# 5

# **Safe and Sound**

# **Classroom Materials/Extra Practice**



CD 1 Tracks 52–63



Interactive Practice Unit 5



Workbook Unit 5

## **Unit Overview**

#### Goals

• See the list of goals on the facing page.

#### Grammar

- Present real conditionals
- · Adverb clauses of time
- Expressing degrees of certainty

#### **Pronunciation**

- Intonation and pauses in sentences with two clauses
- Pronunciation of /i/ (as in *eat*) and /ɪ/ (as in *it*)

#### Reading

- Read about preparing for natural disasters
- *Reading Skill:* Identifying an author's purpose

#### Writing

• Write a plan for an emergency situation

#### Life Skills

- Interpret an evacuation map
- Talk about planning for a hurricane

#### **Preview**

- Say the unit title. Explain: *Safe* means away from/ out of danger. *Sound* means whole, unharmed. *Safe* and sound is an old expression used when someone has escaped or avoided a dangerous situation, for example, *After the tornado*, the baby was found in the bathtub, safe and sound.
- Hold up your book or have students look at their books. Have students look at the picture. Read the preview question. You can also ask: What is happening? How does the American Red Cross help people? What are some examples of disasters?

#### **Unit Goals**

- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 5.
- Say each goal and explain unfamiliar vocabulary as needed, for example, prevent: take action so that an unwanted or dangerous situation does not occur; in case of: if something happens.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

# Identify ways to prevent fires

# **Getting Started**

#### 5 minutes

#### Presentation

10 minutes



#### **BEFORE YOU LISTEN**

# A CLASS. Discuss. What do you think...

• Inform students that they're going to hear a teacher talking to students in a fire-safety class. Read and discuss the question in the student book. You can also ask: Where can people take a fire safety class? (in a community center) Who teaches such a class? (usually a firefighter) Would you like to take such a class? Why?

# **B** GROUPS. Find a smoke alarm...

- Have students look at the photo and find the objects. If students do not know what a fire extinguisher looks like, for example, use the photo to teach them. You can also point to the smoke alarm in your classroom.
- Group students and give a time limit for discussion.
- Call on volunteers to answer the questions.

**Answers:** The objects are, from left to right, smoke alarm, two fire extinguishers, and a carbon monoxide detector. A smoke alarm sounds when there is smoke and/or fire; fire extinguishers can be used to put out small fires before they become large; the alarm in a carbon monoxide detector sounds if carbon monoxide, a dangerous gas, is present.

#### **Culture Connection**

Most states have laws requiring homes and apartments to have smoke detectors. Some states allow battery-operated devices. Others require hard-wired ones. All battery-operated devices should be checked regularly to make sure the battery works. Everyone should know how to check the batteries and replace them if necessary.

#### **Community Building**

Put students in pairs. Have them check your school building for fire safety. For example, some students can find out the location of all fire extinguishers. Others can check the smoke alarms in each room and inform the office about any that need new batteries. Others can bring in maps of the facility and show the class the location of all emergency exits.

# LISTEN

# A Lt. Tyrone Jefferson is teaching...

- Instruct students to listen for the word focus and to raise their hands when they hear the answer to the question.
- Play CD 1, Track 52.
- Call on a student to answer the question.

Answer: Tonight's focus is fire prevention.

#### **Controlled Practice** 10 minutes

#### B Read the statements. Then listen...

- Have students read the statements silently and predict if they are true or false.
- Play Track 52 again.
- Have students compare their answers with those of a classmate.
- Call on students to read each item and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- Statement 3 is an inference question. After a student gives the answer, ask: How do you know? What did you hear? (Lt. Jefferson says to keep clothing away from fire while one is cooking.)
- Note: Item 5 is an inference question. Lt. Jefferson says, "never leave the kitchen while food is still cooking on the stove."

#### **© PAIRS.** What is one question...

 Go around the room and have students read their questions. List them on the board.

# Expansion: Speaking Practice for 2C

• Group students and have them discuss the answers to the questions on the board.

# Identify ways to prevent fires

## Presentation

10 minutes

3

**CONVERSATION** 

#### **Pronunciation Watch**

- Write a sentence with two clauses on the board, for example, *When you leave the room*, *please turn out the light*. Explain that the sentence has two clauses that are separated by a comma.
- Read the sentence. Pause slightly between the clauses. Ask the class: What did you hear after the word room? (a pause) What did you hear at the end of the sentence? (the voice goes down)
- Read the Pronunciation Watch note.

#### **Language Note**

If the dependent clause (beginning with *if* or *when*) is the second clause in the sentence, there is no comma—and no pause—between the clauses.

# A Listen to the sentences. Notice...

- Play CD 1, Track 53. Have students listen.
- Play Track 53 again. Have students repeat.
- Select students to repeat the sentences again. Make sure they pause between clauses.

# Controlled Practice 10 minutes

# B Read the sentences. Add a comma...

- Read item 1 with a pause between the two clauses. Have students repeat.
- Have students work alone or in pairs.
- Play CD 1, Track 54. Have students check their answers.
- Call on students to repeat the sentences.

# (a) Lt. Jefferson is asking the class...

- Play CD 1, Track 55. Have students listen and read along silently.
- Check comprehension. Ask: How can cigarettes cause fires? If you live with a smoker, how can you prevent a fire? (You can ask smokers to smoke outside.)

# 4 PRACTICE

#### **A** PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Ask volunteers to perform the conversation.

#### Communicative Practice 15 minutes

#### **B** PAIRS. Discuss. Talk about...

- With the class, look at the illustrations and go over vocabulary as needed.
- Pair students. Have them discuss why the situations in the illustrations are dangerous. Tell them to list other situations that can cause fires.
- Go over each question and have students share their answers.

