

2 UNIT

THE WHOLE STORY

IN THE PICTURE Types of story

»»» Talk about stories

RECALL AND READ

1 Work in pairs. Do the tasks.

- 1 Find five of the types of book in the pictures.

children's book comic book e-book
encyclopaedia guidebook novel

- 2 Write five more types of book.
thesaurus ...

2 Read the leaflet. What different forms have stories had over the years?

WORK WITH WORDS

3 a Complete the definitions with the words in the box.

fable fairy tale folk tale tale
tall story (UK)/tall tale (US)

- : a traditional children's story in which magical things happen
- : an old traditional story that was originally told orally
- : a traditional story, typically about animals, that teaches a moral lesson
- : a story about imaginary events or people
- : a story that someone invents in order to deceive other people

b ▶1.11 Listen to the exhibition curator to check your answers.

4 ▶1.12 Listen to the curator answer a question. Match the words/phrases in the box to the stories.

epic legend myth saga urban legend/myth

- Star Wars*
- Crocodiles in the sewers of New York
- King Arthur and the Knights of the Round Table
- Gilgamesh
- The Minotaur

5 ▶1.13 Listen and repeat the words in Exercises 3a and 4.

THE STORY OF THE STORY

Join us as we explore the world of storytelling from prehistoric drawings and paintings, through folk tales told by our ancestors, to the interactive digital storytelling of today.

From the exhibition curator

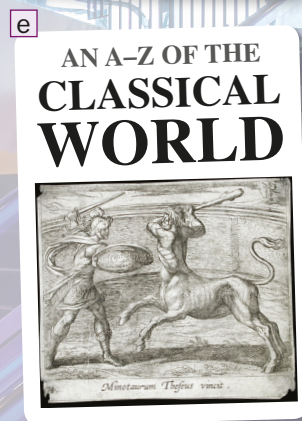
There are said to be over one million books in the new Library of Birmingham but storytelling didn't start with the written word. It originated with pictures and then the spoken word. Drawings of animals, people and symbols on cave walls were early forms of communication and storytelling. Then, as we developed the power to speak, stories began to be told orally. *The Epic of Gilgamesh* is probably the earliest example of a written story. It described the adventures of the King of Uruk and was written on 12 clay tablets in Mesopotamia around 5,000 years ago.

A lot has happened in the time between the creation of those primitive tablets and the super-fast digital tablets we use today. But one thing hasn't changed. From the very beginning, we have used storytelling to help explain and understand the world around us.

The Story of the Story is a unique opportunity to enter the world of ancient myths and legends, revisit the fairy tales of your childhood, and explore the digital worlds of gaming and interactive storytelling.



TYPES OF BOOKS



EXTEND

9 a Work in pairs. Complete the story expressions with the words in the box. Use a dictionary to help you.

likely long old sob

A: You're late again. It's always the same (1) _____ story. What happened this time?

B: It's a (2) _____ story.

A: I haven't got time. Anyway, I don't want to hear another of your depressing (3) _____ stories.

B: I met a prince.

A: Hah! That's a (4) _____ story.

b Which story in the pictures does the conversation come from?

SPEAK

10 Work in pairs. Choose one of the story types in Exercises 3a and 4 and think of a famous story. Tell the story to your partner. Can your partner identify the story and the story type?

GO BEYOND

Do the Words & Beyond exercises on page 131.

6 Work in pairs. Match some of the words in Exercises 3a and 4 to the pictures (a–e). Which of the stories in the pictures do you know?

7 **1.14 PRONOUNCE** Listen and write the words in the table according to their long vowel sounds. Then listen and repeat all the words.

encyclopaedia saga tall true urban

/i:/	/ɜ:/	/u:/	/ɔ:/	/ɑ:/
e-book	word	do	story	start

8 **THE MOVING PICTURE** Watch the video about the Library of Birmingham. What are its unique features?

