



General Pre-Intermediate

Unit 9: Tell me about it!

Objectives

- Grammar: Past Perfect, narrative tenses, joining words
- Vocabulary: Feelings
- Everyday English: Exclamations with so and such
- Reading: The train journey
- Listening: Young adult literature





- 
- 1.** What is the woman in the middle doing?
 - 2.** Do you think she's good at it? How do you know?
 - 3.** What kind of story do you think it is? Scary? Funny? Exciting? Shocking? Why?

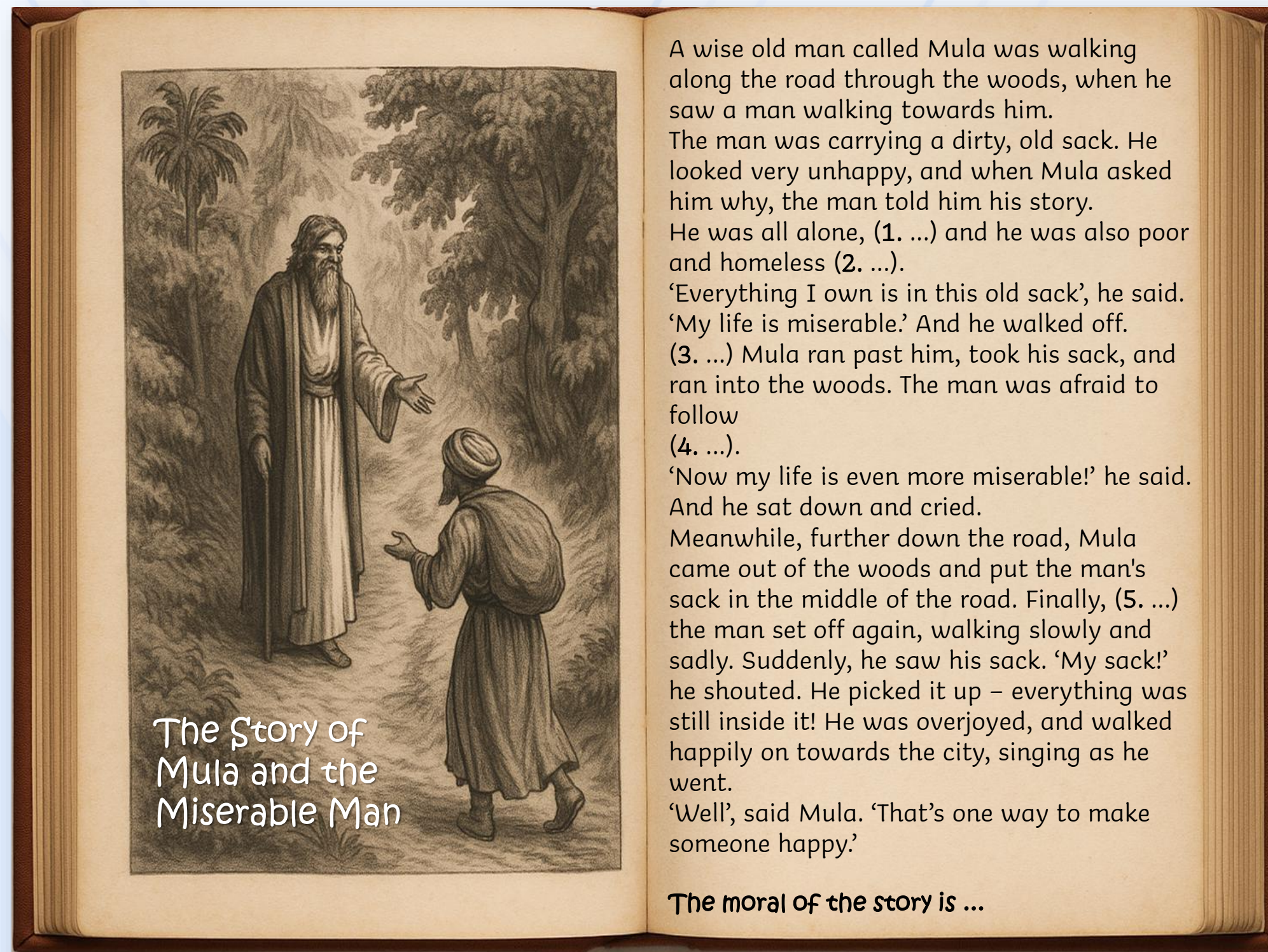
1. Match the pictures with the books and their opening lines.