## **©** MAKE IT PERSONAL. Talk about fire safety.

#### STEP 1. GROUPS. Discuss...

- Form groups. Make sure each group has a timekeeper, a note taker, and a reporter.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the note taker write down the group's ideas.

#### **STEP 2. CLASS.** Share your ideas.

• Have reporters share their group's ideas. List them on the board.

#### **Expansion: Speaking Practice**

- In groups, have students discuss ways to improve fire safety in and around the school.
- Optional: Take notes on students' ideas, type them up, and have students present their suggestions to your school administration. Ask a member of the administration to report back to the class.

#### **Extra Practice**



Interactive Practice

# Talk about what to do in case of fire

# **Getting Started**

#### 5 minutes

# **Controlled Practice**

15 minutes

- On the board, write *If we hear a fire alarm* . . . Ask the class: *If we hear a fire alarm, what should we do?* (We should leave the building, etc.) Write the answer(s) on the board.
- Circle the word *if*. Point to the sentences on the board and say: *Sentences with* if *are called* conditional sentences.
- Point to the *if* clause and say, *This part of the sentence is called the* if clause. Point to the other clause and say: *This part of the sentence is called the* result clause.
- If you think your students will benefit from further explanation, you can point out that each clause has a subject and a verb. If a clause begins with a command, the implied subject is *you*.

## **Presentation**

#### 10 minutes

#### Present real conditionals

- Copy the grammar chart on the board. Circle the word *if* in each sentence. Underline the verbs. Read each sentence out loud as students follow along.
- Read the first Grammar Watch note. Point to the underlined verbs and ask: What is the time of these sentences? (present) Point to the first sentence and ask: Is it possible for a pan to catch fire? (yes) Summarize by saying: These sentences are called real conditionals because it's possible for the situation to happen.
- Read the second note. Circle the comma in each of the example sentences. Then have students read each sentence with the clauses in reverse order. As they say each sentence, erase the comma and adjust the capital letters, for example, *Put a lid over it and turn the stove off if a pan of food catches fire.*
- Read the third note. Point to the last example sentence. Read the *if* clause. Write *S* above the subject (*we*) and *V* above the verb (*do*, *want*). Then point to the result clause and do the same (*you*, *recommend*).

# PRACTICE

#### Read the poster that Lt. Jefferson...

- Have students look at the poster. Read the first sentence.
- Have students complete the exercise. Walk around and provide help as needed.
- Have students compare answers.
- Go over the answers. Read each sentence clause by clause. Have students respond by saying *If clause* or *Result clause*.

#### Expansion: Grammar Practice

- Type ten to twelve present real conditional sentences on a piece of paper, with the *if* clauses in one column and the result clauses in the other column. For example: *If you go out / don't leave candles burning. You should buy a fire extinguisher / if you don't have one.* Make copies of the page and cut the clauses into strips.
- Distribute the strips among the students. (If you have more students than strips, have students work in pairs.)
- Have students mingle and find the classmate whose clause logically combines with theirs to make a sentence. Have students write their sentences on the board.
- Call on students to read the sentences and correct errors as needed.

# Talk about what to do in case of fire

## **Controlled Practice**

#### 15 minutes

# 2

#### **PRACTICE**

## A Combine the two clauses...

- Read the answer to item 1. Circle *if* and the comma. Then call a student to the board to rewrite the sentence with the clauses in reverse order.
- Have students continue working alone or in pairs.
   Give a time limit. Walk around and provide help as needed
- Have students come to the board and write the sentences. Correct errors as needed.
- *Optional:* Have students rewrite their answers, reversing the order of the clauses.

## **B** PAIRS. These statements about fire safety...

- Read item 1. Ask: What are some other ways we could complete this sentence? (ask somebody, etc.).
- Form cross-ability pairs. While students are working, walk around and provide help as needed.
- For items 2 through 5, have two or three students per item come to the board and write their sentences. Have students write complete sentences so that you can check commas and capital letters.

# **Communicative Practice** 15 minutes

# Show what you know!

#### **STEP 1. GROUPS.** What should you do...

- On the board, draw a two-column chart with the headings *Should* and *Shouldn't*.
- Ask the class: What's one thing you should do if there's a fire? (You should leave your home immediately.) What's one thing you shouldn't do? (You shouldn't open a door if it is hot.) Write the examples in the chart.
- Remind students that they can write both positive and negative sentences.
- Form groups. Have them select a timekeeper, a note taker, and a reporter. The note taker writes students' ideas in a chart like the one on the board.
- Give a time limit. While students are working, walk around and provide help as needed.

#### STEP 2. CLASS. Share your ideas.

• Have reporters share their group's ideas. Write them in the chart on the board.

#### **Expansion: Speaking Practice**

• Ask students if they have ever experienced a fire at home or at work. Ask: Which things in the chart did you do or not do? If there's a fire in the future, will you do anything differently? Call on volunteers to share their experiences and answer the questions on the board.

#### **Progress Check**

#### Can you . . . talk about what to do in case of fire?

Say: We have practiced talking about what to do in case of fire. Now, look at the question at the bottom of the page. Can you talk about what to do in case of fire? Write a checkmark in the box.



# Read about preparing for natural disasters

# **Getting Started**

5 minutes

#### **Presentation**

15 minutes



**BEFORE YOU READ** 

# A CLASS. What happens during...

• The question can be interpreted in several ways. To clarify, ask: What happens to the earth during an earthquake? (It shakes). What happens as a result? (Buildings fall down, bridges collapse, roads get cracks in them, etc.)

