UNIT 2

MY STORY



COMMUNICATIVE OBJECTIVES

Speaking

Talking about situations and completed activities in the past
Talking about opposites
Saying large numbers
Talking about things happening at a time in the past, and interrupted activities
Telling a story
Talking about a habit or situation in the past that does not happen any more

Listening

Listening to an interview about a journey
Listening to a person telling a story

Reading

Reading a narrative about an immigrant's journey
Reading an extract from a memoir

Writing

Writing a narrative

OVERVIEW

READING

Scanning for specific information

Using a dictionary effectively

GRAMMAR

Past simple regular and irregular

Past continuous

Used to

VOCABULARY

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READING 1

Reading strategy: If you want to find specific information in a text, move your eyes across the text quickly. Look only for the information you need. This is called scanning.

1. Read the text to find this information about Abbas.

1. Where is Abbas from? _____
2. How old was he when he left his country? _____
3. How long did the boat journey to Europe take? _____
4. How long did he live on the streets when he arrived? _____
5. How long has he lived in Europe? _____

My name is Abbas: This is the story of my journey to Europe



My name is Abbas. I am 28 years old and I am a political refugee. I come from a small village in Somalia in Africa where because of war and drought there is no work and there are no opportunities for a young man like me. I love my country but I emigrated to Europe in the hope of a better life. This is my story.

I still remember the day I left my village. I was only 18. I got up early, as the sun was just rising. It was a hot day. When I said goodbye to my family, they were very sad. The journey to Morocco was long and hard. I hitched lifts in cars and lorries but often I couldn't get a lift so I walked for hundreds of kilometres. I avoided police and army checkpoints and slept in the open most nights. It was months later when I finally arrived at the Atlantic. Before long people-smugglers approached me and offered to get me into Europe. I paid them most of my money. They promised to take me by boat but when I arrived at the meeting place they weren't there. I waited and waited but they didn't turn up. It was weeks later before I tried again. This time there were 14 of us and only a small plastic boat. I was horrified. We were lucky that the boat sank as we were leaving. We were not far from the shore and were able to swim back.

On the third try I finally made it, though the journey was terrible. I travelled for 36 hours in a cramped tiny open boat with 26 other men. We all suffered from sea-sickness and because we had no protection from the elements our fingers froze. Within an hour of landing the police arrested everyone. Because I didn't have any identification documents and the police couldn't establish my nationality I was allowed to stay. My life was tough at first. I spent the first 10 months living on the streets and in refuges. Nobody wanted me and there was a lot of discrimination.

That was ten years ago, and things are better now. I do seasonal work picking tomatoes or grapes and sometimes I work on a building site. I have a work and residence permit too so I am no longer an illegal immigrant. I also send money back to my family. Life isn't easy and I am often unemployed but I still believe I did the right thing.

COMPREHENSION CHECK

1. Mark the statements true (T) or false (F).

1. Abbas is 18 years old. ____
2. He left his country because of the political and economic situation. ____
3. He wanted to emigrate to Morocco. ____
4. He made three attempts to cross the Atlantic. ____
5. Life in Europe was easy for Abbas at first. ____
6. He regrets his decision to emigrate. ____

2. Complete the sentences.

1. Abbas went to Europe because he wanted to…

_____

2. The people-smugglers took Abbas's money but…

_____

3. On his second try, Abbas was horrified because…

_____

4. Abbas was allowed to stay in Europe because…

_____

5. Abbas's jobs include…

_____

3. Find words or phrases in the text that mean the opposite to these.

1. peace (line 2) _____
2. forget (line 5) _____
3. inside (line 8) _____
4. refused (line 10) _____
5. floated (line 13) _____
6. spacious (line 16) _____

GRAMMAR 1: Past simple (regular verbs)

1. Match the rules to the sentences.

We use the past simple:

1. **to talk about completed activities in the past**
2. **to talk about past situations**

a) I lived in New York last year. _____

b) I went to the cinema last night. _____



2. Match the descriptions to the tables.

Affirmative past tense verbs that are formed without *-ed* are IRREGULAR.