Peter Pan Pinocchio Mary Poppins

- 1. 'All children, except one, grow up.'
- 2. 'Once upon a time there was a piece of wood.'
- 3. 'If you want to find Cherry Tree Lane, all you have to do is ask a policeman at the crossroads.'



1. Look at the picture and title of the story. What can you see? Which man is Mullah?



2. Read the story. What is the moral?

1. Never trust strangers!
2. Take care with your possessions!
3. Appreciate what you have, however little!

3. Complete the questions.

1. Where was Mullah walking when he saw the man?
Along the road through the woods.
2. What _____ the man _____?
A dirty, old sack.
3. What _____ the man _____ when Mullah took his sack?
He sat down and cried.
4. Where _____ Mullah _____ the man's sack?
In the middle of the road.
5. How _____ the man _____ when he got his sack back?
Very happy.

Listen and check. 🎧 9.1

4. Put these lines in the correct places (...) in the story.

- a. After the man had gone a few yards,
- b. because his wife had left him,
- c. when he had stopped crying,
- d. because he had lost his job, and his house
- e. – he had heard it was easy to get lost in these woods.

Listen to the complete story and check your answers. 🎧 9.2

Do you agree with the moral?

LANGUAGE FOCUS

1. What tense are the verbs in bold?

The man **was carrying** a sack.

He **told** Mula his story.

He **had lost** his job.

2. *His wife left him. He was all alone.* How is this expressed in the story?

3. The *Past Perfect* expresses an action before another time in the past.

We form the *Past Perfect* with *had* + the _____ of the verb.

Go to page 17-21 for grammar reference.

5. Ask and answer these questions. Use the *Past Perfect*.

- Why was the man all alone?
- Why was he poor and homeless?
- Why was he afraid to follow Mula into the woods?
- Why was his sack in the middle of the road?
- Why was he so happy?

1. The contraction 'd (= had) can be hard to hear. Listen to six pairs of sentences and decide: in each pair, which one is Past Perfect — (1) or (2)?



9.4

1. 2 2. __ 3. __ 4. __ 5. __ 6. __

2. Match each line in **A** with a line in **B**.

A
1. I got a fabulous view of the Alps
2. I felt tired all day yesterday
3. Just as I was falling asleep,
4. Tom’s new girlfriend seemed familiar.
5. I was nervous before the flight
6. My brother rang me

B
a. __ because I’d never flown before.
b. __ while I was out shopping.
c. __ I was sure I’d seen her somewhere before.
d. __ as we were flying over them.
e. __ because I hadn’t slept much the night before.
f. __ the neighbour’s dog started barking.

Listen and check.



9.5

Discussing grammar

3. What's the difference in meaning between these sentences?

1. He spoke good Dutch because ...
 - he was living in Belgium.
 - he had lived in Belgium.
2. When I arrived, ...
 - she made lunch.
 - she was preparing lunch.
 - she had already made lunch.
3. When I got home, ...
 - the children were getting ready for bed.
 - the children had already gone to bed.
4. I listened to the radio ...
 - while I was doing my work.
 - after I had finished my work.
5. She gave me a book, ...
 - and I read it.
 - but I'd already read it.

The role-swap

- 1. Look at the title and pictures of a story. What do you think the story is about?
- 2. Read the story. Choose the correct joining words/phrases.  4.4 How do you think the story ends? Listen and check.
- 3. Answer these questions.
 - 1. Why did the professor travel by car? *Because* ...
 - 2. When did they have the idea of swapping roles? *As* ...
 - 3. When did they swap their clothes? *As soon as* ...
 - 4. How long did Harry wait before he started to leave the stage? *Until* ...

