

Jeremy Harmer • Jane Revell

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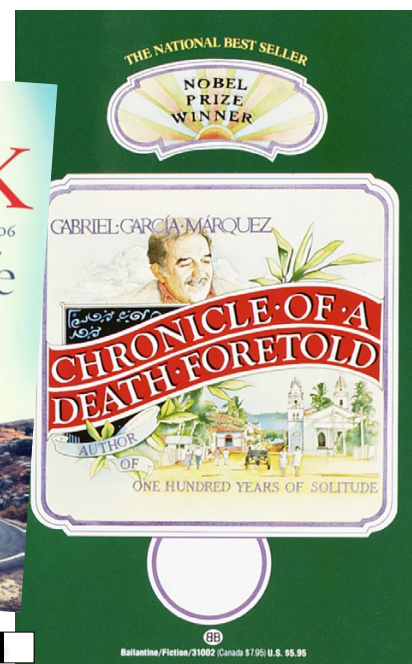
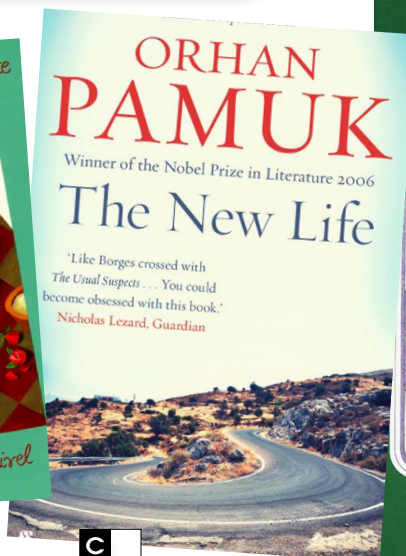
Writing skills



JETSTREAM Cloud
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You first! Are you a bibliophile?



1 Talk about the questions.

- Which of the novels above have / haven't you read?
- Have you seen the film of any of them instead / as well?
- Where you've done both, which did you prefer and why?
- Of the ones you haven't read, which title or cover appeals to you most?

2 Match the opening lines with the books above. There are two extra lines.

- Master was a little crazy; he had spent too many years reading books overseas, talked to himself in his office, did not always return greetings, and had too much hair.
- Ingredients: 1 tin of sardines, ½ chorizo, 1 onion, oregano, 1 tin of chili peppers, 10 bread rolls
Procedure: The onion needs to be finely chopped.
- Jack Reacher ordered espresso, double, no peel, no cube, foam cup, no china, and before it arrived at his table he saw a man's life change forever.
- On the day they were going to kill him, Santiago Nasar got up at five thirty in the morning to wait for the boat the bishop was coming on.
- Two years after my mother died, my father fell in love with a glamorous blonde Ukrainian divorcée. He was eighty-four and she was thirty-six.
- I read a book one day and my whole life was changed.

3 Vote for your favourite opening line in 2.

4 SEARCH AND THINK Which tenses are used in the opening lines above? Which line is the odd one out?

5 Complete the names of different genres of fiction, then answer the questions.

- | | |
|--------------------|--------------------|
| a) cr_____ fiction | e) ho_____ |
| b) fa_____ | f) ro_____ |
| c) gr_____ novel | g) sc_____ fiction |
| d) hi_____ fiction | h) ma_____ realism |

- Can you add more genres to the list?
- What kinds of books do you enjoy reading most and why?

6 YOUR STORY Work in groups. Choose one of the questions to talk about.

- What was the last book you read? Why did you choose to read it?
- Look again at opening line 6 in 2. Has a book ever changed your life? What was the book and in what way did it change your life?

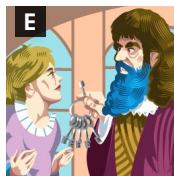
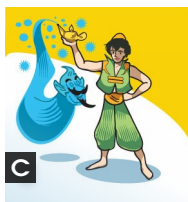
EXPLORE ONLINE Find the first line of your all-time favourite book. If it isn't in English, either find an English translation or translate it yourself. Share it with other people.

7 EVERYBODY UP! Look at opening line 3 in 2 and answer the questions. Then find out how other people like their coffee or tea. What's the class favourite?

- How does Jack Reacher like his coffee?
- What kind of cup does he prefer?
- How do you like your coffee or tea?

8 LOOK AHEAD What different aspects of story-telling does each of the three lessons focus on?

LISTENING AND SPEAKING 1



- 1 Match the pictures with the names of the characters and answer the questions.

Aladdin Bluebeard Cinderella
Little Red Riding Hood Pinocchio Sleeping Beauty

- Are their names similar in your language?
- Which characters did / didn't you like as a child? Why?
- 2.2** Listen to five opening lines and match them with the characters in the pictures.
- 2.3** Listen to someone telling part of one of the stories. Which story is it? How does it continue?
- Tell your partner the story of one of the other characters in just a few words. Decide if you think there's a message to the story.

“He was looking around a cave and he found a magic lamp. With the help of the genie of the lamp he became rich and powerful, and finally married a princess and killed the villain!”

- 5 Which story do these sentences belong to?
- The wicked fairy was upset because the king and queen hadn't invited her to the party.
 - He became a real boy only after he'd promised never to lie again.
 - By the time she got to her grandmother's cottage, the wolf had already arrived.
 - She had been sleeping for 100 years when the prince found her.
 - Before he discovered the lamp, he had been living on the streets.
 - She was crying by herself in the kitchen, when suddenly her fairy godmother appeared.

