

## Summary of Lesson Plan

### ► Vocabulary (Student pages 90-91)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_



### Vocabulary (Student pages 90-91)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

**Content:** fire safety equipment; verbs describing danger and injury; verbs of perception; expressions of frequency

#### Procedure:

#### 🔊 A. Listen.

- Write the word *safety* on the board. To convey that *safety* is the condition of being protected from danger or harm, point to the illustrations of safety products in illustrations 1 through 4 in the *Picture dictionary*.
- If necessary, further convey the meaning of items 1 through 4 by asking questions about the pictures, such as *What is this used for? Where can you find this?* If possible, point out the location of safety features in your own school or workplace. To help convey that a *warning* is information that prepares you for something bad or dangerous that could happen, ask questions about the warning signs, such as *What does this mean? Where could you find these signs? Why are they used?*
- Write the word *danger* on the board. To help students understand that *danger* is the possibility that you could be hurt, point to illustrations 5 through 12. If necessary, further convey the meaning by asking questions about the pictures. For example, to convey that *to jaywalk* means to walk across a street in an area that is not marked for walking, point to picture 7 and ask *What does the walk light say? (don't walk) What is the man doing? (walking across the street) Why is jaywalking dangerous?* Elicit from the class that jaywalking is dangerous because you could get hit by a car.

- Point out the verb *get* in the expressions *get hit by a car, get hurt, get a shock, get burned, get sick* (items 8 through 12). Remind students of other expressions with *get*, such as *get hired, get fired, get a promotion* (Unit 7). To convey that *to get sick* means to eat too much and get a stomachache, point to picture 12 and ask *What's the matter? How does he feel? Why?*
- If necessary, further convey the verbs *smell, hear, and see*; cup your hand to your ear to mime *hear* and shade your eyes with your hand to mime *see*. Elicit more verbs of perception from the class, such as *feel* and *taste*.

**Challenge:** Talk about your own safety or danger-related experiences. For example, say *I got burned last week. I touched a hot pan*. Then have volunteers tell the class about their own experiences.

**Challenge:** Elicit or present additional safety vocabulary, such as *a sprinkler system, a fire ladder, an eye wash station, a security alarm, window bars, a first aid kit, and a fire drill*. Elicit or introduce more danger-related vocabulary, such as *get a cut, have an accident, break a leg, drown, and choke*.

#### If your students are ready ...

**Culture / Civics note:** *Smoke detectors* are electronic machines that make a loud noise to alert people when there is smoke in a building. Many state and local laws require all residential buildings to have smoke detectors. Smoke detectors should be located on the ceiling, ideally in a hallway near the bedrooms. Because cooking smoke can set off smoke detectors, they should not be placed in the kitchen. It is important to test the smoke detector batteries once a month and replace them once a year. Smoke detectors are inexpensive, usually about \$10, and are available in most home improvement stores.

(continued on p. 2)

## Lesson Plan, Unit 8: Vocabulary (for Student pages 90-91)–continued

### How often?

- ▶ To present items 16 through 18, talk about things you do once a week, twice a month, and three times a day. For example, say *I teach this class once a week. I see a movie twice a month. I brush my teeth three times a day.*

**Challenge:** Present more frequency expressions such as *four times a week, every week, every other week, every Friday, once a year.*

### B. Listen again and repeat.

**Option:** While students listen and repeat, note words that students have difficulty pronouncing. Then reinforce the correct pronunciation of these words with a short, fast-paced pronunciation drill.

### C. Answer the questions about yourself ...

- ▶ To demonstrate the task, read items 1 through 3 out loud. Then answer the questions about yourself.

**Option:** As a class, brainstorm a list of activities that students do regularly, such as *go shopping, go to the movies, do the laundry, and eat in a restaurant.* In pairs, students take turns asking and answering questions with *How many times.* For example, *A: How many times a week do you do the laundry? B: Once a week.*

### D. Listen to the conversations ...

- ▶ To prepare students for the listening task, have the class identify the vocabulary words pictured in items *a, b, and c.*

**Option:** Play a variation of the game charades to reinforce safety and danger vocabulary. Write on the board *What's the problem?* Mime an accident, for example, slipping. The first student who can correctly guess the problem continues the game by miming another safety problem.