LANGUAGE FOCUS - CONJUNCTIONS

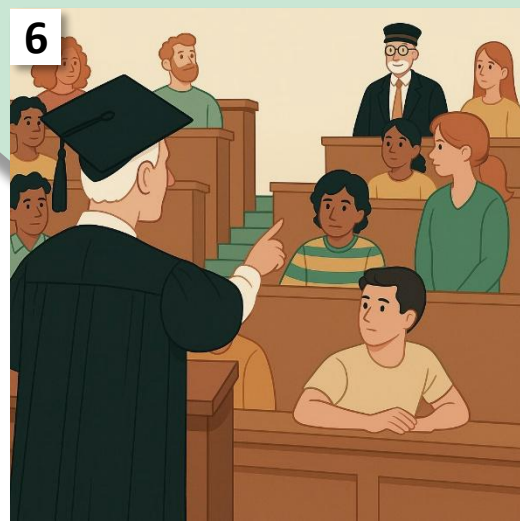
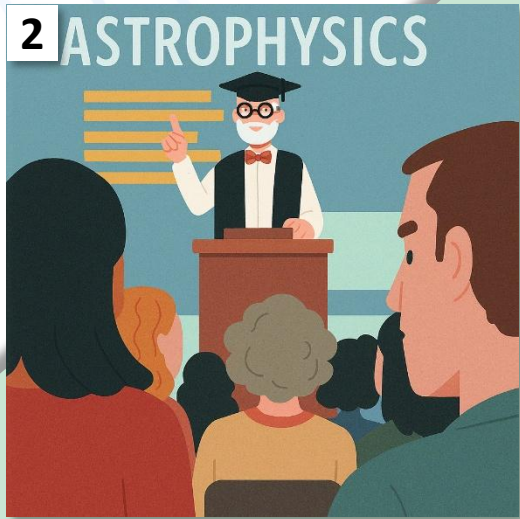
- 1. Joining words are called **conjunctions**.

Higgs didn't like flying, **so** he travelled by car.
He had his own driver **because** he was too tired to drive.
Although it seems a difficult question, the answer is simple.
- 2. **When, while, before, after, as, until** and **as soon as** are conjunctions of time.

As soon as they arrived at the university, they swapped clothes.
He sat at the back of the hall **while** Harry gave his lecture.

4. Complete the sentences with *although, while, or so*.

- 1. The professor liked the idea of swapping roles, _____ he decided to try it.
- 2. _____ Harry wasn't a physicist, he gave the lecture perfectly.
- 3. The audience listened quietly _____ Harry was giving his lecture.



Professor Higgins, one of the world's top astrophysicists, was giving a six-month lecture tour of universities around Europe. He only had one more lecture to give **1. before / after** the tour ended.

Higgs didn't like flying, **2. but / so** he travelled by car. He had his own driver **3. but / because** he was too tired to drive **4. after / before** he'd finished his lectures.

One morning, **5. until / as** they were driving to the last lecture, his driver, Harry, said, 'You know, Professor, I always sit in the hall **6. when / after** you give your lecture, and I know it so well by now, I think I could give it myself!' Of course, Harry was only joking, **7. but / so** Professor Higgs knew Harry was a clever man, and he wanted to test the idea.

8. Until / As soon as they arrived at the university, the professor and Harry swapped clothes. The professor then sat quietly at the back of the hall **9. before / while** Harry gave the lecture.

Harry had a fantastic memory and gave the lecture perfectly! He waited **10. until / as soon as** the audience had finished clapping and started to leave the stage. Suddenly, someone stood up and said they wanted to ask a question. Harry listened to the long, complicated question, and then he spoke:

'Mmm, that's a very good question. And **11. because / although** it seems a difficult one, the answer is actually very simple. In fact, it's so simple that ...'

5. Re tell the story. Use the following prompts.

Professor Higgs was ... and ... six-month ... Europe.

One morning ... driving ... lecture, his driver Harry said,
'... always sit ... know ... so well ... give ... myself.'
Professor Higgs ... Harry ... clever man ... test the idea.

As soon as ... university, ... clothes. Professor ... back of
the theatre ... Harry ... lecture.

Harry ... fantastic memory ... lecture perfectly. ...
waited ... finished clapping ... started ... leave the stage.
... someone stood up ... asked ... question.

Harry said '... seems difficult ... answer ... simple. ... so
simple ... driver ... answer ...'

