

MODULE 12 Help

Unit 1

What should we do before help arrives?

Listening and vocabulary

Preparation

- Ask about dangerous places and things to do at home (e.g. stairs; kitchen; cooking; lifting).
- Ask why they are dangerous. Tell them they can talk about the reasons in Chinese in pairs. Monitor as they talk.
- Elicit some reasons. Then have them ask you why they are dangerous. For example:
 - Why are stairs dangerous?
 - Because you could fall and hurt yourself.Ask the students to model and repeat chorally.
- Write up question prompts on the board: Why/stairs/dangerous? Why/kitchen/dangerous?
- Ask about “kitchen” and introduce “Because you could cut yourself/burn yourself.” Tell the students to repeat chorally.
- Repeat the questions and nominate a few students to answer about the stairs and kitchen.
- Prompt them to ask about “lifting” and answer with possible reasons in pairs (e.g. drop/hurt yourself/break something).
- Nominate some pairs to ask and answer about “lifting”.
- Put the students in pairs to practise asking about other dangerous places at home, such as the bathroom.

1. Work in pairs. Talk about the pictures. Use the words in the box to help you.

- Ask the students to look at the pictures and think about what they show. Elicit some ideas.
- Go through the words in the box with the students. Ask them to repeat the words chorally and individually, checking pronunciation.

- Check if the students understand the meaning of the words by asking questions. For example:
 - When something is broken, can you use it again? (no)

What is a window made of? (glass)

What is the opposite of “dangerous”? (safe)

What do you call a table, chairs, cupboard, etc? (furniture)

In which room do we cook and eat food? (the kitchen)

- Pair the students. Tell them to match the words with the pictures and come up with sentences that use the words to describe each picture. (e.g. Picture 1: It's dangerous to run down the stairs. Picture 2: There's some broken glass in the kitchen. Picture 3: The piece of furniture is heavy and the boy cannot lift it.)
- Get the students to swap partners and come up with new sentences describing the pictures, using the words differently. (e.g. Picture 1: Don't run down the stairs. It's dangerous. Picture 2: A lot of accidents happen in the kitchen. Picture 3: Be careful. You might have an accident lifting that furniture.)
- Elicit some of the sentences the students made up and share them around the class. Write them on the board for checking.

2. Listen and check what the pictures are about.

- Play the recording. Ask the students to listen and say how accidents often happen.
- Play the recording again. Tell the students to check the pictures and number them in the order they hear them described.
- Play the recording once more. Ask the students to check whether their descriptions about the pictures on the board are correct. Ask them to work in pairs and describe the pictures in more sentences.

Tapescript

Ms James: Accidents often happen before you notice them. You could fall when you go down the stairs at school. It's quite dangerous in the kitchen at home because broken glass or knives can cut you. And moving heavy furniture is dangerous too. You could drop it and hurt your foot.



3. Listen and read.

- Elicit some ideas of what to do if someone is hurt in an accident. Write them on the board.
- Play the recording. Tell the students to listen for the advice on what to do when an accident happens.
- Play the recording again. Ask the students to check which of their advice is in the recording.
- Play the recording once more for the students to listen to and read the conversation.

Now read these first aid suggestions and decide if they are good ideas (✓) or bad ideas (×).

- Ask the students to read through the suggestions and guess whether they are good or bad.
- Tell them to read the conversation again, find the key information and decide if the suggestions are good or bad ideas.
- Elicit answers from the whole class.

Answers

- | | | |
|------|------|------|
| 1. ✓ | 2. ✓ | 3. × |
| 4. × | 5. ✓ | |

Extension

- Revise the advice mentioned in the conversation with the class.
- Get the students to act out seeing an accident and giving first aid in groups. Ask for a volunteer to be the one who had an accident and two or three others to take care of him/her.
- Ask other students to decide whether the students offer first aid in the correct way.

4. Complete the passage with the words in the box.

- Read the words in the box with the class and check their meaning.
- Ask the students to read the passage first and then complete it on their own.
- Tell them to check their answers with their partners.
- Elicit answers from the whole class.

