Unit 5 Coping with Disasters and Emergencies

WARM-UP	Students discuss disasters and preparing for emergencies, and read an illustrated conversation modeling discussion of bad weather and a possible evacuation.	
LESSON 1 Warn of a dangerous situation	*Vocabulary*	Other disasters
	Grammar	Indirect speech: imperatives
	Pronunciation	Direct and indirect speech: rhythm
LESSON 2 Start a conversation about a disaster in the news	*Vocabulary*	Natural disasters
	Listening skills	Listen to infer; Listen for details
	Grammar	Indirect speech: *say* and *tell*—tense changes
LESSON 3 Discuss epidemics	*Reading skills*	Understand from context; Confirm facts
LESSON 4 Prepare for a local emergency	*Vocabulary*	Emergency readiness and supplies
	Listening skills	Listen for main ideas; Listen for details; Listen for instructions; Paraphrase
	Writing	Explain how to prepare for an emergency
INTERACTIVE COOL DOWN	*Say and Tell*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xii-xiii.

Warm-Up

PRONUNCIATION

Suggested time: 8 minutes | Your time:

- Read the directions. Play the audio. Have Ss listen and read. Play it again and have Ss listen and repeat.
- Have Ss work individually to check their answer for each type of disaster.
- Form pairs. Have Ss compare their answers and explain the reasons for their choices. Monitor and assist as needed.
- To go over the answers with the class, draw a two-column chart on the board with the headings *Disaster* and *Cause*. List the four types of disasters in the column on the left side of the chart.
- Bring the class back together. Start the discussion with the topic of volcanic eruptions. Read the man's statement. Ask Ss if they agree.
- Point to each type of disaster on the board, and ask, *Is this a natural disaster? A human-made disaster? A combination of both?* Have Ss raise their hands. Call on volunteers to explain their choices. Try to reach a consensus on the cause and write it in the chart.

OPTION If any of these disasters are distressing topics for Ss to discuss—for example, if they have recently experienced them personally—limit the discussion or avoid it altogether.

EXTENSION Ask volunteers to list places they associate with the four types of disasters and, if appropriate, to describe specific disasters they have heard about.

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Coping with Disasters and Emergencies

UNIT 5

Warm-Up

Which of these disasters are caused by humans? Which are natural disasters? Which might be a combination of both?

PRONUNCIATION | Listen and repeat.



A volcanic eruption is a natural disaster. No one can cause one or prevent one.

A volcanic eruption

- a natural disaster
- a human-made disaster
- a combination of both



A famine

- a natural disaster
- a human-made disaster
- a combination of both



A forest fire

- a natural disaster
- a human-made disaster
- a combination of both



A shipwreck

- a natural disaster
- a human-made disaster
- a combination of both



UNIT 5 COMMUNICATION GOALS

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Warn of a dangerous situation	Start a conversation about a disaster in the news	Discuss epidemics	Prepare for a local emergency

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Topic Warm-Up

A EMERGENCY CHECKLIST | Read the checklist of things to have on hand for an emergency.



B VOCABULARY | Emergency supplies | Read and listen. Then listen again and repeat.

C PAIR WORK | Discuss the purpose of each item on the checklist.

You need blankets to stay warm if you have to sleep outside in an emergency and the weather is cold.

And you need scissors if you have to cut sterile gauze if someone has an injury.

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Topic Warm-Up

A EMERGENCY CHECKLIST

Suggested time: 5 minutes | Your time:

- Give Ss a minute to look at the photos and captions. Read the two questions in the title. Tell Ss to check the items they have, including the items in the box.
- Bring the class together. Take a poll. Read each item and ask Ss to raise their hands if they have it.

B VOCABULARY

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read and listen. Replay it and have Ss listen and repeat.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Remind Ss to include the six items in the box in Exercise A.
- Read the example conversation and encourage Ss to use it as a model for their discussion.
- Form pairs and have them complete the task. Monitor and assist as needed.
- Bring the class together and go over each item on the checklist, calling on volunteers to explain its purpose. For each item, check that the rest of the class agrees with the explanation. Then ask, *What else could you use this item for?* Write Ss' suggestions on the board.

CHALLENGE (+5 minutes) Conduct the discussion of purposes as a game. Start by making a chart on the board. Write a different purpose at the top of each column in the chart. For example:

Keep warm	*Make light*	*Treat medical problems*	*Talk to people*	*Eat and drink*

Tell Ss you are going to play the A–Z game. Call out a letter of the alphabet. In pairs, have Ss try to write down emergency supplies that begin with that letter for each purpose listed in the chart. They should include any emergency supplies they can think of, not just the words in Exercise A. (For example: For the letter C: Keep warm: coat; Make light: candle; Treat medical problems: cough medicine; Talk to people: cell phone; Eat and drink: can opener) Repeat with 3–4 other letters. Once the game is finished, elicit Ss' answers and write them on the board. Give 1 point for each correct answer. Have Ss add up their points and see which pair is the winner.

EXTENSION (+7–12 minutes) Elicit types of disasters that could happen in your area and write them on the board. Ask, *Which of these disasters is most likely to happen here?* Take a vote and underline the most likely disaster on the board. Then ask, *What emergency supplies should every household have on hand for this kind of disaster?* Form groups and have each group write their own checklist of supplies and tips for what to do. Bring the class back together and ask volunteers to report for their group. Write a single list on the board of all the items mentioned and of all the tips.

Language Center

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Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures of Jack and Sarah and try to predict what their conversation will be about.
- Point out the note about accents. Encourage Ss to listen for differences between Jack's and Sarah's accents.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Where is the Midwest? (12 states in the northern central part of the U.S.)
  What's happening there? (a big storm with heavy rain)
  How do Jack and Sarah know about it? (Jack saw it on TV; Sarah read about it online.)
  Why does it concern Jack and Sarah? (The storm may be heading their way.)
  What are they going to do? (wait until tomorrow for more news, but pack the car now; maybe go to Sarah's mother's house)
  Why is Sarah's mother's house a safer place? (She's "up in the hills," safer from flooding.)
- Clarify any new vocabulary for Ss.

LANGUAGE AND CULTURE Because Earth's climate is changing in a number of different ways, the phrases *climate change* or *climate crisis* are considered to be more accurate than *global warming*.

B UNDERSTAND FROM CONTEXT

Suggested time: 8 minutes | Your time:

- Read the underlined expressions in Exercise A and have Ss repeat.
- Read the example. Elicit the difference between *news* and *breaking news*.
- Form pairs. Have Ss complete the exercise in pairs. Monitor and assist as needed.
- Go over the answers with the class.

EXTENSION (+5 minutes) Lead a discussion about how to stay informed about important breaking news. Point out that Jack got breaking news from the TV. Sarah got it from the Internet. Ask the class how they get breaking news. (For example: smart phone apps, friends)
Then ask how Ss stay informed about the weather specifically. For example, ask, *How often do you check the weather? How do you get warnings about extreme weather?*

Answers for Exercise B

1. *"News" is information about something that has happened recently, but "breaking news" is happening right now and is usually a developing story.*

LANGUAGE AND CULTURE

- The expression *What do you say . . . ?* is used to introduce a suggestion, as in *What do you say we pack up the car now?* You can also use *What do you say to* + noun phrase to make a suggestion: *What do you say to a cup of coffee?*
- A common variation on the expression *on a moment's notice* is *at a moment's notice.*

SPEAKING | PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Read the directions and the conversation. Tell Ss they can write their lists in their books or on paper.
- Write on the board: *What would you do if you were Sarah and Jack? What would you have in the car?* Underline the verbs. Remind Ss that we use the unreal conditional when we are imagining a situation that doesn't exist.
- Have pairs complete their lists. Monitor and assist as needed.
- On the board, write: *If we were Sarah and Jack, we would. . . .* Have pairs compare their ideas with another pair, using this structure.
- Bring the class back together. On the board, write: *TO DO.* Invite volunteers to call out actions from their lists. Write them on the board. Next, write on the board: *TO HAVE IN THE CAR.* Invite Ss to call out items that Sarah and Jack should pack. Write them on the board. Remind Ss to consider both supplies to have during the drive and things they'll need while they're away from home. Also point out that some things depend on whether Sarah and Jack live in an apartment or a house and whether they have children or pets. To illustrate this, ask, *Do they need to prepare the house and yard for the storm? Do they need to pack clothes and toys for the children? Food for the pets?*

EXTENSION (+5–10 minutes) Say, *Imagine that there is a forest fire and you may lose power soon. This means your refrigerator and stove won't work. You still have time to go food shopping. What would you buy to eat for a week?* Form pairs, but have Ss work individually to write their lists. Then in pairs, have them share their plans.