1. Choose the correct words to join the sentences.

1. She listened to the radio *as / until* she drove home.
2. *After / Before* I went to bed, I locked all the doors.
3. *When / While* the plane had landed, I switched my phone on.
4. I cut myself as soon *as / while* I was shaving.
5. He worked for Cisco *until / as* he retired.
6. I got out of bed *while / as soon as* I woke up.
7. *After / Before* I left university, I lived abroad for a year.
8. We had a lovely picnic, *although / so* the weather wasn't great.

2. Join the sentences using the conjunction. Put one sentence in each pair in the Past Perfect.

I went to bed when I'd done my tasks.

1. — **WHEN**

I did my tasks.
I went to bed.

2. — **BUT**

James invited me to stay for dinner.
I arranged to have lunch with Curly.

3. — **AFTER**

I drove one hundred kilometers.
I stopped for snacks.

4. — **SO**

I burnt the food.
We went out to eat.

5. — **AS SOON AS**

She passed her driving test.
She bought a car.

6. — **ALTHOUGH**

I enjoyed watching the movie.
I didn't like the plot.

7. — **UNTIL**

I didn't go to live in Chile.
I learnt Spanish.

8. — **BECAUSE**

His boss sent him home.
He was naughty.

Talking about you!

3. Complete the sentences with your own ideas.

1. I enjoy learning English, although ...
2. Before the class started, I ...
3. I first met my best friend while I ...
4. I'm going to keep learning English until ...
5. When I went shopping recently, I ...
6. After we finished the last English class, I ...
7. My phone rang just as I ...
8. As soon as this class is over, I ...

1. Look at the covers: which are *children's books*, which are *YA*?
How do they differ? Any other examples?



2. Listen to an interview with Liz Davis, a publisher of books for  9.8 young adults. Answer the questions.

1. Liz says there is a golden age of children's literature right now. When were the other two golden ages?
2. Which of these stories does she talk about?
 - Gulliver's Travels
 - Alice in Wonderland
 - The Hobbit
 - Treasure Island
 - The Hunger Games
 - The Lion, the Witch & the Wardrobe
 - The Harry Potter series
 - The Storyteller
 - The Lord of the Rings
 - Peter Pan

3. Listen again answer the questions.

1. For which age range are young adult books most different from children's books? How are they different?
2. What was different and new about Alice in Wonderland and Peter Pan? What were children's novels like before that?
3. What had happened to make children's literature more serious in the 1950s?
4. What was unusual about the first Harry Potter books?
5. Which of the Harry Potter books are more like young adult literature? Why are they still not typical of most modern examples?
6. Why did people often complain about young people's literature in the past?
7. Why do many parents not like books for young adults now? Does Liz agree with them?
8. What doesn't Liz like about some young adult novels?

What do you think?

- Should children's stories teach them to behave well?
- Should young adult novels show all the real problems that teenagers have in their personal lives? Why/Why not?
- Should they always have happy endings? Why/Why not?
- Did any book have a big effect on you when you were young? What was it? How did it affect you?

1. Can you remember what Liz Davis said about a story by a writer called Saki? Read the fact file about him.

- When did he write?
- What are his stories often about?



FACT FILE

Pen name: Saki

Real name: Hector Munro

Born: 1870

Nationality: British

Famous for: short stories that made fun of the self-important upper classes in Edwardian society in Britain in the early 1900s

Died: 1916, aged 45, fighting in the First World War.

2. Look at the opening picture of *The Storyteller*. Who are the people? Do they know each other? How do they feel?

3. Read and listen to the first part of the story.  9.9

1. How long was the train journey?
2. Who are the people on the train?
3. Why were the children behaving badly?
4. What was the man thinking?
5. What kind of questions did the children ask?
6. Why did the aunt decide to tell them a story?
7. Do you think the children will enjoy the aunt's story?

The Storyteller

It was a hot afternoon, and the hour-long train journey had only just begun. There were five people in the railway carriage – two young girls and their brother, sitting with their aunt, and a young man, who was sitting alone in the corner. The young man had already begun to think he'd chosen the wrong carriage to sit in.

The children were hot, tired, and bored, and behaving badly. The youngest girl was singing the first line of a song, over and over again. Everything the aunt said began with 'Don't!' and everything the children said began with 'Why?'

'Don't put your feet on the seat, Cyril!'

'Why not?'

'Because you'll make it dirty. And don't stare at the man. Oh, look at those sheep in that field!'

