

# 4

# Are You Safe?

## Preview

**What natural disaster is about to happen?  
What would you do to stay safe?**

### UNIT GOALS

- Talk about being safe in natural disasters and emergencies
- Talk about keeping latchkey kids safe
- Identify home safety measures
- Learn about workers' rights to a safe workplace
- Identify workplace safety measures

## Listening and Speaking

## 1 BEFORE YOU LISTEN

- A CLASS.** Discuss. What is happening in each picture? Have you or has anyone you know ever experienced one of these events? Describe what happened.



- B PAIRS.** Discuss the meaning of each word below.

**rescuers** people who save others from harm or danger

**rubble** broken stone, bricks, and other objects from a building, wall, or other structure that has been destroyed

**survivors** people who continue to live after a terrible event, such as a natural disaster, accident, or illness

## 2 LISTEN

CD1 T22


 Listen to one man's story of survival. Write the answers to the questions.

1. How many people were killed in the earthquake?
2. Where did Mr. Liu live?
3. Where was Mr. Liu when the earthquake struck?
4. How long was he trapped under the rubble?
5. Who found him?
6. Who rescued him?



### 3 PRACTICE

CD1 T22

 The story of the earthquake is organized in chronological (time) order. Listen again and answer the questions.

1. What happened first on Monday morning?
2. What happened after that?
3. When was Mr. Liu found?
4. What did his daughter do after he answered her?
5. What happened about 12 hours later?

To determine the sequence of events in a story, note clue words, such as dates, months of the year, and days of the week. Also note words that signal time order, such as *first*, *after*, and *later*.

### 4 RETELLING A NEWS STORY

**STEP 1.** Read the news story about an earthquake in China.

One of China's worst earthquakes in recent times occurred on May 12, 2008. Nearly 70,000 people died in the earthquake, and approximately, 5 million people lost their homes. The earthquake affected towns in the eastern part of China's Sichuan province, including the city of Pengzhou. Newspapers reported the amazing story of a retired woman in Pengzhou who had survived by drinking rainwater after being trapped for 195 hours. When the quake

first hit, the 60-year-old woman, later identified as Wang Youqun, was knocked unconscious by a steel beam. When Wang became conscious again, she was able to move, but an aftershock later trapped her between two large stones. After more than eight days of being trapped in rubble, Wang Youqun was rescued alive. The rescuers were amazed that after all Wang had been through, she had only a broken hip and bruises on her face.

**STEP 2. PAIRS.** Close your books, and retell the story. Use words that signal time order. Help each other remember all the details.

### 5 MAKE IT PERSONAL

**GROUPS.** Discuss. What personality traits help someone survive a terrible natural disaster like the one described above? How do you think you would do during a natural disaster? Explain your thoughts.

## Reading

## 1 BEFORE YOU READ

**CLASS.** Discuss. Do tornadoes occur in your native country? Are they common where you live now?

## 2 READ

CD1 T23

 Listen to and read the article about what to do during a tornado warning and a tornado watch.

## Tornadoes: What They Are and What to Do

A tornado is a **violently rotating** column of air that extends from a thunderstorm cloud to the ground. Tornadoes can be between a few feet and a mile wide, and they rotate at speeds of up to 300 miles per hour. The most violent tornadoes can rip roofs and walls from houses and other buildings, **uproot** trees, **overturn** trains, and pick up cars and throw them through the air.

Tornadoes can happen at any time and can occur in any part of the United States. But they happen most often in the spring and early summer in “Tornado Alley” or “the Tornado Belt”—an area that extends from Texas to Ohio, from parts of the Rockies to the Appalachian Mountains.

If you live where tornadoes are common, it is extremely important to be ready. Planning is important. Everyone should know what to do and where to go during a **tornado watch** or *warning*. At the first sign of bad weather, tune in to local TV or radio weather news. During a *watch*, the weather conditions are right for tornadoes, but none have been



seen. Continue to listen to weather reports, and be ready to move quickly to a safe place. During a *warning*, a tornado has been reported. Take shelter immediately!

