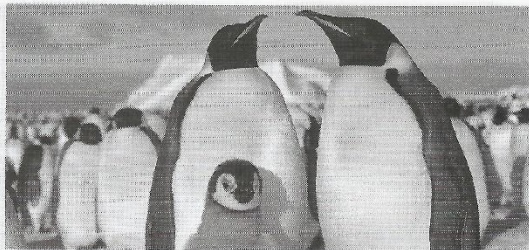


Unit 2 Storytelling

2a March of the Penguins

Reading a film documentary

1 Read the interview with a film director.



March of the Penguins tells the remarkable story of emperor penguins who each year journey for hundreds of miles across the ice of Antarctica to reach their traditional breeding ground. French director Luc Jacquet spoke to us about the challenges of making *March of the Penguins*.

Your background is as a biologist. How did you become interested in penguins?

In 1992, I spent fourteen months at the French scientific center in Antarctica doing research. In my career, I have also worked as a cameraman. I helped to shoot another film, *The Congress of the Penguins*, in 1995.

In the film, the narration comes from the penguins' perspective—we hear their thoughts. Why did you choose this storytelling technique?

I wanted to get away from the documentary genre and to write a story that made the viewer feel like he or she was really right there with the penguins.

How did you approach the penguins?

It was easy to get near them. They have never experienced any form of colonization, so they're not scared of humans.

How would you describe the overall theme of the movie?

I wanted to tell things as I felt them, rather than as a scientist. It's about the struggle between life and death. The penguins have learned to live where no other creature can. This is what struck me the most. How do they do that? How do they manage?

Grammar simple past and present perfect

2 Look at the filmmaker's answers in the interview. Find examples of the following:

1 his experience in general (present perfect)

2 something he did at a specific time in the past (simple past)

3 something the penguins did in the past that has a present result (present perfect)

3 Complete the final part of the interview using the verbs in the present perfect and simple past forms.

Some would say you have to be crazy to spend more than a year in such an inhospitable environment.

I ¹ _____ (met) many explorers and adventurers in my life. Some of them ² _____ (spend) their careers climbing mountains, others like to cross the desert or the ocean. I ³ _____ (always / feel) comfortable in the polar environment. On this visit, I ⁴ _____ (get) a particular sense of adventure. Yes, I ⁵ _____ (encounter) a lot of difficulties. But once I had been there for a while, my body ⁶ _____ (adapt) to the environment. Over time, I ⁷ _____ (learn) to deal with the terrific wind, which in some ways is worse than the cold temperatures. Everyone who ⁸ _____ (visit) the polar regions for any length of time will tell you this. What you have to do is to learn to minimize body movement. So I ⁹ _____ (not / run) anywhere when I was there. I just ¹⁰ _____ (do) everything carefully and slowly.

2b True stories

Grammar past tenses review

- 1 Complete the story about adventurer Aron Ralston using the correct past tense form of the verbs in parentheses.

On April 25, 2003, Aron Ralston
 1 _____ (drive) to Moab, Utah,
 where he mountain-biked the famous Slickrock
 Trail. He then 2 _____ (make) his
 way to Horseshoe Canyon. When he
 3 _____ (arrive), night
 4 _____ (fall), so he made camp.
 He 5 _____ (climb)
 into the canyon on April 26. He
 6 _____ (go) about five miles when
 he came to a section where a series of large
 boulders 7 _____ (hang), wedged
 between the walls of the canyon.
 He 8 _____ (not/tell) anyone where
 he was. It would be days before anyone realized
 that he was missing. Ralston 9 _____
 (stand) on a small stone, facing the boulder that
 10 _____ (crush) his hand. The pain
 was intense, but he was determined to stay in
 control...
 Ralston 11 _____ (wait) there for five
 days. But by the time the search teams started out,
 he 12 _____ (already/decide)
 what he had to do...

- 2 Look at the sentences. If it got dark at 6:00 p.m., when did Ralston arrive in each case? Match the sentences (1–3) with the times (a–c).

- 1 When he arrived at Horseshoe Canyon, night fell. _____
 - 2 When he arrived at Horseshoe Canyon, night was falling. _____
 - 3 When he arrived at Horseshoe Canyon, night had fallen. _____
- a around 6:00 p.m.
 b 6:00 p.m.
 c 7:00 p.m.