Affirmative past tense verbs that are formed by adding *-ed* are REGULAR.

to play

Affirmative	I/you/he/she/it/we/they **played**
Negative	I/you/he/she/it/we/they **didn't play**
Interrogative	**Did** I/you/he/she/it/we/they **play**?

to go

Affirmative	I/you/he/she/it/we/they **went**
Negative	I/you/he/she/it/we/they **didn't go**
Interrogative	**Did** I/you/he/she/it/we/they **go**?

3. Read the rules for the pronunciation of *-ed*. Then listen and repeat.

Group 1: In regular verbs ending in an unvoiced sound we pronounce *-ed* as /t/.

liked laughed jumped missed washed watched

Group 2: In regular verbs ending in a voiced sound we pronounce *-ed* as /d/.

loved robbed changed travelled climbed planned

banged buzzed played

Group 3: In regular verbs whose spelling ends with t or d we pronounce *-ed* as /id/.

added shaded wanted parted

NOTE

Spelling of the regular past simple

a) verbs ending in 'e' add 'd' (*love – loved*).

b) verbs ending in one vowel and one consonant double the consonant and add 'ed' (*rob – robbed*).

c) verbs ending in consonant + 'y' change to 'i' and add 'ed' (*cry – cried*).

d) other verbs add 'ed' (*want – wanted*).

GRAMMAR PRACTICE 1

1. Write the past simple form of the verbs.

stop	_____	travel	_____	climb	_____	watch	_____
play	_____	laugh	_____	end	_____	rob	_____
study	_____	like	_____	add	_____	plan	_____
enjoy	_____	pass	_____	wash	_____	help	_____

2. Write the verbs from exercise 1 in three groups according to the pronunciation of *–ed*. Then listen and check.

/t/ _____

/d/ _____

/id/ _____

3. Make sentences with the prompts.

1. play/football last Saturday?

_____

2. watch/a film last night?

_____

3. pass / your exams last year?

_____

4. Complete the sentences with the past simple form of the verb in brackets.

1. We *did not start* (not start) the journey until six o'clock.
2. A man _____ (promise) to give me a ticket for my brother.
3. A policeman _____ (arrest) the thief who took a woman's purse.
4. I _____ (not want) to go out of the compartment because I get seasick.
5. _____ the journey _____ (take) more than a week?
6. The immigration inspectors _____ (not allow) my grandpa to enter the country because he was ill.
7. My mother _____ (cry) for hours and she _____ (want) to go back to Ireland.
8. I _____ (play) with my cousins while we were waiting.

VOCABULARY BUILDING 1: Opposite prefixes

1. Match the opposites.

patient happy protected legal employed possible loyal fashionable decent probable relevant practical satisfied convenient pleasant obedient rational

unhappy impatient unemployed illegal unprotected impossible disloyal irrational unpleasant dissatisfied improbable indecent irrelevant unfashionable disobedient inconvenient impractical

2. Listen to check.



1. We form the opposites of some adjectives by adding a prefix, for example: *un-, im-, in-, dis-.*
   - We use *im-* before a word beginning with 'm' or 'p': *immature, impatient*
   - We use *ir-* before a word beginning with 'r': *irregular*
   - We use *il-* before a word beginning with 'l': *illegal*
     But be careful because there are exceptions: *loyal - disloyal*
2. The prefix *–un* is the most common. There are no rules for when we use *un- or dis-*.

3. Complete the sentences with the correct opposite.

1. My brother doesn't like waiting. He is very _____.
2. It is _____ to drive faster than the speed limit.
3. She was very _____ in her new country and cried every day.
4. I complained to the manager because I was very _____ with the service.
5. It is extremely _____ that human beings will live on Mars soon.
6. The child was very _____ and never did what his parents told him.
7. She was _____ for two years before she finally got a job.
8. He failed the test because his answer was totally _____ to the question.

LEARNING TIP When you are not sure which prefix to use, look up the word in a dictionary.

LISTENING 1

Listening strategy: When you are listening for important information, think carefully about the kind of information you want to hear: is it names, dates, numbers, quantities or something else? Then concentrate on listening for that information.

1. Read about Ben, then listen and circle the correct options.



1. Ben is (a) 48 (b) 58 (c) 68.
2. He cycled round (a) England (b) Europe (c) the world.
3. Ben travelled (a) alone (b) with his family (c) with friends.

