car off a bridge, and an inquest report describes it as accidental. Then we learn that the husband of the other sister has been found dead on his sailing boat. There is also a novel within the novel, a science fiction story made up by two unnamed lovers.

4 Where and when is it set?

In Ontario (Canada) in 1945.

5 Who are the main characters?

Iris Chase Griffen and her sister Laura.

6 Has it been made into a film?

No (and the book cover doesn't tell us).

7 What happens in the end?/How does it end?

We are told that Iris is now the only surviving descendant of the Chase family.

8 What did you think of it?

The cover describes it as 'profoundly entertaining', a 'brilliant and enthralling book by a writer at the top of her form.'

9 Would you recommend it?

The cover certainly recommends it, with reviews describing it as 'Grand storytelling on a grand scale ... Sheerly

enjoyable' and 'Absorbing....Expertly rendered....Virtuosic storytelling'. The fact that it won the Booker Prize is also a recommendation.

READING AND SPEAKING (SB p30)

The Blind Assassin

NOTE ABOUT THE AUTHOR AND THE NOVEL

Margaret Atwood is a Canadian author, who lives in Toronto. She has written more than thirty books of fiction, poetry and critical essays. *The Blind Assassin*, which was published in 2000, is her tenth novel. It has won many literary awards.

Note that the author uses standard Canadian usages of English, so some words are spelt like American English (*tires, curb* = *tyres* and *kerb* in British English), and others are spelt like British English (*licence, grey* = *license* and *gray* in American English). Similarly, some American words are used (*streetcar, bureau* = *tram* and *writing desk* in British English), and some British ones (*taxi* = *cab* in American English).

- 1 Ask students to read the first part of the story, then discuss the questions with a partner.

Answers

The two words that students would be most likely to need explaining are *charred smithereens* (see *Vocabulary Note* below).

The facts are presented *coldly and clinically*.

VOCABULARY NOTE

ravine = a deep, narrow valley

creek = small, narrow stream (US/Canadian English)

chunks = big, heavy pieces of something (e.g. chunks of bread)

charred = burnt

**smithereens* = tiny pieces

*Normally this word is only used in the expressions, *smash/blow to smithereens*. For example, *I dropped the vase and it smashed to smithereens*.

- 2 Ask students to read the second part of the story and then work in pairs or small groups to answer the questions.

Answers

- 1 Laura is Iris' sister.

Richard is Iris' husband, (the licence belonged to Iris, and had Richard's surname on it)

Mrs Griffen is Iris.

It's not clear who Alex is – perhaps Laura's husband, lover, brother...

- 2 The tires may have caught on a streetcar track.
The brakes may have failed.
Two witnesses had seen Laura deliberately drive the car off the bridge – i.e. she committed suicide.
Iris says that it was an accident because her sister was never a good driver.
She doesn't really believe this.
- 3 Because she had killed herself for her own 'ruthless' reasons.

- 3 Ask students to read the third and final part of the story. Then ask them to work in pairs or small groups to answer the questions.

Answers

- 1 Because she wants to be dressed appropriately – there might be reporters.
 - 2 She probably comes from a privileged background, (as a child she had a nanny, Reenie, and her mother was busy). She is probably well-off and married to an important man, (the respectful policeman; the possibility of reporters at the morgue, and the need to warn Richard). She also feels the need to behave and dress according to her social status.
 - 3 Reenie was Iris and Laura's nanny, or perhaps the cook. Their mother was 'resting' or 'doing good deeds elsewhere' – in other words, she didn't spend much time with her children.
 - 4 It may refer to Laura, who killed herself. Or to Iris, who, from the tone of the whole extract, finds it difficult to 'tell where it hurts'.
- 4 Ask students to discuss the questions in pairs or small groups, then have a brief class discussion.

Answers

Iris appears calm when she talks to the police.

She is nostalgic when talking about Reenie.

She is very angry when thinking about what Laura has done.

She is clear thinking when preparing to visit the morgue.

She is cold and factual when describing the accident.

Evidence that Laura didn't care about people's feelings:

She was completely ruthless / She was washing her hands of me

Evidence that she felt guilty about something:

She had her reasons / penitential colours / She had left the exercise books for Iris to find – perhaps with a secret.

Evidence that she had bad experiences in life:

She had her reasons / She was washing her hands of me. Of all of us / of bad faith. Of our father and his wreckage / her fatal triangular bargain

Evidence that she had suffered even as a child:

When they were children, Reenie would say: Tell me where it hurts. Stop howling. Just calm down and show me where. But some people can't tell where it hurts. They can't calm down. They can't ever stop howling.

Language work

- 1 Ask students to match the words to the descriptions, then check with a partner.

