

# 7

# TELLING STORIES

## VOCABULARY

### Verbs of movement and sounds

#### 1 Match the words in the box to the meanings.

kneel    lean    mumble    rush    sigh  
slap    swing    tap    tremble    wander  
whisper    whistle

- 1 move the top part of your body in a particular direction \_\_\_\_\_
- 2 knock or touch something gently \_\_\_\_\_
- 3 hurry or move quickly somewhere \_\_\_\_\_
- 4 go down into a position where both knees are on the ground \_\_\_\_\_
- 5 hit someone with the flat, inside part of your hand \_\_\_\_\_
- 6 move smoothly backwards and forwards \_\_\_\_\_
- 7 walk slowly in a relaxed way \_\_\_\_\_
- 8 speak too quietly and not clearly enough for someone to understand you \_\_\_\_\_
- 9 make a sound by breathing air out through a small hole made with your lips \_\_\_\_\_
- 10 breathe out slowly and noisily, often because you are annoyed or unhappy \_\_\_\_\_
- 11 speak extremely quietly so that other people cannot hear \_\_\_\_\_
- 12 shake slightly, usually because you are cold, scared or emotional \_\_\_\_\_

#### 2 Choose the correct words.

I was sitting at my desk in the maths lesson yesterday when the boy behind me <sup>1</sup> *swung* / *leant* forward and <sup>2</sup> *tapped* / *rushed* me on the shoulder. 'Can you hear that noise?' he <sup>3</sup> *trembled* / *whispered*. 'No, I can't hear anything,' I replied, and tried to get back to my maths problems. But then, I did hear something, outside in the corridor. Someone was <sup>4</sup> *mumbling* / *whistling* a tune, and it was getting louder. Suddenly the classroom door <sup>5</sup> *swung* / *slapped* open and a man with a pot of paint in each hand <sup>6</sup> *knelt* / *wandered* into the room. 'Is this the dining hall?' he asked, obviously in a hurry. Our teacher, who was in a bad mood anyway, <sup>7</sup> *leant* / *sighed*. 'Does it look like the dining hall?' she asked. 'No, no, I suppose not,' <sup>8</sup> *mumbled* / *swung* the man – and he turned around and <sup>9</sup> *slapped* / *rushed* out of the door. Everyone was laughing. 'Silence!' our teacher shouted, <sup>10</sup> *trembling* / *wandering* with anger. 'Get back to work!'

## READING



### PREPARE FOR THE EXAM

#### Reading and Use of English Part 5

#### 1 You are going to read an article about a young author. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What is the author of the article doing in the first paragraph?
  - A listing some of Emily Franklin's achievements
  - B explaining how to recognise artistic ability
  - C examining the topic of literature
  - D asking Emily Franklin questions
- 2 How do Emily's parents feel about her writing?
  - A worried that it might interfere with her education
  - B proud of the role they played in her success
  - C confident that she will write a bestseller
  - D surprised that she has done so well
- 3 In line 23, what does the author mean when he says the Franklins take a 'hard-headed approach to life'?
  - A They are constantly looking for opportunities.
  - B They are hopeful about the future.
  - C They seldom change their minds.
  - D They are practical and realistic.
- 4 What does 'it' refer to in line 33?
  - A success
  - B advice
  - C her novel
  - D good luck
- 5 The author of the article thinks that Emily's novel
  - A should be shorter.
  - B is an excellent first attempt.
  - C would make a good film.
  - D is not on the same level as some similar novels.
- 6 What is Emily's main reason for writing her novel?
  - A to entertain her friends
  - B to make her readers think
  - C to achieve financial success
  - D to try to copy great writers of the past



# YOUNG NOVELIST

How do you know if you have got **literary** talent? Is it because your school report talks about your wonderful way with words? Do you amaze and amuse your friends with your stories and poems? Maybe you entered and won a short story competition at the age of eleven? In the case of Emily Franklin, it is all of those things – plus the fact that she has just signed a publishing contract for her first novel. 'I still don't quite believe it, though,' she says. 'It's too much like a dream come true.'