## **B** Skim the title, on the first paragraph,...

- Remind students that skimming is fast reading to get a general idea about something. Tell them not to worry about unfamiliar vocabulary. Instead, they should focus on words and information they can understand and use it to predict the main idea.
- Give students one to two minutes to skim.
- Call on volunteers to share their predictions. Write them on the board.

Answer: The article is about misconceptions that affect how people prepare for an earthquake.

**READ** 



Listen and read the article. What...

- Play CD 1, Track 56. Ask students to listen and read along with the article.
- When students have finished reading, point to students' predictions from Exercise 1B on the board and ask: Was your prediction correct? Have a volunteer restate the main idea.
- Call on different students to say one thing that should be part of a good earthquake emergency plan. Have each student read the sentence in the text that contained the answer.

Answer: Making your home safe. Practicing "duck, cover, and hold." Planning evacuation routes.

# Read about preparing for natural disasters

# **Controlled Practice**

20 minutes

# 3

**CHECK YOUR UNDERSTANDING** 

#### Reading Skill: Identifying an Author's Purpose

- Read the Reading Skill.
- Ask: Why is it important to know the author's purpose? (It can help you decide if you want to read something or not. It will also affect how quickly you read and how much you pay attention. For example, if the purpose is to entertain, you can read quickly. But if the purpose is to persuade, it's important to read carefully and remember that you're reading somebody's opinion and that your opinion may be different.)

## A Read the Reading Skill. Then...

• Survey the class. Ask: *How many people think the purpose is to persuade? Why do you think so?* Repeat with the other answer choices.

#### **Language Note**

The following language provides clues that the author's purpose is to persuade: . . . it's important to have an earthquake emergency plan; . . . practice "duck, cover, and hold"; Your emergency plan should include . . . ; Also learn about . . . ; Don't be fooled . . . ; Plan, prepare, and practice . . .

## **B** Complete the sentences. Circle...

- Check answers with the class.
- Item 3 requires an inference. Ask the class: *How do you choose the correct answer?*

#### **© PAIRS.** Why is it a good idea...

- Ask the class: What does duck mean here? Is it a noun? (no) Is it a verb? (yes)
- Demonstrate and explain duck, cover, and hold: Duck: bend down. Cover: get under a heavy piece of furniture. Hold: hold onto it and stay where you are until the shaking ends.
- Have students answer the question, referring to the article, for example: *The article says people should get under a piece of furniture and shouldn't leave their homes until the shaking has stopped.*

**Answer:** to protect yourself from falling objects.

# 4

**WORD WORK** 

#### Find the boldfaced words in the...

#### **Teaching Tip**

Review the following strategies that students can use to guess the meaning of unfamiliar words: (1) Read the entire sentence in which an unfamiliar word occurs for clues to the word's meaning; (2) Read the sentence before and/or after the one with the unfamiliar word for clues; (3) Use knowledge of prefixes and suffixes to figure out a word's meaning. Demonstrate the third strategy as follows:

- Work with the class to figure out the meaning of *misconception*. First, tell them to think of other *words* that begin with this prefix, for example, *mistake*, *misplace*, and *misread*. Ask: *What does* mis- *mean*? (wrong)
- Next, ask: What word do you see inside misconception? (concept) What is a concept? (an idea) So what does misconception mean? (a wrong idea)
- Pair students and have them try to figure out the remaining items.
- Call on students to share their definitions. Ask them which clues they used to help them guess.

#### Communicative Practice 20 minutes

# Show what you know!

#### STEP 1. PAIRS. Discuss. What kinds...

• Have students share their answers. Make a list of natural disasters on the board.

#### **STEP 2.** What can you do...

- Have students discuss what they can do to prepare for the natural disasters in Step 1.
- Make a list of students' ideas on the board.

# Extra Practice Interactive Practice pages 52–53

# Talk about dangerous weather

# **Getting Started**

5 minutes



#### **BEFORE YOU LISTEN**

## A CLASS. Discuss. What do you know...

• Make a two-column chart on the board with the headings Tornadoes and Hurricanes. Take notes on students' responses.

## **B** GROUPS. Read the hurricane warning...

- Read the paragraph.
- Divide the class into groups. Assign one word or phrase to each group. Have them use a dictionary or the Internet to find out what the terms mean. (Note: When using the Internet, students should type in What is X? If X is more than one word, they should put it in quotation marks, for example, What is the "National Weather Service"?)
- Instruct students to read the paragraph, inserting the definition of their word to make sure the definition they chose is logical.
- Write the boldfaced words on the board. Call up students to write the definitions.

Answers: 1. meteorologists: scientists who study weather, 2. National Weather Service: The U.S. government agency responsible for weather forecasting 3. warning: a sign or statement that something bad is coming 4. coastal: near ocean or large body of water 5. evacuate: leave quickly in an emergency 6. tides: the rise and fall of the ocean every twelve hours 7. flood: a very large amount of water that has overflowed its source and now covers an area that is normally dry

• Have students read the paragraph again.

## **Presentation**

5 minutes



#### LISTEN



# A Henry Ponce is the host...

- Ask: Who is the woman in the photo?
- Tell students to listen for the answer and not worry about words they don't know.
- Play CD 1, Track 57. For extra support, students may read the Audio Script on page 288 as they
- Call on a volunteer to answer the question.

Answer: Starts: June 1 Finishes: November 30

#### **Teaching Tip**

Teach students how to listen for specific information. For example, if a question begins with When, instruct students to listen for time words such as months, seasons, or years. If a question includes the name of a place, students should listen carefully for the name.

#### **Controlled Practice** 10 minutes

#### B Read the questions. Then listen...

- Have students read the questions silently and predict the answers.
- Play CD 1, Track 58.
- Call on students to read the questions and answers.
- If students are having difficulty with one question, replay the segment of the listening passage that answers the question. Have students repeat what they heard, and then answer the question again.



