History



A

• attack • invade • surrender • conquer

The year is 50 BC. The Romans have **1)** ..... Gaul, but they still haven't managed to gain control over all of the country. There is one small village that hasn't **2)** ..... yet. This is where Asterix lives. The Romans cannot **3)** ..... this village because the villagers all drink a magic liquid. The Romans **4)** ..... the village and capture Getafix (who makes the liquid), but Asterix and Obelix come to the rescue.

B

• defeat • fight • defend



Asterix and Obelix go to Britain to help the British **5)** ..... the Romans. They bring with them lots of magic liquid. However, this is stolen, and they don't know how they will **6)** ..... themselves against the Roman armies. Asterix finds another magic liquid (called tea!) and, helped by this, they manage to **7)** ..... the Romans.

Language Focus

1 Use the verbs in the lists in the correct form to complete the texts.

2 Complete the sentences choosing the correct word from each pair.

• classical • classic

1 It's a ..... case of exam nerves: I'm sure you'll do much better tomorrow.
2 She's an admirer of Beethoven and Mozart. In fact, she loves all ..... music.

• historic • historical

3 It was a ..... moment: the first president of the new country was making his first speech.
4 She loves reading about the past and she particularly loves reading ..... novels.

• power • strength

5 When you become a government minister, you have a lot of ..... .
6 I can't lift this case: I haven't got the ..... .

3 Choose the correct response.

1 A: The deadline for the project is tomorrow!
B: a Oh, it's under control!
b Oh, I've lost control!

2 A: It's great to see all our class again, after all these years!
B: a Yes, it's important to move with the times.
b Yes, it's just like old times.

3 A: Did you hear about the demonstration?
B: a Yes, the whole thing got out of control!
b Not really. It was beyond my control.

4 A: Does she ever stop talking?
B: a She feels like talking at times.
b I know! She talks all the time!

4 Fill in the words from the list.

• mind • disarmament • attitude • credit
• forces • peace

1 I know it's not a fantastic piece of work, but you should give her ..... for what she's done.
2 A ..... treaty to mark the end of a war is usually signed in a neutral country.
3 When you mention Christopher Columbus, the word "America" immediately comes to ..... .
4 Every country should support nuclear ..... .
5 In many countries, young people like to make a career in the armed ..... .
6 It's the first play of this amateur theatre group. Why have you got such a critical .....?

5 Match the beginnings and endings of the sentences.

A

1 ☐ Mrs Smith took over the history class ...
2 ☐ She felt obliged to carry out the orders ...
3 ☐ The plan to blow up the bridge ...
4 ☐ A bomb went off just before ...
5 ☐ The union helped bring about change ...
6 ☐ They tried to back out of the deal ...
7 ☐ Many of the football fans were beaten up ...

B

a ... the embassy opened to the public.
b ... when their team won the match.
c ... when the former teacher retired.
d ... when they realised what was involved.
e ... even though she disapproved of them.
f ... failed and the battle was lost.
g ... by putting pressure on the management.

LIVEWORKSHEETS

6 Underline the correct item.

1 My father has a copy of the complete **works/pieces/writings/products** of Wordsworth.
2 There is no **exact/precise/distinct/particular** period of history that I am interested in.
3 The city of York is **soaked/drowned/steeped/buried** in history.
4 The castle was captured by **power/strength/force/energy**.
5 There isn't a **grain/crumb/speck/spot** of truth in the story about the house being haunted.

7 Circle the correct item.

1 The town's history can be ..... back to Roman times.
A tracked B traced C followed D found

2 Marie and Pierre Curie changed the ..... of history.
A course B route C road D way

3 ..... history, different nations have fought one another for various reasons.
A Through C All through
B Throughout D Right through

4 George Lucas ..... history with his film *Star Wars*.
A set B fixed C done D made

Conversational Grammar

8 Circle the correct item.

1 "Do you know why she didn't come on the excursion?"
"She ..... something better to do."
A must have C must have had
B had had D was having

