

# 11

## Call 911!

### Classroom Materials/Extra Practice



CD 3  
Tracks 33–48



Transparencies 11.1–11.6  
Vocabulary Cards Unit 11



MCA  
Unit 11



Workbook  
Unit 11



Interactive Practice  
Unit 11

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Present continuous: Statements and questions
- *There was / There were*
- Compound imperatives

#### Pronunciation

- Stressed syllables
- The sound /h/ at the beginning of words

#### Reading

- Read an article about causes of home injuries
- *Reading Skill:* Identifying supporting details

#### Writing

- Write about what people are doing
- Describe emergency situations
- Write about the safety of your home

#### Life Skills Writing

- Complete an employee accident report

### Preview

- Set the context of the unit by asking questions about emergencies (for example, *How do you react in an emergency? Are you calm or nervous and scared? Can you think clearly, or do you panic?*).
- Hold up page 205 or show Transparency 11.1. Read the unit title and ask the class to repeat.
- Ask: *What's the first thing you should do in an emergency? (Call 911!) What's 911? Explain: In the United States and Canada, it's the telephone number for emergency police, fire, or ambulance services.*
- Say: *Look at the picture.* Ask the Preview questions: *Who are the people? (emergency medical technicians, or EMTs / paramedics) What is happening? (There's a medical emergency. / Someone is very sick or hurt, and an ambulance is taking the person to the hospital.)*
- Say: *Look at the picture and the unit title. How did the EMTs know to come and help the woman? (Someone called 911.)*

### Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:  
*Procedures:* the correct way of doing something
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

## Getting Started

10 minutes

## 1 WHAT DO YOU KNOW?

**A CLASS.** Look at the pictures. Which...

- Show Transparency 11.2 or hold up the book. Tell students to cover the list of words on page 207.
- Say: *Look at the pictures. Which medical emergencies do you know?* Elicit a medical emergency (for example, *In number 9, he fell.*).
- Students call out answers. Help students pronounce medical emergencies if they have difficulty. As needed, restate students' responses to match the vocabulary on page 207.
- If students call out an incorrect medical emergency, change the student's answer into a question for the class (for example, *In number 4, he's choking?*). If nobody can identify the correct medical emergency, tell students they will now listen to a CD and practice the vocabulary for medical emergencies.

## Presentation

5 minutes

**B**  Look at the pictures and listen. Listen...

- Read the directions. Play CD 3, Track 33. Pause after number 9 (*He fell.*).
- To check comprehension, act out several medical emergencies in random order and ask students to call out the medical emergency (for example, for *choking*, pretend to take a bite of food, then grab your neck and try to speak without any sound coming out).
- Resume playing Track 33. Students listen and repeat.

**Teaching Tip**

Acting out new vocabulary is especially helpful for kinesthetic learners. Call on volunteers to act out a medical emergency for the class to guess.

## Controlled Practice

20 minutes

## 2 PRACTICE

**A PAIRS.** Student A, point to the pictures. Ask...

- Read the directions. Read each line in the example and ask the class to repeat.
- Play A and model the example with an above-level student. Point to picture 5 and ask: *What's the emergency?* Point to another picture and ask: *What's the emergency?*
- Model changing roles. Tell the student to point to a picture and ask you: *What's the emergency?*
- Pair students and tell them to take turns playing A and B.

**B WORD PLAY. PAIRS.** Look at the list of medical...

- Read the directions. Say: *You're going to look at the list of medical emergencies and decide which ones are happening now and which ones happened in the past. How can you tell?* Elicit students' ideas.
- Copy the chart onto the board and read the example. Underline *right now*, *'s*, and *-ing* in the left side of the chart.
- Point to *Happened in the past* and ask: *What is the ending for regular past-tense verbs? (-ed)* Remind students that some verbs are irregular in the past tense.
- Pair students and tell them to look at each medical emergency and decide where to write it in the chart.
- Call on students to write the medical emergencies in the chart on the board. Correct as needed.

**Language Note**

Point to the left side of the chart and ask: *Which emergency isn't present continuous?* Write *She's unconscious* on the board. Underline *unconscious* and ask: *What part of speech is unconscious?* (adjective) Point to the right side of the chart and ask: *Which emergency had an irregular past-tense verb? (He fell.) What's the base form of fell?* (*fall*)

**Learning Strategy: Use your language**

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. If you have students with low first-language skills, pair them with more capable peers if possible.
- Walk around as students work. If misspellings occur, tell them to check the list on page 207.
- Say: *You can use your language to help you remember new words in English.* Remind students to use this strategy to remember other new vocabulary.
- Tell students to think of a medical emergency that they, a family member, or friend had. If students have trouble thinking of something, tell them to think of a medical emergency from a TV show or movie. Tell them to note answers to the three questions in their notebooks. Students should use the vocabulary on this page and can also refer back to Unit 7 (pages 127, 128, and 134) for more ideas.
- Show students how to make the present continuous medical emergencies past tense. On the board, write: *She's bleeding.* Cross out 's and write *was.*
- Form groups of 3 and tell each student to take a turn asking and answering the questions.
- Walk around and check students' use of the past tense.

**Communicative Practice** 20 minutes**Show what you know!****GROUPS OF 3. Have you or someone you know...**

- Read each question and note your own answers on the board (for example, *my aunt—fell off her bike, broke her wrist; my uncle—drove her to the ER.*)
- Ask a student to ask you each question from the directions. Answer with real information. Use your notes on the board (for example, *My aunt fell off her bike. She broke her wrist. My uncle drove her to the emergency room.*).

**Extra Practice**

Interactive Practice



pages 122–123

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**READ. CLASS.** Read about 911 emergency calls....

