

Be Safe

Unit 5

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1. Calling 911 - Medical Emergency

Activity 1

Purpose:

- to learn the vocabulary associated with calling 911
- to call 911, report and describe an emergency
- to learn present continuous

CLB Level:

3

Time:

30+ minutes

Materials:

- **Medical Emergency Vocabulary** worksheet for each learner
- **Calling 911 in a Medical Emergency** text for each learner
- **911 Emergency What are You Reporting?** dialogue for each learner
- **Medical Emergency Cards**, one card for each learner

Instructions:

1. Ask learners what an emergency is. Discuss and write ideas on the board. Ask what a medical emergency is.
2. Introduce vocabulary by handing out **Medical Emergency Vocabulary** worksheets. Go over pronunciation and definitions together or in pairs. Have the learners cover their answers. One partner reads the definition and the other gives the vocabulary word.
3. Hand out the **Calling 911 in a Medical Emergency** text to each learner. Read the first two sentences together as a class making sure the learners understand the vocabulary. Allow the learners to read the text in pairs and answer the questions together. Review the answers together as a class.
4. **A:** Hand out **911 Emergency – What are You Reporting?** dialogue. Learners repeat the dialogue after the teacher line by line pausing for understanding and pronunciation. Pair learners and have them practice it together.

B: Explain to the learners how to form and practice the present continuous. Use Present Continuous to talk about an action that is in progress (or is happening).

- The Present Continuous is formed by adding “-ing” to the end of a verb, along with “am”, “is”, or “are”. Use the examples below to demonstrate.

e.g. I **am calling** 911. He/she **is calling** 911.
You/they/we **are calling** 911.

The sentences in the exercise are common emergency situations.

C: Hand out the **Medical Emergency Cards**. Allow the learners to read them over and understand the emergency. Have the learners transfer the information to the dialogue and practice with a partner. Make sure they are changing the ‘yours’ to ‘my’ in the new dialogues. Learners then present the dialogue to the class.

adapted from: Caldwell Community College and Technical Institute

Medical Emergency Vocabulary

Directions: Write the words below beside its definition.

conscious	ambulance	fall	unconscious	CPR
emergency	operator	pulse	accident	

_____ a vehicle that takes sick and injured people to the hospital.

_____ you are awake and can think.

_____ you put your finger on the person's wrist or neck to see if the heart is beating.

_____ you do this so someone's heart beats again and so he or she breathes again.

_____ something bad happens that you did not know would happen.

_____ something serious happens and you must do something at this moment.

_____ go down to the floor suddenly.

_____ you are not awake and can not think.

_____ a person who answers the phone and helps you

Calling 911 in a Medical Emergency

Directions: Read the text below and answer the questions that follow.

You should call 911 only if there is an emergency. Call if the emergency is a fire, a crime you see happening, or a medical emergency. Whenever you call 911, have this information ready: your name, address, telephone number, a description of the emergency, and the location of the emergency.

If it is a medical emergency, the operator might ask questions about the person who is hurt. The 911 Operator might ask these questions: Is the person breathing? Is the person conscious? Does he or she have a pulse? It is important that you stay on the line with the operator until an ambulance and paramedics arrive. Often, the operator can tell you what to do for the person until help arrives.

Questions:

1. When should you call 911?

2. What information should you have when you call 911?

3. What information should you have when you talk to the 911 Operator about the person who is hurt?

4. Why is it important to “stay on the line” until help arrives?

A: *911 Emergency – What are You Reporting?*

911 Operator: 911 Emergency. What are you reporting?

Caller: *My neighbour just fell off his house.*

911 Operator: Where are you?

Caller: *113 First St., Steinbach.*

911 Operator: Is he conscious?

Caller: *Yes.*

911 Operator: Is he breathing?

Caller: *Yes. I think he broke both his legs and his arms.*

911 Operator: Do not move him.

Caller: *OK.*

911 Operator: What is your name?

Caller: *John Brown.*

911 Operator: And your phone number?

Caller: *My cell phone is 337-1212.*

911 Operator: Don't hang up. Stay on the line until the ambulance arrives.



B: Complete each sentence below with the *present continuous form* of the verb in parentheses.

1. The lifeguard (give) _____ CPR to the man right now.
2. Donna (call) _____ 911 for an ambulance.
3. We (wait) _____ for the paramedics to arrive.
4. He (lie) _____ on the floor right now.
5. My son (choke) _____ on a hotdog!
6. I think I (have) _____ a heart attack.
7. They (take) _____ him to the emergency room.
8. The neighbour (run) _____ for help.
9. The firefighters (help) _____ with the traffic.
10. The police officer (talk) _____ to the family.
11. _____ you (dial) _____ the right number?

