

SOLUTIONS INTERMEDIATE 4
UNIT 8: MESSAGES
8H

PEGAH BAHOJB GHASEMI

8G

Speaking

Photo description

I can describe a photo and answer questions about it.



1 Look at photo A. What do you think has happened?

2 Complete the phrases for speculating with the phrases below. Then describe photo A.

as if be (that) but I'd say that I'd say (that)

pretty certain that say, but that

1 I can't be sure, _____ ...

2 It could _____ ...

3 It's hard to _____ ...

4 It looks _____ ...

5 I'm _____ ...

6 It's clear _____ ...

7 Judging by (her expression), _____ ...

3 Compare and contrast photos A and B. Make notes.


1 Where are the people? What are they doing? What are they wearing?

2 Similarities between the photos:

3 Differences between the photos:

4 How do you think the people are feeling?

Do you think that people who call the emergency services without a good reason should be punished? Why do you think that?

4  2.09 Listen to a student answering the questions above and complete the sentences.

- 1 Let me see. I'd have to give that some t_____.
- 2 P_____, I think it depends.
- 3 As I s_____ it, it depends on why they made the call.
- 4 I b_____ that they should be punished, maybe with a fine.
- 5 So, all things c_____, you'd have to look at each unnecessary call individually.

5 Read the question below. Write notes for your answer.

What is the best thing to do in an emergency?

Speaking Strategy

- Speak in a loud, clear voice.
- Look at the other person when they are speaking to you and when you are speaking to them.

6 Read the Speaking Strategy. Now describe photo B, compare it with photo A and answer the question from exercise 5 using your notes.



**HAVE YOU EVER SAID
SOMETHING AND
SOMEONE THOUGHT YOU
SAID SOMETHING ELSE?**

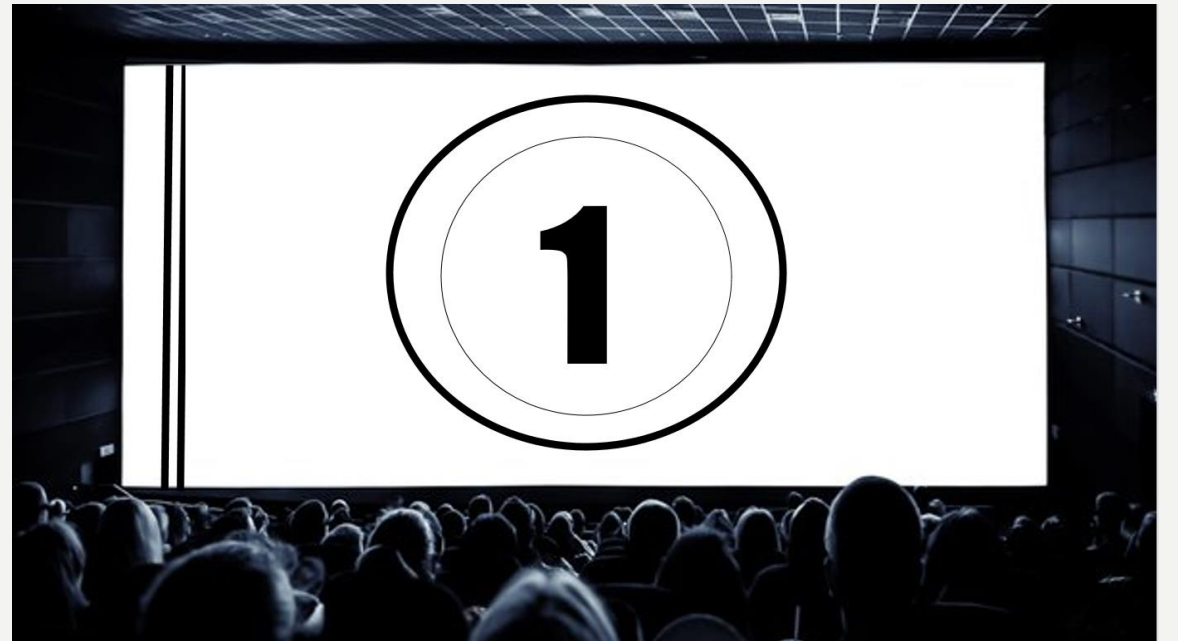
**WHAT WERE THE
CONSEQUENCES?**



1 **SPEAKING** Work in pairs. Have you ever been late for a lesson or an exam? If so, why? How did you feel?