Answers

- | | | |
|------------|------------|------------|
| 1. imagine | 2. bottom | 3. medical |
| 4. lift | 5. harmful | 6. drop |
| 7. pain | 8. Cover | |

Pronunciation and speaking

5. Listen and underline the words the speaker stresses.

- Explain that in sentences, it is the key words that are usually stressed.
- Tell the students to work in pairs. Ask them to read the sentences and try to guess which words are the key words.
- Play the recording. Tell the students to listen to see if they were right.
- Play the recording again. Tell them to underline the stressed words.
- Put them in pairs to compare their answers.
- Elicit the stressed words and point out the intonation of the sentences as well, including the linking sounds between a consonant and a vowel.

Now listen again and repeat.

- Play the recording once more. Have the students listen and model the sentences, repeating chorally. Play the recording several times until they feel confident and can say them without hesitating.
- Monitor pronunciation and ask individual students to repeat the sentences to check if they are all confident about speaking and get the stress correct.

Possible answers

1. Let's imagine an accident.
2. What can we do to help him?
3. Find out what's wrong with him.
4. Make sure he's warm.
5. Cover him with a coat.

6. Work in pairs. Ask and answer questions.

- Ask the students whether they know anything about first aid. Elicit some ideas.
- Repeat the question chorally "What do you do if someone's hurt?" Then have the students ask you.



Answer them as a model.

- Put more question prompts on the board (e.g. What/do/if/see someone/lying/road? What/do/if/in pain? What/do/if/cold?).
- Elicit different questions with the prompts on the board and nominate the students to answer.
- Put the students in pairs to ask and answer more questions about first aid. Circulate and monitor as they work.
- Nominate a few pairs to ask and answer.

Unit 2

Stay away from windows and heavy furniture.

Reading and vocabulary

1. Work in pairs. Look at the pictures and ask and answer the questions.

- Before starting, talk to the students about the possibility of earthquakes. Elicit any of their ideas about earthquakes. (e.g. How do they feel about earthquakes? Do they think it's a good idea to talk about earthquakes? Why?)
- Look at the pictures with the students and elicit what is happening in each picture.
- Tell the students to describe each picture by asking and answering the two questions in pairs.
- Elicit descriptions from the class.

2. Look at the title of the passage and think about what to do in an earthquake.

- Ask the students to look at the title of the passage and talk about what they know about earthquake safety. Get some pictures to show them of a place after an earthquake (but nothing with injured people that would be distressing, only trees fallen down, buildings collapsed, etc) to set the scene more vividly.
- Ask some questions to guide them to think about what people should do in an earthquake: Is

there a problem with trees and street lights? Is it a good idea to take an elevator or the stairs after an earthquake? Is it better to stay indoors or try to go outside? What should you do if you are in a car or bus?

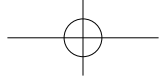
- Elicit how to give advice or instructions about what to do (e.g. the imperative/You should...).
- Elicit the students' suggestions: Get two students up to the front together. Ask the class to give two suggestions on what to do in an earthquake and let each student write one on different parts of the board.
- Ask two more students to come up and write two more ideas the class tell them. Remind the students that the new suggestions they give should be different from those on the board.
- Then two more and two more... Ask the class if there are any other suggestions they want to add. If so, come up.
- Talk about the suggestions on the board with the class. Correct any mistakes.

3. Read the passage and check your answer to Activity 2.

- Ask the class if anyone has ever been in an earthquake or knows of where there has been one. See if anyone knows why they happen and what problems they cause.
- Ask the students to read the passage and underline the instructions on what people should do when an earthquake happens.
- Check the instructions in the passage against the advice on the board with the class and see if they are the same.
- Ask the students to read the passage again to better understand the instructions. Then tell them to act out some of the instructions, so they will know what to do in an earthquake. For example: Ask them to demonstrate "Hide under a table."

