

# U 10 L 1 SB P78

MODULE 4: Being prepared  
**Unit 10 Accidents**  
Grammar  
*should / shouldn't have; suffixes*



**Exercise 1**  
Guess which definition matches the picture and write the letter.

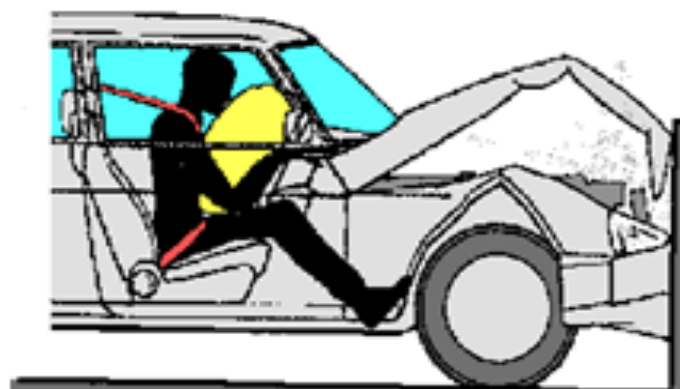
- 1 a special lid on medicine bottles that prevents children from getting the medicine. \_\_\_\_\_
- 2 a fire-protection device that automatically detects and gives a warning of the presence of smoke. \_\_\_\_\_
- 3 a cloth canopy that fills with air and allows a person or heavy object attached to it to descend slowly and safely when dropped from an aircraft. \_\_\_\_\_
- 4 a safety device fitted inside a road vehicle, consisting of a cushion designed to inflate rapidly in the event of a crash. \_\_\_\_\_
- 5 a protective covering fitting over the whole face. \_\_\_\_\_
- 6 a belt or strap in a vehicle or aircraft that secures a person to prevent injury. \_\_\_\_\_
- 7 a safety device in an electrical plug consisting of a strip of wire that melts and breaks an electric circuit if the current becomes too large. \_\_\_\_\_
- 8 a system of belts, ropes or restraints to hold a person to prevent falling or injury. \_\_\_\_\_
- 9 a thin glass instrument for measuring and indicating temperature. \_\_\_\_\_

**Exercise 2**  
Look at the photographs and discuss these questions in pairs or groups.

- a Where can you normally see the things in the photographs?
- b How do these things help protect people and keep them safe?

78





**What?**

An accident is an unplanned event or circumstance, often with lack of intention.

**Accidents**

**Bad Results**

- **Death**
- **Injuries**
- **Many people become homeless**
- **Losing properties**
- **Death**

**Types**

- **Traffic**
- **Fires**
- **Unexpected explosions**
- **Natural disasters**

**Safety Innovations**

# Innovations that keep us secure

## ■ Airbags



They inflate when a car collides with something solid and save people.

## ■ Seat-belts



They retain people in their seats and reduce injuries caused by a crash.

## ■ Anti-lock brakes



They prevent the wheels from locking and make cars stop quickly.

## ■ Smoke alarms



They detect smoke and fires and save people's lives.

## ■ Vaccinations



The weakest form of the disease that improves the immune system of the body.

**In your opinion, what are the real causes of car accidents?**

**Careless drivers**

**Some drivers don't fasten seat belts.**

**Some roads are too bad.**

**Bad weather.**

**Old cars**





# attached

Adj.

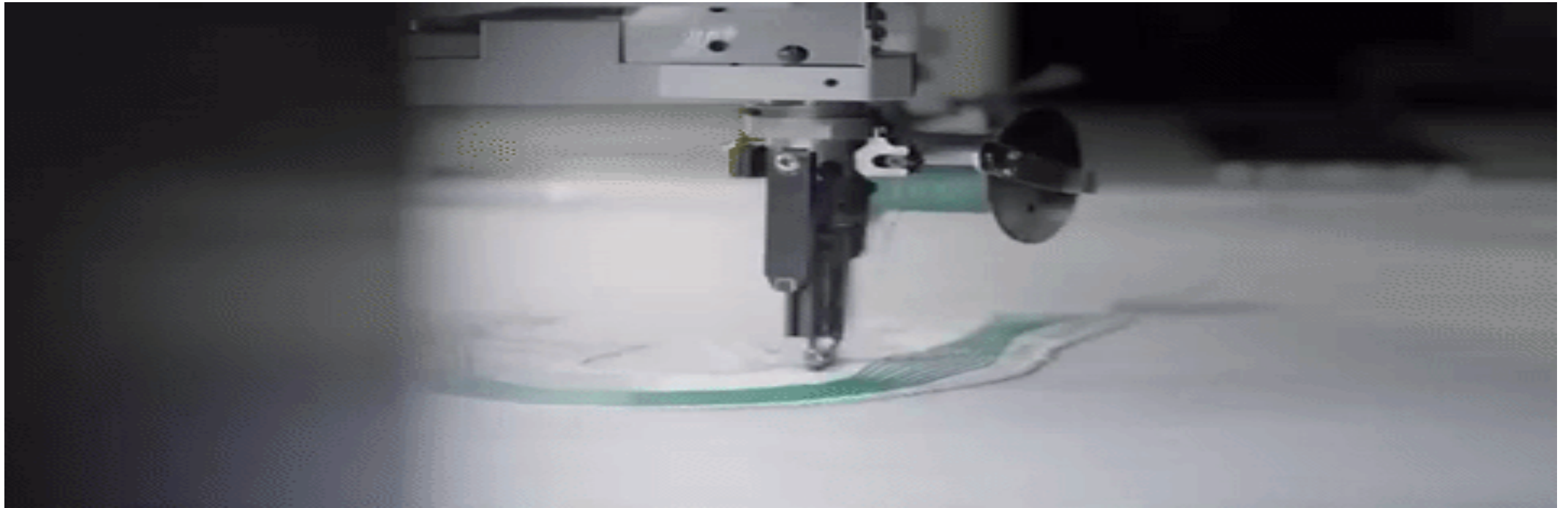
joined to something



# **automatically**

adv.

**spontaneously, without conscious thought or intention**



# cloth



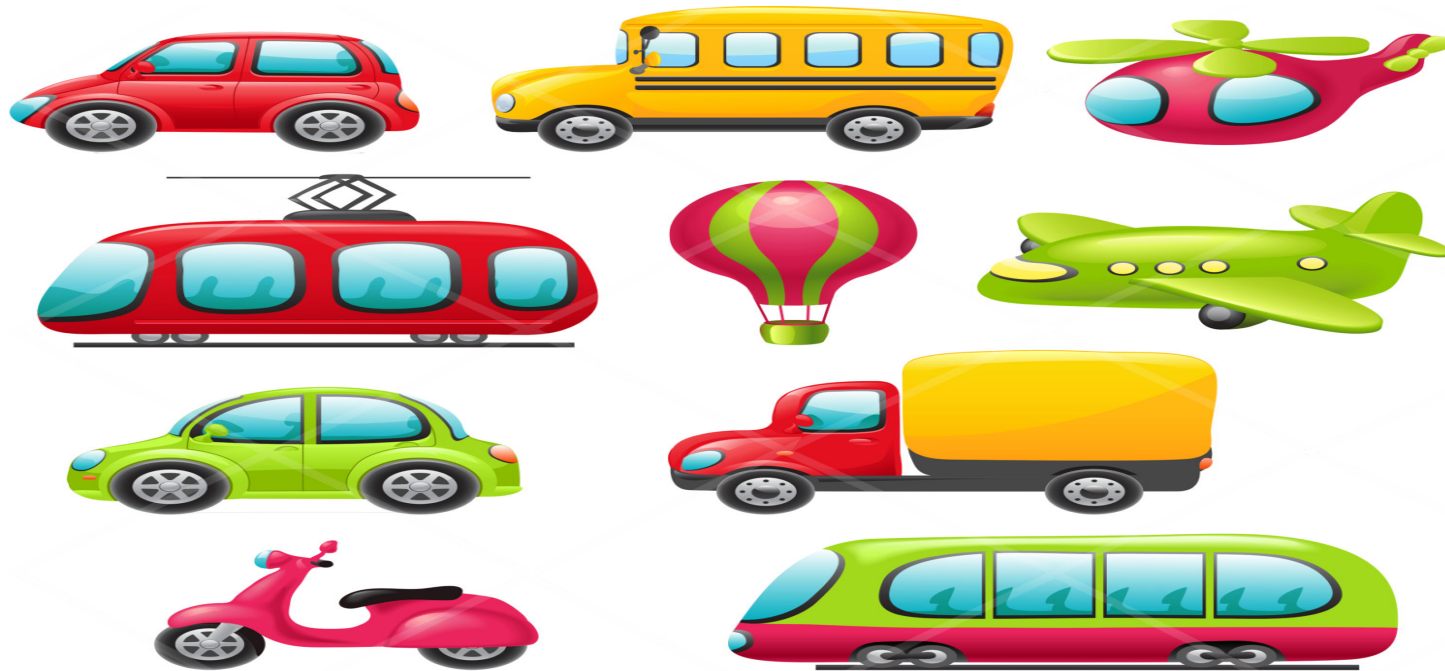
**woven or felted fabric made from wool, cotton or a similar fiber**



# vehicle



**a thing used for transporting people or goods, especially on land, such as a car, truck or cart**



# cushion

v.

to soften the effect of an impact on





# inflate

v.

**to fill ( a balloon or tire or other expandable structure) with air**





# detect

V.

**to discover or identify the presence or existence of**



# warning



a statement or event that indicates a possible danger

**ALERT!**

# plug



**a device for making an electrical connection**



# strip



**a long narrow piece of cloth, paper, plastic**



Length = 100'



# restraint

n.

**a measure or condition that keeps someone or something under control or within limits**





Guess which definition matches the picture and write the letter.

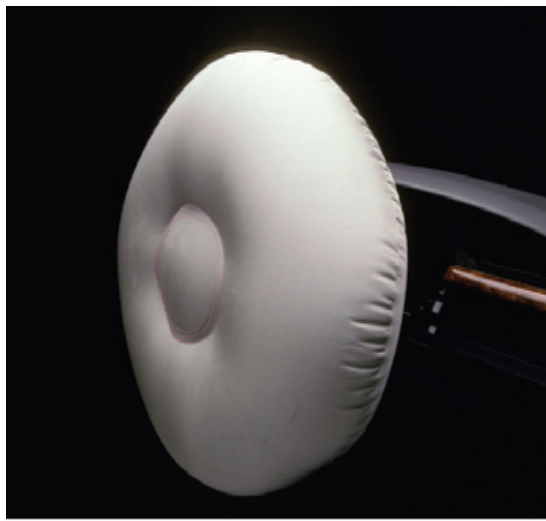
- 1 a special lid on medicine bottles that prevents children from getting the medicine. **e**
- 2 a fire-protection device that automatically detects and gives a warning of the presence of smoke. **a**
- 3 a cloth canopy that fills with air and allows a person or heavy object attached to it to descend slowly and safely when dropped from an aircraft. **g**
- 4 a safety device fitted inside a road vehicle, consisting of a cushion designed to inflate rapidly in the event of a crash. **c**
- 5 a protective covering fitting over the whole face. **h**
- 6 a belt or strap in a vehicle or aircraft that secures a person to prevent injury. **b**
- 7 a safety device in an electrical plug consisting of a strip of wire that melts and breaks an electric circuit if the current becomes too large. **f**
- 8 a system of belts, ropes or restraints to hold a person to prevent falling or injury. **i**
- 9 a thin glass instrument for measuring and indicating temperature. **d**





2 Look at the photographs and discuss these questions in pairs or groups.

- a Where can you normally see the things in the photographs?
- b How do these things help protect people and keep them safe?