2 "I wonder why they didn't phone you back."
"Maybe they ..... my message."
A weren't getting C hadn't got
B haven't been getting D didn't get

3 "Did you go to the library today?"
"No. I bought the book so I ..... to go."
A needn't have C needn't
B haven't needed D didn't need

4 "Was Mandy at the party?"
"She was but she ..... early."
A left C has left
B was leaving D had left

5 "Can I invite a friend for dinner?"
"You really ..... to ask your mother."
A must C need
B should D ought

6 "Who will get your job when you leave?"
"I think Jane will ..... when I'm gone."
A carry out C carry over
B take over D take on

7 "What did you think of Pavarotti's performance?"
"Oh, I think he's the greatest singer of ..... ."
A all time C all the time
B every time D the times

8 "Have you been to the new History Museum yet?"
"Yes, I ..... there last week."
A had gone C have gone
B was going D went

9 "He is really too busy to take on the work."
"That's true but he can't ..... now!"
A back away C back out
B back over D back up

10 "I'm looking forward to retiring."
"..... for 40 years, you deserve it."
A Since working C After working
B Having been working D With working

English in Use

9 Fill in the gap in each sentence with the word which best fits the gap.

1 Several proposals have been ..... forward by the chairman.
2 I would love to learn ..... to make a chocolate cake.
3 By this time tomorrow, my parents ..... be on the plane.
4 ..... he says, she won't believe him.
5 Can you help me put up this picture ..... you leave?
6 He is more like his mother ..... his father.
7 He told me that he ..... very angry with her but he decided to forgive her.

10 In pairs, use the prompts and take turns to talk about things that you *needn't have done* or *didn't need to do*, as in the examples.

- make dinner • take the car
- book tickets for the concert
- leave early for the appointment

A: I needn't have made dinner last night.
B: Why?
A: Well, we all went out to a restaurant in the end.

A: I didn't need to make dinner last night.
B: Why?
A: Because we had already arranged to go to a restaurant.

LIVEWORKSHEETS

11 Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.

1 I can't decide what to write my history project on.
mind I can't ..... what to write my history project on.

2 They can't have known about the disease back in those days.
sure I'm ..... about the disease in those days.

3 It's almost certain that they didn't recognise me from across the street.
have They ..... from across the street.

4 He really should have come camping with us; it's wonderful here.
pity It's ..... come camping with us; it's wonderful here.

5 It's unlikely that this restaurant was Tom's choice.
have Tom ..... this restaurant.

6 A doctor will have to sign this prescription for you.
have You ..... this prescription signed by a doctor.

7 It wasn't necessary for the children to lie about the broken window.
have The children ..... the broken window.

8 The living room needs some flowers.
need The living room ..... some flowers.

9 I didn't have the chance to visit Cardiff Castle while I was in Wales.
opportunity I ..... visit Cardiff Castle while I was in Wales.

10 I'm sure Matthew didn't lose your mobile phone.
have Matthew ..... your mobile phone.

12 Fill in the correct word derived from the word in bold.

1 He is writing a ..... novel about nineteenth century France. **HISTORY**
2 Penicillin was an important ..... to medicine. **CONTRIBUTE**
3 A small group of ..... women fought for their rights. **COURAGE**
4 The archaeological discovery received a lot of ..... . **PUBLIC**
5 Most of his information was from a ..... source. **RELY**

Revision Box

13 Fill in the missing word.

1 Our neighbours are really fed up with us because our burglar alarm is always going ..... .
2 We didn't need ..... use all of the flour.
3 That terrible noise ..... have been thunder.
4 How ..... she have known about it? She was out of the country at the time.
5 The government had been in ..... for eight years by the time they announced the elections.
6 Pacifists from all over the area were involved ..... the anti-nuclear demonstration.
7 They were going to get married but she backed ..... at the last moment.
8 Thanks, but you needn't ..... gone to all that trouble!
9 Pat ..... have made a big effort to lose so much weight.
10 You look worse; you ..... to have seen a doctor by now.

