UNIT 9

Things happen

Can Do! In this unit, you learn how to . . .

Lesson A
- Tell anecdotes about things that went wrong using the past continuous and simple past

Lesson B
- Talk about accidents (e.g., *I broke my arm.*) using the past continuous and *myself*, *yourself*, etc.

Lesson C
- React to show interest with expressions like *Oh, no!*
- Use *I bet* to show you're sure or that you understand

Lesson D
- Read anecdotes in an article
- Write an anecdote using *when* and *while*



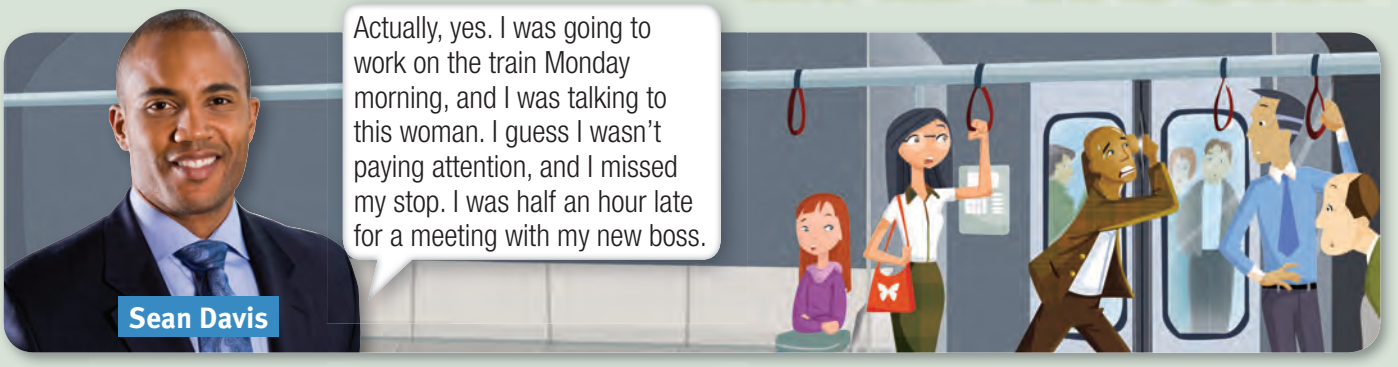
Before you begin . . .

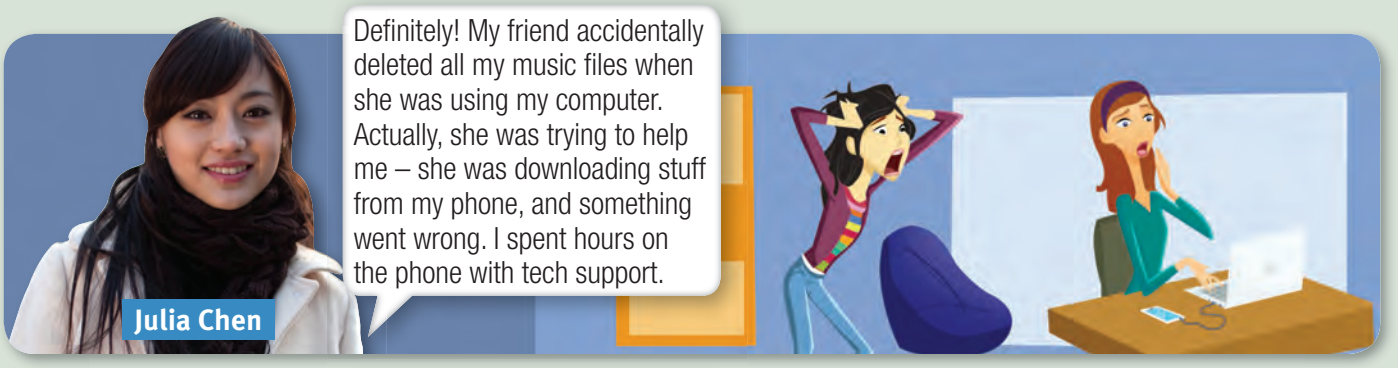
Look at the pictures. Think about a time when one of these things happened to you. Tell the class about a time when you . . .