#### What is the difference between...

#### **STEP 1.** Listen to the...

• Play Track 58 again. Instruct students to listen specifically for the words watch and warning.

#### STEP 2. GROUPS. Discuss the...

• Have students form groups to discuss the differences.

Answer: Hurricane watch: an announcement from the National Weather Service that there is a possibility of a hurricane in the next thirty-six hours. Hurricane warning: an announcement that a hurricane is expected to arrive in the next twenty-four hours.

#### **Communicative Practice** 10 minutes

#### **O** GROUPS. Discuss.

- Form groups. Try to put a student in each group who has either experienced a hurricane or who knows something about hurricanes. Have groups select a timekeeper, a note taker, and a reporter.
- Have reporters share their group's answers.

# Talk about dangerous weather

## **Presentation**

10 minutes

#### **Communicative Practice** 10 minutes

**CONVERSATION** 



Two friends are talking about...

- Play CD 1, Track 59. Have students listen and read along silently.
- Optional: Have above-level students listen with their books closed.
- Check comprehension. Ask: What is a flood watch? (There is a possibility of flooding based on current forecasts.) What is the National Weather Service predicting? (three more inches of rain) What are the speakers going to do? (keep checking the weather reports for updates)

#### STEP 1. GROUPS. Describe an experience...

**B** MAKE IT PERSONAL. Think about your...

- Form groups and have them choose a timekeeper.
- Point out that bad weather can include both cold and heat as well as weather phenomena such as hurricanes, windstorms, etc.
- Give a time limit for the activity. Have group members figure out how much time each student has to speak. The timekeeper should keep track.

# **STEP 2. CLASS.** Share your experiences.

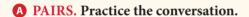
• Ask volunteers to repeat their stories for the whole

# **Controlled Practice**

10 minutes



**PRACTICE** 



- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation for the class.

# **Extra Practice** Interactive Practice

#### **Language Note**

*It pays to* . . . is an idiomatic use of the verb pay that has nothing to do with money. It means that an action is smart, beneficial, or worthwhile. It pays to be prepared means that the speakers will benefit if they take steps to prepare themselves before the storm arrives.

#### MULTILEVEL INSTRUCTION for 4A

**Pre-level** Have students practice several times with the same partner.

**Above-level** Have students add two or three speaking turns to the conversation in the book. For example, they could talk about steps they will take to prepare for the coming storm.

# **Getting Started**

#### 5 minutes

# **Controlled Practice**

15 minutes

- On the board, write: *It always rains after I wash my car.*
- Say: Let's look at this sentence. It has two clauses. Circle the word after. Underline the clause that follows. Say: This clause starts with a time word. It's an adverb clause. Draw two lines under the clause beginning with It. Say: This clause starts with the subject. It's the main clause.

# Presentation

#### 10 minutes

#### Adverb clauses of time

- Copy the grammar chart on the board.
- Read the first Grammar Watch note. Then read each sentence in the grammar chart and ask: *Did the events happen at the same time, or did one event happen first? Which event happened first?* Write *1* above the first event and *2* above the second one. (In the first sentence, the two events occur at the same time. In the others, however, one event occurs before the other.)
- Summarize the previous step. On the board, write: As soon as—1; Before—2; Until—2; After—1. Explain, for example: The clause with after happened first. The clause with before happened second, etc.
- Read the second Grammar Watch note. Point out that the comma rule for sentences with adverb clauses is the same as the rule for sentences with *if* clauses (Lesson 2).

#### **Language Notes**

- *After* and *Before* are used when the actions in the two clauses are sequential.
- As soon as and after are both used with the action that happens first. However, as soon as means that the second action follows the first more immediately.
- When is used when the two actions are simultaneous. However, when can also be a synonym for after, for example, After / As soon as / When you leave, close the door.
- *Until* is used when the action in the other clause continues up to the occurrence of the action in the clause with *until*.

# PRACTICE

#### A Read the sentences about...

- Read the example. If necessary, define *lightning* (a bright flash of light that occurs in the sky during a storm); *flash* (to shine brightly for a moment); *thunder* (the loud sound that occurs after a flash of lightning during a storm)
- Have students work alone or in pairs.
- Check answers. Say the sentence number. Have students say which words they underlined.

## **B** Complete the paragraph about...

- Explain *weather forecasting*. (the science of trying to predict the weather)
- Remind students to read each sentence and figure out which action happens first. This will help them choose the correct adverb.
- Have students work alone or in pairs.
- Read the paragraph sentence by sentence and have students call out the adverb that fits in each blank. If students are confused, have them decide if the actions are simultaneous (happening at the same time), almost simultaneous, or sequential (happening one after the other). If sequential, have students say which event happens first.

#### **Expansion: Grammar Practice for 1B**

- Write sentences about your daily routine on the board. Use each adverb from the lesson once. For example: As soon as I get out of bed, I make coffee. When the coffee is ready, I pour it into a cup. Before I eat breakfast, I feed my dog. After I eat breakfast, I brush my teeth. I read the newspaper until it's time to leave.
- In each sentence, have students come to the board and write *1* above the activity that occurs first and *2* above the activity that occurs second.
- Have students write their own sentences about their routines. While students are working, walk around and provide help as needed.
- Pair students and have them read their sentences to each other.
- Select students to write their sentences on the board. Go over them with the class.

# Discuss weather reports

## **Controlled Practice**

15 minutes



#### **PRACTICE**

# A Read the following facts about...

- Read item 1. Remind students that *when* can mean *after*.
- Have students complete the items, working alone or in pairs.
- Go over the answers.