2. *"It's raining cats and dogs" and "It's coming down in buckets."*
3. *He calls it a "monster storm" and says "What a catastrophe!" when he sees images of the damage it has caused.*
4. *She's wondering if the same thing is going to happen where they live—if they are going to experience the same catastrophic weather.*
5. *The weather service meant that this is a very real and very serious storm; it's not something to ignore or joke about.*
6. *You're OK for just right now.*
7. *He means that they can leave very quickly or immediately—without needing to take extra time to prepare or get ready.*

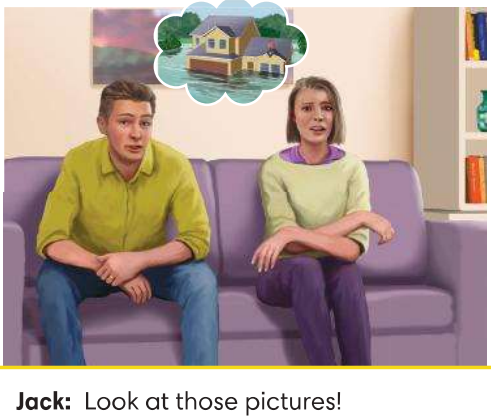
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Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about preparing for a storm. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Jack = American English (regional)
Sarah = American English (standard)







Jack: Hey Sarah, look at this breaking news! You know that monster storm in the Midwest?

Sarah: I just read about it online. They say it's going to hit here late tomorrow or early Wednesday. And it's already raining cats and dogs now!

Jack: Yeah. This is like the third huge storm in two months. What is going on with the weather?

Sarah: Who knows? They say it's global warming.

Jack: Look at those pictures! Everything's underwater! And the people in boats! And that guy on the roof! What a catastrophe!

Sarah: And it's still coming down in buckets there. Man oh man. Is that what's in store for us?

Jack: Let's hope not. But everything's already so wet here from the last two storms. Mud everywhere.

Sarah: You know, Jack, this is serious. The weather service said not to take it lightly.

Jack: They're right. Should we go to your mom's? She's up in the hills.

Sarah: We're OK for the time being. We won't know until tomorrow. Maybe let's wait till morning to decide. We've got a tank full of gas, and lots of emergency supplies.

Jack: OK. What do you say we pack up the car now so we can leave on a moment's notice if necessary tomorrow?

Sarah: Good idea. Then let's get a good night's sleep!

B UNDERSTAND FROM CONTEXT | Find the featured words and phrases in the conversation. Answer the questions with a partner.

> "Breaking news is news that's happening right now."

See page T51 for answers.

1 What's the difference between "news" and "breaking news"?
2 What are two ways to tell someone that it's raining really hard outside?
3 How does Jack express the fact that the storm in the Midwest is a disaster?
4 What's Sarah wondering when she says, "Is that what's in store for us?"
5 What did the weather service mean when it said "not to take (the storm) lightly"?
6 If you're OK "for the time being," how long are you OK for—a long time or just right now?
7 When Jack says they can leave "on a moment's notice" if necessary, what does he mean?

SPEAKING PAIR WORK | If you and your partner were Sarah and Jack, what would you put on your to-do and to-have lists for the next morning?



To do	To have in the car



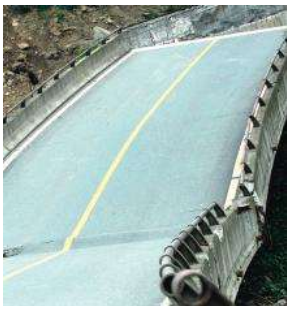
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1 COMMUNICATION GOAL Warn of a dangerous situation

A VOCABULARY | Other disasters | Read and listen. Then listen again and repeat.


an explosion


an oil spill


a bridge collapse


a plane crash


a train wreck

B ACTIVATE THE VOCABULARY | Tell your partner about a disaster you've heard of. Say when and where it was.

> "There was an oil spill near the beaches last year. It was terrible. It caused the deaths of a lot of birds and fish."

COACH **C** GRAMMAR | Indirect speech: imperatives



You can report what someone says, using direct or indirect speech.

Direct speech records exactly what another person says, using quotation marks.
Jeanette said, **"Turn on the news."**

Indirect speech reports what someone says without quoting his or her exact words.
Jeanette said **to turn on the news**.

An imperative in direct speech becomes an infinitive in indirect speech.
He said, "**Bring** a flashlight." → He said **to bring** a flashlight.
The announcer said, "**Don't take** the warning lightly." → The announcer said **not to take** the warning lightly.

Change the pronouns in indirect speech as necessary for logic.
Eric said, "Tell **me** when **you** hear the news." → Eric said to tell **him** when **I** hear the news.
He told her, "Please text **me** when **you** get back." → He told her to text **him** when **she** gets back.

Note:
The speech reported in direct and indirect speech is a noun clause. It functions as the direct object of a reporting verb such as say, tell, or ask.

GRAMMAR EXPANDER p. 134
Direct speech: punctuation rules

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E NOTICE THE GRAMMAR | Find and underline three examples of indirect speech in Zoom-In on page 51.

1. *They say it's going to hit here late tomorrow or early Wednesday.*
2. *They say it's global warming.*
3. *The weather service said not to take it lightly.*

F GRAMMAR PRACTICE | Rewrite each statement in indirect speech. Make necessary changes to the pronouns.

1 Martha told them not to go out until the danger is over.

1 Martha told them, "Don't go out until the danger is over."
2 The newspaper says, "Get emergency supplies of food in case the roads are closed."
3 Mark told me, "Call me when you find out what's going on with the oil spill."
4 My sister is saying, "Leave home before the fire spreads to this neighborhood."
5 The radio news just said, "Keep your doors and windows closed."

2. *The newspaper says to get emergency supplies of food in case the roads are closed.*
3. *Mark told me to call him when I find out what's going on with the oil spill.*
4. *My sister is saying to leave home before the fire spreads to this neighborhood.*
5. *The radio news just said to keep our doors and windows closed.*

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LESSON 1 Warn of a dangerous situation

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read and listen and then listen again and repeat.

