

# 06

## TRUE STORIES

### IN THIS UNIT

- Grammar: Past perfect; Reported speech
- Vocabulary: say and tell; Adverbs for telling stories
- Task: Retell a story
- World culture: A story that rocked the world

### REAL LIVES

## A twist of fate

When Tamara Rabi met Adriana Scott at a local McDonald's® restaurant, their lives changed forever. 'I didn't know what to say except "hi". I was just so shocked – it was like seeing myself,' says Adriana. They were both students at neighbouring universities in Long Island, New York, and <sup>1</sup>\_\_\_\_\_. They shared a birthday, they were exactly the same height and both loved hip hop. But the most important thing they shared was the same Mexican mother. Both girls grew up knowing that <sup>2</sup>\_\_\_\_\_, but they had no idea that they had an identical twin. Then, Justin Lattore, a friend of Adriana's, went to Tamara's twentieth birthday party. When he walked in and saw Tamara, he couldn't believe his eyes. 'I was just shocked – she looked so much like Adriana,' says Justin. Then it got clearer – they had to be sisters. In fact, <sup>3</sup>\_\_\_\_\_, clearly mistaking her for someone else.

Following the birthday, Justin put the two girls in touch and they arranged the McDonald's meeting by email. 'As she came towards me, she was walking like me, talking like me,' says Tamara. 'We have the same mannerisms, the same interests and got the same grades at school,' adds Adriana. The girls even discovered that as children <sup>4</sup>\_\_\_\_\_ of a really loud noise followed by a very quiet one. They had another sad factor in common. <sup>5</sup>\_\_\_\_\_ a few years before they met.

Now the twins are finishing their studies, and they meet often. 'I feel she's my sister, but our relationship right now is more like friends,' says Tamara. She's optimistic and excited that their futures will be together: 'We will always have each other. We don't have any other brothers and sisters – we'll grow old together!'

### Language focus 1

#### Past perfect

- 1a Work in groups. Think of examples of the types of story below from books, films or real life.

crime stories / mysteries    romantic stories    anecdotes  
science fiction / fantasy    ghost stories    adventure stories  
'human interest' stories    biographies

- b Which types of story are usually fictional? Write F if they are usually fictional, T if they are true and B if they can be both. Compare your answers with other students.

- c Which types of story in exercise 1a do/don't you usually like? Give examples.

*I don't usually like fantasy stories like Alice in Wonderland.*

- 2a Look at the article above. What kind of story is it?

- b Read the article and answer the questions.

- 1 Where did Tamara and Adriana first meet?
- 2 Why was their first meeting shocking?
- 3 Who first realised that they were sisters and when?
- 4 Say three things that the girls had in common when they met.
- 5 What kind of relationship do they have now?



## PRACTICE

- 1a Read more about twins who were separated at birth. Complete the gaps below with the Past simple or Past perfect form of the verb in brackets.

### The 'Minnesota twins'

For over 30 years the Twin Family Study at the University of Minnesota has reunited twins separated at birth. Time and time again, they have discovered surprising similarities in their personalities, interests and lives.

Tom Patterson first <sup>1</sup> \_\_\_\_\_ (meet) his identical twin Steve Tazumi four years ago, but they <sup>2</sup> \_\_\_\_\_ (soon find) that they <sup>3</sup> \_\_\_\_\_ (have) a lot in common. They <sup>4</sup> \_\_\_\_\_ (both / choose) the same career: at the time they met, both men <sup>5</sup> \_\_\_\_\_ (own) a body-building gym, and before that, both <sup>6</sup> \_\_\_\_\_ (compete) seriously as weightlifters, Steve <sup>7</sup> \_\_\_\_\_ (even try) for the Olympics in his youth.

And when Daphne Goodship <sup>8</sup> \_\_\_\_\_ (meet) her twin Barbara Herbert, they <sup>9</sup> \_\_\_\_\_ (discover) that they <sup>10</sup> \_\_\_\_\_ (have) the same number of children - three - and that their children <sup>11</sup> \_\_\_\_\_ (be born) in the same years.