# Home Safety

— Facts & Tips —



**Did you know?**

Each year, 2,200 children die from an injury in the home. And 3.5 million children go to the emergency department for the kinds of injuries that commonly happen in homes.

**Scientists do their best to innovate things to avoid types of accidents at home. Explain.**

**Many safety devices should be available in every house to avoid accidents at home such as smoke alarms, plug fuses, first-aid kit, thermometer and medicine safety lid.**

# Thank you



Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi



# U 10 L 2 SB P79

## Unit 10 Accidents

### Read

8 Before you read, use the glossary / dictionary to find the synonyms of these words.

- |               |       |           |       |
|---------------|-------|-----------|-------|
| a (car) crash | _____ | e fit     | _____ |
| b cushion     | _____ | f inflate | _____ |
| c decrease    | _____ | g prevent | _____ |
| d disappear   | _____ | h protect | _____ |

9 (10.1) Listen and read the article and then complete the sentences.

### Innovations that keep us secure

#### Airbags

Airbags safeguard car drivers and passengers if they are involved in a car crash. Most modern vehicles have a driver's airbag in the steering wheel and another for the front seat passenger. Some cars also have side airbags which drop down behind the driver to protect people in the back seats. Airbags inflate immediately when a car collides with something solid such as another vehicle or a building. They cushion the occupants of the car and prevent them from hitting dangerous objects such as the steering wheel or the windscreen. Since cars have had airbags, the percentage of serious injuries in car accidents has decreased dramatically.

#### Smoke alarms

In the past, before the invention of smoke alarms, many people perished in their homes, not because of flames, but because they inhaled smoke while they were sleeping. This is because most fires happen at night. Nevertheless, it is now feasible for people to purchase inexpensive smoke alarms which they can fit themselves. Like alarm clocks, they are loud enough to wake sleepers and give them sufficient time to flee. The best location for a smoke alarm is at the top of the stairs or in halls and corridors. Some smoke alarms are so sensitive that smoke from cooking can activate them, so they shouldn't be put in or near kitchens.

#### Vaccinations

Vaccination is a medical treatment which can prevent people from acquiring dangerous diseases and stop these from spreading. Many childhood illnesses, which were ubiquitous in the past, have disappeared because of the mass vaccination of infants.

When doctors vaccinate their patients, they give them a diluted strain of the infection they intend to prevent. This assists the body in resisting the disease in the future. Many vaccinations are permanent.

- Car airbags protect \_\_\_\_\_.
- The airbags that protect people in the back seats of cars \_\_\_\_\_.
- The best position in a house or flat for smoke alarms is \_\_\_\_\_.
- Smoke alarms shouldn't be put in kitchens because \_\_\_\_\_.

10 What do the underlined words in these sentences from the article refer to?

- ... if they are involved in a car crash. (line 1) they = car drivers and passengers (not airbags)
- Most modern vehicles have a driver's airbag in the steering wheel and another for the front seat passenger. (lines 1-2)
- ... but because they inhaled smoke ... (line 9)
- Like alarm clocks, they are loud enough ... (line 11)
- ... and stop these from spreading. (line 16)
- Many childhood illnesses, which were ubiquitous in the past ... (line 16)
- When doctors vaccinate their patients, they give them ... (line 18)

**Words to remember**  
attached, automatically, cloth, collide, cushion, direct, diluted, feasible, inflate, plug, restraint, safeguard, strain, strip, vehicle, warning



# Mention some innovations which might keep people secure in vehicles.

## ■ Airbags



They inflate when a car collides with something solid and save people.

## ■ Seat-belts



They retain people in their seats and reduce injuries caused by a crash.

## ■ Anti-lock brakes



They prevent the wheels from locking and make cars stop quickly.

## ■ Smoke alarms



They detect smoke and fires and save people's lives.

## ■ Vaccinations



The weakest form of the disease that improves the immune system of the body.



## Fill in the spaces with words from the list

(cushioned / diluted / automatically / cloth / attached / inflate)

- 1) The power goes off — **automatically** — in case of emergency.
- 2) The application form is — **attached** — to the envelope.
- 3) You should — **inflate** — these balloons with air for the party.
- 4) This concentrated orange juice can be — **diluted** — by adding some water.
- 5) The soft grass — **cushioned** — his fall.
- 6) She used a piece of — **cloth** — to remove the dust from the table.

# collide

v.

to hit with force when moving



# feasible

Adj.

possible to do easily or conveniently





# safeguard

V.

## to protect against something



# diluted

Adj.

**(of a liquid) made thinner or weaker by having had water or another solvent added to it**





# strain



a specific type of animal, micro-organism or plants





Read

# Synonyms

Synonyms are words that have the **same** meaning.

3 Before you read, use the glossary / dictionary to find the synonyms of these words.

a (car) crash **accident**  
-----

b cushion **soften**  
-----

c decrease **reduce**  
-----

d disappear **fade away**  
-----

e fit **put in place**  
-----

f inflate **fill with air**  
-----

g prevent **stop**  
-----

h protect **keep safe**  
-----

## Innovations that keep us secure

### Airbags

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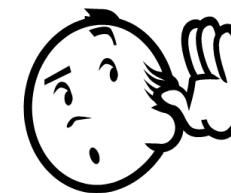
### Smoke alarms

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When doctors vaccinate their patients, they give them a diluted strain of the infection they intend to prevent. This assists the body in resisting the disease in the future. Many vaccinations are permanent.



- a Car airbags protect... **car drivers and passengers.**
- b The airbags that protect people in the back seats of cars... **drop down behind the driver.**
- c The best position in a house or flat for smoke alarms is... **at the top of the stairs or in halls and corridors.**
- d Smoke alarms shouldn't be put in kitchens because... **they are so sensitive that they can be set off by the smoke from cooking.**

5 What do the underlined words in these sentences from the article refer to?

a ... if they are involved in a car crash. (line 1) they = car drivers and passengers  
(not airbags)

b Most modern vehicles have a driver's airbag in the steering wheel and another for the front seat passenger. (lines 1-2)

airbag

c ... but because they inhaled smoke ... (line 9)

people who died

d Like alarm clocks, they are loud enough ... (line 11)

Smoke alarms

e ... and stop these from spreading. (line 16)

dangerous diseases

f Many childhood illnesses, which were ubiquitous in the past ... (line 16)

childhood illnesses

g When doctors vaccinate their patients, they give them ... (line 18)

doctors / patients

# **Why is vaccination important for people?**

**It can prevent people from acquiring dangerous diseases.  
It can stop diseases spread.**



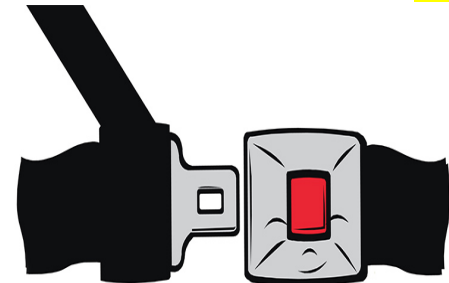
## **Why is a smoke alarm an important device in all buildings?**

**It automatically detects smoke.  
It gives a warning of the presence of smoke.**



## **What may happen in an accident if a car driver is not wearing his seat belt?**

**He may lose his life.  
He may be seriously injured.  
They may hit heads in windscreen.**







Nasser Al-Saeed Sec. School For  
Boys

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Under the auspices of :

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**Thank you**

2 Read the article again on page 70. Which of the following headings could be a suitable title for the article?

- a Seat belts
- b Car safety
- c The cars are safe but what about the drivers?
- d Anti-lock braking system (ABS)

3 What do the words *in italics* in these sentences from the article on page 70 refer to?

- a Without *them*, a driver or front-seat passenger can be thrown through the windscreen ... (line 7)
- b The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than *those* with ordinary brakes. (line 13)
- c If the car is in an accident the people in it will not be crushed. (line 19)

4 Are these statements True (T) or False (F)? Justify your answers.

- a In modern cars airbags and head restraints have replaced seatbelts. ☐
- b ABS systems are the same today as when they were originally produced. ☐
- c 'Crumple zones' allow the front and back parts of a car to be crushed in an accident. ☐
- d Car drivers should rely on car manufacturers to make roads safer. ☐

5 Read the following short text. Replace the words / phrases in bold with the correct synonym from the box.

*constantly* *enhancements* *hurt* *lately*  
*launched* *manufacturers* *stop* *plans*  
*methods* *minimising* *risks*

Road accidents (1) **kill and injure** thousands of people every year, so car (2) **makers** are (3) **always** trying to think of new (4) **ways** of (5) **improving safety** for drivers and passengers. Seat belts and anti-lock brakes are a few examples of the (6) **improvements** that have been (7) **introduced** (8) **recently**. Please send your (9) **suggestions and ideas** on how to (10) **prevent** car accidents to the following address: Road Safety Magazine 25th Street, City Centre.

6 In your notebooks, write a response to the text in exercise 5 by listing some solutions for preventing car accidents.

7 Complete the text using the verb form of the words in parenthesis.

Yesterday was an interesting day. First, I had to sit an extremely difficult maths test. The exam last month was too short, so the teacher decided to (1) ..... (long) it by two hours. On the way home, I was arguing with my brother. Bit by bit, the argument began to (2) ..... (sharp). The bus driver decided to go downtown in order to (3) ..... (short) the trip. There were constructions to (4) ..... (wide) the road. The driver was driving very carefully because big black clouds were (5) ..... (dark) the sky. Suddenly, we saw a boy crossing the street. Luckily, the driver was driving slowly and stopped the bus in time.

#### Over to you

8 According to the writer, only when everyone drives more carefully will road accidents become a thing of the past. Do you agree or disagree? Discuss and record your answers in your notebooks.

## 10

### MODULE 4: Being prepared

## Accidents

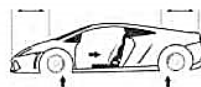


bias, collision, considerably, foolproof, retain, skid

#### Reading

1 Read this article about car safety and answer these questions.

- a What can happen in an accident if a car driver is not wearing his/her seat belt?
- b Do you think that car makers prevent danger in all accidents?



Road accidents kill and injure thousands of people every year so car makers are always trying to think of new ways to improve safety for drivers and passengers. Seat belts and anti-lock brakes are two examples of the improvements that have been introduced to vehicles in recent years.

Cars have had seat belts for many years, first in the front seats, then later in the back seats. Seat belts are designed to retain people in their seats, and so prevent or reduce injuries suffered in a crash. Without *them*, a driver or front-seat passenger can be thrown through the windscreen in a head-on collision. In modern vehicles, seat belts are also designed to work as the key component in wider injury prevention measures and safety systems. These systems include features, such as airbags and head restraints, which will not be as effective in reducing the risk of injury if an occupant is not wearing a seat belt.

The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than *those* with ordinary brakes. Ordinary brakes can lock if the driver presses his foot too hard or too suddenly. The ABS prevents the wheels from locking and this means cars do not skid. Since their introduction, anti-lock braking systems have evolved considerably. Recent versions not only prevent wheel-lock under braking, but also electronically control the front-to-rear brake bias.

In addition to improvements in car safety features, car manufacturers have also strengthened the body of the car. If the car is in an accident the people in it will not be crushed. However, the front and back parts of cars have been weakened, so that if a car is in a crash these 'crumple zones', rather than the passengers inside, will absorb as much of the crash energy as possible in frontal and rear accidents. There is no doubt that, in the future, manufacturers will continue to make their cars safer. However, safety devices do not offer a foolproof guarantee: only when everyone drives more carefully will road accidents become a thing of the past.