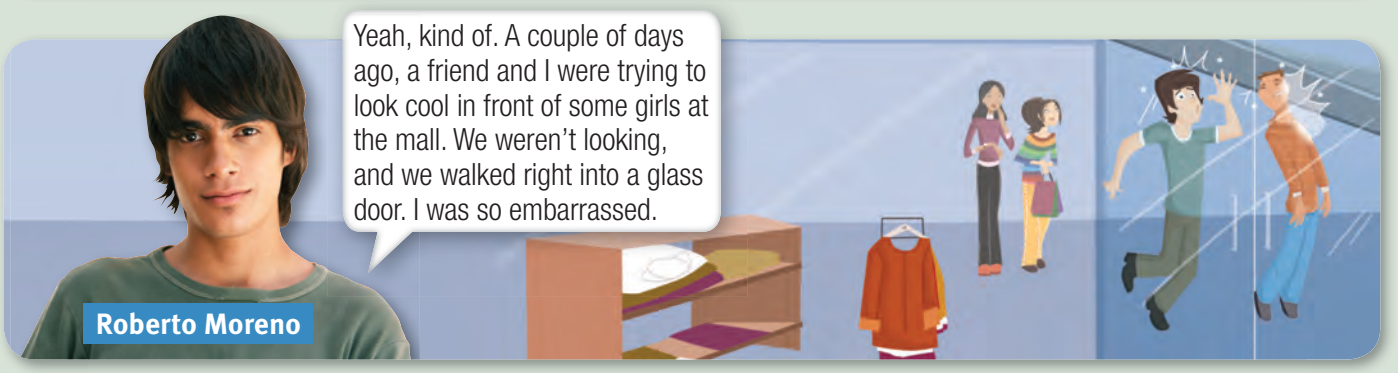
- broke something.
- forgot something.
- lost something.
- damaged something.

When things go wrong . . .

Are you having a BAD week?







1 Getting started

A **Look at the illustrations above. What do you think happened to each person? Do these kinds of things ever happen to you? Tell the class.**

B 3.23 **Listen and read. Were your guesses about the people correct?**

Figure it out **C** **Can you choose the correct verb forms? Use the interviews above to help you. Then compare with a partner.**

1. Sean **missed** / **was missing** his stop because he **talked** / **was talking** to a woman on the train.
2. Julia's friend **deleted** / **was deleting** all Julia's music files when she **using** / **was using** her computer.
3. Roberto and his friend **tried** / **were trying** to look cool when they **walked** / **were walking** into a glass door.

2 Grammar Past continuous statements 3.24

Extra practice p. 148

Use the past continuous to set the background for a story or tell about events in progress in the past. Use the simple past for completed actions in the past.

I **was talking** to a woman, and I missed my stop. I **wasn't paying** attention.
We **were trying** to look cool, and we walked into a glass door. We **weren't looking**.
A friend of mine deleted all my music files **when** she **was using** my computer.
When my friend **was using** my computer, she deleted all my music files.

In conversation

The most common verbs in the past continuous are ***talk***, ***do***, ***go***, ***say***, ***try***, ***get***, and ***tell***.

Complete the anecdotes with the past continuous or simple past. Then close your book. Take turns retelling the anecdotes to a partner.

1. I *was having* (have) lunch in a café yesterday when the server accidentally _____ (spill) tomato sauce on my shirt. I guess he _____ (not / pay) attention. I was upset, but I _____ (get) my lunch for free.
2. My friend and I were at a barbecue last week. When we _____ (walk) around the yard, she _____ (trip) and _____ (fall) into the pond.
3. I _____ (damage) my parents' car last week. I _____ (try) to park, and my friend _____ (talk) to me, and I _____ (hit) a wall. Now I have to pay for the repairs.
4. I was in a chemistry class recently, and a classmate and I _____ (do) an experiment when something _____ (go) wrong. I _____ (burn) my hand.
5. Last week I was on the bus, and I _____ (talk) to my girlfriend on my cell phone. Well, actually, we _____ (have) a long argument. We _____ (not / get along) at the time. When I _____ (end) the call, I realized that everyone on the bus _____ (listen). How embarrassing!