C: Use *Medical Emergency Cards* to role play the above dialogue.



A car hit your daughter. She is breathing but unconscious.



Your son ate some prescription pills. He is not breathing very well. He is conscious. His pulse is very fast.



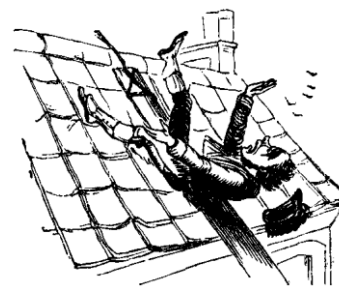
Your father is having a heart attack. He is conscious but is having problems breathing.



Your brother fell down the stairs and is unconscious. He has pain in his back and neck.



Your husband hit a wire with his truck. He's not breathing and he's unconscious. Someone is giving CPR to him.



Your neighbour fell off the roof and broke his back. He's conscious and breathing. He's in a lot of pain.

Activity 2

Purpose:

- to help those, especially living in the country, understand how to read signs and civic address signs
- to read a grid map
- to read municipal addresses

CLB Level:

3+

Time:

20 minutes

Materials:

- *Understand Road Signs and Civic Address Signs* text for each learner
- *How Your Civic Address Works* text for each learner
- *Map of South East Manitoba* for each pair of learners
- *Answer Key Map OHT*

2. *Understand Your Municipal Civic Address*

Instructions:

1. Use with a 911 lesson.
2. Have the learners who live in the country tell the class how to get to their homes. Take note whether they are using landmarks or not in their explanations.
3. Ask learners if they have signs on their driveways. Write their address on the board or make one up such as 32150 and ask learners for the meaning of the numbers. *32150 is a civic address. 33N is a road sign. NOTE: the last three numbers do not go higher than 160.*
4. Pronunciation: Numbers in civic addresses are said individually: three, two, four, five, zero Road thirty-three North.
5. Hand out *Understand Road Signs and Civic Address Signs* texts to the learners. Read the title together. Have learners read the text after you or read in pairs.
6. Learners answer questions on their own and then check with a partner.
7. Hand out *How Your Civic Address Works* text and the map. Walk through this section with the learners using the maps to follow along.
Two things to note:
 - a) If the road has an E (East), it actually runs North/South and vice-versa.
 - b) Everything is in **miles** except the last three numbers, which are **metric**. As with other things (buying building supplies) we speak in inches and feet but on the computer it comes out metric.
8. With a partner have learners find their civic addresses and the civic addresses in the bottom exercise, marking them on the map. Listen for pronunciation. Learners then quiz each other on the addresses and/or can make new ones.

Understand Road Signs and Civic Address Signs

Do you know your address? It is important to memorize it and remember it. 911 emergency service providers (police, fire and ambulance) want to get to your house quickly when there is an emergency. Manitoba Hydro and Manitoba Telephone System also need to know your address to give you better and faster service.

If you live in a city or town you have a house number and a street name as part of your address e.g. *76 Hanover Street, Steinbach.*

In the country, you have a **road sign** at the end of your road.

This has a number and a letter, e.g. *30N.*

and, you have a **number sign** at the end of your driveway, e.g. *29036.* This is your civic address sign.

It is like a house number. Your complete civic address might be **29036 Road 30N.**

This is different from your box number. Your **box number** is for **mail** and your **civic address** is for **location**.



Answer the questions below.

1. Why is it important to memorize and remember your address?

2. Who needs to know your address?

3. Do you have a street address or a civic address?

4. What is your street address or civic address?

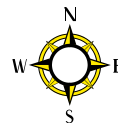
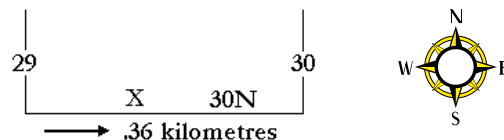
5. What is your mailing address?

How the Civic Address Works

An explanation of how the road signs and civic addresses work.

Example A: 29036 Road 30N. Use the map to help you.

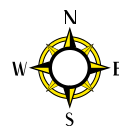
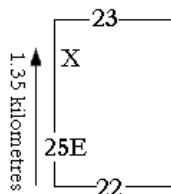
1. **30 N** – is an east/west road that you live on and it is 30 miles north of the United States border.
2. **29** in the number 29036 – is a north/south road and it is 29 miles east of the prime meridian. The prime meridian runs just west of Headingley, MB.
3. **036** in the number 29036 – is how many kilometres you are past the 29 north/south mile road going toward the 30 north/south mile road. You are .36kilometres past the 29 mile north/south road.



