4

Are You Safe?

Classroom Materials/Extra Practice CD 1 Tracks 22–29 Workbook Unit 4 Unit 4 Unit 4

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

· Past modals

Listening and Speaking

- Talk about natural disasters and their survivors
- Talk about how to be safe during a flood
- Talk about keeping latchkey kids safe
- Communication Skill: Making Suggestions

Reading

- · Learn about tornadoes
- Reading Skill: Summarizing
- Learn about workers' rights to a safe workplace
- *Reading Skill:* Monitoring comprehension

Writing

- Write safety instructions
- Writing Tip: Imperatives

Life Skills

- Identify home safety measures
- Identify workplace safety measures

Preview

- Welcome students and have them look at page 65.
- Say: Look at the picture. What's happening? Where is everyone? Have you ever seen anything like this? (Possible answers: It's a tornado. There's a rainbow. It's the Midwest. The people are hiding because they're afraid.)
- Ask: What is about to happen? Elicit guesses from students, offering prompts as needed. (Where is this? Can you guess? Would you be scared?)
- Say: *In this unit, we'll talk about natural disasters.* Explain as needed that a natural disaster is an extreme weather condition that destroys property and often kills people.
- Ask: What would you do to stay safe? Offer prompts as needed to elicit discussion.
- Say: In this unit, you'll learn about natural disasters, how to prepare for them, and how to stay safe. You'll explore home and workplace safety. You'll also read about your responsibility to keep children safe at home and your right to safety at work.

Unit Goals

- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. (Examples: *latchkey kids*—children who come home from school and stay by themselves at home; *measures*—actions or steps to take to prevent or fix a situation)
- Tell students to circle the goal that is the most important to them.
- Say: As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.

Getting Started

5 minutes

Controlled Practice

10 minutes

- Say: In this unit, we are going to explore how to keep safe; how to prepare and deal with natural disasters, how to keep children safe, how to prevent accidents at home, and how to be safe in the workplace.
- Make sure that students know what a *disaster* is. Accept all student responses; if needed, give examples (hurricanes, floods, etc.).
- Confirm that students understand what survivors are. If needed, help out by writing the base verb survive on the board.

Presentation

10 minutes

BEFORE YOU LISTEN

A CLASS. Discuss. What is happening...

- Pronounce (in a different order) the words for the three kinds of disasters in the pictures: earthquake, hurricane, tsunami.
- Say: Take a minute to label the three disasters. Confirm that students label them correctly.

Answers (in order): hurricane, tsunami, earthquake

B PAIRS. Discuss the meaning...

- Say: Work with someone sitting next to you. Take a minute or two to read the vocabulary words and their definitions. If you have any questions about the words or definitions, see if your partner has some ideas.
- Walk around and listen to the pairs. Answer questions as needed.

Expansion: Vocabulary Practice for 1B

- Offer students more words and phrases related to disasters, for example: monsoon, tremor, tidal wave (as a synonym for tsunami), aftershock, Richter scale, Category 5 storm, emergency broadcast system, National Weather Service, emergency workers, siren, evacuation route.
- Review the definitions for the list. Give real examples when possible.

LISTEN



Listen to one man's story...

- Say: Now we are going to listen to a story about a survivor of a recent natural disaster.
- Clarify that students should write the answers to the questions in their notebooks as they listen.
- Play CD 1, Track 22.
- Walk around the room as students listen. Help students having difficulty listening and answering at the same time.
- Say: First, before we go over your answers, what are your reactions to the story you just heard? Accept all student responses.
- Ask for volunteers to read questions and their
- Play Track 22 again so that students can confirm the correct answers.
- If students need more support, play Track 22 and stop after the information given for each answer. Discuss any questions students may have.

Answers: 1. 50,000; 2. in a small town in China; 3. at the factory where he worked; 4. for 100 hours; 5. his daughter and other family members; 6. soldiers

Talk about natural disasters and their survivors

Presentation

10 minutes

- Direct students to the note on sequence.
- Ask a student to read the text aloud.
- Say: Dates and other time words help you find your way logically through a conversation or written text. Time order words such as these—first, after, and later—not only help you understand what you are listening to or reading, they can also help you organize your own writing.
- Brainstorm a list of other time order words, for example, second, third, next, after that, finally.
- Write the list on the board and give students time to add any new or unfamiliar words to their vocabulary logs.

Teaching Tip

Whenever time permits, write or have students write answers or brainstorm lists on the board, a transparency, or a flipchart. This gives students who may not have gotten the answer correct a chance to fix their own work. Also, write answers or new information on the board. This helps less proficient students to keep up.

Controlled Practice

10 minutes



PRACTICE



The story of the earthquake...

- Ask students to read the directions.
- Say: Listen again and answer the questions. Listen for clue words that reveal the sequence of events to help you answer.
- Play Track 22 again.
- Walk around while students are listening and answering to see whether this exercise seems easy or challenging for most students.

Answers: 1. The earthquake struck after people had gone to work or school. 2. Mr. Liu was trapped under the rubble. 3. Mr. Liu was found on Thursday—the third day after the earthquake. 4. She had to go for help. 5. Mr. Liu was rescued by the soldiers.

RETELLING A NEWS STORY

STEP 1. Read the news story...

- Ask students to read the directions.
- Say: Read the news story.
- Ask: What's the first important detail in the story? (the date of the earthquake in China, May 12, 2008)
- Brainstorm the types of key details, such as dates, people's names, or an event students should include. Make sure they understand that they should not write complete sentences.

STEP 2. PAIRS. Close your books...

- Ask students to read the directions
- Say: Now use your notes to retell the story. Take turns retelling the events, in order.
- Students may use their notes if they need to but should try to retell the story without their notes.
- To follow-up, ask: What did you notice about how you retold the story and how your partner did? Ask students to give details and examples.