2. Listen again and complete the notes the journalist took.



Name: Ben Applewaite
Previous profession:
Profession now:
Total journey (km):
Total journey (time):
Journey in Europe (time):
Average distances cycled in Europe:
Countries visited in Europe:

3. Match the numbers to the information.

When saying large numbers we use and between hundreds and tens.
210 = two hundred and ten
12,378 = twelve thousand three hundred and seventy eight

1) 60,943,912	a) The distance to the moon
2) 384,403 km	b) The approximate time it takes to travel to Mars
3) 6,480 hours	c) The population of the UK

4. Write the numbers in full.

1) 22,745,100 _____

2) 756,300,719 _____

3) 56,820 _____

GRAMMAR 2: Past simple (irregular verbs)

1. Write the irregular past tense next to the infinitives.

Use the list on page 380 to help.

Infinitive	Past simple	Infinitive	Past simple
be	_____	know	_____
begin	_____	leave	_____
bring	_____	lose	_____
buy	_____	make	_____
catch	_____	meet	_____
choose	_____	put	_____
come	_____	read	_____
do	_____	run	_____
drink	_____	say	_____
eat	_____	see	_____
fall	_____	speak	_____
feel	_____	spend	_____
find	_____	stand	_____
fly	_____	swim	_____
get	_____	take	_____
go	_____	tell	_____
have	_____	think	_____
hear	_____	win	_____
hide	_____	write	_____



Fly... flew...crashed!

2. Write the verbs above in the correct group.

Group 1 (Verbs that do not change their form): _____

_____

Group 2 (Verbs that only change the vowel): _____

_____

Group 3 (Verbs that form the past simple with 'ught'): _____

_____

Other verbs: _____

_____

GRAMMAR PRACTICE 2

1. Read the text and complete the table with the underlined verbs.

In the late 1840s a million people <u>died</u> of hunger in Ireland because of the potato famine. About two million <u>emigrated</u> to the US escaping disease and looking for a better life. They <u>travelled</u> in ships that <u>took</u> six weeks to cross the Atlantic. Poor immigrants <u>made</u> the journey in third class compartments. They were crowded and dirty. To pass the time they <u>played</u> cards, <u>sang</u> Irish songs and <u>danced</u>. In 1892 Ellis Island became the station that immigrants went through when they <u>arrived</u> in America. Inspectors <u>asked</u> them questions about their health. Unfortunately many were rejected for medical or legal reasons and <u>returned</u> to their homeland.

Regular verbs: *died*, _____, _____, _____, _____, _____, _____, _____
Irregular verbs: *took*, _____, _____,

2. Complete the sentences with the past simple form of the verbs in brackets.

1. Marco Polo _____ (write) about his trip to China in the late 13th century and _____ (encourage) Europeans to seek a route to Asia.

2. Columbus _____ (find) the American continent by accident when he was looking for a route to Asia.

3. The Italian explorer Amerigo Vespucci _____ (sail) to the Caribbean in the 15th century and _____ (give) his name to the Americas.

4. Sir Edmund Hillary and Tenzing Norway, a Nepalese climber, _____ (become) famous in 1953 after climbing Mt Everest.

5. Wilbur and Orville Wright _____ (fly) a biplane for the first time in 1903.

6. Louis Bleriot _____ (make) the first cross channel flight in 1909.

7. Roald Amundsen _____ (be) the first person to reach the North Pole in 1911.



STOP AND SEND 1

1. Two young British cyclists, Kevin Moran and Andrew Steep, cycled around Europe to collect money for the charity Save the Children. Write the questions in the interview.

1. *How many countries did you visit?*

   We visited 8 countries.

2. _____?

   We slept outside in our sleeping bags most of the time.

3. _____ ?

   We had good weather most of the time. We stopped on rainy days.

4. _____?

   We collected about 3000 euros, which is not bad for the first time.

5. _____?

   No, not really. We didn't have any real problems – just the occasional flat tyre.

6. _____?

   The people were great! They gave us food and invited us to their homes.

7. _____?

   We started our journey in London.

8. _____?

   We took a ferry to cross the Channel.

