

# 4 What happened?

## 4.1

**Goals:** talk about accidents and injuries  
explain how something happened

**Core language:**

VOCABULARY Accidents and injuries  
Saying how something happened

## Accident-prone

### SPEAKING

- 1 a Write on the board: *Do you take a lot of risks?* Check learners understand the meaning of *risk*. Draw attention to the picture and ask if it shows risky behaviour; elicit a few more examples from the class to introduce the quiz. Then tell learners to read through the statements and ask about any problem vocabulary before they answer the questions. Check understanding of *unplug*, *travel insurance* and *break the speed limit*. Then learners do the quiz and read through the analysis on p118 when they are ready.
- b *Discussion*. Focus learners on the two questions before they get into groups. Learners discuss the quiz together, then move on to talk about people they know who take risks.

*Round-up*. Find out if most learners agreed with the quiz and why / why not. Find out if anyone scored highly and if so, what kind of risks they take and why. You could also ask if anyone is very risk-averse and if they can explain why. Ask a few learners about people they know who take a lot of risks and if they have a lot of accidents as a result. This will lead into the reading.

### READING

- 2 a *Pre-reading discussion*. Focus learners on the list of points and check understanding of *upbringing* (= the way a child is treated and taught how to behave by its parents) and *adolescence*. Learners then discuss how the points can make people have more accidents. Find out who is left-handed in the class, and if they think this has any connection to having accidents.
- b *Reading for main idea*. Learners read the article quite quickly to check their ideas. Let them compare with a partner before checking as a class. Make sure they understand *clumsy* (= someone who is not careful so often damages, breaks or knocks into things) and *accident-prone* (= someone who often has accidents).
- 3 a Use the unfinished sentences to focus learners on the main points in the article. Learners talk in pairs to see what they can remember. Don't go through the answers yet, as this will pre-empt the reading task in b.

#### Alternative

*Books closed*. Read out the unfinished sentences to learners one at a time. They talk about each one in pairs. Continue as above.

- b *Reading for detail*. Learners read the article again carefully to check their ideas. Then they compare with a partner. In feedback, ask learners to explain the ideas in more detail, e.g. ask why or what happens as a result of each fact.

- 1 *Parents are usually stricter with their first child.*
- 2 *Adolescents are often clumsy because their bodies are growing very quickly.*
- 3 *Watching too much TV affects children's physical co-ordination skills and awareness of physical risk.*
- 4 *Watching cartoons doesn't help children to understand how the world works.*
- 5 *The world is designed for right-handed people.*

## I dropped it!

### LISTENING

- 1 *Listening for main idea*. Learners look at the pictures and say what they think has happened in each one. Then play recording 1.35. Learners match each conversation to one of the pictures. Let them compare in pairs before checking as a class.

1 B 2 E 3 D 4 A 5 C

### VOCABULARY Accidents and injuries

- 2 a *Focus on expressions*. Learners try to complete the sentences from the conversations using the verbs in the box. Point out that they will have to choose the correct form of the verbs. Then play recording 1.35 again, stopping after each conversation to check meaning and pronunciation. At the end, ask learners how to spell the past form of *drop*, *slip* and *trip*.

- 1 *dropped; I've broken it*
- 2 *banged my head*
- 3 *broke my wrist*
- 4 *slipped; fell over*
- 5 *cut my finger*
- 6 *tripped over*

#### Alternative for weaker groups

Learners read the sentences and discuss possible answers with a partner, but they don't try to complete the gaps before listening. Reassure them that you will explain any new words after they have listened to the conversations again and have completed the expressions.

- b *Vocabulary expansion*. Learners use the new language to talk about accidents and injuries and what often causes them.

### VOCABULARY Saying how something happened

- 3 a Point out the three highlighted stems which can be used to explain a problem or accident. Learners complete the stems individually before comparing with a partner, or in pairs.

1 c 2 a 3 b

- b *Vocabulary expansion.* Learners extend the language by completing the stems with a range of endings. Point out the patterns that follow each expression (*on the way to* + noun; *of* + -ing; *was trying to* + infinitive).

- 1 *I was on the way to: the shops; the airport.*  
 2 *I was in the middle of: cooking dinner; having a shower.*  
 3 *I was trying to: change a light bulb; open a bottle.*

- c 👤 Look at the example and ask learners to think of different outcomes. Then they write sentences for the situations in b. If learners work alone, you will be able to see if they understand how to use the stems correctly. Walk round and help as necessary.