- Write 911 on the board. Say *nine-one-one* and ask the class to repeat.
- Tell students to read the note about 911 emergency calls silently.
- To check comprehension, ask: *When should you call 911?* (when there is an emergency situation) *How much does it cost to call 911?* (It's free.)
- Direct students to look at the first picture. Ask the class: *What is the situation?* (She fell. She hurt her knee.) *Is it an emergency?* (No.) *Should you call 911?* (No.)
- Repeat with pictures 2–4 (2. He's having a heart attack. Yes. Yes; 3. She swallowed poison. Yes. Yes; 4. He has a cold. No. No.)

## Culture Connection

- Say: *911 is the emergency telephone number for the U.S. and Canada. It is only for emergencies. For non-emergencies, call the local police or fire station or your doctor's office.* List local police and fire station numbers on the board for students to copy.
- Ask: *Is there an emergency telephone number in your home country? What is it?* List countries and their emergency telephone numbers on the board.
- *Optional:* Provide additional examples: Australia—000; European Union—112; United Kingdom—999.

## Presentation

25 minutes

## 2 LISTEN

**A CLASS.** Look at the picture. Guess: What is...


- Read the directions. Ask: *What is happening?*
- Elicit students' guesses and list them in two columns on the board under the headings *Man* and *Woman*. Students will listen for the answer in Exercise B.

**B**  Listen to the conversation. Was your...


- Read the directions. Play CD 3, Track 34. Students listen.
- Ask: *What is happening?* Read the guesses on the board. Elicit and circle the best answer. (The man is having a heart attack. The woman is calling 911.)

## Teaching Tip


*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 306 as they listen to the conversations.

**C**  Listen again. What does the 911...

- Read the directions. Play Track 34 again. Students listen and check the questions they hear.
- Ask the class: *How many questions did you check?* (Students should have checked four questions.) Play Track 34 again as needed.
- Call on students to read the questions they checked.

**D**  Listen again. Where is...

- Read the directions.
- Explain: *A cross street is a street that crosses another street.* On the board, draw and label the street your school is on. Mark the location of the school. Then draw and label the two nearest cross streets on either side of your school. Say: *[Peach Avenue] and [Cherry Street] are the nearest cross streets to our school.*
- Play Track 34 again.
- On the board, draw and label Elm Street and mark the location of Dave's Sports Shop. Then draw two streets crossing Elm on either side of Dave's. Ask: *What are the cross streets?* Label the cross streets: *17th Avenue* and *18th Avenue*
- Tell students to write the nearest cross streets for their home and work in their notebooks.

**E**  Listen to the whole conversation....

- Read the directions and the answer choices. Play CD 3, Track 35.
- Ask the class: *How is the man going to get to the hospital?*


## Presentation

10 minutes

## 3 CONVERSATION

**A**  Listen to the words. Notice the stressed...

- Read the Pronunciation Watch note.
- Write *allergic* on the board and pronounce it slowly. Ask: *How many syllables does allergic have?* (three) Pronounce *allergic* again, exaggerating the stress on the second syllable. Ask: *Which syllable is longer and louder?* Mark the stress on the second syllable. Pronounce *allergic* again and ask the class to repeat.
- Play CD 3, Track 36. Students listen.
- Resume playing Track 36. Students listen and repeat.

**B**  Listen to the words. Mark (•) the...

- Tell students to listen and mark the stress over the vowel in the syllable that is longer and louder than the other syllables.
- Play CD 3, Track 37. Repeat as needed.
- Write the words on the board. Call on students to mark the stress. Make corrections as needed.
- Pronounce the words and ask the class to repeat.

## Controlled Practice

5 minutes

**C**  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 208.
- Tell students to read the conversation silently and to look for words from Exercises 3A and 3B in the conversation and mark the stressed syllables.
- Call on volunteers to write the words on the board and mark the stressed syllables (*emergency*, *location*)
- Play CD 3, Track 38. Students listen and repeat.
- Walk around and check that students are stressing the correct syllables in *emergency* and *location*.

## Communicative Practice

10 minutes

## 4 PRACTICE

**A** PAIRS. Practice the conversation.

- Pair students and tell them to practice the conversation in Exercise 3C. Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of *emergency* and *location*.

**B** ROLE PLAY. PAIRS. Make new conversations....

- Read the directions.
- Model the activity. On the board, write:  
*Emergency:*  
*Location:*  
*Cross streets:*
- Fill in the information you will use in your conversation.
- Ask an on-level student to play A and read the questions. Play B and answer the questions using the information on the board.
- Tell students to fill in the blanks (in pencil) with an emergency, a location, and cross streets to use when they play B. Remind students to refer back to the list of medical emergencies on page 207.
- Pair students and tell them to practice the conversation.
- Walk around and check A's pronunciation of *emergency* and *location*. Check that B correctly provides information about an emergency.
- Call on pairs to perform for the class.

**MULTILEVEL INSTRUCTION for 4B**

**Cross-ability** Direct lower-level students to play A first.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study the present continuous. In the conversation on page 209, Olivia used this grammar.*
- Play CD 3, Track 38. Students listen. Write on the board: *I think a man is having a heart attack.* Underline *is having*.