GRAMMAR Narrative tenses

- 1 **SEARCH AND THINK** Underline examples of these tenses in the sentences in 5. How is each tense used?

past simple past continuous past perfect
past perfect continuous

- 2 **Complete the sentences (be careful with negatives), then answer the questions below.**

- She _____ (realise) the wolf _____ (get) to the cottage before her.
- The wicked fairy _____ (be) on the guest list.
- While he _____ (play) in the street, a stranger _____ (come) up to him.
- By the time the prince _____ (find) the owner of the shoe, he _____ (search) for months.
- The king and queen _____ (want) a baby for years.
- One day, while her husband _____ (travel) abroad, she _____ (unlock) the door to the secret room.

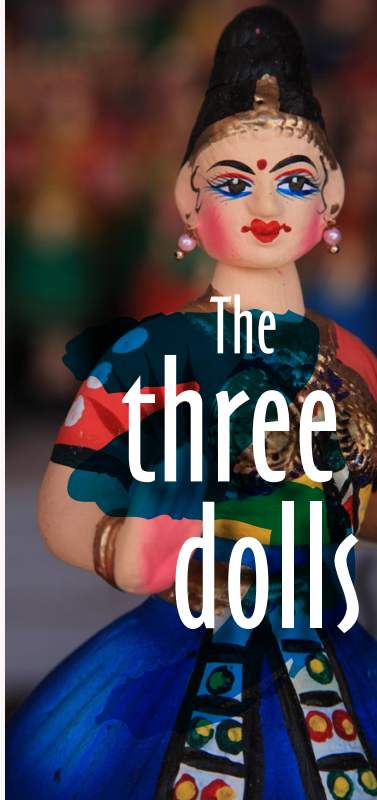
- Which tense do we use to talk about a finished event in the past?
- Which tense do we use to talk about an ongoing event in the past?
- True or false? We use the past perfect to talk about an action that happened after something else happened in the past.
- What's the difference between the past perfect simple and continuous?
He **had ridden** past the palace when ...
He **had been riding** past the palace when ...
- What kind of 'time' words are often used in connection with these tenses?

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- 3 **Complete the beginning of the short story on page 53 with the correct form of the verbs in brackets. What was the king's problem?**

LISTENING AND SPEAKING 2

- PREDICT** What do you think happened next in the story? Note that two more characters appear in the story: the fool and the story-teller.
- 2.4** Listen to the rest of the story and check your ideas in 1.
- THINK** Choose three of the questions to talk about.
 - How do you think the king let people know he wanted a new puzzle?
 - Who do you imagine sent the package?
 - How old do you think the king was? What makes you think so?
 - Was there anyone else he might have asked? Who would you have asked?
 - What kinds of story had the story-teller been telling next door? Who to?
- Answer the questions. Listen again if you need to.**
 - What happened each time the story-teller put a hair in a doll's ear?
 - How did she explain the differences each time?



The three dolls

Once upon a time there ¹ _____ (live) a rather lonely king, who ² _____ (keep) himself amused by solving puzzles. He ³ _____ (solve) puzzles for years and years (ever since the queen died in fact) and he ⁴ _____ (become) very good at it. But now he found he ⁵ _____ (do) absolutely all the puzzles in his kingdom – every single one of them – and he was bored out of his mind. That's why he ⁶ _____ (think) for some time now about getting a new one.

So, being the king, he ⁷ _____ (send) out word far and wide that he ⁸ _____ (need) a new puzzle (this was before the days of social media). He ⁹ _____ (make) it clear that he wanted a challenging puzzle that wouldn't be too easy to solve.

Not long afterwards, a small package ¹⁰ _____ (arrive) at the palace. The king opened it and found three dolls inside,

together with an anonymous note saying: 'Bet you can't tell the difference!'

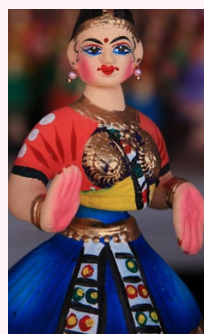
'Bet I can,' thought the king, and he ¹¹ _____ (proceed) to examine the dolls very carefully. He looked and he listened and he prodded, but no, the three dolls seemed to be exactly the same.

He ¹² _____ (examine) them for some time when the wise man popped in to say hello. The king showed him the note and asked him what he thought.

The wise man looked at the dolls and he listened and he prodded, but no, the three dolls seemed to be exactly the same.

The king sighed and scratched his long white beard. Then he had an idea.

What do you think the king's idea was?



5 Demonstrate the words. Can you remember who did each thing?

lean over pluck prod scratch
scream with delight sigh

6 TAKEAWAY LANGUAGE Answer the questions.

- 1 Have you ever been *bored out of your mind*? What was so boring?
- 2 When did you last *pop in* to say hello to someone?
- 3 Has anyone ever *bet* you couldn't do something?

7 ROLE-PLAY Retell or act out the story in groups of four.

8 GUESS Can you guess the end of the story?

9 2.5 Listen to the ending. What is the message about telling a story?

SPEAKING AND WRITING

1 In his book *The Seven Basic Plots: Why We Tell Stories*, Christopher Booker suggested there were only the following seven plots. Match the plots with the descriptions a–g.