# U 10 L 3 WB P 70 – 71

# collision

a crash of an object into something



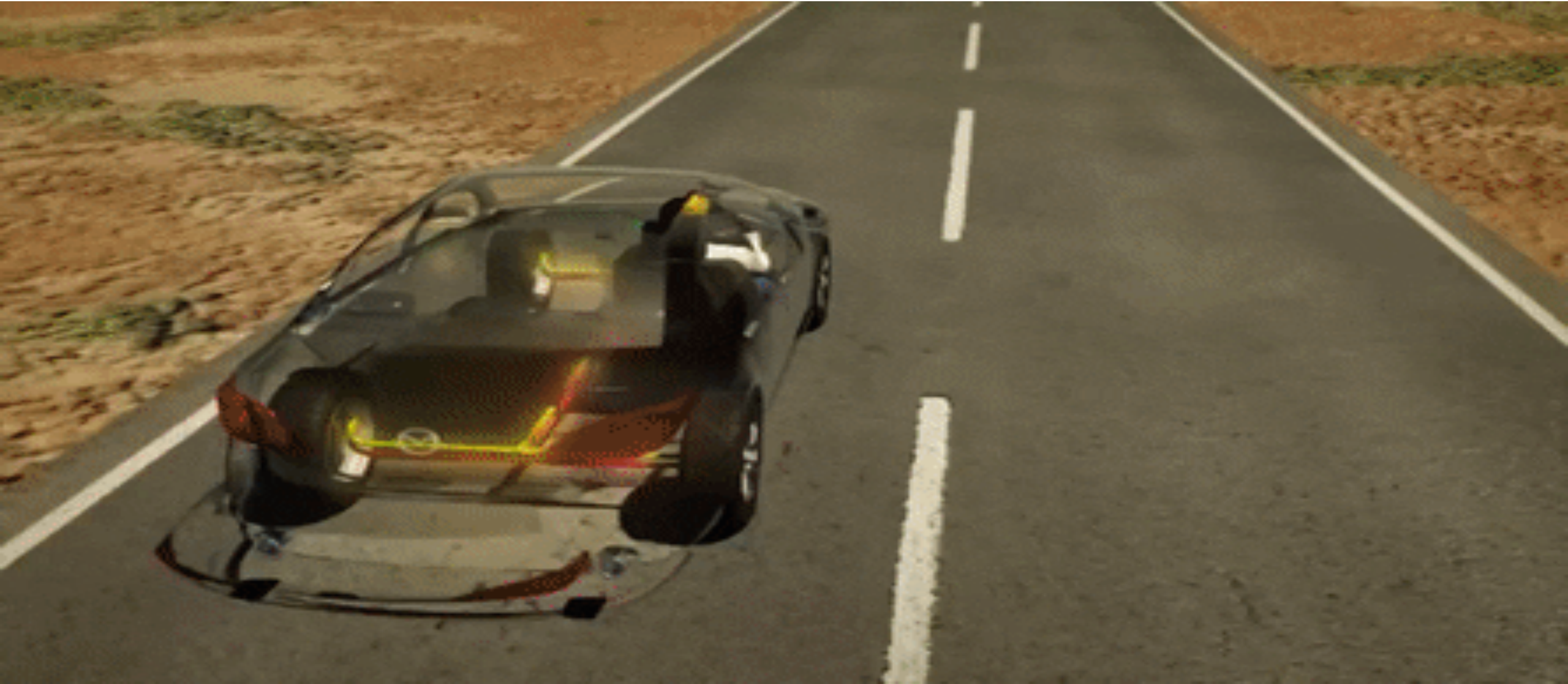
[dreamstime.com](http://dreamstime.com)

**What is the function of the anti-lock brake system (ABS)?**





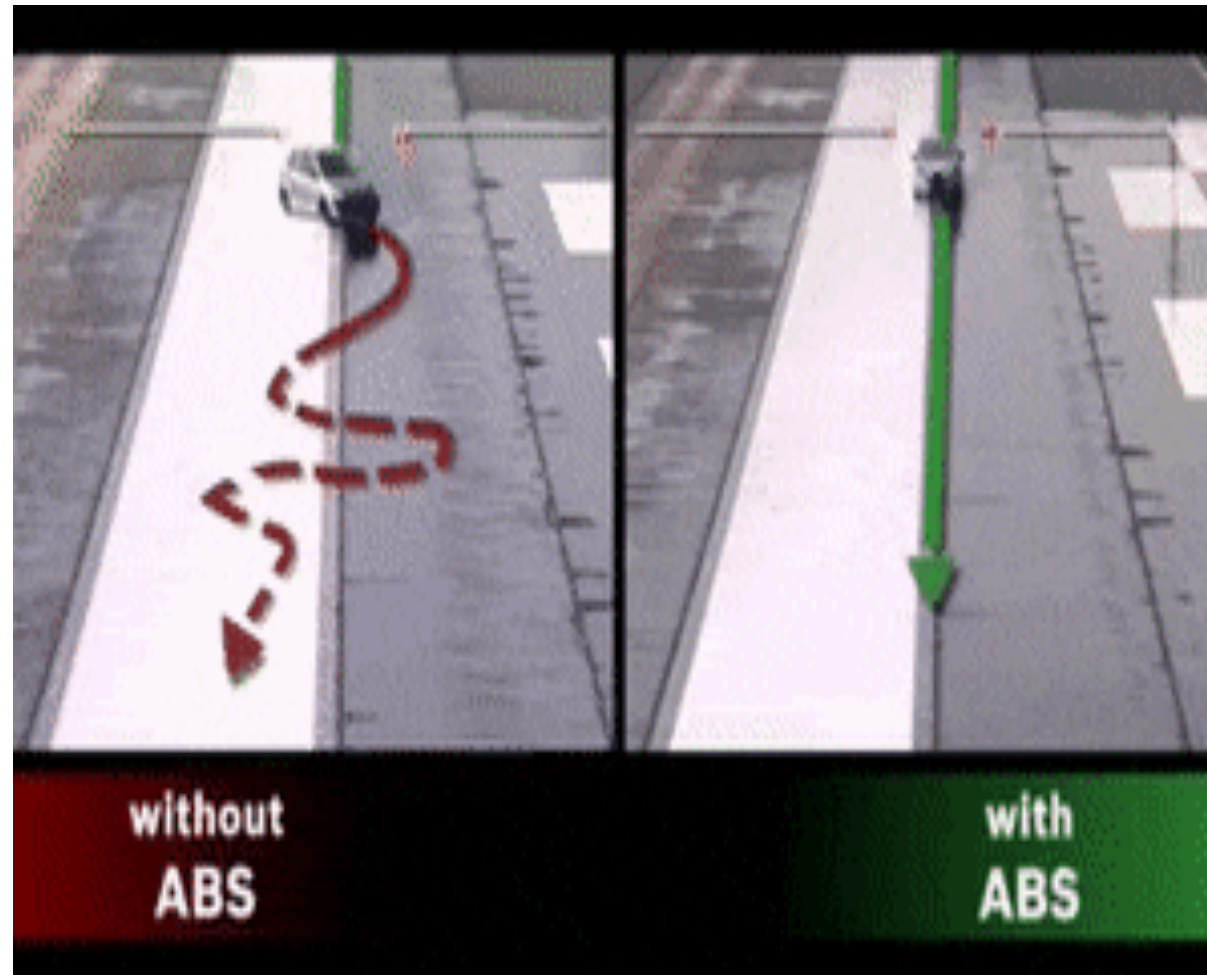
**The anti-lock brake system can prevent wheel-lock under braking.**



# bias

n.

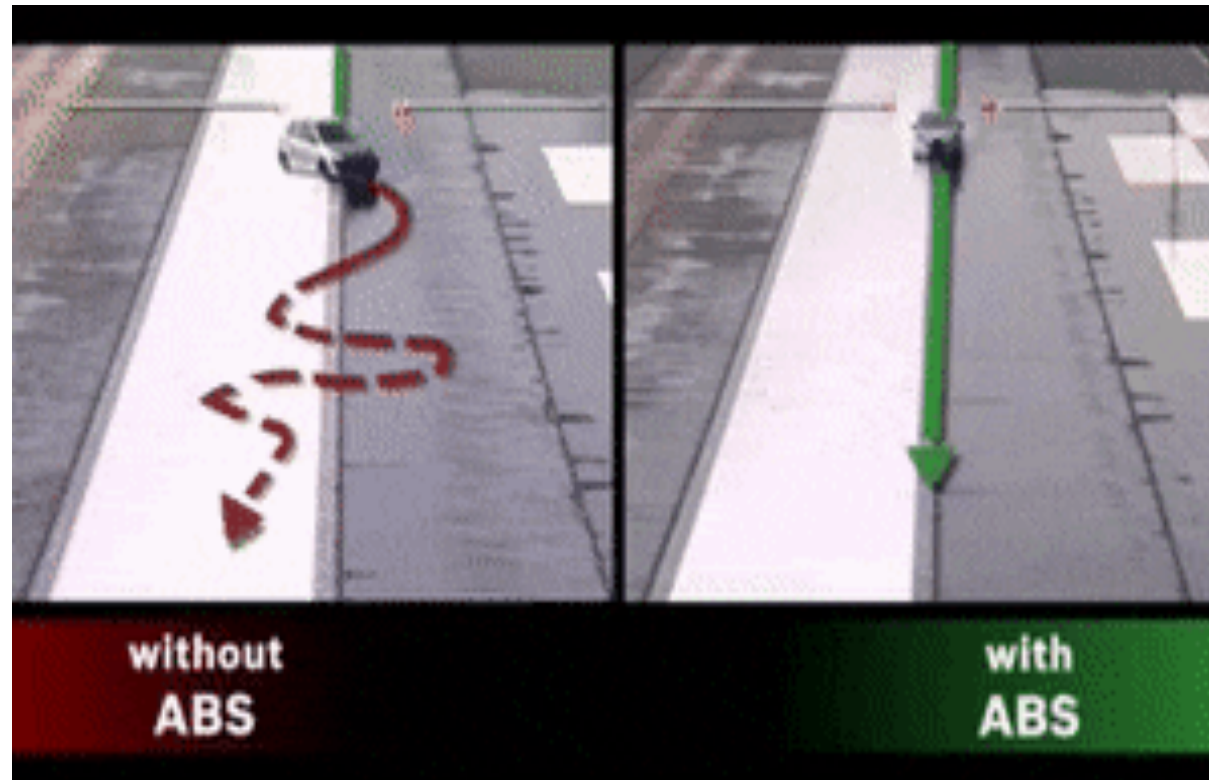
**imbalance, unequal distribution of force**



# skid

V.

to slide, typically sideways or obliquely on slippery ground or as a result of stopping



**considerably**  
**significantly, greatly**

adv.





# retrain

to keep possession of

v.



# foolproof

Adj.

incapable of going wrong or being misused



Road accidents kill and injure thousands of people every year so car makers are always trying to think of new ways to improve safety for drivers and passengers. Seat belts and anti-lock brakes are two examples of the improvements that have been introduced to vehicles in recent years.

5 Cars have had seat belts for many years, first in the front seats, then later in the back seats. Seat belts are designed to retain people in their seats, and so prevent or reduce injuries suffered in a crash. Without them, a driver or front-seat passenger can be thrown through the windscreen in a head-on collision. In modern vehicles, seat belts are also designed to work as the key component in wider injury prevention measures and safety systems. These systems include features, such as airbags and head restraints, which will not be as effective in reducing the risk of injury if an occupant  
10 is not wearing a seat belt.