3 Speaking naturally Fall-rise intonation

*I was running for a **bus** last week, and I **fell**.*
*When I was going **home** yesterday, I ran into an old **friend**.*

A 3.25 **Listen and repeat the sentences above. Notice that the intonation falls and then rises slightly at the end of the first part of each sentence. This sets the background.**

B 3.26 **Listen and complete the sentences. Then listen again and repeat.**

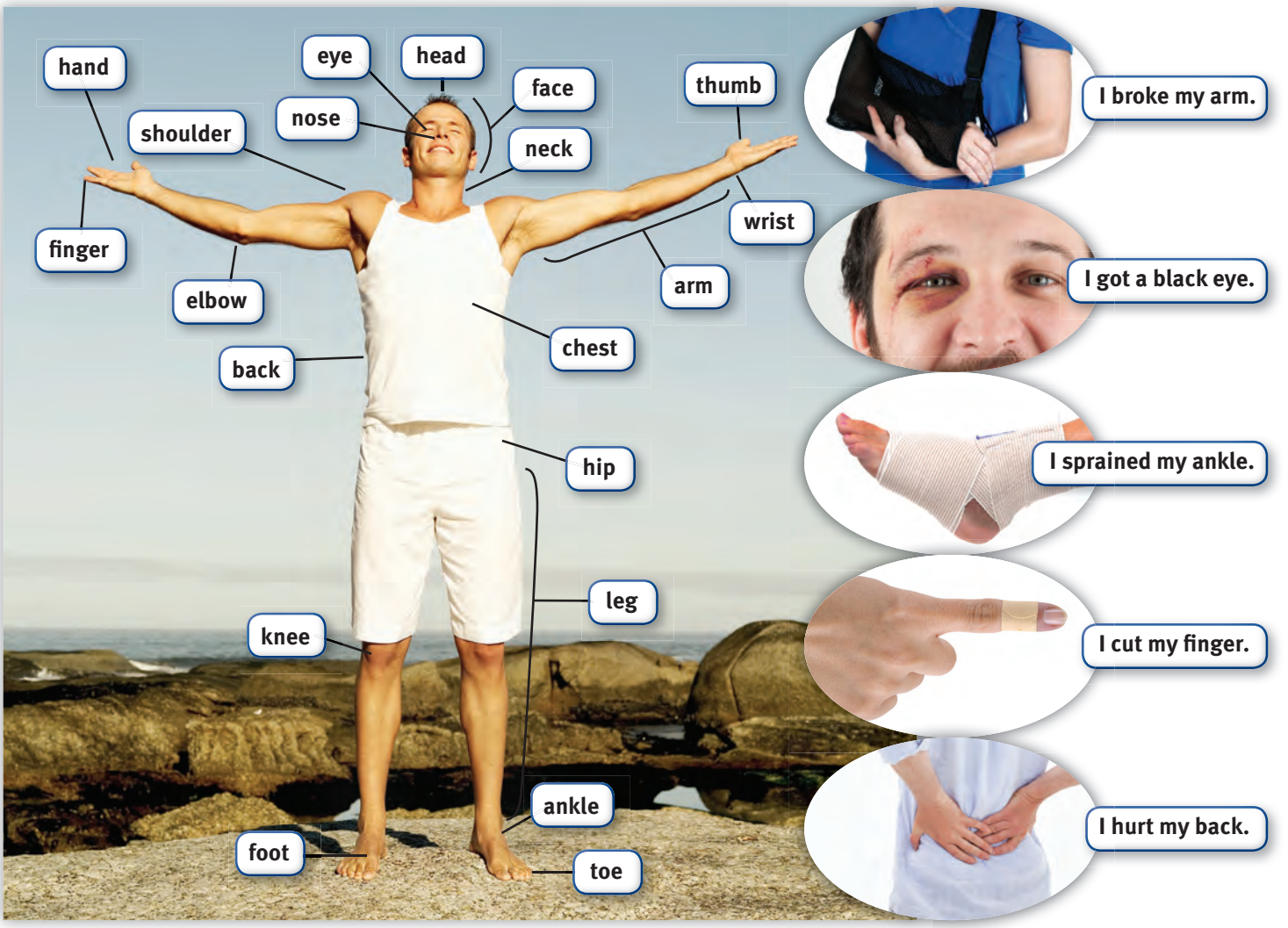
1. I was reading a book _____ , and I missed my stop.
2. Last night when I was washing _____ , I broke a glass.
3. I was texting _____ , and I tripped and fell on the street.
4. Yesterday when I was using _____ , it suddenly crashed.