But the very first pair of 'Minnesota twins' were the most amazing. Jim Springer <sup>12</sup> \_\_\_\_\_ (meet) his identical twin Jim Lewis when they were 39 years old. It was a coincidence that their adoptive parents <sup>13</sup> \_\_\_\_\_ (give) them both the same first name, but they <sup>14</sup> \_\_\_\_\_ (soon / discover) a lot more amazing similarities in their pasts. Both men <sup>15</sup> \_\_\_\_\_ (divorce) a woman named Linda and <sup>16</sup> \_\_\_\_\_ (remarried) a woman named Betty. Both men <sup>17</sup> \_\_\_\_\_ (have) a son called James Alan and a dog named Toy. And most strangely of all, in 2002, both men <sup>18</sup> \_\_\_\_\_ (died) on the same day, of the same illness!

- 3 6.1 Complete the story with the information below. Then listen and check.

- Tamara had already noticed that strangers on her university campus often smiled and said hello
- Both of their adoptive fathers had died
- they had grown up only 30 kilometres apart
- their mother had given them up for adoption when they were born
- they had often had the same nightmare

- 4 Work in pairs and discuss.

- Why do you think the article is called 'A twist of fate'?
- Do you think their story is a sad or a happy one? In what ways?

- 5 The story starts with the moment that the twins met. Did the actions in exercise 3 happen before or after they met?

- b Work in groups and discuss. Do you think the similarities between the pairs of twins are really surprising or not?

### PRONUNCIATION

- 6.2 Listen to eight sentences and write the form you hear: Past simple (PS) or Past perfect (PP).
- Look at audio script 6.2 on page 171. Practise saying the sentences, paying attention to the tense.

### GRAMMAR

- 1 Which verb below is in the Past simple and which is in the Past perfect? How do we form the Past perfect? Which action happened first?

Both of their adoptive fathers had died a few years before they met.

- 2 Cross out the incorrect explanation below.

- The Past perfect describes actions that happened a long time ago.
- We use the Past perfect when we are describing past events and want to explain something that happened before that.

- 2a Choose a story type from exercise 1a on page 56 and invent the introduction to a story. Include at least one Past simple and one Past perfect verb.

*Clara looked up and saw a tall dark stranger. She had never seen him before in her life.*

- b Work in pairs. Take turns to read your introductions to each other and guess what types of story they are.

# True coincidences

Do you have a favourite coincidence story? Have any amazing coincidences happened to you? Share your story below.

A few years ago I had an argument with my girlfriend. She said that I was obsessed by work. As I was driving home, I turned on the radio and the first thing I heard were the lyrics 'She said it wasn't working. She told me she was leaving.' ...

**Josh Lewis, Vancouver, Canada**

My favourite coincidence story is about Mark Twain, the American author. He was born in 1835, two weeks after Halley's Comet appeared. In his autobiography, Twain said that he had come in with the comet and he expected to go out with it (Halley's Comet comes back every 76 years). ...

**Maria Lopez, Mexico City, Mexico**

A few months ago I was thinking about an old friend from university. His name was Jung Xiu. He always said that we would get married one day. The next day I checked my email as usual. To my amazement, there was an email from Jung Xiu. He asked me if I was still living in Beijing and he told me what he was doing. ...

**Hui Zhong, Beijing, China**

My friend and I from Thomas Abney Secondary School in South London did a gap year together when we were 18. We went to Australia and found a job in a small insurance office in Melbourne. It was really boring work but quite well paid. One day the manager said he was hiring another worker to help us. ...

**Liam Bentley, London, UK**



## Language focus 2

### Reported speech

**1a** Work in pairs. Read the beginnings to the coincidence stories above. How do you think each story ends? Compare your ideas.

**b** **6.3** Listen and check. Did you guess correctly?

- c** Work in pairs and discuss.
- Which coincidence do you find strangest?
  - Which one is least strange?

**2a** Which of the people in the text do you think said the sentences below? Write their names.

- 1 We'll get married one day. *Jung Xiu*
- 2 I don't want to see you anymore.
- 3 I came in with the comet and I expect to go out with it.
- 4 I'm hiring another worker to help you.
- 5 I've just had a dream about you.

**b** Look at audio script 6.3 on page 171 and find the corresponding sentences in reported speech. Write them next to the quotes above.

*He always said that we would get married one day.*

## GRAMMAR

### Tenses in reported speech

- 1 Underline the verbs in the direct speech sentences in exercise 2a. Then underline the verbs in the reported speech sentences that you wrote. How do the tenses change in reported speech?
- 2 Complete the table with examples from exercise 2 and a tense.

