

# UNIT 8 STORIES WE TELL

## IN THIS UNIT YOU

- learn language to tell stories and anecdotes
- tell a personal anecdote
- read a traditional African legend
- listen to a traditional North American story
- write a legend or anecdote from your country
- learn how to use past experiences to make better decisions for the future
- watch a video about myths and legends

## LISTENING

predicting

When you read a book or watch a film, do you find yourself guessing what will happen next? How do you feel when you get it right/wrong?

## WRITING

checking your work

How many drafts of a writing task do you usually make? What kind of things do you check every time?

**LIFE  
SKILLS  
SELF  
& SOCIETY**

**learning from experience**

'We learn from failure, not from success!' What does this statement mean? Do you agree with it?



**A** Look at these three stills from online videos. What do you think each person might be talking about?

**A**

### HOW TO SAY IT



#### Guessing

*I think he's/she's talking about ...*

*He/She could/must be talking about ...*

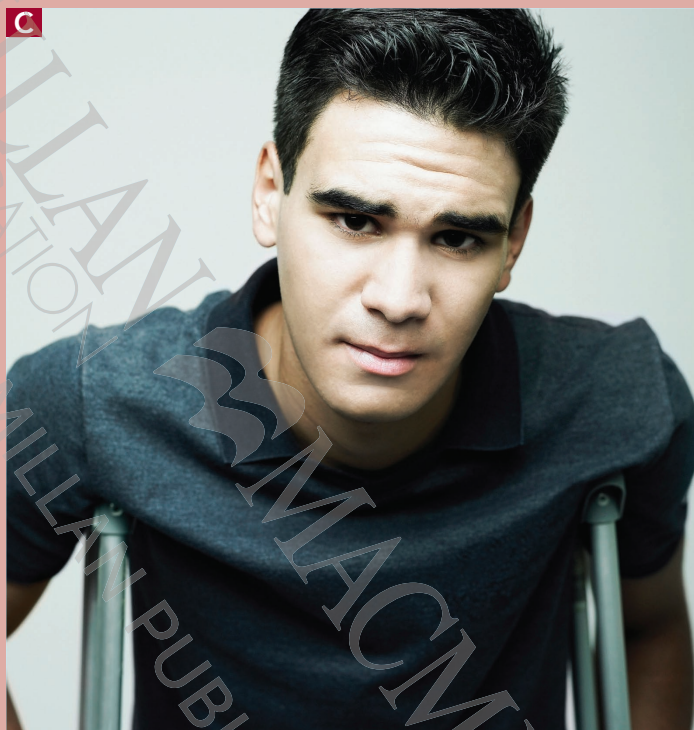
*I thought he/she was going to talk about ..., but really ...*

*My prediction about ... was right/wrong because I thought ..., but ...*

**B**



**C**



**B** **2.07** Now listen to each person talking. Were any of your predictions correct?

**A:** My prediction about the man with the computer was more or less right, but the other two were completely wrong!

**B:** I thought the girl was going to talk about her friends, but ...

## VOCABULARY: embarrassing events

### A Write the correct phrase under each picture.

arrive late   click on 'Reply to all'   forget someone's name   get lost   get the wrong day  
say the wrong thing   send a text to the wrong person   spill a drink on someone



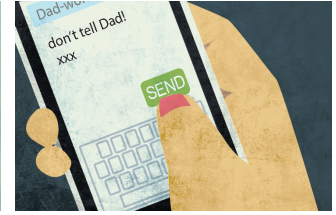
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

### B Complete these sentences with the correct form of phrases in Exercise A.

- John's meeting was a disaster. Halfway through, he \_\_\_\_\_ the client's \_\_\_\_\_ and had to ask him.
- I wished Lorena 'Happy Birthday', but I \_\_\_\_\_. It was last month!
- Sofia \_\_\_\_\_ to the interview because she overslept and missed the train.
- At a business dinner, I \_\_\_\_\_ on my boss! Her skirt was soaked.
- I missed Pete's birthday party. I \_\_\_\_\_ and couldn't find his house!
- I \_\_\_\_\_ to Vicky. I asked her how her boyfriend was, but they had just split up.
- I sent an email complaining about my boss. The problem was that I \_\_\_\_\_ and accidentally sent the email to him, too!
- I wanted to send a message to my girlfriend saying 'I love you', but I \_\_\_\_\_ it \_\_\_\_\_. It went to my colleague instead!