About you **C** **Pair work** **Think of things that happened to you this week. Tell each other your anecdotes.**

Lesson B Accidents happen.

1 Building vocabulary

A 3.27 Listen and say the words and sentences. Which words and expressions do you already know?



Word sort **B** Make true sentences about accidents that happened to you or people you know. Use the vocabulary above and add other words you know.

break	*I broke my leg when I was a kid.*
sprain	
cut	
hurt	
other	*My sister got a black eye . . .*

About you **C** **Pair work** Take turns telling about the accidents in your chart.

Vocabulary notebook p. 94

2 Building language



A 3.28 **Listen. What happened to George? What was he doing when it happened? Practice the conversation.**

Nikki So, how was your ski trip? Did you have a good time?
George Yeah, I guess. I sort of had an accident.
Nikki Oh, really? What happened? Did you hurt yourself?
George Yeah, I broke my leg.
Nikki Oh, no! How did it happen? I mean, what were you doing?
George Well, actually, I was talking on my cell phone. . . .
Nikki While you were skiing? That's kind of dangerous.
George Yeah, I know. But I was by myself, so I was lucky I had my cell to call for help.

Figure it out **B** **Complete the questions George's other friends asked. Use the conversation above to help you.**

1. What **were** / **did** you doing?
2. How **did it happen** / **was it happening**?
3. Did you hurt **yourself** / **you**?
4. I don't enjoy skiing **by** / **with** myself. Do you?

3 Grammar Past continuous questions; reflexive pronouns 3.29

Extra practice p. 148

Past continuous

Were you **skiing** with a friend?
No, I wasn't. I was by myself.
What **were** you **doing** (when you fell)?
I was talking on my cell phone.

Simple past

Did you **hurt** yourself?
Yes, I did.
What **did** you **do**?
I called for help.

Reflexive pronouns

I	hurt	**myself.**
You		**yourself.**
He		**himself.**
She		**herself.**
We		**ourselves.**
They		**themselves.**

In conversation

10% of uses of ***yourself*** are in the question ***How about yourself?*** Almost 10% of uses of ***myself*** are in the expression ***by myself***.

Common errors

Don't use an object pronoun when the subject and object of the verb refer to the same person.

My father hurt ***himself.***
(NOT ~~*My father hurt him.*~~)

A **Complete the conversations with reflexive pronouns and the simple past or past continuous of the verbs given.**

1. A What's wrong with your finger? Did you cut _____ ?
   B Yeah, I accidentally cut _____ with a knife.
   A Oh, _____ you _____ (make) dinner?
2. A My father hurt _____ at the gym.
   B That's too bad. _____ he _____ (lift) weights?
   A Yeah. A lot of people hurt _____ on weight machines, I guess.
3. A Hey, where _____ you _____ (get) that black eye?
   B Oh, my mom and I had a car accident. But she's OK.
   A Well, that's good. Uh, so who _____ (drive)?
4. A My sister was hiking by _____ last weekend, and she broke her ankle. She was in the middle of nowhere.
   B Oh, no! So, how _____ she _____ (get) help?
   I mean, _____ anyone else _____ (hike) on the trail?