3 Grammar extra present tenses for narratives

Read this short review of the movie *127 Hours*, the Aron Ralston story. What tenses are used to describe the plot of the film?

Movie title: *127 Hours*

Rating: 8.5

Director: Danny Boyle (*Slumdog Millionaire*, *Trainspotting*)

Actors: James Franco, Kate Mara, Amber Tamblyn

Genre: Action film

Release date: November 2010

Synopsis: Aron Ralston, a 27-year-old hiker, is canyoneering in Utah's remote Bluejohn Canyon. An 800-pound boulder falls and traps his hand, making it impossible for him to move. He hasn't told anyone where he is going. Based on a true story.

► GRAMMAR EXTRA present tenses for narratives

We use present tenses to describe the plot of a book or a movie and to review them.

In the movie "127 Hours" Aron Ralston is canyoneering in Utah's remote Bluejohn Canyon.

An 800-pound boulder falls and traps his hand.

He hasn't told anyone where he is going.

This use of the present tense is sometimes referred to as "the present historic."

- 4 Look at the grammar box. Then complete the synopsis of a book using the verbs in the correct tense.

Book title: *To the Ends of the Earth*

Author: Ranulph Fiennes

Genres: Autobiography; travel; adventure

Synopsis: The mountaineer and explorer Ranulph Fiennes 1 _____ (give) a personal and gripping account of an expedition around the world from top to bottom. The adventures really 2 _____ (begin) once the group 3 _____ (reach) Antarctica and tensions 4 _____ (grow) between the friends, while all the time conditions 5 _____ (get) worse.

2c Children's stories

Reading the stories of Oscar Wilde

Oscar Wilde's collection of short stories *The Happy Prince and Other Stories* is ostensibly for children, but like all good children's literature, the stories have been written in a way that transcends age: their meaning is just as relevant for adults as it is for children. The stories contain elements of a traditional fairy tale—giants, speaking animals, perhaps a message too—but they are more than just good stories. They have a lyrical quality and a beauty...often this beauty lies in their sadness. I remember being quite upset by them as a child and when I re-read them to my children some 30 years later, I still had to keep back the tears. In fact, it's impossible not to be moved by them. When I said they had a message, I should qualify that by saying that Oscar Wilde kept from giving moral lessons. He simply threw light on human behavior and then left the reader to make up their own mind. Let me give you an example—the story of *The Happy Prince*.

The Happy Prince is a statue that stands high in the square of an old town in northern Europe. It's a fine statue covered in gold leaf and decorated with jewels for eyes and jewels in his sword. From where he stands, he can keep abreast of all that's happening in the town, good and bad. One day, a little swallow arrives, flying on its way south to a warmer climate in Egypt for the winter. He stops to rest on the shoulder of the Happy Prince and the prince asks him for his help. He persuades the swallow to take the gold and jewels from his statue to various people in need around the town: a little boy selling matches in the street, a poor artist in his cold attic room. The swallow stays for some days keeping the prince company and doing good errands for him until he has taken all the gold and jewels from the statue. Unfortunately for the swallow, it has got too late and too cold for it to continue its journey and it dies at the foot of the statue. The town councilors come by and see the statue all grey and plain-looking with a dead bird lying at its feet, and thinking it's an eyesore, they decide to pull it down and melt it so that the metal can be turned into something useful. The workers at the metal foundry find one part won't melt—the Happy Prince's heart—and they throw it on the rubbish tip where the dead swallow is lying.

1 Are the sentences true (T) or false (F)?

- 1 The stories were written for children.

- 2 The stories were published recently.
- 3 All the stories reveal something about human behavior.
- 4 In the story of the Happy Prince, the statue of the prince can think, feel, and speak.
- 5 The Happy Prince wants to help the little bird.
- 6 The Happy Prince has a happy ending.