2. You are going to create an entry in a blog about great achievements of the 20th century. You want to write about your favourite personality. Make notes in the table and then write your entry of about 100 words.

Great achievements of the 20th century

Name: _____ Nationality: _____ Date of birth: _____

Achievement (discovery? invention? exploration?): _____

Date of the achievement: _____

Why was it important? _____

READING 2

Reading strategy: Using a dictionary effectively will help you read and understand more complicated texts and also learn new vocabulary.

1. Read the story and mark the sentences true or false.

1. The writer is a famous Hollywood star. _____
2. He knew the girl had great potential when he first saw her. _____
3. The girl took acting lessons with him. _____
4. They lost contact when she moved to Hollywood. _____

I remember the first time I saw her. She was in Junior School and she was only ten. She was acting in the school play. I knew immediately she was good even though she looked slightly comical in an outfit which was too big for her. As soon as she stepped forward on to the stage she mesmerized everybody with her acting and singing. She had a wonderful voice. After the show, excited, I went to see her. I wanted to talk to her and her parents. I am a teacher, an acting teacher. I told them that I thought it was an amazing show and that their daughter was very talented.

That was ten years ago and the start of my involvement in her acting career. She came to my acting classes every Saturday until one day a talent scout saw her and offered her a role in a Hollywood blockbuster. She is famous now and has won two Oscar nominations. However, our friendship is still important and last year I visited her. We used to live very similar lives but her life in Hollywood now is very different. I still teach acting on Saturdays and am now involved with other young hopeful actors and actresses. Of course I have a signed picture of my star student on the wall of the class and often look at it. I am pleased that I was an important part of her childhood.

2. Use a dictionary to find the part of speech and meaning of the words underlined in the story.

remember /rɪmembə/ vb: to have a picture or idea in one's mind of something from the past.

remember - *verb*

comical _____

mesmerized _____

amazing _____

blockbuster _____

involved _____

signed _____

acting _____

outfit _____

wonderful _____

involvement _____

friendship _____

hopeful _____

childhood _____

VOCABULARY BUILDING 2: Suffixes

Suffixes are added to the end of words. They change the part of speech of a word. They do not usually change its basic meaning.

1. Read the information and identify the part of speech of the words underlined.

1. **Noun suffixes:** *-ation, -ness, -ment, -or, -er, -hood, - ship*
2. **Adjective suffixes:** *-able, -al, -less, -ed, -ing, -ful, -ible*
3. **Adverb suffixes:** *-ly, -ward, -wise*
4. **Verb suffixes:** *-ise, -en, -ify*

1. <u>Education</u> is good for you. _____
2. He is a very <u>capable</u> young man. _____
3. I walked <u>slowly</u> to the car. _____
4. He likes to <u>socialise</u>. _____
5. It was an <u>amazing</u> film. _____
6. I frighten <u>easily</u>. _____
7. I stepped <u>forward</u>. _____
8. I had a happy <u>childhood</u>. _____

2. Rewrite the sentences with the correct form of the words in brackets. Use a dictionary to help.

1. (Happy) is difficult to find.

_____

2. What was your (involve) in the story?

_____

3. My favourite (act) is Penélope Cruz.

_____

4. Everybody laughed at his (comic) behaviour.

_____

5. I was (use) at sports when I was at school.

_____

6. To turn off a tap, you turn it in a (clock) direction.

_____

7. I understand her when she speaks (slow).

_____

8. He didn't understand the teacher's (explain).

_____

LISTENING 2

Listening strategy: Stopping the tape and predicting what comes next will improve your listening.

1. Listen and mark what the story is about.

a) Brian's terrible accident

b) Brian's surprise party

c) Brian's lucky escape

2. Look at the picture and write what you think happened next.

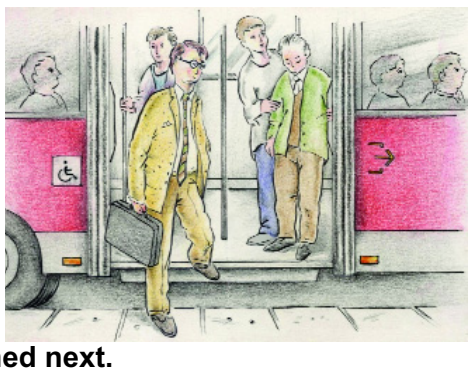


When Brian was sitting on the bus, _____

_____

3. Listen to check.

4. Look at the next picture and write what you think happened next.



As he was getting off the bus, _____

_____

5. Listen to check.

6. Look at the last picture and write what you think happened next.



While he was crossing the road, _____

_____

7. Listen to check.

GRAMMAR 3: Past continuous

1. Match the rules to the sentences.



We use the *past continuous*:

1. to talk about things happening at a time in the past

2. to talk about interrupted activities

3. to set the scene in a story

a) The sun was shining and the birds were singing. _____

b) I was walking home at 7. _____

c) I was watching a film when you telephoned. _____

2. Complete the table with these words.

was	were	Was I	were not	playing	was not

to play

	Affirmative	Negative	Interrogative
I/he/she/it	___ *playing*	___ ___ *playing*	___ ___ *playing*?
you/we/they	___ *playing*	___ ___ *playing*	*Were you* ____?

3. Listen to check, then repeat.

while / as / when

We use ***while*** and ***as*** to talk about continuous actions that are interrupted by another action. We use the past continuous for the continuous action and the past simple for the action that interrupts.

While I was listening to music, the phone rang.

My mother called me *as* I was leaving the house.

We use ***when*** to talk about an action that interrupts a continuous action.

I was walking along the street *when* I saw an accident.

We also use ***while*** and ***as*** to talk about continuous actions that happen at the same time.

While / *As* I was washing the dishes, my mother was reading the newspaper.

GRAMMAR PRACTICE 3

1. Complete the sentences with the verbs in the past continuous or past simple.

1. It was a really nice day, and we *were sunbathing* (sunbathe). Suddenly a huge cloud _____ (cover) the sun and it _____ (start) to rain heavily. We _____ (pick up) our things when a giant wave soaked our towels. It also_____ (take) our shoes and we had to walk back home barefoot.

2. While the plane _____ (land), one of the engines _____ (catch) fire. I _____ (sit) in a window seat and I _____ (see) the flames rise. When I was about to scream in panic, I _____ (feel) a thud under my feet. I suddenly _____ (wake up). The plane _____ (move) swiftly along the runway. I had had a bad dream!

3. My brother loves surfing and he loves looking for waves around the world. Last year he_____ (have) a lucky escape. He _____ (surf) in Australia when he _____ (see) a huge fin moving toward him. It was a shark! He _____ (swim) back to the shore as fast as he could. As he _____ (approach) the shore, he _____ (hear) a loud crash behind him but he _____ (not look) back. A few minutes later his broken board _____ (appear) on the beach. The shark had bitten it in two!

2. Put the verbs into the past continuous or the past simple and complete the sentences with *while* / *as* or *when*.

1. I was _____ (have) a shower _____ the phone _____ (ring).
2. Rick _____ (cut) his finger _____ he _____ (chop) some onions.
3. We _____ (play) tennis _____ it _____ (start) to rain.
4. _____ I _____ (run) to the bus stop, I _____ (trip) and _____ (fall).
5. I _____ (fall) asleep _____ I _____ (watch) television.
6. My dad _____ (get) badly sunburned _____ he _____ (play) golf.
7. I _____ (find) a 100 euro note _____ I _____ (walk) down the street.
8. I _____ (drive) and Frank _____ (sit) beside me _____ a dog _____ (run) into the road in front of the car.

SPEAKING

Speaking strategy: When you are telling a story, use simple linkers like *because, and, but, so…*

1. Listen and read. Then, choose the best ending to the story.

a) … I don't worry when I see a dog.
b) … I run every time I see a dog.

Mike: (1) _____ I was young I used to be really scared of dogs.

Fran: Really? What about nowadays?

M: No… not any more.

F: Yeah? Why not?

M: Well, I always used to be late for school (2) _____ one day I took a short cut through some woods. I was a bit nervous (3) _____ it was very quiet (4) _____ I ran instead of walking.

F: I'm not surprised!

M: Well, anyway, (5) _____ I was running I fell and hurt myself quite badly. I couldn't move and the (6) _____ thing that happened was that an enormous dog appeared.