Where is this address on the map? Put an “X” on the place on the map.

Example B: 22135 Road 25E

1. **25 E** – is a north/south road that you live on and it is 25 miles east of the prime meridian.
2. **22** in the number 22135 – is an east/west road and it is 22 miles north of the United States border.
3. **135** in the number 22135 – is how many kilometres you are past the 22 east/west mile road going toward the 23 east/west mile road. You are 1.35 kilometres past the 22 east/west mile road.



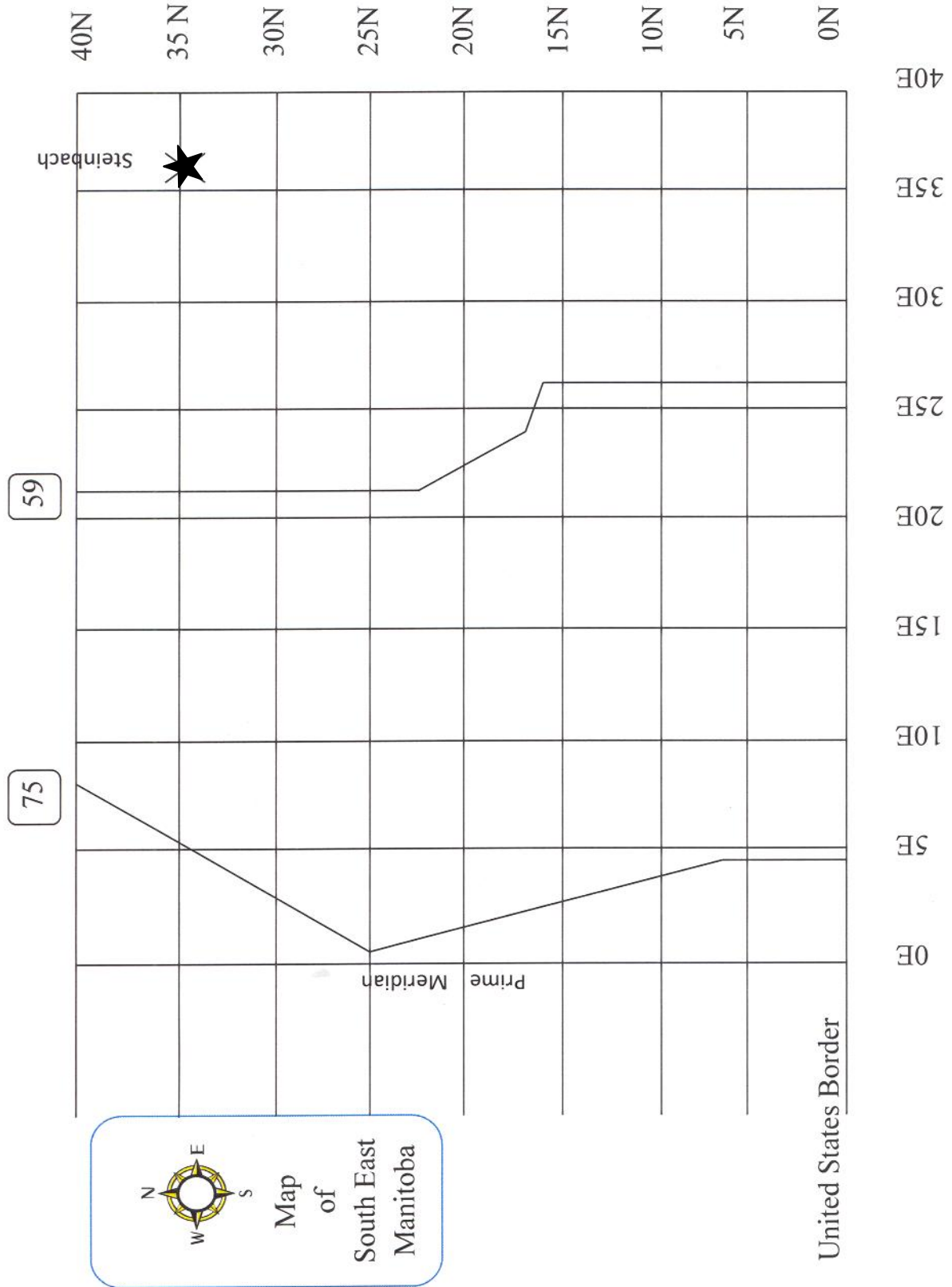
Where is this address on the map? Put a “0” on the place on the map.

