



LEVEL 2
LESSON 29
WHERE THERE'S
SMOKE...

Topics Discussing fire emergencies Preparation for emergency evacuation	Prepare Before Class Print the Conditionals Game handout Print out the Review of Conditionals handout and the Activity Sheet
Learning Strategy Evaluate	Goals Review conditionals

Day 1

Introduce the Lesson

Say, “In this lesson, Anna becomes a fire safety monitor. But will she do a good job? And when will she use her skills? We will find out. In this lesson we will also learn how to talk about and prepare to meet emergencies.”

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

Say, “In this lesson, Anna becomes a fire safety monitor for her office. She teaches her co-workers how to safely evacuate the building. Have you been in a practice or an actual evacuation?” Teach students the name of common evacuation drills depending on what dangers exist in your school’s location, such as a fire drill, earthquake drill, or a lockdown in case of violence in the community.

There may be some words in the Activity Sheet that are new to your students. Prepare ahead to explain any of them, such as “disinfect,” “whistle,” “mask” and “exit.”

Present the Conversation

Tell students that the video shows Anna learning about fire safety. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Hmm, I wonder where Anna's going.

Today we are reviewing conditionals and learning helpful language for emergencies.

Conditionals and Emergencies

If Anna studies hard, she'll be a great fire safety monitor! That's a conditional. It uses "if" to show that something is true only when something else is true.

Let's find out where Anna is going. And if you want to learn fire emergency language, keep watching!

Conditionals Review Activity

Give students the handout for a review of conditionals. "Conditionals show that something is true only when something else is true." Have students read aloud from the handout to remind them of the two types of conditionals they have studied.

Divide the students into groups of four. Ask one member of each group to cut out a set of cards from the Conditionals Game handout. Ask the students to shuffle the cards and place them face down in a pile on the table. Give students scrap paper for writing sentences.

Explain the game: "Choose the person to go first. Let's say it will be the person whose birthday is coming soonest. The first player turns over the top card and reads the beginning of a conditional sentence. The other players in the group then write the ending of the

conditional sentence. The first player to write a grammatically correct and appropriate conditional sentence keeps the card. The next player then picks up a card. The player with the most cards at the end of the game is the winner.”

Watch as students play the game and help to resolve any uncertainty about whether a sentence is grammatically correct. Tell students that native speakers often make mistakes when using conditional forms, too.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Self Evaluate. When Anna is talking with Penelope, they smell smoke. Anna decides it is a fire emergency and starts the evacuation. She evaluates the situation herself and calls the fire department.”

Explain how students can Self Evaluate: “When we are learning English or any other subject, it is helpful to stop and evaluate our progress. One way to self evaluate is to test your knowledge in a different situation. If you have only spoken English at school, try going to a place outside of school where you can practice speaking English. If you have only written in English for class assignments, try writing your own journal or a letter in English. If you have only listened to English at a beginner level, look for a radio program or podcast in English at a higher level to test your listening ability.”

Conclude, “As you do these things or find other ways to test your knowledge, think of what you need to improve and what you have learned to do well. Your confidence will grow each time you push yourself and try to do something more difficult in English.”

Ask students to give examples of the times they have self evaluated their skills in English. They can write these in their notebooks or on cards to put on the wall and remind them to use the strategy in the future.

Activity

If possible, get a copy of your school’s emergency plan before this activity. Make it available to your students. Check to find out the location of the emergency supplies for the school and ask permission for students to see them during the class period, if that can be arranged.

Say, “In this activity, you will practice evaluating how well your classroom is prepared for an emergency. In our area, the possible emergencies are...” (List what is appropriate for the area where your school is located: fire, flood, tornado, hurricane, earthquake or tsunami). If your

school has a safety official, invite them to speak to the class.

Put students into groups of 3 - 4 and give them the Activity Sheet. Have students read the list of emergency supplies. Make sure everyone understands the meaning of the items on the list. Give students time to explore the classroom (or storage area if you have gotten permission for them to enter it under your supervision) and complete the checklist with the items they find available. Note that talk of an emergency may be unsettling to some students. By informing students of the school's emergency plan and the location of supplies, you can reassure them that the responsible parties at your school have prepared to keep everyone safe in the event of an emergency.

Ask students to write a report on their findings on their Activity Sheet. Have several groups give their report orally and, if possible, invite a school administrator to come hear them.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says, "I'm reading about fire safety. Ms. Weaver named me fire safety monitor. If there is a fire emergency, I have to help everyone out of the building."

The question is: What must Anna do as a fire safety monitor?

2. The firefighters say, "There's one really important thing you can do: Install a fire alarm. In your home, office and schools, know where your emergency exits are located. Everyone should know how to use a fire extinguisher. Have one handy and practice using it."