OPTION Ask, *Are any of these disasters natural disasters?* If Ss see them all as the result of human error, ask, *Could any of these result from extreme weather? An earthquake?*

B ACTIVATE THE VOCABULARY

Suggested time: 3 minutes | Your time:

- Read the directions and the example.
- Form pairs and have Ss complete the task. Encourage them to also explain how they learned about the disaster.
- Bring the class together. Invite volunteers to talk about disasters they've heard about.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first sentence and the rules about direct and indirect speech.
- Write on the board:
  DIRECT SPEECH: Steve said, "Ask my wife."
  INDIRECT SPEECH: Steve said to ask his wife.
  Ask, *Which kind of speech uses someone's exact words?* (direct speech) Point out the quotation marks and where they go in direct speech: before the first quoted word and after the period at the end. Also point out the comma right before the first quotation mark.
- Read the woman's statement. Ask, *Is this direct or indirect speech?* (Direct speech; quotation marks aren't needed inside a speech balloon.) Point out that the woman is reporting what the weather service said. On the board, write: *The weather service said, "Take the warning seriously."*)
- Have Ss read the **Note.** On the board, circle "*Ask my wife*" and *to ask his wife*. Say, *These are noun clauses*.
- Have Ss read the rule about imperatives and the examples. On the board, point to *Ask* in the direct speech example and say, *Here's an imperative*. Point to *to ask* in the indirect speech example on the board and say, *It becomes an infinitive.*
- To check comprehension, have Ss change these sentences to indirect speech, starting with *The teacher said*:
  Do the homework. (The teacher said to do the homework.)
  Come to class on time. (The teacher said to come to class on time.)
  Don't be late. (The teacher said not to be late.)
- Have Ss read the last rule and the examples. Point out the pronoun changes. Say, *Possessive adjectives may also change*. Point to the examples on the board and the change from *my wife* to *his wife*.

OPTION (+3 minutes) Point out other words that often change when using indirect speech. For example: *here* changes to *there*. On the board, write: *Tom said, "Be here at 4:00." / Tom told me to be there at 4:00.*

LANGUAGE NOTES

- When a sentence presents a situation that hasn't happened yet, the verb can be in the simple present or simple past even when the reporting verbs (*said, told*) are in the past tense. For example: *Eric said to tell him when I hear the news. / Eric said to tell him when I heard the news.* Both are both correct. This will be covered in more detail in Lesson 2.
- In British English, the quotation marks around direct speech could be single quotation marks (' ') or, as in American English, double quotation marks (" ").

GRAMMAR EXPANDER (optional, page T134)

D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Tell Ss they will hear the five examples of indirect speech from the grammar chart.
- Play the audio. Have Ss listen and repeat.

E NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss work individually to find the examples on page 51. Tell them that the reporting verb isn't always *said* or *told*. It can be a simple present verb.
- In pairs, have Ss compare answers. Then go over the answers with the class.

F GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Read the directions. Then go over the sample answer for item 1. Ask, *Is the danger over?* (no) Remind Ss to change pronouns, possessive adjectives, and other words as needed.
- Have Ss work individually to write their statements on sheets of paper.
- In pairs, have them compare their sentences. Go over the answers with the class. Tell Ss to keep their papers handy; they will need them for Exercise I on page 53.

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G PAIR WORK

Suggested time: 4 minutes | Your time:

- Read the directions, item 1, and the example.
- Form pairs and have Ss take turns saying the speakers' original words.

OPTION On the board, write the example: *She said, "Please call me when the trains are running again."* Point out the punctuation. Say, *Change items 2–6 to direct speech.* Have Ss write their sentences individually and then compare with a partner.

Answers for Exercise G

1. *She told him, "Call me when the trains are running again."*
2. *They told their daughter and son-in-law, "Read the emergency instructions in the newspaper."*
3. *Dan told me, "Call the local police for information about the explosion."*
4. *My grandparents called to tell me, "Turn on the TV to see pictures of the oil spill."*
5. *Rob told me, "Don't wait until the fire gets too close."*
6. *They told the passengers, "Don't get off the bus."*

H PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss listen to the audio and read. Replay the audio and have Ss listen and repeat. Raise your hand in a stop gesture to signal each pause.

I PAIR WORK

Suggested time: 4 minutes | Your time:

- Read the directions. Have Ss turn to Exercise F on page 52 and take out the sentences they wrote.
- Model the activity, read item 1 and the rewritten sentence in the example. Have Ss repeat.
- Form pairs. Tell Ss to go through the sentences twice, switching items so that each S reads all the sentences. Monitor for correct rhythm.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce shocking information with *You won't believe . . .*
- Ask someone to wait
- Express shock with *Oh, wow.*
- Express disbelief with *No way.*

- Have Ss look at the picture and predict what the conversation will be about.
- Have Ss read and listen. Then have them identify the example of indirect speech in the conversation.
- Call Ss' attention to the **Social language** box. Read it. Point out that this is informal language. Elicit more polite ways to ask someone to wait. For example: *I'm sorry, but could you wait a moment?*

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs. Have Ss practice the conversation, switching roles.

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (the vocabulary on pages 49 and 52)
- Draw Ss' attention to the **Ideas** box. Say, *Here are things that someone might call or text to tell you to do.*
- Form pairs. Have Ss plan and role-play the conversation. Monitor to make sure Ss use an infinitive after *to tell us* and practice indirect speech (instead of using *about* + noun phrase). Remind Ss to switch roles.
- Go over the information in the **Keep Talking!** and **Recycle This Language** boxes. Show the **Keep Talking!** video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if Ss are

- ✓ using phrases to express shock and disbelief
- ✓ using vocabulary for disasters
- ✓ using indirect speech correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) On the board, draw two stick figures, one with a speech balloon. Write names under them, for example, *Omar* and *me*. In the speech balloon, write the imperative *Turn on the news*. Then write, *Omar said, ". . ."* and *Omar told me. . . .* Have Ss complete the examples orally. Tell Ss to take a sheet of paper and draw a similar cartoon. Have them write two sentences, one with direct speech and one with indirect speech. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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G PAIR WORK | For each sentence, say what you think the speaker's original words were. Take turns.

1 She told him to call her when the trains are running again.
2 They told their daughter and son-in-law to read the emergency instructions in the newspaper.
3 Dan told me to call the local police for information about the explosion.
4 My grandparents called to tell me to turn on the TV to see pictures of the oil spill.
5 Rob told me not to wait until the fire gets too close.
6 They told the passengers not to get off the bus.

> "Please call me when the trains are running again."

See page T53 for answers.

COACH

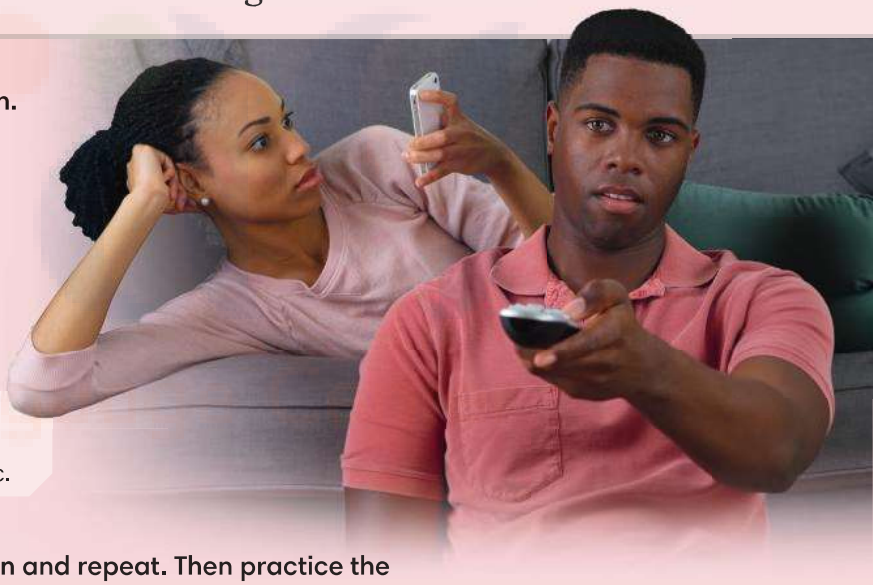
H PRONUNCIATION | Direct and indirect speech: Rhythm | Read and listen. Then listen again and repeat.

1 She said, [*pause*] "Be home before dark." → She said to be home before dark.
2 I told my classmates, [*pause*] "Don't go out until the teacher says it's safe." → I told my classmates not to go out until the teacher says it's safe.

I PAIR WORK | Take turns reading aloud sentences from Exercise F on page 52. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.

