

MODULE 8 Accidents

Unit 1

While the lights were changing to red, a car suddenly appeared.

Preparation

- Elicit what the students do at picnics (e.g. play games, prepare food and drinks).
- Write a few ideas on the board.
- Ask the students if picnics are fun and then ask if there are ever problems. Elicit "In the countryside, there are risks."
- Teach "suddenly" by asking what happens "suddenly". Write some ideas on the board (e.g. rain, become very windy, bees fly around).
- Ask the students to repeat the prompts on the board chorally and individually by pointing at them.
- Tell a group picnic story. Demonstrate it with a few students.
Teacher: I was eating my rice when suddenly...
Student 1: ... a bee flew in it.
Teacher: I was playing a game with Sally when suddenly...
Student 2: ...
- Put the students in groups of six to do the same.
- Have a few groups retell their picnic events for the class.
- Repeat the events briefly. Then elicit the topic "So accidents can happen anywhere."

Listening and vocabulary

1. Look at the picture and say what is happening. Use the words and expression in the box to help you.

- Tell the students to look at the picture and describe what they see in pairs with the words in the box.
- Elicit descriptions and ask what they think happened. List their ideas chronologically on the

board.

2. Listen and underline the correct words.

- Tell the students to read the sentences and discuss what the recording may be about in pairs.
- Play the recording. Tell the students to listen for what happened first.
- Elicit ideas from the class.
- Ask the students to discuss what information is missing in each sentence. Then check with the class, putting a "?" by those that they disagree about.
- Play the recording again for them to check and also choose the correct answers.
- Ask them to check their answers in pairs.
- Play the recording once more for them to check. Then elicit answers from the whole class.

Answers

1. was not 2. was not 3. was

Tapescript

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: How fast were you going at the time?
Driver: I wasn't going fast.
Policewoman: Where were you going?
Driver: I was going along the road, just here.
Policewoman: Where was the boy on the bike going?
Driver: I didn't see him.
Policewoman: Were you looking?
Driver: No, I wasn't.
Policewoman: Were you using your mobile phone?
Driver: Yes, I was.
Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.

3. Listen and read.

- Tell the students Ms James saw an accident on her way to school. Write the questions on the board:



What kind of accident is it?/Was anyone hurt?

- Ask them to listen to and read the conversation at the same time.
- Tell them to think about the answers to the questions, and then elicit the answers.
- Ask the students to work in groups of 4-5 and read the conversation aloud. Tell them one student can play two of the short parts, i.e. Daming and Tony.

Now complete the following advice.

- Ask the students to read the sentences and guess what advice they might give.
- Ask them to read the conversation again, check whether their guesses were correct and underline the key information.
- Ask the students to complete the sentences and then check their answers with a partner.
- Elicit answers from the whole class.

Answers

attention; red lights; ride; side by side; listen to music

Extension

- Ask the students to work in pairs and write a scene about the accident in Activity 3 from the point of view of the boy. Ask them to start off with the police officer.

Police officer: Can you tell me what happened?

Boy: Yes. I was riding my bike along the road. While the lights were changing...

- Go around and monitor, giving help where needed.
- Ask the students to act the stories they wrote out in front of the class.

4. Complete the passage with the words in the box.

- Read through the words in the box. Ask the students to repeat them chorally and individually.
- Ask them to read the passage and then complete it on their own.
- Ask them to check their answers with a partner.
- Elicit full sentences from the whole class.

Answers

- | | | |
|-----------|--------------|---------|
| 1. glad | 2. attention | 3. side |
| 4. appear | 5. hit | |

Pronunciation and speaking

5. Listen and mark when the speaker pauses.

- Ask the students to read the sentences individually.
- Play the recording for them to listen for the pronunciation and pauses.
- Play the recording again and pause at the end of each sentence for them to decide where the speaker pauses.
- Check the pauses together and ask the students to repeat chorally and individually after each pause.

Now listen again and repeat.

- Play the recording once more and ask the students to repeat chorally after each sentence.
- Nominate individual students to read out the sentences. Remind them to pay attention to the pauses.

Possible answers

1. While the lights were changing to red,/a car suddenly appeared/round the corner.
2. When I was waiting to cross the road,/the accident happened.