### Tapescript

#### Conversation 1

**Man:** Do you know how to use this thing?

**Woman:** I think so. They taught us at work. Pull the pin. Aim it at the fire. Squeeze the handle. Sweep it from side to side. Just remember the word PASS: Pull, Aim, Squeeze, Sweep.

**Man:** Wow! I'm really impressed!

#### Conversation 2

**Woman:** [sound of fire alarm] Do you hear that?

**Man:** I sure do! Do you think there's a fire in this building?

**Woman:** I don't know, but I think we should get out of here now!

#### Conversation 3

**Woman:** Don't go in there. The floor is wet. You might fall down and get hurt.

**Man:** How do you know that?

**Woman:** Don't you see the sign?

**Workbook Link: Exercises 1, 2**

## Your notes

## Summary of Lesson Plan

### ► PROGRESS CHECK

Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes

### ► REVIEW/WARMUP

**Do it yourself! (Student page 91)**  
Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Practical conversations  
(Student pages 92-93)**  
Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

## ► Do it yourself! (Student page 91)

Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

### Procedure:

- To prepare students for the activity, point to the warning signs in items 1 through 4 and elicit the meaning of each sign from the class. Ask the students if they have seen these signs before. Talk about where these signs can be found. Ask students what warning signs they have in their workplace or neighborhood.
- To model the task, copy item 1 on the board. Point to the words in the box, elicit the correct answer from the class, and write *get hit by a car* on the line.



## Practical conversations (Student pages 92-93)

Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

### Model 1

**Content:** warning someone about a danger; *might* for possibility; expressing agreement; responding to a warning

### Procedure:

#### 🎧 A-B.

- To set the scene for the conversation, ask questions about the people in the picture. For example, ask *Where are they?* (in a bathroom) Point to the woman on the right and ask *What is she doing?* (washing her hands) *What is near the sink?* (a hair dryer, toothbrushes, a towel)
- Students should be able to understand from context that *Watch out!* is used to warn someone of danger, and that *You're right* and *Thanks for warning me* are used to respond to a warning. To convey the meaning of *What's wrong?* elicit other expressions with the same meaning from the class, such as *What's the problem / matter?* Point out that *dangerous* is the adjective form of *danger*.
- After students listen to the conversation, check comprehension by asking questions such as *What warning does the woman give?* (Watch out!) *Why does she say that?* *Why might the woman get a shock?* Elicit from the class that it is possible to get a shock by using electric products near water.

**Note:** The sentence *You might get a shock* offers students a preview of the use of *might* for expressing possibility, which is presented in the *Practical grammar* section on page 94.



### Warnings

- Read the warnings out loud or play the cassette. Have students repeat several times. Encourage students to use appropriate intonation and body language when saying these phrases.
- Point out that these expressions have similar meanings and can all be used to warn someone to look carefully for danger.

(continued on p. 4)

## Lesson Plan, Unit 8: Practical conversations (for Student pages 92-93)–continued

### C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the warning signs in the exercise.

**Challenge:** Ask students to list places or situations where they might find each sign. For example, the “get burned” sign might be found near a stove, furnace, or hot pipe.

### Model 2

**Content:** expressing concern; reporting a dangerous situation; suggesting an action; approving a suggestion; stating agreement

#### Procedure:

#### 🔄 A-B.

- To set the scene for the conversation, ask questions about the people in the photo, such as *What tool is the man on the left holding?* (pliers) Have students speculate about what the men are talking about.
- Students should be able to understand from context that the expression *Uh-oh* is used to express concern when something bad has happened. Students should also understand that *Good idea* is used to approve of a suggestion. Elicit similar expressions to convey approval, such as *OK*, *Sure*, *Good*, and *Great*.
- To convey that *Me too* is used to show that you share the same opinion, remind students of the phrase *I do too* (Unit 6). Point out that in this sentence *Me too* has the same meaning as *I will too*.
- After students listen to the conversation, check comprehension. Point to the men in the photo and ask *What are they going to do?* (check the kitchen and the supply room)

### C. Pair work ...

- To prepare students for the activity, point to the woman on the left and ask *What's the problem?* (She smells smoke.) Point to the woman on the right and ask *What's the problem?* (She hears a fire alarm.)
- To prepare students to use rooms from their own home or workplace, brainstorm a list of rooms in a home or workplace as a class.
- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the pictures and rooms from their own home or workplace.