#### B Combine the two sentences...

- Define *radar*. (a method that uses radio waves to find the position of things such as planes) Use it in a sentence: *The police can also use radar to determine how fast a car is going*.
- Ask students to share what they know about radar.
   In particular, ask if anyone knows how the military uses radar.
- Read item 1 with the class.
- Have students complete the items, working alone or in pairs.
- Have students write the sentences on the board. Go over them with the class. In each sentence, write 1 above the first event and 2 above the second.
- Have students transpose the clauses in each sentence, giving alternate answers, for example:
  1. When they wanted to know the location of planes and ships, the military used radar during World War II.

# Communicative Practice 15 minutes

# Show what you know!

#### Watch a weather report...

- Download a short weather report from the radio, television, or an Internet site (see weather.yahoo. com or The Weather Channel). As needed, prepare a list of technical terms and definitions. Also prepare a set of comprehension questions.
- Go over the vocabulary with the class and write the comprehension questions on the board.
- Read the weather report to the class. Call on students to answer the questions.

- Read the weather report again and have students take notes.
- Have students write sentences describing the weather report, using adverb clauses of time. Have students write the sentences on the board. Correct errors as needed.
- Download another short weather report; if possible, use an update of the earlier report so that vocabulary will be recycled.
- Read the report several times and have students take notes.
- Have an above-level student report the information that he or she heard, using adverb clauses of time.
- Pair students. Have them make sentences describing the weather report. Remind them to use adverb clauses of time.
- Have several students write their sentences on the board. Correct as needed.

## MULTILEVEL INSTRUCTION for Show what you know!

**Pre-level** Have students listen specifically for one piece of information, such as the high and low temperatures.

**Above-level** Have students listen for as much information as they can.

#### **Progress Check**

#### Can you . . . discuss weather reports?

Say: We have practiced discussing weather reports. Now, look at the question at the bottom of the page. Can you discuss weather reports? Write a checkmark in the box.



# Talk about planning for a hurricane

# **Getting Started**

#### 10 minutes

# **Controlled Practice**

20 minutes

# 1

#### **INTERPRET AN EVACUATION MAP**

# **(A)** What supplies would you need...

- Write the categories on the board. Go over them with the class, defining terms as needed, for example, say: personal care items *includes such things as a toothbrush*, *shampoo*, *etc*.
- Elicit items in each category and write examples on the board. For example, for *water*, students could indicate the quantity they need to prepare, such as *five gallons*.

Possible answers: water—five gallons per person; food—canned meats, beans, tuna, fruits, and vegetables; first-aid supplies—bandages, gauze, antibiotics; personal care items—toothbrush, toothpaste, soap; child care supplies—diapers, baby food; cleaning supplies—bleach, rags, sponges; communication devices—portable radio, cell phone and charger; documents—copies of birth certificates, driver's licenses, passports.

## **B** PAIRS. Discuss. Are you prepared?

- Pair students. Have them look at the list on the board and answer the questions.
- Go around the room and have each student share one item he or she has and one item he or she needs to get.
- Ask the class about additional useful supplies and list them on the board.

#### **Presentation**

#### 10 minutes

# **©** CLASS. Look at the map. In what areas...

Define areas by giving students several choices.
 For example, ask: Are hurricanes more dangerous near the coast or inland? Are they more dangerous outdoors or indoors? Call on volunteers to answer.

#### Answer: Hurricanes are more dangerous in coastal areas.

- Review the meaning of *evacuation route* (first presented in Lesson 3). Have students look at the map. Say: *This map shows evacuation routes for Miami-Dade County in southern Florida*.
- Call on volunteers to answer the second question.

**Answer:** It's important for people to know how to interpret an evacuation map so that they can leave the area quickly when a hurricane is coming.

# 2 PRACTICE

# A Look at the map. Circle the correct answers.

- Have students look at the map legend. Ask: *What color are the evacuation routes*? (green)
- You may choose at this point to go over the abbreviations and symbols used in maps. See Expansion on page T-97.
- Have students answer the questions alone or in pairs.
- To check answers, have students hold up their books and point to the evacuation routes.

#### **Expansion: Speaking Practice**

• Have pairs of students ask and answer questions about evacuation routes using the present real conditional, as follows: A: *If you live on Palm Drive in Miami-Dade, what is your evacuation route?*B: Go west on Palm Drive. Then go north on South Highway 997 or northeast on South Highway 826.

#### **B** In which direction do most...

- Have students look at the map again. Ask if anyone knows the answer. (north and west, because the hurricanes usually come from the south or the east)
- Ask: Where is it more dangerous in a hurricane—on the coast, or inland? So why do the evacuation routes travel north and west? (to get away from the coast)

#### Communicative Practice 20 minutes

## **GROUPS.** Think about what you learned...

- With the class, think of an example and write it on the board, for example, *Make sure there is gas in the car.*
- Form groups. Make sure each group has a timekeeper, a note taker, and a reporter. The note taker should write down the group's ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's list of ideas. Write all ideas on the board.

# Talk about planning for a hurricane

#### Expansion: Map Study

- Students may need help understanding some of the abbreviations on the map. Write the following abbreviations on the board: *Hwy*, *Rd*, *Ave*, *Dr*, *St*, *Blvd*, *USHY*, *STHY*, and *INTL*.
- Call on students to provide the corresponding words. (highway, road, avenue, drive, street, boulevard, United States highway, state highway, and international) Have students work in pairs to find the abbreviations on the map.
- Direct students' attention to the compass rose on the map. Elicit the directions *North*, *South*, *West*, *East*, *Northeast*, *Southeast*, *Southwest*, and *Northwest*. Have students work in pairs to find abbreviations for the directions on the map, for example, *N*, *SW*, etc.