Direct speech	Reported speech
Present simple: <i>I don't want to see you anymore.</i>	Past simple: <i>She said (that) she didn't want to see me anymore.</i>
Present continuous:	
Present perfect:	
Past simple:	
will:	

Remember the difference between *say* and *tell*.

- *say* something: *He said he loved her.*
- *tell* someone something: *He told me he loved her.*

### Reported questions

- 3 Find three reported questions in audio script 6.3 on page 171. Which verb introduces them? Write the actual question for each reported question.
- 4 What is the difference in the word order of reported and direct questions?
- 5 In what types of questions do we use *if* and *whether*?

**PRACTICE**

**1** Read the start of a true coincidence story. Then read the conversation below and complete the story with reported speech.

In the early 1970s, the actor Anthony Hopkins got a part in a film called *The Girl from Petrovka*. It was based on a book by George Feifer. By chance one day, Hopkins found a copy of the book on a bench in a London tube station. It had handwritten notes on the pages. Two years later George Feifer, the author of the book, went to see Hopkins on the set of the film in Vienna.

- 1 Feifer told Hopkins that he didn't have a copy of the book anymore \_\_\_\_\_.
- 2 Hopkins asked him \_\_\_\_\_.
- 3 Feifer said that \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.
- 7 \_\_\_\_\_.
- 8 \_\_\_\_\_.

F: I don't have a copy of the book anymore.  
 H: What happened to your copies?  
 F: I lent my last one to a friend and she lost it.  
 H: Where did she lose it?  
 F: She left it on a bench in London.  
 H: Is this book yours? I found it on a bench in London.  
 F: Yes, it is mine! That's incredible!  
 H: I'll give it back to you when filming is finished.

**2a** Look at the questions for famous people below. Choose four that you want to ask. Then imagine the answers and write them down.

- 1 Jack Dorsey (founder of Twitter): How many followers have you got on Twitter?
- 2 Madonna (pop star and actor): Do you think you are a better singer or actor?
- 3 Duchess of Cambridge (wife of Prince William): Is it better to be a princess or a pop star?
- 4 Diego Maradona (footballer): What was your best goal?
- 5 Tim Berners-Lee (inventor of the World Wide Web): Where were you when you had your idea?
- 6 Carlos Slim (one of the richest people in the world): Does money make you happy?

**b** Work in pairs. Tell your partner the question you asked and the answer that the famous person gave.

*I asked Madonna whether she thought she was a better singer or actor. She told me that ...*