Communicative Practice 15 minutes

MAKE IT PERSONAL

GROUPS. Discuss. What personality traits...

- Ask students to read the directions.
- Review examples of *personality traits* (see Unit 1). Explain as needed.
- Ask groups to consider the two questions. Say: There are no right or wrong answers, but please give reasons for your ideas. We don't know how we would act in a natural disaster, but it's useful to think and talk about these issues in case we are caught in such a situation.

Learn about tornadoes

Getting Started

10 minutes

- Say: In this lesson, we are going to listen and read *about one type of natural disaster: tornadoes.* Direct students' attention to page 65 and remind them of the discussion about the photograph. Say: Can someone explain what a tornado is?
- *Note*: If you live in an area where tornadoes occur, say, for example: Here in _____, we usually get tornadoes every year, so it's very important that you learn how to prepare.
- If students want to share experiences related to tornadoes or other extreme weather events. encourage them to do so.

Language Note

Use tornado/tornadoes as an opportunity to review -s vs. -es rules in nouns that end in o:

If the final letter o is preceded by a vowel, only -s is added; for example, radio/radios, portfolio/portfolios.

If the final letter o is preceded by a consonant, *-es* is added; for example, *potato/potatoes*, tomato/tomatoes.

Presentation

15 minutes



BEFORE YOU READ

CLASS. Discuss. Do tornadoes occur...

- Rephrase the first question. Say: Are there tornadoes in [Mexico]? If so, can you tell us about what they are like? If needed, give an example either from your own experience or from the news.
- For the second question (*Are they common where* you live now?), refer to the earlier discussion in Getting Started. Say, for example: We mentioned *a few minutes ago that we have (or don't have)* tornadoes in _____ [name of state] every year. Encourage students to share information they have about tornadoes in your area.

READ



Listen to and read the article...

- Ask students to read the directions.
- Say: Remember to look for clues to meaning anywhere you can find them—in the title, the map, or the first sentence of each paragraph.
- Point out that the words and phrases in boldface (violently, rotating, uproot, overturn, tornado watch, central, mobile home, ditch, vehicle, damaged, power lines) appear in the glossary on page 245. Encourage students to read the entire article first before going to the glossary.
- Play CD 1, Track 23 while students listen and read along.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation. Answer questions.

Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Assign one or two of the boldfaced words or phrases to each group and have them write a sentence for each word or phrase.
- Ask groups to write their sentences on the board. Make any necessary corrections.

Community Building

If computers are available, ask students to work in pairs to find out more information about tornadoes or other natural disasters.

Encourage students to search for helpful information for their neighborhood.

Some helpful websites:

www.fema.gov/hazard/index.shtm www.bt.cdc.gov/disasters/tornadoes www.nws.noaa.gov.

Learn about tornadoes

Controlled Practice

20 minutes



CHECK YOUR UNDERSTANDING

Write the answers to the questions...

- Read the three questions aloud and say: Write a short answer to each question in your notebook.

 Take just a couple of minutes on this; then we will go over the answers.
- Ask for answers and correct any errors by modeling the correct answer. If it seems useful, go into more detail with the explanation so that all students understand.

Answers: 1. a violently rotating column of air that extends from a thunderstorm cloud to the ground; 2. from a few feet wide to a mile wide; 3. They can happen anytime, but they occur most often in the spring and early summer.

B Write the answers to the questions...

- Say: Look for tornado safety tips.
- Go over the answers with the whole class. Confirm that students know the difference between a *tornado watch* and a *tornado warning*.

Answers: 1. Take shelter immediately. 2. Mobile homes are not sturdy enough to withstand a tornado, and it's extremely dangerous to be in or near a vehicle during a tornado. 3. You need to be away from the windows and near the center of the structure. 4. You need to avoid falling objects (debris) that could harm your head (brain); 5. There may be gas fumes or live electrical wires that could cause an explosion or fire.

Reading Skill: Summarizing

- Direct students to the Reading Skill box.
- Ask students how they find the main point of a text. Say: Do you write notes about the main idea? How do you distinguish details from main ideas?

Reread the article. Then...

- Say: As you reread the article, stop and actively think about what you are reading. As you read, jot down a few sentences about the main points of the article. When you are finished, write a short paragraph.
- Walk around and answer questions and offer assistance as needed.

Teaching Tip

You may want to collect student paragraphs and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammar, mechanics and how well students complete the task. You may want to review the completed rubric with students.

4

WORD WORK

GROUPS. Choose three words...

- Set up groups.
- Ask students to read the directions.
- Walk around and provide help as necessary.
- Say: Remember when you write in your vocabulary log, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

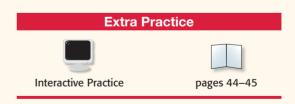
Communicative Practice 15 minutes

5

MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Set up groups. Say: Work in groups of 4 or 5. Take turns answering the questions.
- Walk around and provide help as necessary.
- To finish, review class answers to question 2. Write new vocabulary on the board.



Talk about how to be safe during a flood

Getting Started

10 minutes

• Say: We've talked about natural disasters and survivors of natural disasters and about tornadoes and how to prepare for them. Now we are going to talk about floods, specifically about the flooding that came with Hurricane Katrina in 2005, one of the worst disasters in U.S. history.

Presentation

10 minutes



BEFORE YOU LISTEN

A CLASS. Look at the picture...

- Ask students to look at the picture and describe it.
- Ask: Have you or has anyone you know ever experienced a flood? Help students with any vocabulary they need to talk about their experience.
- Write any unfamiliar vocabulary and place names on the board. If you have a world map and/or a U.S. map, ask students to point out where the floods they are talking about occurred.
- Remind students of the expression *to be in* for natural disasters or accidents. (For example, I've never been in an earthquake.)

B Read about Hurricane Katrina...