Know the safest place in your house. That’s the basement if you have one. Another safe place is a **central** room away from windows, such as a closet or bathroom. If you live in a **mobile home** and there is a tornado watch, leave for sturdier shelter. But if there isn’t any and there is a warning, run outside. Lie flat in a **ditch** or on low ground in clear, open space, and cover your head with your hands. It’s

extremely dangerous to be in or near a **vehicle** in a tornado. If there is a warning, or if you see a tornado, run from the car and lie flat in a ditch.

If you are in a large building, go to a hallway or restroom, away from windows, near the center of the structure. Get down on the floor, and cover your head with your hands.

After a tornado, the danger is not over. Avoid lighting matches, smoking, or using candles. If your home is **damaged**, turn off gas and electrical power. Do not touch **power lines** that are on the ground or anything in contact with them.

### 3 CHECK YOUR UNDERSTANDING

**A** Write the answers to the questions about tornadoes.

1. What is a tornado?
2. How big are tornadoes?
3. When do tornadoes happen most in the U.S.?

**B** Write the answers to the questions about tornado safety tips.


1. During a tornado warning, what should you do first?
2. If you live in a mobile home, why should you go outside and lie in a ditch?
3. If you are in a large building, why should you go to a hallway or restroom?
4. If you are in a building, why should you get down on the floor and cover your head with your hands?
5. After a tornado, why should you avoid lighting matches, smoking, or using candles?

**C** Reread the article. Then write a paragraph that summarizes the main ideas.

#### *Reading Skill:* Summarizing

As you read, stop to summarize parts of a text so that you will remember and understand what you read. Write a few sentences about the main ideas. Leave out unimportant events, ideas, and details. When you finish reading, summarize the entire text.

### 4 WORD WORK

 **GROUPS.** Choose three words or phrases in the article that you would like to remember. Discuss the words and their meanings. Then record the words and information about them in your vocabulary log.

### 5 MAKE IT PERSONAL

**GROUPS.** Discuss the questions.

1. If you live where tornadoes typically happen:
  - a. Does your family have a tornado plan if a tornado strikes when you're at home? Do you have flashlights and spare batteries? Do you have a first-aid kit?
  - b. Does anyone in your family work or study in places that have tornado drills? If not, what should family members do if a tornado strikes at work or at school?
2. If tornadoes don't happen where you live, what other natural disasters might strike your region? How can you and your family prepare?

## Listening and Speaking

## 1 BEFORE YOU LISTEN

**A CLASS.** Look at the picture. Discuss. Do you live in an area where a flood like this could happen? Have you or has anyone you know ever experienced a flood?

**B** Read about Hurricane Katrina. What else do you know about this hurricane and the flooding it caused in New Orleans?

In 2005, Americans experienced one of the deadliest hurricanes in their history: Katrina. Hurricane Katrina hit parts of Mississippi and Alabama, but the city of New Orleans, Louisiana, was affected the most. The levees around New Orleans burst and 80 percent of the city was flooded.



## 2 LISTEN

CD1 T24

**A**  Listen to the first part of a news report about Hurricane Katrina. Write the answers to the questions.

1. When did Hurricane Katrina hit New Orleans?
2. Were there any plans to evacuate people who were sick or old?
3. What is the Superdome? Who was sent there?
4. What happened to the medical supplies?
5. What were people told to do with their pets when they evacuated?

CD1 T25

**B**  Listen to the second part of the news report. What could or should have been done? Complete the sentences.

1. There should have been plans \_\_\_\_\_.
2. Public buses could have been \_\_\_\_\_.
3. There should have been police \_\_\_\_\_.
4. People should not have been \_\_\_\_\_.


### 3 PRACTICE

**GROUPS.** How much do you know about what to do in an evacuation? Complete the chart with ideas about what you should do.

To be ready for an evacuation...	If you are asked to evacuate...
<i>have a battery-operated radio.</i>	

### 4 LISTEN

CD1 T26

**A**  Make another chart in your notebook like the one in Exercise 3. Use a whole page. Write the headings at the top. Then listen to an expert give advice about flood safety. Take notes in your chart. Write as much information as you can.