## Presentation

20 minutes

## Present continuous: Statements and questions

- Copy the grammar charts onto the board or show Transparency 11.3 and cover the exercise.
- Remind students: *Use the present continuous for events happening at the present time. Ask: What's happening in our classroom right now? Elicit a few present continuous sentences and write them on the board (for example, You are talking. We are listening. Wen is looking at the clock.). Underline am, is, or are in the sentences and -ing.*
- Read the sentences in the top four charts and ask the class to repeat.
- Tell students to turn to Exercise 2B on page 206 and choose one medical emergency from the *Happening right now* side of their charts. On the board, write:
  - Affirmative:*
  - Negative:*
  - Yes / No question:*
  - Short answer:*
- Tell students to write the affirmative statement, make it negative, use it to form a *Yes / No* question, and write short answers. Do one example on the board with students: *He is choking. He is not choking. Is he choking? Yes, he is. No, he's not.* Direct students to choose another emergency and write the four types of sentences in their notebooks.
- Tell students to read their sentences to a partner. Walk around and check that students are forming the present continuous correctly.

- Read the Grammar Watch note and ask the class to read along silently. Tell students to rewrite their affirmative and negative statements using contractions (for example, *He's choking. He's not choking. He isn't choking.*). Ask: *When do we use contractions?* (in conversation and informal writing)
- From the two bottom charts, read each information question and its answers and ask the class to repeat.
- Tell students to look at the picture in Exercise 2A on page 208 and write a couple of information questions. Call on students to write questions on the board (for example, *What is happening? What is the woman / Olivia doing? Who is calling 911?*). Make corrections as needed. Read the questions and call on students to answer using the present continuous.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

15 minutes

1

## PRACTICE

## Complete the sentences. Use the correct...

- Read the directions and the example. On the board, write: *choke*. Cross out the *e* and write *-ing*. Review the spelling rules for *-ing* verbs on page 290 as needed.
- Walk around and encourage students to use contractions.
- Students compare answers with a partner, taking turns reading the sentences.
- Call on students to read the sentences. Write the answers on the board. Write all possible answers (for example, for item 2: *is not breathing, isn't breathing, 's not breathing*). Tell students to check their spelling.

## 2

## PRACTICE

**Complete the phone conversation between...**

- Read the directions.
- Ask two students to read the first two lines of the conversation. Write the example on the board. Circle 's and say: *Remember, we use contractions in the present continuous in conversation.*
- Walk around and check that students use *is* or 's and the verb + *-ing*.
- Students compare answers by reading the conversation with a partner.
- Ask a pair to read the conversation for the class. Write the answers on the board. Tell students to check their spelling.
- *Optional:* Call on pairs to perform for the class.

**Communicative Practice** 20 minutes**Show what you know!****STEP 1. PAIRS. Student A, look at the picture on...**

- Ask the class: *Where are the people?* (in the emergency room of a hospital / in an ER)
- Pair students and assign partners roles of A and B. Tell Student A to look only at the picture on this page and Student B to look only at the picture on page 247.
- Say: *Study your picture. What are the people doing?* Tell students to read the example and write six sentences in their notebooks.

**MULTILEVEL INSTRUCTION for STEP 1**

**Cross-ability** In Step 1, pair or group lower-level and higher-level students with the same role. Direct them to work together to write six sentences about the people in their picture.

**STEP 2. SAME PAIRS. Talk about your pictures....**

- Ask two students to read the example.
- Say: *Take turns. Student A, talk about a person in your picture. Student B, say what the same person is doing in your picture. Then, Student B, talk about a person in your picture. Student A, say what the same person is doing in your picture.*
- Say: *If you're not sure which person your partner is talking about, ask what clothes the person is wearing.*
- Tell pairs to number the differences in the picture as they find them.
- Walk around and help as needed. Check that students use the present continuous correctly.
- To check answers, draw a T-chart on the board with the headings *A's picture* and *B's picture*. Number from 1 to 6. Call on pairs to say differences. Write the differences in the chart on the board.
- Tell partners to look at each other's pictures.

**Progress Check****Can you . . . talk about medical emergencies?**

Say: *We have practiced talking about medical emergencies. Now, look at the question at the bottom of the page. Can talk about medical emergencies?* Tell students to write a checkmark in the box.

**Extra Practice**

Interactive Practice



pages 102–103



pages 124–125

## Getting Started

5 minutes

- List the following words from Exercise 1 on the board: *lamp, cord, rug, window, heater, curtain*.
- Say the words and ask the class to repeat.
- Ask: *Do we have any of these objects in our classroom?* Call on students to point out the objects.
- *Optional:* Ask volunteers to write the words on cards and label the objects in your classroom.

## Presentation

15 minutes

## 1 IDENTIFY FIRE HAZARDS

**PAIRS.** Look at the picture. Match the fire hazards...

- Explain: Hazards *are things that may be dangerous or cause accidents*. Fire hazards *are things that may cause a fire*.
- Read the directions. Pair students and tell them to look for words from the board in the descriptions.
- Read each description and ask the class to call out the letter of the fire hazard.
- Say: *Read the descriptions again. Do you have any of these fire hazards in your home?*
- *Optional:* Tell students to copy the fire hazards into their notebooks and check their own homes for fire hazards.

## 2 IDENTIFY FIRE SAFETY WORDS

**A** What fire safety words do you know? Write...

- Read the directions and the words from the box.
- Tell students to match as many fire safety words and pictures as they can.

**B**  Listen and check your answers....

- Read the directions.
- Play CD 3, Track 39. As needed, pause to allow students to fill in missing answers and / or make corrections.
- Resume playing Track 39. Tell students to point to the pictures in Exercise 2A as they listen and repeat.
- Say: *Look at the fire safety pictures and words again. Which things does your home have?*

## Communicative Practice

10 minutes

**C** **GROUPS OF 3.** What are other home fire hazards....

- Form groups of 3.
- Say: *Look at the fire hazards in Exercise 1. What are other home fire hazards?* Elicit a couple of ideas (for example, *a kitchen towel close to the stove, a lighter available to children*).
- Say: *Look at the fire safety words in Exercise 2A. What can people do to make their homes safer?* Elicit a couple of ideas (for example, *have a fire extinguisher on each floor of the house, install smoke alarms*).
- Tell groups to take out two sheets of paper and write the titles *Home fire hazards* and *Ways to make your home safer*. Ask two students in each group to be recorders. Tell groups to brainstorm and list their ideas.
- Direct the third student in each group to write one idea from each list on the board. Tell students to try to choose ideas that are not already on the board.
- Read the ideas in each list on the board. Correct as needed.
- Tell students to write down one thing they will do to make their home safer.
- *Optional:* Tell students to rank the ideas for making a home safer in order of importance.