Deal with new vocabulary when you read

SPEAK AND READ

1 a Work in pairs. Kamishibai is a form of storytelling. Look at the photo of the Kamishibai storyteller. How did he tell his stories?

b  1.15 Read the introduction to the Kamishibai story and check your answer.



MANGA COMICS first became popular in Japan in the 1950s. Many of the most famous manga artists of the period had learned their trade as Kamishibai storytellers. Kamishibai (the name means 'paper drama') is a form of Japanese storytelling that originated in the 12th century.

The Kamishibai storyteller travelled from village to village by bicycle. On the back of his bicycle, he had

a wooden stage. While he was telling his story, he inserted pictures into the stage that depicted the scenes he was describing. The storyteller could bring his story to life by moving the pictures.

The storyteller often told his stories in serial format, presenting a new episode or chapter on each visit to the village. Many of the stories were based on Japanese tales such as the one below.

URASHIMA TARO

A long time ago, long before you were born, a young fisherman named Urashima Taro lived in a small coastal fishing village in the back of beyond.

One day, while he was walking along the seashore, Taro saw a group of children shouting and running like savages around something on the sand. When he came closer, he could see that they were kicking and throwing stones at a small turtle.

As soon as he saw what was happening, Taro told the children to stop being cruel. He offered them money if they left the turtle in peace and, of course, they took him up on his offer.

Once the children had gone, he took the turtle to the water's edge and set it free. The turtle started swimming out to sea and soon Taro lost sight of it.

After a few days, Taro was fishing by the seashore when suddenly a big turtle appeared from out of the waves. It was the same turtle whose life he had saved. However, now the turtle was much larger and older.

To his amazement, the turtle began to speak. 'Hello, Taro-san!' the turtle said with a voice as deep as the sea. 'I would like to reward you for your kindness and take you to the beautiful Coral Palace at the bottom of the ocean. Will you come with me?'

What happened next? Did Taro go with the turtle? Find out in the next episode of *Urashima Taro*.



HOW TO

deal with new vocabulary when you read

- Use the immediate and general context to try and work out meaning.
- Look at a word's parts. Is it the verb, noun or adjective form of a word you know?
- Identify similes: comparisons with *as ... as* and *like*. Think about the qualities the two things share.
- Identify idioms: expressions whose meaning isn't obvious. Think about the image they create.
- If necessary, use a dictionary.

2 Read the story of Urashima Taro. Then answer the questions.

- 1 Where's the story set and who are the main characters?
- 2 What are the main points in the plot?

3 a Read the tips in the **HOW TO** box.

b Work in pairs. Read the story again and complete the tasks.

- 1 Underline any new words, phrases, similes and idioms. Which ones could you work out the meaning of as you read? Which weren't important for overall understanding?
- 2 Try to work out the meaning of any words and phrases you still don't know.

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

REACT

5 Work in pairs. Answer the question and complete the tasks.

What do you think happens in the rest of the story?

- Student A: look at page 141. Student B: look at page 142.
- Read your part of the story and make notes.
- Retell your part of the story without looking at the text.

GO BEYOND

Look for time expressions in the story. In what way are they used to help tell the story?

▶▶▶ To describe events in the past

READ AND LISTEN

- 1 **1.16** Read and listen to the story. What kind of story do you think it is – a true story, a ghost story or an urban legend?



A few years ago, a financial analyst from Philadelphia was walking round a flea market when he saw an old picture of a country scene. He paid \$4 for the picture, thinking he could use the frame for something else. After he'd removed the painting from the frame, he found an old document behind it. He showed it to a friend who collected Civil War memorabilia. The document, which had been hiding behind the painting for many years, turned out to be one of 500 official copies of the 1776 Declaration of Independence. There were only 24 other copies known to exist, and this one was in excellent condition. It sold at auction for \$2.42 million.

STUDY

- 2 Read the explanations. Then underline an example of each tense in Exercise 1.