6. Work in groups of four.

- Tell the class that Students B, C and D saw an accident and Student A, who plays the role of a policeman, wants to know what happened and what the three students were doing when the accident happened.
- Write some question prompts on the board (e.g. Where/you/time of accident, What/you/doing). Elicit some possible questions the policeman could ask and write them on the board.
- Elicit some ideas about what the three witnesses were doing when the accident happened and write them on the board.
- Put the students in groups of four, with one being the policeman and the others being people who saw the accident. Ask them to role-play a conversation



describing the accident. Tell them to ask and answer as many questions as possible. Remind them they can use the ideas on the board to help them.

- Circulate and monitor their progress.
- Ask a couple of groups to role-play for the class.

Unit 2

I was trying to pick it up when it bit me again.

Reading and vocabulary

1. Work in pairs. Talk about what you can do with a mobile phone.

- Hold up a mobile phone. Ask and say what people can do with it by giving the examples in the book.
- Put the students in pairs to discuss more about what they can do with a mobile phone.
- Elicit and write some ideas on the board.

2. Look at the picture. Say what is happening.

- Look at the picture with the class and ask some questions to help them better understand it. For example:

- 1) Where is the man?
- 2) What can you find in the kitchen?
- 3) How do you feel about snakes? Why?

- Elicit the key vocabulary by telling the students to answer the questions.
- Put the students in pairs to describe the picture and say what they think happened before and is happening now.
- Elicit some ideas and write them on the board for a prediction task.

3. Read the passage and check your answer to Activity 2.

- Ask the students to focus on the title and think about when people say "Smile, please!" (i.e. when they take a photo) Elicit that this tells us there will be something about a photo in the passage.

- Ask the students to read the passage to see if their predictions in Activity 2 were right.

- Go through the points on the board with the class and check whether they were right or not.

- Write the events in the passage on the board or dictate them to the class. Ask the students to work in pairs and put them in order, so that they can better understand the story:

- a) The snake bit Henry's hand.
- b) A box of bananas arrived.
- c) Henry went to hospital.
- d) Henry left hospital.
- e) Henry took a photo.
- f) The doctors sent the photo to a zoo.
- g) The snake climbed out of the box.
- h) The doctors gave Henry the right medicine.
- i) Henry's hand began to hurt.
- j) The snake hid behind the fridge.

- Ask the students to check their order of the events with another pair.

- Elicit the correct order around the class.

4. Choose the correct answer.

- Tell the students to read the questions in pairs and try to answer them without looking at the choices.

- Tell them to read the passage again and scan for the information. Ask them to underline the answers when they find them.

- Ask the students to choose the correct answer on their own and then check with their partners.

- Elicit answers from the whole class with the students reading out the full sentences.

Answers

1. b) 2. c) 3. a) 4. a)

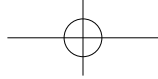
5. Complete the passage with the correct form of the words in the box.

- Ask the students to read the passage and think about what's missing.

- Read the words in the box with the students. Then ask them to read the passage again and complete it.

- Tell them to check their answers in pairs.

- Elicit answers in full sentences.



Answers

- | | | |
|------------|---------|-------------|
| 1. climbed | 2. hid | 3. threw |
| 4. hurt | 5. pain | 6. medicine |

Writing

6. Write a short story about an accident.

- Go through the words and expressions with the class. Ask what they all refer to and elicit they are time markers.
- Tell the students to read the passage in Activity 3 again and circle the time markers when they find them.
- Put the students in pairs to discuss if each time marker here is related to a continuous action or something that happened or is finished and how they are used to tell the story.
- Circulate and monitor as they work. Help if they ask.
- Look at and read out the model start for the story with the students. Tell them they are going to finish the story any way they would like to.
- Elicit some ideas of how they think the story may continue (e.g. how she hurt her hand).
- Ask the students to create a new story, using the time markers as a guide for their order of the events.
- Nominate a few students to share their stories.

Possible answer

One day when a woman was getting dinner ready for the animals at a zoo, her hand began to hurt. A few days earlier, a box of spiders arrived at the zoo from Asia. When she put the box into the spiders' display, one of them climbed out and ran across the table. While she was trying to pick up the spider and put it back in the box, it bit her hand.