Sounds right p. 139

B **Pair work** **Practice the conversations above. Continue them with your own ideas.**

That's hilarious.

1 Conversation strategy Reacting to a story

A **Look at some words from a funny story. Can you guess what happened?**

curry *phone* *burnt pan* *hide* *hilarious*

B 3.30 **Listen. What happened to Hugo? How did he "solve" his problem?**



Hugo I was at my friend's house one time. We were making Thai curry for a bunch of people . . .

Olivia Oh, I love Thai food.

Hugo And he left me in the kitchen to watch the curry. Well, my phone rang and I got talking . . .

Olivia Uh-oh.

Hugo . . . and it all stuck to the bottom of the pan and burned.

Olivia Oh, no!

Hugo Yeah. It didn't taste too good. I freaked.

Olivia I bet.

Hugo So I poured the curry into another pan and added some chili peppers. Then I hid the burnt pan under the sink.

Olivia Oh, that's hilarious. I bet no one even noticed.

Hugo I don't know. No one said anything, but they drank a lot of water.

C **Notice how Olivia reacts to Hugo's story. She makes brief comments on the things he says to show she is listening and interested. Find examples in the conversation.**

"It all stuck to the bottom of the pan and burned."
"Oh, no!"

D **Read the story below and the comments on the right. For each part of the story, choose a comment. Practice telling the story and commenting with a partner.**

1. I was working as a server at Pierre's last year. __c__
2. Yeah, it's very fancy with cool art and everything. _____
3. Well, it's not cheap. Anyway, I was serving coffee to this guy, and I spilled it all over his suit! _____
4. Yeah – but wait. I found out it was Pierre himself! _____
5. Yeah, and he was pretty mad. But he didn't fire me! _____

a. Oh, no! I bet he was upset.
b. Well, that was lucky.
c. Oh, Pierre's is nice, I heard.
d. Expensive, huh?
e. You're kidding, the owner?

2 Strategy plus *I bet . . .*

You can start a statement with *I bet . . .* when you are pretty sure about something.



I hid the burned pan under the sink.



I bet no one even noticed.

You can also use *I bet* as a response to show you understand a situation.

A I freaked!
B I bet.

In conversation

Bet is one of the top 600 words. Over 60% of its uses are in the expression ***I bet . . .***

3.31 Read the stories and guess the responses. Then listen and write the responses you hear. Practice with a partner.

1. A A friend of mine was staying at a hotel one time, and she was walking back to her room in the dark, and she fell in the pool. Everyone at the pool café saw her!
   B Oh, no! I bet _____ .

2. A One time I fell asleep on the subway, and when I woke up, the train was at the end of the line. It took an hour to get back to my stop.
   B Oh, I bet _____ .

3. A I was on vacation in London with my parents a few years ago, and we were flying home. Anyway, we got to the airport, and I realized my passport was still in the hotel safe.
   B Oh, no. I bet _____ .



3 Listening and strategies A funny story

A **3.32 Listen to the story. Choose the best response each time you hear a pause. Check (✓) *a* or *b*.**

1.	a. ☐ That's awful.	b. ☐ Oh, I bet.
2.	a. ☐ I bet.	b. ☐ Nice.
3.	a. ☐ It's easy to do.	b. ☐ That's good.
4.	a. ☐ I bet.	b. ☐ Thank goodness.
5.	a. ☐ I bet he was pretty upset.	b. ☐ Good.

About you **B** **3.32 Listen to the story again. Write your own comments or responses when you hear the pauses.**

1. _____
2. _____
3. _____
4. _____
5. _____

C **Pair work** **Take turns retelling the story you just heard, or tell your own story. React with short comments and respond using *I bet*.**

Lesson D Happy endings

1 Reading

A **Brainstorm! Make a list of any good things that happened recently. Tell the class.**

I passed my final math test.
My friend gave me a ticket to a concert.