### C Work in pairs. Which situation in Exercise A do you think is the most/least embarrassing? Why?

## GRAMMAR: relative clauses

### A LANGUAGE IN CONTEXT Read the comments and decide which moment was the most embarrassing.

#### NOTICE!

Underline the words that often introduce questions, e.g. *when*. Are they used to introduce questions in this case?

## WHAT WAS YOUR most embarrassing moment?

**SUZIE:** It was the time when I spilt a drink all over someone that I really liked!

**ANDY:** I'd just started a new job, and I had responsibility for a report that was going to be discussed in a big meeting. During the meeting, I found out that the data which I had used was completely wrong!

**EVAN:** Once, I thought the person who answered the phone was my girlfriend, so you know, I started saying romantic things. The person who I was talking to was my girlfriend's mother!

**MARISA:** It happened at the place where I used to work. I made a joke that involved my boss, and he was standing right behind me!

**B ANALYSE** Read the comments in Exercise A again.

**Form** Complete the table with examples from Exercise A.

Relative pronoun	Examples
who	I thought <b>the person</b> (1) _____ was my girlfriend.
when	It was <b>the time</b> (2) _____ all over someone.
where	It happened at <b>the place</b> (3) _____.
which/that	I found out that <b>the data</b> (4) _____ was completely wrong. I had responsibility for <b>a report</b> (5) _____ in a big meeting.

**Function** Choose the correct option to complete the rule.

We use relative clauses to ...

- a) ask an indirect question about a person, thing, time or place.
- b) give more information about a person, thing, time or place.

**C PRACTISE** Rewrite the sentences to include relative clauses about the underlined words.

- 1 It was my worst moment. I forgot my new boss's name!  
My worst moment was \_\_\_\_\_!
- 2 I ran into that man on my bicycle a couple of days ago!  
That's the man \_\_\_\_\_!
- 3 I had an accident on this street.  
This is the street \_\_\_\_\_.
- 4 Celia started that rumour.  
Celia is the person \_\_\_\_\_.
- 5 That news story caused the politician to resign.  
That was the news story \_\_\_\_\_.

**D NOW YOU DO IT** Work in pairs. Think about how you would complete the phrases below. Explain your choices to your partner.

- The person who I admire the most is ...
- The time when I was the happiest was ...
- A place where I would love to live is ...
- One thing that makes me really happy is ...

**WHAT'S RIGHT?**

- The report that it has all the information is on your desk.
- The report that has all the information is on your desk.
- The man which donated a lot of money is a billionaire.
- The man who donated a lot of money is a billionaire.

**SPEAKING: telling an anecdote**

**A** **2.08** Listen to this anecdote. What two embarrassing things happened in the story?

**B** Work in pairs. Think about a funny or embarrassing thing that happened to you or to someone you know. Then ask and answer these questions to help you prepare to tell your anecdote.

- 1 What are you going to talk about?
- 2 When did it happen?
- 3 Who else was there?
- 4 What happened first?
- 5 What happened after that?
- 6 What happened in the end?

**C** Work with a different partner. Tell each other your anecdotes. Ask questions to find out more information.

**HOW TO SAY IT**

**Telling an anecdote**

The funniest / most embarrassing thing was the time when ...

What happened was ...

It happened at a restaurant/party/place where ...


She/He was the person who/that ...

## VOCABULARY: adjectives for describing stories

### A Match each definition to the correct word.

If a story ...

- |  |                       |
|--|-----------------------|
| 1 makes you feel uncomfortable, it's ...             | a) entertaining.      |
| 2 affects you emotionally, it's ...                  | b) gripping.          |
| 3 has lots of new, creative ideas, it's ...          | c) thrilling.         |
| 4 is fun to read or watch, it's ...                  | d) disturbing.        |
| 5 is only for children (in a negative way), it's ... | e) pointless.         |
| 6 seems irrelevant and uninteresting, it's ...       | f) unbelievable.      |
| 7 makes you think, it's ...                          | g) imaginative.       |
| 8 isn't realistic, it's ...                          | h) moving.            |
| 9 is exciting, it's ...                              | i) thought-provoking. |
| 10 makes you want to find out how it ends, it's ...  | j) childish.          |

**B**  **Work in groups.** For each adjective in Exercise A, think of a story you know that the adjective describes. It could be a book, a fairy tale, a film or another kind of story. Say why you would characterise the story that way.