- Find a photo or graphic of a levee—in New Orleans. Bring in other news photos to show.
- If possible, show coastal Alabama, Mississippi, and Louisiana on a map.
- Check comprehension of vocabulary in the text.

Culture Connection

Present a short history of Louisiana and New Orleans. Include, for example, information such as how and when the U.S. acquired the Louisiana territory* from France (called the Louisiana Purchase); the settlement of part of the area by Acadians from Canada who were the descendants of the Cajuns; slavery; and New Orleans as an important center for music.

Controlled Practice

10 minutes

LISTEN



A Listen to the first part...

- Tell students they will listen to the first part of a news report now.
- Clarify that students are to write the answers to the questions in their notebooks as they listen.
- Play CD 1, Track 24.
- Ask for volunteers to read the questions and their answers. Have the class help make any necessary corrections.

Answers: 1. August 29, 2005; 2. no; 3. a football stadium, people without transportation; 4. They were available but not distributed. 5. to leave their pets at home

B Listen to the second part...

- Say: When you listen to this second part, listen for information about what could or should have been done that might have made the disaster less terrible.
- As you listen, complete each of the sentences.
- Play CD 1, Track 25.
- To review, have students read their completed sentences. Make any necessary corrections.

^{*} You may want to refer students to the map on page 140 to show them the extent of the Louisiana territory.

Talk about how to be safe during a flood

Presentation

10 minutes



PRACTICE

GROUPS. How much do you know...

- Emphasize that the left box is for what to do to be ready to evacuate in a crisis, and that the right box is what you need to do if local officials tell you to evacuate.
- Walk around the room as groups work; answer questions and provide assistance as needed.
- When students are finished, tell them to put the chart aside for now.
- See the answers in Exercise 4A for some possible responses to the chart.

Controlled Practice

10 minutes



LISTEN



Make another chart...

- Review the directions step by step; use an example (on notebook paper) to show what the chart should look like.
- Play CD 1, Track 26.

Possible answers:

To be ready to evacuate:

know where you can stay, decide on a meeting place, contact children's school about an emergency plan, learn different routes from home and workplace to a safe place, plan for pets, make sure all family members have contact info, prepare an emergency kit, keep half a tank of gas in car at all times, bring in outdoor items, open basement windows

If asked to evacuate:

go immediately, take emergency kit and important documents, unplug electronic equipment and appliances (but not fridge), shut off gas and water, lock doors, leave a note on property or in mailbox saying when you left and how to reach you, check TV and radio for routes, don't take shortcuts, don't drive through water



B PAIRS. Compare and revise your notes...

- Play Track 26 again. Have students check their information.
- Ask volunteers to tell what they have listed in each part of the chart. Write responses on the board.
- Remind students to write any new and relevant vocabulary words in their vocabulary logs.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Assign above-level students to work with pre-level students to make sure they have correct information and to help with vocabulary.

Communicative Practice 10 minutes

MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to take notes in their notebooks about any new information they learn.
- Walk around and listen to the discussions; answer questions and assist as needed.
- Review information for each question and write answers on the board.
- Give the name, address, phone number, and website for the government departments in charge of emergencies in your area.

Networking

- If possible, invite an emergency preparedness official or someone from the local Red Cross to come to class to discuss what to do to prepare for an emergency and what services are available to people who live in your community.
- To prepare for the visit, see the Networking notes on page 57.
- As an alternative to the classroom visit, assign pairs or small groups to find the answers to Make It Personal questions 2, 4, and 7 that are appropriate for your area. After students find the information, ask them to collate it, revise it (with your help), and then present you with the final version to print for the class.

Extra Practice



Interactive Practice

Lesson 4

Talk about mistakes made during emergencies

Getting Started

5 minutes

- Write on the board: The U.S. government should have ______. The mayor of New Orleans should have ______.
- Say: When we talked about Hurricane Katrina, we talked about mistakes. Today we're going to use the grammatical structure of past modals to talk more about what should have been done in such an emergency. Point to the examples on the board.

Presentation

15 minutes

Past Modals

- Copy the grammar chart onto the board.
- Point to the modals in the example. Explain that a modal is a helping verb that talks about what is possible, advisable, mandatory, optimal, or regrettable.
- Read each sentence and have the class repeat.
- Ask students to read the Grammar Watch.
- Say: We use modals in the present or past tense. How is the past modal formed? (The modal—should, could, may, might—+ have + the past participle of the verb) Write this on the board.

Active voice

- Review active and passive. See the Language Note.
- Point to the upper part of the grammar chart and read the first example.
- Say: Use should have plus the past participle to express regret about something that happened or didn't happen in the past—that is, feeling sorry that a different decision wasn't made. Ask: What was the decision in this example that wasn't made? (The government did not evacuate people earlier.)
- Read the second and third examples. Say: *Use* could have, might have, *or* may have *plus the past* participle to express something that was possible in the past but didn't happen. Ask: In these examples, what was possible in the past but didn't happen? (Pets could have been killed by the flood. People could have used a safe to protect their financial records.)

Language Note

- Help students understand the concept of active and passive voice.
- Write on the board: 1. John is washing the car. 2. The car is being washed right now.
- Say: Sentence one is active. The subject is doing the action. Sentence two is passive. The subject is receiving the action.
- Write more examples on the board, and have students identify active or passive. For example, *Tornadoes cause a lot of damage*. (active) *A lot of damage is caused by tornadoes*. (passive)

Passive voice

- Point to the lower part of the grammar chart and read the examples.
- Ask: In the first sentence, who is receiving the action? (we) Do we know who should have performed the action of evacuating people earlier? (No—the sentence doesn't say.)

Controlled Practice

15 minutes

1

PRACTICE

Read about the experiences...