14 Circle the correct item.

1 People often say that they believe in something but very few would be willing to die ..... the cause.
A from B for C by D of

2 They made a public statement, based ..... their findings.
A on B from C around D with

3 After years of effort, suffragettes finally won the ..... to vote.
A choice B ability C right D law

4 It's late; it's ..... that they will be here on time.
A unusual C unfortunate
B unexpected D unlikely

5 The situation was soon ..... the control of the police.
A behind C between
B beyond D beneath

6 The army was forced to ..... due to lack of supplies.
A rearrange C reassure
B retreat D recollect

7 The signing of the treaty was a ..... moment.
A history C historical
B historic D historically

8 We hadn't arranged to meet; it was ..... chance.
A clean B simple C clear D pure

LIVEWORKSHEETS

Word Formation

15 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

The Great Bath

One of the many 0) *impressive* sights in England is the Roman Baths in the county of Somerset. This was one of the most 1) ..... finds ever unearthed in Britain. The Great Bath was the 2) ..... point of the Roman bathing 3) ..... over 2,000 years ago. It was fed with hot water from the Sacred Spring and provided a great opportunity to enjoy a 4) ..... warm swim. The bath is lined with sheets of lead and is 1.6 metres in 5) ..... . Access is by four steep steps that 6) ..... surround the bath. This is no ordinary Roman Bath site. Even now, people benefit from these 7) ..... springs of hot water buried deep beneath this now 8) ..... city. Bath's 9) ..... Roman site is one of the most popular tourist 10) ..... in Britain today.	IMPRESS SIGNIFY CENTRE ESTABLISH LUXURY DEEP ENTIRE NATURE MODERN SPOILT ATTRACT

Tip

Remember that spelling is very important! In order to form the word correctly, think about words that:
• drop an *e* (love → loving) • end in *-ence* or *-ance* (independence, appearance) • end in *-sion* or *-tion* (extension, promotion) • end in *-able* or *-ible* (affordable, irresistible)



Multiple Choice Cloze

16 Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The Penny Black

The Penny Black is the name of the world's first postage stamp. It was **0)** *introduced* in the U.K. in 1840 and is perhaps the most famous stamp ever issued. It has a **1)** ..... of the young Queen Victoria and because of its colour, and its **2)** ..... of one penny, it is known as the 'Penny Black'.

3) ..... 1840, postage rates for delivery of letters in the U.K. depended on the **4)** ..... the letter had to travel and the number of sheets of paper used. At that time it was not possible to pay for your letter before you sent it. The postage had to be paid by the receiver **5)** ..... than the sender of the letter. The Penny Black changed everything: at the rate of one penny, letters that did not **6)** ..... more than half an ounce could be sent to any **7)** ..... in the U.K.

Nowadays, Penny Black stamps are not all that rare although they are **8)** ..... regarded by stamp collectors. About 68 million of these stamps were issued **9)** ..... 1840 and 1841, and it is thought that about 1.5 million of these **10)** ..... today. The price of the stamp today varies according to whether it has been used or not and its condition. A fine used copy can be bought for around £77 or less, while unused examples are quite rare and sell for £2,000 or more.

To **11)** ..... the U.K. for having issued the world's first postage stamp, the Universal Postal Union has made an exception regarding its law that the name of the country must **12)** ..... on a stamp. No British stamp to date has ever had the country name on it.

0	A founded	B invented	C introduced	D organised
1	A model	B picture	C statue	D painting
2	A price	B amount	C sum	D worth
3	A Earlier	B Former	C Before	D Previous
4	A range	B length	C space	D distance
5	A other	B rather	C instead	D further
6	A measure	B limit	C reach	D weigh
7	A destination	B route	C station	D position
8	A greatly	B highly	C warmly	D dearly
9	A in	B about	C between	D among
10	A survive	B live	C continue	D last
11	A respect	B honour	C glory	D fame
12	A show	B view	C appear	D display

LIVEWORKSHEETS

7 Reading

Tip It is important that you take some time at the end to read the completed text to see if it makes sense.

17 a. Look at the pictures and answer the questions that follow.