### Model 3

**Content:** asking and answering questions about frequency; reminding someone to do something; responding with *I will* and *I won't*; offering assurances

#### Procedure:

#### 🔄 A-B.

- To set the scene for the conversation, ask questions about the people in the photo. For example, ask *What is the man holding?* (a fire extinguisher) *Where are they?* (in a kitchen) Have students speculate about what the people are talking about.
- To further convey that *How often* is used to ask about frequency, remind students of the phrase *How many times* on page 91, Exercise C.
- Ask the class *What does “test the fire extinguisher” mean?* If necessary, explain that *test the fire extinguisher* means to use it to see if it is working.
- Write on the board and say *Don't worry*. If necessary, convey that this expression is used to make someone feel less unhappy, upset, or nervous.
- After students listen, check comprehension by asking questions about the conversation. For example, point to the man and ask *What does he need to remember?* (to test the fire extinguisher and the smoke detector) *How many times a year should he test them?* (once a year)

**Note:** This model offers students a preview of responses with *I will* and *I won't*, which are presented in the *Practical grammar* section on page 95.

### C. Pair work ...

- To prepare students for the activity, review expressions of frequency, such as *once a month*, *twice a month*, *once a year*, *twice a year*, and *three times a year*. Have volunteers list these words on the board.
- If necessary, convey that *a battery* is an object that provides power for something such as a radio, smoke detector, or car. Remind students of *a car battery*, which was introduced in the car manual on page 38.
- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the words in the box and real times.

**Challenge:** Ask students about safety rules in their own workplaces. If necessary, present additional vocabulary such as *a hard hat*, *safety goggles*, *apron*, *work gloves*, and *work boots*.

**Workbook Link: Exercises 3, 4**

## Summary of Lesson Plan

### ► PROGRESS CHECK

Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes

### ► REVIEW/WARMUP

**Do it yourself! (Student page 93)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Practical grammar (Student pages 94-95)**  
Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

## ► Do it yourself! (Student page 93)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

### Procedure:

- To set the scene for the conversation, point to the woman and the man in the picture and ask *Where are they?* (at home in the kitchen) Elicit from students what kind of dangers there are in the picture, such as the pot boiling over on the stove, the coffee spilled near the electric outlet, and the toy on the floor.
- Model the activity with a more advanced student. Play the role of the woman on the left to demonstrate that students should use their own words to give warnings and suggest an action to take. For example, students could say *A: Look out! B: What's wrong? A: That's dangerous. You might fall. B: You're right. Thanks for warning me. A: You're welcome.*
- In pairs, students continue the conversation for the people in the picture. Have students switch roles to play both parts.



## Practical grammar (Student pages 94-95)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

### Might

#### Procedure:

- Use the illustration to convey that *might* is used to talk about possibilities. Point to the people in the picture and ask *Where are they?* (in a kitchen) *What does the child want to touch?* (a stove) *Is that dangerous?* (yes) *Why? What could happen?* (She could get burned.)
- Write on the board *Don't go near the stove. You might get burned.* Read the sentences and have students repeat several times. Point out the structure *You + might + base form of the verb* in the second sentence.

### A. Look at the pictures ...

- To prepare students for the activity, have students identify the problems in pictures 1 through 5.
- Read item 1 out loud. Pause at the blank and elicit the missing words from the class.
- Students complete items 2 through 5 individually, choosing the correct words in the box to complete the sentence and writing them on the line.
- Point out the word *wet* in item 5. If necessary, use the picture to convey that *wet* means covered with water.
- Have students check answers with a partner. To review, have volunteers write items 2 through 5 on the board.

#### Workbook Link: Exercises 5, 6

(continued on p. 6)



## Summary of Lesson Plan

### ► PROGRESS CHECK

Check assigned **Workbook** pages  
Suggested teaching time: 15 minutes

### ► REVIEW/WARMUP

**Do it yourself! (Student page 95)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Authentic practice 1  
(Student pages 96-97)**  
Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

### ► Do it yourself! (Student page 95)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

- To prepare students for the activity, ask students what the three warning signs mean.
- Model the activity by reading the conversation in the speech balloons with a more advanced student.
- In pairs, students make their own conversations. Have students alternate giving and receiving the warnings. For example, for the sign on the left, students could say *Be careful! There might be a fire.* For the middle sign, students could say *Don't touch that! You might get a shock.* For the sign on the right, students could say *Watch out! You might fall.* Circulate to offer help as needed.