## SPEAKING

- 4 a *Preparation.* Tell learners to think about their own experience of minor accidents and about how to express their ideas. Walk round and help with ideas and vocabulary as necessary. If any learners really can't think of any incidents to talk about, tell them to listen to their classmates in b and ask questions and to see whether other people's experiences jog their memory.
- b *Speaking: Personalisation.* Learners tell each other about their experiences. Monitor while they're talking and take a note of language use for a feedback session at the end.
- Round-up.* Ask a learner from a few groups for the best stories and find out who is the most accident-prone in the class.



You could use photocopiable activity 4A on the Teacher's DVD-ROM at this point.

## 4.2

**Goals:** talk about natural events  
 describe a dramatic experience  
 say how you feel about an experience

### Core language:

VOCABULARY	Natural events Adverbs for telling stories
GRAMMAR	Narrative verb forms
PRONUNCIATION	Groups of words 1

## The power of nature

### VOCABULARY Natural events

- 1 a Focus learners on the pictures and events and match them as a class. Check pronunciation as you go along.

- A an earthquake  
 B a tsunami  
 C the northern lights  
 D a volcanic eruption  
 E a hurricane  
 F an eclipse

### Alternative

*Books closed.* If you can project the images onto the board, elicit or teach the words for the events. Learners can then do the matching exercise quickly in pairs.

- b 👤 / 👤 *Discussion.* Learners discuss in pairs whether or not any of the events have happened in their countries. Pairs then join other pairs to exchange their stories.

## LISTENING

- 2 *Listening for main idea.* Learners read the questions, then listen to recording 1.36. Let them compare with a partner before checking as a class. Check understanding of the following words and expressions before they listen again:

Fran's story: *landlady, roof, canals of water, subsided*  
 António's story: *packed with people, headed down to ... , total (eclipse), eerie, atmosphere, odd, glad, missed*

*Fran: tsunami; scary*  
*António: solar eclipse; interesting but strange/eerie*

- 3 👤 *Listening for detail.* Learners read the questions. Give them a moment to discuss answers with a partner before playing recording 1.36 again. Stop after Fran's story and let learners compare their answers. Then do the same with António's story. Ask if learners need to hear it again. Go through the answers.

- Fran*
- *She lived 200 metres from the sea, but the water didn't come into her street.*
  - *There were canals of water in the streets; it subsided quickly.*
  - *She didn't have to move from her home.*
  - *Her parents were visiting her at the time. They were able to contact family at home.*
- António*
- *It was full of people.*
  - *It was the middle of a working day.*
  - *The sky changed colour very slowly.*
  - *They didn't see the eclipse; he wishes they had.*

### Language note: actually

*Actually* appears a number of times in Fran's and António's stories with two different meanings:

Fran and Astrid

*I was actually living within two hundred metres of the sea ...*  
 (= in fact, in reality)

*Erm, just, I was actually at home when it happened.* (= in fact, in reality)

A: *Your family probably was very worried for you.*

F: *Well, my parents were actually visiting me at the time ...* (= to correct or contradict what someone has said)

António

*It wasn't actually a total eclipse.* (= in fact, in reality)

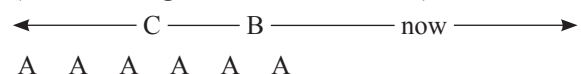
Ask learners to search for *actually* in the scripts and then explain what it means. Tell them to listen out for it or notice it in texts that they hear or read in English.

### GRAMMAR Narrative verb forms

- 4 a *Focus on meaning.* Learners match the examples from the stories with their uses.

1 B 2 A 3 C

You could illustrate the correlation between the three forms by drawing a timeline on the board like this (A = *was living*; B = *hit*; C = *had been*):



### Alternative for stronger groups

To check learners' understanding of the three forms, draw the timeline above, but instead of C, B and A, write X, Y and Z and ask learners to replace them with A, B and C (A = was living; B = hit; C = had been).


- b** *Focus on form.* Learners do the matching. Point out that *hit* is irregular.

**A:** past progressive **B:** past simple **C:** past perfect

Elicit the negative and question forms of the three tenses using Fran's sentences, i.e.

*I wasn't living ... The tsunami didn't hit. There hadn't been ...*


*Where were you living? When did it hit? Had there been an earthquake?*

- 5 a**  *Practice.* Learners choose the correct verb forms in one of the stories. Walk round and help learners who are having problems.

