

UNIT 7 A CLOSE SHAVE

UNIT OVERVIEW: In this unit students will talk about close call experiences.

Conversation Starters: *Did you hear about...?*

Friends recall close call experiences.

Building Fluency

Beginning a story; verb phrases — dangerous events

Conversation Model

Guess what happened! — Change sounds

Let's Talk About It: *What's your story?*

Create a “close shave” story based on photographs.

Conversation Idioms

catch on fire

look a lot worse than it feels

run for my life

is freezing

is on fire

wake up

have a close shave

have a close call

is in a car accident

get into a fight

is a real miracle

fall off my bike

Additional Links for this unit: Rob from England talks about a scary experience in India.

<http://www.ello.org/english/0251/271-Rob-Elephants.htm>

STEP 1 BUILDING THE ATMOSPHERE

- Point out the title of today's unit “A Close Shave” and ask your students if they know what it means. Tell students that “a close shave” has 2 meanings. One meaning is to shave your face or legs very well so that they are smooth (if necessary, use gestures or draw a picture to demonstrate). Tell your students to listen to the **Erik and Amy Introduction** for another meaning. Write these questions on the board:
 1. *What happened to Erik when he was riding his bike?*
 - a) *He was hit by a car*
 - b) *He was nearly hit by a car*
 2. *Was Erik hurt or injured?*
 - a) *Yes, very badly*
 - b) *No, not at all*
- After your students have compared their answers, confirm that Erik was *nearly / almost* hit by a car, but he wasn't hurt (not even a scratch = not injured at all). Explain that this kind of situation (narrowly avoiding or escaping from a dangerous situation) means “a close shave (call).” Ask your students if they have ever had “a close shave” like Erik (in this figurative sense).

Script [Track 45]

Amy: Hi. This is Unit 7, A Close Shave. So, Erik, have you ever had a close shave?

Erik: Well, I had one this morning actually. Can't you tell how smooth my chin is today?

Amy: Nooo... I mean a close call, you know, a frightening experience that you escaped from.

Erik: Ahh... Well, yeah, actually, just the other day I was riding my bike when a car almost hit me. I mean, he came out of nowhere! I fell off my bike, but I was fine — not even a scratch.

Amy: Wow! That was a close shave! You are lucky! Anyway, we asked some of our friends about their experiences. Let's listen.

STEP 2 CONVERSATION STARTERS: DID YOU HEAR ABOUT...?

Students will listen to people recall close call experiences.

1. First Listening

Quickly concept check the difference between a personal account and a reported account. Tell a few anecdotes as samples and elicit the correct answer. Then, play the audio and have students mark their answers. Next, compare answers in pairs and as a class.

2. Second Listening

Play the audio again and have students mark their answers and then compare answers in pairs and as a class. Note that the item/picture “hot” in the detail section is referring to hot *temperature* not to a fire, per se.

Answer Key

First Listening: 1. Carlos: personal, 2. Alex: Reported, 3. Miki: Reported

Second Listening: 1. Carlos: bag, fight, face, 2. Alex: bear, food, 3. Miki: heater, sleeping

VOCAB TROUBLESHOOTING:

Accident: a bad, unexpected event that causes injury

Incident: a bad or strange event

Space heater: a free-standing heater (i.e. a fan heater or an electric heater – not central heating)

BONUS:

Have students discuss the two Bonus questions in pairs. For question #2, give your own account of a close call experience before asking a few volunteers for their own stories.

Script: [Tracks 46-48]

1. **Carlos:** Hey, Blaire!

Blaire: What happened to your face? You have a black eye!

Carlos: You’ll never believe it, but I was walking home yesterday and I got into a fight.

Blaire: What? Why? What happened?

Carlos: Well, I got off the bus around 6 o’clock and I was walking home when two guys tried to take my bag.

Blaire: What? What did you do?

Carlos: Well, I pulled my bag away from them, and fought them off, but one of them punched me.

Blaire: Oh, you poor thing! Are you OK?

Carlos: Yeah, it looks a lot worse than it feels.

2. **Alex:** Hey, did you read this?

Susan: No. What happened?

Alex: Some guy was out camping when a bear came up near his tent, right? He had some leftover food, so he gave it to the bear.