Answers

charred	badly burnt
smithereens	very small pieces
plunged	fell suddenly downwards
swirling	turning and twisting
suspended	hung
chattering	knocking together (teeth)
deeds	things people do
scoop	lift quickly
howling	making a loud cry (in pain)

What do you think?

- 1, 2 The aim of these two exercises is to use the text as a springboard for discussion. The students are expected to discuss, personally respond to and ask questions about material in the text.

Ask students to work in small groups to discuss the questions. Monitor and prompt, then have a brief class discussion. Encourage students to expand on their opinions by referring to parts of the story.

Sample answers

- 1 Students' own ideas. The author has not told us why Laura has killed herself, who Alex is, what their father's wreckage was, what Laura's fatal triangular bargain was. She hasn't told us what is in the school exercise books, or why Laura left them for Iris.
- 2 Students' own ideas. The rest of the novel reveals that Laura's notebooks are a record of a secret relationship, that she suffered because she had an unhappy love life, and that Iris feels responsible for her sister's death.

LISTENING AND SPEAKING (SB p32)

The money jigsaw

The speaking activity encourages students to tell each other stories from prompts, using narrative tenses. It creates a prediction task for the listening. The *Spoken English* section looks at the use of the filler, *like*.

- 1 Lead in by asking the students what they think the story might be about from the headline and photographs.
Put the students in pairs to tell each other the story, using the prompts in the boxes. Ask Student A in each pair to prepare to tell the story using the prompts in the first box. Ask Student B to prepare to tell the rest of the story, using the prompts in the second box.

When the students are ready, ask them to tell each other the two halves of the story. Monitor and prompt for correct use of narrative tenses. It doesn't matter whether the students' stories are similar to the actual story, and they should be allowed to let their imagination run free. The idea is that the students use the vocabulary to speculate about a possible story, which will increase their interest in what the actual story is, and help them to understand it.

Sample story

Two schoolgirls were walking to school when they saw some ripped up bank notes. They were flying all over the place. Then they saw that the bank notes were coming from a bin. In the bin was a plastic bag jammed full of torn up notes. Then the girls had to go to school.
After school the girls were playing when the police arrived. They told them where the banknotes were, and the police took them away to the Bank of England. After a long time, the police gave them back the banknotes and they decided to stick them together.

- 2 **T3.6** [CD 1: Track 35] Play the recording. Ask the students to listen and say whether Rachel's story is similar to theirs.
- 3 Play the recording again. Ask students to listen and answer the questions. Let students compare their answers in pairs or groups before feedback.

Answers

- 1 It was flying all over the floor. They traced the notes to a bin.
- 2 Some are bigger than stamps – some smaller.
- 3 Yes.
- 4 No. It has taken ages.
- 5 They have to get the two serial numbers, and a bit from the middle of the note, then they put sticky tape on the back so that they stay all together, and then put them in a bag.
- 6 About a year.
- 7 £1200 so far – probably about £2000 when they have finished.

T3.6

I = Interviewer

R = Rachel

- I Well and one of those girls, Rachel Aumann, is on the line now as we speak. Good morning to you, Rachel.
R Good morning.
I Erm ... extraordinary, this. You saw these bits of bank notes just blowing in the wind?
R Yeah, it was ... erm ... like really out of the ordinary. We were just walking to school and there's ripped up notes flying all over the floor. And then we traced it to like a bin, so that's where the ... the big bag was full of them.
I How big a bag?
R Erm ...

I Like a bin bag or something?
 R No, actually, not that big ... erm ... it's about, I think it was like a Sainsbury's bag, like one of those.
 I And it was just jammed full of torn-up banknotes, what fivers and tenners and that sort of thing?
 R Yeah, just fives, tens, twenties.
 I And how little were the pieces?
 R Erm ... some were bigger than stamp sizes.
 I That small though?
 R Yeah, some were smaller.
 I And so what did you do? You took them to the police or something?
 R Erm we, we had to go to school so we went to school and then ... erm ... after school we were playing outside around ... erm ... **like** on the same road and ... erm ... when the police arrived we were, we went over then and started talking to them and telling them when we found it.
 I And they took them away at that stage, did they?
 R Yeah.
 I And then what happened?
 R Erm ... they kept them for **like** a long time 'cos there's a certain amount of months that they have to keep them before you, they can give them back.
 I Right.
 R And I think they went to the Royal Bank of England and to Scotland Yard and umm ... when ... erm ... they said yeah, it's real money ... erm ... they gave it back and we put it together.
 I You say you put it together, but tiny bits of bank notes it must have taken you forever to do ... I mean, what a jigsaw puzzle!
 R Yeah it's taken ages 'cos it's been about a year and we still haven't finished.
 I So how many have you got left now then?
 R Erm ... we have all the fives to do and just a few twenties but the tens are all finished.
 I Extraordinary! Is it ... how much time do you spend doing this?
 R Erm ... well when we first got it we did **like** half an hour, an hour a day but then as **like** time passed we just slowly like died down and didn't do as much.
 I But I'm trying to picture you doing this. What do you do, do you stick bits of sellotape or something, or do you stick them onto a piece of paper or what?
 R Well you have to get, you get the two serial numbers and ... erm ... then you have to get **like** a little bit from the middle of the note and so once you've got that, you just put sticky tape on the back of them so that they all stay together and put it in a bag
 I Good heavens! And you're going to carry on doing it, eh?
 R Yeah, hopefully.
 I £1,200 so far?
 R Erm ... yeah.
 I And how much do you reckon you will be worth at the end of it all?