- Say: Choose the sentence that best states what the flood survivors should or might have done differently.
- Walk around and check students' work, clarifying vocabulary and offering help as needed.
- Call on students to say the answers. After each answer, ask students if the past modal was used to express regret about something that happened or didn't happen in the past or something that was possible in the past but didn't happen. (The modal *should have* was used in all answers to express regret.)

Talk about mistakes made during emergencies

Controlled Practice

15 minutes



PRACTICE

PAIRS. Complete these sentences...

- Read the directions and do Item 1 with the class.
- Have students complete the exercise. Walk around and offer help as needed. (For example, ask: *Do you need the infinitive or the past participle?*)
- Call on students to read the sentences aloud. Write the answers on the board.
- Ask students which answers were in the passive voice. (He could have been trapped inside. People may have gotten trapped under the debris.)

Language Note

When people use past modals in informal speaking situations, they often drop the *have*. For example, *could have* is pronounced as *coulda*. *Should have* is pronounced as *shoulda*. *Would have* is pronounced as *woulda*.

Multilevel Instruction for 2

Pre-level Elicit past participles (*taken*, *been*, *gotten*, *collapsed*) needed in the exercise. Write the following model, and have students refer to it while completing the exercise:

should could + have + past participle might (taken, been, gotten, collapsed, left) may

Above-level After they finish the exercise, have students compare answers with a partner and help each other as needed.

Communicative Practice 10 minutes

Show what you know!

STEP 1. GROUPS. Think about emergencies...

 Ask students to read the directions. Have them form groups and complete the exercise.

STEP 2. GROUPS. Discuss the mistakes....

- Say: Now you'll talk about the mistakes you listed in your group. As you read each mistake, offer your advice and discuss what the people could or should have done differently.
- Write the following discussion prompts on the board: *He could have* . . . *They should have* . . .
- Walk around and ask for clarification or elaboration as needed. (*Is there anything else that she should have done when she heard about the hurricane coming?*)
- Ask for volunteers to share their list of mistakes and their advice for avoiding them.
- After each group presents its ideas, ask for elaboration with the following prompt: *Is there anything else that could have been done to prevent this mistake?*

Community Building

In pairs, have students share a mistake that they made when they first came to this country. For example: getting a "boot" on one's car for not paying parking tickets or mistakenly thinking that something was free. Encourage the partners to offer sympathy and advice. For example: What a shame! You should have paid the parking tickets right away. You should have called the phone number on them.

Progress Check

Can you . . . talk about mistakes made during emergencies?

• Say: We have practiced talking about mistakes made during emergencies. Can you do this? If so, check the box.



Talk about keeping latchkey kids safe

Getting Started

5 minutes

- Say: Today we are going to speak and listen about another safety issue: keeping latchkey kids safe.
- Ask students if they know what *latchkey kids* are. Accept student responses
- Point out that *latchkey* is a compound word; *latch* is an older term for a door fastening or lock, and a *latchkey* is the key that opens it.
- Explain that the term *latchkey kid* probably originated during World War II, when it was used to describe a child who spent time alone because one parent was in the armed services and the other had to work.

Presentation

15 minutes



BEFORE YOU LISTEN

A CLASS. Discuss the questions.

- Ask for a volunteer to read each question. If needed, clarify and give examples: *In your home country, are children usually with their parents or other relatives, or do they stay home when the adults go to work or to the market?*
- For question 2, write the ages students suggest on the board. Say: *Keep this in mind while we read and listen to information about latchkey children.*
- Students may disagree with each other as well as existing practice in the U.S. Encourage students to respect one another's answers.

Teaching Tip

Adjust the timing of a discussion based on the demographics of your class. For example, if a class is mostly composed of single young people, there will probably be less discussion than in a class made up mostly of parents.

B Read the information about latchkey...

- Ask students to read the directions.
- Have them read the paragraph. Say: We'll go over any questions you have after you read.
- Answer any questions about content, vocabulary, or grammar.
- Give students a chance to write any new words in their vocabulary logs.

GROUPS. Latchkey children can get...

- Confirm that students understand the idiomatic phrase *get into* . . . *trouble*.
- Give students a series of prompts, such as the following:

What can happen when a child is home alone and his or her friends call or come over?

- What might happen if a child is alone and a stranger calls or comes to the door?
- First, have students write at least one example in each category before working in groups.
- Clarify what groups need to do. Say: First, take turns reading what you wrote for each category. Then write one list of all the examples for each category. When you're finished, we'll talk about your examples as a class.
- Walk around and listen to groups; answer questions and assist as needed.
- Ask one person from each group to write the group's list on the board or a flipchart.
- Tell students to compare the examples. Say: Which examples are similar? Which are different? Which seem most realistic?
- Brainstorm a final list of possible dangers that the class agrees with, for example, by a show of hands. Give students time to write the list in their notebooks.

MULTILEVEL INSTRUCTION for 1C

Cross-ability Plan groups of four in advance so that an above-level student will be in every group to help other students who may not be familiar with the idiomatic and culturally based categories, such as *pressure from friends to break rules*.

Talk about keeping latchkey kids safe

Controlled Practice

20 minutes

Communicative Practice 20 minutes



LISTEN



A Tania is a single mother...

- Clarify that students are to write the possible problems and solutions that they hear.
- Say: It's easy for parents to worry about their children, so sometimes they look for advice or suggestions about what to do.
- Play CD 1, Track 27.
- Ask volunteers to read the questions and their answers. Let students discuss whether they agree that the "possible problems" are real problems and whether the "possible solutions" are good ones.

Communication Skill: Making Suggestions

- Direct students to the Communication Skill box.
- Ask an above-level student to read the text.
- Review these two structures for making suggestions and give examples: Why don't you practice English outside of class? Maybe you could <u>rent</u> a car for the weekend. Have you thought about practicing English outside of class?
- Point out that the punctuation varies according to whether or not the suggestion is a question or a statement.
- Say: Notice that when making suggestions, we often use modals like could and might and indirect words like maybe to soften the suggestion and be more respectful.