The plots

- | | |
|--------------------------|-----------|
| 1 Overcoming the monster | 5 Comedy |
| 2 Rags to riches | 6 Tragedy |
| 3 The Quest | 7 Rebirth |
| 4 Voyage and return | |

- a) The poor hero / heroine acquires wealth, loses it all and then regains it by becoming a better person.
- b) The hero / heroine visits a new and very different place and comes back wiser.
- c) The main character is a villain who falls from grace and dies.
- d) The hero / heroine sets out to fight and defeat an enemy who is threatening them or their homeland.

- e) A character starts out as a villain or dislikeable character but undergoes a transformation over the course of the story.
- f) A humorous character faces several difficulties but triumphs in the end.
- g) The hero / heroine must overcome obstacles and temptations to find something important or reach a special place.

2 Talk about the questions.

- 1 What do you think of Booker's seven categories? Do you agree with him?
- 2 Which categories do you think the stories in this lesson might fit into?
- 3 What about other stories that you know?

★ **Did you know?** In 1928, a Russian scholar called Vladimir Propp suggested that all folk tales have the same structure. There is really only one folk tale! What do you think of that?

🌐 **EXPLORE ONLINE** Many fairy tales have been rewritten in recent years to give them a new twist. Search online to find one you like.

3 Take a well-known story and give it a twist of your own.

- 1 Think of a new way of telling the story (eg change the ending, use a modern setting, change the characters' genders). Be creative!
- 2 Write your story and practise reading it a few times.
- 3 Create a mind map for it or take notes and practise telling it with just your map or notes to guide you.
- 4 Tell your group your story.
- 5 Ask your group which of Booker's categories your story belongs to.
- 6 Invite their opinion of the story. Did they enjoy your twist?

READING AND SPEAKING

1 Talk about the questions.

- 1 Describe the picture. If this were a book cover, what would be a good title for the book?
- 2 What kind of book would you expect and why?
- 3 Would you be tempted to read the book? Why? / Why not?

2 What, if anything, do you know about the writer Stephen King? Read and check.

STEPHEN KING is a contemporary American writer of horror, fantasy, science fiction and psychological suspense. His novels have sold more than 350 million copies and been translated into 33 languages. *Under the Dome* is a science-fiction novel published on 10th November, 2009. At over 1,000 pages, it was the longest novel King had written since the 1980s.

3 Read the opening paragraphs of *Under the Dome*. Do they make you want to carry on reading?

4 Read the last line again. What do you imagine is going to happen in 40 seconds?

5 Suggest another way of saying the words and phrases in blue. Use a dictionary if you need to.

6 🧠 Answer the questions, then read again to check.

- 1 What things could Claudette and Chuck see from the plane?
- 2 How did Claudette feel about flying?
- 3 What did Chuck like about his job?
- 4 How experienced an instructor was Chuck?

From two thousand feet, where Claudette Sanders was taking a flying lesson, the town of Chester's Mill **gleamed** in the morning light like something freshly made and just set down. Cars **trundled** along Main Street, flashing up winks of sun. The steeple of the Congo Church looked sharp enough to pierce the **unblemished** sky. The sun raced along the surface of Prestile Stream as the Seneca V overflowed it, both plane and water cutting the town on the same diagonal course.

"Chuck, I think I see two boys beside the Peace Bridge! Fishing!" Her very delight made her laugh. The flying lessons were **courtesy** of her husband, who was the town's First Selectman. She had enjoyed the experience from the first. But this wasn't **mere** enjoyment; it was exhilaration. Today was the first time she had really understood what made flying great. What made it cool.

Chuck Thompson, her instructor, touched the control yoke gently, then pointed at the instrument panel. "I'm sure," he said, "but let's keep the **shiny** side up, Claudie, okay?"

"Sorry, sorry."

"Not at all." He had been teaching people to do this for years, and he liked students like Claudie, the ones who were **eager** to learn something new.

Chuck also liked days like this: unlimited visibility, no wind, perfect teaching conditions. Nevertheless, the Seneca **rocked** slightly as she overcorrected.

"You're losing your happy thoughts. Don't do that. Come to one-twenty. Let's go out Route 119. And drop on down to nine hundred."

She did, the Seneca's trim once more perfect. Chuck relaxed.

They passed above Jim Rennie's Used Cars, and then the town was behind them. There were fields on either side of 119, and trees **burning with color**. The Seneca's cruciform shadow fled up the blacktop, one dark wing briefly brushing over an ant-man with a pack on his back. The ant-man looked up and waved. Chuck waved back, although he knew the guy couldn't see him.

"Beautiful day!" Claudie exclaimed. Chuck laughed.

Their lives had another forty seconds to run.

7 Read the short summary about the book to find out what happens.

The story takes place in Chester's Mill, a small town somewhere in the American state of Maine. It's a beautiful autumn day. People are going about their ordinary daily lives when suddenly, out of nowhere, a great invisible force field comes down over the town and cuts it off from the rest of the world. As the 'dome' descends, planes and vehicles crash into it and explode, and people are badly injured. And everybody inside it is trapped. There's no way they can get out. And it's impossible for anyone on the outside to get in. No one understands what's happened or why it's happened. But water, food and electricity eventually run short and some people become desperate and turn violent. The community begins to fall apart, with just a few citizens determined to try to keep things together.

But their biggest problem is the dome itself. Can they fight it and survive? Time is running out.

What tense is mainly used in the plot summary above?
 [If you check the IMDb website, you'll see that this tense is also always used for the plot summaries of films.]

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GRAMMAR

somewhere, everything, etc.