The question is: What must Anna do as a fire safety monitor?

3. The firefighters say, "Stay low. Smoke rises. The air is clearer close to the ground. If you touch a door and it's hot, don't open it. There might be a fire on the other side." Anna asks, "What do I do if my clothes catch on fire?" Mr. Hatcher answers, "Do not run. If you run, the fire will burn faster. You must stop, drop and roll."

The question is: What other safety tips do the firefighters give Anna?

4. Anna says, “If you smell smoke, get out of the building. Leave your things and evacuate calmly and quickly...take the stairs. Let’s get out. Never go back into a burning building.”
The question is: What does Anna tell her coworkers?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the prompt. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write a guide to emergencies at school for any new students who come to your school. Use what you have learned in the lesson about evacuation, supplies and fire safety to explain to new students. Draw a map of your classroom or school showing exits or the location of the fire extinguishers.

Have students exchange their work with a partner to check whether their partner’s emergency guide is clear and accurate. Choose several to put on display in the classroom for future reference.

Conversation

- Penelope: Hey, Anna. What are you reading?
- Anna: I'm reading about fire safety. Ms. Weaver named me fire safety monitor.
- Penelope: But the only time we have a fire emergency is when someone burns a piece of toast.
- Anna: That is true. But fire safety is very serious – very serious. If there is a fire emergency, I have to help everyone out of the building.
- Penelope: Well then, if I were you, I'd learn as much as possible.
- Anna: You're right. And I know just who to call!
(Two firefighters welcome Anna to their firehouse.)
- Anna: Hi, Firefighter Jones.
- Jones: Hey, how are you, Anna?
- Anna: I'm well, thanks. How are you? Hi, Firefighter Hatcher.
- Hatcher: Hi, Anna. How are you?
- Anna: I'm well, thanks.
- Hatcher: Welcome to our firehouse.
- Anna: Thank you.
- Hatcher: Come on in.
- Anna: Thanks.
- Hatcher: This is where the firefighters eat. This is where we rest. This is where we exercise. This is where the firetrucks are parked and maintained.
- Anna: This place is beautiful.
- Hatcher: You know, the firehouse is a firefighter's second home.
- Anna: Firefighter Jones, Firefighter Hatcher: Can you tell me some ways to prepare for a fire emergency?
- Hatcher: Sure, Anna. There's one really important thing you can do: Install a fire alarm. Test it monthly and make sure the batteries are fully charged.
- Anna: Let's talk about those emergency exits.
- Jones: In your home, office and schools, know where your emergency exits are located.
- Anna: What about fire extinguishers?
- Jones: Everyone should know how to use a fire extinguisher. Have one handy and

practice using it.

Anna: What if we need to get out?

Jones: You should have an evacuation plan. And practice getting out safely with fire drills.

Anna: If I am in a building and it's on fire, should I use the elevator?

Hatcher: No. Always use the stairs.

Anna: What other safety tips should I know?

Jones: Stay low. Smoke rises. The air is clearer close to the ground.

Anna: Stay low. Anything else?

Hatcher: If you touch a door and it's hot, don't open it. There might be a fire on the other side.

Anna: What do I do if my clothes catch on fire?

Hatcher: Do not run. If you run, the fire will burn faster. You must stop, drop and roll.

Anna: Thanks so much! I've learned a lot. And I can't wait to share this information with others.

Hatcher: Thanks for coming, Anna.

Jones: It's been a pleasure meeting you.

(Anna is back at the office talking to Penelope.)

Penelope: So, Anna, how was the visit to the fire station?

Anna: I learned a lot! And firefighters have a very difficult job.

Penelope: Do you smell smoke?

Anna: No. So, like I was saying, I learned how to ...

Penelope: Anna, I smell smoke.

Anna: If you smell smoke, call the fire department!

(Anna begins to evacuate her coworkers.)

Anna: If you smell smoke, get out of the building. Come on people, we have a fire emergency! Leave your things and evacuate calmly and quickly. Very good. Very good.

Anna: We have a fire emergency. No, take the stairs. Let's get out. Let's get out safely.

(Anna and coworkers stand outside of the building.)

Anna: We got out in less than 6 minutes! Good job, people! Wait. Where's Pete?

Penelope: I know where he is. I'll go get him.

Anna: No! Never go back into a burning building! The fire department is coming. Stay calm, Pete. Help is on the way! Help is on the way!