COMMUNICATION ACTIVATOR

Now let's warn of a dangerous situation.



A CONVERSATION MODEL | Read and listen.

A: John! You won't believe what's going on.
B: What?
A: An explosion and a fire downtown. Your dad just texted to tell us to turn on the TV.
B: OK. . . . Just a second.
A: Oh, wow. Look at that!
B: No way. Let's hope no one got hurt!

Social language
To ask someone to wait, say:
Just a second. One second / minute. Hold on a sec.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation, using another disaster. Change what you've been told to do, using an infinitive. Then change roles.

A ..... ! You won't believe what's going on.
B: What?
A: .... just ..... to tell us ..... .
B: OK. . . . .
A: Oh, wow. Look at ..... !
B: ....

Ideas
- turn on the TV
- look out the window
- go online
- look in the newspaper
- call [George]

KEEP TALKING! ●●●

Say more about what you see or hear.
That looks awful, doesn't it?
There must be a lot of injuries.
I wonder what caused it.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

RECYCLE THIS LANGUAGE

What a catastrophe!
I can't believe it!
I'm wondering if . . .
I'd like to know if . . .
Let's hope not.
Thanks for the heads-up.

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2 COMMUNICATION GOAL

Start a conversation about a disaster in the news

A VOCABULARY | Natural disasters | Read and listen. Then listen again and repeat.


a hurricane / a typhoon


a tornado


an earthquake


a flood


a landslide


a drought


a tsunami / a tidal wave

B LISTEN TO INFER | Listen to the news reports. Write the kind of event each report describes.

1 *a flood (a hurricane / a typhoon also possible)*
2 *a hurricane / a typhoon*
3 *a drought*
4 *a tsunami / a tidal wave*
5 *an earthquake*
6 *a landslide*
7 *a tornado*

C LISTEN FOR DETAILS | Listen again. Write T (true) or F (false) about each statement. Then, with a partner, correct the false statements.

F **Report 1:** It hasn't rained in fourteen days.
T **Report 2:** It will continue to rain for at least the next six hours.
F **Report 3:** The rain has damaged the corn and vegetable crops.
T **Report 4:** He said the water had come in during the night.
F **Report 5:** Tall buildings outside the city were damaged the most.
T **Report 6:** Mud and stones began to move suddenly down the mountain.
T **Report 7:** People should go to their basements to avoid danger.

*1. It **has been raining for** fourteen days.*

"False. It's been raining for fourteen days."

*3. The **dry weather** has damaged the corn and vegetable crops.*

*5. Tall buildings **downtown** were damaged the most.*

COACH **D** GRAMMAR | Indirect speech: say and tell—tense changes

In indirect speech, use tell when you mention the listener. Use say when you don't.
I **told my children** to close the windows. (listeners mentioned)
I **said** to close the windows. (listeners not mentioned)

When the reporting verbs say and tell are in the simple past tense, the verb in the indirect speech statement will often shift to a past form if the statement is reporting a past event.
She told me, "Tom **is** here." → She told me (that) Tom **was** there.
I said, "**It's raining** cats and dogs." → I said (that) it **was raining** cats and dogs.
Ana said, "We **forgot** the key." → Ana said (that) they **had forgotten** the key.
Bob said, "**I'll be** home soon." → Bob said (that) he **would be** home soon.
She told me, "They **can leave**." → She told me (that) they **could leave**.

Backshifts in indirect speech
Present becomes past.
Present continuous becomes past continuous.
Past becomes past perfect.
Present perfect becomes past perfect.
Will becomes would.
Can becomes could.
May becomes might.

Be careful!
If the reporting verbs are in the present tense, the verbs don't usually change: She **says**, "**I'm arriving** at 3:00." → She **says** she's **arriving** at 3:00.

GRAMMAR EXPANDER p. 134
Indirect speech: optional tense changes

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F GRAMMAR PRACTICE | Circle the correct verbs.

1 They (said / told) the drought was terrible.
2 We (said / told) everyone in the family to just stay home until after the hurricane.
3 No one (said / told) us there was a flood downtown.
4 The newspaper (said / told) that public transportation wasn't working today.
5 She (said / told) she thanked her lucky stars that the firefighters had been able to put out the fire quickly.

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LESSON 2 Start a conversation about a disaster in the news

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the illustrations. Ask if they have seen images of natural disasters like these on TV.
- Play the audio and have Ss read the captions. Play it again and have Ss repeat.

LANGUAGE AND CULTURE *Typhoon* is used to refer to a hurricane happening in Asia.

B LISTEN TO INFER

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss that they have to infer, or guess, what kind of natural disaster is described. They will not hear the vocabulary words from Exercise A, but those are the words they should write.
- Play the audio, pausing after each report.
- Go over the answers with the class.

C LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. For Report 1, read the item and play the audio. Then read the example answer.
- Play the rest of the audio, pausing after each report. Have Ss work individually to choose *true* or *false* for each sentence and correct it if necessary. In pairs, have them compare their answers.
- Go over the answers with the class, replaying the audio if appropriate.

D GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and examples in the chart. To check comprehension, write on the board:
  1. She ___ to look it up online.
  2. He ___ us to listen to the news.
  3. They ___ John to buy the newspaper.
  4. Pete ___ to go to the basement.
  For each sentence, ask, *Is there a listener?* Then ask Ss to complete the sentences with *said* or *told*. Go over the answers. (1. said, 2. told [us], 3. told [John], 4. said)
- Have Ss read the second rule and examples. To help clarify, ask Ss questions and then report their answers to the class. For example:
  T: What kind of music do you like?
  S: I like pop music.
  T: [Maria] told me that [she] liked pop music.
- Read the **Backshifts in indirect speech** box. Elicit example sentences for each backshift. (For example, for *Past becomes past perfect*: She said, "I saw a tornado." / She said [that] she'd seen a tornado.) Remind Ss that *'d* is the contracted form of both *had* and *would*.
- Have Ss read the **Be careful!** box.

OPTION On the board, draw a stick figure with a speech balloon. Write *Sam* under the figure. In the balloon, write: *I work*. Ask, *What did Sam say?* Write the sentence with indirect speech: *Sam said that he worked*. Erase the words in the balloon, replace them with *I worked*, elicit the new sentence with indirect speech, and write it on the board. Repeat the process with *have worked, am working, can work,* and *will work.*

LANGUAGE NOTE When the reporting verb is in the simple past tense, backshifts in the verbs in the indirect speech are often not made when something hasn't yet occurred or occurred very recently. It's also common to preserve the tense in the indirect speech when reporting a general or scientific fact. For example: *She said, "Water boils at 100 degrees." → She said water boils at 100 degrees.*

GRAMMAR EXPANDER (optional, page T134)

E PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Monitor as Ss listen and repeat. Listen for *that* (when it's used).

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Why use said?* (There's no listener.)
- Have Ss work individually to complete the exercise.
- Tell Ss to compare their answers in pairs. Then go over the answers as a class. Elicit corrections or provide feedback as needed.

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G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss read the directions, item 1, and the sample answer.
- Have Ss work individually to complete items 2–7 on a sheet of paper.
- Check the work of the first Ss who finish. Have these Ss write one revised sentence each on the board while the other Ss finish. Then go over the answers with the class.

TEACHING TIP When Ss write on the board and you or other Ss notice a mistake, turn to the S who wrote on the board and give him or her the first opportunity to correct it. This can help reduce Ss' fears about writing on the board.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Express extreme dismay with *What a horror.*
- Ask for confirmation of someone's shocking information with *You're kidding.*
- Ask to see something with *Let me have a look.*
- *Say Here you go* to indicate you're handing something to someone

- Have Ss listen and read the Conversation Model. Ask questions to check comprehension. For example, ask, *What does she mean by* I wish I were? (She wishes the news were not true.)
- Have Ss find the sentence with indirect speech in the conversation and underline the verbs. (It says thousands of people have been killed.) Tell Ss that *have been killed* is in the present perfect because no specific time is mentioned. In these cases, a simple present verb can shift to the present perfect in indirect speech, although the simple past form *were killed* is also correct here.
- Make sure Ss know Albania is in Europe, northwest of Greece.
- Read the **Social language** box. Point out that the word *Do* is missing.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. In *Let me have a look*, encourage Ss to imitate the elision in *Let me*.