The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than those with ordinary brakes. Ordinary brakes can lock if the driver presses his foot too hard or too suddenly. The ABS prevents the wheels from locking and this means cars do not skid. Since their introduction, anti-lock braking systems have evolved considerably. Recent versions not only prevent  
15 wheel-lock under braking, but also electronically control the front-to-rear brake bias.

In addition to improvements in car safety features, car manufacturers have also strengthened the body of the car. If the car is in an accident the people in it will not be crushed. However, the front and back parts of cars have been weakened, so that if a car is in a crash these 'crumple zones', rather than the passengers inside, will absorb as much of the crash energy as possible in frontal and rear  
20 accidents. There is no doubt that, in the future, manufacturers will continue to make their cars safer. However, safety devices do not offer a foolproof guarantee: only when everyone drives more carefully will road accidents become a thing of the past.

## Reading

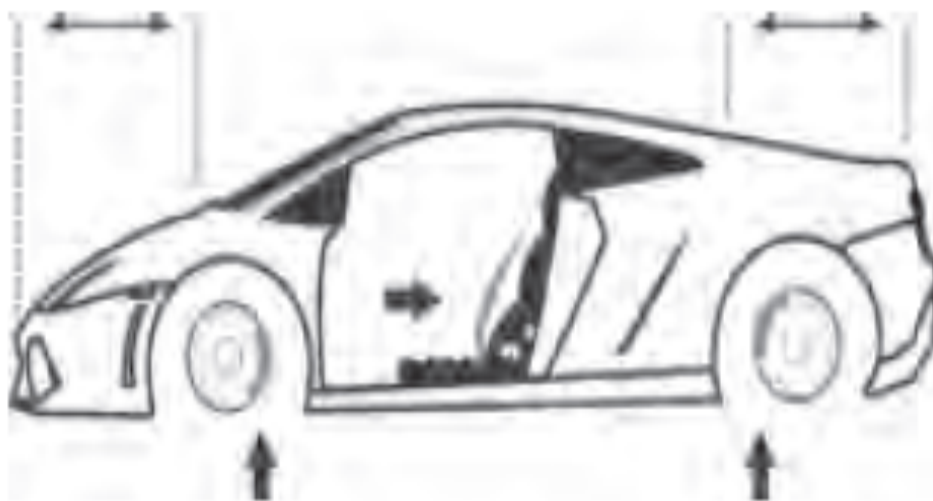
1 Read this article about car safety and answer these questions.

a What can happen in an accident if a car driver is not wearing *his/her* seat belt?

***The driver or front-seat passenger can be thrown through the windscreen.***

b Do you think that car makers prevent danger in all accidents?

***No, I think that car makers can only prevent or reduce injuries suffered in a crash.***





2 Read the article again on page 70. Which of the following headings could be a suitable title for the article?

- a Seat belts
- b Car safety ✓
- c The cars are safe but what about the drivers?
- d Anti-lock braking system (ABS)

3 What do the words *in italics* in these sentences from the article on page 70 refer to?

- a Without *them*, a driver or front-seat passenger can be thrown through the windscreen ... (line 7)  
-----  
the seat belts
- b The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than *those* with ordinary brakes. (line 13)  
-----  
cars
- c If the car is in an accident the people in *it* will not be crushed. (line 19)  
-----  
the car

4 Are these statements True (T) or False (F)? Justify your answers.

a In modern cars airbags and head restraints have replaced seatbelts.

F

In modern vehicles, seat belts are ...not wearing a seat belt.

b ABS systems are the same today as when they were originally produced.

F

They have evolved considerably.

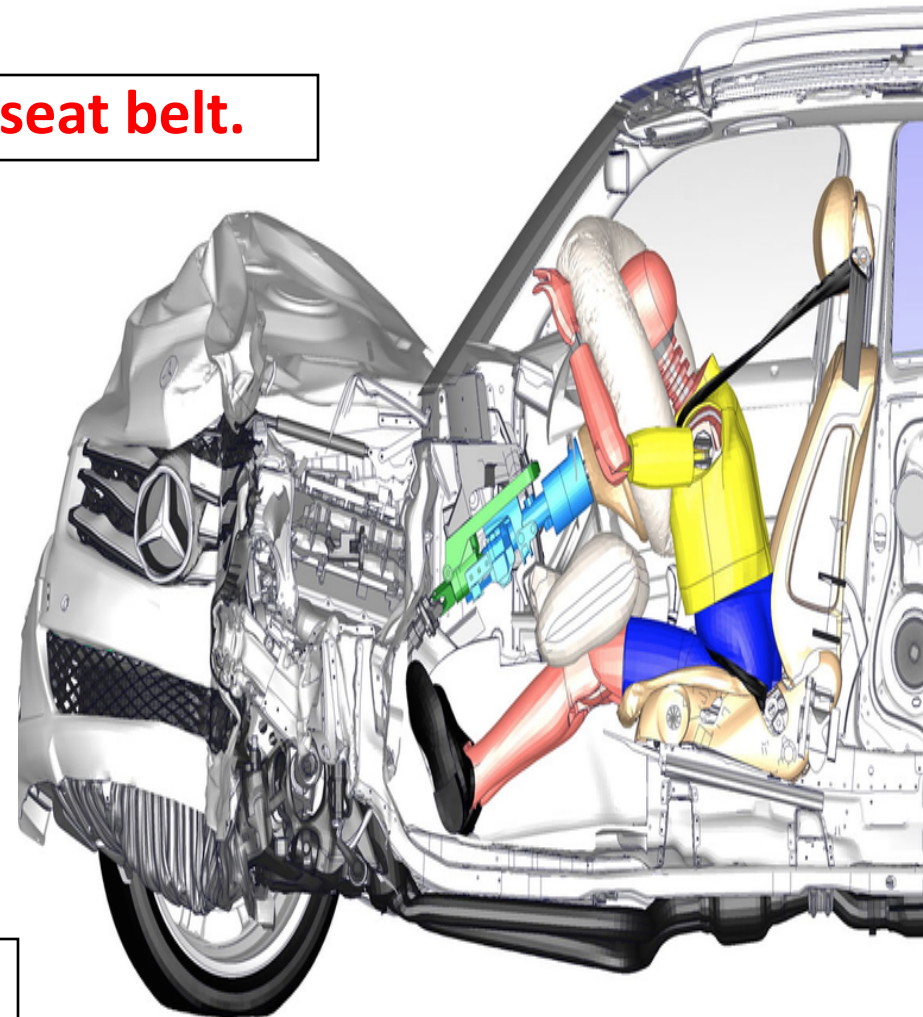
c 'Crumple zones' allow the front and back parts of a car to be crushed in an accident.

T

d Car drivers should rely on car manufacturers to make roads safer.

F

Safety devices do not offer... a thing of the past.



5

Read the following short text. Replace the words / phrases in **bold** with the correct synonym from the box.

constantly   enhancements   hurt   lately  
launched   manufacturers   stop   plans  
methods   minimising risks

Road accidents (1) **kill and injure** thousands of people every year, so car (2) **makers** are (3) **always** trying to think of new (4) **ways** of (5) **improving safety** for drivers and passengers. Seat belts and anti-lock brakes are a few examples of the (6) **improvements** that have been (7) **introduced** (8) **recently**. Please send your (9) **suggestions and ideas** on how to (10) **prevent** car accidents to the following address: Road Safety Magazine 25th Street, City Centre.

(1) hurt

(2) manufacturers

(3) constantly

(4) methods

(5) Minimising risks

(6) enhancements

(7) launched

(8) lately

(9) plans

(10) stop





In your notebooks, write a response to the text in exercise 5 by listing some solutions for preventing car accidents.

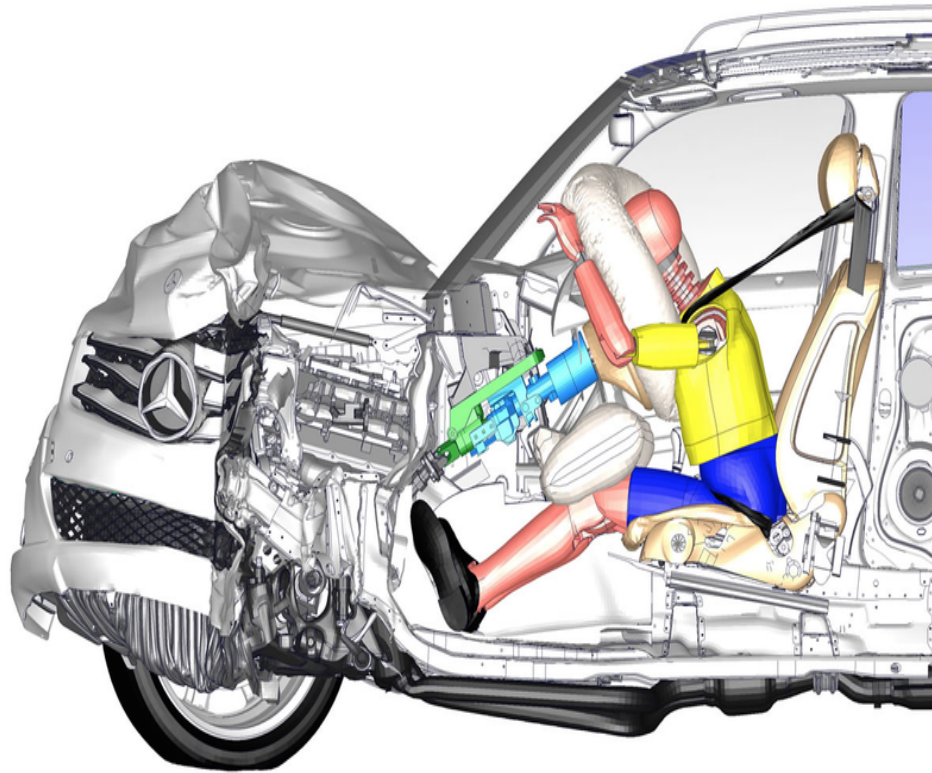
**Following traffic rules**

**Respecting road signs**

**Never exceeding speed limits**

**Fastening seat belts**

**Driving carefully**





## 7. Complete the text using the verb form of the words in parenthesis.

Yesterday was an interesting day. First, I had to sit an extremely difficult maths test. The exam last month was too short, so the teacher decided to (1) ...**lengthen**.. (long) it by two hours. On the way home, I was arguing with my brother. Bit by bit, the argument began to (2) ...**sharpen**.... (sharp). The bus driver decided to go downtown in order to (3) .....**shorten**..... (short) the trip. There were constructions to (4) ....**widen**..... (wide) the road. The driver was driving very carefully because big black clouds were (5) ..**darkening**. (dark) the sky. Suddenly, we saw a boy crossing the street. Luckily, the driver was driving slowly and stopped the bus in time.

## Over to you

8 According to the writer, only when everyone drives more carefully will road accidents become a thing of the past. Do you agree or disagree? Discuss and record your answers in your notebooks.

**Yes, I do agree. They should drive carefully. They should wear their seatbelts. They shouldn't overspeed their cars.**



# Thank you

Nasser Al-Saeed Sec.  
School For Boys

Hawalli Educational  
District

English Department

Under the auspices of  
:

HOD Mr. Hesham Al-  
Sakhawi



**Exercises**

• **should / shouldn't have** Grammar reference page 133

**1** Read these sentences and then answer questions a-c below.

- a You **should drive** more carefully.
- b You **should have driven** more carefully.
- c What part of the verb **drive** follows **should** in the first sentence?
- d What part of the verb **drive** follows **should have** in the second sentence?
- e What is the main difference in meaning between the two sentences?