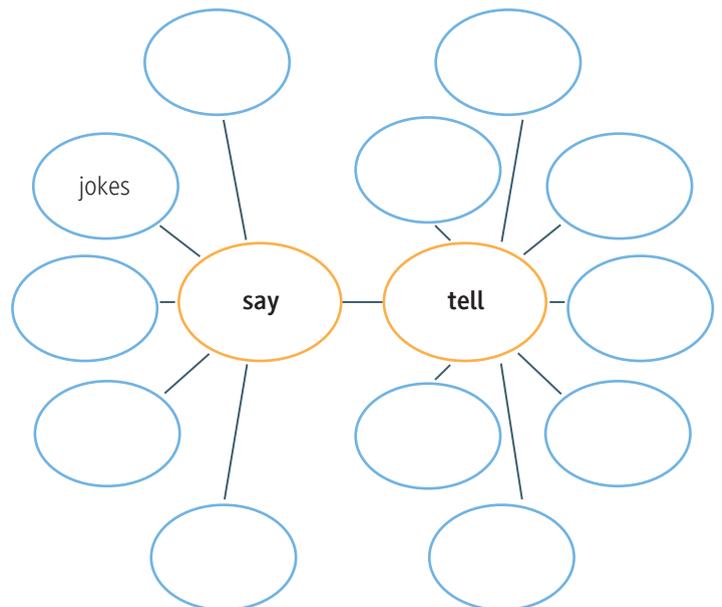
**Vocabulary**  
*say and tell*

**1a** Complete the sentences with *say* or *tell*.

- 1 Do you often \_\_\_\_\_ jokes? Can you \_\_\_\_\_ any jokes in English?
- 2 Do you have an elder brother or sister? Did he or she \_\_\_\_\_ you what to do as a child?
- 3 Can you \_\_\_\_\_ hello, goodbye and thank you in four different languages?
- 4 If you hated your friend's hairstyle and she asked your opinion, would you \_\_\_\_\_ the truth?
- 5 Can you \_\_\_\_\_ me something about your last holiday?
- 6 In your family, do you usually \_\_\_\_\_ a prayer before meals?
- 7 Did your teachers in primary school \_\_\_\_\_ you off a lot?
- 8 If you had a minor car accident and it was your fault, would you \_\_\_\_\_ sorry to the other driver?
- 9 Can you \_\_\_\_\_ the difference between British and American English?
- 10 If one of your classmates was cheating in a test, would you \_\_\_\_\_ something to the teacher?
- 11 Do you think it's always wrong to \_\_\_\_\_ lies? When is it acceptable?
- 12 If a homeless person asks you for money, do you usually \_\_\_\_\_ yes or no?

**6.4** Listen and check your answers.

**2** Add the phrases with *say* and *tell* to the diagram.



**3** Work in pairs. Choose eight questions from exercise 1a. Take turns to ask and answer the questions.



- 5a You are going to read about real-life experiences of a shipwreck and a shark attack. Which experience do you think the phrases in the box below relate to? Write SW (shipwreck) or SA (shark attack).

to bite the crew of a boat a rubber dinghy a flare  
to feel numb to hold on to let go a life belt  
to paddle a searchlight a surfboard

- b Work in pairs. Student A: Turn to page 129 to read 'Shipwrecked'. Then answer the questions about it. Student B: Turn to page 131 to read 'Attacked by a shark'. Then answer the questions about it.

## Reading and speaking

- 1 Look at the poster above. Can you think of any other disaster movies based on real events?
- 2a Work in pairs. You are going to read about Josh Peltz's real-life experience of a plane crash. Before you read the text, look at the photo and answer the questions.
  - 1 What do you think Josh thought about as the plane was going down?
  - 2 What do you think he did when he was safe?
- b Read the text and compare it with your ideas from exercise 2a.
- 3 Read the text again and put the events in the correct order, 1–10.
  - a Josh read the emergency information.
  - b Josh opened the door and got out of the plane.
  - c The captain made an announcement.
  - d Everyone was silent for a while.
  - e Josh cried.
  - f An explosion happened not long after they had taken off. 1
  - g The plane crashed into the water.
  - h A ferry arrived to rescue the passengers.
  - i Some of the passengers screamed.
  - j The passengers went out onto the wing of the plane.
- 4 Work in pairs and discuss.
  - What technique did Josh use to survive the crash?
  - What would do in a situation like this?
  - Read 'It's a fact!' Are you surprised by the fact about plane safety?

IT REALLY HAPPENED TO ME!

Josh Peltz was on US Airways Flight 1549, which crash-landed in the Hudson River in New York in January 2009.

I was in seat 10F next to the emergency exit. A few minutes after take-off there was a loud explosion. Everybody gasped and there were a few screams. Then, surprisingly, it went very quiet – everyone was assessing the situation.

It soon became obvious we weren't going back to LaGuardia Airport, we were heading for the water. I started thinking this was it. I thought about my wife, Tesa, and our two children. Then I heard the announcement, 'This is the captain, brace for impact,' and everything suddenly got very clear. I had to stop thinking about death and start thinking about what I was going to do once the pilot landed in the water. 'You sat in this seat,' I thought, 'you've got to get this door open.'



- 6a** Take turns to tell your partner about your story. Ask questions to find out the details of your partner's story.
- b** Read each other's stories. What else did you learn?
- 7** Discuss the questions.
- What was the worst experience in your opinion?
  - What was the worst part of each experience?
  - Do you know any stories of experiences like this? What happened?



At about 300 feet (91.5 metres), I started reading the instructions. There were six steps, and I read them two or three times, testing myself on each step and trying to imagine myself opening the door. Suddenly, we hit the water. It felt like the worst car crash you could imagine. My first thought was, 'This plane is sinking, we have to get everybody off as soon as possible.'

Someone next to me was trying to pull the door in and I said, 'No, it's got to go out.' Fortunately, I'd just read that. I managed to get the door open and I grabbed the hand of a woman sitting next to me. We walked out onto the wing, which was sinking lower and lower. We walked as far along as we could to make room for other people. Everyone was helping each other. It was freezing, and nobody had a jacket. Some people were underwater to their waists.

It felt like half an hour before we saw the first ferry, although it can have been only five or ten minutes. I was fourth onto the ferry, and I started helping people onto the boat. Fortunately, everyone had survived the crash.