Nearly every field the train had travelled past had had sheep in it, so the aunt's surprise was difficult to explain.

'Why is that man taking the sheep into the other field?' asked the younger girl.

'Perhaps there's more grass in that field,' replied the aunt.

'But there's lots of grass in both fields.'

'Well, perhaps the grass is better in the other field.'

'Why is it better?' came the immediate question from Cyril.

The young man was looking annoyed. 'I imagine he doesn't like children,' the aunt thought.

'Come and sit over here, all of you, and I'll tell you a story', she said.



4. Read and listen to the second part of the story.  9.10
Match the lines to make sentences about it.

A	B
1. The children had heard the aunt's stories before,	a. people still try to save them.
2. The aunt said that the people saved the girl	b. while the aunt was telling her story.
3. The girl said that although some people are bad,	c. so they weren't interested in this one.
4. The younger girl didn't listen	d. as soon as the aunt suggested it.
5. When the aunt had finished her story,	e. because she was so good.
6. The young man agreed to tell a story.	f. the man said she wasn't a good storyteller.



The children did not look at all excited by the aunt's offer. They'd obviously heard her stories before, and this one was very boring indeed. It was about a beautiful young girl who worked very hard and behaved perfectly. Everyone in the village loved her. One day she fell into a lake, and of course, everybody ran to save her immediately. 'So they saved her because she was so good?' asked the bigger girl. 'Exactly so,' said the aunt. 'But that's silly,' said the girl. 'When people are in danger, you always try to save them – you don't ask whether they're good or not.' 'Well, perhaps they ran a little faster to save her because she was so good,' the aunt replied. 'Oh, how stupid!' said the girl. 'It's definitely the most stupid story I've ever heard,' said Cyril. 'It was so stupid I didn't even listen to it,' the younger girl said, and began singing the first line of her song again. 'You're not a great success as a storyteller,' said the young man suddenly from the corner. 'Well, it's not easy to tell stories that young people can understand and enjoy,' the aunt replied, sounding stressed. 'I don't agree,' said the young man. 'Well, perhaps you would like to tell them a story then?' she suggested. 'OK,' said the young man. And he began.

5. The man tells a story about a little girl called Bertha. Look at the pictures and say what you think happens.



Listening

6. Listen to the man's story. Were your ideas correct? Answer the questions.



1. Why were the children disappointed at first?
2. In what ways was Bertha well-behaved?
3. Why did the children like the phrase horribly good?
4. How many medals did Bertha have? What did it say on them?
5. Why did the wolf see Bertha quickly?
6. What could the wolf hear when she was shaking with fear?

7. Read and listen to the last part of the story.



'What a terrible story to tell young children!' the aunt complained.
'No, it's not! It's the most beautiful story I've ever heard!' said the smaller girl. 'It's the only beautiful story I've ever heard!' said Cyril.
'Well, at least I did manage to keep them quiet for a while,' said the young man as he got up to leave the train.
'Goodbye'

Was the man's story appropriate for children? What made it especially effective in this situation?

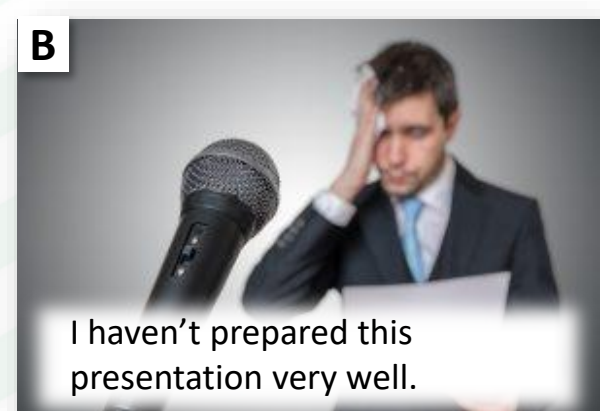
1. Which of these feelings are positive?