Key Words

alarm	<i>n</i>	a device that makes a loud sound as a warning or signal
catch on fire	<i>v</i>	to begin to burn
clearer	<i>adj</i>	not blocked by anything
close	<i>adj</i>	near in space
door	<i>n</i>	a movable piece of wood, glass, or metal that swings or slides open and shut so that people can enter or leave a room, building or vehicle
emergency	<i>n</i>	an unexpected and usually dangerous situation that calls for immediate action
evacuation	<i>n</i>	the action of leaving or removing someone from a dangerous place
exit	<i>n</i>	something, such as a door, that is used as a way to leave a place
fire drill	<i>n</i>	an activity in which people practice leaving a place quickly so that they will know what to do if there is a fire
fire extinguisher	<i>n</i>	a metal container filled with chemicals that is used to put out a fire
fire department	<i>n</i>	the department of a local authority in charge of preventing and fighting fires
firehouse	<i>n</i>	a building in which the members of a fire department and the equipment used to put out fires are located
fire station	<i>n</i>	another word for fire house
handy	<i>adj</i>	near or close
install	<i>v</i>	to make a machine or service ready to be used in a certain place
low	<i>adv</i>	at or to a low place or level
open	<i>v</i>	to move a door or window so that an opening is no longer covered
maintain	<i>v</i>	to keep something in good condition by making repairs or correcting problems

monitor	<i>n</i>	a person who has the job of checking or watching some activity or behavior
rise	<i>v</i>	to move upward
safety	<i>n</i>	freedom from harm or danger
smoke	<i>n</i>	the cloud of black, gray, or white gases and dust that is produced by burning something
stay	<i>v</i>	to continue to be in a specified state, condition, or position
touch	<i>v</i>	to put your hand, fingers, et cetera on something or someone

Quiz - Level 2, Lesson 29 - Where There's Smoke...

Listen. Circle the letter of the correct answer.

1. What must Anna do as a fire safety monitor?

- a. Visit the fire department for a tour.
- b. Help everyone safely leave the office building.
- c. Teach her coworkers about fire safety.
- d. Find out what causes fire emergencies at work.

3. What other safety tips do the firefighters give Anna?

- a. Do not open a door that is hot to the touch.
- b. Stay low because smoke rises.
- c. Stop, drop and roll if your clothes catch fire.
- d. They give Anna all of these tips.

2. What do the firefighters tell Anna to do in preparing for a fire emergency?

- a. Practice using a fire extinguisher and have it handy.
- b. Install a fire alarm and test it monthly.
- c. Know where your emergency exits are located.
- d. They tell Anna to do all of these things.

4. What does Anna tell her coworkers?

- a. Get out of the building by using the stairs.
- b. Leave your things and get out quickly and calmly.
- c. Never go back into a burning building.
- d. Anna tells her coworkers all of these things.



Type 1 conditionals have a real event, and a result that probably will happen.

Sentence Form	Examples
If + present tense verb ... will-future verb	If you run, the fire will burn faster.
If + present tense verb ... modal + simple verb	If you are in a building that is on fire, you must not use the elevator.
If + present tense verb ... simple verb without subject (imperative)	If you smell smoke, call the fire department!

Type 2 conditionals have an improbable event and its probable result. These conditionals are not based on real situations.

Sentence Form	Examples
If + past tense verb ...would + simple verb	If I were you, I'd want to learn as much as possible.
If + past tense verb...would + present continuous	If people didn't burn toast, the fire alarm would not be ringing so often.



Choose a card. Read it aloud. Your classmates will write the end of the sentence. The first person to write a grammatically correct and appropriate sentence gets to keep the card.



If I saw a UFO...	If it rains this weekend ...	If I could change one thing about myself ...
If I hadn't come to class today...	If I had been born with superpowers ...	If my home was near a beach ...
If I'm bored ...	If you send me flowers ...	Life would be a lot easier...
If this country were as cold as the North Pole ...	If this was Saturday night ...	If I get lost ...
My home would be much better...	If I found a wallet in the street ...	If it were my birthday today ...
If I were a teacher ...	If I wake up late ...	If you want to speak English well ...
If I could meet any person in the world ...	If I can't sleep ...	If I were on a desert island ...

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Evaluate your classroom. Does it have basic emergency supplies? Ask your teacher to tell you the possible emergencies covered by your school's emergency plan. With your group, check for the supplies on the checklist. Tell your teacher what is needed.

School Emergency Supplies

- Fire extinguisher
- Smoke alarm
- Signs and lights for emergency exits
- Hat or whistle to identify the teacher in charge
- School emergency plan
- List of students with their photos
- List of students requiring special needs
- Battery-powered flashlight
- Blankets
- Breathing masks
- Disinfecting wipes
- Food (not fresh) and water, enough for every student
- First-aid kit
- Student entertainment (playing cards or board games)



Our school may have a(n) _____ emergency. We evaluated the classroom's emergency supplies. Here is what we found:

We have the checked supplies.

We also ought to have _____.

We should have _____.

We must add _____.

The school is supposed to have _____.