- Have you ever seen a bicycle like this before?
- What is it called?
- When do you think people used this bicycle?
- Do you think it was easy to ride it or not? Why?
- Nowadays, are these bicycles to be seen only in museums?

b. Scan the text and find out which of the following sentences are true.

1 The first bicycle was invented in the 17th century.
2 Pierre Michaux came up with the idea of a bicycle with pedals in 1861.
3 James Starley invented The Penny Farthing in 1781.
4 More than 500 British companies were producing Penny Farthing bicycles at the time.
5 In this year's Penny Farthing race 72 teams took part.

c. Read the article about *The Penny Farthing*. Seven sentences have been removed. Choose from the sentences given (A-H) the one which fits each gap. There is one sentence which you do not need to use. There is an example at the beginning (0).



THE PENNY FARTHING

The German Baron, Karl Drais von Sauerbonn, invented the first bicycle at some point in the 18th century. This type of pre-bicycle, known as the 'running machine', was made entirely of wood and had no pedals. As you might have guessed from the name, the rider had to push his/her feet against the ground to make the machine move forward. To make matters worse, there was no steering on this type of cycle and when you wanted to turn around, you had to get off and turn the cycle in the direction you wanted to go.

Then, in 1861, a Frenchman by the name of Pierre Michaux, added pedals to the front wheels and the 'Boneshaker' was born. This cycle was made of iron with wooden wheels. The wheels had iron rims like that of a wagon wheel. [1] This bike really did shake your bones!

The Penny Farthing was invented in 1871 by British engineer James Starley and was probably the first really efficient bicycle of its time. The cycle consisted of a small rear wheel and large front wheel, turning on a simple lightweight frame with tyres made of rubber. However, when the pedal was at its lowest point, the rider's leg was almost straight. [2] Fortunately though, the cycles quickly became available in various sizes in order to fit small children and short adults.

Getting onto these bicycles was no easy task. A small step was attached to it so that a person could move himself with one foot on the step until the speed was right before moving forward onto the saddle. [3] Getting off was also a tricky business as the whole process had to be done again in the reverse order! Needless to say, there were quite a few accidents before most riders mastered the art.

At the height of the Penny Farthing boom, over 500 British companies alone were producing these bicycles. [4] It was around this time that bicycle clubs became popular. These clubs were formed all over the world and provided protection for the riders against stagecoach owners, who resented sharing the roads with cyclists so much that they sometimes attacked them!

Different clubs had their own particular dress code and their members would often ride as a group. Their uniform included tight fitting, knee-length trousers known as 'knickerbockers', and a close-fitting jacket with a small collar. [5] Club members were extremely competitive and would go out in all types of weather to challenge each other and clock up long distances and fast times.

[6] Owners can still enter their cycles in the Knutsford Great Race, which takes place in Cheshire once every decade. The latest race attracted 72 entrants, including 14 four-member relay teams and 16 solo riders. The two groups faced several hitches; solo riders had to pace themselves over an exhausting three hours, while the teams had to ensure that no time was lost when changing riders.

The Knutsford Great Race is the event for the Penny Farthing enthusiast, but also provides fun for all the family. As well as the race, other attractions include hot air balloon wars and a vintage car show. [7] However, no matter how popular the Penny Farthing was, or indeed still is, I can't see it taking part in this year's Tour de France, can you?

LIVEWORKSHEETS





d. Label the parts of the bicycle in the picture using words from the text as well as the ones in the list below.

• handlebar • spokes • chain • brake block • stand • crossbar



e. Read the text again and, in pairs, take it in turns to ask and answer questions about the Penny Farthing.

- A Riding them was usually very difficult unless you were tall.
- B The proud owners of the Penny were only too keen to show off their skills.
- C These were worn with long stockings and a cap that displayed their club badge.
- D Even today, Penny Farthings are still popular with those people who are fortunate to own one.
- E The individual would then have to find the pedals before momentum was lost.
- F In addition to this, there was no steering on this type of bike.
- G Hundreds of people always show up and help raise money for a chosen charity.
- H Riding a bicycle with this type of wheel made for a very rough ride indeed.