B **Read the article. What bad thing happened to each person? Did their stories have happy endings?**

Reading tip

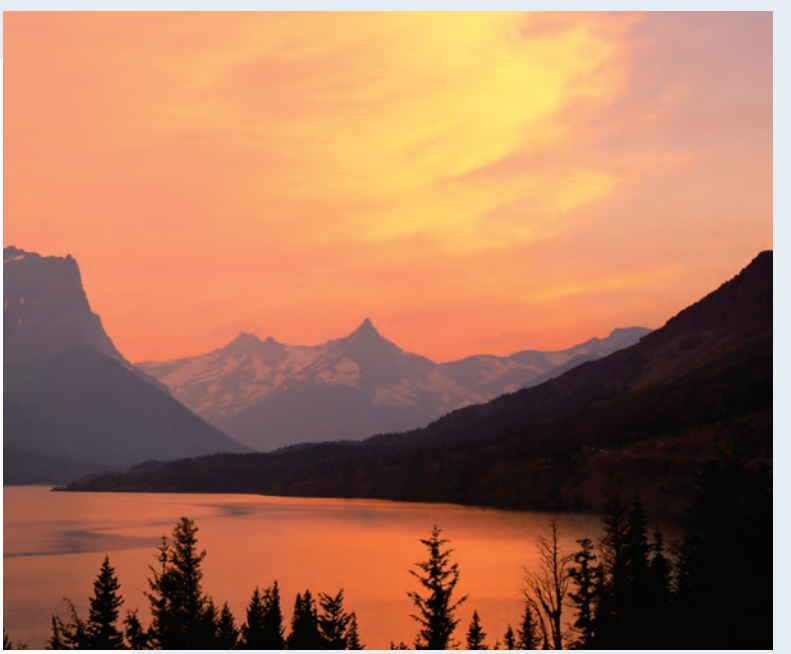
As you read a story, pay attention to the time expressions like *ten years later,* or *last month*. They help you follow events.

EVERY CLOUD HAS A SILVER LINING . . .



GEMMA RUSSO, CALIFORNIA

Sometimes when things go wrong, they just go wrong. But occasionally something really positive comes out of a bad situation. Last month, while I was hiking in a state park, I took a photo of an amazing sunset over a lake. It was so beautiful that I decided to text it to my friend Charley right then and there. Anyway, when I was taking more photos of the lake, I slipped and dropped my cell phone in the water. Disaster! I lost all my photos, and I sprained my ankle. They couldn't fix my phone, either. Well, apparently, Charley secretly sent in my sunset photo to the local TV station. Today, they chose it for "Photo of the Month," and I won a brand new camera! Maybe every cloud does have a silver lining, after all!





ELENA, TEXAS

Ten years ago, my scooter broke down when I was riding to school. I couldn't afford to fix it, so that semester I had to get up at 5:00 a.m. every day to take the bus. One cold, wet morning, I was feeling really tired and grumpy. But while I was waiting for the bus, this guy started talking to me, and he actually made me laugh! It turned out that he was studying at the same college. We exchanged phone numbers, and the rest is history. Ten years later, we're married with two children. Oh, and a new scooter!



CHIN-HO, DAEGU

A couple of weeks ago, I was helping a friend move his things into my apartment. He was out of work and needed a place to stay. While we were carrying some heavy boxes up the stairs, I hurt my back. It was really bad, so I had to go to the emergency room. Anyway, while I was waiting to see the doctor, I saw an advertisement for a computer technician at the hospital. I called my friend, he got the job, and I got a prescription for painkillers! At least his cloud had a silver lining! Though I do have my apartment all to myself again.