CD1 T26

**B**  **PAIRS.** Compare and revise your notes. Then listen again to check your information.

### 5 MAKE IT PERSONAL

**GROUPS.** Discuss the questions.

1. Do you have a friend or family member you could stay with if you had to evacuate? Explain.
2. Do you know about evacuation routes and plans in your area? If not, do you know where to get this information? Explain.
3. Do you know how to turn off utilities at your home? Explain.
4. If you have pets, what is your emergency plan for them?
5. What important items would you want to take with you if you had to evacuate? Would they be ready if you had to evacuate your home today?
6. Why should you have spare batteries and a battery-operated radio?
7. Where in your community can you find information about emergency shelter?
8. If you had time to do something before a flood, what might you bring indoors or move to the highest levels of your home?

## Grammar

## Past Modals

## Active Voice

The government **should have evacuated** us earlier.

The flood **could have killed** our pets.

We **might have saved** our financial records if we'd had them in a safe.

## Passive Voice

We **should have been evacuated** earlier.

Our pets **could have been killed**.

Our financial records **might have been saved** if we'd had them in a safe.

## Grammar Watch

- Past modals are formed by modal + (*not*) *have* and the past participle form of the main verb.
- Use *should have* to express regret.
- Use *may have/might have/could have* to express past possibilities or a past choice.

## 1 PRACTICE

Read about the experiences of people who evacuated their homes. Check (✓) the sentence that best completes each passage.

- I didn't leave until we were told to evacuate. I'd prepared an emergency kit, and I knew where I was going, but there were long lines at the gas station when I stopped to get gas. I thought about leaving my car and trying to take a bus. But the buses were crowded, and they didn't go directly to my brother's house, where I was staying.
  - a. I should have filled my car with gas before we were told to evacuate.
  - b. I shouldn't have tried to evacuate by car.
- I took three pairs of jeans, four shirts, four pairs of socks, and underwear. But I still ended up wearing dirty clothes for several days. I thought there would be laundry services available at the shelter. Ha!
  - a. I should have taken more clothes.
  - b. I shouldn't have taken so many clothes.
- We didn't leave right away after we were told to evacuate because we were worried about people robbing our home. That wasn't smart. We risked our own lives. The water came into our house. It covered our car. We had to go upstairs. Finally, we had to climb out of the upstairs windows and onto the roof. We were lucky to be rescued.
  - a. We might have been able to leave sooner.
  - b. We should have left sooner.



## 2 PRACTICE

**PAIRS.** Complete these sentences about what people did during emergencies.

- A:** Ron was on the top floor of his building when the earthquake hit. He took the elevator to the basement.

**B:** He should not have taken the elevator. He \_\_\_\_\_  
(should not / take) (could / be)  
trapped inside.
- A:** Susan was driving her car across the bridge when she felt the earthquake. She pulled over to the side, stopped her car, and waited for the shaking to stop.

**B:** She \_\_\_\_\_ the bridge. It \_\_\_\_\_.  
(should / get off) (could / collapse)
- A:** Are they still looking for survivors of the tornado?

**B:** Yes. People \_\_\_\_\_ trapped under the debris.  
(may / get)
- A:** Did you hear the sirens this morning? What were they for?

**B:** I didn't hear them. They \_\_\_\_\_ a test. But next time, turn on your TV and check the weather station or a news station.  
(might / be)
- A:** What did your neighbor in the mobile home do when he heard the tornado warning?

**B:** He stayed inside the trailer. Luckily, he survived, but he \_\_\_\_\_ a sturdier shelter.  
(should / leave for)

**Show what you know!** Talk about mistakes made during emergencies

**STEP 1. GROUPS.** Think about emergencies you have heard about in the news or that people you know have experienced. List three mistakes people have made in different emergencies.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**STEP 2. GROUPS.** Discuss the mistakes. What should the people have done?