B Read the information...

- Ask students to read the directions.
- Say: Now listen specifically for the phrases Tania's neighbor used when he was making suggestions. The first suggestion is filled in for you. Listen and write the other suggestions as well as you can.
- Play Track 27 again.
- Walk around the room as students listen. Help as needed.
- To review, ask students to read their suggestions. Make any necessary corrections.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv 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 student.

CONVERSATION

ROLE PLAY. PAIRS. Work with a partner...

- Ask students to read all of the directions.
- Point out that students need to work with a partner who was not in their group in Exercise 1C.
- Say: Now we are going to role-play a conversation similar to the conversation between Tania and Nick.

STEP 1. Select a problem to work on...

• Tell pairs that they can choose who will be the parent and who will be the neighbor, etc.

STEP 2. Create a conversation...

• Say: Choose one problem from the chart that we worked on earlier. Write a rough draft of the conversation first. Then add some of the phrases from the Communication Skill box.

STEP 3. Practice the conversation...

- Say: Practice your conversation several times until you feel comfortable with it. Add gestures and emotions to make your role play realistic.
- At the front of the room, model the activity with an above-level student. Include a greeting and a closing.

STEP 4. Perform the role play...

• Ask pairs to perform in front of the class. Discuss similarities and differences in the role plays.

Extra Practice



Interactive Practice

Lesson 6

Identify home safety measures

Getting Started

5 minutes



DISCUSS CHILD SAFETY PRODUCTS

A CLASS. Everyone wants children...

- Say: In the last lesson, we talked about safety of latchkey kids, children who are home alone after school. What are some ways to help these children be safe at home? Elicit ideas from students, offering prompts as needed. (For example: What should children do if a stranger calls? Or if their friends want them to do something that's not allowed?)
- Say: Now let's talk about another safety issue with much younger children.
- Read and discuss the question, offering prompts as needed to elicit answers. (For example: *What about the stairs? Can children have an accident there?*)
- Say: Today we're going to look at some home safety products designed to prevent small children from having accidents at home. Do you have anything in your home to prevent children from getting hurt accidentally?

Presentation

15 minutes

B Read the online catalog page...

- Clarify unfamiliar terms as needed. Examples: *doorstop*: something to hold a door open—refer students to the picture; *slammed*: to have something close on you—demonstrate with fingers in the doorway; *pinched*: to have a body part caught in something—demonstrate with fingers next to the hinge of a door; *electric shock*: a shock—and physical pain—you receive if you touch an unprotected wire, for example, or stick your finger in an electrical outlet; choking: when you swallow something that is too big to go down your throat; screws: as a verb, to fasten a part to something—pantomime screwing a hinge into the wall; *latch*: an extra piece that keeps a door closed. Refer students to the picture and remind them of what they learned in the previous lesson.
- Ask: *Have you seen or purchased any of these items?* Elicit answers from students, encouraging them to say why, if they feel it has been effective.

Culture Connection

In the U.S., the government is responsible for regulating the safety of all consumer products, including children's toys and safety equipment. The agency in charge of this is the U.S. Consumer Product Safety Commission (http://www.cpsc.gov).

Expansion: Speaking Practice for 1B

- Tell students that they will act out possible accidents and say what could have been used to prevent them.
- Write on the board: What could have been used to prevent accidents? Ask: What kind of verb structure is could have been used? (past modal)
- Review the past modal. Write on the board: *You* could have . . .
- Ask for a volunteer to come to the front of the room and pantomime an accident, such as falling down the stairs.
- Other students guess what the accident is and say, *You could have installed* . . .
- Repeat the exercise with another student.

© PAIRS. Answer the questions...

- Ask students to read the directions.
- Call on a student to read each question aloud.
- Have students form pairs to answer the questions.
- Monitor students as they discuss the questions, offering help when needed.
- Go over the answers as a class.

Answers: 1. cabinet latches; 2. safety gates; 3. window guards—(possible answer) They should buy the window guards first because the most serious danger is a fall from the window.

Identify home safety measures

Controlled Practice

30 minutes

Communicative Practice 10 minutes



LISTEN



A Listen to four conversations...

- Say: Now we're going to listen to four conversations and complete the chart on page 77. Copy the chart onto the board.
- Ask students to look at the chart on page 77. Tell them that they will listen for specific information from each conversation: They need to note who the speakers are, what the situation is, and what the catalog item is.
- Remind students that they will take notes to help them remember information; they do not need to write down every word they hear.
- Play CD 1, Track 28.
- Walk around and help as needed.
- Say: Let's listen to the conversations again and correct our answers.
- Play Track 28 again, pausing it after each conversation and calling on students to say the answers. Write the answers on the board.

B Listen again and answer...

- Say: Now we're going to listen to the conversations again and answer some questions.
- Ask students to read the questions.
- Play Track 28 again.
- Have students complete the exercise. Check their
- Play Track 28 again, pausing it as answers to the questions are given. After you have paused the CD, call on a student to say the answer.

MULTILEVEL INSTRUCTION

Pre-level Have students look at the audio script on pages 236–237 as they listen. They can also use the audio script to check their answers.

Above-level Have students read the questions first. Then have them close their books as they listen. Students can work in pairs to compare answers.

Teaching Tip

In the previous exercise, remind students to use the conditional to talk about a hypothetical situation—that is, one that is imaginary but possible. To guide students in the discussion, write a prompt on the board: *I think that the* ___ is the most important item because it would __

GROUPS. Discuss. Which of the safety items...

- Read the questions. Tell students that they will talk to their group members about which of the safety items, in their opinion, is the most important. Emphasize that there are no right or wrong answers.
- As students discuss the questions, walk around and monitor conversations, offering prompts for clarification or elaboration as needed. (Why do you think that an electrical outlet cover is more *important than a doorstop cover?)*
- Call for a volunteer from each group to tell the class which item they thought was the most important and why.