R Erm ... I think we if stick to it we could probably get about £2,000.
 I Well, I think that you've earned every penny of it, Rachel. Thank you very much.
 R Thank you.

What do you think?

The aim here is to get students talking and speculating about the listening.

Read through the theories as a class, then put students in small groups to think of other explanations. In the feedback, see how many good explanations the class can come up with.

SPOKEN ENGLISH – *Like*

Point out the use of *like* and read the explanation. This use of *like* has become habitual amongst younger native speakers. Ask students to find further examples in the tapescript on SB p127 (highlighted in bold in the TB tapescript). The interviewer's use of *like* (the fourth time he speaks) is not a filler, but a correct use of *like* as a preposition. The use of *like* in Rachel's response to his question is the same.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 7 Vocabulary

Exercise 8 Phrasal verbs

Exercise 9 Pronunciation – Diphthongs

Exercise 10 Listening – What an amazing coincidence!

EVERYDAY ENGLISH (SB p33)

Showing interest and surprise

The aim of this section is to introduce and practise ways of showing interest and surprise.

- 1 **T3.7** [CD 1: Track 36] Ask students to listen to the dialogue and write in B's answers.

Answers and tapescript

B shows interest and surprise by using echo and reply questions. Echo questions repeat the surprising information in the statement with rising intonation. Reply questions consist of auxiliary verbs and pronouns with rising intonation. The auxiliary verb must agree with the tense of the verb in the preceding statement. This is the same as in question tags, but in reply questions the auxiliary verb does not change positive to negative, negative to positive.

T3.7

- A Jade's got a new boyfriend.
 B A new boyfriend? Good for her!
 A Apparently, he lives in a castle.

B Does he? How amazing!
A Yes. She met him in Slovenia.
B In Slovenia? That's interesting.
A Unfortunately, he can't speak much English.
B Can't he? I thought everyone could these days!

- 2 Ask students to say which questions are echo questions, and which are reply. Then read through the *Music of English* box and ask students to listen to the models (**T3.8** [CD 1: Track 37]) and repeat them. Put students in pairs to practise the conversation. Make sure that they use enough rising intonation in the echo and reply questions.

Answers

Echo questions

A new boyfriend?
 In Slovenia?

Reply questions

Does he?
 Can't he?

- 3 Ask students to complete the conversations, then check with a partner.

T3.9 [CD 1: Track 38] Play the recording. Ask students to check their answers.

Ask students in pairs to practise the conversations. Monitor and prompt for good intonation. Ask four or five pairs to act out dialogues for the class.

Answers and tapescript

- 1 **A** Sam wants to apologize.
B Does he?
A Yes. He's broken your mother's Chinese vase.
B My mother's Chinese vase? Oh, no!
- 2 **A** We had a terrible holiday.
B Did you?
A Yes. It rained all the time.
B Did it?
A Yes. And the food was disgusting!
B Was it? What a drag!
- 3 **A** I'm broke.
B Are you? How come?
A Because I just had a phone bill for £500.
B £500? Why so much?
A Because I have a girlfriend in Korea.
B Do you? How interesting!
- 4 **A** It took me three hours to get here.
B Did it?
A Yes. There was a traffic jam ten miles long.
B Ten miles long? That's awful!
A Now I've got a headache!
B Have you? Poor darling. I'll get you something for it.
- 5 **A** I'm on a mountain, watching the sun set.
B Are you?
A Yes. And I've got something very important to ask you.
B Have you? What is it? I can't wait!
A You'd better sit down. I'd like to marry you.
B Marry me? Wow!

- 4 Prepare five or six statements about yourself, using a variety of tenses. The sentences should contain information that will be new and surprising to the students, e.g. *I'm going to buy a new car next week.* / *My sister's just had a baby.* You could invent some surprising statements that are not true, e.g. *I've been married five times.* / *I'm never going to give you any homework ever again.* Or, if you wish to take it, this is an opportunity to let your students into some of your personal secrets! Give your surprising statements to the class, and encourage appropriate responses. You could then ask students to make similar surprising statements (either true or invented) about themselves.