**Option:** Have several pairs of students act out their conversation in front of the class.

**Option:** For more practice, have students use the warning signs in item 4 in the *Picture dictionary* on page 90 and in Model 1, page 92. Have students draw on the board other warning signs they have seen. As a class, write warning sentences for each sign.

**Workbook Link: Exercises 8, 9**



## Authentic practice 1 (Student pages 96-97)

Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

### 🔊 A. Listen and read.

- To set the scene for the conversation, ask questions about the picture. For example, point to the two people and ask *What's the problem?* (There is water on the floor.) Have students speculate about what the people are talking about.
- Read the conversation out loud or play the cassette. With books open, students listen and read.
- After students listen to the conversation, ask questions to check comprehension. For example, ask *What did the man warn about?* (fire and spills) *What does "spill" mean?* If necessary, use the illustration to point out that a *spill* is the amount of a liquid that goes over the edge of a container by accident.

**Note:** The *Foreman* role contains the following new language: *a couple of, mostly, Why don't we, Two things here you've got to watch out for, spills, wet stuff, slippery, and maintenance.* Although students are encouraged to comprehend this new language through context and its similarity to language they know, they are not expected to produce it.

### 🔊 B. Listen to the foreman. Read ...

- Read out loud the *Foreman* role in Exercise A or play the cassette. Have students read the **YOU** role out loud as a class.

**Challenge:** After practicing with books open, students listen with books closed and say the **YOU** role out loud.

### 🔊 C. Listen and read. Choose ...

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *There are a couple of things I'd better tell you about.* Elicit the correct response from the class. To demonstrate that students must circle the letter of the correct answer, circle *a* on the board.
- To check answers, read items 2 and 3 out loud and elicit the correct response from the class.

(continued on p.8)

**Lesson Plan, Unit 8: Authentic practice 1 (for Student pages 96-97)–continued**

**D. Listen. Choose your response ...**

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

**Challenge:** Have pairs create questions or statements that would be appropriate for other answer choices. For example, for item 1, an appropriate statement for choice *a* would be *Remember to change the battery.*

**Tapescript**

1. Don't forget to change the battery.
2. Uh-oh.
3. Remember to check for smoke.

**Workbook Link: Exercises 10, 11**

**Listening comprehension**

**Procedure:**

**A. Listen to the announcement ...**

- To prepare students for the listening task, tell them that they are going to hear a radio announcement. Read questions 1 and 2 out loud before students listen to the conversation.

**Note:** Although this announcement contains new language (*That sound might save your life, just in case you don't..., protect, set the clocks forward, set them back*), it is not essential for students to know the new language to complete the task.

**B. Listen again. What should you ...**

- To prepare students for the listening task, read the question out loud before students listen to the announcement again.

**Tapescript**

[sound of music] That was J.J. and the Jaywalkers. We'll be right back after these words.

[sound of a smoke detector beeping] Uh-oh. Do you hear that sound? That sound might save your life one day. You know what it means, don't you? Well, just in case you don't, I'll tell you. That's the sound of a smoke detector warning you to replace its battery. Remember, if the battery doesn't work, the smoke detector can't warn you if there's a fire in your home.

That sound is warning you to get a new battery, and soon. So when you hear the beep-beep of your smoke detector, change the battery today. If you test your smoke detector twice a year, you'll never hear it beep. And it'll always be there to protect you and your family, whether you're sleeping or awake.

Here's an easy way to remember to test your smoke detector: Test your smoke detector once in the spring when you set the clocks forward and once in the fall when you set them back. Why don't you tell everyone you love to remember? Test your smoke detector twice a year, once in the spring and once in the fall. That way, you won't ever have to worry about your smoke detector.

It's important. Don't forget. Don't forget. Don't forget.

**C. In your own words ...**

- To prepare students for the activity, have a volunteer read questions 1 and 2 out loud.