Word focus keep

- 2 Look at the phrases with *keep* from the story of *The Happy Prince*. Match the phrases (1–4) with the correct meaning (a–d).
- 1 I still had to **keep back** the tears.
 - 2 Oscar Wilde **kept from** giving moral lessons.
 - 3 From where he stands, he can **keep abreast of** all that is happening in the town.
 - 4 The swallow stays for some days **keeping** the prince **company**.
- a spend time with
 - b prevent (someone) from doing something
 - c hold in and not release something
 - d stay in touch or up-to-date with
- 3 Complete the sentences using these phrases. You will need to use the correct form. There are two extra phrases.

keep abreast of keep an eye on keep track of
keep (someone) company keep (someone) from
keep a secret keep a promise

- 1 Thanks for your help and sorry if I _____ your work.
- 2 Those flowers are a thank you present from Sarah. I _____ her apartment while she was away.
- 3 People visit my grandfather on the weekend, but during the week there is no one to _____.
- 4 My brother is traveling around the world and he sends me emails so I can _____ his progress.
- 5 It's not fair to ask someone to _____ if they know telling it will help someone they know.

2d I can sympathize

Real life reacting to stories

1 Look at these situations where things have gone wrong. Complete the sentences using the correct form of the verb.

- 1 My pants got caught on a nail and _____ (rip).
- 2 The key _____ (break) in the lock as I was turning it.
- 3 The boy put his head through the railings and it got _____ (stick).
- 4 He had _____ (make) a big hole in his sweater.
- 5 The pipe _____ (freeze) because it was so cold.
- 6 When it warmed up again, the pipe _____ (burst).

2 Underline the words or phrases that can begin each reaction. Sometimes more than one answer is possible. Then match the reactions to the situations in Exercise 1.

- a *How / What a / That was* nightmare!
- b *How / What a / That was* good thinking.
- c *How / What a / That was* embarrassing.
- d *How / What a / That was* lucky.
- e *How / Poor / What a* stroke of luck.
- f *How / Poor / What* strange.
- g *How / Poor / What* you!
- h *How / What / That must have been* a relief.
- i *How / What / That must have been* awkward.
- j *How / What / That must have been* a disaster.

3 Read a conversation between two friends talking about a travel story. Answer the questions.

A: How was the trip?

B: Well, we had a great time once we got there, but getting there was a complete nightmare.

A: Oh, no. Poor you! What happened?

B: Well, about four hours before we were due to leave, Hannah realized that her passport was out of date.

A: Oh, that's awful. So did you leave her behind?

B: No, Paul took her straight to the passport office in Hartford and someone had just canceled their appointment, so they were able to get Hannah a new passport within an hour.

A: That was lucky. And where were you?

B: I went to the airport to wait for them and kept in touch with them by phone.

A: How stressful! Did they make it in time?

B: Well, they wouldn't have made it, but the plane was delayed by two hours, so in the end they got there with a little time to spare. But my nerves were completely destroyed by then.

A: I can sympathize. I hate being late when I'm traveling. Did the rest of the trip go OK?

B: Yeah, it was great, thanks. Costa Rica was fabulous. But I made sure we got to the airport four hours early for the flight back.

A: Did you? I don't blame you. I think I would have done the same thing...

1 What was the problem?

2 How did they resolve the problem?

3 How did the speaker feel by the end of their ordeal?

4 Complete the reactions (1–6). Use phrases a–f.

- a How stressful!
- b Oh, that's awful.
- c I think I would have done the same thing.
- d Oh, no. Poor you!
- e I can sympathize.
- f That was lucky.

1 _____ What happened?

2 _____ So did you leave her behind?

3 _____ And where were you?

4 _____ Did they make it in time?

5 _____ I hate being late when I'm traveling.

6 Did you? I don't blame you. _____

2e "Don't move!"

1 Writing skill using descriptive words

Read this passage from a story and underline all the verbs and expressions that describe how people speak.



"Don't move," she whispered, "I think I can see an animal in the bushes." "I know," Dominic replied anxiously. "I can hear it too." They stayed where they were, waiting to see what would appear from the bushes. Dominic, who was clearly very frightened, moaned quietly. "Be quiet," muttered Lara, "or you'll attract its attention." Just then, the branches parted and a tall man in white clothes stepped out into the clearing. "Hello there!" he cried.