**2** Read these sentences and then answer questions a-c below.

- a You **should buy** a car with two airbags.
- b You **should have bought** a car with two airbags.
- c You **shouldn't have bought** a car without airbags.
- d Which sentence refers to the present or future?
- e Which sentences refer to the past?
- f Which sentences are criticisms or give advice which is too late?

**3** Read these three short news stories about everyday accidents. Write **should have** and **shouldn't have** sentences about the three stories below. Then compare your sentences in pairs.

The fishermen **should have tied** himself securely to the boat.  
He **shouldn't have gone out** alone in the boat.

**1** Last week, a fisherman went unaccompanied on a fishing trip. He got into trouble when he caught a giant fish. Unfortunately, the fisherman was very inexperienced and had forgotten to fasten himself to the boat. The fish was so strong that it dragged the man into the sea. The fisherman had also disregarded the need to tell anyone that he was going fishing, so nobody pursued him. After he had been in the sea for nearly twelve hours, a ferry rescued him.

**2** Mr Ahmed was driving home from work in his car. He was daydreaming about the weekend. When he came to a sharp bend in the road, he put his foot on the brake to decelerate, but the car was going too fast. It deviated from the road, slammed into a bush and stopped. Mr Ahmed was not harmed.

**3** Mohammed, who works at the head office of the Central Bank of Kuwait, had a shock yesterday when he was shredding some confidential letters. As he was putting the last letter in, he saw through the window someone he was acquainted with. As he leaned forward to wave to his friend, Mohammed's tie went into the shredder. Luckily Mohammed switched off the machine before he was injured.

**4** Work in pairs.  
Take turns to tell your partner about a 'small' accident you had. Then discuss what you should or shouldn't have done.

80

U 10 L4 SB P  
80





The fisherman was very **inexperienced** and had forgotten to fasten himself to the boat, so he fell in water.

He **should have fastened** himself to the boat.



**inexperienced**  
**unpractical, untrained**

**Adj.**



# acquainted with

Adj.

**knowing about something and being familiar with it because one has seen it, read it or used it**



# drag

v.

**to pull someone or something along forcefully, roughly or with difficulty**





# disregard

v.

to pay no attention, to ignore



# daydream

v.

**to indulge in a series of pleasant thoughts that distract one's attention from the present**



# decelerate

V.

## to reduce speed, to slow down



# deviate

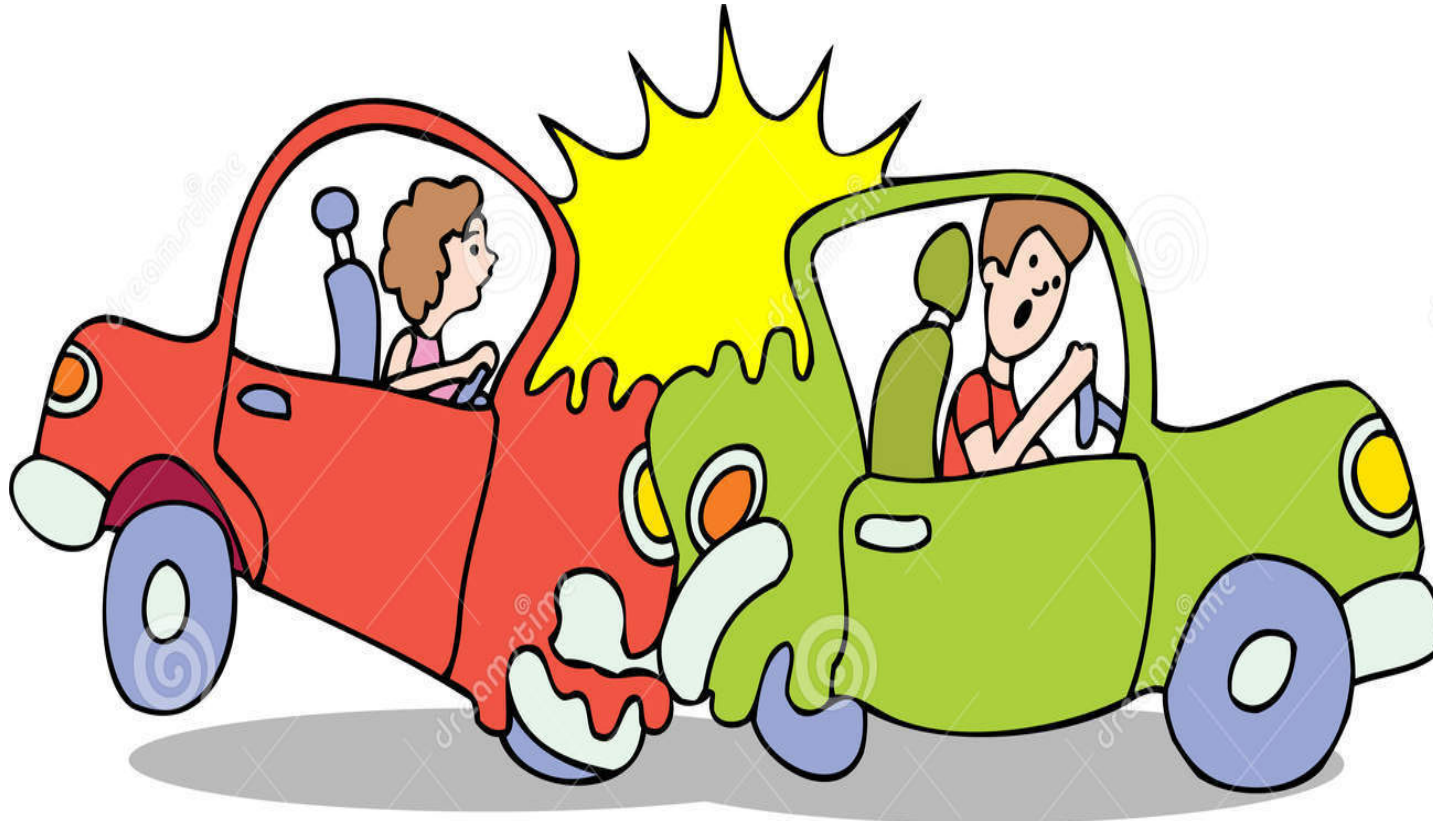
v.

to depart from an established course





slam into  
to crash into something with a lot of force



# shred

v.

to tear or cut into shreds



# confidential

Adj.

intended to be kept secret



**TOP SECRET**



# securely

adv.

**firmly and correctly and therefore not likely to fall, move, or break**





- *should / shouldn't have* Grammar reference page 133

## SHOULD HAVE + PAST PARTICIPLE

for giving advice and expressing regret

Should Have	Shouldn't Have
Use should have + past participle when you mean something (in the past) was a good idea, but you didn't do it.	Use shouldn't have + past participle when you mean something (in the past) wasn't a good idea, but you did it anyway.

**Example :** I failed the test. I should have studied harder.

**:** I failed the test. I shouldn't have wasted my time.



1 Read these sentences and then answer questions a–c below.

- ▶ *You should drive more carefully.*
- ▶ *You should have driven more carefully.*

**the infinitive**

a What part of the verb *drive* follows *should* in the first sentence?

b What part of the verb *drive* follows *should have* in the second sentence?

**the past participle**

c What is the main difference in meaning between the two sentences?

**c. The first one is general advice.**

**The second refers to the past and is therefore talking about a precaution that should have been taken, but that is now impossible.**

**2** Read these sentences and then answer questions a–c below.

- ▶ *You should buy a car with two airbags.*
- ▶ *You should have bought a car with two airbags.*
- ▶ *You shouldn't have bought a car without airbags.*

- a** Which sentence refers to the present or future? **the first sentence**
- b** Which sentences refer to the past? **the second and third sentences**
- c** Which sentences are criticisms or give advice which is too late?  
**the second and third sentences**

### 3 Read these three short news stories about everyday accidents.

Write *should have* and *shouldn't have* sentences about the three stories below. Then compare your sentences in pairs.

The fisherman should have tied himself securely to the boat.  
He shouldn't have gone out alone in the boat.

- 1 Last week, a fisherman went unaccompanied on a fishing trip. He got into trouble when he caught a giant fish. Unfortunately, the fisherman was very inexperienced and had forgotten to fasten himself to the boat. The fish was so strong that it dragged the man into the sea. The fisherman had also disregarded the need to tell anyone that he was going fishing, so nobody pursued him. After he had been in the sea for nearly twelve hours, a ferry rescued him.



- 2 Mr Ahmed was driving home from work in his car. He was daydreaming about the weekend. When he came to a sharp bend in the road, he put his foot on the brake to decelerate, but the car was going too fast. It deviated from the road, slammed into a bush and stopped. Mr Ahmed was not harmed.

- 3 Mohammed, who works at the head office of the Central Bank of Kuwait, had a shock yesterday when he was shredding some confidential letters. As he was putting the last letter in, he saw through the window someone he was acquainted with. As he leaned forward to wave to his friend, Mohammed's tie went into the shredder. Luckily Mohammed switched off the machine before he was injured.



1 Last week, a fisherman went unaccompanied on a fishing trip. He got into trouble when he caught a giant fish. Unfortunately, the fisherman was very inexperienced and had forgotten to fasten himself to the boat. The fish was so strong that it dragged the man into the sea. The fisherman had also disregarded the need to tell anyone that he was going fishing, so nobody pursued him. After he had been in the sea for nearly twelve hours, a ferry rescued him.



The fisherman **should have told** someone where he was going.  
The fisherman **should have cut** his fishing line when the fish pulled him.

2 Mr Ahmed was driving home from work in his car. He was daydreaming about the weekend. When he came to a sharp bend in the road, he put his foot on the brake to decelerate, but the car was going too fast. It deviated from the road, slammed into a bush and stopped. Mr Ahmed was not harmed.

**He shouldn't have been thinking about the weekend.**

**He shouldn't have been driving so fast.**

**He should have concentrated on the road.**

**He should have driven more slowly.**

3 Mohammed, who works at the head office of the Central Bank of Kuwait, had a shock yesterday when he was shredding some confidential letters. As he was putting the last letter in, he saw through the window someone he was acquainted with. As he leaned forward to wave to his friend, Mohammed's tie went into the shredder. Luckily Mohammed switched off the machine before he was injured.

**He shouldn't have waved to his friend.**

**He should have watched what he was doing.**

#### 4 Work in pairs.

Take turns to tell your partner about a 'small' accident you had. Then discuss what you should or shouldn't have done.

**I should have driven carefully.**

**I shouldn't have stopped suddenly.**

**I should have signaled left.**

**I should have worn the seatbelt.**

**I should have followed the traffic rules.**



# Thank you

Nasser Al-Saeed Sec.  
School For Boys

Hawalli Educational  
District

English Department

Under the auspices of :

HOD Mr. Hesham Al-  
Sakhawi



## Vocabulary suffixes

## Note

The endings of words often tell us whether they are nouns, adjectives, verbs, etc. For example, many words that end in *-ment* are nouns, and many words that end in *-ous* are adjectives.



a Look at the endings of these words. Find nine nouns and seven adjectives.

intentional toothy watchful cautious meriment equipment management  
physicist fundamental falsehood venomous regulation reliability slighter  
perseverance foreigner

b Which ending can belong to a noun or a comparative adjective? \_\_\_\_\_

c What other words do you know with these endings?

► Nouns *-ment / -tion / -er* ► Adjectives *-y / -ful / -ous*

d Choose nouns or adjectives from exercise 1a to complete these sentences.