#### **Progress Check**

#### Can you . . . talk about planning for a hurricane?

Say: We have practiced talking about planning for a hurricane. Now, look at the question at the bottom of the page. Can you talk about planning for a hurricane? Write a checkmark in the box.



# Communicate in a 911 emergency

# **Getting Started**

5 minutes



**BEFORE YOU LISTEN** 

## A CLASS. You should call 911...

• Write *life-threatening emergency* on the board. Ask the class to define the term. If they need help, explain: life-threatening means a serious condition that could kill you, such as a heart attack. Ask: What are some other life-threatening emergencies? (poisoning, stroke, bleeding, injury, etc.)

#### **B** PAIRS. Which of these...

- Read the five choices. Define terms, for example, unconscious: unable to see, hear, or feel what is happening as a result of an accident or injury.
- Check the answers. Call on volunteers to explain.

#### **Teaching Tip**

If a speaking activity is short, pair students who are sitting near each other. For longer activities, use index cards with students' names to form pairs.

# **Presentation**

5 minutes



LISTEN



A Iris Chen is an emergency medical...

- Define *public-service announcement* by explaining: PSAs are similar to advertisements, but the speaker isn't trying to sell anything. Their purpose is to give the public useful or interesting information about events or services in their community.
- Have students look at the photo. Ask: What is *Ms. Chen wearing? What does she do in her job?*
- Play CD 1, Track 60.
- Have students answer the question.

Answer: People can learn how to prepare for an emergency. They can also learn what information the 911 operators need.

#### **Culture Connection**

According to the Federal Communications Commission, a public-service announcement is any announcement for which no charge is made and which promotes programs, activities, or services of federal, state, or local governments (e.g., army recruitment, sale of bonds, etc.) or the programs, activities, or services of nonprofit organizations (e.g., United Way, Red Cross blood donations, etc.) and other announcements that serve community interests.

# **Controlled Practice**

5 minutes



B Listen to the PSA again...

- Play Track 60 again. Have students take notes.
- Have students compare notes with a partner.
- Call on students to share their answers. Write the answers on the board.

Answers: Stay calm; speak slowly; explain the emergency briefly; give information about anyone who is bleeding, unconscious, or not breathing; give the location of the emergency; answer the operator's questions; don't hang up until the operator tells you to.

#### **Communicative Practice** 10 minutes

**©** PAIRS. Discuss.

**Answers:** 1. Children may be alone with an adult who becomes injured or ill. 2. They need to be able to describe the emergency and give information about their location.

#### Expansion: Listening Practice for 2C

- Write the following questions on the board: 1. According to the speaker, where should people put their phone number and the 911 number? 2. What information should callers give the 911 operator in an emergency? 3. Why is it important for 911 callers not to hang up until the operator tells them to?
- Have students listen again to Track 60.
- Have them answer the questions with a partner.
- · Check answers with the class.

#### **D** MAKE IT PERSONAL. PAIRS. Describe any...

• If possible, put one student in each pair who has had experience with a 911 call.

# Communicate in a 911 emergency

## **Presentation**

#### 5 minutes

#### Controlled Practice

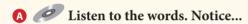
10 minutes



**CONVERSATION** 

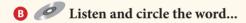
#### **Pronunciation Watch**

- Write the words clean, feel, fit, and quick on the board. Ask students to read each word. Ask: What's the vowel sound in this word? How do we spell that sound? (ea or ee for /i/; i for /I/)
- Read the Pronunciation Watch.
- Explain the tense versus lax pronunciation of /i/ and /I/, respectively. Say: To pronounce /i/, stretch your lips and smile. Say eat. To pronounce /1/, relax your lips. Say it.



- Play CD 1, Track 61. Have students listen.
- Play Track 61 again. Have students repeat.

#### **Controlled Practice** 5 minutes



- Play CD 1, Track 62. Have students listen and circle the words.
- Check answers. Repeat the words again if needed.

## Expansion: Listening Practice for 3B

- On the board, write: 1. eat 2. it
- Pair students. Tell them to take turns saying and listening to words in Exercise 3B. The speaker chooses one of the words. The listener holds up one finger if the speaker says a word with /i/ and two fingers if the speaker says a word with /1/.
- If listeners are having trouble identifying the correct sound, make sure speakers are pronouncing the words correctly. Remind speakers to smile when they say /i/ and relax their lips when they say /1/.

# **Presentation**

5 minutes



**G** Pattama Somsiri is talking...

- Have students look at the photo. Ask: Who is Pattama? How does she look? Why?
- Play CD 1, Track 63. Have students listen and read along silently.

# **PRACTICE**

#### A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Listen as students are practicing. Take notes on errors with the pronunciation of /i/ and /ɪ/.
- Ask volunteers to perform the conversation.
- Go over the pronunciation errors in your notes. Say the incorrect forms and have the class repeat them correctly.

#### **Communicative Practice** 10 minutes

**B** ROLE PLAY. PAIRS. Role-play this...

#### **Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the students.

- Model the role play with an above-level student. Play the role of Student B. You can begin like this: 911 operator. Can I have your name? Also ask for the caller's address and phone number and what the problem is.
- Form pairs. Have students practice several times.
- Have volunteers role-play their conversation.

#### MULTILEVEL INSTRUCTION for 4B

**Cross-ability** Have higher-level students play the role of Student B. Have lower-level students play the role of Student A.