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

**Listening and Speaking**

**1 BEFORE YOU LISTEN**

**A CLASS.** Discuss the questions.

1. In your home country, is it common for children to spend time alone, without their parents or others looking after them?
2. At what age do you think a child can be responsible for taking care of himself or herself? At what age do you think a child can be responsible for taking care of younger siblings? Explain.
3. If you have children, where do they go after school?

**B** Read the information about latchkey children.

“Latchkey children” or “latchkey kids” refers to children who spend time home alone without parents or others to supervise them. Some people believe that the term became widely used during World War II, when many fathers were away fighting the war and many mothers went to work in the factories. Today, there are still many latchkey children, and their numbers are rising. In some cases, children want to go home after school, and they feel they are too old to have a baby-sitter. Older children may pressure parents to allow them to go home after school, even when child care or after-school programs are available. However, many parents of latchkey children do not have a choice: They simply can’t afford to pay for child care and have no other options.




**C GROUPS.** Latchkey children can get into different kinds of trouble when they are home alone. Look at the categories in the chart. Can you think of examples? Write at least one example for each category.

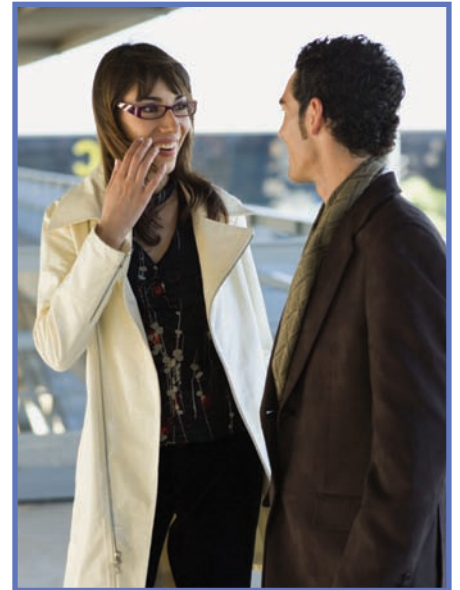
<b>Pressure from Friends to Break Rules</b>	<b>Accidents and Emergencies</b>
<b>Strangers</b>	<b>Emotional and Psychological Issues</b>

## 2 LISTEN

CD1 T27

- A**  Tania is a single mother who doesn't get home until after 6:00. Her 12-year-old son, Greg, is home alone after school. Listen to her talk with her neighbor Nick about the things she is worried about. Write the problems and the solutions her neighbor suggests.

Possible Problems	Possible Solutions
1. <i>What if strangers call?</i>	
2.	
3.	
4.	
5.	



CD1 T27

- B**  Read the information in the Communication Skill box. Then listen again. Write the phrase Nick uses to offer each suggestion.

Suggestion 1: *Why don't you* \_\_\_\_\_

Suggestion 2: \_\_\_\_\_

Suggestion 3: \_\_\_\_\_

Suggestion 4: \_\_\_\_\_

Suggestion 5: \_\_\_\_\_

### Communication Skill: Making Suggestions

You can begin a suggestion with these phrases:

*Why don't you* (+ verb)?

*Have you thought about* (+ gerund)?

*Maybe you could* (+ verb).

*If I were you, I'd* (+ verb).

*Could you* (+ verb)?

## 3 CONVERSATION

**ROLE PLAY. PAIRS.** Work with a partner who was not in your group in Exercise 1C. Student A is the parent and Student B is the neighbor.

**STEP 1.** Select a problem to work on from the chart in Exercise 1C.

**STEP 2.** Create a conversation like the one between Tania and her neighbor. Use expressions from the Communication Skill box. Write the conversation down.

**STEP 3.** Practice the conversation. Use gestures and appropriate emotion.

**STEP 4.** Perform the role play in front of the class.

## Life Skills

## 1 DISCUSS CHILD SAFETY PRODUCTS

- A CLASS.** Everyone wants children to be safe, but children, especially young children, can get injured in accidents at home. Discuss. What kinds of home accidents can children have?
- B** Read the online catalog page. Where have you seen or purchased any of these items?