Listening

Tip

It is important that you take some time at the end to read the completed text to see if it makes sense.

18 a. You will hear five people talking about periods of history that they study. Look at the items (A-F) and try to predict what different periods of history they mention.

b. For questions 1-5, choose from the items (A-F) what points each speaker makes. Use each letter only once. There is one extra letter which you do not need to use.

- A The queen was extremely popular with her people during this period.
- B This period of history greatly influenced modern thinking.
- C This was an enormously destructive period in history.
- D People during this period took action against unfair treatment.
- E This period saw huge changes in the way people worked.
- F This system of government believed in the importance of written laws.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

LIVEWORKSHEETS

7

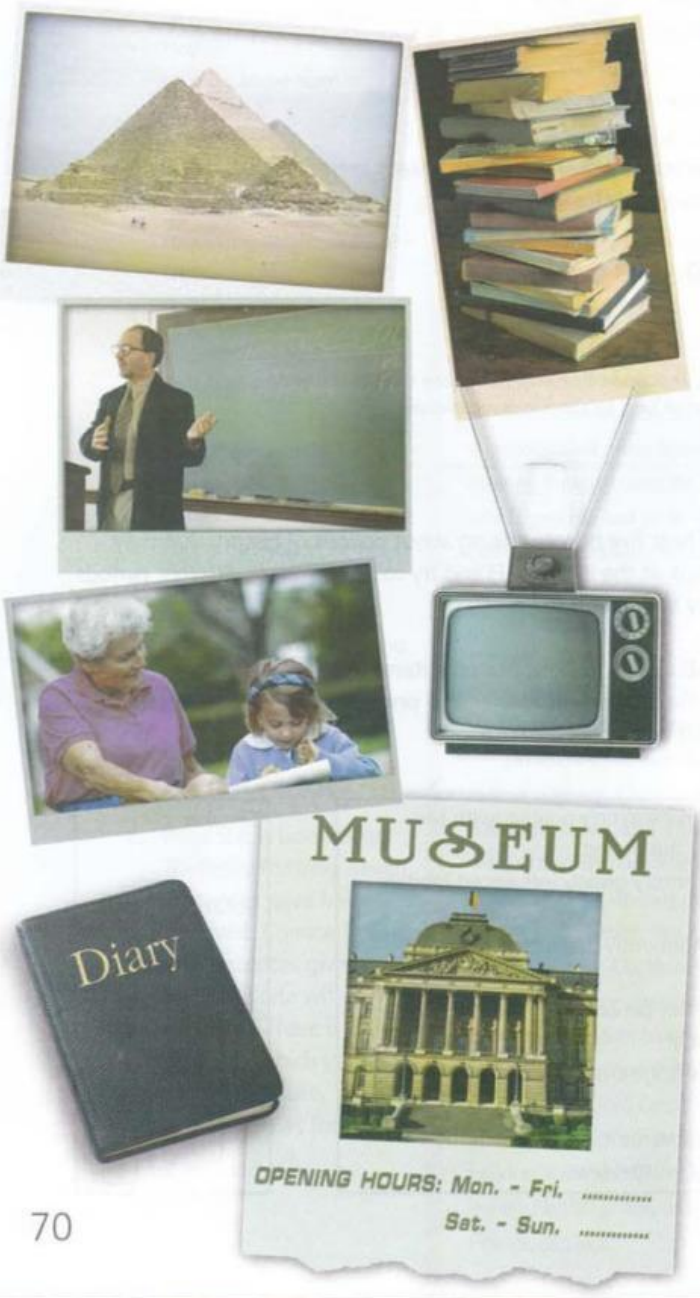
Speaking

Tip

- You should try to reach agreement on your choices in the second part of the question. Nevertheless, you should not worry if you don't agree as there is no right or wrong answer.
- Remember not to make your final choices too quickly in this part, as you might finish before the end of the given time period.