- 1 You should be very \_\_\_\_\_ when you are making a campfire.
- 2 His \_\_\_\_\_ mistake was to rely too much on other people.
- 3 His father became a \_\_\_\_\_ immediately after university.
- 4 Sami has shown great \_\_\_\_\_ in trying to overcome his handicap.
- 5 The fire that broke out last night turned out to be \_\_\_\_\_.
- 6 Her \_\_\_\_\_ remarks upset a lot of people.
- 7 The old man's stories produced a lot of \_\_\_\_\_ among the listeners.
- 8 No one liked the new attendant's \_\_\_\_\_ smile.

## Verb suffixes

2 Complete the sentences with the correct form of the verbs below. Add *-ify*, *-en*, *-fy*, *-ate* or *-ise*.

light wide glory hospital  
valid hyphen beauty

- a My grandma was \_\_\_\_\_ with chest pains a week ago, but now she's fine.
- b Due to poor fact checking, it's taking us a while to \_\_\_\_\_ the information.
- c Those seminars will \_\_\_\_\_ our perception of the importance of human values in our lives.
- d Some compound nouns in English are two separate words and others are \_\_\_\_\_.
- e The new government is working hard to \_\_\_\_\_ the city centre.
- f The new clinic should \_\_\_\_\_ the responsibilities of the other local health services.
- g Medals for bravery are awarded to \_\_\_\_\_ the achievements of otherwise unsung heroes.

**Words to remember**  
acquainted with, cautious, confidential, daydream, decelerate, deviate, disregard, drag, falsehood, fundamental, inexperienced, intentional, overcome, perseverance, securely, shred, slam into, toothy, unsung, venomous, watchful



# U 10 L5 SB P 81

# intentional

Adj.

done on purpose, deliberate



# cautious

Adj.

attentive to potential problems or dangers





# perseverance



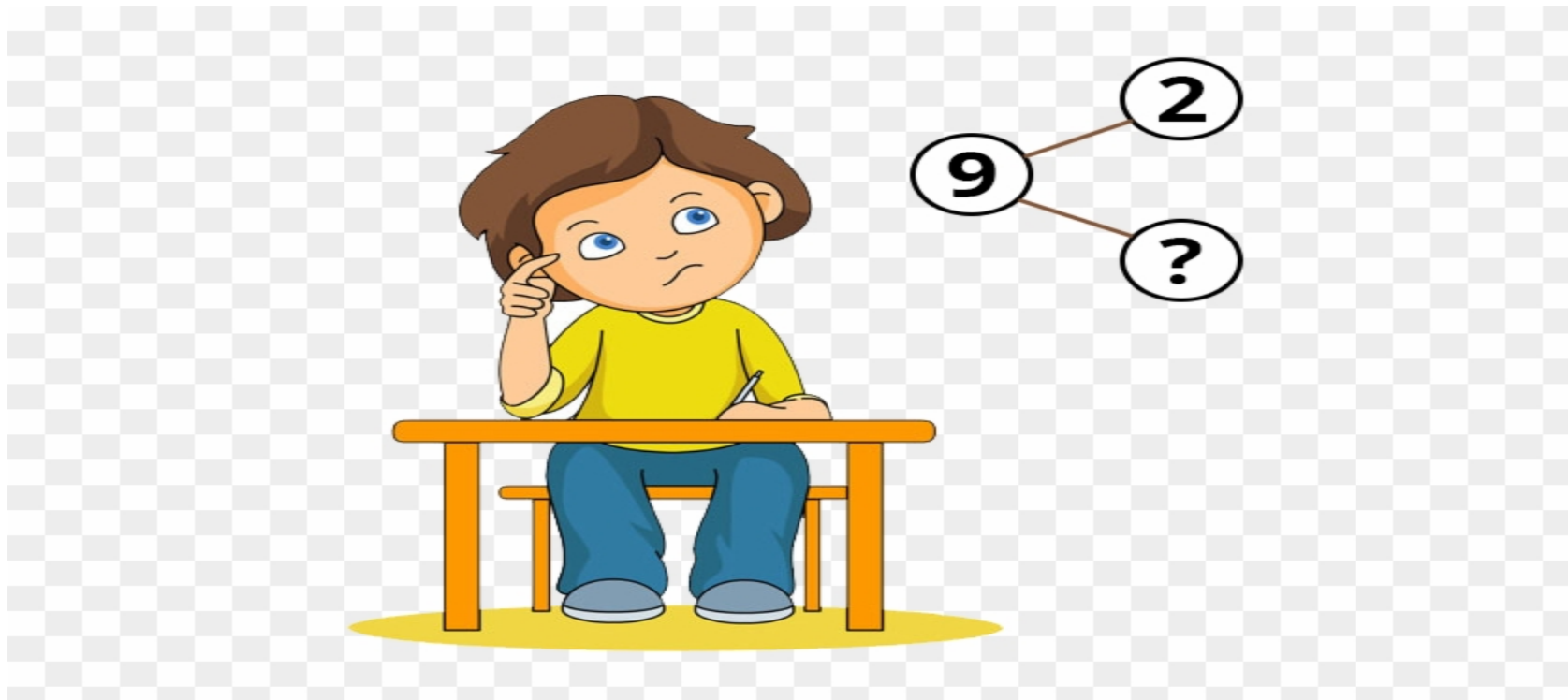
persistence in doing something



# overcome

v.

the succeed in dealing with ( a problem or difficulty)



# falsehood



the state of being untrue



# fundamental

Adj.

**forming a necessary base or core, of central importance**

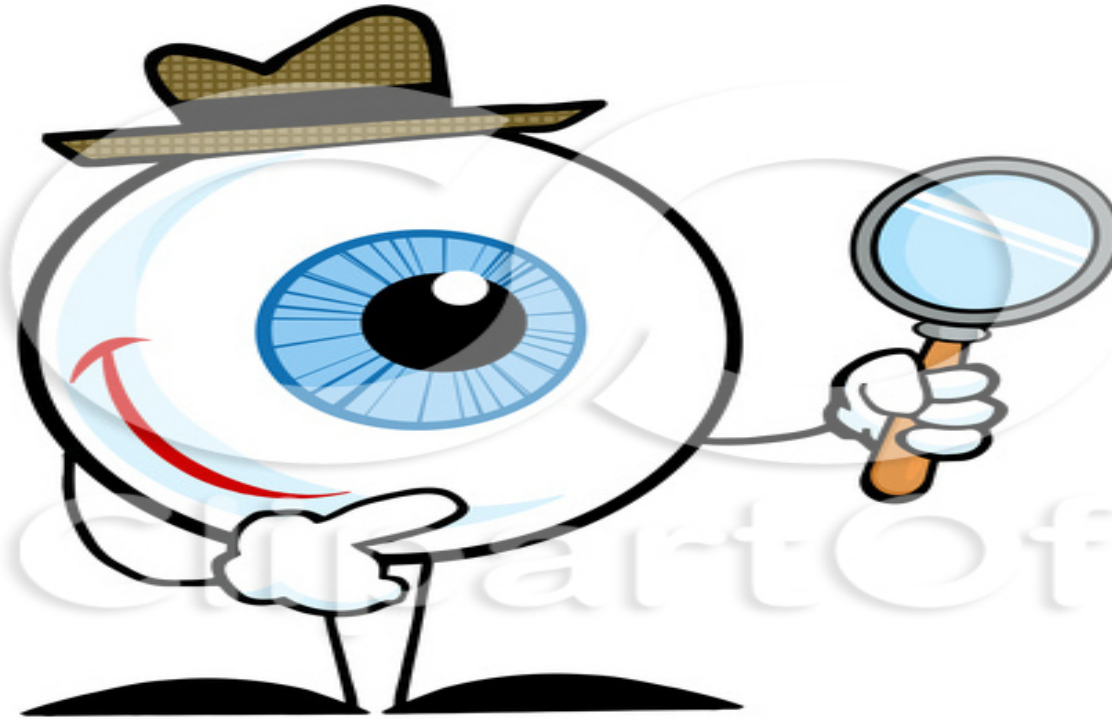




# watchful

Adj.

watching or observing someone or something closely



unsung

Adj.

not celebrated



# toothy

Adj.

**having or showing large, numerous or prominent teeth**



# venomous

Adj.

full of hatred or danger





# Note

The endings of words often tell us whether they are nouns, adjectives, verbs, etc. For example, many words that end in *-ment* are **nouns**, and many words that end in *-ous* are **adjectives**.

**a** Look at the endings of these words. Find nine nouns and seven adjectives.

intentional toothy watchful cautious merriment equipment management  
physicist fundamental falsehood venomous regulation reliability slighter  
perseverance foreigner

## **Nouns**

merriment, equipment, management, physicist,  
falsehood, regulation, reliability, perseverance, foreigner

## **Adjectives**

intentional, toothy, watchful, cautious, fundamental, venomous,  
slighter

**b** Which ending can belong to a noun or a comparative adjective? ... **-er**

**c** What other words do you know with these endings?

► Nouns *-ment / -tion / -er*

► Adjectives *-y / -ful / -ous*

amazement, parliament, agreement, pavement, entertainment,  
establishment, encouragement examination, action, ambition,  
caution, exhaustion, station, hesitation, attention, direction,  
invitation driver, leader, brother, sister, builder, singer, baker,  
teacher, farmer, father, mother, worker

# Adjectives     *-y / -ful / -ous*

pretty, crazy, cheery, funny, dreamy, sunny, cloudy, rainy, windy, happy, merry, hungry, lazy, lucky, lively, lovely, friendly, ugly

beautiful, wonderful, skillful, careful, colourful, cheerful, faithful, harmful, mindful, painful, thoughtful, delightful, powerful

adventurous, generous, famous, anxious, curious, enormous, delicious, dangerous



d Choose nouns or adjectives from exercise 1a to complete these sentences.

1 You should be very **cautious** when you are making a campfire.

2 His **fundamental** mistake was to rely too much on other people.

3 His father became a **physicist** immediately after university.

4 Sami has shown great **perseverance** in trying to overcome his handicap.

5 The fire that broke out last night turned out to be **intentional**.

6 Her **venemous** remarks upset a lot of people.

7 The old man's stories produced a lot of **merriment** among the listeners.

8 No one liked the new attendant's **toothy** smile.

## Verb suffixes

- 2 Complete the sentences with the correct form of the verbs below. Add *-ify*, *-en*, *-fy*, *-ate* or *-ise*.

light	wide	glory	hospital
valid	hyphen	beauty	

- a My grandma was **hospitalised** with chest pains a week ago, but now she's fine.
- b Due to poor fact checking, it's taking us a while to **validate** the information.
- c Those seminars will **widen** our perception of the importance of human values in our lives.
- d Some compound nouns in English are two separate words and others are **hyphenated**.
- e The new government is working hard to **beautify** the city centre.
- f The new clinic should **lighten** the responsibilities of the other local health services.
- g Medals for bravery are awarded to **glorify** the achievements of otherwise unsung heroes.

# Thank you

# Nasser Al-Saeed Sec. School For Boys

# Hawalli Educational District


# English Department

## Under the auspices of :

**HOD Mr. Hesham Al-Sakhawi**



# Asynchronous 5



**stop**  
**think**  
**act!**

**Language practice**

1 Add the correct endings to the unfinished words in sentences a–f. Use endings from these lists.

Nouns	-ment	-ist	-hood	-or
Adjectives	-al	-y	-ous	-ful

a Slow down! It's danger ..... to drive too fast in a residential neighbour ..... like this.  
b Pedestrians should be care ..... when they cross the road. Some motor ..... (s) drive too fast.  
c In the rain ..... season, roads flood and houses are damaged.  
d Environment ..... organisations are trying to persuade people to use public transport.  
e In many countries, the govern ..... builds and repairs roads and motorways.  
f The lead ..... of our group had an accident yesterday; someone should replace him.  
g His house is in an area of outstanding natural beauty ..... with breathtakingly beautiful ..... scenery.  
h My brother is a physic ..... He studies physic ..... law.  
i The teachers make great use of volunteer help ..... (s). All the students in Mr. Smith's class are help .....