F: Gosh… what did you do?

M: Because I was scared I just started shouting (7) _____ throwing things at him.

F: Really! And did he run off?

M: Yeah… (8) _____ he ran off I was left all by myself. I couldn't move and there was nobody around. I was really worried because my leg was hurting so much.

F: What happened then?

M: Well, after half an hour the dog appeared again… (9) _____ this time with people! It ran up to me and started to lick my face. The dog saved my life! Since then….

2. Complete the story with the missing linkers.

because when after so next and then and but as

3. Listen again to check.

4. Now listen and practise saying what the listener says.

Really! What about nowadays? Yeah? Why? I'm not surprised! Gosh! What did you do? Really! And did he run off? What happened then?

GRAMMAR 4: *used to*



1. Read about *used to*, then underline the correct form in each sentence.

We use *used to* when we talk about a habit or situation in the past that does not happen any more.

1. When I was a child, I (*used to cycle* / *was cycling*) everywhere.
2. I (*smoked* / *used to smoke*) a lot when I was young but I gave up.
3. When we lived in Greece, we (*didn't use to eat* / *didn't eat*) Greek food very much.
4. (*Did you use to* / *Did you*) walk to school when you were five?

2. Read the examples below and complete the rules with these words.

didn't use use infinitive

Used to

1. **The affirmative is formed with *used to* + the _____.**

   She used to be a punk, but now she isn't.

2. **Questions are formed with *did* and _____ *to*.**

   Did you use to be a punk? Yes, I did.

3. **The negative is formed with _____ to + the infinitive.**

   She didn't use to be conventional, but now she is.



GRAMMAR PRACTICE 4

1. Complete the sentences with *used to* + a verb from the list.

be cost live smoke take watch wear write

1. I *used to watch* the Simpsons when I was a kid.
2. My father _____ forty cigarettes a day until the doctor told him to stop.
3. The Iberian peninsula _____ covered by trees from north to south.
4. People _____ letters before email was invented.
5. Crossing the Atlantic Ocean by ship _____ five weeks.
6. My mother _____ glasses before she was operated to improve her eyesight.
7. We _____ in a very small flat and I had to share my bedroom with my brother.
8. Laptops and flat screen TV sets _____ a lot more than now.

2. Complete the sentences with the correct form of *used to*.

1. I _____ (have) cereal for breakfast but now I do. It's healthier.
2. + _____ you _____ (collect) football stickers when you were at school?

   - Yes, I did but I never _____ (finish) the whole collection.
3. I _____ (meet up) with my friends in a park near my house every day after school.
4. + What _____ you _____ (do) during break when you were at school?

   - We _____ (play) football or basketball. I wasn't a very good student so I _____ (get) detention a lot.

3. Write sentences with the information given.

1. Tennis rackets / be made of wood. *Tennis rackets used to be made of wood.*
2. People / work more than ten hours a day.

   _____
3. We / not have / cellphones.

   _____
4. My father / have / long hair / but now / he / be /completely bald.

   _____
5. My grandfather / not do / any sport/ but / now / he / love/ to play golf.

   _____



STOP AND SEND 2

1. Write five sentences about how Kelly's life has changed after going to night school.

Changing Lives

Kelly Holmes: "Night school changed my life"

BEFORE	NOW
- work as a waitress in a fast food restaurant	- personal assistant in a multinational company
- not go shopping	- go shopping every weekend
- not read very much	- loves reading
- borrow her father's car	- has her own car
- no training or promotion in her job	- lots of opportunities

Example: *Kelly used to work as a waitress in a fast food restaurant but now she works as personal assistant in a multinational company*.

2. You are going to interview your parents or grandparents about how things used to be different. Write five questions to ask them about their daily routine, fashion, free time activities or school.

Example: *Did you use to watch TV when you were a child? What did you use to do in the evening*?

3. Ask the questions and note down the answers. Then write what the people said (100 words max.)

Example: *My grandmother used to live in a small village in the country. She used to wash the family's clothes in the river. They didn't use to have TV. They used to talk or sing songs in the evening.*



WRITING: Narrative

Before you write a story, make a list of the main events and put them on a time line.