Students A & B

19 a. Below are some photographs which show various ways of learning about the past. First talk to each other about how we can learn from each one. Then, choose the three most enjoyable ways to learn about the past.



b. Discuss the following questions. Students A & B

- Do you think it's important to learn about the past? Why (not)?
- Do/Did you enjoy learning History in school? Why (not)?
- Do you think the History we learn is always true?

c. Listen to two candidates doing the speaking task. Which one:

	A	B
• fails to develop answers?	.....	.....
• tries to reach a conclusion too soon?	.....	.....
• repeats the other candidate's ideas using the same words?	.....	.....
• ends the conversation in a suitable way?	.....	.....

Communication

- Spreading/Reacting to rumours

20 a. Complete the dialogues using the responses in italics. What are the dialogues about?

1 A: I heard somewhere that they're going to cut down those big trees and build a big apartment block there.
B: ..... .
A: Well, I have it on good authority.
B: ..... .

a *Mmmm. There's no smoke without fire.*
b *I can't believe it! Those trees are hundreds of years old!*

2 A: If I tell you something, will you promise not to tell anyone else?
B: ..... .
A: Well, I saw the local house agent going into Mrs Shaw's house this morning.
B: ..... .
A: Oh, I could see it coming.

a *Are you serious? So they're going to sell, after all these years!*
b *You can trust me!*

b. Look at the language in the lists below. Which of the phrases can be used to spread rumours and which can be used to respond to them?

- I heard the other day that ... • Rumour has it that ... • Did you know that ... • This is in the strictest confidence ... • You'll never guess ... • I heard it from a reliable source.

- I'd never have thought it! • Who'd have thought it? • It hardly seems possible! • You're not serious, are you? • It was in the air.

LIVEWORKSHEETS

c. Use the language to act out short dialogues in the following situations.

1 A: You heard a rumour that your neighbour's daughter is going to marry a Hollywood film star. Tell your friend.
B: You are not sure whether to believe this or not.
2 A: You heard a rumour that the government is going to give every citizen a gift of £500. Tell your friend.
B: You find this difficult to believe.

Writing Skills (Narratives II - flashback narration)

- Adjectives/Adverbs

21 Read the part of a story below and underline all the adjectives, then replace them with others from the list.

• ordinary • small • sleepy • enormous • isolated
• familiar • young • dreadful

Jane sat in her usual chair looking down at the huge plaster cast on her leg. She sighed and gazed idly out of the small bedroom window at the little children playing below. She had been in her room for the past three weeks now and she was beginning to feel very lonely. Since her accident she had become a prisoner in her own home. How she envied those people she watched coming and going at different times of the day. How she longed to be part of the hustle and bustle of everyday life again. Her heavy eyes gradually closed as she remembered that awful evening.

22 Read the sentences below and use the adverbs in the list to improve the style.

• patiently • silently • wearily • finally • loudly • gently

1 She sighed as she thought about the mountain of work still waiting to be done.
2 The fans roared when their team scored the winning goal.
3 There was nothing they could do but wait until the ambulance arrived.
4 From the balcony you could hear the evening breeze blowing through the trees.
5 Jim crept into the house so as not to wake his parents.
6 The fire raged through the building until the firemen brought it under control.

23 Look at the list of adjectives below. Which of them describe feelings? Use them to write sentences, as in the example.