Which are negative?

amazed | angry | delighted | disappointed |
lonely | proud | stressed | homesick | upset
jealous | nervous | amazing | scared

2. Which feelings from exercise 1 match the people in situations A–J? More than one may fit.

B



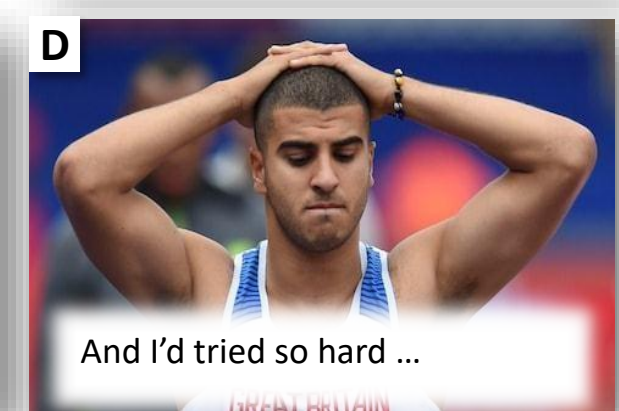
I haven't prepared this presentation very well.

C



I don't like staying with my aunty. I miss my mum!

D



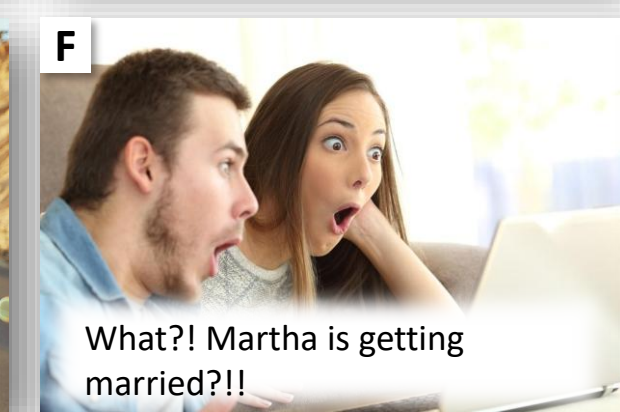
And I'd tried so hard ...

E



We've got the house we were trying to buy.

F



What?! Martha is getting married?!!

G



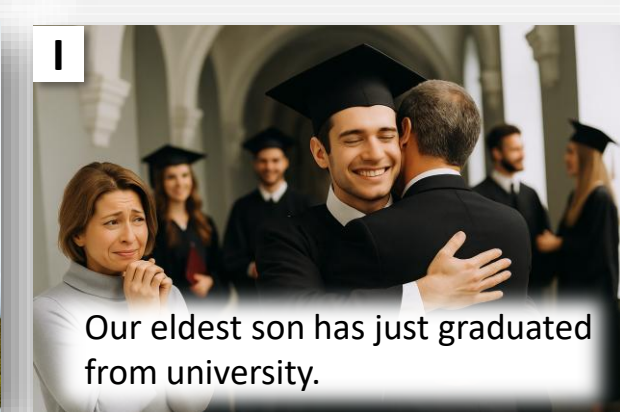
My Wi-fi has stopped working again!!

H



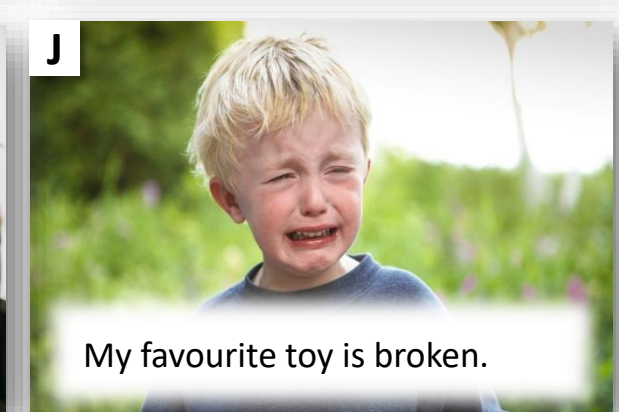
I've got the kids on my own for the weekend.

I



Our eldest son has just graduated from university.

J



My favourite toy is broken.

3. Complete the sentences with your own ideas.

- 1. I was upset because _____.
- 2. I was scared because _____.
- 3. I was proud because _____.
- 4. I was jealous because _____.
- 5. I was disappointed because _____.
- 6. I was nervous because _____.