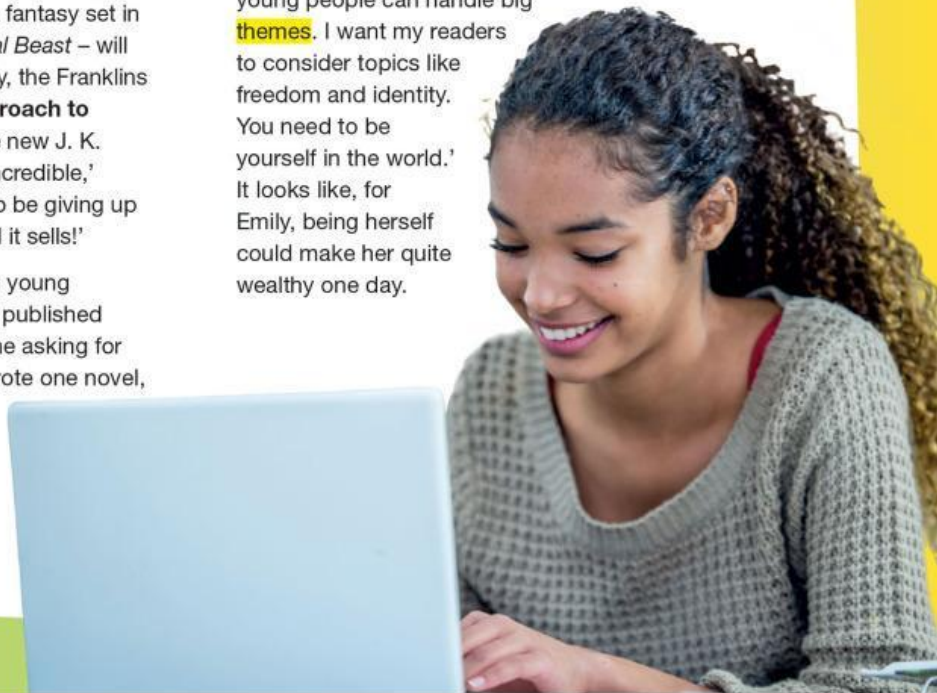
Emily's parents knew there was something special about her from a young age. 'I started writing when I was five, and they were always very encouraging,' she says. At that age, she used to write little poems and short stories, which they enjoyed. Then, when she started writing a novel at the age of 14, her parents told all their friends, but they never believed it would be published. 'So you can imagine their **reaction** when I told them it had been accepted. Mum started crying and Dad didn't say anything – he just gave me a big hug.'

Of course, nobody knows how her novel – a fantasy set in a world of dragons and magic called *Magical Beast* – will go down with readers and critics. As a family, the Franklins line 23 have always taken a very **hard-headed approach to life**, so they're not expecting Emily to be the new J. K. Rowling. 'The fact that she's got this far is incredible,' says her father, Mark. 'But she's not going to be giving up school anytime soon, **regardless of** how well it sells!'

Does Emily have anything to say to aspiring young authors? 'When the news about me getting published got around, quite a few people contacted me asking for advice,' she says. 'But I'm only sixteen. I wrote one novel, and got lucky – so I'm not sure that I'm line 33 qualified to offer it!' Nevertheless, when I press her, she does have something useful to pass on: 'Just write,' she says. 'Don't wait until inspiration arrives, or you may never get anything done!'

So what is the book like? Emily's publisher provided me with an advance copy, which I read in the week before I met her. The plot centres on the adventures of three friends as they make their way through a strange land in search of a magic statue. It's quite derivative – a cross between *Harry Potter* and *Lord of the Rings* – but it's no worse for that. At 400 pages, it's not a quick read, but it's a real page-turner and **remarkably** well written. The action comes thick and fast – in fact, the whole thing is crying out for the big-screen treatment. Whether or not that happens depends on how well it sells – but one thing is for sure: if Emily writes another novel, I'll definitely read it.

When I ask her about her influences, she admits that she is a big fan of the *Lord of the Rings* films. She has read the *Harry Potter* books, but they are not really to her taste. 'I prefer the classics – Dostoevsky, Conrad – they're my heroes.' Originally, her novel started as a series of chapters for the amusement of her friends, but it soon grew into something more ambitious. 'I strongly believe young people can handle big **themes**. I want my readers to consider topics like freedom and identity. You need to be yourself in the world.' It looks like, for Emily, being herself could make her quite wealthy one day.



## EXAM TIPS

- Read the text quickly to get an idea of what it's about.
- Read through the questions and options carefully.
- Answer each one in order – remember that they follow the order of information in the text.

**2** Read the questions again. Underline the parts of the article which gave you the answers.

**3** Match the **highlighted** words in the text to the meanings.

- 1 in a way that makes you feel surprised \_\_\_\_\_
- 2 without being affected or influenced by anything else that happens \_\_\_\_\_
- 3 subjects of a book, talk, film, etc. \_\_\_\_\_
- 4 connected with literature \_\_\_\_\_
- 5 something you say, feel, or do because of something that happened \_\_\_\_\_