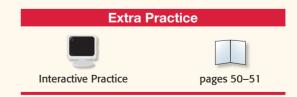
Expansion: Writing Practice for 2C

- Have students write a paragraph addressing the discussion questions.
- If time allows, ask students to read their paragraphs aloud.

Progress Check

Can you . . . identify home safety measures?

• Say: We have practiced identifying home safety measures. Can you do this? If so, check the box.



Lesson 7

Learn about workers' rights to a safe workplace

Getting Started

10 minutes

• Say: We've talked about natural disasters, keeping latchkey children safe, and what should or could have been done during disasters. Now we are going to talk about keeping safe in another environment: the workplace. In this lesson, we will listen to and read about safety rules and safety information available to workers.

1

BEFORE YOU READ

CLASS. Discuss. Why do workers...

- Ask for a volunteer to read the discussion questions.
- Accept student responses; make a list on the board, an overhead, or a flipchart. (For example: Heimlich maneuver signs and "Employees must wash hands before returning to work" signs)

Presentation

15 minutes

Reading Skill: Monitoring Comprehension

- Direct students to the Reading Skill box.
- · Read the text aloud.
- Ask if a student can explain or give an example of what *monitor* means. If needed, give examples: as a noun—a person who assures that things run smoothly, a piece of equipment that receives and shows information inside someone's body, or the part of a computer that shows the information; as a verb—to carefully watch, listen to, or examine something over time.

- Confirm that students understand what *comprehension* means.
- Say: When you read difficult texts, you need to monitor—or carefully watch—what you are reading and how well you understand. Sometimes you might need to read the text several times. It's a good idea to list any words you can't understand, then look them up in a dictionary.
- Say: When you finish a difficult article, try to summarize the point of the article to make sure you understand what you have read.

2

READ



Listen to and read the poster...

- Ask students to read the directions.
- Confirm that students know what a *poster* is. Ask them where they have seen informational and governmental posters (for example: at the Department of Motor Vehicles, in hospitals, in buses and subways, at work, in a restaurant).
- Point out that the words and phrases in boldface (notify, hazards, confidential, retaliation, discrimination, exercising your rights, citations, alleged violation, toxic, substances, comply, and furnish) appear in the glossary on page 245.
- Encourage students to read the entire article first, instead of going to the glossary every time they encounter a boldfaced word.
- Play CD 1, Track 29 while students listen and read along.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Learn about workers' rights to a safe workplace

Controlled Practice

20 minutes



CHECK YOUR UNDERSTANDING

Read the statements....

- Review the example with the class.
- Ask for a volunteer to read each statement and tell whether it is true or false. Encourage student to find the information in the poster that supports their answer.



WORD WORK

GROUPS. Choose three words...

- Tell students to choose their three words first, then discuss with their group.
- Give suggestions about what the groups could discuss, such as cognates in their own languages, pronunciation, or parts of speech.
- Walk around the room and offer help as needed in meaning, context, intonation, and pronunciation.
- Say: Remember when you write in your vocabulary log, you can always write more than three words or phrases. You could also use the vocabulary log for words you read or hear outside of class.

Communicative Practice 15 minutes



MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to keep the same groups.
- Tell them to have two different people in their group lead the discussion on questions 1 and 2. Also tell the groups to assign one person to write notes from the conversation and one person to be prepared to report the group's ideas to the class.
- Ask the designated reporter from each group to share the group's ideas.

Expansion: Reading Practice for 2

- Say: Because this government document is quite difficult, let's go over it again slowly and carefully.
- Set up pairs.
- Say: Work with your partner to go over each section of the poster, bullet by bullet. Discuss each section. Ask about any information you don't understand.
- Have a large dictionary available for students to use.
- Walk around to listen, answer questions, and offer assistance as needed.

Expansion: Vocabulary Practice for 4

- Identify (from listening to the groups and by asking) which important vocabulary words need further explanation.
- Take as long as needed to expand on words such as *confidential*, *retaliation*, and *discrimination*.
- Ask students to give examples of health and safety rules from their current or former jobs. If needed, give examples (wash hands after using the restroom, wear hard hats in a construction zone, wear a seat belt).
- Ask students to share any other work-related health and safety words they know or have questions about. Explain and write the words on the board, a transparency, or a flipchart.



Identify workplace safety measures

Getting Started

5 minutes

Controlled Practice

15 minutes

1

TALK ABOUT WORKPLACE SAFETY

A CLASS. Discuss the questions.

- Say: In the last lesson, we talked about workers' rights to a safe workplace. We also learned about OSHA. What is OSHA? (an agency of the U.S. Department of Labor that regulates workplace safety) What are some rights that workers have that are guaranteed by OSHA regulations? (Possible answers: the right to a safe workplace, the right to notify an employer if conditions are unsafe, the right to file a complaint with OSHA)
- Read and discuss the first question, offering prompts as needed to elicit answers. (*Have you ever seen an accident at work? Why did it happen?*)
- Read and discuss the second question, noting students' answers on the board. Offer discussion prompts as needed. (*Does anyone work in a restaurant? What are some ways you can make things safer for the people who work in the kitchen?*)
- Say: Today we're going to talk about workplace safety, and we'll explore some ways to make your jobs safer.

Presentation

10 minutes

B PAIRS. Look at the pictures. How...

- Say: *Let's look at the pictures*. Ask students what they see in each picture (shoes with rubber soles, a floor with grids, safety helmet, ear protectors, goggles, gloves).
- Have students form pairs and complete the exercise. Walk around and monitor conversations, offering prompts as needed. (*Is the surface of the floor smooth or bumpy? How can a bumpy surface make things safer?*)

Possible answers:

Shoes—Rubber-soled shoes stick to the ground and prevent slipping.