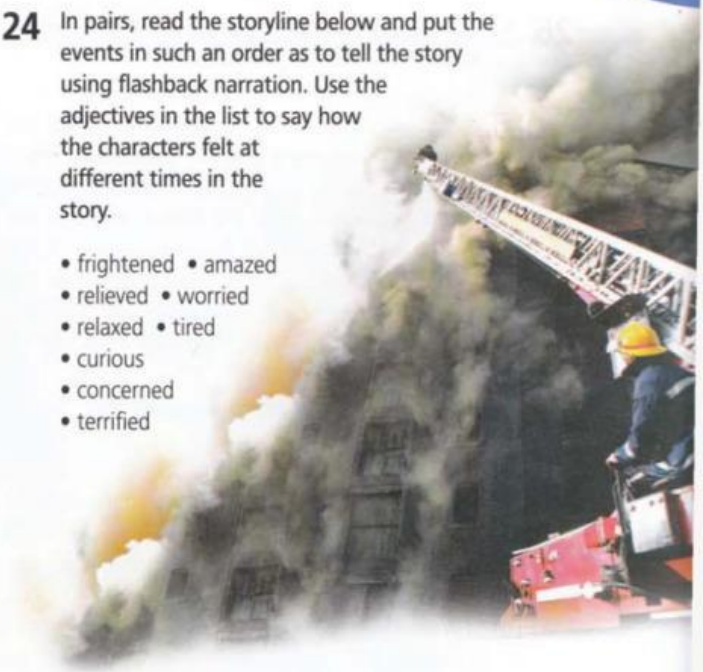
• angry • amazed • expensive • happy • exhausted
• delicious • miserable • confident • soft • depressed

She felt extremely angry when they embarrassed her in front of her friends.

- Flashback narration

24 In pairs, read the storyline below and put the events in such an order as to tell the story using flashback narration. Use the adjectives in the list to say how the characters felt at different times in the story.

• frightened • amazed
• relieved • worried
• relaxed • tired
• curious
• concerned
• terrified



a firemen were fighting the blaze .....
b suddenly saw colleague banging on third floor window .....
c fire in our office block three years ago .....
d two firemen rescued him from the blazing building .....
e heard sirens .....
f nobody injured .....
g saw flames from apartment block across the street .....
h flatmate and I sat down to dinner .....
i managed to put fire out .....
j this time fire brigade came quickly .....

- Present & Past Participle structure

25 Join the pairs of sentences below using present or past participle structures, as in the examples.

1 She found a space in the car park. She went shopping.
Finding a space in the car park, she went shopping.
2 He was exhausted. He slept immediately.
Exhausted, he slept immediately.
3 She was shocked. She cried for hours.
4 They screamed loudly. They ran out of the room.
5 She was injured. She went to hospital.
6 He pretended to be qualified. He got the job.
7 He was relieved. He caught the last train.
8 They saw a large black rat. They were terrified.

LIVEWORKSHEETS

7

- Tenses

26 a. Read the following sentences and put the verbs in brackets into the correct form.

a ..... **(you ever/have)** one of those days when nothing goes right? Well, I ..... **(have)** one of those days yesterday. I had to attend an important interview which would determine my career, but everything ..... **(go)** wrong.

b Having to brush the cat hairs off the skirt ..... **(take)** up even more of my valuable time. I ..... **(just/finish)** this task when my mother decided to ring me.

c In addition to this, I suddenly ..... **(notice)** my cat Suzie, sleeping contentedly on my suit which I ..... **(leave)** neatly folded over my bedroom chair the night before.

d When I eventually ..... **(get)** dressed, I ..... **(leave)** the house and ..... **(run)** to the nearby bus stop. To my disappointment the postman ..... **(tell)** me that the 7:45 express into the city ..... **(already/leave)**.

e To begin with, my alarm clock was set to go off at 6:30 am but unfortunately I ..... **(fail)** to hear it, so I was late right from the word go.

f Imagine my surprise when I finally ..... **(arrive)** and was told that the manager ..... **(postpone)** the interview until the following week.

g She claimed she ..... **(call)** me since 6am, just in case I ..... **(sleep)** through the alarm call. Realising that her motherly help would not be needed, she promptly hung up.

h After I ..... **(wait)** for what seemed like hours, the next bus finally came. The journey seemed to take forever and I arrived in the city centre just as the church clock ..... **(strike)** 9am.

b. Now re-arrange the sentences in the correct order to make a flashback narrative.

- Reporting Verbs

27 Read the part of a story below, then replace *say* and *tell* with the reporting verbs in the list. Change the structure which follows, where necessary.