**A:** *Gripping.*

**B:** *The film World War Z! I couldn't wait to get to the end to see if the zombies took over the world!*

## READING: a story

### A Look at the pictures. What do you think this African legend is about?

Long ago, there lived a woman named Manzandaba and her husband Zenzele. They had many children and during the day they were happy. They spent their days making baskets and hunting. But in the evenings, they were unhappy. 'Mama,' the children cried, 'Please, tell us some stories!' But she and Zenzele didn't know any stories. There were no stories, no dreams, no magical tales back then.

One day, Zenzele asked Manzandaba to go out and find stories, and she agreed. Manzandaba decided to ask every animal she passed if they knew any stories. The first animal Manzandaba met was the hare, but he didn't have any stories. The next animal was the baboon. 'Baboon!' she called. 'Do you have any stories that I could take back to my people?' The baboon laughed. 'I have no time for stories!' Next she came upon the elephant. 'Oh, kind elephant,' she asked, 'Do you know where I might find some stories?' 'I don't know any stories,' he said, 'but why don't you ask the eagle?'



So Manzandaba searched for the great fish eagle, and found him near the river. 'Eagle, my people are hungry for stories. Where can I find some?' 'Well,' he said, 'I know someone who may be able to help you. Wait here.' So Manzandaba waited.

Finally, the eagle came back and said, 'My friend, the big sea turtle, will take you to the story place!' 'Climb onto my back,' said the sea turtle. 'I will carry you to the bottom of the ocean, the Land of the Spirit People.' The sea turtle took Manzandaba to the King and Queen, and Manzandaba told them that she was looking for stories. 'We have many stories,' they said. 'But what will you give us for those stories, Manzandaba?' 'What do you want?' Manzandaba asked. 'A picture of your home and your people,' they said. 'Can you bring us that?' 'Yes!' Manzandaba answered. 'I can!'

Manzandaba returned home and told her family everything. When she got to the end of her story, her husband said, 'I can make a beautiful picture in wood for the Spirit People.' And he did. Finally, Manzandaba returned to the Spirit Kingdom. When they saw the picture, the King and Queen were very happy! In return, the King and Queen gave Manzandaba the most beautiful shell she had ever seen. 'Whenever you want a story,' they said, 'hold this shell to your ear and you will have your story!' And that is how stories came to the world.




**B Read the legend and answer the questions.**

- 1 At the beginning of the story, why were the people unhappy in the evenings?
- 2 What did Manzandaba do to try to find stories?
- 3 How did the eagle help Manzandaba?
- 4 Why didn't the Spirit People give Manzandaba the stories on her first visit to them?
- 5 In what form did stories come to the world?

**C  Work in groups. Discuss these questions.**

- 1 Which adjectives from the vocabulary section would you use to describe this story? Why?
- 2 Why do you think cultures have legends?
- 3 Can you think of any legends from your country that are similar to this one?


**PRONUNCIATION: /ə/ in multisyllable words**

**A  2.09 Listen to these words. Can you hear the /ə/ sound of the underlined unstressed vowels?**

/ə/ children animal imaginative husband similar

**B  2.10  Say these words aloud and underline the /ə/ sound of the unstressed vowels. Then listen and check.**

negative elephant picture legend magical

**C  2.11  Listen to these sentences. Now work in pairs and practise saying the sentences.**

- 1 Her husband gave her a magical picture of an animal.
- 2 The African elephant is similar to the Indian elephant.
- 3 The children listened to the storyteller telling legends from Peru.



# GRAMMAR: verb + gerund/infinitive

**A LANGUAGE IN CONTEXT** Read the blurb from the back cover of a book. Who might be interested in reading this book?



## How To Make A Million As A Writer

Advice and tips from the experts! Are you hoping to earn big money as a writer? This book will show you how!

- Do you enjoy writing? Do you want to write full time?
- Do you find it difficult to begin writing? When you start to write, do you run out of ideas quickly?
- Have you decided to start a novel but can't continue writing? Then this book is for you!

Best-selling authors offer a few simple steps to get rid of the writer's block that's holding you back. Learn all about character, plot and the winning formula for success! Our experts discuss creating stories that really sell!



### NOTICE!

Look at the underlined verbs. Which ones are followed by a to-infinitive and which ones by a gerund (-ing form)?