She forgot about her pain and continued with her work. She finished giving dinner to the animals, but the pain in her hand got worse. So she hurried to hospital. As soon as the doctor got to know what kind of spider it was, he gave the woman the right medicine. She left the hospital that evening.

Learning to learn

- Go through the suggestions with the students.
- Check what they have understood.
- Tell them to pay attention in their writing that the time and the verb should agree.

Unit 3

Language in use

Language practice

Preparation

- Read the sentences in the box with the whole class. Talk about each of them and review the new vocabulary from the context.
- Ask questions about the information in the box. Elicit the difference between “while” and “when”.

1. Complete the sentences with *when* or *while*.

- Tell the students to read through the sentences and think about whether the action in the clause is continuous or not in each sentence.
- Ask them to decide, and complete the sentences.
- Ask the students to check and discuss their answers in pairs.
- Elicit answers in full sentences.

Answers

- | | | | |
|----------|---------|---------|----------|
| 1. while | 2. when | 3. when | 4. while |
|----------|---------|---------|----------|

2. Look at what Tony did last Saturday. Complete the *You* column.

- Ask the students to read the information in the table individually, so they are clear about Tony's activities.
- Have them work in pairs to ask and answer questions about what Tony did. For example:
 - What was Tony doing last Saturday morning?
 - He was playing in the park.
 - What was Tony doing at 12:30 pm last Saturday?



— He was having lunch with his friends.
— When was Tony playing football last Saturday?
— He was playing football from two o'clock to four o'clock in the afternoon.

- When they have asked and answered all the questions about Tony, tell them to complete the *You* column about themselves.
- Ask them to ask and answer about their own activities in pairs. For example:
— What were you doing last Saturday morning?
— I was visiting my grandparents.
- Nominate some pairs to talk about their activities.

Now write sentences. Follow the example below.

- Ask the students to look at the information in the table again and make sure they are clear about Tony's and their own activities.
- Tell them to focus on the example sentence for the writing activity and follow this model to write more sentences about themselves. Remind them of paying attention to the use of "while".
- Go around the class and monitor, correcting any mistakes if necessary. Tell them to pay attention to the spelling.
- Ask a few students to read their sentences aloud.

3. Complete the conversation with the correct form of the words in the box.

- Ask the students to look at the words in the box and check their meaning.
- Ask them to complete the conversation on their own.
- Tell them to check their answers with a partner by reading the conversation.
- Elicit answers with different pairs reading out the conversation.
- Ask the students to change roles and practise the conversation.

Answers

- | | |
|---------|-------------|
| 1. bite | 2. appeared |
| 3. show | 4. threw |

4. Complete the passage with the correct form of the expressions in the box.

- Read the expressions in the box with the class and elicit their meaning. (e.g. Revise "side by side" by having two students come up to the front and walk across the classroom next to each other. Then ask if they would cycle down the middle of the road side by side and why not.)
- Tell the students to complete the passage on their own.
- Ask them to check their answers in pairs.
- Elicit answers in full sentences from the whole class.

Answers

- | | |
|-----------------|---------------------|
| 1. side by side | 2. paying attention |
| 3. just in time | 4. fell off |

5. Complete the news report with the correct form of the words in brackets.

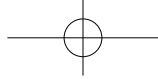
- Ask the students to read through the passage individually. Tell them to think about how the words in brackets need to be changed.
- Go through the first one with the students by eliciting all the possible forms of "fly" and write them on the board, i.e. fly — flies — flew — was flying. Then ask them to choose the correct form of the word "fly" to fit the gap.
- Tell the students to complete the rest of the gaps in the same way individually and then check answers in pairs.
- Elicit answers in full sentences from the whole class.

Answers

- | | |
|---------------------|------------------------|
| 1. were flying/flew | 2. were calling/called |
| 3. asking | 4. was coming |
| 5. were doing | |

6. Listen and complete the accident report.

- Tell the students to read the passage through first, so they have an idea of the story.
- Play the recording and ask the students to complete the report while they are listening. Tell them there



may be more than one word in each gap, but if they write one word, it will also be right.

- Play the recording again to allow the students to check and finish their answers.
- Elicit answers by asking different students to read out the report line by line.