4. Read the sentences. Decide if the following actions are right (✓) or wrong (×).

- Tell the students to read the sentences and see what the people did in an earthquake. Then tell them to decide if the people's actions are right or wrong.
- Ask the students to check answers with their partners.



- Elicit answers by nominating different students to say “When the earthquake started...” and others to finish the statement and say whether it is a good idea or bad idea.

Answers

1. ✓ 2. × 3. × 4. ✓ 5. ✓

5. Answer the questions. Use the words and expressions in the box.

- Go through the words and expressions in the box with the whole class and answer any questions if they are not sure of the meaning. Ask the students to repeat the words and expressions chorally and individually.
- Ask the students to read through the questions and think about the answers. Tell them they can refer to the passage in Activity 3 for help.
- Ask them to work in pairs and ask and answer the questions.
- Elicit ideas around the class.

Possible answers

1. It is difficult to warn people before an earthquake.
2. We should stay inside.
3. We should keep calm and be brave.
4. We shouldn't stand near power lines or under street lights in the street.

Writing

6. Work in pairs. Do the following research.

- Make a table as follows on the board.

	Safe	Dangerous
Inside		
Outside		

- Tell the students to talk in pairs about all the places they think are possibly safe and dangerous

both inside and outside the school.

- Ask them to list places in the table individually and then check in pairs.
- Elicit places from the class and write them up.
- Go over the places with the class and ask why they are safe or dangerous.
- Ask the students to say where the nearest stairs and doors to the outside of the school buildings are.
- Ask them to think about and tell where the street lights, telephone and electricity lines and trees are outside their school.

Learning to learn

- Read through the information with the whole class.
- Elicit the most important things to remember, i.e. what the instructions tell you to do and the steps or order of activities.
- If time permits, put the students into groups of five. Ask them to think of a game for five.
- Ask them to write the game instructions and try to make them as clear as possible.
- Elicit ideas from some of the groups.

7. Write some instructions about what to do in an earthquake.

- Ask the students to revise the instructions in the passage in Activity 3. Tell them to especially notice how to give instructions with the imperative.
- Tell them to think about what to tell everyone to do and what not to do in an earthquake.
- Tell the students to read through the examples and write their own instructions individually. Monitor as they work and help where needed.
- Elicit some ideas.

Now work in pairs. Check and share your instructions.

- Put the students in pairs to check and compare their instructions. Tell them to see if they have the same instructions and what they are.
- Suggest and demonstrate with a student how each pair can share their instructions: one reads out his/her instructions and his/her partner changes what



he/she says to “must” or “mustn’t”. For example:

- Stay away from the blackboard.
- You must stay away from the blackboard. It could fall on you.
- Don’t sit under the window.
- You mustn’t sit under the window. It could break.

- Tell the students to practise and then combine their ideas with their partners. Ask them to rewrite their instructions and add reasons if they want.
- Ask each pair to give one instruction they think is the most important and say why.

Unit 3

Language in use

Language practice

- Read through the sentence in the box with the class.
- Elicit the use of the imperative for suggestions and instructions, and “must”, “can”, “could” for prediction.
- Demonstrate the difference between “could be” (possible) and “must be” (certain) by drawing and asking the students to guess.
- Draw a circle and ask what it could be. Ask the students if they are sure or if they think it is just possible. Then add two eyes and a nose and ask the same question.
- Add ears and a mouth. Ask again.
- Then add hair and a moustache and ask again. Tell the students if they are certain, say “It must be...” Highlight “possibility (could be)” and “certainty (must be)”.
- Put the students in pairs to draw and do the same.

1. Complete the sentences with *could*, *must* or *mustn’t*.

- Tell the students to read the sentences and decide whether each one is an instruction or a possibility.
- Ask them to complete the sentences individually.
- Tell them to check their answers in pairs.

- Elicit answers from the class in full sentences.

Answers

- | | | |
|------------|------------|----------|
| 1. must | 2. mustn’t | 3. could |
| 4. mustn’t | 5. must | |

2. Underline the correct words to complete the first aid instructions.

- Revise with the class how to use the imperative for suggestions and instructions.
- Ask the students to read through the sentences individually and underline the correct words.
- Ask them to check their answers in pairs.