## MULTILEVEL INSTRUCTION

**Cross-ability** Direct the two higher-level students in each group to be the recorders.



## Presentation


20 minutes

## Communicative Practice

10 minutes

3

## LEARN FIRE SAFETY TIPS

**A**  Listen to the fire safety tips. Then...

- Ask: *Do you know what to do in case of a fire?* List students' ideas on the board.
- Tell students to read the fire safety tips silently.
- Play CD 3, Track 40. Students listen.
- Play Track 40 again. Students listen and complete the tips.
- Students compare answers with a partner by reading the sentences.
- Call on students to read the sentences. Write the answers on the board. Tell students to check their spelling.
- Ask a few comprehension questions: *When should you call 911?* (after you leave your home) *What should you take with you?* (nothing) *What should you do before you open a door?* (feel it) *Should you open a hot door?* (No.) *What should you do if you smell smoke?* (stay close to the floor, cover your mouth and nose with a wet cloth)

**B** READ. PAIRS. Read about Carmen. Which of the...

- Tell students to read the paragraph silently.
- Read the directions.
- Pair students. Tell pairs to read the paragraph again and highlight the fire safety tips Carmen followed in one color and the mistakes she made in another color.
- Ask the class: *Which of the fire safety tips from Exercise 3A did Carmen follow?* Call on students to read the sentences they highlighted (*She touched the front door to her apartment, but it was not hot. She opened the door. She didn't take the elevator. She waited across the street from the building until the firefighters said it was OK to go back inside.*).
- Ask the class: *What mistakes did Carmen make?* Call on students to read the sentences they highlighted. For each mistake, ask the class to identify the tip she didn't follow and then read the tip (for example, S: *First, she called 911.* T: *Which tip did she not follow?* Class: *Number 2.* T: *Don't stop to call 911 . . .*). (Other mistakes: *Then she got her wallet and keys . . .—Tip number 1. She smelled smoke so she ran . . .—Tip number 5.*)

4

## TALK ABOUT FIRE ESCAPE PLANS

## PAIRS. Look at the Pierre family escape plan....

- Say: *Look at the Pierre family escape plan. It shows how family members will exit the house quickly and safely if there is a fire.*
- Pair students and tell them to answer the questions about the Pierre family escape plan. Tell students to write their answers.
- Call on pairs to ask and answer each question. Explain each answer. For example, for item 1, count on your fingers as you say: (1) *Mom and Dad's bedroom*, (2) *Aunt Fran's bedroom*, (3) *Jack and John's bedroom*. For item 3, point to the windows on the diagram and count.
- Say: *Fire escape plans should have two ways out of each room. They should have a family meeting place away from the home. Do you have a fire escape plan?*

## EXPANSION: Life Skills Practice for 4

- For homework, tell students to create a family escape plan like the one shown in Exercise 4.
- Direct students to exchange papers and answer the questions from Exercise 4 about their partner's escape plan.

## Progress Check

## Can you . . . understand fire safety procedures?

Say: *We have practiced understanding fire safety procedures. Now, look at the question at the bottom of the page. Can you understand fire safety procedures?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 126–127

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**CLASS** Look at the dangerous situations. What are...

- Say: *Look at the dangerous situations.* Say each dangerous situation and ask the class to repeat.
- Ask: *What are some other dangerous situations?* Write students' ideas on the board (for example, *a fire, a natural disaster [a hurricane, an earthquake, a tornado], a fall, a wild animal*).

## Presentation

5 minutes

## 2 LISTEN

**A CLASS.** Look at the picture. Guess: What are...

- Read the directions. Ask: *What are Mr. and Mrs. Novak talking about?*
- Write the answer choices on the board and read them. Call on students to guess.

**B**  Listen to the conversation. Was your...

- Play CD 3, Track 41. Students listen.
- Circle the correct answer on the board. Ask: *Was your guess correct?*

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 306 as they listen to the conversations.

## Controlled Practice

10 minutes

**C**  Listen again. Which story...

- Tell students to read the newspaper headlines silently and underline the dangerous situations.
- Say each newspaper name and ask the class to call out the dangerous situation (a. *fire*, b. *car accident*, c. *gas explosion*, d. *bank robbery*).
- Play Track 41 again. Students listen and circle the letter of the story they hear.
- Ask: *Which story are they talking about?* Call on a student to answer.
- Ask the class: *How many people were hurt?* (two)


**D**  Listen to the whole conversation.

- Tell students that the gas explosion caused another problem.
- Play CD 3, Track 42. Students listen and write the answer to the question.
- Students compare answers with a partner.
- Ask: *What problem did the emergency situation cause?* Ask the class to call out the answer. (Traffic is bad. A lot of streets are closed downtown.) Write the answer on the board.

## EXPANSION: Graphic Organizer Practice for 2D


- Draw a *Wh-* question chart on the board. In the *What?* box, write *gas explosion*. Play Track 42 again. Tell students to listen for the *Who? Where? When?* and *Why?* of the story.
- Elicit the class's help to complete the chart on the board (*Who? two people hurt; Where? downtown; When? yesterday; Why? They don't know yet.*)
- Ask: *What is the name of our local newspaper? What were the headlines today?*
- Bring in newspapers or tell students to look at the local paper for homework. Tell students to choose a story about a dangerous situation and complete a *Wh-* question chart with information from the story.