1 Did you have to 2 stayed 3 found out 4 had been  
5 had caused 6 were actually visiting 7 headed  
8 started 9 went 10 were selling 11 were walking  
12 had gone

### Alternative for weaker groups

Learners work in A/A and B/B pairs to choose the correct forms.

- b**  Learners check their ideas in pairs, before reading the scripts to check.

### Note: Grammar practice

You could do the grammar practice on p137 at this point.



You could use photocopiable activity 4B on the Teacher's DVD-ROM at this point.

## Describing an experience

### VOCABULARY Adverbs for telling stories

- 1 a** *Focus on adverbs.* Give learners a few minutes to look at the questions and sentences in pairs, then do the questions as a class. Model the adverbs for the class. Ask learners which syllable is stressed in each word and give them a chance to repeat the adverbs (*immediately, suddenly, slowly, quickly, obviously, unfortunately, amazingly, luckily*). This will help when they do the pronunciation activity in **2**.

1 A  
2 • when you don't expect it, quickly: suddenly  
• without waiting, at once: immediately  
3 B  
4 a surprise: amazingly good news: luckily  
a bad thing: unfortunately clearly true: obviously

- b** Point out that adverb position can vary. Look at the first sentence together and help learners to try putting the adverb in different places in the sentence, e.g. *Immediately they headed down to the sea. They headed down to the sea immediately.* Explain that the position in this case makes the sentence more dramatic. Point out that the position of *amazingly* in

sentence 7 is quite unusual, but again the position increases the dramatic effect of the sentence.

*beginning or end: immediately, suddenly, obviously, unfortunately, amazingly, luckily*  
*before the verb: immediately, suddenly, obviously, unfortunately, slowly, quickly*  
*end: slowly, quickly*

### Language note: Adverb position

The fact that adverbs can go in several different positions in English may not in itself cause learners problems, but in some languages *different* positions from those in English sentences are also possible, which can cause confusion. For instance, in English, an adverb cannot come between the verb and object (as in French), e.g. *She drove badly the car.* This is a common mistake, so it's worth pointing out that this word order is not possible.



You could use photocopiable activity 4C on the Teacher's DVD-ROM at this point.


### PRONUNCIATION Groups of words 1

- 2 a** Model the first sentence and point out the division between the two groups (//). You could say the sentence with unnatural groups to exemplify how the groups make speech easier to understand, e.g. *Obviously I'd // have liked my kids to // see it too.* Play recording **1.37** so learners can read and hear the sentences.
- b** Learners practise the sentences either on their own or with a partner. Alternatively, stop after each sentence and ask learners to repeat.

### Alternative for stronger groups


*Books closed.* Write the first sentence on the board, showing the groups of words, and model natural and unnatural groupings as above. Then dictate the other sentences, one by one. After listening to each one, in pairs, learners decide where the groups are and mark them with //. Check as a class. Learners practise in pairs.

### SPEAKING




- 3**  *Preparation.* Learners read one of the true stories and think about the questions. Explain that they will have to tell each other the stories without their books, so encourage them to take notes on a piece of paper. Finally, they choose a few adverbs to make their story more dramatic and interesting. Walk round and help with any problems while learners are preparing their stories.

### Alternative for weaker groups

Let learners prepare in A/A and B/B pairs. In **4**, they can work in groups of four to help each other tell their stories.

- 4**  *Story telling.* Make sure learners close their books but understand that they can use their notes. Monitor while they are talking and take a note of any problems that impede communication.
- 5** *Round-up.* Talk as a class about the stories and how learners would feel (or did feel) in similar situations. Don't go into too much detail if learners have their own stories, because they will get a chance to talk about their own experiences in the Target activity.

## 4.3 Target activity

**Goals:** describe a dramatic experience   
explain how something happened   
say how you feel about an experience 

### Core language:

TASK VOCABULARY	Common verbs in stories
4.1 VOCABULARY	Accidents and injuries
4.1 VOCABULARY	Saying how something happened
4.2 GRAMMAR	Narrative verb forms

## Describe a dramatic experience

### TASK LISTENING

- a** *Prediction.* Learners look at the pictures and guess what happened.
- b** *Listening for main idea.* Play recording 1.38 so learners can check their ideas. In pairs, learners answer the questions about the story. Going through the answers with the class will give you a good opportunity to check learners' use of the narrative tenses.