## Summary of Lesson Plan

### ► PROGRESS CHECK

**Workbook** pages not assigned for Lesson Four.

### ► REVIEW/WARMUP

**Do it yourself! (Student page 97)**

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Authentic practice 2 (Student pages 98-99)**

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

### REVIEW

**Do it yourself! (A plan-ahead project) (Student page 99)**

Suggested teaching time: 15 minutes

Your actual teaching time: \_\_\_\_\_

## ► Do it yourself! (Student page 97)

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### Procedure:

#### A. Write your own response ...

- Model the activity by reading the first speech balloon and eliciting appropriate responses from the class, such as *Thanks* or *Thank you*.
- Working individually, students write their own responses. For example, students could respond to the second speech balloon with *Sure, OK, That's fine, No problem, or Good idea*. Students could respond to the third speech balloon with *OK, Sure, No problem, or I won't*.

#### B. Personalization ...

- Model the discussion by talking about fire extinguishers and smoke detectors in your home or workplace; for example, *I have a smoke detector in my apartment. It warns me if there is smoke in the apartment*.

**Workbook Link: Exercise 12**



## Authentic practice 2 (Student pages 98-99)

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

**Note:** For the plan-ahead project on page 99, students should find a fire extinguisher at work, school, or home and write down the instructions for its use.

## Reading

**Critical thinking skill:** problem solving (implementing a plan of action to resolve a problem)

### Procedure:

#### A. Read the fire safety warnings.

- To set the scene, elicit with a show of hands whether students have ever seen a fire. If so, ask *What happened? Did anyone get hurt? What did you do?*
- Have the class read the fire safety warnings on the fire extinguisher.
- If necessary, gesture with your hands to convey that the word *spread* means to grow larger and affect a greater area. To convey that *block the exit* means to prevent anyone from leaving through the exit door, place yourself in front of the classroom door and say *I am blocking the exit*.
- Check comprehension by asking questions such as *Should you use the elevator if there is a fire? (no, the stairs) If the fire is large, should you use the fire extinguisher? (no) What should you do? (leave the building immediately)*
- Write on the board *I know how to use a fire extinguisher*. Ask the class *What does "know how to" mean? If necessary, explain that know how to means to be able to do something. To practice, tell the class several things that you know how to do. For example, say I know how to drive a car / swim / check the oil in my car. Have volunteers talk about things that they know how to do.*

#### If your students are ready ...

**Culture / Civics note:** 911 is a national quick response system offering immediate access to police, fire, and ambulance services. In the U.S., dialing 911 on any telephone connects you to a operator who determines the nature of the emergency and quickly alerts the appropriate emergency services. There is no charge for 911 calls.

(continued on p.10)

## Lesson Plan, Unit 8: Authentic practice 2 (for Student pages 98-99)–continued

### B. Critical thinking ...

- Copy item 1 on the board, omitting the blue sample answer. Ask the class *What should Julio do?* Elicit the correct answer from the class. Ask students to explain their answer. Circle *a* and write the explanation on the line.
- For item 2, point out the definite article *the* in the phrase *in front of the exit door*. Because of the definite article, we assume that there is only one exit.
- Working individually, students circle the correct letter and write the explanation for the answer based on the fire safety information in Exercise A.
- Have students check answers with a partner. To review, have volunteers read their answers and explanations out loud.

**Workbook Link: Exercises 13, 14**

### Writing

#### Procedure:

#### A-B.

- To set the scene for the activity, talk about baby-sitters and asking friends or family for help with childcare or housework. If there are any students with children in the class, ask them what they do when they need someone to take care of their children. Ask what directions or warnings they give to the baby-sitter.
- Read the directions for Exercise A. Have students read Julio's note to his sister Paula. To check comprehension, ask questions about his note, such as *When will Julio be back?* (around 6:30) *What should Paula do if Maria has a fever?* (call Dr. Lopez) *What is the problem in the laundry room?* (The floor is wet.)
- To prepare students for the activity, brainstorm other situations when you might need someone's help. For example, you might need someone to take care of your dog when you go on vacation or pick up your children from school while you're at work.

- To demonstrate the task, choose one of the situations and write a note on the board with the help of the class. Thank the person for helping you and warn him or her about a possible problem.
- Working individually, students write a note to someone who is helping them, using Julio's note as a model. Circulate to offer help as needed.
- Have students check their notes with a partner. To review, have volunteers write their notes on the board and discuss them as a class.