Narrative tenses review
Past simple
Use: For completed actions in the past.
Past continuous
Use: For actions in progress in the past, often interrupted by events in the past simple.
Past perfect simple
Use (1): For an action that happened before another action or time in the past. Use the past simple for the other action. Expressions: <i>before, after, by the time; just, yet, already, etc</i> Use (2): With <i>because</i> to give an explanation.
Form: <i>had/hadn't + past participle</i>
Past perfect continuous
Use: For actions in progress up to a time in the past. Expressions: <i>all morning/day; for, since</i> Form: <i>had/hadn't been + verb + -ing</i> Irregular past simple and participles: see page 140.
See GRAMMAR DATABASE, page 121.

PRACTISE

- 3 Complete the urban legend with the words in the box. There are two words you don't need.

after before for just since soon
until when while yet

Did you hear the story about the publishing company employee who died at his desk (1) _____ he was working and remained there (2) _____ five days (3) _____ anyone noticed something was wrong? His name was George Turklebaum and he'd been working for the company (4) _____ the 1990s. (5) _____ he'd died, the other 23 office workers had continued working around him without realising what had happened. The alarm wasn't raised (6) _____ the following weekend (7) _____ a cleaner found him. He'd (8) _____ turned 51 and he'd died of a heart attack.

- 4 **1.17** Complete the ghost story using the past simple/continuous and past perfect simple/continuous. Then listen and check.

Jen: (1) _____ (tell / ever) you about my friend Paul?
Tom: No, I don't think so. What (2) _____ (happen)?
Jen: Well, at the time of 'the incident', he (3) _____ (live) in a house outside a small village. He (4) _____ (walk) home one night when he (5) _____ (see) someone outside his house. The man (6) _____ (wear) strange old-fashioned clothes. He said he (7) _____ (be) in an accident and (8) _____ (need) help.
Tom: What (9) _____ (happen) to him?
Jen: He (10) _____ (stay) at a house on the hill and (11) _____ (wake up) to discover that the house (12) _____ (be) on fire. By the time he (13) _____ (manage) to get out, the house (14) _____ (be) almost completely destroyed.
Tom: How (15) _____ (react / Paul)?
Jen: He (16) _____ (take) out his phone to call for help but when he (17) _____ (look up), the man (18) _____ (go). Apparently, there was no house on the hill. The house that (19) _____ (be) there (20) _____ (burn down) a hundred years ago.

WRITE AND SPEAK

- 5 Work in pairs. What are the ingredients of a good urban legend or ghost story? Do you know any? Write one story using narrative tenses. Then read it to the class.

>>> Follow the speaker's argument

SPEAK AND LISTEN

- 1** **Work in pairs. Describe the three handwriting samples.**
- 2** **1.18 Listen to Gregory's podcast and match the people to the handwriting samples.**



- 3 a** **Read the tips in the **HOW TO** box.**
- b** **1.18 Listen again and complete each sentence with the correct name in the box.**

Greg Linda Louis Mr Bryant (teacher)
Harvey (graphologist)

- 1 changes his opinion about handwriting.
- 2 thinks writing by hand is more personal.
- 3 thinks handwriting is important.
- 4 rarely writes anything by hand.
- 5 makes reference to a study to help make a point.

- 4** Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

REACT

- 5** **Work in pairs. Answer the questions.**
 - 1 Do you write by hand outside the classroom?
 - 2 Is it possible to analyse someone's character from their handwriting?

WORK WITH WORDS

- 6 a** **Match the character adjectives to the definitions.**

creative inventive open outgoing practical
reserved sensible sensitive tactful temperamental

- 1 is friendly and enjoys meeting and talking to people
- 2 has a lot of imagination and ideas
- 3 is honest and doesn't keep things secret
- 4 makes good everyday decisions and choices
- 5 tends not to talk about or show their feelings
- 6 is likely to become angry or upset easily
- 7 is good at thinking of new and original methods
- 8 changes from one mood to another very quickly
- 9 is logical and down-to-earth
- 10 is careful about what they say to not upset other people