- 1 She was playing on the stairs with a friend. They were 'surfing' down the stairs.
- 2 Jane was in her study. She was working.
- 3 It went quiet because Megan had fallen and couldn't breathe properly. Her friend hadn't said anything because she was terrified.
- 4 Jane was scared because Megan couldn't speak or move. She was worried she'd hurt her back or neck.
- 5 Megan couldn't move because she was so frightened.

### TASK VOCABULARY Common verbs in stories


- 2 *Listening for detail.* Play recording 1.38 again so learners can complete the sentences. Point out that learners may have to change the verb forms. In feedback, make sure learners notice the verb patterns (see language note below).


1 know 2 find out 3 realised 4 remember

#### Language note: Verb patterns

All these verbs are used to talk about understanding events and are often followed by *what* and verbs such as *happen*, *go on*, *do*. Both the past progressive and past perfect frequently follow these four verbs in the past simple and are interchangeable in sentences 1–3, e.g. *I didn't know what had happened. I went to find out what had happened. I immediately realised what was going on.* In sentence 4, the past progressive is also possible, e.g. *I can't really remember what was going on.*

### TASK

- 3  *Preparation.* Give learners plenty of time to think of an experience to describe and to prepare how to tell their story. Draw attention to the language prompts and remind learners that they can look back at relevant language sections to help. Walk round and help with ideas and language as necessary.

- 4  *Story telling.* Get learners into groups of three or four and assign A, B, C (and D) roles. Learners take turns to tell their stories and ask for more information and detail. Monitor while they are talking and take a note of use of new language or any problems that made their stories unclear. You can focus on these examples in a feedback session now or later.
- 5 *Speaking.* Learners decide which story they liked best. Then form new groups of As, Bs, Cs (and Ds). They tell each other the stories they chose from their previous group.

*Round-up.* Ask the class to choose one or two stories which a lot of people found interesting.

## 4 Explore

### Keyword: over

**Goal:** use common expressions with *over*

#### Core language:

Use of *over* as a preposition, adverb and adjective  
Multi-word verbs with *over*

### Meanings of over


- 1 *Listening for main idea.* Learners look at the picture and guess what the person was doing and what has happened. Learners read the question. Then play recording 1.39. Go through the answers and draw attention to the following expressions:

- *sound-proof windows*
- *a pile of books*
- *burst out laughing*
- *went wrong*

*They wanted to re-decorate their living room and put in sound-proof windows and a shelf over the door.*

- 2 Learners do the matching in pairs, or individually before comparing with a partner.

1 d 2 b 3 f 4 e 5 c 6 a

- 3 **a**  Look at the example with the class (or do it on the board), then learners continue in pairs. Check as a class.

- 2 *can't wait for today to be over.*
- 3 *takes over an hour to get to class.*
- 4 *has flown over a famous place in a plane.*
- 5 *goes over a river on the way to work.*
- 6 *has a picture over their bed.*

- b** Look at the example for sentence 1, then quickly elicit the questions for sentences 2–6 from the class. Tell learners to walk round the class finding someone for each question. Remind them to find out more about each situation and to take a note of the person's name.  
*Round-up.* Find out who said yes to the questions.



## Multi-word verbs with over

- 4 a Focus learners on the picture and ask what has happened (*slip* and *fall over* are recycled from the first spread). Do the first one together, then learners continue in pairs.

2 e 3 a 4 f 5 b 6 g 7 c 8 d

- b Do this as a class.

accidents: 1, 2, 3, 8 car accident: 8

- 5 a Learners complete the questions. Check as a class and model the linking in the multi-word verbs, paying particular attention to *knocked over* /nɒkt'əʊvə/ and *go over* /gəʊw'əʊvə/. This will help learners' fluency when they do b.

1 knocked over 2 go over 3 come over 4 get over  
5 turn over

- b *Asking and answering questions.* Learners discuss the questions together. Walk round and monitor use of the multi-word verbs.

## Explore speaking

**Goal:** refer to an earlier topic or conversation

### Core language:

Expressions with *say*, *mention*, *talk* for referring to an earlier topic or conversation

- 1 Learners read the questions to introduce the topic of mixing friends and work. Check understanding (and pronunciation) of *socialise* and *colleagues*. Learners discuss the questions in pairs. Ask a few learners for their ideas.
- 2 a *Listening for main idea.* Draw attention to the picture of António and see what learners can remember about him (he told the story about the eclipse on p32). Learners read the questions, then listen to recording 1.40. Point out that *HR* is *human resources* and elicit or teach the meaning of this and *pretty* (*nervous*). Sharp learners may have heard the gloss *quite nervous* later in the recording.