C TALKING POINTS

Suggested time: 6 minutes | Your time:

- Have Ss read the directions, the sample answer, and the headlines. Clarify any vocabulary questions.
- On a sheet of paper, have Ss write two sentences for each newspaper using *says* + indirect speech.
- To check answers, write the beginning of each sentence on the board and elicit the answers. For example: *The* North India Journal *says that* ___. (heavy rain caused / has caused severe floods and landslides, and thousands of houses are underwater) Remind Ss that more than one tense is possible for some sentences.

OPTION In the sentences on the board, change *says* to *said*. Call on volunteers to make any needed changes to the verbs in the clauses with indirect speech.

D CONVERSATION PAIR WORK

Suggested time: 6 minutes | Your time:

- Make sure Ss understand that after *Would you believe*, Speaker A should add more details from the headline or source they chose.
- Draw Ss' attention to the **Recycle This Language** box. Ask, *When do you respond with concern?* (when you hear bad news) *When do you respond with relief?* (when you find out that something bad didn't happen or wasn't as bad as expected)
- Form pairs and have Ss role-play the conversation. Remind Ss to switch roles.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

E CHANGE PARTNERS

Suggested time: 3 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises D and E, monitor their conversations to determine if they are

✓ using phrases to show concern
✓ using correct verb tenses in indirect speech

CLOSURE ACTIVITY (+5 minutes) Tell Ss to think of news they recently read or heard and what the source was. On a sheet of paper, have them write one sentence with [*Source*] *said* + reported news, and another sentence reporting further details. For example: *The local TV news said that an apartment building had burned down. They said that eight families lost their homes.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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Answers for Exercise G

2. She went on to say (that) it had caused a tremendous tsunami as well.
3. I called to tell my family (that) our house had escaped damage.
4. I also said (that) no one had been hurt.
5. They said on TV (that) there would be a hurricane within a day and a half.
6. The newspaper article said (that) people could find shelter in the high school gym.
7. They told us (that) people might be stuck in traffic because of the train wreck.

G GRAMMAR PRACTICE | Change each statement from direct speech to indirect speech. Change the verb tense in the indirect speech statement.

1 She said, "The earthquake in Chile was one of the worst in history."
2 She went on to say, "It caused a tremendous tsunami as well."
3 I called to tell my family, "Our house escaped damage."
4 I also said, "No one was hurt."
5 They said on TV, "There will be a hurricane within a day and a half."
6 The newspaper article said, "People can find shelter in the high school gym."
7 They told us, "People may be stuck in traffic because of the train wreck."

She said the earthquake in Chile had been one of the worst in history.

COMMUNICATION ACTIVATOR

Now let's start a conversation about a disaster in the news.



A CONVERSATION MODEL | Read and listen.

A: You know that earthquake yesterday in Albania?
B: Yeah. I'm reading about it right now. What a horror.
A: Would you believe there was just another one?
B: You're kidding.
A: I wish I were. I just saw it in the *Post Online*. It says thousands of people have been killed.
B: Let me have a look.
A: Sure. Here you go.

Social language
To begin a conversation about something recent in the news, say:
You know that ___ ?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Read the headlines. To prepare for Exercise D, rewrite each one, using indirect speech.

The Post says thousands of people have been killed.

See page T56 for answers.

NORTH INDIA JOURNAL
Heavy rain causes severe floods and landslides
Thousands of houses underwater

DAILY TIMES
Severe drought in Catalonian region of Spain
Barcelona has to import water by ship from France for the second time in ten years

Digital News
People flee monster storm in Caribbean Islands
Tornados touch down at multiple locations

HOUSTON HERALD
Hurricane hits Florida coast
Winds reach 200 kilometers per hour
Storm will continue for the next two days

Weekly Gazette
15,000 killed in huge earthquake and tsunami
More than 80,000 homeless on Pacific coast

D CONVERSATION PAIR WORK | Change the conversation, using one of the headlines. Then change roles and headlines.

A: You know ..... in ..... ?
B: Yeah. I'm ..... What a ..... .
A: Would you believe ..... ?
B: You're kidding.
A: I wish I were. I just saw it in the ..... . It says ..... .
B: . . .

KEEP TALKING! ●●●
- Discuss other disasters in the news.
- Express your reaction to the news.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

Respond with concern		Respond with relief
Oh, no!	I'm sorry to hear that.	Thank goodness.
How awful!	That's terrible.	What a relief!

E CHANGE PARTNERS | Change the conversation again.

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3 COMMUNICATION GOAL

Discuss epidemics

Answer for Exercise A
An epidemic is an outbreak of a virus or disease that spreads within a smaller group of people, such as a neighborhood or region. A pandemic, on the other hand, spreads more widely to many different countries throughout the world.

A READING | Read the article. What's the difference between an epidemic and a pandemic?

CONTAGION: THE DEADLIEST OUTBREAKS

Everyone catches one or two colds or minor stomach viruses in a year, and these are, for the most part, more of an inconvenience than a true health threat. And most people over 50 remember local epidemics of contagious childhood diseases like measles, mumps, or chicken pox that seemed to spread to every child in their school or neighborhood. These are now largely prevented by routine vaccinations. Though some of these diseases, especially measles, can cause life-threatening complications, most people survive them with no long-term ill effects. Contagion is generally limited to local areas, not spread all over the world in a short period of time

Throughout history, however, outbreaks of some deadly contagious diseases, such as Ebola, have begun locally and then spread to create a regional epidemic. Others, such as influenza, SARS, MERS, and COVID-19, have spread more widely, reaching people in countries all over the world. Epidemics of this size are referred to as pandemics. Pandemics have occurred periodically for thousands of years.

There is evidence that one such deadly contagious disease, smallpox, afflicted Egyptians 3,000 years ago, but it's believed that it has infected humans for at least 10,000 years. In the twentieth century alone, smallpox killed between 300 and 500 million people before a vaccine eradicated it worldwide in 1980. Over the centuries, smallpox was responsible for repeated epidemics and pandemics on all continents of the globe, killing on average 30% of people infected.

Attempts to prevent smallpox have existed since the late tenth century. At that time, Chinese doctors "inoculated" people with material taken from the skin of sick patients, hoping it would make healthy people immune so they would be unable to get the disease. Inoculation with smallpox virus, however, was dangerous because in some cases, patients developed the actual disease from it. In 1796, Edward Jenner discovered that inoculation with material from a related less serious disease, cowpox, could safely make a person immune to smallpox without the risk of causing smallpox. Jenner called inoculation with cowpox "vaccination," from the word *vacca*, which is Latin for *cow*. Modern vaccinations for smallpox are made from another related virus—vaccinia, not cowpox.



Jenner administering the first safe smallpox vaccine

Although there are successful vaccines against measles and smallpox (among others), epidemics and pandemics of other diseases continue to occur. Until there are vaccines or effective treatments for contagious diseases, public health measures can limit their spread. Some, such as these, have been used with success for hundreds of years.

- ✓ careful and frequent handwashing
- ✓ wearing face masks
- ✓ quarantining of sick people away from others
- ✓ social (physical) distancing

B UNDERSTAND FROM CONTEXT | Circle the answers, according to the article.