## 3 CONVERSATION

A  Listen to the pairs of words. Notice...

- Model pronouncing the /h/ sound. Say: *First, open your mouth. Then use your throat to breathe out.* Say the /h/ sound and ask the class to repeat.
- Read the directions. Play CD 3, Track 43. Students listen.
- Resume playing Track 43. Students listen and repeat.

## Controlled Practice 20 minutes

B  Listen to each pair of words. Are the....

- Read the directions. Play CD 3, Track 44. Students listen and write S or D.
- Play Track 44 again if students have difficulty.
- Say each pair of words and ask the class to call out *same* or *different*.

C  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 214.
- Tell students to read the conversation silently. Tell them to find words that begin with *h* and underline the *h* (hear, happened, happened, hurt, hospital). Say the words and ask the class to repeat.
- Play CD 3, Track 45. Students listen and repeat.

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, tell students to look at the information in the boxes.
- Say the dangerous situations in the blue box and ask the class to repeat.
- Say the sentences in the red box and ask the class to repeat. Ask: *Which two sentences have the same meaning? (No one was hurt. There were no injuries.)*
- Copy the conversation onto the board with blanks. Read it and when you come to a blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item in the box.

- Ask two on-level students to practice the conversation on the board for the class.
- Tell pairs to take turns playing A and B. Tell them to use the information in the boxes to fill in the blanks.
- Walk around and check students' pronunciation of the /h/ sound at the beginning of *hear*, *happened*, and *hurt*. As needed, pronounce the words and ask students to repeat.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

## Communicative Practice 15 minutes

## B MAKE IT PERSONAL. PAIRS. Make your own...

- Ask the class: *Do you read the newspaper? Where do you get your news?*
- Pair students. Say: *Think about an emergency situation you have heard about. In your notebooks, write down the type of situation and the number of injuries and / or deaths.*
- *Optional:* Bring in newspapers and tell students to look for stories about dangerous emergency situations. Tell them to write down the type of situation and the number of injuries. Tell partners to choose different stories.
- Say: *Student A, talk about the information you wrote down. Begin the conversation by saying: Did you hear what happened yesterday?*
- Call on pairs to perform for the class.

## MULTILEVEL INSTRUCTION for 4B

**Pre-level** Tell students to write down the type of dangerous emergency situation. Tell them to write a sentence, similar to the sentences in the red box in Exercise 4A, about injuries. Direct pairs to use their information in the conversation in Exercise 4A.

**Above-level** Tell higher-level pairs to talk about the information they wrote in their notebooks without looking at the conversation in Exercise 4A.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study There was and There were. In the conversation on page 215, Mr. Novak used this grammar.*
- Play CD 3, Track 45. Students listen. Write on the board: *There was a gas explosion downtown.* Underline *There was.*

## Presentation

15 minutes

*There was / There were*

- On the board, draw a word box with *was* and *were*. Side-by-side, write: 1. *There \_\_\_ a gas explosion yesterday.* 2. *There \_\_\_ two car accidents last week.* Say: *Look at sentence 1. What comes after the blank? (a gas explosion) Look at sentence 2. What comes after the blank? (two car accidents) Which do you think is the answer for number 1, was or were? (was) Why? (because explosion is singular) Which do you think is the answer for number 2, was or were? (were) Why? (because the word accidents is plural)*
- Underline *last week* and *yesterday* in the sentences on the board. Say: *Use there was / there were to talk about the past.*
- Copy the grammar charts onto the board or show Transparency 11.4 and cover the exercise.
- Read the sentences in the top two charts and ask the class to repeat.
- Point to sentence 1 on the board and ask: *How do I make this sentence negative?* Tell students to look at the top left grammar chart. Elicit and write under sentence 1: *There wasn't a gas explosion yesterday. There was no gas explosion yesterday.* Repeat with sentence 2 and write: *There weren't any car accidents last week. There were no car accidents last week.*

- Read the sentences in the bottom two grammar charts and ask the class to repeat.
- Point to sentence 1 on the board and ask: *How do I make this sentence into a question?* Tell students to look at the grammar chart. Elicit and write under sentence 1: *Was there a gas explosion yesterday?* Repeat with sentence 2 and write: *Were there any car accidents last week?*
- Elicit affirmative and negative short answers to each question and write them on the board.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

20 minutes

## 1 PRACTICE

Complete the conversations. Use *there* and *was* or *were*.

- Read the directions. Write the example on the board and point to the answer. Ask: *Why is the answer There was? (because robbery is singular)*
- Students compare answers with a partner by reading the conversations.
- *Optional:* Pair students and ask them to practice the completed conversations. Call on pairs to perform the completed conversations for the class.

## 2

## PRACTICE

**A WRITE.** Look at the pictures of emergency...

- Read the directions.
- Say the words from the box and ask the class to repeat.
- Say the words from the box again and ask the class to call out *singular* or *plural*. Tell students to look at the first noun. Explain: A lot of smoke *is singular* because smoke *is non-count*. You use *There was* with a lot of *and* *There were* with lots of.
- Tell students to look at picture 1. Read the example.
- Say: *For each picture, use your own idea to write the first sentence and words from the box to write the second sentence. There is more than one correct answer.*

**B PAIRS.** Compare your answers.

- Tell pairs to take turns reading their sentences for each picture.
- Ask the class: *Were there many differences between your sentences and your partner's sentences? What situation did you say there was in picture 4? What situation did your partner say there was?*
- Call on a couple of students to read their sentences for each picture.