**B ANALYSE** Read the text in Exercise A again.

**Form** Complete the table with examples from Exercise A.

	Examples	Other verbs
verb + gerund	Do you (1) _____ ? Our experts (2) _____ stories that really sell!	admit, avoid, deny, dislike, finish
verb + infinitive	Are you (3) _____ big money as a writer? Do you (4) _____ full time? Have you (5) _____ a novel ...	agree, help, invite, manage, offer, plan, promise, refuse, seem
verb + gerund/infinitive	...but can't (6) _____ ? Do you find it difficult to (7) _____ ? When you (8) _____, do you run out of ideas quickly?	hate, like, love, prefer

**C PRACTISE** Complete each sentence with the verb in brackets in the correct form.

- 1 He admitted \_\_\_\_\_ (copy) the story from another book.
- 2 Have you finished \_\_\_\_\_ (read) that book I lent you yet?
- 3 I thought the story seemed \_\_\_\_\_ (end) a bit suddenly.
- 4 Traditional stories sometimes teach people \_\_\_\_\_ (behave) in the right way.
- 5 Why do so many young people dislike \_\_\_\_\_ (write)?
- 6 I hope \_\_\_\_\_ (become) a full-time writer by the time I'm 30.
- 7 My parents advised my sister \_\_\_\_\_ (take) that job.
- 8 I want to avoid \_\_\_\_\_ (work) full time as long as possible!

**D NOW YOU DO IT** Work in small groups. Choose at least five of the phrases below and think of how you would finish them. Tell your group.

- I never finish ...*      *I really dislike ...*      *I have decided ...*  
*I have promised ...*      *I enjoy ...*      *It was difficult, but I managed ...*  
*I usually avoid ...*      *I hope ...*

### WHAT'S RIGHT?

- We discussed to read that new novel.
- We discussed reading that new novel.
- The story was long, but I managed to finish it.
- The story was long, but I managed finishing it.


## LISTENING: predicting page 73

As well as predicting before you listen, you can also predict as you listen. Try to predict what the speaker is going to say next. You might not be right, but it will help to prepare you.

**A** You are going to listen to a traditional North American story. Look at the pictures. What do you think the story is about?

**B**  **2.12** Listen to the first part of the story. Answer the questions.


- 1 Why did Rabbit invent a story to tell the other animals?
- 2 How did the animals react to the story?

**C**  **2.13** Circle what you think is going to happen next. Then listen and check.

- a The sun is going to disappear, and the animals are going to be cold and hungry.
- b The animals are going to look for food so that they can survive when the sun disappears.
- c Rabbit is going to tell the animals that it was only a joke.

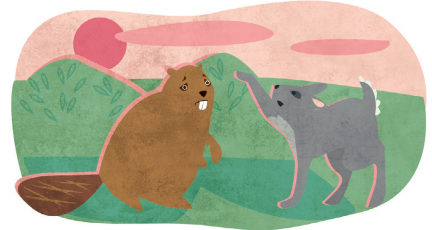
**D** Listen again and answer the questions. Then say what you think is going to happen next.

- 1 Why did Kluskap think something was wrong?
- 2 What did he think when he heard the story?


**E**  **2.14** Listen to the final part of the story and check your answers. Then answer these questions.


- 1 What did Kluskap do?
- 2 Why does Rabbit have long ears today?

**F** What did you think of the story? Do you have stories about animals in your culture?



## WRITING: checking your work page 75

 When you write a story or an essay, use a checklist to help you check your work. Include reminders to check grammar, vocabulary, spelling and punctuation. Also include reminders to check that you have done what the task asked you to do and you have included all the necessary information.

**A**  Work in pairs. Read this advert for a story competition and complete the checklist with the correct information.

### CHECKLIST FOR WRITING A STORY

- 1 Type of story: \_\_\_\_\_ or \_\_\_\_\_ Not \_\_\_\_\_
- 2 Introduction states \_\_\_\_\_ and \_\_\_\_\_
- 3 Maximum number of words: \_\_\_\_\_
- 4 Rules for folk tales: \_\_\_\_\_
- 5 Rules for original stories: \_\_\_\_\_
- 6 Information to include in the email: \_\_\_\_\_

**B** Write a short story for the competition. When you have finished writing, use your checklist to check your work.


**WE WANT TO HEAR YOUR STORIES! SEND US A STORY FROM YOUR COUNTRY AND WIN A TRIP TO VISIT OUR OFFICES IN LONDON!**

The story can be a traditional folk tale or an original story. It cannot be a summary of a film or a book. The introduction should state clearly what kind of story it is and in general what it is about. The story should have a maximum of 200 words. If you use a folk tale, you must write the story in your own words. If you write an original story, it should not be a personal anecdote, so you should write the story in the third person (*he, she, it, they*, but not *I* or *we*). Remember to include your full name, email address and phone number on your entry. Ready? Start writing!