1 SEARCH AND THINK Underline all the words like *somewhere* and *everything* in the summary above. Answer the questions.

- Which ending can you use instead of *-one*?
- Which word means 'it doesn't matter which person'?
- Is the singular or plural form of the verb used with all these words?
- Which subject pronoun is used to refer back to *everybody*?

2 Complete the sentences in A with words like *somewhere*. Then match them with the responses in B.

A	B
1 _____ can dance. It's easy!	a) You can stay here.
2 For goodness' sake, do _____!	b) Don't worry. I'll be very sensible!
3 I've lost it! I've looked _____.	c) You can't have. It must be somewhere.
4 Don't do _____ I wouldn't do!	d) Don't be so daft. Loads of people do.
5 I'm all alone. _____ loves me.	e) Not me! I've got two left feet!
6 I've got _____ to stay tonight.	f) OK, OK! When I'm ready!

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SPEAKING

1 Work in groups. You have been asked to make a 30-second video trailer to publicise *Under the Dome*. Think about these questions and make notes.

- What images would you show to get people interested?
- What would you say in your commentary to make it exciting?

2 Use your notes to write a commentary for your video. Think about which images will be on screen at the same time.

3 Describe or present your video to other students.

▶ VIDEO LINK Watch the *Under the Dome* official book trailer on YouTube and answer the questions.

- What images do you see? What words?
- What is happening to the population?
- How does this trailer compare with yours? What's similar? What's different? Which is better?

4 Work in small groups. Choose one of the questions to talk about.

- Do you like reading about people in extreme situations? Why? / Why not?
- How do you think writers write their stories? Do they start at the beginning, the middle or the end? What would you do?

* Did you know? Stephen King says that he is always surprised by writers who say that they know what's going to happen in their books and how they're going to end. Because he doesn't! He starts with an idea but he doesn't know exactly where it's going to take him.



5 Tell a story using the King approach.

- Decide on the first line of your story, eg *She'd just got home when she remembered ...*, *The boy had been walking for days ...*
- Take turns to add a sentence to take the story forwards.
- Anybody can end the story after the first round and it must end after a maximum of 20 sentences.

LISTENING

- 1 2.6 Ten people who had read *Under the Dome* were asked what they thought of it. Were their opinions positive (✓), negative (X) or somewhere in-between (?)?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

- 2 Tick the phrases you heard. Number each one using a scale of 1-10, where 1 = completely negative and 10 = totally positive.

- ☐ so disappointed
☐ utterly disappointing
☐ mind-blowing
☐ a bit of an anti-climax
☐ unbelievably awful
☐ I was completely captivated.
☐ rather weird
☐ such a let-down
☐ It really sucked.
☐ absolutely brilliant
☐ immensely satisfying

so disappointed utterly disappointing
Which word describes a feeling?
Which word describes a thing?

- 3 2.7 Listen and mark the stress on the phrases in 2.
- 4 Say short sentences about something you have read or seen recently, using phrases from 2. Stress the correct words.
- ‘I saw ... It was *such* a let-down.’
- 5 Work in groups. Talk about what seemed to be the main weaknesses and strengths of *Under the Dome* according to the people in 1. Which of these features did they mention?

beginning characters detail dialogue
ending language length
message plot storyline

READING

- 1 Work in pairs. Read Review A or B and tell your partner the gist of what it says.
- 2 Match each review with the best title.
More than meets the eye
Great expectations
- 3 Talk about the questions.
- What qualities does the favourable review attribute to the book?
 - What faults does the more critical review take issue with?
 - What does the writer of Review A think may have affected her reaction to the book?
 - What does the writer of Review B think good horror or sci-fi writing is about? Do you agree?

STEPHEN KING *Under the Dome*

customer rating ★ ★ — — —

A

I've been reading Stephen King for years. In fact, come to think of it, I must have read pretty much everything he's ever written and

- 5 I'm a huge fan of his. And I was so looking forward to reading *Under the Dome* when it first came out. I couldn't wait!



- So one dismal, rainy Sunday afternoon, I **settled down** in my favourite armchair with this gigantic book to begin reading. Some people might find the size of it a bit **off-putting** but King's always managed to hold my interest in the past, however long the book was. And this was no exception to begin with. I was immediately **swept up** in the story: it was fast-paced – full of unrelenting suspense, and the whole premise of a town being trapped by a deadly invisible force was both shocking and intriguing. The opening chapters were gripping and I just couldn't put the book down.

- 20 But then it all went horribly wrong somehow, mainly, I think, because of the disappointingly cardboard characters. They were so one-dimensional – I wasn't able to relate to any of them on any level, let alone care what happened to them in the story. There were so many
- 25 evil characters who were unrelentingly bad and utterly predictable, and the good guys were all a bit weak and spineless, and lacking in intelligence. And while repeating scenes from different characters' perspectives can be fascinating, it can also **end up** being a bit tedious.

- 30 There were other things that were a **let-down** too. There was always a warning of what was just about to happen. That's fine as a device if it's used once or twice but not every single time. The dialogue was unnatural and stilted too, and there were several places where
- 35 events were so unbelievable that they made you question the story and made it very hard to suspend your disbelief.

I've heard an awful lot of people say they thought the ending was a big disappointment as well. I wouldn't know. I didn't actually get to the end! I'm afraid I **gave up** about half way through. Perhaps my problem was that I expected too much?

Sonia

- 4 Are these sentences true or false? Find evidence in the reviews to support your answers.