- b** **1.19 Listen and check. Then listen and repeat.**
- 7** **Write three sentences about yourself using adjectives from Exercise 6a.**
- 8** **Work in pairs. Complete the tasks.**
 - Show your partner an example of your handwriting.
 - Describe your partner's handwriting and analyse their character.
 - Compare the results with the sentences you wrote in Exercise 7.

a *This is a test to see what my handwriting looks like. I'm not sure I can understand my own writing!*

b *I'VE GONE TO MEET JOE + AMY AT PARK. BACK IN COUPLE OF HOURS.*

c *The book is set in Dublin and tells the story of a young woman who falls in love with the son of ...*

PHRASE BYTES

This writing's neat/tidy/untidy ...
It's easy/difficult to read.
The writer uses capital/cursive (joined-up) letters.
This person's handwriting slopes to the left/right.

HOW TO

follow the speaker's argument

Listen for words and phrases that:

- express the speaker's opinion (*I think, personally, in my opinion*).
- add similar or contrasting ideas (*similarly, in the same way; however, on the other hand*).
- add emphasis or give examples (*in fact, especially; for example/instance*).
- show reasons and results (*because, on account of; so, therefore*).
- list or summarise ideas (*firstly, to summarise*).

GO BEYOND

Do the Words & Beyond exercise on page 131.

»»» Talk about habits and states in the past

READ

- 1 Read the article.**
What was responsible for making communication a lot faster?



In today's world of instant communication, it's easy to forget that messages used to take days or weeks to reach their destination. The

sender would then have to wait for a response which wouldn't arrive for many days or weeks. How did we use to get things done? In Ancient Persia, messages used to be handwritten on papyrus and delivered by messengers on horseback. On good roads, they would travel around 200 miles a day, changing horses at a series of 'posts' on the way.

This system for delivering messages didn't change for centuries. But even with the introduction of the railway and motor car, people didn't use to expect a response for several days. It was the growth of the internet that was responsible for really speeding up communication.

STUDY

- 2 Complete the explanations with examples from Exercise 1.**

Used to

Use: To talk about habits and states in the past.

Form:

Positive and negative

..... / *didn't use to* + infinitive

Questions and short answers

did + *I/you*, etc + + infinitive

Yes, I did. / *No, they*

Note: *used to* doesn't have a present form. For present habits, use the present simple.

Would

Use: To talk about habits (NOT states) in the past.

Form: *would/wouldn't* + infinitive (without *to*)

Note: *would* is more common in written descriptions than in speech.

See **GRAMMAR DATABASE**, page 121.

Get it right

There **used to be** a post office here.

NOT There **would be** a post office here.

PRACTISE

- 3 Complete the Q&A with the correct form of *used to*.**

Q: How (1) (*read / people*) books before printing was invented?

A: Johannes Gutenberg invented his famous printing press in 1448. Before that, ordinary people (2) (*not read*) a lot.

In medieval times, people called scribes (3) (*copy*) books by hand in monasteries.

Curiously, before the ninth century, they (4) (*not leave*) any spaces between words so the text would look a bit like this!

The scribe (5) (*not add*) titles or capital letters either. Someone called a rubricator (6) (*do*) this.

- 4 Match and join the sentence halves with *would* or *wouldn't*.**

- | | | |
|-----------------------------|-------|-------|
| 1 Printing books | ..... | ..... |
| 2 Sometimes the typesetters | ..... | ..... |
| 3 That's because the text | ..... | ..... |
| 4 Luckily, the letters | ..... | ..... |
| 5 They | ..... | ..... |
- a be thrown away after printing.
 b be assembled letter by letter.
 c be used again to make the text for another page.
 d need a whole day to create a page.
 e take a long time with Gutenberg's printing process.