Floor—The bumpy surface of the floor prevents slipping. Ear protectors, helmet, goggles, gloves: Ear protectors stop hearing loss from loud noises; a helmet protects the head; goggles prevent chemicals or sharp materials from falling into eyes; gloves protect hands, especially during heavy lifting.

© PAIRS. Read and discuss these safety...

- Say: Now we'll look at some workplace safety guidelines. Ask students to read the guidelines.
- Clarify unfamiliar terms as needed: *slip*—occurs when the floor is very smooth, causing one to glide and possibly fall (demonstrate this for students); *slip-resistant*—a surface that prevents one from slipping; *mats*—small rugs; *closed-toe*—shoes that cover your toes (unlike sandals)
- Ask students to read the directions, form pairs, and complete the exercise.
- Walk around and help as needed.

D GROUPS. Compare answers...

- Say: Now you're going to find another pair of students and discuss whether each safety guideline in the last exercise is for the employer or worker—or both.
- Have students discuss and compare answers. Walk around and offer prompts as needed. (*Who is responsible for providing adequate lighting—the employer or the worker?*)
- To review, read through the guidelines one by one, asking students to whom they apply and why.

Teaching Tip

As a group exercise, rewrite the safety guidelines so that they are questions about one's workplace. (Is there a floor-cleaning schedule? Are spills cleaned up as soon as they happen?) Then have students survey each other as to how many of the guidelines for avoiding slips, trips, and falls are followed at their jobs. Note results on the board and tabulate which safety guidelines are followed the most and the least.

Identify workplace safety measures

Communicative Practice 30 minutes

2

PRACTICE

A GROUPS. Look at these...

- Say: We've talked about safety tips for avoiding slips, trips, and falls. Now we're going to think about other areas in which workplace safety guidelines are needed.
- Copy the chart onto the board.
- Tell students that they will write at least two safety tips for each category in the chart.
- Check students' comprehension of the safety categories by asking them what *cuts*, *burns*, and *lifting injuries* are.
- Have students form groups and complete the exercise. As students discuss the questions, walk around and offer prompts as needed. (*Are you more likely to cut yourself if you're tired? What can you do to avoid that? Is that the worker's or the employer's responsibility?*)
- Have a representative from each group present the group's safety tips.
- Model sample feedback for a presentation and encourage others to give it. (I think that's a very practical idea because it wouldn't cost much and could prevent many injuries)

Expansion: Speaking Practice for 2A

• To review the past modal structure, have groups look at the safety tips in their chart. Using these tips, have students role-play conversations between an employee and manager to report an accident. The manager notes what safety procedure should have been followed. Example:

Employee: I left work early yesterday to go to the emergency room. I hurt my back lifting the roof beams onto the back of the truck.

Manager: You should have worn a back brace. Employee: I'll follow the procedure next time.

B STEP 1. GROUPS. Discuss safety...

- Have students stay in the same groups.
- Ask students to read the directions for Step 1.
- Say: Make a list of at least three safety tips for each job represented by a member of your group. Emphasize that if students don't have a job now, they can make one up and write safety tips for it.

• Have students complete the exercise. Walk around and check their work, offering prompts as needed. (What kind of accident could a waiter have? How could this be prevented?)

Language Note

Remind students to use the conditional to talk
about a hypothetical situation. Write prompts
on the board:
I think thating would be the best
solution because it would
I think thating would not be a good

STEP 2. GROUPS. Discuss each of...

solution because it wouldn't ___

- Ask students to stay in their groups and read the directions and options for Step 2.
- Clarify unfamiliar terms as needed. Examples: Safety committee—a representative group that explores issues and makes recommendations to employees and management
 - HR (Human Resources)—the division of a company responsible for hiring employees, providing benefits, and administering company policies and procedures
- Tell students that they will first identify which safety tips are not followed at their workplace; then they will talk to their group members about which of the options listed—or which of their own ideas—is the best way to remedy the situation.
- Have students complete the exercise. Walk around and offer prompts for clarification or elaboration as needed. (For example, *If you followed the safety tip by yourself, and others didn't follow it, could that affect you? How?*)
- Call on a volunteer from each group to share the group's advice with the class.

Progress Check

Can you . . . identify workplace safety measures?

• Say: We have practiced identifying workplace safety measures. Can you do this? If so, check the box.



Lesson 9 Write safety instructions

Getting Started

5 minutes

• Say: We have been talking about natural disasters and emergencies, as well as home and workplace safety. We have practiced vocabulary and grammatical structures to talk about what should or could have been done to respond to or prevent emergencies. Today we are going to apply all of this knowledge as we write an essay about how to avoid a common safety hazard.

Presentation

10 minutes

BEFORE YOU WRITE

A You are going to give...

- Say: In Lesson 4, we made suggestions about what people should have done in past emergencies to avoid mistakes. Today we're going to write advice about how to avoid a safety hazard—that is, something that could cause a dangerous situation.
- Ask students to read the FYI note and Writing Tip.
- Check students' comprehension by asking what verb forms they should use to give instructions or advice. (the imperative or a modal such as *should*)
- Say: When explaining a process, use sequence words to signal a new step or idea. Elicit examples (first, next, then, afterwards, finally, last). Say: These words also help to connect one idea to the next.

Language Note

Review that the imperative is used to give commands or instructions. It is the same as the infinitive, or base form of the verb—but without to or the pronoun you, which is understood. Write examples on the board:

Stay in the car. Turn off the engine. Don't get out of the car. *Call for help.*

Controlled Practice

15 minutes

- **B** Select one of the topics. Brainstorm...
- Ask students to read the directions and topics.
- Tell them that they will choose one item and freewrite about it.
- Set a time limit for the freewriting.
- Remind students that when they freewrite, they shouldn't worry about complete sentences, grammar, or spelling.
- Elicit examples for item 3, noting them on the board. (Examples: falling down the stairs, slipping in the tub, tripping over an object.)