2 Which of the meanings fits the underlined words in these sentences taken from the article on page 71.

a Seat belts are designed to retain people in their seats ...  
1 unchanged  
2 memorise  
3 absorb  
4 keep (something) in place; hold fixed

b In modern vehicles, seat belts are now also designed to work as the key component of wider injury prevention measures ...  
1 consider (one's words or actions) carefully  
2 a plan or course of action taken to achieve a particular purpose  
3 a legislative bill  
4 punishment or retribution imposed or inflicted on someone

3 Correct the following sentences.

a These mourning, I was stucked in a major traffic jam on the motorway.  
b Two vehicles haveed had a accident near the city centre.  
c The Local Counsel have declared a new initiative to improov road safety in Kuwait.  
d I've been learning too drive four free years.  
e They has bin studying all knight for the maths exam.  
f Road traffic safety agnre to reduce the harm resulting from road vehicle collisions.  
g The locally government is trying to find ways to reduce the number of road accidents and their consequences.  
h The main rowd in the siti is too narrow for all the kartz to pass.

4 Rearrange the words to form meaningful sentences.

a always / at nine o'clock / out of the garage / in the morning / goes / his car / he  
b she / into town / after breakfast / often / Mrs Hodges / takes  
c a parking place / near the shops / they / find / rarely  
d sometimes / in a garage / Mr Hodges / his car / parks  
e fly / with my parents / to Florida / sometimes / I / in winter

5 Match the underlined phrasal verbs in sentences 1–6 with one of the definitions a–h. There are more definitions than you need.

1 I got over the flu, but it took nearly two weeks.  
2 She filled up the shopping trolley with free food.  
3 That old jeep had a tendency to break down just when I needed it the most.  
4 The boys promised to check up on the condition of the summer house from time to time.  
5 The filling station was giving away petrol.  
6 The teacher called on students in the back row to pay attention.  
a ask  
b pay more than something is worth  
c fill to capacity  
d give something to someone for free  
e break and damage something  
f stop functioning  
g examine, investigate  
h recover from illness or disappointment

6 Give advice using *should have* or *shouldn't have* and the words and phrases in brackets.

a My brother was hurt in a car accident. (ride his bike on the road)  
b The bus fell in a hole in the middle of the street. (pay attention to the road sign)  
c I bumped my head when the car hit the wall. (wear seat belt)  
d It was difficult for me to stop the car in time. (drive too fast)  
e Mum burned the spaghetti. (forget it's on the stove)

7 Complete the sentences with *at*, *on* or *in*.

a The headquarters of the United Nations is ..... New York.  
b In most countries, people drive ..... the right.  
c I usually buy a newspaper ..... my way to work.  
d The course begins ..... 7 o'clock and ends ..... 10 o'clock.

8 Rearrange the words and form negative sentences.

a is / on / Park / There / new / a / Road / restaurant  
b got / my / problem / I / with / have / homework / a  
c a / go / with / often / walk / dog / for / We / our

Unit 10: Accidents

72

73

# U10 L 6 WB P 72- 73



## Language practice

- 1 Add the correct endings to the unfinished words in sentences a–i. Use endings from these lists.

Nouns: -ment -ist -hood -er  
Adjectives: -al -y -ous -ful

- a Slow down! It's danger **ous** to drive too fast in a residential neighbour **hood** like this.
- b Pedestrians should be care **ful** when they cross the road. Some motor **ist** (s) drive too fast.
- c In the rain **ful** season, roads flood and houses are damaged.
- d Environment **al** organisations are trying to persuade people to use public transport.

- e In many countries, the govern **ment** builds and repairs roads and motorways.
- f The lead **er** of our group had an accident yesterday; someone should replace him.
- g His house is in an area of outstanding natural beaut **y** with breathtakingly beaut **iful** scenery.
- h My brother is a physic **ist**. He studies physic **al** law.
- i The teachers make great use of volunteer help **er** (s). All the students in Mr. Smith's class are help **ful**.

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a Seat belts are designed to retain people in their seats ...

- 1 unchanged
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b In modern vehicles, seat belts are now also designed to work as the key component of wider injury prevention measures ...

- 1 consider (one's words or actions) carefully
- 2 a plan or course of action taken to achieve a particular purpose
- 3 a legislative bill
- 4 punishment or retribution imposed or inflicted on someone



e They has bin studying all knight for the mathes exam.

**They have been studying all night for the Maths exam.**

f Road traffic safety aymz to reduce the harm resulting from road vehikle collisions.

**Road traffic safety aims to reduce the harm resulting from road vehicles'**

g The kuwaity government is trying to find ways to reduce the number of road aksidents and their consekwences.

**The Kuwaiti government... accidents and their consequences.**

h The main rowd in the siti is two narrow for all the karz to pass.

**The main road in the city is too narrow for all the cars to pass.**

#### 4 Rearrange the words to form meaningful sentences.

- a always / at nine o'clock / out of the garage / in the morning / gets / his car / he

He always gets his car out the garage at nine o'clock in the morning.

- b she / into town / after breakfast / often / Mrs Hodges / takes

She often helps Mrs Hodges into town after breakfast.

- c a parking place / near the shops / they / find / rarely

They rarely find a parking place near the shops.

- d sometimes / in a garage / Mr Hodges / his car / parks

Mr Hodges sometimes parks his car in a garage.

- e fly / with my parents / to Florida / sometimes / I / in winter

I sometimes fly to Florida with my parents in winter.



5

Match the underlined phrasal verbs in sentences 1-6 with one of the definitions a-h. There are more definitions than you need.

- 1 I got over the flu, but it took nearly two weeks.
- 2 She filled up the shopping trolley with free food.
- 3 That old Jeep had a tendency to break down just when I needed it the most.
- 4 The boys promised to check up on the condition of the summer house from time to time.
- 5 The filling station was giving away petrol.
- 6 The teacher called on students in the back row to pay attention.

- a ask
- b pay more than something is worth
- c fill to capacity
- d give something to someone for free
- e break and damage something
- f stop functioning
- g examine, investigate
- h recover from illness or disappointment

h

c

f

g

d

a



Correct the following sentences.

- a These mourning, I was stucked in a major trafic jam on the motarway.

This morning, I was stuck in a major traffic jam on the motorway.

- b Too vehikles haved had a accidnet near the city centre.

Two vehicles have had an accident near the city centre.

- c The Local Counsel have diclared a new intiatiave to improuv rode safety in kuwait.

The Local Council has declared a new initiative to improve road safety in Kuwait.

- d Ive bean learning too drive four free years.

I've been learning to drive for three years.

-----



6 Give advice using *should have* or *shouldn't have* and the words and phrases in brackets.

- a My brother was hurt in a car accident.  
(ride his bike on the road)

*He shouldn't have ridden his bike on the road.*

- b The bus fell in a hole in the middle of the street. (pay attention to the road signs)

*The bus driver should have paid attention to the road signs.*

- c I bumped my head when the car hit the wall. (wear seat belt)

*You should have worn your seat belt.*

- d It was difficult for me to stop the car in time. (drive too fast)

*You shouldn't have driven too fast.*

- e Mum burned the spaghetti. (forget it's on the stove)

*Mum shouldn't have forgotten it on the stove.*

**7** Complete the sentences with *at*, *on* or *in*.

a The headquarters of the United Nations  
is **in** New York.

b In most countries, people drive  
**on** the right.

c I usually buy a newspaper **on**  
my way to work.

d The course begins **at**

7 o'clock and ends **at**  
10 o'clock.





Rearrange the words and form negative sentences.

**a** is / on / Park / There / new / a / Road / restaurant

There isn't a new restaurant on Road Park.

**b** got / my / problem / I / with / have / homework / a

I haven't got a problem with my homework.

**c** a / go / with / often / walk / dog / for / We / our

We don't often go for a walk with our dog.



# Thank you

Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi

# U 10 L 7 & 8

# SB P 82 - 83

**Unit 10 Accidents**

**Task 1**  
You are going to describe an accident.

**1 (182)** Listen to someone describing the scene of an accident. Which of these four pictures are they describing?

**2** Work in pairs. You are going to describe one of the other accident scenes in detail.

- a Choose which picture you are going to describe. Don't tell your partner.
- b Make notes about the scene. Don't write full sentences. Start by saying where you were and what you were doing, then describe the scene in as much detail as possible. The language / expressions in the Useful Language box below may help you.
- c Take turns to describe your scene. When you have finished the description, your partner should guess which of the three remaining pictures you have described.
- d Write a description of about 170-200 words. Say how the accident you just described could have happened and how it could have been prevented.

**Useful Language**

Describing a scene	Guessing
As I (came round the corner), this is what I saw ...	I was thinking ...
There was a bus / a pedestrian at the side of the road / on the pavement.	It looked like ...
The driver of the red / blue car / bus was very angry.	We didn't want to assume ...
Two children / men were laughing / examining their cars.	but it seemed that ...

**Words to remember**  
CEO, emergency services, fire drill, monthish, object, over the moon, wed

**1** Work in pairs. You are going to roleplay a telephone call to the emergency services.

- a Choose one of these roles.
  - A Witness to an accident (a fire, a car accident, an earthquake, etc.)
  - An emergency services operator
- b Make a note of any important information you may need to give or ask for.
- c Go back to back with your partner.
- d Describe the accident in detail and request the appropriate emergency service.
- e Make sure you get all the necessary information. Interrupt if needed.
- f Exchange roles and repeat steps b and c.

**Word stress**

**2** Some two-syllable words in English have the stress on the first syllable; e.g. *China* and *table*. Other two-syllable words have the stress on the last syllable; e.g. *begin* and *decide*. Read the following sentences:

- I was over the moon to receive this present.
- In the meeting, they will present their case.
- What's this object? I haven't seen it before!
- My parents object to me sleeping late at the weekend.
- He was looking for the right address.
- I addressed my letter to the CEO directly.

**3** What is the difference in the way you pronounce the italicized words in two of the pairs of sentences? In which pair is there no difference in pronunciation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Presentations** **Identifying word stress**

**1 (183)** Listen to the following sentences and underline the words that should be stressed.

- a They had finished the fire drill before I arrived.
- b Sami ordered a huge monthish for dinner.
- c They will have to stay up late if they are going to finish their homework.
- d It must have been something in the atmosphere that caused Anwar to shout.
- e Could you please be quiet?

**Quote** "Confidence is the mother of success, and is wedded to safety."  
Aristotle



# What are the causes of car accidents?

## CAR ACCIDENTS ON THE RISE

**Drivers don't follow traffic rules.**

**Drivers don't concentrate on roads.**

**Driver use their cell phones while driving.**

**Drivers don't drive carefully.**

**Drivers don't maintain their cars.**



# emergency services

n.