- 5 Choose the correct option. If more than one option is possible, choose both.**

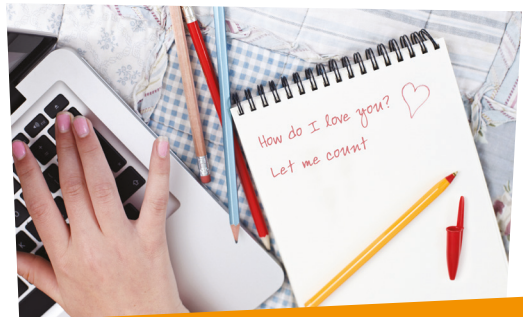
Exhibit 5H42 is a rare example of a primitive device that (1) **used to / would** be popular in the first half of the 21st century. People (2) **used to / would** purchase and download books from primitive websites. They (3) **used to / would** then read the books in text format on a device like this. These devices (4) **used to / would** be powered by rechargeable batteries.

WRITE AND SPEAK

- 6 Work in pairs. Do the tasks.**

- Imagine it is the year 2115. How has life changed? Write a description of an object that people used to use or an activity that people used to do in the first decades of the 21st century. Don't write the name of the object or activity.
- Read your description to the class. Can they name the object or activity?

LANGUAGE & BEYOND



MY BLOG

ABOUT ME | CONTACT

I used to go out with a boy at school. Let's call him Leo.

He'd write me love poems that were really nice. I wanted to write him a poem but I'm not very creative, so I copied one from the internet. He said it was amazing, so I told him I'd written it. I later discovered that he'd thought it was so good, he'd shown it to his English teacher. The teacher had recognised the poem instantly and, not being very tactful, told Leo. Leo told me he didn't want to go out with someone he couldn't trust, so we broke up. I was upset, so I told a 'friend' at school. My friend's a bit temperamental and started saying bad things about me online. I got really sad and my schoolwork suffered. Then the school got in touch with my parents to tell them what had happened. Now my parents probably think I'm a liar.

posted by anonymous [17th Apr](#)

»»» Consider the consequences of your actions

SPEAK AND READ

- 1 **Work in pairs. Describe the photos. What do you think the story is about?**
- 2 **Read Alison's story to check your answer to Exercise 1.**

DO

- 3 **a Work in pairs. Answer the questions about the events in Alison's story. What was the consequence in each case?**
 - 1 Why did Alison say she'd written the poem?
 - 2 What did the teacher tell Leo?
 - 3 Why did Alison tell a friend what had happened?
 - 4 How did Alison feel?
 - 5 How did the school react?
- 3 **b Look at the events in Alison's story again. Could she have predicted any of the people's reactions? Discuss what you think Alison should and shouldn't have done.**
- 4 **Work in groups. Read each situation and consider the possible consequences. What would you do in each case?**
 - 1 You're riding a bicycle when your phone rings. You want to answer but you don't want to stop cycling.
 - 2 A friend who went to a party without their parents' permission wants you to say that he or she spent the evening studying at your house if anyone asks.

REFLECT

- 5 **Discuss these questions with your class. Do you agree with the REFLECTION POINT?**
 - 1 Why is it important to consider the consequences of an action?
 - 2 Why do we often do things without considering all the consequences?
 - 3 How easy is it to predict all of the consequences of an action?

EXTEND

- 6 **Work in groups. Complete the task.**

Look at the situations in Exercise 4. Think of another situation in which someone has to consider the consequences of their actions. Make a list of the possible consequences and the consequences of each consequence. How many consequences can you think of?

PHRASE BYTES

He/She looks like ...
Maybe they've had an argument / broken up ...
I think the man's calling ...

REFLECTION POINT

The decisions we make and actions we take affect what happens in the future. We often make decisions or do things without considering all the consequences, especially when they have positive short-term consequences. We can't predict all eventualities but it's important to think about long-term consequences before we act.

SPEAKING What happened?

Describe an experience

SPEAK

1 a Make notes about something that happened to you in the past that was exciting, funny or frightening.

Where did it happen? Who was involved? What happened?

b Work in pairs. Tell your partner about what happened.