1 Which is more serious, a threat or an inconvenience?
   (a) a threat
   b an inconvenience
2 What's a contagious disease?
   (a) a disease people can catch from each other
   b a serious disease
3 Who usually got measles, mumps, and chickenpox before there was a vaccine?
   a people over 50
   (b) children
4 What does a vaccination do?
   a It treats a disease.
   (b) It prevents a disease.
5 What are complications?
   (a) symptoms
   b remedies
6 What's another way to say someone is infected with a disease?
   (a) He or she has gotten it.
   b He or she has died from it.
7 If a disease has been eradicated worldwide what happens?
   a It has spread worldwide.
   (b) No one in the world gets it anymore.
8 What does a treatment do?
   a It prevents a disease.
   (b) It fights a disease.

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LESSON 3 Discuss epidemics

A READING

Suggested time: 10 minutes | Your time:

- Read the directions and the question. Write *epidemic versus pandemic* on the board. Elicit the meaning of versus (against) and remind Ss that we can use it when we compare two ideas.
- To preview the article, read the title. Have Ss look at the picture and read its caption. Ask, *Based on the painting, how long ago was the first safe smallpox vaccine administered?* Accept all guesses.
- Have Ss read the first sentence of each paragraph. Then draw a mind map on the board. Write the article's title in the center of the mind map. Say, *Close your books and tell me some key words you remember.* Add Ss' suggestions to the mind map, linking them to the title with lines. Say, *Now we have an idea of what to expect when we read this article.*
- Have Ss read the article silently. Tell them not to look up words or mark up their books. Then play the audio for Ss to listen and reread.
- Point to the mind map on the board. Ask Ss if their predictions about the article were correct.
- Point to *epidemic versus pandemic* on the board. Elicit the difference between *epidemic* and *pandemic*. If Ss can't remember, tell them to scan the article to find it. Elicit where the answer can be found. (in the second paragraph)
- Ask Ss, *What does the writer call the actions listed at the end of the article?* (public health measures) *Why are they in a yellow box?* (to draw attention to them) *Why are public health measures important?* (to limit the spread of diseases we don't have vaccines or treatments for)
- If Ss ask questions about vocabulary, tell them you'll return to those questions after you do Exercise B. If Ss ask questions about content, tell them you'll discuss them after you do Exercise C.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss scan the article to find *inconvenience* (in paragraph 1). Then have Ss look at the context. Ask, *What word is the opposite of* serious? (minor) *What other words help you answer the question?* (colds)
- Have Ss complete the exercise individually. Tell them to highlight where they find each answer in the article.
- Have Ss compare answers with a partner. Bring the class together to go over the answers. Say each word or phrase for the class to repeat.
- Invite Ss' questions about other new words in the article. If no other S can answer a question, have the class examine the context of the word and make guesses about the meaning before you define it or have Ss look it up.

TEACHING TIP Before Ss can use new words, they need to notice, understand, and remember them. The learning process usually requires multiple exposures to a new word, seeing it and hearing it in a variety of contexts over time. When you have a moment to spare at the end of a class, you can use that time to review vocabulary recently studied, with a few quick questions about word meanings and / or with some choral pronunciation practice.

EXTENSION (+5–10 minutes) Form small groups for discussion. Say, *Let's imagine it's 1796. Edward Jenner wants to try a new treatment on you. Would you let him? What about today? Would you agree to take part in a trial of a new drug?* On the board, write: *Yes, No, Maybe.* When you bring the class back together, take a poll. Ask who would agree to take part in a drug trial. Record the answers on the board. Call on volunteers to give their reasons.

Answers for Exercise C on page 55

The North India Journal Online *says (that):*
- heavy rain caused / has caused severe floods and landslides.
- thousands of houses are underwater.
The Daily Times *says (that):*
- there's a severe drought in the Catalonian region of Spain.
- Barcelona has had to import water by ship from France for the second time in ten years.
The Digital News *says (that):*
- people fled / have fled a monster storm in the Caribbean Islands.
- tornados touched down / have touched down at multiple locations.
The Houston Herald *says (that):*
- a hurricane hit / has hit the coast of Florida.
- winds reached / have reached 200 kilometers per hour.
- the storm will continue for the next two days.
The Weekly Gazette *says (that):*
- 15,000 people were killed / have been killed in a huge earthquake and tsunami.
- more than 80,000 people are homeless on the Pacific coast.

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C CONFIRM FACTS

Suggested time: 10 minutes | Your time:

- Read the directions, item 1, and the sample answer. Point out that item 4 is going to be a long sentence. To help Ss with its structure, write on the board: *The article said that ___ is an example of ___.*
- Have Ss complete the exercise individually and then compare answers with a partner. Go over the answers with the class.
- Ask questions to confirm other facts in the article. For example:
  Which childhood disease can have life-threatening complications? (measles)
  How many people died of smallpox between 1900 and 1980? (300–500 million)
  Where and when did people first experiment with inoculating people against smallpox? (in China before the year 1000 CE)

OPTION (+5–10 minutes) Rather than asking the class further questions, form five groups. (If you have a large class, form ten groups.) Have Ss write a number next to each paragraph in the article, 1–5. Assign each group (or two groups, if the class is large) one of the paragraphs and have them write two questions based on the facts in their paragraph. They should also write the answers, beginning *The article said that*. Then bring the class together. Beginning with paragraph 1, call on groups to pose their questions to the class. Elicit the answers.

Communication Activator

A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the directions. Draw Ss' attention to the *Plague of Justinian* fact sheet and read the example. Then point out the asterisk following the title and the corresponding footnote. Write *asterisk n.* and *footnote n.* on the board. Read the footnote and say, *This is true for the dates of all three events.*
- Point out that BCE (*before the common era*) and CE (*common era*) are year notations (from the Gregorian calendar, the official calendar in most of the world).
- Form groups of three and have Ss divide up the fact sheets. Give Ss time to read their fact sheet and look up any new words.
- Monitor as Ss give their reports and encourage them to look at their partners while they're speaking. Tell them they can refer to their fact sheet, but they shouldn't read it aloud. Tell the listening Ss to ask the presenter follow-up questions without looking at the fact sheets.
- Bring the class back together. Draw Ss' attention to the picture next to the small pox fact sheet. Ask, *What is the purpose of this sign?* (to encourage parents to get their children vaccinated) *When do you think it was made?* (early or mid-twentieth century) *How do public health departments communicate today?* (TV, social media, etc.)

B RESEARCH

Suggested time: 10 minutes | Your time:

- To model the activity, draw a fact sheet on the board. Change *Other fact* to *Other facts* and leave plenty of space. Say, *Let's work together to create a fact sheet for Covid-19.* Elicit facts and write them on the board. Some facts Ss will already know; others, they will need to look up. When Ss are ready to begin their own fact sheets, tell them to choose an epidemic other than Covid-19.
- Tell Ss to write their fact sheets on a sheet of paper clearly so that others can read them. Monitor and assist as needed. If Ss need more time, have them finish for homework.

C PRESENTATION

Suggested time: 12 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Optional** box. Encourage them to underline useful words and phrases in the Reading on page 56 as they plan how to write their scripts.
- Have Ss work individually to write their scripts. As they finish, have them pair off with another S who researched the same epidemic and practice their presentations.
- Have only one S present on each topic. As each S finishes, invite other Ss who researched the same epidemic to stand and add other facts. Encourage questions from the rest of the class.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their name on a sheet of paper. Say, *Compare the epidemic you talked about in Exercise A with the one you researched in Exercise B. Write at least three sentences about what was similar and / or different.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading, vocabulary and speaking practice in their digital resources.

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Answers for Exercise C

2. The article says that measles can cause life-threatening complications.
3. The article says that a modern vaccine for smallpox is made of vaccinia.