C **Read the article on page 92 again. Are the sentences true or false? Check (✓) *True* (T) or *False* (F). Correct the false sentences.**

		T	F
1.	Gemma believes that something good ~~always~~ *occasionally* comes out of a bad situation.	☐	☑
2.	Gemma won a new camera because she sent her photo to a local TV station.	☐	☐
3.	Elena had to take the bus to class because she didn't have the money to fix her scooter.	☐	☐
4.	Elena liked the guy at the bus stop because he was funny.	☐	☐
5.	Chin-ho hurt himself when he was trying to help a friend.	☐	☐
6.	Chin-ho's friend moved to a new place when he got the job at the hospital.	☐	☐

2 Listening and speaking Happy endings?

A 3.33 **Listen to Gary's and Pam's stories. Who lost something? Who got lost?**

B 3.33 **Listen to the stories again. Answer the questions.**

Gary's story

1. Where was Gary? What was he doing?
2. Who did he meet?
3. Why did he forget his briefcase?
4. What did he do when he got to work?
5. Does this story have a happy ending? Why or why not?

Pam's story

1. Where was Pam going?
2. What was her problem?
3. How did she get help?
4. How did the woman offer to help?
5. Does this story have a happy ending? Why or why not?

C **Pair work** **Student A: Choose one of the stories above, and retell it to a partner. Student B: Listen. Did your partner leave out any important details?**

Free talk pp. 134 and 136

3 Writing Anecdotes

A **Think of a time something went wrong. Write 10 to 12 sentences about it. Make sure your sentences are in order.**

I was walking to work last week.
It started to rain.
I didn't have an umbrella.
I put a newspaper over my head and ran.
I got to the corner.
The light changed.
I had to wait for a really long time.
A young man came up to me.
He offered to share his umbrella.
He walked with me all the way to work!

About you **B** **Read the Help note and the anecdote. What events do the words *when* and *while* link? Then use your notes from above to write your own anecdote.**

Last week, I was walking to work **when** it started to rain. I didn't have an umbrella, so I put a newspaper over my head and ran. **When** I got to the corner, the light changed, and I had to wait for a really long time. **While** I was waiting, a young man came up to me and offered to share his umbrella. He walked with me all the way to work! It was so nice of him.

Help note

Linking ideas with *when* and *while*.

You can use ***when*** or ***while*** to link a longer "background" event and another action.

- ***While*** emphasizes the length of time an action or event takes.
- ***When*** also shows events that happen one after another.

C **Group work** **Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?**

Vocabulary notebook

From head to toe

Learning tip *Sketches*

Draw and label pictures to help you remember new vocabulary.

In conversation

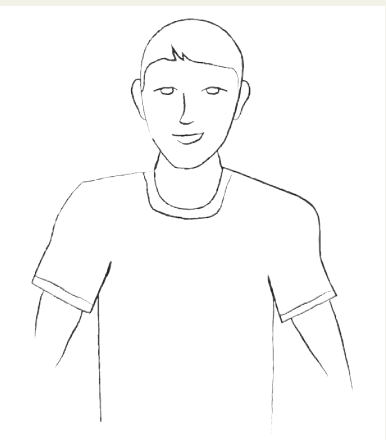
Take my hand

The top ten body parts people talk about are:

1. hand
2. eye
3. head
4. face
5. leg
6. arm
7. mouth
8. ear
9. back
10. knee

1 **Label the sketch. Use the words in the box.**

eye
nose
head
face
neck
shoulder



2 **Now make a sketch of a body from head to toe. How many parts of the body can you label?**

On your own

Before you go to sleep each night, think of the name for each part of your body. Start at your head, and work toward your toes. Can you think of each word in English before you fall asleep?



Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ tell anecdotes about things that went wrong.
- ☐ talk about accidents and what happened.
- ☐ react with expressions like *Oh, no!* to show I'm listening to a story.
- ☐ use *I bet* to show I'm sure or as a response to show I understand.
- ☐ understand people telling anecdotes and respond.
- ☐ understand the details of a story.
- ☐ read anecdotes in an article.
- ☐ write an anecdote about something that went wrong.