#### **Extra Practice**



Interactive Practice

# Lesson 8 Communicate in a 911 emergency

# **Getting Started**

#### 5 minutes

- Arrange with a fellow teacher or an administrator to knock on your classroom door. Ask: Who could that be? What do you think? Have students guess. Then open the door and let students see if their guess was correct.
- Say: When [name] knocked on the door, I asked a *question.* Who remembers what it was? Elicit the question and write it on the board.
- Ask: What does could mean in this sentence? (possibility)
- Set the context of the lesson. Say: In this lesson we'll learn how to use could and other modals to talk about degrees of certainty or possibility.

#### **Language Note**

Many modals have more than one meaning. Could and couldn't are potentially confusing because they're used to talk about ability in the past (When I was fifteen I couldn't drive) as well as possibility in the present (Who could that be? It could be Iane. I know she's here today. It couldn't be Max because he's at work.) In addition, could is used both in present and past questions, but with different meanings: Could you swim when you were five? (past ability) Could this shirt belong to Ed? (possibility in the present)

## **Presentation**

10 minutes

#### **Expressing degrees of certainty**

- Draw a horizontal line across the board. Above the line on the left, write 0%. In the center of the line, write 50%. On the right end, write 99%.
- Explain: When we talk about degrees of certainty, we're talking about the possibility that something will or will not happen.
- Read the first Grammar Watch note. Then read the corresponding example. Ask: How certain is it that the nuts are the problem? Is it impossible, possible, or almost certain? (impossible) Write can't and couldn't beneath the horizontal line on the board, under 0%.
- Read the second note. Then read the corresponding examples. Ask: How certain is it that a 911 call will save someone's life? (possible but not certain) *How certain is it that in an emergency,* people don't think clearly? (possible but not certain) Write could, may (not), and might (not) under 50% on the line.

- Read the third note. Then read the corresponding examples. Ask: How certain is it that the woman's husband knows what to do? (quite certain) How certain is the woman that the cake doesn't contain nuts? (almost certain) Write must and must not under 99% on the line.
- Read the fourth note and the corresponding example. Say: We use could in questions about possibility.

#### **Language Note**

Can't and couldn't are used to talk about something that is nearly impossible. But the affirmative *could* is used to indicate possibility, for example, *It could rain*.

#### Expansion: Grammar Practice

- Write a set of sentences with the modals from the lesson, one sentence per modal. For example: It can't be twelve o'clock already. I just started working! / My friends and I could go to a movie tonight. / I might not be able to go to school tomorrow. / The teacher must know what this word means. / The man is asking for directions. He must not live around here. / It might rain tonight.
- Make multiple sets of the sentences. Cut the sentences into strips and mix them up.
- In class, divide students into small groups. Give one set of strips to each group.
- Instruct students to read the sentences and divide them into three groups: Impossible, Possible, and Almost Certain.

# **Controlled Practice**

10 minutes



**PRACTICE** 

#### Mrs. Johnson fell down the stairs...

- Do item 1 with the class. Point to the horizontal line on the board and ask: Which is more certain, may or must? (must)
- Have students work in pairs to complete the remaining items.
- While students are working, walk around and provide help as needed.
- · Check answers.

# Communicate in a 911 emergency

# **Controlled Practice**

15 minutes



**PRACTICE** 

#### Complete the conversation between...

- Have students read the items in the box and label them *I* (*impossible*), *P* (*possible*), or *AC* (*almost certain*). (*couldn't be* = *I*; *could have*, *may be*, *might be able to*, *might not know* = *P*; *must be coming* = *AC*)
- Read the example item with the class.
- Have students continue working alone or in pairs. Walk around and provide help as needed.
- · Check answers.

#### Expansion: Speaking Practice for 2

- Pair students and have them practice reading the conversation.
- Call on one or more pairs to perform the conversation for the class.

# Communicative Practice 20 minutes

# Show what you know!

#### **STEP 1.** Read the suggestions...

- Read the suggestions in the students' book.
- Give students two to three minutes to write their own suggestions.

#### STEP 2. GROUPS. Discuss...

- Give a time limit for discussion.
- Walk around and provide help as needed.
- To wrap up, call on students to share their suggestions and explanations with the class.

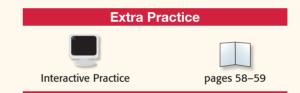
#### **Expansion: Writing Practice**

- Form groups of three or four. Instruct them to choose three suggestions and write a public-service announcement on what to do after a 911 call. As a model, have them refer to the script for Lesson 7, Exercise 2A (see page 289).
- Have one person from each group read the group's PSA to the class. Have students take notes on the suggestions in each PSA.
- After all PSAs are read, ask students which ideas they found to be helpful.

#### **Progress Check**

#### Can you . . . communicate in a 911 emergency?

Say: We have practiced communicating in a 911 emergency. Now, look at the question at the bottom of the page. Can you communicate in a 911 emergency? Write a checkmark in the box.



# **Lesson 9**

# Write a plan for an emergency situation

# **Getting Started**

#### 5 minutes



#### **BEFORE YOU WRITE**

# **A** CLASS. Where can you find...

- Elicit answers and write them on the board.
- Follow up by asking: Which of these sources of information have you used? When? Why? Call on volunteers to answer.

**Answer:** friends, family, the Internet, community and government agencies, etc.

# **Presentation**

#### 15 minutes

# B Read the writing model...

- Read the model out loud as students read silently.
- Have students answer the question.

**Answer:** The writer talked to family members who have lived in California for many years.

# **©** PAIRS. Answer the questions.

- Form pairs or small groups. Encourage students to underline the parts of the writing model that answer the factual questions or that give clues to inference questions.
- Give a time limit.

expect.

- Walk around and provide help as needed.
- Check answers. Call on students to read the questions and say the answers.