Pam is Don's new girlfriend.  
She's the new head of HR (human resources) at António's company.  
She's feeling pretty nervous about the next day.

- b *Listening for main idea.* Explain the context of the next recording, i.e. it's the next day and Pam is in her meeting, then play recording 1.41. Talk about the question as a class.

It didn't go very well. Her slide equipment didn't work, and she forgot what she was saying.

- 3 a Learners complete the sentences from the conversations. Point out that learners have to put the verbs in the correct form.

1 mentioned 2 mentioned 3 talking 4 talking  
5 saying 6 saying 7 saying

- b Learners check their own answers in the scripts on the right.

- 4 / Learners read through the conversation first, and then complete the gaps with verbs from the expressions in 3a. They compare with a partner, then practise the conversation.

1 were you saying  
2 forgotten what we were talking about  
3 saying  
4 mentioned  
5 was saying

- 5 a *Conversation.* Look at the topics with the class and check understanding of the activity. Give learners a few minutes to plan what they're going to say.
- b Group learners in threes and assign A, B and C roles. Learners have their conversation. Monitor while they're talking for appropriate use of the new language. When learners finish, you could focus on any problems before they continue with c.
- c Learners change roles and have another conversation.

## 4 Look again

## Review

### VOCABULARY Adverbs for telling stories

- 1 a Learners complete the adverbs in pairs. Check as a class.

obviously, luckily, amazingly, suddenly, unfortunately

- b Ask learners what they think is in the bowl (*noodles*). Then they complete the sentences with the adverbs. They could do this individually before comparing with a partner.

1 Amazingly 2 unfortunately 3 Obviously 4 Luckily  
5 suddenly

- c Demonstrate by changing the first sentence to make it true for you. Then learners continue individually before comparing with a partner.


### GRAMMAR Narrative verb forms

- 2 a Learners read the story before completing it with the verbs. Check as a class.

1 rang  
2 was having  
3 got  
4 drove  
5 heard  
6 hadn't seen

- b Draw learners' attention to the examples. They then write a sentence (or more if they wish) to finish the story. Walk round and help as necessary. Then they compare stories with another pair. In feedback, ask a few learners to read out their endings and choose the best one with the class.

### CAN YOU REMEMBER? – Unit 3 Facts and feelings

- 3 a Write the first sentence on the board and elicit lots of ideas from different learners. Then they continue completing the sentences individually. Walk round and help as necessary.
- b  *Speaking: Personalisation.* Learners talk about their sentences together, asking questions to find out more information. In feedback, ask different learners for their sentences and encourage the class to respond.

### Extension


#### SPELLING AND SOUNDS /k/

- 4 a Point out the three spelling patterns for /k/. Then play recording 1.42 or say the words from Fran's story. Learners complete the words.

1 could 2 looked 3 like 4 canals 5 lucky 6 scary  
7 because 8 quickly 9 actually 10 luckily  
11 contact 12 back

- b Learners read the spelling patterns to check their answers for a.
- c *Spellcheck.* Play recording 1.43 or say the words for learners to write down. Let them check their own answers in a dictionary. Check if there are any problems before moving on and encourage learners to take a note of any words they find difficult in their vocabulary notebooks.

#### NOTICE Time expressions: past and present

- 5 a  Learners read the sentences then, in pairs, categorise the expressions. Go through the expressions with the class.

now: 4, 6  
the past: 1, 2, 3, 5

- b *Writing.* Learners write a few sentences about themselves using the expressions. Walk round and help as necessary. Point out that they will talk about their sentences in a moment.
- c *Speaking: Personalisation.* Learners talk together about their sentences. Encourage them to ask questions to find out more information.
- Round-up.* Ask a few learners about their partner's present or past activities.

#### Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.

# Unit 4 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

**4A What happened? 2**

Incident report form

**4A What happened? 1**

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**4B Pompeii**

Pompeii is a ruined city, near Naples in the south of Italy. The story of Pompeii has always interested travellers, which is why it is a popular destination. The city was destroyed by a volcano in AD 79. The eruption lasted two days and left behind a perfect picture of Roman life in the first century. For the people in Pompeii, August 24th, AD 79 started like every normal day. The streets were full of activity. People were going to and from their destinations.