Susan: Uh-oh, that’s trouble.

Alex: And then when all the food was gone...

Susan: Let me guess. Then the bear attacked him.

Alex: Exactly.

Susan: Did the guy survive?

Alex: Yeah, but it was a close call. He threw a frying pan at the bear, and then ran for his life!

Susan: What an idiot! Everyone knows you shouldn’t feed bears.

3. **Miki:** Did you hear about the big fire in the city last night?

Scott: No! What happened?

Miki: Well, you know how cold it was last night.

Scott: Yeah. It was freezing.

Miki: Well, this family went to sleep with their heater on, you know, one of those space heaters. And somehow their curtains caught on fire.

Scott: Wow, that’s scary. Did they get out?

Miki: Yeah, I mean, the whole house was on fire. It went up like a match box, but somehow they managed to wake up and escape.

Scott: Wow, it’s amazing they got out in time.

Miki: Yeah, a real miracle.

STEP 3 BUILDING FLUENCY: BEGINNING A STORY

Students will practice using different ways to start a story and will learn some common verb phrases for describing dangerous events.

1. Expressions

Have students fill in the blanks and then go over the answers as a class. It might help to write three possible responses for each sentence or question on the board (see below). Then, have students match the responses to the sentence or question:

1) <i>Guess what! Someone stole my wallet.</i>	<i>No. What happened? (2)</i>
2) <i>Did you hear about the fire?</i>	<i>What? (3, 4)</i>
3) <i>You'll never guess what happened last night.</i>	<i>Are you serious?(1)</i>
4) <i>Guess what happened to me last night!</i>	

Answer Key

1. guess 2. hear 3. believe 4. happened

2. Vocabulary

- Individually have students match the images and phrases. Next, compare answers in pairs and then go over them as a class.
- Peer Drilling: Do peer drilling for vocalization practice. In pairs have students prompt each other to say the phrases first clearly, then quickly, then without looking and finally by substituting a word. See the sample below:
Student A: *Number 6*
Student B: *I was in a car accident.*
Student A: *Faster*
Student B: *I wazina car accident*
Student A: *Without looking*
Student B: *I wazina car accident.* (The students looks away from the book)
Student A: *Switch*
Student B: *I wazina train accident.*
Have students swap roles and give multiple prompts for ample practice.

Answer Key

1 – g, 2 – d, 3 – h, 4 – a, 5 – b, 6 – f, 7 – a, 8 – c

VOCAB TROUBLESHOOTING:

Caught on fire: when something suddenly and unintentionally starts to burn (UK: caught fire)

Downtown: the main or central part of the city (c.f. uptown)

Rob: to take or steal something from someone

Note: Depending on the level of your students you may like to do some passives practice with vocabulary phrases 4, 7 and 8.

HOW THE GRAMMAR WORKS:

The pattern “past continuous + when + simple past” is very common when telling stories, and may come in handy when students make their own “close shave” stories in **Let’s Talk about It**. (It is also used in the **Conversation Model**.) If time permits, encourage your students to make example sentences using the vocabulary phrases or their own ideas. For example, “I was enjoying my morning run when a dog suddenly attacked me.” “I was walking home from school when I was attacked by a bat.”

3. Let’s Practice

Have your students use the expressions in Part (1) and the phrases in Part (2) to create their own close call stories. To encourage students to add their own details and to provide a model of the grammar structure, you may want to write a sample dialogue on the board.

A: *You’ll never guess what happened last night.*

B: *What?*

A: *I was in a car accident. I was driving to school when a truck hit me.*

B: *Are you serious?*

A: Yeah, it was awful. Luckily, no one was hurt.

B: That's scary.

STEP 4 CONVERSATION MODEL: GUESS WHAT HAPPENED?

Students will look at how sounds can change in a string of words.

Optional Warm Up

Write the following questions on the board.

1) When did the story happen?

2) What happened?

3) What did the woman do?

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

1. Situation

Books open. Have your students check the conversation for unknown words, and explain any difficult phrases. Next, play the conversation model [Track 49].