4. Complete the sentences with your own ideas.

A	B
1. Sometimes I feel really homesick.	a. It's normal! I was nervous when I took mine.
2. I've got too much work to do!	b. Oh, that's fabulous! I'm delighted for you both!
3. I'm worried about my driving test.	c. Well, remember that people can be really nice, too!
4. We're going to have a baby!	d. I'm sure you do. What do you miss the most?
5. I get upset when people are so horrible.	e. You'll manage. You're just stressed right now.

Listen and check. Continue some of them.  9.14

1. Read and listen to the sentences. 🎧 9.15

That was such an amazing film!

I was so scared



Which word has the most stress?

2. Listen and repeat the sentences. 🎧 9.16

Copy the stress and intonation.

- I was so surprised!
- It was such a shock!
- I've had such an awful day!
- You have such crazy ideas!
- We had such terrible weather!
- There were so many people in town!
- She sings so beautifully!
- I've got so much work!

3. Look at the sentences again. When do we use ... ?

- so
- such
- such a/an
- so many
- so much

4. Complete the sentences with the words below.

so | such | such a/an | so many | so much

1. This is _____ good novel! You must read it!
2. Don't watch that film on your own! It's _____ scary!
3. Susie and John are _____ nice people!
4. There are _____ pizzas to choose from!
5. Why are you driving _____ fast?!
6. Oh! You've made _____ mess in the kitchen!
7. I've spent _____ money this week!
8. That was _____ amazing experience!

5. Match the sentences with the lines in 4.

- ___ Come and clean it up now!
- ___ I should leave my credit card at home!
- ___ It's the first time I've been to an IMAX cinema!
- ___ I had my eyes closed for a lot of it!
- ___ We're not in any hurry!
- ___ Do you want to borrow it now?
- ___ I can't decide which one to order!
- ___ They're always so friendly and helpful.

Listen and check. 🎧 9.17

Referring back in a text

1. What films are popular at the moment? Which have you seen? Are any of them based on books?

- The last film I saw was ...
- It's got ... in it – one of my favourite actors.
- It's about ...
- It's based on a book by ...
- I really enjoyed/didn't enjoy it because ...

2. Read the paragraph below. What do the words in **bold** refer to?

I saw a really good film last week. **It** was a horror film. I went with two friends. **They** didn't enjoy **it** at all because they didn't like the acting, **which** they thought was terrible. **That** surprised me because I thought it was excellent. I think **this** is the best film I've seen all year.

3. Have you heard of Frankenstein? Discuss the following questions.

1. Is Frankenstein a book, a film, or both?

2. What kind of story is it?

- a detective story
 - a science fiction story
 - a horror story
 - a romance
3. Who or what is Frankenstein?

- a doctor
 - a monster
 - a scientist
 - a student

4. What happens in the story?

5. Does it have a happy ending?

4. Read the review of the novel, Frankenstein. Check your answers to 3.



The story of Frankenstein is famous all over the world. **It** was written in 1818 by Mary Shelley, and was immediately a big success. It's a horror story which some people also see as the first science-fiction novel. And although it's a very well-known story, most people have the wrong idea about who Frankenstein is. **They** think it's the name of the monster in the story, but in fact it's the name of the scientist who created **it**. The book begins with the letters of an English explorer, Captain Robert Walton. **He** tells us about Victor Frankenstein, a scientist from Geneva, who he meets in the Arctic. Frankenstein has discovered the secret of creating life, and he decides to make a human being. He visits graveyards at night, and collects bodies. Using different parts of **these**, he creates and brings to life a being, which is both man and monster. The monster is huge and ugly, but also intelligent and sensitive.

Of course, when people see it, they are terrified, so the poor monster has no friends and feels lonely and depressed. Finally, it asks Frankenstein to make **it** a wife. **This** he refuses to do, and the angry monster kills Frankenstein's bride, Elizabeth, and **his** brother and best friend. Frankenstein is heartbroken and wants to kill the monster, which runs away. Frankenstein chases it across the world and dies when they meet in the Arctic. The monster then kills **itself**. There are over 40 films that tell the story of Frankenstein. **The first** was made as long ago as 1910. It's a fascinating tale because of the complex character of the monster, **which** is both frightening and sad at the same time.

5. Read the review again. What do the words in **bold** refer to?

6. Match each heading to the correct information in the Frankenstein review.

- title and author
 - type of book/film
 - the period or date
- characters
 - the plot
 - people's reaction

7. Use the headings from exercise 6 to make notes about a book or film you've seen. Then write a short review and present it to the class.

will

Form

had + -ed / past participle.