• accuse • explain • remind • admit • invite
• threaten • suggest • insist • complain

Their argument continued long into the night. Paul **1) said** that they never went out. This was because Joan was always working late. He **2) said** that they could go out on Friday night: the Martins **3) said** they should come to their 20th wedding anniversary party. Joan **4) told** him that she was working late again on Friday night. Paul **5) said** that they absolutely had to go. He **6) told** her that they hadn't been out together for over a year. Joan **7) said** that he was exaggerating. Paul **8) said** that he would walk out if she didn't stop working late. Finally Joan **9) told** him that she had been working late in order to save up for a winter holiday. She had wanted it to be a surprise.

- Beginnings

28 a. Imagine you are in this picture. What can you *see, hear, etc?*



b. Which of the following sentences could be true about the characters of a story, according to the picture?

1 As they ran along the beach, they could feel the warm sun on their backs.
2 They could smell the hot sand and the glistening seaweed.
3 They could see their long shadows in the crisp snow.
4 They heard the roar of the traffic and the voices of the street vendors.
5 They could see the yellow rays of the setting sun reflected in the still sea.
6 They could smell newly baked bread and fresh coffee.
7 Sandra, Charles and little David heard the repeated cry of one lonely seagull.

c. Rewrite the beginning below. Use the sentences you've chosen and make any other necessary changes.

BEGINNING

Parents and child heard the noise of a seagull and saw the reflection of the sun in the sea. They ran on the beach. Sandra said that they could have a nice picnic on the beach, instead of going home and cooking dinner. Charles said that this was a good idea, but David said that there would be big mosquitoes. Sandra told him that mosquitoes don't like the sea.

MODEL A

LIVEWORKSHEETS

29 Read the two models below and compare them in terms of:

- style of beginning and ending
- use of tenses
- use of adjectives/ adverbs
- use of writing techniques (direct speech, rhetorical questions, etc)

Give examples to justify your answers.



MODEL A

A Careless Mistake

I decided to go to the art gallery because it was raining and I didn't know what to do. There was a new exhibition on called *Famous Figures from the Past*. I took my glasses and left the house.

I saw hardly anyone in the art gallery. I put on my glasses. Then I looked at a picture of Queen Elizabeth I. I was very surprised to see her eyes moving, but I thought that it was the light.

Then I looked at a picture of Napoleon on his horse. It had very nice colours. I really liked them. Then the horse's legs began to move. I was even more surprised this time. I looked, but there was nobody else in the room.

Then I looked at a picture of Christopher Columbus. There was a woman beside me. I told her that he didn't look very happy. She laughed. Then I saw that Columbus was smiling. The woman had gone.

I felt afraid and I went home. My father looked worried. He asked me if I had seen his reading glasses. He had left them on the hall table. Then I felt relieved. I laughed and said that I thought I had taken them by mistake.

MODEL B

Mystery Motion!

It was Saturday afternoon and it was raining. What could I do? Then I remembered the new exhibition at the art gallery: *Famous Figures from the Past*. This was an ideal time to go! I picked up my glasses from the hall table and quickly left the house.

The art gallery was almost empty. Putting on my glasses, I went over to a painting of Napoleon on his horse. I was admiring the colours when, suddenly, the horse's legs began to move! I gasped and looked around, but there was nobody else there.

It was odd, though, because previously I had looked at a portrait of Queen Elizabeth I, and had seen her eyes moving. "It must be a trick of the light," I thought.

In the third room, there was a portrait of Christopher Columbus. "He doesn't look very cheerful, does he?" I said to a woman beside me. She laughed. Suddenly, I saw his lips moving: he was smiling! I turned to look at the woman, but she had gone.

Shaken, I went home. My father was looking worried."You haven't seen my reading glasses anywhere, have you?" he said, "I thought I left them on the hall table." Suddenly, very relieved, I laughed and said: "I think I may have taken them by mistake."

30 In pairs, work on a story line for one of the two rubrics below – use flashback narration. Then, write your story in 120-180 words.

A Your teacher has asked you to write a story which must begin with the words: *"When they eventually reached their destination they couldn't believe what had happened."*

B A local magazine is running a short story competition and you have decided to enter. The title of the story is: *"The Funniest Day of my Life."*

LIVEWORKSHEETS