G Read the writing model on page 207...

- Tell students that they will now read an article about how to prevent falls in the home.
- Have students turn to page 207 and read the safety instructions. Clarify vocabulary as needed.
- Ask students: *How has the writer arranged her instructions?* (First, she discusses ways to identify possible causes of accidents; then she discusses ways to prevent them.)
- Ask: What grammatical structure does Eva use for *her instructions?* (imperatives)

ANALYZE THE WRITING MODEL

A PAIRS. Discuss the questions.

 Ask students to form pairs and discuss the questions.

Possible answers: 1. to explain to readers how to prevent falls at home; 2. identify potential hazards; 3. Falling is a serious problem that could be prevented with a few steps; identify hazards in your home; look at the shoes that you wear and make sure they are not going to cause falls; use exercise to improve your balance and coordination; make sure that you are not taking medications with side effects that may cause you to fall.

B Read the article on page 207...

• Say: Read Eva's essay a second time and look for signal words that the writer uses to connect one paragraph to the next. What are some signal words?

Answers: first, next, then, finally

- Walk around and check students' work.
- Elicit signal words from students and write them on the board.

Write safety instructions

Communicative Practice 30 minutes

3 THIN

THINK ON PAPER

A Before Eva wrote her article...

- Ask: What is on the left-hand side of the chart? (words that signal time order) Why do you think that the writer put them there? (to help her organize her instructions and signal a progression from one to the next)
- Ask: Do you think that Eva put her instructions in a logical order? Why or why not? (Possible answer: Yes—she started with more general advice and then gave specific advice step by step, in logical order.)

B Look at the notes you made...

• Have students complete the exercise. Walk around and check students' work, offering prompts as needed. (*Is that a main idea or a detail that supports a main idea?*)

© PAIRS. Exchange your charts...

• Review ways to give constructive feedback by modeling sample prompts. (*I like the ideas that you list, but you might want to organize them a little differently. What about rearranging the order of . . . ?*)

4

WRITE

Use your chart to write...

- Read the directions, reminding students to include an introductory paragraph that describes what the safety hazard is.
- Have students write the first draft of an article about preventing a safety hazard.
- Say: When you finish writing, you're going to read your paper and revise it. Revise means changing your work—adding, deleting, or rewriting details.

5 CHECK YOUR WRITING

A STEP 1. Revise your work.

- Say: You'll read over your paper a first time and answer the questions in Step 1; if any answers are no, revise your work.
- Optional: Have students form pairs, exchange articles, and give each other feedback and suggestions.

B STEP 2. Edit and proofread.

- Say: *Now you'll read over your article a second time and edit and proofread your work.* Read the directions and direct students to check their articles for grammar, spelling, punctuation, and typos.
- Optional: Have students complete a "clean" second draft of their article at home, incorporating revisions and corrections from the revision and editing steps.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammar, mechanics, and how well students complete the task. You may want to review the completed rubric with students.

MULTILEVEL INSTRUCTION for 5A and 5B

Above-level Have students who finish writing and self-editing read and edit a peer's paper using the criteria in Exercises 5A and 5B. Then ask them to discuss the article with the writer. **Pre-level** Students complete a checklist with the revising and editing criteria from Exercises 5A and 5B, checking off a box for each question

and making any changes.

Extra Practice Interactive Practice page 56



Show what you know!



REVIEW

For your grammar review, go to page 228.

- Say: Today we're going to review the skills we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced? Elicit answers, noting them on the board as students say them. (Possible answers: reading and talking about natural disasters and ways to stay safe during disasters; identifying home and workplace safety measures; discussing workers' rights; writing safety instructions)
- Ask students to complete the grammar review exercise at the bottom of page 228.



ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv 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 student.

PAIRS. You are discussing...

- Say: You're going to form groups of three. Student A will look back at Lesson 2 and explain how to stay safe during a tornado. Student B will review Lessons 3 and 4 and describe how to stay safe during a flood. Student C will reread Lessons 7 and 8 and explain some safety measures you can take at work.
- Remind students to use the imperative to give safety instructions. Elicit an example: *Close the windows and go to the basement.*
- Say: When you wrote your safety instructions, you used signal words to help readers follow a sequence of directions. What are some signal words that you used? Elicit words from students and write them on the board. (Examples: first, next, then, afterwards, finally, last)
- Tell students to review the lessons before they begin working groups.

3

READ AND REACT

STEP 1. Read about Jean-Pierre.

- Say: Now we're going to apply our knowledge from this unit to a problem involving a character, Jean-Pierre. Let's read about Jean-Pierre.
- Have students read the story.

Possible answers: *Problem:* Jean-Pierre has discovered a serious health hazard at work but doesn't want to lose his new job if he reports it. *Solution:* He could speak to OSHA about the problem or try to convince a group of employees to meet with a manager to discuss it.

STEP 2. GROUPS. What is Jean-Pierre's...

- Tell students that they may want to refer to Lesson 7 as they discuss possible solutions.
- Ask volunteers to present the group's ideas to the class.
- After each presentation, encourage feedback. Ask: What do you think about Group 1's suggestions for Jean-Pierre? Which idea do you like best?

Teaching Tip

Write sample feedback prompts on the board: I really like the idea of . . . I disagree with that idea about what Jean-Pierre should do . . . Instead, I think Jean-Pierre should . . . If it doesn't work, what about trying . . . ?

4

CONNECT

Turn to page 215 for your Community-building Activity. See page Txii for general teaching notes for Community-building activities.

Progress Check

Which goals can you check off? Go back to page 65.

Ask students to turn to page 65 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

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 4, encourage them to review the activities on the CD-ROM.