**the public organisation that respond to and deal with emergencies when they occur, esp. those that provide police... etc.**



# CEO

Abbreviation

## Chief Executive Officer

the person with the most important position in a company



# fire drill



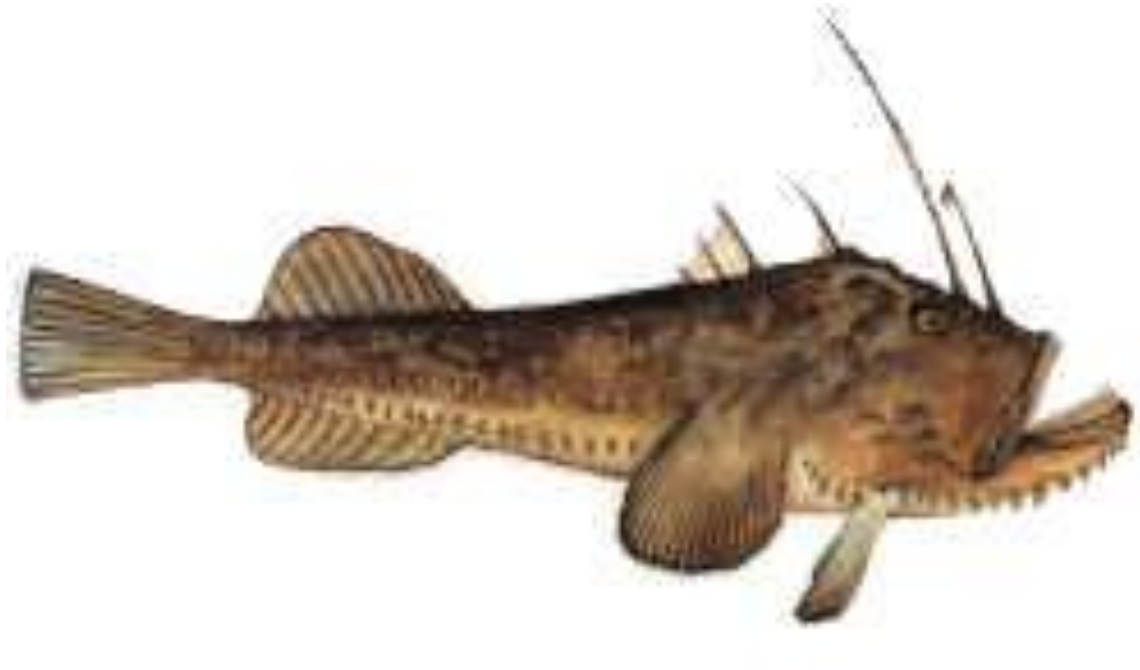
a practice of the emergency procedures to be used in case of fire



# monkfish



**a bottom-dwelling anglerfish of European waters**





# object

v.

**to say something to express one's disapproval of or disagreement with something**



**over the moon**

**exp.**

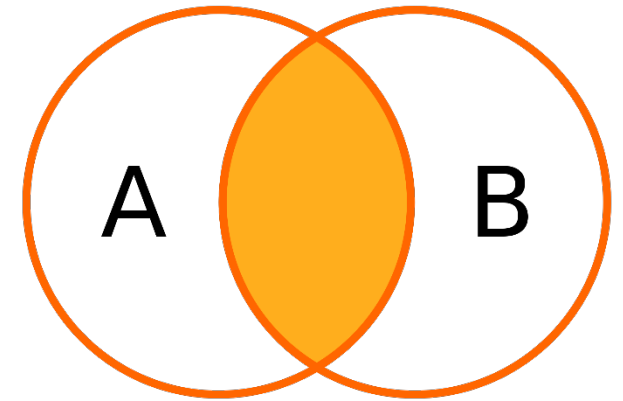
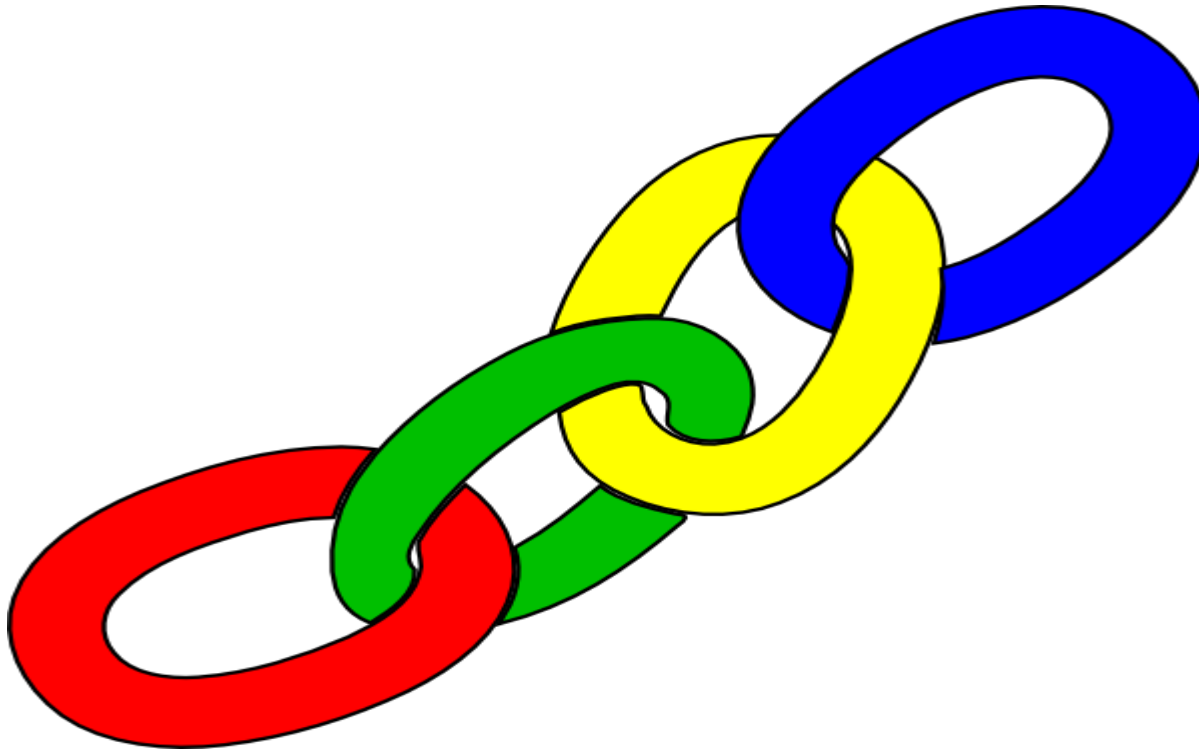
**happy, joyful**



**wed**

v.

**to link or combine closely**



## Speaking

**1** Work in pairs. You are going to roleplay a telephone call to the emergency services.

**a** Choose one of these roles.

**A** A witness to an accident (a fire, a car accident, an earthquake, etc.)

**B** An emergency services operator

**b** Make a note of any important information you may need to give or ask for.

**c** Sit back to back with your partner.

**A** Describe the accident in detail and request the appropriate emergency service.

**B** Make sure you get all the necessary information. Interrupt if needed.

**d** Exchange roles and repeat steps **b** and **c**.



## Word stress



- a** Some two-syllable words in English have the stress on the first syllable; e.g. *China* and *table*. Other two-syllable words have the stress on the last syllable; e.g. *begin* and *decide*. Read the following sentences:
- ▶ I was over the moon to receive this *present*.
  - ▶ In the meeting, they will *present* their case.
  - ▶ What's this *object*? I haven't seen it before!
  - ▶ My parents *object* to me sleeping late at the weekend.
  - ▶ He was looking for the right *address*.
  - ▶ I *addressed* my letter to the CEO directly.
- b** What is the difference in the way you pronounce the italicised words in two of the pairs of sentences? In which pair is there no difference in pronunciation?

**In the first two pairs of sentences, the stress occurs on the first syllable of the italicised word in the first sentence, and the second syllable of the italicised word in the second sentence. In the third pair of sentences, the second syllable is stressed in both sentences.**

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## Pronunciation

### Identifying word stress



(10.2) Listen to the following sentences and underline the words that should be stressed.

- a They had finished the fire drill before I arrived.
- b Sami ordered a huge monkfish for dinner.
- c They will have to stay up late if they are going to finish their homework.
- d It must have been something in the atmosphere that caused Anwar to shout.
- e Could you please be quiet?

## Quote

“Obedience is the mother of success, and is wedded to safety.”

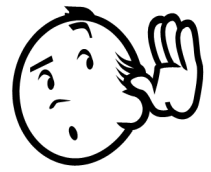
Aeschylus

## Writing Describing an accident

### Listen and discuss



(10.3) Listen to someone describing the scene of an accident. Which of these four pictures are they describing?







Work in pairs. You are going to describe one of the other accident scenes in detail.

- a** Choose which picture you are going to describe. Don't tell your partner.
- b** Make notes about the scene. Don't write full sentences. Start by saying where you were and what you were doing, then describe the scene in as much detail as possible. The language / expressions in the *Useful Language* box below may help you.
- c** Take turns to describe your scene. When you have finished the description, your partner should guess which of the three remaining pictures you have described.



### Words to remember

CEO, emergency services,  
fire drill, monkfish, object,  
over the moon, wed



Write a description of about 170-200 words. Say how the accident you just described could have happened and how it could have been prevented.

## USEFUL LANGUAGE

### Describing a scene

As I (came round the corner), this is what I saw ...  
There was a bus / a pedestrian at the side of the road / on the pavement.  
The driver of the red / blue car / bus was very angry.  
Two children / men were laughing / examining their cars.

### Guessing

I was thinking ...  
It looked like ...  
We didn't want to assume...  
but it seemed that ...



# How can we prevent or reduce car accidents?



- **Drivers should drive carefully.**
- **They should concentrate on the roads.**
- **They should follow traffic rules and wear seat belts.**
- **They shouldn't use their mobile phones while driving.**

Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi





**U 10 L 9 WB P 74-75**

# How can we solve the problem of car accidents?

Concentrate, keep your eyes on the road while driving.

Don't use your cellphones while driving.

Obey every traffic signals and rules of the road.

Be observant and mindful.

Follow speed limits.



**1** Read the description below of an event by an eyewitness and answer the questions.

**a** Do you think this description was originally spoken or written?

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**I think it was originally written.**

**b** How do you know?

**There is almost no use of contracted / short forms.**

**The last sentence “It was the most awful day of my life” also shows that the writer wrote his account after the accident (memory) as a memorable event.**

We had just come out of school. Dad came to pick us up as usual. On the way home, I was chatting with my friends in a loud voice and my dad was talking with his boss on the mobile phone. As I was looking out of the window I noticed that the traffic light had turned red and there was a young man crossing the street. I tried to warn my

5 father but it was too late. He was driving too fast and couldn't stop the car before it hit the man. Of course, we all stopped talking and went to help the man who was lying on the road. My dad called the ambulance from his mobile phone. After about five minutes the ambulance arrived and took the man to hospital. A couple of minutes later, my dad and I arrived at the hospital to check on the young man. The police came

10 to the hospital to investigate the accident. It was the most awful day of my life.



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10 to the hospital to investigate the accident. It was the most awful day of my life.

 2 Rewrite the description of the accident from the point of view of the man who gets hit by the car.

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**3** Write your own description of an accident you saw happening in your town recently. It can be real or imagined. Include this information.

- Say where you were and who you were with when the event took place.
- Say what time it happened.
- Say how you felt.
- Describe the sequence of events in detail. Remember to use words such as *first, second, then, finally, at last, next, ...* etc. to connect your ideas.
- Use some of these phrases in your description.

As far as I / we could see, ...

After about (five) minutes, ...

Two minutes later, ...

There were lots of people ... -ing

*We were / I was ... -ing ... when X happened.*

This image shows a blank sheet of white paper with ten horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings present.



# Thank you

Nasser Al-Saeed  
Sec. School For Boys

Hawalli Educational  
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