The screenshot shows the website **Childsafetyproducts.com** with the tagline "Because we care about kids!". The navigation bar includes "check out", "contact us", and "Your Cart" with a shopping cart icon and a link to "items".

The main content area features four product listings:

- Safety Gates:** Prevent falls down stairs and keep children out of unsafe areas. Screws to wall for added security. Good for pets, too. \$26.00. 
- Doorstops and Door Holders:** Prevent little fingers from getting caught, slammed, or pinched in doors.  Door Stop and Door Holder \$5.95
- Electrical Outlet Covers:** Reduce risk of electric shock with outlet covers. Large enough to pose no choking risk and difficult for children to remove. \$2.00. 
- Cabinet Latches:** Keep children from opening cabinets containing household cleansers, medicines, plant chemicals, and other poisonous substances. Easy to install. \$2.95. Pkg. of 4, \$10.00. 
- Window Guards:** Keep your children safe when windows are open. Easy to install and remove. \$15.95. 

Navigation arrows for "previous" and "next" are located at the bottom right of the product grid.

- C PAIRS.** Answer the questions about the child safety products above.
- Susan's daughter had to go to the emergency room because she swallowed ant poison from a cabinet under the sink. What product would have prevented this accident?
  - John's new puppy ran out the front door and bit a neighbor's six-year-old son. What product should John have bought?
  - Roberto and Candy have just moved from a ground floor apartment to a high-rise building. They have a two-year-old daughter. What product should they buy first? Why?

## 2 LISTEN

CD1 T28

**A**  Listen to four conversations and complete the chart.

Who are the speakers?	What is the situation?	What is the catalog item?
1. <i>parents</i>	<i>Wife has installed latch on cupboard.</i>	<i>Safety latch</i>
2.		
3.		
4.		

CD1 T28

**B**  Listen again and write the answers to the questions.

**Conversation 1.** Why do the people need this safety device?

---

**Conversation 2.** What dangers are discussed?

---

**Conversation 3.** Where was the child protection item purchased?

---

**Conversation 4.** What incident was reported in the newspaper last month?

---

**C** **GROUPS.** Discuss. Which of the safety items discussed is the most important for young children? Why? How might some of these products keep certain elderly people safe as well?

Can you... identify home safety measures?

## Reading

## 1 BEFORE YOU READ

**CLASS.** Discuss. Why do workers need protection? What kind of safety information is available for employees at your workplace?

## 2 READ

CD1 T29

 Listen to and read the poster about worker's rights on page 79. Monitor your comprehension as you read.

## 3 CHECK YOUR UNDERSTANDING


Read the statements. Write *T* (true) or *F* (false).

- T   1. OSHA is a division of the U.S. Department of Labor.
2. You can keep your name confidential if you contact OSHA to report unsafe work conditions.
3. You can ask OSHA representatives to come to your workplace to inspect for safety hazards.
4. Your boss can fire you or reduce your hours if you call OSHA to report a safety problem.
5. OSHA can make recommendations, but your employer does not have to follow them if the company or organization cannot afford it.

**Reading Skill:****Monitoring Comprehension**

Monitoring your comprehension will help you understand difficult texts, such as government documents. Reread such texts slowly and carefully. List any difficult words. Try to figure out their meanings from clues in the surrounding words and sentences. If you can't figure out a word, look it up in a dictionary. Then try to restate the information in your own words.

## 4 WORD WORK

 **GROUPS.** Choose three words or phrases in the poster that you would like to remember. Discuss the words and their meanings. Then record the words and information about them in your vocabulary log.

## 5 MAKE IT PERSONAL

**GROUPS.** Discuss the questions.

1. What are some reasons people might not want to complain about unsafe working conditions? What advice would you give them?
2. Are there any unsafe or unhealthy conditions at your workplace or school? What could you do, or who could you talk to, to correct them?