3. **Do you live in the country?** Find your civic address on this map. Place a check (✓) on the place on the map.

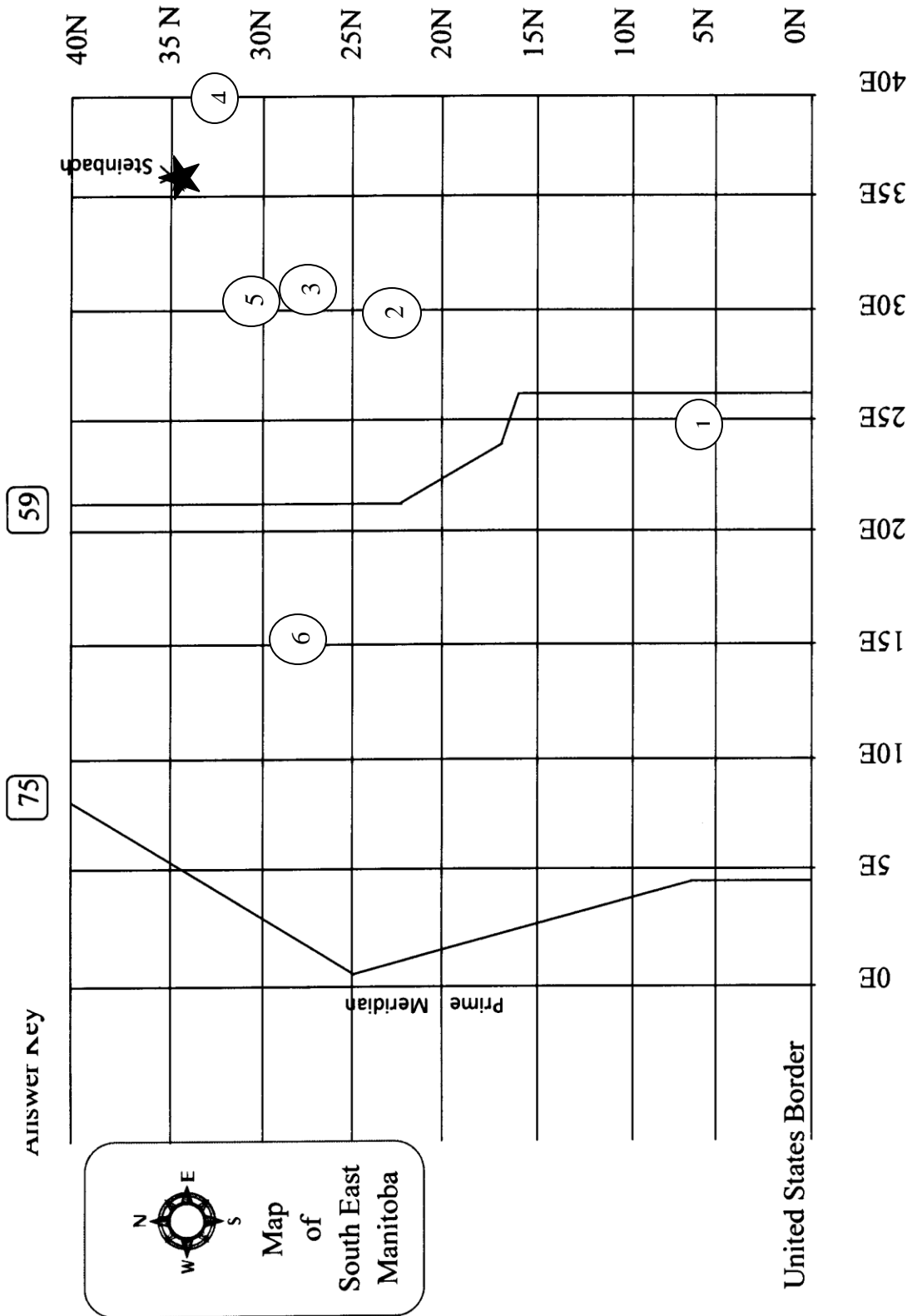
Find these Municipal Civic Addresses:

05125 Road 25E	Put a ① there.	33158 Road 40E	Put a ④ there.
22075 Road 30E	Put a ② there.	30042 Road 30N	Put a ⑤ there.
30100 Road 27N	Put a ③ there.	28057 Road 16E	Put a ⑥ there.