WATCH OR LISTEN

2 Watch or listen to the scene. Then answer the three questions in Exercise 1a.

Naomi: Are you all right? You look really pale.
Al: I've just been robbed.
Kalu: What? When? Where?
Al: Just now. In the High Street on my way here.
Naomi: (1) _____
Al: (2) _____ I'd just been to the chemist's to get something for my headache and ...
Kalu: Go on.
Al: What? Oh. (3) _____ Right. So I was standing in the High Street waiting for the lights to change when I felt someone bump into me. I had this feeling. I don't know how to describe it. (4) _____ ... like something wasn't right. Do you know what I mean?
Kalu: (5) _____
Al: I felt for my wallet and it wasn't there. So then I realised what had happened.
Naomi: (6) _____
Al: Hang on. I haven't finished. I ran after them.
Kalu: Really? You're kidding.
Al: I know. I know. I should've thought about what might've happened. But it happened so fast.
Naomi: Did you catch them?
Al: (7) _____ I was running and shouting. I must've scared them because they dropped the wallet.
Naomi: You were lucky. They could've hurt you.



PHRASEBOOK 1.22

Tell a story

It was really amazing/funny/strange.

I don't know how to describe it.

I felt frightened/good/odd.

Do you know what I mean?

This is the best/interesting/worst part.

Hang on. I haven't finished.

I've forgotten what I was saying. /

What was I saying? / Where was I?

Ask questions about the story

What happened?

How did it happen / you feel / you react?

So what did you do/say/think?

React to a story

Go on.

Wow. That's incredible/interesting/scary.

You're joking/kidding.

Really?

You were lucky.

3 Choose the correct options. Then write each phrase in the conversation.

- a I felt *frightened* / *good* / *odd* .
- b How did *it happen* / *you feel* / *you react* ?
- c This is the *best* / *interesting* / *worst* part.
- d *I've forgotten what I was saying.* / *What was I saying?* / *Where was I?*
- e So what did you *do* / *say* / *think* ?
- f It was really *amazing* / *funny* / *strange* .
- g Wow. That's *incredible* / *interesting* / *scary* .

4 a Watch or listen again to check your answers to Exercise 3.

b Listen and repeat the phrases, paying attention to intonation.

ACT

5 Work in pairs. Prepare a conversation about the event you made notes on in Exercise 1. Explain what happened using phrases from the PHRASEBOOK. You can make the event more dramatic if you want.

WRITING My fantasy story

>>> Avoid repetition

SPEAK AND READ

1 Work in pairs. Ask and answer the questions.

- 1 If you could be anyone else in the world, who would you like to be? Why?
- 2 What other dreams or ambitions do teenagers often have?

2 Read the extract from a story. Who's telling the story? What's the situation?

My phone alarm beeped. I took a last look at myself in the hotel mirror. 'Who are you?' I thought, hardly recognising the odd, pale figure staring back at me. Harry was waiting in the corridor. Angie had warned us to avoid the reception area so we took the lift straight down to the car park. While we were waiting for the limousine, a couple of fans crept out from the darkness. For a moment I thought they'd spotted me but then they walked straight past us. Before I had time to congratulate myself on my inventive new disguise, the limo had pulled up in front of us and Angie was inside, handing me the guest list, as practical as always. 'The President's daughters are coming to see you tonight,' she said. 'I'll dedicate a song to them', I replied as the black stretch limo cruised down the city streets like a spacecraft from my favourite science fiction film, heading for the mother ship. 'Break a leg,' Angie laughed when we arrived at the stadium. It was going to be a good show.

Get it right

I looked at me myself in the mirror.

I congratulated self myself.

STUDY

3 a Read the tips in the **HOW TO** box.

HOW TO

avoid repetition

- Use pronouns and adverbs to avoid repeating nouns and names (*he, her, there ...*).
- Use synonyms (*recognise, identify, know*), similar words (*notice, spot*) or different forms of the same word (*recognition*). Use a thesaurus to help you.
- Use a variety of time conjunctions (*when, while, as, as soon as ...*).
- Join short sentences with conjunctions to avoid repeating the subject (*and, but, so ...*).

b Read the story again and complete the tasks.