## LEARNING FROM EXPERIENCE

- Tell someone about a bad experience.
- Let them help you understand what happened and analyse why things went wrong.
- Together, think of ways to avoid a similar situation in the future.

**A**  **Work in small groups. Read about a bad experience in a person's life. Then discuss these questions.**

- 1 Do you think Don is telling the whole story? If not, what questions would you ask him to understand what happened?
- 2 Did Don make any mistakes or incorrect assumptions? If so, what did he do wrong?
- 3 What seems to be Don's attitude about what happened? Did he admit to making any mistakes?
- 4 What should Don do differently in a similar situation in the future?

## HOW TO SAY IT

### Discussing a past experience

*He admitted / didn't admit to ...*

*He / The client refused to ...*

*I would ask him / I would like to know if/what ...*

*He assumed that ...*

*In a similar situation in the future, he should/shouldn't ...*



**DON DAWSON** works for a large advertising company. He is the creative director of several important accounts. The company recently lost one of Don's biggest accounts. Here is his story.

'We have worked with the airline Jet Stream for about five years. At the end of each year, we create the advertising strategy for the next year. The goal is to create an image concept and to design ads to project that image. In the past year, Jet Stream has had three near-accidents and several other incidents that were related to airline safety. In response to this, my team and I decided that Jet Stream needed to build an image of safety. We created a series of ads around the slogan 'Safety first. Nothing else matters.'

When we presented the concept to the airline executives, they hated it. They said the ads would make people think of the problems they had had. They wanted us to change the concept, and their idea was to have typical ads with smiling passengers receiving meals from smiling flight attendants. I told them that ads like that would insult people's intelligence because everyone knows that their airline has had safety issues. I said that the types of ads they were suggesting were unimaginative and pointless and that I was sure that a very junior, inexperienced person in their marketing department had come up with that approach. I told them not to worry because our agency would create a much more sophisticated ad campaign with real messages.

After I had said all of that, I found out that the person who had suggested their approach was their new marketing director, and he was in the meeting! He said that he had created the concept and that maybe I didn't understand the airline business. I said that I understood what sells products, airlines or anything else, and boring, pointless ads do not. Their guy said we didn't have anything else to talk about, and they cancelled the contract and left the meeting. You know, they say the client knows best, but at least in this case, I don't think so!




# Self and Society

## Work and Career

### Study and Learning



**B**  Think of a bad experience you had in the past. You are going to tell a partner about it. First, think about what you're going to say. Use these questions as a guide.


- 1 What was the background or context of the situation?
- 2 What happened? What was the sequence of events?
- 3 How did the situation end?

**C**  Work in pairs. Tell your partner about your bad experience. Listen carefully to your partner's experience. Ask questions to understand what happened.

**D** Think about your partner's experience and make notes. Use these questions as a guide.

- 1 Did your partner make any mistakes or incorrect assumptions?
- 2 What did he/she do wrong?
- 3 What was his/her attitude during the experience? What is his/her attitude now?
- 4 What should your partner do differently in a similar situation in the future?

**E** Now follow the same process to reflect on your own experience.

**F**  With your partner, discuss your analysis of your partner's experience and your experience.

- Did you both reach similar conclusions? Discuss any differences and try to come to an agreement.
- What did you learn from analysing your experience?
- Was it helpful to talk about the experience with another person? Why or why not?
- What would you do differently in a similar situation in the future to avoid making the same mistake?

**A:** *I learnt that I shouldn't assume I can do everything myself!*

**B:** *Yes, because you did that, you didn't have time to do the job well.*

**A:** *I realise now that I was wrong to do the presentation alone. Next time, I'll ask a colleague to help me.*



**REFLECT ...** How can learning from experience help you in **Work and Career** and **Study and Learning**?

# Language wrap-up

## 1 VOCABULARY

**A** Read what the people said. Use the phrases from the box to describe the mistake each person made. (7 points)

- 'I realised that I didn't know where I was.' – Pete  
Pete \_\_\_\_\_
- 'I thought the party was on Friday, but when I arrived, no one was there.' – Janie  
Janie \_\_\_\_\_
- 'I didn't think when I sent the email that it would go to everyone.' – Katy  
Katy \_\_\_\_\_
- 'I was supposed to be there at seven, but I didn't get there until eight.' – Elena  
Elena \_\_\_\_\_
- 'I wish I hadn't mentioned the wedding because Julie got really upset.' – Mark  
Mark \_\_\_\_\_
- 'In the meeting, I couldn't remember if he was Mr Wilkins or Mr Williams!' – Josh  
Josh \_\_\_\_\_
- 'I meant to send the text message to my mum, but I sent it to my boss!' – Josh  
Josh \_\_\_\_\_

arrived late  
clicked on 'Reply to all'  
forgot someone's name  
got lost  
got the wrong day  
said the wrong thing  
sent a text to the wrong person