I got through it by taking it one step at a time: get the door open, throw the door out, figure out if you're sinking. I just kept on doing that until I reached solid ground. Only then did I go into the men's room and cry for a few minutes.



**FIND OUT MORE** Go online to find out more about Josh Peltz and the story of US Airways Flight 1549.

## Vocabulary

### Adverbs for telling stories

- 1** Match the sentences in A and B.

#### A

- 1 The audience were completely silent.
- 2 Mrs Brown was over 80 when she died.
- 3 The police searched the area for several days.
- 4 I realised I'd left my purse at home.
- 5 As the woman came round the corner, she was knocked off her bicycle by a passing car.
- 6 Robert really loves French food and culture.
- 7 My sister's family were in a minor car accident yesterday.
- 8 Hannah found out today that she didn't get that job she applied for.
- 9 Marianne and Laura were great friends at university.

#### B

- a **Unfortunately**, she never saw her only grandchild, who was born in Australia.
- b **Surprisingly**, though, he's never visited France.
- c However, they **gradually** lost touch over the years.
- d I **immediately** ran over to see if she was alright.
- e **Suddenly**, a mobile phone rang and everyone turned and stared.
- f **Fortunately**, I had my credit card in my pocket.
- g **Obviously**, she was very disappointed.
- h **Eventually**, they found the piece of evidence they were looking for.
- i **Thankfully**, they were all OK.

- 2** Complete the sentences in a logical way using both adverbs.

My aunt fell down the stairs the other day.  
**Thankfully**, she *didn't hurt herself*.  
**Obviously**, she *was quite upset*.

- 1 My dad's been on a strict diet for nearly a month.  
 Unfortunately ...  
 Surprisingly ...
- 2 I first met my wife at a party five years ago.  
 Immediately ...  
 Surprisingly ...
- 3 When I came to live here, I didn't know anybody.  
 Gradually ...  
 Eventually ...
- 4 I spent an hour looking for the missing keys.  
 Eventually ...  
 Fortunately ...
- 5 The room was in complete darkness.  
 Eventually ...  
 Suddenly ...

# Task

## Retell a story



### *The Open Window* by Saki

H.H. Munroe (Saki) 1870–1916: British writer who is considered a master of the short story. His stories about Edwardian society were witty, mischievous and sometimes macabre.

## Preparation Listening and vocabulary

- 1 You are going to listen to a 'classic ghost story'. Look at the picture and information and answer the questions.

- 1 What kind of writing was Saki famous for?
- 2 In what century is the story set?
- 3 Find the three main characters in the picture:
  - Frampton Nuttel, a young man who is suffering from a nervous illness.
  - Mrs Sappleton, a distant acquaintance of Frampton's sister.
  - Vera, her 15-year-old niece.
- 4 Who can you see in the garden?

- 2 Check the meaning of the key phrases below.

to find a body	a letter of introduction
a great tragedy	French windows
to go shooting	to go insane with grief
to sink in a bog	a cure for bad nerves
to chase someone	to have a nervous breakdown
snarling dogs	to knock someone off their bicycle
to see a ghost	

- 3a  6.5 Listen to the first part of the ghost story. Which questions can you answer? Compare your answers in groups.

- 1 Why was Frampton staying in the countryside?
- 2 Why was he visiting Mrs Sappleton?
- 3 Who entertained him while he was waiting for Mrs Sappleton?
- 4 What terrible tragedy did Vera tell him about? How did she describe it?
- 5 What did Mrs Sappleton believe about the tragedy?
- 6 What did she say when she came into the room?

- b Listen again and check. You can also read the audio script on page 172 as you listen.

## Task Speaking and listening

- 1 Work in pairs. Retell the story so far in as much detail as you can.

> Useful language a and b

- 2a Look back at the picture and the key phrases in exercise 2. Some key phrases are important in the second part of the story. Can you guess what happens next?

- b Work in groups and compare your ideas. Whose ideas do you like best?

- 3a  6.6 Listen to the second part of the story and answer the questions.

- 1 Did Mrs Sappleton listen carefully to Frampton? Why / Why not?
- 2 What exactly did they see in the garden?
- 3 Why did Frampton run away?
- 4 What did Mrs Sappleton tell her husband about Frampton Nuttel?
- 5 How did Vera explain Frampton's behaviour?
- 6 What was Vera's speciality? Give two examples.

- b Did you predict the ending of the story correctly?