## Communicative Practice 20 minutes

## Show what you know!

**STEP 1. GROUPS OF 3.** Student A, tell about...

- Read the directions.
- Ask two on-level students to read the example.
- Ask for a show of hands: *Did you watch the news on TV last night? Did you read the newspaper this morning? Did you listen to the news on the radio today or yesterday? Did you read the news online today or yesterday?*
- Tell students to think of an emergency situation they have heard about. Tell them to write down where they heard about it and the information they remember—the situation, where it happened, when it happened, the number of injuries.

- As a class, brainstorm questions that B and C can ask to get more information. Write them on the board (for example, *Was anybody hurt? Were there any injuries? Where / When / How did it happen? Did the police / firefighters / an ambulance come? Was there a lot of smoke / traffic?*).
- Model the activity. Play A and tell about an emergency situation you have heard about. Say where you heard about the situation, what the situation was, and where it happened (for example, *I read the newspaper this morning. There was a robbery at Community Bank on Lincoln Highway.*). Call on volunteers to ask you questions from the board or their own questions. Answer the questions.

**STEP 2.** Tell the class about an emergency situation.

- Read the directions.
- Model the activity. Tell the class about the emergency situation you described in Step 1. Begin in the same way (for example, *I read the newspaper this morning. There was a robbery . . .*). Include the information elicited by students' questions.
- Tell students to practice telling a partner about the emergency situation from Step 1.
- Call on students to tell the class about their emergency situation. Check that students use *There was / There were* correctly.

**EXPANSION: Listening and Writing Practice for STEP 2**

- For homework, tell students to watch the local news on TV in English.
- Tell students to write two sentences with *There was / There were* about three different emergency situations.
- Call on students to tell the class about one emergency situation.

**Progress Check****Can you . . . describe an emergency?**

Say: *We have practiced describing emergencies. Now, look at the question at the bottom of the page. Can you describe an emergency?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 104–105



pages 128–129

## Getting Started

10 minutes

## 1 BEFORE YOU READ

**CLASS.** Look at the pictures of everyday objects...

- Say: *Look at these pictures of everyday objects.* Say each object and ask the class to repeat.
- Ask: *Which of these objects can be dangerous?* Tell students to circle the words for the objects they think can be dangerous.
- Ask: *Which objects did you circle?* Call on a few students to answer.

## Presentation

20 minutes

## 2 READ

 **Listen.** Read the article. Were your guesses...

- Play CD 3, Track 46. Students listen and read silently.

- *Optional:* Play Track 46 again. Pause the CD after each cause of home injuries and ask the class:

*How many people are injured each year?*

(1. 5 million; 2. 2.3 million; 3. 261, 000; 4. no information)

*Who is most affected?* (1. people age 65 and older; 2. people of all ages; 3. people in the kitchen; 4. children younger than five)

- Tell students to read the article again and underline the everyday objects from Exercise 1 that are in the article. (They are all mentioned in the article.) Ask: *Which everyday objects from Before You Read can be dangerous?* (all of them) *Were your guesses correct?*
- Say the most common causes of home injuries (*falls, poisonings, burns, and choking*) and ask the class to repeat. Say the everyday objects from Exercise 1 and ask the class to call out the type of home injury it can cause (for example, T: *candy*, Ss: *choking*).

## Controlled Practice

15 minutes

3

## CHECK YOUR UNDERSTANDING

**A GROUPS OF 3.** Look at paragraphs 2, 3, and 4...

- Read the Reading Skill note. Ask: *What are supporting details?* (reasons, examples, steps, or other kinds of information) *What do they help explain?* (the main ideas)
- Tell students to read paragraph 1 (*Falls*) in the article again. Read the example. Tell students to underline the main idea sentence in the paragraph. Ask: *Which sentences help explain the main idea?* (*More than 5 million people are injured by falls each year. and Falls are especially dangerous for people age 65 and older.*) Say: *These are the supporting details.*
- Write the example on the board and complete it with the two sentences above.
- Read the directions.
- Form groups of 3. Tell each member to choose a different paragraph. Tell students to first underline the main idea sentence in their paragraph.
- Tell group members to take turns talking about their paragraphs. Remind them to use the example as a model.
- Call on students to say the main idea and supporting details for paragraphs 2, 3, and 4.

**EXPANSION: Graphic Organizer Practice for 3A**

- Ask: *Can you guess what the fifth most common cause of home injuries is?* (drowning)
- Draw three boxes on the board. In the top box, write: *Main idea.* In the middle and bottom boxes, write: *Supporting detail.*
- Say: *Pretend we're going to write a paragraph about drowning. What can the main idea sentence be? To write sentences with supporting details, what do we need to find out? Elicit answers and write them in the boxes on the board:*

*Main idea: Drowning is the fifth most common cause of home injuries.*

*Supporting detail: how many people are injured by drowning each year*

*Supporting detail: who is most affected by drowning*

**B GROUPS OF 3.** Read the safety tips for each...

- Read the directions and the example.
- Tell students to read the safety tips for each kind of home injury again and to underline the things that they do.
- Say: *Each group member should take a turn asking and answering: Which of the tips do you do?*
- Ask: *Which of the tips do you do?* Call on a few students.

## Communicative Practice

15 minutes

## Show what you know!

**PRE-WRITING. PAIRS.** How safe is your home...

- Read the directions.
- Tell students to look at the safety tips they didn't underline in Exercise 3B. Ask: *Which of these tips can you follow to make your home safer?*
- To model the activity, talk about something you can do to make your home safer (for example, *I can keep my floors clear of toys. I can ask my kids to clean up their toys when they are finished playing.*).
- Pair students. Tell partners to take turns asking each other: *What can you do to make your home safer?*

**WRITE.** Write about the safety of your home....

- Turn to page 273 and ask students to complete the activities. See page T-xii for general notes about Writing activities.