C CONFIRM FACTS | Answer the questions, according to information in the article. Use indirect speech. Begin each answer with "The article says that . . . "

1 What do most people over the age of 50 remember?
2 What can measles cause?
3 What is a modern vaccine for smallpox made of?
4 What is an example of a public health measure that has been successful in limiting the spread of contagious diseases?

The article says that most people over 50 remember epidemics of childhood diseases.

4. The article says that washing hands carefully and frequently, wearing face masks, quarantining sick people, and maintaining physical distance from one another have been successful in limiting the spread of contagious diseases.

COMMUNICATION ACTIVATOR

Now let's discuss epidemics.

A TALKING POINTS | Work with two partners. Each partner reads one fact sheet below and tells the others about it.

"The Plague of Justinian occurred between 541 and 750. It was spread by rats . . . "

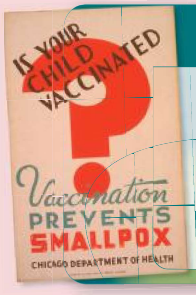


EVENT: PLAGUE OF JUSTINIAN*

Date: 541–750 CE
Place: Byzantine Empire: Constantinople and port cities around the entire Mediterranean Sea
How it was spread: Rats carrying fleas on merchant ships, probably also person to person
Deaths: 25–50 million people
Other fact: At the time of the first outbreak, the plague killed approximately 13% to 26% of the world's population.

EVENT: BLACK DEATH

Date: 1347–1352 CE
Place: Mostly Europe, but also China, India, Persia, Syria, and Egypt
How it was spread: Rats carrying fleas, also person to person
Deaths: 50 million people
Other fact: In five years, it killed approximately 60% of the population of Europe.



EVENT: SMALLPOX

Date: 10,000 BCE to 1979 CE
Place: Throughout the world
How it was spread: Sneezing and contact with infected clothing
Deaths: 500 million people in the last 100 years of its existence
Other fact: Smallpox has been eliminated since 1980 by vaccination.

* All dates and death rates are rough estimates and vary widely since these occurred so long ago and details are difficult to confirm.

B RESEARCH | With a partner, choose an epidemic. Find information about it. Create a fact sheet like the ones above.

EVENT:
Place: **Date:**
How it was spread:

Deaths or people affected:
Other fact:

Epidemics and pandemics
- Leprosy epidemic of the 11th century
- Fiji measles epidemic of 1875
- Polio epidemic, 1940s and 1950s
- Ebola epidemic of West Africa, 2014–2020
- Seventh Cholera Epidemic, 1961–1975
- Covid-19 pandemic, 2019–

C PRESENTATION | Just for fun, write an imaginary newscast about the epidemic you researched. Present it to your class.

OPTIONAL Underline new words or phrases in the Reading to use in your Presentation. Example: "There is evidence that . . . "

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4 COMMUNICATION GOAL Prepare for a local emergency

A VOCABULARY | Emergency readiness and supplies | Read and listen. Then listen again and repeat.

evacuate	remove all people from an area that has or will become too dangerous
a shelter	a safe place where people can go when they have been evacuated from their homes
a power outage	an interruption in the flow of electrical power over a large area
a generator	a battery- or gasoline-powered machine that can provide electrical power in a power outage
a first-aid kit	a portable box or package containing supplies to treat minor injuries or illnesses
non-perishable food	food that doesn't need refrigeration, such as canned or dried food

B PAIR WORK | Discuss the questions about possible emergencies in your local area. Use the Vocabulary.

1 If people had to be evacuated from your neighborhood, what would be a good shelter for them?
2 What would happen if there were a power outage in your city or community? What could people do or use to help them cope with the situation?

C LISTEN FOR MAIN IDEAS | Listen to the broadcast. Write one or two sentences to describe the emergency the broadcast is reporting.

Answers may vary. Possible answers include: The broadcast is reporting a tropical storm that is heading for the area. It has caused flooding, landslides, and tornadoes in other places nearby.

D LISTEN FOR DETAILS | Listen again and circle the emergency supplies the broadcaster mentions.

a generator	matches	burn cream	bandages	non-perishable food
flashlights	scissors	bottled water	painkillers	cell phone chargers
batteries	cash	a can opener	antibiotics	a hand-cranked radio
candles	blankets	a first-aid kit	antiseptic	

E LISTEN FOR INSTRUCTIONS | Correct each of the false statements, using indirect speech. Listen again if necessary.

Example: She said people should turn off their refrigerators and freezers.

She said to turn them to very cold and not open them unless necessary.

1 She said people should cover broken windows with wooden boards. *1. She said **to** cover **all** windows with wooden boards.*
2 She said that you should read the newspapers for the location of shelters in the area. *2. She said to **listen to the radio or go online** for the location of shelters in the area.*
3 She said people should put valuable documents near the door in case of flooding. *3. She said **to** put valuable documents **in a waterproof container on the highest floor of your home** in case of flooding.*

F PARAPHRASE | With a partner, answer each question by paraphrasing what the announcer said. Use indirect speech. Listen again if necessary.

1 What should you do to get your car ready for a possible evacuation?
She said *to put gas in your car*.
2 What should you do with outdoor furniture?
She said *to bring outdoor furniture inside*.
3 What should you buy for flashlights and portable radios?
She said *to buy batteries for them*.
4 What should you take with you if evacuation becomes necessary?
She said *to take important documents, essential medications, cell phone chargers, emergency supplies, warm clothing, and blankets*.



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LESSON 4 Prepare for a local emergency

A VOCABULARY

Suggested time: 4 minutes | Your time:

- Read the lesson title and vocabulary topic. Give Ss a minute to read the words and definitions.
- Point out that the direct object of *evacuate* can be people or a place. For example: *The police evacuated everyone. The police evacuated the area.* It can also be used without a direct object. For example: *We had to evacuate.*
- Play the audio for Ss to listen and read and then listen again and repeat.

OPTION (+3–4 minutes) Write the six vocabulary items on the board. Form pairs. Have Student A close his or her book while Student B asks, *Which word means . . . ?* and reads a definition. Student A replies. After three turns, have them switch roles.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Brainstorm with Ss the kinds of emergencies that might affect your local area; for example: a power outage, a hurricane, or a wildfire.
- Form pairs. Monitor the conversations and assist as needed.
- Bring the class back together. Invite volunteers to report on their answers to each question.

C LISTEN FOR MAIN IDEAS

Suggested time: 5 minutes | Your time:

- Read the directions. Play the audio. Give Ss time to write their sentences.
- To go over the answer, ask, *What's happening?* Accept all reasonable answers.

D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Tell Ss to listen for the emergency supplies listed as they hear the broadcast again.
- Play the audio and have Ss circle their answers. Then go over the answers with the class.

OPTION Have Ss compare their answers with a partner before you go over the answers with the class. Tell them to underline the emergency supplies they have at home and then consider the other items on the list. Ask, *Is there anything you think you should buy to have at home in case of an emergency?*

E LISTEN FOR INSTRUCTIONS

Suggested time: 6 minutes | Your time:

- Read the directions, the example item, and the sample answer. Before they listen again, give Ss a minute to read the statements and correct them if they can.
- Play the audio. Have Ss work individually to correct each statement.
- Go over the answers with the class. When you go over item 1, draw attention to the photo. Ask, *What are they doing?* (They're covering the outside of a large window or glass door with a board.) *Why?* (to protect the window from a storm)

OPTION If the Ss in your class have difficulty with listening activities, pause the audio at the points where Ss will hear information that will help them correct the sentences (after procedures 4 and 11 and evacuation tips 2 and 3). Give them time to make corrections before you continue playing the audio.