# Job Safety and Health It's the law!

**OSHA**  
Occupational Safety  
and Health Administration  
U.S. Department of Labor

## EMPLOYEES:

- You have the right to **notify** your employer or OSHA about workplace **hazards**. You may ask OSHA to keep your name **confidential**.
- You have the right to request an OSHA inspection if you believe that there are unsafe and unhealthful conditions in your workplace. You or your representative may participate in that inspection.
- You can file a complaint with OSHA within 30 days of **retaliation** or **discrimination** by your employer for making safety and health complaints or for **exercising your rights** under the *OSH Act*.
- You have a right to see OSHA **citations** issued to your employer. Your employer must post the citations at or near the place of the **alleged violation**.
- Your employer must correct workplace hazards by the date indicated on the citation and must certify that these hazards have been reduced or eliminated.
- You have the right to copies of your medical records or records of your exposure to **toxic** and harmful **substances** or conditions.
- Your employer must post this notice in your workplace.
- You must **comply** with all occupational safety and health standards issued under the *OSH Act* that apply to your own actions and conduct on the job.

## EMPLOYERS:

- You must **furnish** your employees a place of employment free from recognized hazards.
- You must comply with the occupational safety and health standards issued under the *OSH Act*.

This free poster available from OSHA -  
*The Best Resource for Safety and Health*

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Free assistance in identifying and correcting hazards or complying with standards is available to employers, without citation or penalty, through OSHA-supported consultation programs in each state.

**1-800-321-OSHA**

[www.osha.gov](http://www.osha.gov)  
OSHA 3165-12-06R

## Life Skills

## 1 TALK ABOUT WORKPLACE SAFETY

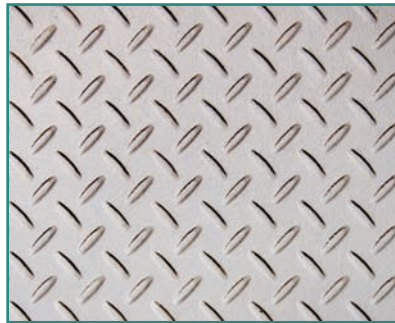
**A CLASS.** Discuss the questions.

1. Why do you think most injuries at work occur?
2. How can employees help to make their workplaces safer?

**B PAIRS.** Look at the pictures. How can these products help make a workplace safe?



Skid-resistant shoes



Skid-resistant flooring



Worker safety equipment

**C PAIRS.** Read and discuss these safety guidelines. Then decide if they are for the employer, the worker, or both. Write *E* (*Employer*), *W* (*Worker*), or *B* (*Both*) before each guideline.

## AVOID SLIPS, TRIPS, AND FALLS

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>_____ Establish a floor-cleaning schedule.</li> <li>_____ Install non-slip flooring, if possible.</li> <li>_____ Consider non-slip rubber or fabric mats.</li> </ul> | <ul style="list-style-type: none"> <li>_____ Clean up spills as soon as they happen.</li> <li>_____ Wear close-toe, skid-resistant shoes and keep shoelaces tied.</li> <li>_____ Make sure uniform pant legs don't drag on the floor.</li> <li>_____ See that electric cords don't run across aisles.</li> <li>_____ Make sure there is enough light.</li> </ul> |
|---|--|

**D GROUPS.** Compare answers with another pair.



## 2 PRACTICE

- A GROUPS.** Look at these other safety categories for workers in the food preparation industry. Write at least two safety tips for each category.

### SAFETY TIPS

<b>To Avoid Cuts</b>	
<u>Workers</u>	<u>Employers</u>
<b>To Avoid Burns</b>	
<u>Workers</u>	<u>Employers</u>
<b>To Avoid Injury While Lifting</b>	
<u>Workers</u>	<u>Employers</u>

- B STEP 1. GROUPS.** Discuss safety tips for your own jobs (or for a job you would like). Think of as many tips as possible. Write a list of workplace safety tips for each member of your group.

**STEP 2. GROUPS.** Discuss each of your lists. Are there safety tips that are not followed at your workplace? For each tip that is not followed, what would be the best advice? Discuss these (or other) options.

1. Follow the safety tip by yourself.
2. Talk to your co-workers about following the safety tip.
3. Ask your boss to provide safety materials, equipment, or procedures.
4. Talk with your co-workers and/or your boss about forming a safety committee.
5. Talk with your Human Resources (HR) department.
6. Notify OSHA.
7. Do nothing.