1. Read the story and mark the events on the time line.

a) get up early
b) return to port
c) hire a boat
d) Sam falls into the water
e) weather changes
f) pull Sam onto boat
g) arrive on the island
h) Sam catches fish

X----------X----------X----------X----------X----------X----------X----------X

Last year I went on holiday with my best friend Sam. We went to a fantastic island in the Mediterranean. The weather was wonderful when we arrived and the sea around the island was beautiful.

On the second day of the holiday we decided to go deep-sea fishing. First we got up early, next had a delicious breakfast and finally went to the harbour. We hired a boat with a captain and set off. After half an hour the captain suggested we go back as the weather was changing, but Sam wanted to carry on.

Three hours later we were still fishing without success. By this time the sea was very rough and Sam was beginning to feel sick. Then suddenly Sam felt a fish on his line. As he was pulling the fish on board, a huge wave hit the side of the boat and Sam fell into the water. After a few minutes we managed to get him back into the boat and went back to the island as quickly as possible.

Sam was very cold and miserable when we arrived. Later, while he was taking off his soaking wet clothes, a fish fell out of his jacket pocket. In the end we all had a good laugh!

2. The writer sets the scene at the beginning of the story. Read the first four sentences and answer the questions.

1. Who are the people in the story?

_____

2. When did the story happen?

_____

3. Where did the story happen?

_____

4. What does the writer say about the place and the weather?

_____

We use **sequence linkers** to indicate the order things happen in a story. Some common sequence linkers are: *first, next, then, finally, while, as, when, after, after that, before.*

3. Read the story again. Underline the sequence linkers the writer uses.

4. Rewrite this text with sequence linkers.

On the first day of our skiing holiday last year we got up early. We had breakfast. We hired skis and boots. We went to the slopes. We rode in the ski lift. We heard a loud noise. An avalanche passed under us. We got to the top. We were very scared. We went back down in the ski lift. We went to the restaurant. We had lunch. We went home. Next year we will take a cruise – it's safer!

_____

_____

_____

_____

5. Make a list of adjectives the writer uses in the story.

*fantastic*_____

_____



STOP AND SEND 3

Imagine you are on holiday. Something strange or exciting happens to you. Write a short story of 120 words about your experience.

GUIDE TO WRITING: WRITING A SHORT STORY

Follow these steps when you write a short story.

Step 1:

Make a list of the main events in the order they happened.

Step 2:

Organise the events into 3 paragraphs:

1 Opening paragraph: Introduce the story and answer the questions - *Who? Where? and When?*

2 Main body: Tell the story, answering the questions - *What happened? and Why?*

3 Conclusion: End the story, answering the questions: *How did the story end? Were there any consequences?*

Write the first draft of your story. Remember to write opening sentences that set the scene and use appropriate linking words in the story.

Step 3:

Check your story.

- Are the events organised in a logical order?
- Did you use adjectives to make your story more interesting?
- Is the grammar correct?
- Are the spelling and punctuation correct?

Step 4:

Write the second draft of your story.

Step 5:

Check your story one last time!

MY LEARNER DIARY

1. Make a list of useful vocabulary you have learnt in this unit.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Translate these useful phrases into your language. Then add two more.

1. We were lucky. _____
2. Life was tough. _____
3. I did the right thing. _____
4. I used to be afraid of dogs. _____
5. Really? I'm not surprised. _____
6. What happened then? _____
7. What did you do? _____
8. _____
9. _____

3. Circle how well you can do the following:

Very well 5 – 4 – 3 – 2 – 1 – 0 Not at all

I can use the past simple to talk about situations and completed actions in the past.	5 – 4 – 3 – 2 – 1 – 0
I can use the past continuous to talk about things happening at a time in the past.	5 – 4 – 3 – 2 – 1 – 0
I can use *used to* to talk about past habits and situations that do not happen any more.	5 – 4 – 3 – 2 – 1 – 0
I can tell a story using simple linkers.	5 – 4 – 3 – 2 – 1 – 0
I can write a narrative text.	5 – 4 – 3 – 2 – 1 – 0

LEARNER TIP If you score yourself low, look again at that part of the unit. Try doing the activities again. Remember: the more you practise the better you will get!