**B** Choose the correct words. (8 points)

- The movie was **thrilling** / **childish**. Nobody over ten years old would like it.
- It was a fun, **unbelievable** / **entertaining** story, and I think everyone would enjoy it.
- It was a bit **thrilling** / **unbelievable** at the end. It just wouldn't happen in real life.
- If you're going to write for children, you need to be really **disturbing** / **imaginative**.
- The book is really **thought-provoking** / **pointless**. It talks about important issues.
- That was a **childish** / **gripping** news story! I couldn't stop watching it.
- I didn't see the purpose of that story. It seemed **moving** / **pointless** to me.
- It was so **moving** / **entertaining** when the family finally met again. I was in tears!

**11 – 15 correct:** I can talk about embarrassing events and use different adjectives to describe stories.

**0 – 10 correct:** Look again at the vocabulary sections on pages 94 and 96.

**SCORE:** /15

## 2 GRAMMAR

Complete the text with the correct forms of the verbs in brackets and the correct relative pronouns. (15 points)

Finally, it was the day (1) \_\_\_\_\_ all the students were going home for the holidays! I wanted to avoid (2) \_\_\_\_\_ (spend) too much money, so I decided (3) \_\_\_\_\_ (get) the bus. I bought a ticket for a bus (4) \_\_\_\_\_ went directly to my town. The bus station was really crowded, but I managed (5) \_\_\_\_\_ (find) someone (6) \_\_\_\_\_ could show me the right bus stop. He even offered (7) \_\_\_\_\_ (help) me with my luggage. He was the only person (8) \_\_\_\_\_ seemed (9) \_\_\_\_\_ (have) any information, so I followed him to the bus and got on. I had finished (10) \_\_\_\_\_ (take) my last exams that morning, and I was really tired, so I fell asleep as soon as the bus started (11) \_\_\_\_\_ (move). When I woke up, I saw that all the other passengers (12) \_\_\_\_\_ had been on the bus had gone, and we were in a town (13) \_\_\_\_\_ I had never been before! Obviously, the bus (14) \_\_\_\_\_ I had got on was the wrong one! Fortunately, the bus company agreed (15) \_\_\_\_\_ (let) me get another bus, and I finally got home!



**11 – 15 correct:** I can use relative pronouns and the gerund or infinitive form after verbs.

**0 – 10 correct:** Look again at the grammar sections on pages 94–95 and 98.

**SCORE:** /15

# SPEAKING WORKSHOP

## telling an anecdote

**A**  **2.15**  Listen to someone telling an anecdote about an experience. Then work in pairs and talk about what happened. Try to remember as many details as possible. Use these questions to help you.

- 1 Where did the story happen?
- 2 What happened when Lily went to get her car?
- 3 What did she do?
- 4 How did the story end?

**B** Listen again and number these phrases in the order you hear them.

- a The most awful thing happened to me the other day!
- b So what happened?
- c What did you do?
- d Really?
- e I'm getting there!
- f Oh, no!
- g That's terrible!
- h So then what did you do?

—  
—  
—  
—  
—  
—  
—  
—





**C** Match the phrases in Exercise B with their functions below.

- 1 introduces an anecdote \_\_\_\_\_
- 2 encourages the speaker to continue \_\_\_\_\_
- 3 expresses disbelief or surprise \_\_\_\_\_
- 4 tells the speaker not to be impatient \_\_\_\_\_

**D** Think of an experience that you or someone you know had. Think about how you would answer the questions below to help you prepare to tell your anecdote.

- 1 When and where did it happen?
- 2 Who was there?
- 3 What happened first?
- 4 What happened next?
- 5 How did the situation end?
- 6 How would you describe the experience in general?

**E**  Work in pairs. Tell your anecdote. As you listen to your partner's anecdote, ask questions and make comments. Use some of the expressions from Exercise B.

**F**  Find a new partner and tell your anecdote again.

### HOW ARE YOU DOING?

Think about your speaking and tick the statements that are true.

I feel confident ...

- telling an anecdote about an experience.  
 expressing disbelief and surprise.  
 encouraging someone to continue speaking.

How do you feel about your speaking generally?

- Very confident       Not sure ...       Need to practise