Positive and negative

I/You/We/They He/She/It	'd (had) hadn't	cooked.
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Question

Had	I/You/We/They He/She/It	told you that?
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Short answer

Yes, I had. **No**, they **hadn't**.

Use

1. We use the *Past Perfect* to express an action in the past which **Happened before another action in the past.**

When I arrived at the cinema, the film had already started.

2. We use the Past Simple to express actions in the order they happened.

Look at these actions in the Past Simple.

Action 1

The bear **went**.

John **left** the party.

They **walked** a long way.

Action 2

The man **came** down from the tree.

I **arrived**.

They **were** tired.

Notice how they are expressed using the Past Perfect.

Action 1

The man came down from the tree ...

When I arrived at the party ...

They were tired ...

Action 2

after the bear **had gone**.

John **had left**.

because they'd **walked** a long way.

3. If it is clear that one action was completed before, it isn't necessary to use the Past Perfect.

I cleaned up after everyone **went** home.

I cleaned up after everyone **had gone** home.

We use conjunctions to join sentences.

1. *When, while, as soon as, after, before, as and until*, are conjunctions of time. They can go in two places in the sentence.

When I arrived home, Tom was waiting for me.

Tom was talking to me **while** he was cooking the meal.

As soon as I arrived home, Tom started cooking the meal.

Tom cooked the meal **after** I arrived/I'd arrived home.

He had cooked the meal **before** I arrived home.

As he was talking, I was thinking about the last time we'd met.

He didn't start cooking the meal **until** I arrived home.

2. *So* is a conjunction of result.

He was sad **so** he went to the bed.

because is a conjunction of reason.

He went to the bed **because** he was sad.

3. *But and although* are conjunctions which join contrasting ideas.

It was a sunny day, **but** we played games at home.

Although it was a sunny day, we played games at home.



Form

so + adjective/adverb

I was **so** happy.
He always drives **so** carefully.

such a + adjective + singular noun

She's **such a** horrible person.

such + adjective+ plural/uncountable noun

The Lees are **such** friendly neighbors.

so many + plural nouns

Some children have **so many** toys.

so much + uncountable nouns

Footballers earn **so much** money.

Use

So and such are used for emphasizing an adjective or noun. They are used more in spoken than written English. They are often exclamations, with an exclamation mark(!).

He works **so** hard! (is stronger than) He works very hard.



going to

Form

am/is/are + going + to + infinitive

Positive and negative

I	'm (am) 'm not	going to work.
He/She/It	's (is) isn't	
You/We/They	're (are) aren't	

Question

What	am	I	going to work?
	is	He/She/It	
	are	You/We/They	

Short answer

Are they going to get married?

Yes, they are./No, they aren't.

Use

Going to is used:

1. to express a future decision, intention, or plan made before the moment of speaking.

How long **are** they **going to stay** in Greece?

She **isn't going to have** a graduation party.

2. when we can see or feel now that something is certain to happen in the future.

Look at these clouds! It's **going to rain**.

Watch out! You're **going to drop** that vase.

Past of *have to*

The past tense of have to is had to, with did and didn't in the question and the negative.

I **had to** wake up early on Mondays.

Why **did** you **have to** work last Saturday?

I **didn't have to** do the dishes when I was younger.

Use

1. *Have to* expresses strong obligation. The obligation comes from 'outside' – perhaps a law, a rule at school or work, or someone in authority.

You **have to** pass a driving test if you want to drive a car. (That's the law.)

I **have to** start work at 8.00 (My company says I must.)

I **didn't have to** do any housework when I was a child.

2. *Don't/Doesn't have to* expresses absence of obligation (it isn't necessary).

You **don't have to** do the washing-up. I've got a dishwasher.

She **doesn't have to** work on Friday. It's her day off.

I **didn't have to** get up early this morning, but I did it to go to the gym.

Note:

Have got to is more informal. It usually expresses an obligation on one particular occasion.

Look at the time! I've **got to go**.

I'm going to bed. I've **got to get up** early tomorrow.

She's **got to work** hard. Her exams start next week.

The forms of *have got to + infinitive* are the same as *have got + noun*.