Answers

- | | |
|----------------|---------|
| 1. Get | 2. Ask |
| 3. Do not lift | 4. Keep |

3. Complete the poster about earthquakes with the correct form of the words and expressions in the box.

- Tell the students this is a poster with instructions. Ask them to read it through to get an idea of what to do when an earthquake happens.
- Tell them to read the words and expressions in the box and check their meaning.
- Ask them to complete the instructions individually.
- Elicit answers from the class in full sentences.

Answers

- | | | |
|--------------|---------------|---------------|
| 1. Stay away | 2. Hide under | 3. Do not use |
| 4. Leave | 5. Keep | |

Extension

- Draw a table as follows on the board and ask the students to copy it.

Accidents	Must	Reasons	Mustn’t	Reasons
Fire				
Earthquake				
...				



- Tell them to think about what to do and what not to do in each situation by asking “What must/mustn’t you do in a fire?” Then nominate a volunteer to answer and write the advice in the table on the board.

- Ask “Why?” to elicit “Because you could...”/“Because it is dangerous.” Then write the reasons in the table too.

- Ask the students to repeat the questions and answers in pairs and then move on to the next item (earthquake etc.) to ask and answer.

- Nominate a few pairs to ask and answer. Help them correct any mistakes.

- Tell the students to walk around the class and ask five or six different students for advice on the problems and the reasons. Tell them to keep notes and write down their classmates’ advice in their table.

- Elicit the advice and reasons different students got.

4. Complete the conversation with the words and expressions in the box.

- Tell the students to read the conversation first and find out:

- 1) who had an accident
- 2) what kind of accident it was
- 3) what he hurt

- Elicit answers from the class.

- Ask the students to look at the words and expressions in the box. Then tell them to read the conversation again and guess what words are missing.

- Tell them to complete the conversation on their own and then check answers with their partners.

- Elicit answers by nominating students to read out the conversation in different roles.

Answers

- | | | |
|-----------|---------------|------------|
| 1. chance | 2. in trouble | 3. in pain |
| 4. Cover | 5. medical | |

5. Complete the news report with the correct form of the words in the box.

- Tell the students that a news report can be about

a warning. Ask them to read the passage quickly and find out if it is a warning or if it is about an accident.

- Elicit their ideas.

- Write up the question “What is the problem and where is it?” on the board. Tell the students to read the passage again and find the answers.

- Elicit answers from the whole class.

- Tell the students to read the words in the box and complete the news report with the missing words.

- Ask them to check their answers in pairs.

- Elicit answers in full sentences.

Answers

- | | | |
|------------|------------|-----------|
| 1. trouble | 2. warning | 3. rocks |
| 4. clear | 5. power | 6. inside |

Now read the report again and check (✓) the true sentences.

- Ask the students to read the sentences and think about whether they are true or not.

- Tell them to read the completed passage and underline the key information.

- Ask them to decide whether the sentences are true or not and why.

- Ask the students to check their answers in pairs. Tell them to go back to the passage again and check if they disagree.

- Ask some students to read out the passage line by line for them to better understand the information in the passage.

- Nominate students to read each sentence and say whether it is true or not. Then ask another student why if the sentence is not true.

Answers

- | | |
|------|------|
| 3. ✓ | 4. ✓ |
|------|------|

6. Listen and complete the sentences.

- Ask the students to read the sentences before they listen to the recording. Ask if they know what happened from the sentences.



- Ask what they think the people in the story did first, next, after that. Elicit their ideas.
- Play the recording. Tell the students to listen for the information.
- Play the recording again. Tell them to complete the sentences on their own and then check answers in pairs.
- Play the recording once more for them to check their answers.
- Elicit answers in full sentences from the class.