## Extra Practice



Interactive Practice



pages 106–107



pages 130–131

## Getting Started

10 minutes

## Presentation

20 minutes

## 1 BEFORE YOU LISTEN

**A CLASS.** Do you know what to do if you are pulled...

- Read the question.
- Tell students to look at the picture. Ask: *What does it mean to be pulled over by the police?* (A police car signals—usually with its lights and its siren—that you should drive to the side of the road and stop.)
- Repeat the question. Elicit students' ideas and write them on the board.

**B Take the quiz. Check True or False.**

- Tell students to look at the quiz. Explain unfamiliar vocabulary. Say: *Look at numbers 1 and 2. What phrase means drive to the side of the road and stop? (pull over)* Tell students to look at number 4. If possible, bring in your car registration and proof-of-insurance card to show the class.
- Read the quiz title. Read each quiz item and ask students to raise their hands for *True* or *False*.
- Tell students they will now listen to the CD to check their answers.

## Culture Connection

- Explain that laws about car registration and car insurance vary from state to state in the U.S.
- Say: *In most states, you go to the Department of Motor Vehicles (DMV) to register a car. You show your owner's certificate, pay a fee, and receive a registration card, license plate(s), and a sticker for your car window that shows your registration is valid for one year.*
- Say: *Most states require car insurance—to cover the cost of damage, medical expenses, etc. if you are in an accident. Many states require drivers to carry proof of insurance, a card from the insurance company that has your policy number and the dates your insurance is valid.*
- Ask: *What are the laws about car registration and car insurance in your home country? Are they similar to the laws in the U.S.?*

## 2 LISTEN

**A**  Listen to the police officer talking...

- Play CD 3, Track 47. Students listen and check their answers.
- To aid comprehension, pause the CD after each section and / or play Track 47 as many times as needed.
- Ask the class: *Did you change any of your answers? Which ones?* Tell students to circle the item number of any answers they changed.
- Play Track 47 again. Pause after each answer in the recording, read the quiz item, and elicit the correct answer.

## EXPANSION: Listening Practice for 2A

- Play Track 47 again. Tell students to listen and correct the false items in the quiz (1, 2, and 6).
- Students compare answers with a partner.
- Call on students to read the corrected items: 1. . . . pull over to the right. 2. . . . you should stay in your car. 6. If a police officer gives you a ticket, don't pay the police officer . . .

**B PAIRS.** Discuss the quiz. Did any of the answers...

- Say: *Look at the item numbers you circled on the quiz. What did you think the answer was? What did you learn?*
- Pair students. Say: *Ask each other the questions from the directions. Tell your partner which answers surprised you and what you learned.*
- To wrap up, ask a few students the questions from the directions.

## Culture Connection

- Tell students to close their books and listen again to the police officer talking about what to do if you're pulled over. Play Track 47 again.
- Say: *Now do you know what to do if you are pulled over by the police? Tell a partner what you can remember about what to do.*
- Ask: *What do you do if you are pulled over by the police in your country? Which things are the same? Which things are different?*



## 3 CONVERSATION

## A CLASS. Look at the traffic violations. What are...

- Tell students to look at the traffic violations. Say each violation and ask the class to repeat.
- To check comprehension, say: *Look at the violations. Which one means driving too fast? (speeding) Which one means driving too close to the car in front of you? (tailgating) Which one means not stopping? (running a red light)*
- Ask the class: *What are some other violations you know of?* List students' ideas on the board (for example, *running a stop sign, making an illegal turn, not using car seats for young children, passing a school bus, driving too slowly, talking on a cell phone [in some states]*).

## Controlled Practice 15 minutes

## B Listen and repeat the conversation.

- Read the directions. Play CD 3, Track 48. Students listen and repeat.
- Ask: *What did the police officer ask for? (license, registration, and proof of insurance) Did the driver wait for the police officer to ask for his documents before he got them out? (Yes.) Why did the officer pull him over? (for speeding) Did he argue with the officer? (No.)*
- As needed, explain *glove compartment*. Ask: *Where is the glove compartment in a car? (in front of the passenger's seat) What did the driver from the conversation have in his glove compartment? (registration and proof of insurance) What do you have in your glove compartment?*
- *Optional:* Play Track 48 again to aid comprehension and give students more practice saying the new vocabulary.

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3B.
- Say: *Now make new conversations. Use different traffic violations.* Tell pairs to underline the information in the conversation in Exercise 3B that they will need to change. Ask the class: *What*

*did you underline? (speeding)* Point out that students may also want to change *pocket* to *purse, pocketbook, backpack*, etc.

- Tell pairs to substitute traffic violations from the top of the page or the board for *speeding* in the conversation in Exercise 3B.
- Tell students to stand, mingle, and practice the conversation with several new partners.

## Communicative Practice 15 minutes

## B MAKE IT PERSONAL. GROUPS OF 3. Talk...

- Model the activity. Talk about a time when you or someone you know was pulled over (for example, *My husband was pulled over for making an illegal turn in San Francisco. There was a sign, but we didn't see it. We apologized and explained that we weren't from the city. The police officer didn't give us a ticket!*).
- On the board, write: *... was pulled over for ...* Ask: *What did you / someone you know do? What did the police officer do?*
- Walk around and listen to students' conversations. Ask questions to elicit more information.