Then suddenly, around one o'clock in the afternoon, they saw smoke coming out of Mount Vesuvius. At first, they were shocked to see this, but knew they did not have time to stand and stare. Some people went home to collect valuable things they had left behind. Others tried to leave town immediately, but they didn't know where to go. In the middle of all this, stones and rocks began to pour into the city, and heavy, black smoke filled the air.

The thick, black cloud from the volcano made it so dark that people couldn't see where they were going. They were trying to run away, but it was very difficult. They were having problems breathing because of the smoky air; the stones and rocks were falling down more heavily, and the buildings were shaking violently, but still they ran. Some victims didn't run away and stayed in the city, trying to hide from the eruption inside their homes.

The people who hadn't run away were trapped inside their houses because the stones and ash were blocking doors and windows, suffocating the people inside. Others lost their lives as buildings fell down. Others were trapped in the higher floors of buildings where they had found shelter. At sunset, when the volcano calmed down, the survivors who had hidden in their homes came out and were searching for a way to escape.

As the sun was going down, they walked through the destroyed city. They were carrying lamps to light the way to the edge of Pompeii. But unfortunately their journey was pointless. At dawn, the volcano erupted again and killed those who were trying to get out of the city. That morning, at about 7:30 am, the final eruption completely buried Pompeii. Death came to any survivors who were walking in the streets or had hidden on the top floors of buildings or underground. At 8 am, a volcanic river destroyed the highest walls of the buildings and carried away the bodies of the victims.

For the next 1,500 years, the city was undisturbed because people had completely forgotten about it. But then the architect Domenico Fontana decided to build there in the late 16th century. While he was checking out the area, he found a city that had been frozen in time. It was truly amazing! Today, a visit to Pompeii is a step into the past. When you walk there, you are walking in the city as it was nearly 2,000 years ago.

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**4C Adverb grab**

Referee sheet

- The road was covered with ice, so I drove as **slowly** as I possibly could.
- Luckily**, I spoke a little bit of French, so I was able to order some food in the restaurant.
- I was just falling asleep when **suddenly** I heard a loud scream coming from the next room.
- Unfortunately**, I arrived five minutes late and missed the beginning of the concert.
- She said she couldn't cook, but actually the food she made was **amazingly** good!
- She had **obviously** been crying because her eyes were red and her make-up was running down her face.
- When I heard the news, I **immediately** called my parents to tell them.
- When we heard the fire alarm, we walked very **quickly** towards the exit.

slowly	luckily	suddenly	unfortunately
amazingly	obviously	immediately	quickly

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## 4A What happened?

**Activity type:** Speaking and vocabulary – Interview / Filling in a form – Pairs

**Aim:** To practise vocabulary for accidents and injuries and saying how something happened

**Language:** Accidents and injuries / Saying how something happened – Use at any point from 4.1.

**Preparation:** Make one copy of both worksheets for each learner. You may want to make more than one copy of Worksheet 2 if you want to repeat the activity.

**Time:** 30 minutes

## 4B Pompeii

**Activity type:** Reading and speaking – Ordering a narrative / Mingle – Groups

**Aim:** To practise using narrative verb forms

**Language:** Narrative verb forms – Use at any point from 4.2.

**Preparation:** Make one copy of the worksheet for every group of six learners and cut each worksheet into six sections. Also make one uncut copy of the worksheet for every learner.

**Time:** 30 minutes

## 4C Adverb grab

**Activity type:** Vocabulary and listening – Aural gap fill – Groups

**Aim:** To practise using adverbs for telling stories

**Language:** Adverbs for telling stories – Use at any point from 4.2.

**Preparation:** Make one copy of the Referee sheet and the Adverb cards for every three learners. Cut up the Adverb cards to make a set of eight cards.

**Time:** 15 minutes

# Unit 4 Self-study Pack

### In the Workbook

Unit 4 of the *English Unlimited Intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Accidents and injuries; Saying how something happened; Natural events; Adverbs for telling stories; Knowledge and understanding
- **Grammar:** Narrative verb forms
- **Time out:** Jokes about accidents and injuries
- **Explore writing:** Web page: Sharing experiences
- **Interview:** A disastrous holiday – Matt

### On the DVD-ROM

Unit 4 of the *English Unlimited Intermediate Self-study DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Groups of words
- **Explore speaking:** Reacting to apologies
- **Explore listening:** A news broadcast
- **Video:** A disastrous holiday