Answers

- | | | |
|-----------|-----------------|------------------|
| 1. dinner | 2. shake | 3. kitchen table |
| 4. door | 5. mobile phone | 6. flat |

Tapescript

We were having dinner at home when the earthquake happened. The room started to shake and before we knew what was happening, Father shouted to everyone to get under the kitchen table. We all sat on the floor under the table and waited. When the ground stopped shaking, we got up and we weren't hurt. We couldn't get out of the room, because the door wouldn't open. My father called for help on his mobile phone, and in three hours, people came to help us. They opened the door. We got up and left our flat.

7. Read the passage and choose the correct answer.

- Write "tsunami" on the board and ask if anyone knows what it is.
- Explain about tsunamis to the students.
- Tell them to read the passage quickly and find out who Tilly Smith is and what she did.
- Elicit their answers.
- Tell them to read the questions in pairs and talk about the possible answers.
- Tell them to read the passage again and underline the key information when they find it.
- Ask the students to answer the questions individually and then check their answers in pairs.

- Elicit answers by nominating the students to ask and answer.

Answers

- | | | |
|-------|-------|-------|
| 1. b) | 2. c) | 3. c) |
|-------|-------|-------|

Around the world: Special buildings in Japan

- Read the information with the students. Check if they understand it.
- Talk about the building which is built to resist earthquakes in Japan as a class. Introduce more information on it and tell the class about how other countries resist earthquakes.

Extension

- Ask the students if they know of any other measures taken by different countries to resist earthquakes. Elicit their ideas.
- Put the students into five groups and give each group a continent to research, i.e. Europe, Asia, America, Africa, Oceania.
- Tell them to find out individually how common earthquakes are in those continents, the date and place of any famous big earthquake and any special facts they can find out about it, how countries in those continents resist earthquakes and any other information they can find about how to stop or predict earthquakes.
- Tell the students to get together in their groups when they have done the research on each continent and put their findings together into a report.
- Ask one person from each group to present their report on their continent to the class.
- Ask the students to vote for which is the "safest" country from earthquakes and which is the most advanced in resisting them.

Culture box: Earthquakes in the US and UK

The US has more earthquakes than any other country in the English-speaking world and California, which has its coastline on the Pacific Ocean, is the worst-affected state. There are small earthquakes almost every year. The most serious one this century was in 2003 and affected an area stretching from Los Angeles to San Francisco. More than 80 buildings were damaged in the quake, which had a magnitude of 6.5.



Earthquakes are almost non-existent in the UK. There are occasional earth tremors, and there are several fault lines across the country, but nothing to compare with the fault lines that exist in and around the Pacific Ocean.

Module task: Making a poster about preventing accidents at school

8. Make a list of accidents that can happen at school.

- Elicit some types of accidents that can happen at school and teach some vocabulary by demonstrating, e.g. hurt hand, bump into someone, bump your head, hit your head, fall off/over.
- Make a table as follows on the board. Write the accidents elicited in the table.

School accidents	How	Where
Hurting hands/ knees/legs	Running fast/ Playing football	Playground
Hitting your head	Climbing a tree	Garden
...		

- Tell the students to copy the table and use it to make a list of the accidents they think that happen most often at school.
- Put the students in groups of four. Ask them to talk about the school accidents on their own lists and make a new list for their groups, excluding

repetitive accidents.

9. Work in groups. Choose an accident from the list in Activity 8 and give instructions about what to do.

- Ask the students in each group to talk about what to do in each accident.
- Tell them to choose one accident from their list and ask everyone in the group to think of one instruction of what to do or not to do. Tell them to make notes about their ideas.
- Ask them to put their ideas together and give some instructions about what to do in the accident they chose. Remind them to use their notes to help them.

10. Make a poster about preventing accidents at school using *must/mustn't*.

- Ask the students to make a poster about preventing accidents at school with their instructions in Activity 9. Tell them to use “must” and “mustn’t”.
- Tell them they can draw pictures on the poster as well.

11. Present your poster to the class.

- Ask each group to stick their poster on the wall and present it to the rest of the class.
- Ask everyone in each group to say something about accidents at school and give instructions.