## MULTILEVEL INSTRUCTION for 4B

**Above-level** Encourage students to elaborate on their stories and ask each other questions to get more information.

**Pre-level** Ask students to note who was pulled over and what the violation was. Tell them to use this information to complete the prompt on the board.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study compound imperatives, or how to connect two commands. In the conversation on page 221, the police officer used this grammar.*
- Play CD 3, Track 48. Students listen. Write on the board: *Please turn off your engine and stay in your car.* Underline *turn off* and *and stay*.

## Presentation

10 minutes

## Compound imperatives

- To review, say: *Imperatives are the form of the verb you use when you give someone a command, directions, or advice. To form imperatives, use the base form of a verb or don't + the base form of a verb.* On the board, write: *Call 911. Don't call 911.*
- Say: *Compound imperatives are two imperatives joined together in the same sentence.*
- Copy the grammar chart onto the board or show Transparency 11.5 and cover the exercise.
- On the board, write: *Turn off your engine. Stay in your car.*
- Read the first item from the Grammar Watch note. Write *and* between the two affirmative imperatives on the board. Read the first sentence in the chart and ask the class to repeat.
- On the board, write: *Don't get out of your car. Don't take off your seat belt.*
- Read the second item from the Grammar Watch note. Write *or* between the two negative imperatives on the board and cross out *Don't* in the second one. Read the second sentence in the chart and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

15 minutes

## PRACTICE

## A Read the driving rules. Complete each sentence...

- Read the directions and the example. Ask: *Why is the answer and?* (because *drive carefully* and *obey all laws* are affirmative)

- *Optional:* Tell students to circle *Don't* in the sentences. Say: *If Don't is at the beginning of a sentence, use or.*
- Students compare answers with a partner. Tell pairs to take turns reading the sentences.
- Call on students to read the completed sentences.

## B Read the advice about what to do during a traffic...

- Read the directions.
- Write item 1 on the board. Cross out *You should* in both sentences. Write *and* between the two sentences. Read the example.
- Walk around and check students' work. If you see mistakes in items 4 and 5, write item 4 on the board; cross out *You should not* in both sentences and write *or* between the sentences.
- Students compare answers with a partner. Tell pairs to take turns reading the sentences.
- Call on students to read the sentences.

## EXPANSION: Grammar practice for B

- Tell students to read the fire safety tips on page 213 again.
- On the board, write: *If there's a fire . . .*
- Pair students. Tell them to choose two affirmative imperatives and combine them with *and*. Tell them to choose two negative imperatives and combine them with *or*.
- Call on pairs to read their sentences (for example, *Leave your house immediately and call 911 from a neighbor's house. Don't take anything with you or stop to call 911.*).

## Extra Practice



Interactive Practice



pages 108–109



pages 132–133

## 1

## GRAMMAR

Complete the phone conversations. Use the correct...

- Read the directions. Tell students to refer back to the grammar charts on page 210 (Present continuous: Statements and questions) and page 216 (*There was / There were*) as needed.
- Remind students to use a capital letter when an answer begins a sentence.
- Students compare answers with a partner by reading the conversations.
- Call on two pairs to read the conversations for the class. As pairs read, write the correct answers on the board. Discuss any errors. Tell students to check their spelling.
- *Optional:* Call on pairs to perform for the class.

## 2

## LIFE SKILLS WRITING

Turn to page 266 and ask students to complete the employee accident report. See page T-xii for general notes about Life Skills Writing activities.

## CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 11, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

## Extra Practice



pages 110–111

**3 ACT IT OUT****STEP 1. CLASS.** Review the Lesson 2 conversation...

- Tell students to review the conversation in Exercise 3C on page 209.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 3, Track 34. Students listen.
- As needed, play Track 34 again to aid comprehension.

**STEP 2. ROLE PLAY. PAIRS.** Student A, you see...

- Read the directions and the guidelines for A and B.
- Tell A to think of an emergency situation and location. Suggest that A review the medical emergencies on page 207 and the dangerous situations on page 214. Tell A to start the conversation by pretending to dial 911.
- Tell B to highlight or underline questions from the Lesson 2 conversation that he she can ask.
- Remind A to use the present continuous or simple past with a medical emergency (for example, *She's bleeding* or *He swallowed poison.*) or *There was / There were* with a dangerous situation. Suggest that B can also ask *Was anybody hurt?* about a dangerous situation.
- Walk around and observe partners interacting. Check A's use of the present continuous, simple past, or *there was / there were*.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

**4 READ AND REACT****STEP 1.** Read about Fahad's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple

Wh- questions to check comprehension (for example, *What happened to Fahad? What did the doctor say? What is Fahad afraid to do? Why?*).

**STEP 2. PAIRS.** What is Fahad's problem? What...

- Ask: *What is Fahad's problem?* (Fahad can't work for one week because he had an accident. He's afraid to tell his boss.). *What can Fahad do?*
- Pair students. Read the ideas in the list. Give them a couple of minutes to discuss possible solutions for Fahad.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think he can report his accident to his boss. This is a good idea.*).
- Now tell students to think of one new idea not in the list (for example, *He can call in sick.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea too (*Do you think this is a good idea? Why or why not?*).

**MULTILEVEL INSTRUCTION for STEP 2**

**Cross-ability** Tell students to read the ideas in the book and think about the pros and cons of each. Direct the higher-level student to say a pro and con of one idea and the lower-level student to identify the idea (for example, *He can report his accident to his boss.* Pro: *It's honest.* He can stay home and get well. Con: *He might lose his job.*).

**5 CONNECT**

Turn to page 254 for the Study Skills Activity and page 284 for the Team Project. See page T-xi for general notes about teaching these activities.

**Progress Check**

**Which goals can you check off? Go back to page 205.**

Ask students to turn to page 205 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.