REVIEW A

- Sonia has always enjoyed reading anything by King up to now.
- She thought the first part of the book was a big disappointment.
- One of her major criticisms was that the characters lacked substance.
- She thought the ending did not come up to her expectations.

customer rating ★ ★ ★ ★ ★

A huge transparent dome suddenly crashes down and envelops a small town in the States, trapping the townspeople inside. Nobody knows why it's happened nor if they will ever manage to escape, but everybody's lives are changed irrevocably.



B

This is an amazing book. A real masterpiece. It seems at first like a fairly simple story about a town and its people locked in and isolated from the rest of the world and threatened by an evil force, but it is actually much more complex than that – it works on two levels because it is also about how ordinary people respond in an extraordinary and horrifying situation (and in this case, many of them didn't react particularly well!).

It's interesting that Stephen King has said that *Lord of the Flies* is one of his favourite books, because a number of people have pointed out that it has certain similarities to *Under the Dome*. Both books explore flaws in human character and describe how human beings can descend into savagery once they are cut off from civilisation. I thought *Under the Dome* was rather like *The Hunger Games* too when I read it: they both describe the way people can be imprisoned in a situation beyond their control and resort to anything to survive.

The best horror and science-fiction writing is not about monsters going berserk, or vengeful ghosts or bloodthirsty vampires or machines on the rampage out to get us. As Stephen King knows only too well, it's about the appalling things that so-called 'civilised' people can do to each other *in extremis*. When we read about the characters in this novel, we are reading about ourselves and our own potential behaviour. King is basically writing about us, and it's why his stories have such impact.

All in all, this was a terrifically thought-provoking read: a morally complex book that has tremendous relevance for the world we live in today.

Is it an incredibly perceptive futuristic novel? Is it a psychological novel? Is it an entertaining sci-fi story? A terrifying horror story? A nail-biting thriller? I think it's all of those things. It's a great book. Do read it! Russ

REVIEW B

- 5 Russ thinks King's novel is a straightforward horror story.
- 6 He likens it to other books where humans behave decently under pressure.
- 7 He believes that the power of King's novels comes from readers being able to recognise themselves in them.
- 8 He thinks *Under the Dome* is an easy novel to categorise.

5 Work out the meaning (in this context) of the words and phrases in blue.

6 Find words and phrases in Review A that mean ...

- 1 gloomy
- 2 constant / non-stop
- 3 starting principle / idea
- 4 very exciting
- 5 without depth
- 6 constantly
- 7 lacking in courage
- 8 boring
- 9 technique
- 10 unnatural

7 Suggest another way of conveying a similar meaning to these words and phrases from Review B.

- | | |
|------------------------|--------------------------------|
| 1 envelop (line 2) | 7 on the rampage (line 29) |
| 2 irrevocably (line 8) | 8 appalling (line 31) |
| 3 masterpiece (line 9) | 9 <i>in extremis</i> (line 32) |
| 4 flaw (line 20) | 10 nail-biting (line 41) |
| 5 savagery (line 22) | |
| 6 go berserk (line 28) | |

VOCABULARY Opinions

1 **SEARCH AND THINK** Highlight the words and phrases in both reviews that express positive opinions about the book or the experience of reading it. Then highlight – in a different colour – those that are negative.

2 Add five words or phrases of your own to your two lists.

3 Talk to a partner. Give your opinion of a book you have read recently using words from your lists or others.

I thought the characters in ... were very convincing.

WRITING

Write a short book review (around 200 words) of a book you have read recently. Use Reviews A and B and language from this page to help you if you need to.

- 1 Start with a brief summary of the initial events as Review B does, being careful not to give away the ending. (Remember to use the present tense for this.) Then give your opinion – positive or negative or a mix of both.
- 2 Read your review to your group and invite them to ask questions and guess the book.

EXPLORE ONLINE Find other reviews of the book you wrote about. Do the reviewers share your views or do they have very different opinions about it? Report back to your group.

You first! How easy do you find it to write stories?

It was a dark and stormy night ...



LISTENING 1

- 1 GUESS** Do you aspire to be a writer? Look at some 'writing rules' suggested by various successful authors and complete them with these words.

biographies children clichés creativity
dialogue diary editing flow gun inspiration
power rules story weather

- 2** **2.8** Listen to the conversation and check your ideas in 1. Then answer the questions.

- One rule is not mentioned in the conversation. Which one?
- How does Lisa know so much about these rules already?

- 3** **Cover the rules and just look at the words in 1. How many rules can you remember?**

- 4** Listen again. What examples of clichés do you hear? Can you suggest any more?

- EXPLORE ONLINE** Type 'clichés to avoid in writing' into your search engine. What are the best / worst examples you can find? Can you weave them into a mini-story? Or can you suggest a better way of saying the same thing?

- 5 THINK** Talk about two of the questions.

- What do you think of these rules? Which two do you find most / least helpful?
- How do the rules connect with the photos on this page?
- Can you think of any writers who either obey or break rules 3 and 6?
- Can you think of some helpful - or unhelpful - rules to add to the list?