Can you...identify workplace safety measures?

## Writing

## 1 BEFORE YOU WRITE

- A** You are going to give instructions about how to avoid a common safety hazard. Read about instructions. Then read the writing tip.

**FYI** ABOUT GIVING INSTRUCTIONS

Often you will have to give instructions or explanations about how to do something. Instructions and explanations, particularly those involving safety, should be clear and easy to follow. Present your instructions in a logical order, for example, from most important to least important or from first to last. Use signal words to help readers follow the instructions, for example, *first*, *next*, *then*, *afterwards*, *finally*, and *last*.

**Writing Tip: Imperatives**

When giving instructions, use imperatives: base forms of verbs without the pronoun *you*.

- B** Select one of the topics. Brainstorm safety tips about it.

1. poisonings inside or outside the home
2. fires in the home
3. common household accidents

- C** Read the writing model on page 207 about how to prevent falls in the home. How has Eva arranged her instructions?

## 2 ANALYZE THE WRITING MODEL

- A** **PAIRS.** Discuss the questions.

1. What is the purpose of this article?
2. According to Eva, what should you do first to prevent falls in the home?
3. What is the main idea of each paragraph? Use your own words.

- B** Read the article on page 207 again. Underline signal words the writer uses to connect one paragraph to the next.

### 3 THINK ON PAPER

- A** Before Eva wrote her article, she used a chart to brainstorm and organize her instructions about how to prevent falls. Then she wrote her introductory paragraph. Read Eva's chart. Do you think that she put her instructions in a logical order?

First,	<i>evaluate home for hazards and fix them.</i>
Next,	<i>check shoes; wear only sturdy ones.</i>
Then	<i>consider some kind of exercise to improve balance.</i>
Finally,	<i>know the side effects of medications you take.</i>

- B** Look at the notes you made about safety tips in Exercise 1B. Then use a chart like Eva's to organize your instructions about how to prevent a safety hazard.
- C PAIRS.** Exchange your charts, and give each other feedback. Make changes if necessary.

### 4 WRITE

Use your chart to write an article about preventing a safety hazard. Be sure to include an introductory paragraph to let readers know your topic.

### 5 CHECK YOUR WRITING

- A STEP 1. Revise your work.**
1. Does your introductory paragraph explain your topic clearly?
  2. Did you put your advice and instructions in a logical order?
  3. Did you use signal words to connect one paragraph to the next?
- B STEP 2. Edit and proofread.**
1. Have you checked your spelling, grammar, and punctuation?
  2. Have you proofread for typing errors?

**1 REVIEW** For your grammar review, go to page 228.

**2 ACT IT OUT** What do you say?

**PAIRS.** You are discussing safety measures with two friends.

**Student A:** Review Lesson 2. Explain how to stay safe during a tornado.

**Student B:** Review Lessons 3 and 4. Describe how to stay safe during a flood.

**Student C:** Review Lessons 7 and 8. Explain some safety measures you can take at work.

**3 READ AND REACT** Problem-solving

**STEP 1.** Read about Jean-Pierre.

Jean-Pierre has been working for a short time in a piano factory. He is learning how to rebuild and refinish pianos. He loves musical instruments and he likes the work, but some of the chemicals the factory uses make him sick. When he arrives at work, he can smell fumes from the paints and refinishing chemicals. By the end of a workday, he usually has a bad headache. Many of his co-workers are also suffering from headaches and stomach problems. Some workers have told Jean-Pierre that the factory needs to install more windows and get fans. If the air circulated better, there would be less fumes. No one has been willing to speak to the manager about the situation. Jean-Pierre is a new employee and he doesn't want to cause trouble, but he is afraid that the chemicals are a serious safety hazard.



**STEP 2. GROUPS.** What is Jean-Pierre's problem? What can he do?

**4 CONNECT** For your Community-building Activity, go to page 215.

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



Go to the CD-ROM for more practice.