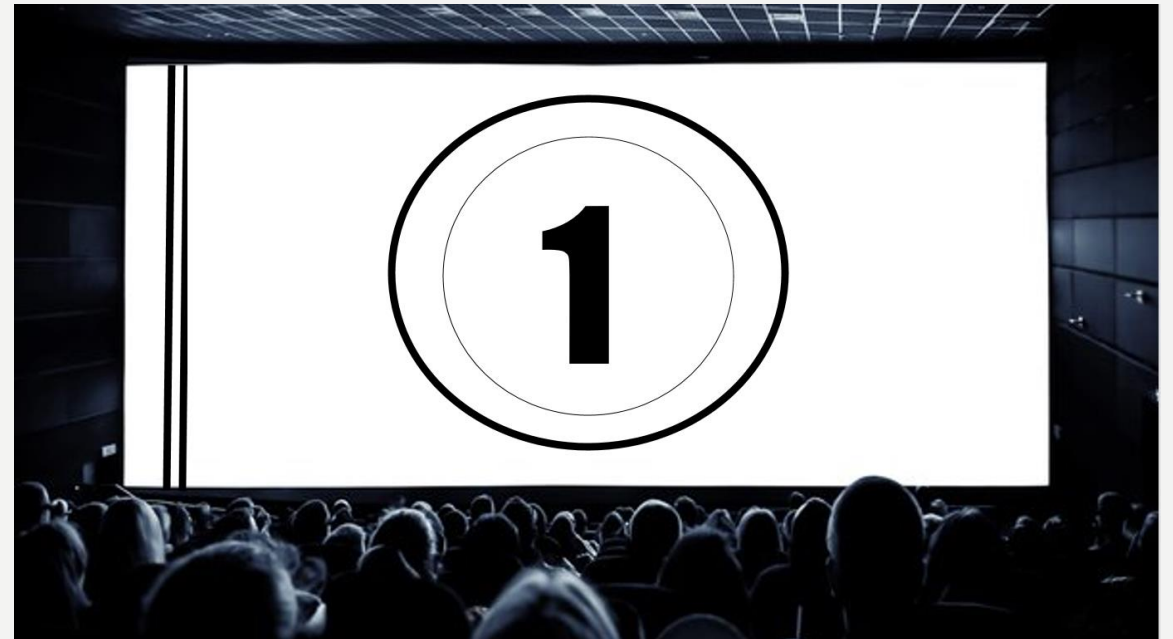






IN TIME: EARLY ENOUGH

**ON TIME: RIGHT AT
THE PLANNED TIME**



2 Read the task and the story. Which words did the writer's friend misunderstand?

Write a story about a problem that arose because of a misunderstanding or a lack of communication.

I've always been really keen on swimming. About a year ago, I decided to do an exam to become a lifeguard. My dad agreed to drive me there, and we set off from home in his car.

A few minutes later, we passed a friend of mine from school. He was walking along the pavement and chatting to somebody on his phone. We stopped, and I told him I was on my way to an exam at the sports centre. 'Me too!' he replied. We offered him a lift and he accepted.

After a while, we arrived at the sports centre. At that moment, my friend started to look worried. 'Where are we?' he asked. 'This isn't the music centre!' He told us he had a piano exam at the music centre in ten minutes. Obviously, he hadn't listened properly when we'd offered him a lift!

Fortunately, my dad agreed to drive him to the music centre and they arrived just in time. Afterwards, my friend was really grateful and bought my dad a present.

3 Complete the paragraph plan with the phrases below.

lead up to main event main event set the scene
the ending

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

A decorative teal wavy graphic on the left side of the image, resembling a stylized wave or a callout shape.

**HOW CAN YOU
MAKE YOUR
NARRATIVE MORE
INTERESTING?**



**SHE CLEARLY
DOESN'T KNOW
WHAT SHE IS DOING.**



**SHE CLEARLY
DOESN'T KNOW
WHAT SHE IS DOING.**



Writing Strategy

- 1 You can make your narrative more interesting by using comment adverbs such as *luckily*, *unfortunately*, *thank goodness*, etc.
- 2 When you are narrating events, use a variety of tenses such as past simple, past continuous, present perfect, past perfect, *used to*, etc.

4 Read point 1 of the [Writing Strategy](#). Circle two comment adverbs in the story in exercise 2.

5 Read point 2 of the [Writing Strategy](#). Find and underline all the different past tenses that the writer used in the story in exercise 2. Which tenses does the writer use to ...

1 set the scene?

2 narrate a sequence of events?

3 refer to events that happened before other events in the story?

6 KEY PHRASES Add the phrases below to the correct groups. How many of them can you find in the story?

about a year ago a few minutes later at last
in the end later on one Saturday last month

Narrative time expressions

Non-specific time expressions for starting a narrative

1 _____ 2 _____

one day last week a while back about a month or so ago

Expressions for ordering events

3 _____ 4 _____

later at first after a while afterwards

Expressions for bringing the narrative to an end

5 _____ 6 _____

eventually finally





GIVE ME A PEN.



GIVE ME A PEN.

7 Read the **Learn this!** box below. Find two examples of a verb with two objects in the story in exercise 2: one with *offer* (in paragraph 2) and one with *buy* (in paragraph 4).

LEARN THIS! Verbs with two objects



Some verbs can be followed by an indirect and a direct object. The indirect object comes first and is usually a person.

I showed my friend some photos.

- 8 You are going to do the task in exercise 2. Make notes using the paragraph plan in exercise 3.
- 9 Write your story using your notes from exercise 8.

CHECK YOUR WORK



Have you ...

- used a variety of narrative tenses?
- used some comment adverbs?
- checked your grammar and spelling?

8

Functional Language Practice: Speculating

1 Choose the correct phrases to complete the dialogue.

A What do you think is happening in this photo?

B Hmm. ¹**It's hard to say / I'm pretty certain**, but I think the boy looks worried or confused.

A Yes, I agree. Do you think the people in the photo are students?

B ²**It looks / It could be** as if they are, yes. Maybe they're in a lesson or perhaps they're doing an exam.

A ³**I can't be sure / I'm pretty certain** that they can't be doing an exam. He's using his mobile phone! That's not allowed in an exam.

B That's true. But where are they? ⁴**It's clear / It looks** that they're not at a café because there's no food or drink.

A ⁵**It could be / I can't be sure**, but I'd say that her book is different from his book. So they're probably not in a lesson together. I think they're in a library.

B Yes, you're probably right. I don't think the girl is happy. ⁶**Judging by / It looks** her expression, I'd say that she's angry with him.

A ⁷**It's hard to say / It could be** that he's answering his phone and she's annoyed because of the noise.

B They're definitely not very happy people!



3 **SPEAKING** Now discuss this photo. Use phrases for speculating from exercise 1. Talk about:

- what is happening.
- where the people are.
- how they might be feeling.



ASSIGNMENT:
GRAMMAR BUILDER PAGE 141
WRITING(PAMPHLET)

DEADLINE: WEDNESDAY