WRITING RULES

- 1** Write! Just get on with it. Don't just sit there waiting for _____ to strike. Because it may not.
- 2** Grip the reader from your very first sentence. Make it compelling. Never – ever – start with the _____.
- 3** Write _____ that people would actually speak. Always read your writing out loud to yourself to make sure it sounds right.
- 4** Don't confuse writing and _____. Write, write, write and then go back and rewrite again. And again.
- 5** Be very critical of your work: if you think it's good, it probably isn't! On the other hand, believe in yourself and trust your _____.
- 6** Be economical with descriptions of people and places. Too much detail stops the _____ of the narrative. Prune! Cut out everything that is not essential to the story.
- 7** Write only when you have a _____ worth telling. Write a book that you would like to read.
- 8** Read voraciously – it will increase your imagination and your word _____. Be careful not to overuse a thesaurus.
- 9** Keep a _____. Always carry a notebook and jot down anything interesting.
- 10** Avoid _____ like 'Her heart was in her mouth' or 'His smile did not meet his eyes'.
- 11** Don't panic if you get stuck. Get up and do something else for a while. And avoid reading _____ of writers who have gone mad!
- 12** _____ (and large, unruly puppies) are not conducive to thought and concentration. Keep them at bay while you're writing.
- 13** Feel free to break your _____ from time to time. After all, that's what rules are for, isn't it?
- 14** And finally – as Raymond Chandler once said – 'If things aren't going well, have a guy walk into the room with a _____. It always works!'

READING

- 1 Read these opening lines (on the right) from a short story by Sara Paretsky called *The Maltese Cat*. What kind of story is it? Do these lines make you want to continue?
- 2 Answer the questions about the story.
 - 1 What do you learn about these people from this extract?
 - a) the writer
 - b) the caller
 - 2 How does the writing match up to rules 3, 6 and 10 on page 58?
- 3 Rewrite the extract as a conversation. Be careful with the order in which things are said.
- 4  2.9 Listen to a possible version of the conversation. How similar is it to yours?
- 5 **ROLE-PLAY** Act out the conversation, complete with soft and husky voice!

Her voice on the phone had been soft and husky, with just a whiff of the South laid across it like a rare perfume. "I'd rather come to your office; I don't want people in mine to know I've hired a detective."

I'd offered to see her at home in the evening – my spartan office doesn't invite client confidences. But she didn't want to wait until tonight, she wanted to come today, almost at once, and no, she wouldn't meet me in a restaurant. Far too hard to talk, and this was extremely personal.

"You know my speciality is financial crime, don't you?" I asked sharply.

"Yes, that's how I got your name. One o'clock, fourth floor of the Pulteney, right?" And she'd hung up without telling me who she was.

- 3 You have ten minutes to write the first few opening lines of a short story.
 - 1 (4 minutes) Think of ideas and plan your opening lines.
 - 2 (2 minutes) Write your lines. Do not stop or re-read what you have written, just keep on writing non-stop for two minutes.
 - 3 (4 minutes) Now go back and re-read and check what you have written. Make any corrections or changes.
- 4 Share what you have written with your group.

GRAMMAR 'd = *had* and *would*

- 1 **SEARCH AND THINK** Find and underline all the 'd short forms in the opening lines of *The Maltese Cat*. Which ones are short for *had* and which for *would*?
 PAGE 170
- 2 Complete the conversation with the correct form of *had* or *would*, then practise it using short forms.
 - A I think we ¹ _____ better *start walking*. They could discover we've gone any minute.
 - B I ² _____ rather we *waited for the bus*.
 - A No, we ³ _____ be better off *walking than waiting*. It's too risky.
 - B You ⁴ _____ say that if you *were wearing these heels*!
 - A Sorry. I ⁵ _____ noticed that you *had heels on*.
 - B That's OK. But I ⁶ _____ rather we *didn't walk if you don't mind*.
 - A Not at all. I ⁷ _____ just like *the bus to come soon*! They might be catching up with us.
- 3 Write a new conversation, changing the words in *italics*.

LISTENING AND WRITING

- 1 **PREDICT** Talk about the questions.
 - 1 What do you think this quotation from Mark Twain means?

“If we taught our children to speak in the way that we taught them to write, everyone would stutter.”
 - 2 Do you agree there's a difference in the way we learn to speak and write?
 - 3 Why are we afraid of writing?
 - 4 What's the difference between writing and editing?
 - 5 How can we get better at writing fluently?
- 2  2.10 Listen to some possible answers to the questions in 1.

SPEAKING

- 1 In the Lyttle Lytton competition, the task is to write the beginning of an imaginary novel in 200 characters or fewer, and to make it as bad as possible! Here are some prize-winning entries over the years. Which one do you think is the worst?
 - 1 The red hot sun rose in the cold blue sky.
 - 2 This is a mystery about a murder I committed.
 - 3 Tuesday. Africa. Lion o'clock.
 - 4 'Ooh la la!' whispered Larry in French.
 - 5 Sophie broke down in tears. Like a diesel car that had run out of petrol.
 - 6 The men greeted each other, wearing various smiles on their faces.
 - 7 Agent Jeffrey's trained eyes rolled carefully around the room, taking in the sights and sounds.
 - 8 For centuries, man had watched the clouds; now, they were watching him.
- 2 You have two minutes to write a bad beginning to a story. When you have finished, read out your line to the class and vote for the worst beginning.