- 1 Highlight the pronouns in the first three sentences.
- 2 Write the different ways the writer describes the car.
- 3 Write the words the writer uses instead of *walked, stopped* and *drove*.
- 4 Circle conjunctions that join two phrases.
- 5 Underline time conjunctions.
- 6 Draw a rectangle around a simile and an idiom.

PRACTISE

4 Read the paragraph and identify the examples of repetition. Then rewrite it avoiding repetition. Use the **HOW TO** box to help you.

Angie phoned me two days later. Angie phoned me to say that *Rolling Stone* magazine wanted to interview me. The *Rolling Stone* magazine reporter came to my house one day later in a car. A photographer came with the female reporter. The reporter, photographer and I walked in the garden. The photographer took photos of me in the garden. Then we had lunch. Then the reporter asked me questions.

PLAN, WRITE AND CHECK

- 5 You're going to write an extract from your own fantasy story. Who are you – a sports star, an actor, a world leader ... ? What's the situation? Make notes. Use Exercise 2 to help you.
- 6 Write your extract. Use the tips from the **HOW TO** box and avoid repetition. Then check it.

SHARE AND REVIEW

- 7 Swap your story with a partner. Read your partner's story and review it. Did your partner manage to avoid repetition?

VOCABULARY Types of story Character adjectives

1 Complete the types of story.

2 Match the adjectives to the questions.

INSTANT STORY GENERATOR

STEP ONE:

Choose your story type.

- 1 _ p _ c
- 2 f _ b l _
- 3 f _ _ r _ t _ l _
- 4 f _ l k _ t _ l _
- 5 l _ g _ n d
- 6 m _ t h
- 7 s _ g _
- 8 t _ l _
- 9 t _ l l _ s t _ r y
- 10 _ _ r b _ _ n l _ g _ _ n d

___/10

STEP TWO: Create your main characters.

creative	inventive	open	outgoing
practical	reserved	sensible	sensitive
tactful	temperamental		

Who are the main characters in your story? What are they like?

- 1 Are they very honest?
- 2 Or are their feelings easily hurt?
- 3 Do their moods change very easily?
- 4 Are they good at coming up with new ideas and methods?
- 5 Are they quiet and reluctant to show their feelings?
- 6 Do they like being sociable?
- 7 Are they good at making and fixing things?
- 8 Are they very imaginative?
- 9 Are they down-to-earth, practical people?
- 10 Are they careful about what they say to avoid hurting other people?

___/10

GRAMMAR Narrative tenses review

3 Write the verbs in the past simple/continuous or past perfect simple/continuous.

Used to and would

4 Complete the sentences with *would/wouldn't* or the correct form of *used to*.

STEP THREE:

Choose the start of your story.

It was a Monday. I (1) _____ (walk) along the road when suddenly I (2) _____ (hear) a loud crash behind me. While I (3) _____ (look) round to see what (4) _____ (make) the noise, I (5) _____ (feel) a sudden blast of hot air.

The day before the murder, Janet (6) _____ (visit) the doctor. She (7) _____ (not feel) well for a few weeks and the time (8) _____ (come) to do something about it.

___/16

STEP FOUR: Create a backstory for your main character.

Janet was a very reserved person. She (1) _____ (not talk) much about her past. When people asked 'What (2) _____ (do) before you became famous?' she (3) _____ (smile) and change the subject. I have, however, discovered a few things about her. She (4) _____ (not call) herself Janet, for example. It's an alias. And she (5) _____ (live) in New York. Her apartment was near Central Park so she (6) _____ (go running) every morning. And it was while she was running that she (7) _____ (think) about her future.

___/14

Your score: ___/50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can deal with new vocabulary. _____
- I can follow the speaker's argument when I listen. _____
- I can consider the consequences of my actions. _____
- I can describe an experience. _____
- I can avoid repetition. _____