2 Match the descriptive verbs (1–7) with the phrases (a–g).

- | | |
|-----------------|---------------------------------------|
| 1 he cried | a she said wearily |
| 2 she moaned | b she said complainingly |
| 3 she whispered | c he said loudly |
| 4 he screamed | d he shouted at the top of his voice |
| 5 he muttered | e he said under his breath |
| 6 she sighed | f she said, not enunciating her words |
| 7 she mumbled | g she said softly |

3 Writing skill extra punctuation

Look at the sentences (1–4). Are the statements (a–d) true (T) or false (F)?

- 1 He said, "What a surprise!"
 - 2 "I know," she said, "that you don't like eating spicy food."
 - 3 "Do you agree?" he asked.
 - 4 "I don't agree," he said.
- a You must put quotation marks at the beginning and end of each direct quotation.
 - b Question marks and exclamation marks belonging to the quotation must be inside the quotation marks.
 - c You always need a comma to separate the verb of saying from the direct quotation.
 - d If you break a sentence of a direct quotation and insert a verb of saying, you must put a comma after the verb and before the next set of quotation marks.
- 4 Punctuate the following passage from a story with quotation marks and commas where necessary.

I don't think this is going to work
Christopher sighed. We've been trying to
build this canoe for three days and it still
looks like a lump of wood. The wood's too
hard he added. Actually, Christopher said Jen
encouragingly we are making some progress.
What we really need to do is find some better
tools. Just then Tom screamed I've got it!
Instead of using our penknives directly on
the wood, why don't we make some better
tools using our knives?

Writing a story

5 Write the opening paragraph of a story about two friends' encounter with a fierce animal. Follow these instructions:

- Begin with the most dramatic point in the narrative.
- Use descriptive verbs of speaking and moving.
- Use some direct speech. Make sure you punctuate it correctly.

Wordbuilding synonyms

- 1 Make pairs of close synonyms from the following words.

A an author an audience a blockbuster
a movie theater to edit a movie a hero
to publish a remake a sequel

B a best-seller to cut a follow-up a heroine
a film a multiplex a novelist
a re-release viewers to release

- 2 Match words from Exercise 1 with the definitions.
- a writer of stories _____
 - a leading female character _____
 - people who watch TV _____
 - a very successful book _____
 - to distribute a movie for public viewing _____
 - to remove a scene from a movie _____
 - a book or movie that is the next part of the story _____
 - a movie theater with many screens _____
 - a movie which is distributed for a second time _____
- 3 Look at these synonyms to do with speaking and movement. Choose the correct definition (a or b) for each.
- We **trudged** for miles and miles in the baking heat. _____
 - We **stumbled** through the thick undergrowth, desperate to find a path. _____
a walk almost falling forward
b walk wearily
 - He **muttered** something about it not being fair. _____
 - Try not to **mumble**. It's very difficult to hear what you're saying. _____
a speak indistinctly because you don't want to be heard
b speak indistinctly
 - She **edged** towards the door and turned the handle slowly. _____
 - She **walked back slowly** to the window and looked out. _____
a move slowly
b move slowly and carefully

Learning skills pronunciation

- 4 Without good pronunciation, people can't understand you. Read these tips to help improve your pronunciation.
- Don't speak too fast. It's better to be slow and clear than fast and misunderstood.
 - Practice saying phrases and short sentences rather than individual sounds. Listen to native speech and try to imitate the sounds you hear.
 - Record yourself and compare your pronunciation with a native speaker's.
 - Listen to songs in English and imitate exactly what you hear.
 - Practice your pronunciation every day. Choose phrases and texts you have learned in the unit.
- 5 Look at these phrases from Unit 2. Follow steps 1-3 in Exercise 4 to practice pronouncing them.
- What a nightmare!
 - That must have been a relief.
 - I can sympathize with that.
- 6 Write a brief presentation on a topic of interest to you. Read it aloud and record yourself. Analyze your pronunciation and note your mistakes.

Check!

- 7 Do the quiz. All the answers are in Student Book Unit 2.

1 What kind of film or book are these?

- Senna* _____
- The Frog Prince* _____
- The Lord the Rings* _____

2 What were these people's jobs?

- Peter Jackson _____
- Wilhelm Grimm _____
- Steve Winter _____

3 What are these three English idioms?

- a narrow escape = a close _____
- a lucky chance = a _____ of luck
- to get a little exercise = to _____ your legs