VOCAB TROUBLESHOOTING:

Midnight – the middle of the night, 12am

That's awful – that's so bad (used to sympathize with someone's situation)

HOW THE PRONUNCIATION WORKS: CHANGE SOUNDS

Discuss how certain sounds change when they are combined in certain ways. Two key examples in this unit are the combinations “did you” and “after him.” In the case of d+y, these 2 sounds become a j sound, so that “did you” sounds like “di jew.” As for “after him,” it is common for the h sound in the pronouns him and her to disappear, especially when following a consonant sound. In this case the h sound in “him” disappears, and the r sound in “after” becomes pronounced and shifts to the beginning of “im” to become “afta rim”.

EXTRA PRONUNCIATION POINTS: REDUCE AND CHANGE SOUNDS

Guess what happened to me? → guess *wha(t) happen(d)* to me?

What? → *wha(t)?*

Alone at midnight → alone *a(t)* midnight

2. Substitution

Have students work individually to connect the words and phrases in the columns to make a coherent conversation.

Then have students compare answers in pairs. Note that in this unit more than one answer is possible.

Answer Key

Students may come up with different ideas, but this is one interpretation:

Hiking – a spider bit me – killed it

Crossing the road – a bus hit me – went to the hospital

Jogging- a dog attacked me – ran away

Driving me car – it caught on fire – called the fire department

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with changing sounds. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their use of changing sounds and offer pronunciation and intonation advice as necessary.

STEP 5 LET'S TALK ABOUT IT: WHAT'S YOUR STORY?

Students will create their own “close shave” stories.

This page is fairly straightforward and you can go through the activity step by step with students. Alternatively, here is another way to do the activity that students may find interesting.

- On the Internet find three or four stories about a drowning, a bear attack, a tiger getting loose, etc. Google the following key words and you should get some related stories to the images (Usually you can find small snippets of

stories on Google or Yahoo News).

Boy saves drowning woman

Man marooned on island or (Scuba divers attacked by Komodo dragon)

Tiger escapes from San Francisco zoo

Bear attacks camper / hiker

Pickpocket tourist

- Next, give students the stories and have them match the stories to the pictures. Then have students summarize the stories in four sentences using the model on the board. They can do this in pairs or in groups.
- Model how to summarize a story. See the model below for a story about a tiger escaping from the San Francisco Zoo on Christmas Day.
First, a tiger at the zoo jumped over a wall and escaped.
Then, it attacked three men at the zoo.
After that, the police came and killed it.
Finally, the men were taken to the hospital. One of them died.
- Finally, have the students give mini newscasts telling their stories. Allow students to draw images for their stories on the board. One person can read the story and their partner can motion to the images on the board.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 87 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

Answer Key

1. You'll never believe it, but...
2. An expression of surprise
3. I get off the bus → I got off the bus, I was walked home → I was walking home, two guys trying to take my bag → two guys tried to take my bag
4. Oh, you poor thing!
5. Yes
6. leftover food
7. Uh-oh
8. It was a close call
9. What an idiot!
10. You know how cold it was last night.
11. somehow
12. Did they get out?

STEP 7 AMY'S CONVERSATION TIP: How to have interesting conversations.

Have you ever noticed how much of our everyday conversations are made up of retelling events, be they personal, of the gossipy nature, or of things we read or saw in the news? Students who worry that they have nothing to say when they talk in English may be grateful to be reminded of this fact. Read **Amy's Conversation Tip** to your students, and encourage them to add a few interesting stories to their conversation repertoire. If you have time, try some of the following story making activities:

- Students find and cut out an interesting story from a newspaper or magazine, and retell the story in their own words as a short essay for homework.
- Students create a short film recreating a personal story. Students should combine the spoken narrative with video, still photos, clip-art images or pictures. They can do this with PowerPoint or free movie-making software such as Windows Movie Maker.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 7 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

AUDIO Script

You'll never guess what happened to me yesterday. I was riding my bicycle to class. I was riding on the bicycle path. I was going pretty fast when I noticed a tree branch blocking the path. I tried to stop, but I ran into the branch and I flew off my bike. I smashed head-first into a tree. I got a few scratches and bruises, but it was lucky that I was wearing my helmet. Talk about a close call!

Answer Key

Part A.

1. d
2. b

Part B.

3. happened
4. caught
5. you hear
6. was sitting

Part C.

7. explosion
8. robbed
9. bit
10. escaped