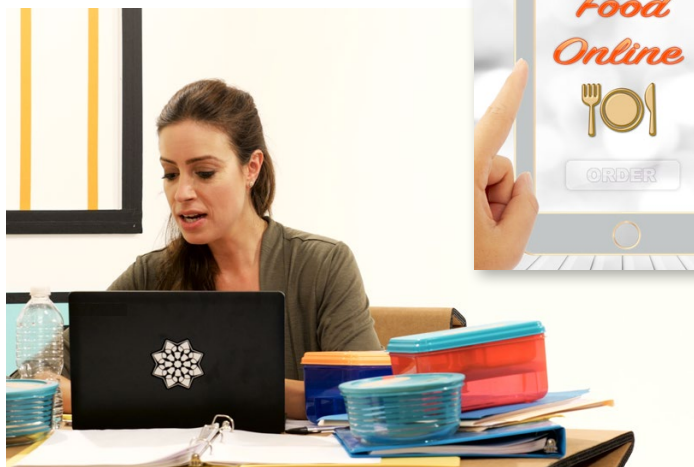
TAKE A BREAK

What are the two most relaxing sounds you can think of? A particular voice, a piece of music, a sound in nature? Play one or both of them in your head for a moment. Tell the others about it.





AGREEING; POLITELY DISAGREEING



1 GUESS Look at the photos and answer the questions.

- 1 What problem do you think Marianne is having with her company?
- 2 What do you think she is hoping to accomplish?

2 2.11 Watch or listen to the conversation and check your ideas.

3 Watch or listen again. Describe Marianne's company's product. Include these points.

what it is what it looks like

4 Marianne talks about how her product is different from others. What are the two reasons she gives? Does Dana agree?

Reason 1:

Reason 2:

5 Answer the questions. Then watch or listen again and check.

- 1 What does Marianne say in the beginning to make the situation more informal?
- 2 Does Marianne seem like an organised or disorganised person? What makes you think so?
- 3 What does Marianne say about the competition?
- 4 What help does Marianne hope to get from Dana?
- 5 What does she want her to do first?

6 TAKEAWAY LANGUAGE Match the phrases from the conversation with the correct meaning.

- | | |
|-------------------------|---|
| 1 it's piled up | a) too much detail |
| 2 what we're up against | b) it's quite a hard thing to do |
| 3 out there | c) it's increased |
| 4 busy | d) in existence |
| 5 it's a lot to ask | e) what other people are doing in the same area |

7 Marianne and Dana manage to agree and disagree politely during their conversation. Write A (agreement) or D (disagreement) next to each of these sentences.

- 1 It's a nice design ... although I don't know about all those bright colours.
- 2 Yes, that's a big plus.
- 3 Well, personally, I don't like the font.
- 4 Actually, I quite like the font, but the page does look too busy.
- 5 Yeah, that's what I thought.

8 Look at sentences 3 and 4 again. Underline the words that help to make the sentences softer.

9 2.12 Listen to the sentences in 7. Mark the stressed words and the intonation.

10 Listen again. What do both Marianne and Dana do to make their disagreement in sentences 3 and 4 sound more polite?

11 Practise saying the sentences, making sure you use a wide voice range.

12 Work in pairs. Marianne says she needs some ideas for her new website. Each write down four ideas for making possible improvements to her business. Compare your ideas, then swap roles.

STUDENT A: Explain your ideas.

STUDENT B: Politely disagree with Student A and say why. Then suggest other changes or improvements. Use phrases from 6 and 7.

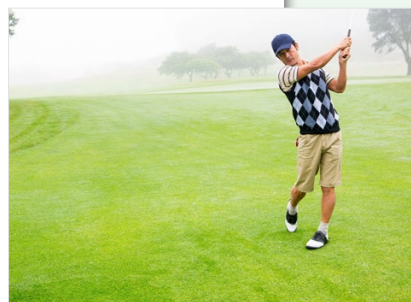
13 MINI-TALK Research companies that do food boxes online and choose one. Make notes in preparation for giving a talk. Think about:

- the product – what's included, what the boxes are like
- how the product is delivered
- what the website is like
- how it could be competition to Marianne's boxes

14 Present your ideas to the class. Take a class vote on the best food box company, giving reasons for your choice.

READING

- 1 Look at the photos. Why do you think these sports are popular?
- 2 Read the descriptions of four books. Did they mention any of your answers to 1?
- 3 **THINK** Talk about the questions.
 - 1 What do these books have in common?
 - 2 What do these sports symbolise for the writers?
 - 3 Which book would you most like to read and why?
- 4 Do you do any of these, or any other, sports? What does the sport symbolise for you?



GRAMMAR AND SPEAKING

- 1 Find these words in the descriptions. Do they have an article (*a / an / the*) in front of them? Why? / Why not?
 - 1 ultramarathon
 - 2 novelist's journey
 - 3 Sydney
 - 4 book
 - 5 fish
 - 6 poetry
 - 7 boxing match
- 2 Find one example of each of these tenses. Explain why it is used.
 - 1 past simple
 - 2 past continuous
 - 3 past perfect
 - 4 past perfect continuous
- 3 Find and match phrasal verbs from the descriptions with the correct meaning. Do any of the phrasal verbs have other meanings? Use your dictionary to find out.
 - 1 deceived
 - 2 became interested in
 - 3 started a hobby or sport
 - 4 hit someone until they are unconscious
 - 5 exercising
- 4 Can you separate the particle from the verb in any of the phrasal verbs you found? Rewrite the sentence using a pronoun instead of a noun.

BESTSELLERS EDITOR'S FAVOURITES

What I Talk About When I Talk About Running

by Haruki Murakami

One of Japan's top-selling novelists, Haruki Murakami took up running seriously in 1982 when he was 33. He usually runs an average of nine kilometres a day and by 2013 had competed in more than 30 marathons. In 1996, he took part in an ultramarathon of 99.7km. For Murakami, long-distance running is not just a way of working out, it's a metaphor for the novelist's journey.