F PARAPHRASE

Suggested time: 4 minutes | Your time:

- Read the directions. Remind Ss that *paraphrasing* means using their own words.
- Form pairs. Give Ss time to work on all items before asking, *Who wants to listen again?* If appropriate, replay the audio.
- Have Ss compare answers with another pair. Bring the class back together. Call on volunteers to give the answers, using *She said to. . . .*

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Communication Activator

A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Have Ss read the directions, the notepad, and the sample answers. Tell Ss to write on a separate sheet of paper if they prefer.
- Draw Ss' attention to the **Kinds of emergencies** list and review the pronunciation by saying each phrase for Ss to repeat.
- To review the vocabulary for emergency supplies, ask Ss to name the objects they see in the photo. Point to items in the photo and have Ss call out their names. If appropriate, refer Ss to the vocabulary on page 50.
- Form small groups and have Ss complete the task. Monitor and assist as needed.

B PRESENTATION

Suggested time: 12 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Have Ss read the directions, option 1, and the example. Tell Ss that they will not remain with their group in Exercise A, Talking Points. They'll work with a new partner or group. Then have them read the directions for option 2. Tell them they can work individually or with a partner to create the broadcast.
- Have Ss choose an option. Ask them to raise their hands if they choose option 2. Point out that they can use the Government Weather Service announcement from page 58 as a model. Ask who wants to work with a partner on their presentation. If possible, form pairs of Ss who prepared for the same emergency in Exercise A.
- Organize the rest of the class who chose option 1 into small groups based on which emergency they prepared for in Exercise A. Have each group compare plans and combine them into one.
- Monitor and assist as Ss prepare their presentations.
- Call on a volunteer who chose option 1 to present their group's plans. If possible, follow with a broadcast by a S who chose option 2, announcing the same type of emergency. Continue with presentations, pairing plans with announcements, in the time available.

CHALLENGE (+5–7 minutes) Have pairs of Ss plan role plays of phone calls. They play the parts of two people who live together, but one is at home, the other at work. One has just heard an emergency broadcast and is reporting it to the other. Together, they make plans for what to do. Have Ss practice their role plays and then present them to the class.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using indirect speech correctly
✓ using correct pronunciation of unit vocabulary

WRITING

Suggested time: 12 minutes | Your time:

- Read the directions. Tell Ss to start by writing a list of supplies. They can use this list to write their paragraph.
- With the class, brainstorm ideas for a topic sentence to open their paragraph. If Ss are unfamiliar with the term *topic sentence*, say, *A topic sentence lets the reader know the topic of the paragraph and the main idea about it in that paragraph. It's often the first sentence of the paragraph.* Write examples on the board. For example:
  Here is what you should do to prepare for a(n) ___.
  If you learn that there is (going to be) a(n) ___, then follow this plan.
- Monitor and assist as needed. Collect Ss' writing and offer feedback.

WRITING HANDBOOK (optional, page T148)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Tell them to write a short email to a friend. They should use indirect speech to tell the friend that a hurricane is coming and how they found out about it. They should also describe what they have done to prepare. Collect Ss' emails and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, listening, speaking, and writing practice in their digital resources.

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COMMUNICATION ACTIVATOR

Now let's prepare for a local emergency.

A TALKING POINTS | In a small group, choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.



Kinds of emergencies
- a bridge collapse
- a drought
- an earthquake
- an epidemic
- an explosion
- a famine
- a fire
- a flood
- a hurricane or typhoon
- a landslide
- an oil spill
- a tornado
- a train wreck or shipwreck
- a volcanic eruption

Type of emergency: *a hurricane*

Plans	Reasons
Get candles and matches	*To provide light in case of a power outage*

Type of emergency:

Plans	Reasons

B PRESENTATION | Choose one of the options.

1 Form a group with others who prepared for the same emergency in Talking Points. Combine the plans you made. Tell the class what type of emergency you planned and present your plans to the class.

> "Our group prepared for a possible flood. We said to be sure to charge our cell phones because a power outage might occur. . . ."

SOFT SKILLS BOOSTER p. 157

2 Create an emergency radio broadcast announcing the emergency and providing instructions to the community. Make your broadcast to the class.

WRITING Write about how to prepare for an emergency. Choose an emergency and include information about what supplies to have and what preparations to make.

WRITING HANDBOOK p. 148
- Organizing detail statements by order of importance
- Guidance for this writing exercise

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UNIT 5 *Interactive Cool Down*

Say and tell

- Play with a partner. Place your coins at START. Player 1: Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Take turns.
- To play: When you land on a square, your partner chooses one of the direct quotes and reads it aloud. You then change the quote to reported speech two times, once with said and once with told.
- If both your statements are correct, stay on that square; then it's your partner's turn. If only one is correct, move back one square. If neither is correct, move back two squares.

Note: Cross out each direct quote after it is used.

The first partner to reach END wins.

"A big storm is coming."

Lisa told Tony a big storm was coming. / Lisa said a big storm was coming.

Start	 1 Lisa ▶ Tony	2 Mr Cox ▶ his wife	 3 Amy ▶ you	4 He ▶ her	 5 The police officer ▶ the people	6 Katie ▶ her brother	 7 The radio announcer ▶ listeners	8 My father ▶ me	 9 I ▶ Charlotte	10 Mr Wilson ▶ us	End!

"The main road out of the city is flooded."

"People were buying lots of supplies at the store."

"We don't have electricity because of the storm."

"The water from the flood is two meters high."

"Don't try to leave the house."

"You need to change your travel plans."

"Get extra food and water before the storm arrives."

"A lot of houses were destroyed by the hurricane."

"Move away from all windows during a tornado."

"I'm surprised by the speed of the wind."

"I'm looking at the latest information available."

"Don't believe everything you hear about the storm."

"The landslide didn't cause any injuries."

"Watch TV to find out about the storm."

"Luckily, there won't be a tsunami."

"I haven't heard about any deaths."

"Don't touch any electrical wires or cables on the road after the storm."

"It hasn't rained for over five months."

"A big storm is coming."

"I'm reading the emergency instructions in the newspaper."

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Warn of a dangerous situation.
- ☐ Start a conversation about a disaster in the news.
- ☐ Discuss epidemics.
- ☐ Prepare for a local emergency.

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Interactive Cool Down

SAY AND TELL

Suggested time: 30–45 minutes | Your time:

- Form pairs. Read the first bullet in the directions. Check that each pair has a coin to flip and two coins or other items (paper clips, earrings, etc.) to use as markers.
- Read the second bullet in the directions and the examples of direct and indirect speech. Tell Ss to find "A big storm is coming" on the gameboard and cross it out.
- To explain the scoring, read the third bullet. Then have two higher-level Ss model the first move of the game. First, have them flip a coin to decide who will be Player 1. Have the class determine if Player 1's statements are correct. Ask, *What happens now?* (Player 1 either takes another turn, moves back one square, or moves back two squares.)
- To help Ss with sentences requiring multiple changes, provide another example. Draw Ss' attention to the sentence "You need to change your travel plans." Say, *Let's imagine we're on square number 10. Mr. Wilson is speaking to us.* On the board, write: *Mr. Wilson told. . . .* Elicit the rest of the sentence from the class: *. . . us* (*that*) *we needed to change our travel plans.* Underline the changes (*we*, *needed*, *our*) and remind Ss that *that* is optional. Draw a box around *told us* and write *said* inside the box, above or below *told us*.
- Consider leaving the example on the board to provide more support.
- Have the pairs play the game. Monitor and assist as needed. Remind them to cross out each direct quote after it is used.

LANGUAGE AND CULTURE Coin tossing, or flipping a coin, is a common way to settle a dispute or decide which of two sports teams or players in a game gets to go first or gets some other advantage. Begin by choosing a coin and agreeing which side is the front (Heads) and which is the back (Tails). One person gently tosses the coin into the air so that it rotates several times. Before it lands, his or her opponent calls *Heads* or *Tails*. The person can either let the coin land on the ground or catch it in mid-air, close his or her fist around it, and place it on a surface where both can see it at the same time. If the side the opponent called is facing up when the coin lands, the opponent wins the toss.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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