Answers: 1. Move away from things that can fall on you. 2. Check for injuries and damage to your home. 3. because phone service may be unreliable in your area after an earthquake 4. He feels better knowing what to

#### Writing Tip: Using Sequential Order

- Read the Writing Tip.
- Define *sequential order* as the order in which events or steps in a process occur, from first to last.

# D Write 1 through 5 to show the order of steps...

• Instruct students to find and underline the five steps in the writing model, then number them in sequential order.

## **Expansion: Writing Practice for 1D**

- Have students read the paragraph again and circle the time words that show sequence of events (*first, after, then, when, finally*)
- Ask questions to help students identify the basic organization of the paragraph. First, ask: Which sentences are the introduction? (the first three sentences) What information do they give? (They tell how the writer learned what to do during an earthquake.) Which sentences tell what to do during the earthquake? (sentences 4, 5, and 6) How is this part organized? (from outside to inside) What is the topic of the next part of the paragraph? (what to do after the shaking ends) What's next? (what to do after you leave the building) What's the last step? (work with your neighbors)
- As you ask the questions above, outline the topics on the board. Have students copy the outline into their notebooks. They can use it as a guide for their own writing.
- Ask questions to help students see the writer's craft, that is, the way a well-written paragraph is composed, for example: *Is it necessary to begin every sentence with a time word?* (no) Are all sentences the same length? (no) Do all sentences use the same grammar? (no) Have students find examples of sentences with different syntax (for example, some sentences contain adverbial clauses of time, while others do not).

# Write a plan for an emergency situation

# **Controlled Practice**

#### 20 minutes

2

THINKING ON PAPER

## A RESEARCH. Find out what to do...

- If students get their information from people they know, remind them to take detailed notes of the conversation.
- Try to pick up disaster-preparedness brochures from your local Red Cross or community center.
- If students use the Internet to get information, have them use the search term [X] preparedness (where [X] is the type of disaster). A good site for students to consult is the American Red Cross. Have students print a copy of the Internet page they consult.

# **B** Plan and organize your paragraph...

- Copy the chart onto the board. Add more steps if necessary. Model the activity with the class, using a disaster that does not normally occur in the region where you live.
- Explain the steps in your preparedness plan. As you speak, write the steps and details on the board. Have students copy them into their notebooks.
- Have students fill in the chart with notes on their disaster. While students are working, walk around and provide help as needed.

# Communicative Practice 20 minutes



**WRITE** 

## A Write a paragraph about...

- While students are writing, walk around and provide help as needed.
- Pair students and have them read their introductions to each other.

## **B** Complete your paragraph about...

- Remind students to try to use the unit grammar: present real conditionals, adverb clauses of time, and modals to express degrees of certainty.
- While students are writing, walk around and provide help as needed.

# 4

**CHECK YOUR WRITING** 

#### **Teaching Tip**

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

- Read the questions in the checklist.
- Have students read their paragraph and check off the items in the checklist.
- If students are unable to check something off because they left it out, or if they want to rewrite part of their paragraph, encourage them to do so.
- Collect papers and correct them. Make corrections as needed in content and the unit grammar.

#### **Expansion: Writing Practice for 4**

• Have students rewrite their paragraphs in class. Then pair students and have them read their paragraphs to each other.





# Show what you know!

# 1

#### **REVIEW**

Turn to page 249 for the grammar review.

# 2

## **ACT IT OUT**

#### **STEP 1. CLASS.** Review the conversations...

- Pair students and have them reread the conversation in Exercise 3C, page 87.
- Have them restate the fire safety tip in the conversation. Write it on the board.

#### **STEP 2. ROLE PLAY. PAIRS. Role-play this...**

#### **Teaching Tip**

While pairs are performing, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.

- Read the role descriptions.
- Model the role play with an above-level student.
- Pair students. Tell them to begin by listing the fire safety tips they will include in their role play.
- Have them practice out loud at least twice.
- Have volunteers role-play for the class.

#### **MULTILEVEL INSTRUCTION for STEP 2**

**Pre-level** Have students write out their dialogue. Tell them to include one tip for preventing a fire and one step to take if there is a fire emergency.

**Above-level** Have students practice without notes. Tell them to include all the tips they can think of for preventing fires and dealing with a fire emergency.

## STEP 3. PAIRS. Talk about fire safety...

- Make a chart on the board with the headings *Fire Prevention* and *Fire Emergency*. Elicit one example in each category and write it on the board.
- Form groups of three to four students. Have them choose a timekeeper, a note taker, and a reporter. The note taker should copy the chart and use it to take notes on the group's discussion.
- Have the reporters share the items from their group's discussion. Write the tips on the board.

# 3 REAI

#### **READ AND REACT**

#### **STEP 1.** Read about the problem.

• Read the problem out loud. Give students time to look at the list of items and prices.

#### STEP 2. GROUPS. Decide which emergency...

- Form cross-ability groups and have students choose a timekeeper, a note taker, and a reporter. The note taker should write down the group's ideas.
- Give a time limit for discussion.
- While students are talking, walk around and provide help as needed.
- Have reporters write the group's list and prices on the board, showing that their total does not exceed \$50.00.

#### Expansion: Speaking Practice for STEP 2

- Tell students to imagine that the next month they also have only \$50.00 to spend on supplies. Have them decide which additional supplies they will buy
- Have groups share their lists with the class.

# 4

#### CONNECT

Turn to page 259 for your Organizing and Planning for Learning Activity and page 267 for your Team Project. See page T-xi for teaching tips for these activities.

#### **Progress Check**

#### Which goals can you check off? Go back to page 85.

Ask students to turn to page 85 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.



#### Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 5, encourage them to review the activities on the CD-ROM.