A Jerk on One End: Reflections of a Mediocre Fisherman

by Robert Hughes

The writer and art critic Robert Hughes was an enthusiastic fisherman from the age of 11 when he first learnt to fish off the edge of a pier in Sydney, Australia. The book describes Hughes' love of fishing and how it led him to a career as an interpreter of art. He had been fishing for several years before he realised that he had actually been learning an extremely valuable skill. He realised that while he was watching the water and the river bank for the slightest sign of a fish, he was also learning to concentrate, to observe carefully and to understand the difference between seeing and looking.

Golf Dreams: Writings on Golf

by John Updike

The novelist John Updike wrote regularly about golf from the first time he took up the sport at the age of 25. When he died in 2009, he had been playing and writing about golf for over 50 years. *Golf Dreams* is a collection of his best golf essays describing its joys and challenges, as well as the close friendships formed through golf. He compares playing golf to writing a poem – as if he's trying to create poetry through his golf.

On Boxing

by Joyce Carol Oates

Joyce Carol Oates, one of America's best known authors, first got into the sport of boxing because her father was a keen boxing fan. In the early 50s, he took her to a boxing match in Buffalo, New York. Thus began her lifelong fascination, as well as repulsion, for this violent sport. In these essays, she observes its beauty as well as its ugliness. She is not taken in by the superficial excitement of the sport. She describes the intensity of seeing two people trying to knock each other out and argues that boxing is not a sport, but represents something deeper about the human struggle and about winning and losing.

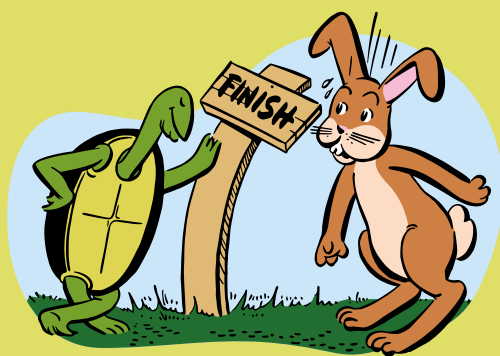
- 5 Talk about a famous sports person or a friend who likes sport and describe how they first became interested in their sport. Use narrative tenses and phrasal verbs in your description.

LISTENING

- 1 2.22 Listen to someone talking about a sport they enjoy. Can you guess the sport?
- 2 How many reasons do they give for enjoying the sport? Make notes, then listen again to check.
- 3 Complete the following phrases from the conversation.
- I must say it _____ cold.
 - _____ read a good book instead.
 - _____ that it may look like that to an outsider ...
 - _____ find out more about it one day.
 - _____ think about it!
- 4 Work in groups. Share information about sports you enjoy.

PHRASAL VERBS

- a Complete the story with the correct particles.



The Hare and the Tortoise

There once was a hare who was always showing ¹ _____ about how fast he could run. Tortoise was fed ² _____ with listening to him all the time and challenged him to a race. Hare agreed to take ³ _____ the challenge and all the animals got ⁴ _____ to watch the race. Hare ran ⁵ _____ the road and then paused to rest. Tortoise had fallen ⁶ _____ and would never catch ⁷ _____ he thought. So he sat ⁸ _____ under a shady tree and stretched ⁹ _____ to rest for a while. Tortoise didn't give ¹⁰ _____, he kept ¹¹ _____ walking and by the time Hare woke ¹² _____, Tortoise was over the line. All the animals cheered. And the moral of this story is ...

- b What do you think the moral of the story is? Are there any similar stories in your country?

National sports



- a Read the information quickly. Match the photos with two of the sports.

Mexico: Charrería

Charrería is a competitive event similar to a rodeo that originated in the skills needed by charros (cowboys) on the haciendas (farms) of Mexico in the 16th century. The typical *charreada* consists of nine events intended to demonstrate skill in horse riding and herding cattle. These include bull riding, pulling a bull's tail to make it fall down, wild horse bareback riding and jumping from one horse onto another.

Philippines: Arnīs

Arnīs is a type of martial art which became the national sport in the Philippines in 2010. It also has several other names including Eskrima and Kali. The word *Arnīs* comes from the old Spanish word *arnés*, meaning *armour* or *weapon*, and the sport mainly involves fighting with weapons – sticks, knives or swords. There are two types of *arnīs* – *anyo* or 'form' and *laban* or full combat competition. In *anyo*, participants perform a sequence of movements using two sticks. In *laban*, players attempt to strike each other with a stick. In both forms, players have to be agile and quick-thinking.

Colombia: Tejo

This game is believed to date back more than 500 years. It consists of throwing a metal disc or weight along an alley for a distance of about 20 metres. At the end of the alley is a board with a triangular target that is set at an angle to a board. The aim is to hit the target or come as close to it as possible. The target may contain small packets of gunpowder so that when they are hit they explode and create a sound like a gunshot.

Bangladesh: Kabaddi

Kabaddi is a team sport that is the national sport in Bangladesh but is also popular in India and South Asia. Two teams of seven players face each other in a large square area with a line drawn between them. Players from each team take turns to run across the centre line towards the other team and try to touch the opponents before running back. They score one point for each person they touch. The opposite team tries to prevent them from crossing back over the line.

- b Talk about the questions.

Which sport ...

- sounds most exciting to watch?
- sounds most dangerous?
- would you like to try?



EXPLORE ONLINE Find out about a traditional sport in your country. How is it related to your country's traditions and culture?