- 4 Work in groups. Retell the second part of the story to your group. Whose version is the best?

> Useful language a, b and c

- 5 Listen to the story again and discuss the questions.

- Is this really a ghost story? Why / Why not?
- Do you like the story? Why / Why not?

## Follow up Writing

- 1 EITHER write the story of *The Open Window* from the point of view of one of the other characters: Mrs Sappleton, Mr Sappleton or Vera. OR write a ghost story of your own (either one you know or one you have invented yourself).

Think about:

- when to start the story.
- how to describe the setting and give background information.
- how to describe the main events.
- how people felt.
- what happened in the end.

> Useful language a, b and c

## USEFUL LANGUAGE

### a Starting a story

The story happened (about 100 years ago) in (England).

One day (a man visited ...)

While (he was waiting ...)

### b Explaining what happened

(Vera) told him that ...

(Mrs Sappleton) said that ...

(Frampton) asked why/what ...

To his horror/surprise ...

After a while ...

Suddenly ...

Immediately ...

Then ...

### c Ending the story

In the end ...

Eventually ...

## SHARE YOUR TASK

Choose one of the options from the Follow up writing.

Practise telling your story until you feel confident.

Film/Record yourself telling the story.

Share your film/recording with other students.

# WORLD CULTURE

## A STORY THAT ROCKED THE WORLD

### Find out first

- 1a What do you know about Chile? Try to complete the fact file by choosing the correct answers.

#### FACT FILE CHILE

Population:	Around <b>17 / 27 / 37</b> million
Neighbours:	Argentina, Bolivia and <b>Peru / Brazil / Paraguay</b>
Capital:	<b>La Paz / Santiago / Tierra del Fuego</b>
Life expectancy:	<b>58 / 68 / 78</b> years
Biggest export:	<b>fruit / copper / oil</b>
Extraordinary fact:	The Atacama Desert is the <b>driest / windiest / hottest</b> place on Earth.

- b Go online to check your answers or ask your teacher.

**Search:** Chile fact file / Chile life expectancy

### View

- 2 Read the newspaper extract below. Do you remember this story? Can you guess/remember what happened? Use the numbers in the box to help you.

700,000-tonne block of rock	33 miners	700 metres
below ground	69 days	17 days

#### Miners trapped below ground

In October 2010, one of the biggest global news stories of the year began in the San José Mine in Copiapo, Chile. The world looked on anxiously as rescue teams worked day and night to free the miners. ...

- 3a  Watch the first part of the video and check your answers to exercise 2. Briefly say what happened in your own words.

b Work in pairs and discuss.

- How do you think the miners survived for the first 17 days?
- What effect do you think the experience had on the miners?

c Watch the second part of the video and check your answers.

- 4 Watch the video again and tick the two correct sentences. Correct the other four sentences.

- 1 San José was a copper mine.
- 2 Angelique was feeding her daughter at home when she heard the news.
- 3 The news made her feel physically ill.
- 4 The first proof that the miners were safe was a note.
- 5 Edison stopped communicating with the other miners.
- 6 Angelique wants Edison to show her more love.



## World view

- 5** ▶ Watch three people talking about a time when the world's eyes were on their country or city. Make notes as you listen to each speaker and complete the table.

	Luis	Eben	Kirsten
What was the event?			
When was it?			
What happened and what made it memorable/important?			

- 6a** Work in groups. Can you think of a time when world attention was focused on your country? What happened? How did you feel about the event?

- b** Take turns to describe the events to other students.

- 7a** Work in pairs. Do you know where and when the incidents below happened?

- the Three Mile Island accident
- Apollo 13
- US Airways Flight 1549
- asteroid 2012 BX34

- b** Go online to find out more about some of the incidents. Answer the questions.

- 1 When and where was it?
- 2 What caused the incident?
- 3 What nearly happened?
- 4 What actually happened?

**Search:** Three Mile Island / Apollo 13 / US Airways Flight 1549 / asteroid 2012 BX34

## Write up your research

- 8** Write a paragraph about one of the incidents you researched. Use the prompts below to help you.

- This incident happened in ...
- (A nuclear reactor) nearly ...
- People were worried that ...
- In the end ...
- The main reason it didn't happen was that ...

### AFTER UNIT 6 YOU CAN ...

Explain the order of events in the past.

Report what is said in a conversation.

Tell a short story.

Report a news story.