Answers

1. (lucky) cat 2. reading (a book) 3. sound
4. fish 5. bathroom

Tapescript

News reader: And finally, a story about a lucky cat. Here's Alice to tell us what happened.

Alice: Yes, at about four o'clock yesterday afternoon, I was reading a book in the sitting room. I heard a strange sound from the next room. I went in to look and saw my cat, Pete. He was looking into the fish bowl and trying to get a fish from it!

News reader: And then what happened?

Alice: The fish bowl fell on Pete! I went to pick him up because he doesn't like water. I took him to the bathroom and dried him!

7. Read the passage and check (✓) the true sentences.

- Read the sentences with the class. Ask what sort of person they think Jack is.
- Tell them to read the passage, check whether their guesses were correct and underline the key information about the statements.
- Ask them to read the sentences again and decide if they are true or false.
- Tell the students to check their answers in pairs.
- Ask the students to read the sentences and say if they are true or false and why.

Answers

2. ✓ 5. ✓ 6. ✓

Now choose the correct answer.

- Tell the students to read the questions and choose

the right answer.

- Ask them to check their answers in pairs.
- Elicit answers from the class.

Answers

1. c) 2. b) 3. a)

Around the world: An emergency landing

- Read through the information about the accident.
- Ask the students what they think about it.
- Give more information about the accident.

Culture box: *Flight safety*

When you get onto a plane, the flight attendants make a detailed announcement about safety in the plane. They start off by asking you to read the safety card and take note of the picture that shows how to sit forward in case of sudden movements or a crash. Then they point out to you where the exits are. These are usually at the back, the side and at the front of the aircraft. Then they tell you how to fit the oxygen masks over your mouth and nose. These automatically drop from the area above your seat. They also explain how to put on your life jacket which you can find under your seat. They also tell you that smoke alarms are fitted in the toilets and all mobile phones and other electronic devices must be switched off. Finally, they tell you to sit back and enjoy your flight!

Module task: Writing a news report about an accident

8. Think about a recent accident you know of. Write notes.

- Tell the students to think about their accident stories or recent accidents they know of and choose one to write about.
- Ask them to look at the questions. Then put them into groups to describe the accident they chose by asking and answering the questions.
- Tell them to make notes of the answers.



Possible answers

1. three o'clock this afternoon; on the motorway between London and Cambridge
2. was driving too fast; was not watching the traffic in front of him
3. the car in front of him slowed down to avoid a rabbit
4. apologised to the other driver

9. Use your notes and write sentences for your news report about the accident.

- Ask the students to read the model structures and make clear how to report an accident.
- Ask them to follow the model structures and write sentences about the accidents they want to report. Tell them to use the notes they took in Activity 8 to help them.

Possible answers

1. A terrible accident happened at three o'clock this afternoon on the motorway between London and Cambridge.
2. James Brown was driving too fast along the road.
3. He was not watching the traffic in front of him.
4. The accident happened because the car in front of him slowed down to avoid a rabbit that was running across the road.
5. After the accident, Mr Brown apologised to the other driver.

10. Join the sentences you wrote in Activity 9 and write your report. Use *when*, *while*, *so*, *because* and *then*.

- Tell the students to write an accident report by

joining up the sentences they wrote.

- Remind them of using the linking words to help them report the accident clearly and in the correct order.
- Tell them they can then draw pictures to illustrate their report.
- Circulate and monitor as they work.

Possible answer

A terrible accident happened at three o'clock this afternoon on the motorway between London and Cambridge. James Brown was driving too fast along the road. He was not watching the traffic in front of him because he was talking on his mobile phone. The accident happened when the car in front of him slowed down in order to avoid a rabbit that was running across the road. So Mr Brown's car crashed into the back of the other car. Luckily, both the drivers were not badly hurt, but the cars were damaged. After the accident, Mr Brown apologised to the other driver. Then, the police arrived and told Mr Brown that talking on his mobile phone while driving was very dangerous.

11. Read out your report to the class.

- Ask individual students to read their reports aloud to the rest of the class.
- Let other students ask questions about their classmates' reports if they have any.
- Collect all the reports and make a class newspaper with them.