**Option:** For extra practice with an application for a child care worker, refer students to page 146.

**Workbook Link: Exercise 15**

### ➤ Do it yourself! (A plan-ahead project) (Student page 99)

Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

- Have students find a fire extinguisher at home, at school, or at work and read the directions. (Students can also use the fire extinguisher directions on page 99.)
- In small groups, have students talk about the directions with a partner. Encourage students to use the illustrations to guess the meaning of unknown language such as *hold upright*, *pull ring pin*, *squeeze lever*, and *sweep side to side*.
- To review, have volunteers explain how to use their fire extinguishers in their own words.

**Challenge:** In small groups, have students locate other fire safety equipment in your school or workplace such as lighted exit signs, sprinklers, fire escapes, fire alarms, smoke detectors, and fire doors. Talk about how these things can help make your building safer.

## Summary of Lesson Plan

### ► PROGRESS CHECK

Check assigned **Workbook** pages  
Suggested teaching time: 20 minutes

### ► Review (Student page 100)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

### ► UNIT REVIEW

#### **Do it yourself! (Student page 101)**

Includes expansion activities

- role play
- dialogues
- writing
- outside reading
- realia applications
- math skills applications
- civic lesson applications
- Booster Pak activities

### Pronunciation (optional)

#### **Vowel sound change with the word *the***

To introduce the concept that individual words can be pronounced in different ways, write on the board *the fire alarm, the smoke detector, the warning signs*. Read the words out loud. Be sure to pronounce the *e* in *the* like the *u* in *bus*.

Then write the following words on the board: *the engine, the elevator, the exit*. Read the words out loud. Be sure to pronounce the *e* in *the* like the *ea* in *eat*.

Read both groups of words again and ask students to pronounce them after you. As you pronounce the first group of words, underline the initial consonant in each word. As you pronounce the second group, underline the initial vowel in each word.

(continued on p. 13)



## Review (Student page 100)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

### **Procedure:**

#### **A–D.**

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional practice.

**Option:** For Exercise B, read items 1 through 4 out loud and have students circle the correct responses.



► **Do it yourself!** (Student page 101)

**Procedure:**

**1. Point. Talk about the people and things.**

- To demonstrate the activity, hold up the textbook, point to the person mopping the floor and the warning sign, and say *He's cleaning the hall. There's a warning sign in the hall.*
- In pairs, students continue pointing and talking about the people and things in the picture.

**Option: Competition.** Divide the class into groups of three or four. The groups take turns making a sentence about the picture. If the sentence is true and grammatically correct, the group gets a point. If the sentence is not true or is grammatically incorrect, the sentence passes to the next group, who can win an extra point for correcting it. The group with the most points at the end of the game wins.

**2. Ask questions about the picture.**

- Point to the man in the kitchen. Write on the board and ask *Where's the fire extinguisher?* Point to the fire extinguisher and elicit a response from the class, such as *It's in the kitchen.*
- In pairs, students continue pointing and asking questions about the picture.

**Option: Create characters.** As a class, students agree on a first name for each person in the picture. Write these names on the board for easy reference. Next, working in pairs, students write one line of conversation for each person. They then pass these lines to another group, who write the correct name before each line.

**3. Create conversations for the people.**

- Point to the man and the woman in the kitchen. Point to the two empty speech balloons and elicit a conversation from the class. For example, *A: Uh-oh. B: What's wrong?* Model this conversation with a more advanced student, playing the role of the man. Demonstrate that students should continue the conversation by making further statements, such as *There's a fire!*
- In pairs, students create conversations for the people in the picture.

**Option: Writing activity.** Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

**4. Say more about the picture ...**

- Model the activity by brainstorming as a class more words about the picture. Encourage students to say anything they can, either single words or complete sentences.
- In small groups, students continue to say as much as they can about the picture. Circulate to give help as needed.

**Option: Competition.** Review student output by transforming the exercise into a game. One group begins by saying a word or sentence about the picture, and each group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

**Oral test (optional)**

Use the *Do it yourself!* exercise on this page for an oral test. Have students create a conversation for two people in the picture. Evaluate students on correctness, intelligibility, and completeness.