Map of South East Manitoba



Answer Key:



2 Maps of South East Manitoba
 Answer Key

3. 911 - Fire

Activity 3

Purpose:

- to learn the vocabulary of 911 for a fire
- to call 911, report and describe a fire emergency
- to listen for information

CLB Level:

3/3+

Time:

20 minutes

Materials:

- **Help! Fire!** Dialogue for each learner
- **Which One Is Right** worksheet for each learner

Instructions:

1. Tell the class this lesson is for a fire emergency. Have a class discussion on the word *emergency*. What is an emergency? Discuss the numbers 911. What is the emergency number in the learners' countries?
2. Hand out the **Help! Fire! Dialogues** to the learners for them to fill in. If spelling is a problem, write the answers in random order on the board for them to use to fill in the information. Read the dialogue slowly. Repeat it several times and pause as they fill in the information.
3. Check answers together, discuss the dialogue, answering any questions they may have. Go over any new vocabulary.
4. Learners repeat dialogue after teacher line by line and then go over dialogue together in pairs.
5. Hand out the **Which One Is Right** worksheet to each learner. Have the learners fold the sheet in half **lengthwise**. Divide the class into pairs to complete the activity. Partners switch roles to give each learner the opportunity to listen.

Dialogue to be dictated:

- 911 Operator: Do you require police, fire, or ambulance?
Caller: *Fire. There's a **fire** in my house!*
911 Operator: **What** is the address?
Caller: *76 Home Street, Steinbach.*
911 Operator: **Where** is the fire?
Caller: *In **my** daughter's bedroom*
911 Operator: What happened?
Caller: *A candle **fell** off the dresser.*
911 Operator: **Where** are you calling from?
Caller: ***From** my kitchen.*
911 Operator: Is anyone **with** you?
Caller: *No, **everyone** is outside.*
911 Operator: Leave the **house** immediately. A fire **truck** is on the way.
Caller: *Okay, Bye.*
911 Operator: Bye.

Listen to the dialogue and fill in the blanks.



Help! Fire!

- 911 Operator:** Do you require police, fire, or ambulance?
- Caller:** *Fire. There's a _____ in my house!*
- 911 Operator:** _____ is the address?
- Caller:** *76 Home Street, Steinbach.*
- 911 Operator:** _____ is the fire?
- Caller:** *In _____ daughter's bedroom.*
- 911 Operator:** What happened?
- Caller:** *A candle _____ off the dresser.*
- 911 Operator:** _____ are you calling from?
- Caller:** _____ *my kitchen.*
- 911 Operator:** Is anyone _____ you?
- Caller:** *No, _____ is outside.*
- 911 Operator:** Leave the _____ immediately. A fire _____ is on the way.
- Caller:** *Okay, Bye.*
- 911 Operator:** Bye.

Which One Is Right?
Fold the page in half, lengthwise

The caller's part of the dialogue is not in the right order. The Caller listens to the 911 Operator and finds the correct response, numbering the statements from 1-6.

1. **911 Operator**
1. Do you require police, fire or ambulance?
 2. What is the address?
 3. Do your neighbours know that there is a fire?
 4. Is everyone out of the neighbour's house?
 5. Can we have your phone number?
 6. Stay away from the fire. The fire trucks are one the way.

- Caller**
- ___ Yes, I phoned them.
 - ___ OK. Thank you.
 - ___ 325 North Drive, Steinbach.
 - ___ Yes, it's 364-4552.
 - ___ Fire. There's a fire in my neighbour's garage.
 - ___ Yes, they are at my house.

SWITCH ROLES: The other person is now the 911 Operator.

FOLD

SWITCH ROLES: The other person is now the Caller

2. **911 Operator**
1. Do you require police, fire or ambulance?
 2. What is the address?
 3. Is there anyone near the fire?
 4. Tell them to clear the area.
 5. Can we have your phone number?
 6. The fire trucks are one the way.

- Caller**
- ___ Yes, it's 398-3451.
 - ___ I'll tell them.
 - ___ Fire. There's a fire in the bush.
 - ___ Yes, some men are trying to put out the fire.
 - ___ Thank you.
 - ___ 24105 Road 39E.

4. *A Country Fire*

Activity 4

Purpose:

- to call 911, report and describe a fire emergency in the country (optional)
- to improve listening skills
- to review W5 questions using the past
- to understand a local news story

CLB Level:

3/3+

Time:

20 minutes

Materials:

- *That Was Too Close* worksheet for each learner
- *What Did You Remember-Making Questions* worksheet
- OR
- *What Did You Remember-Asking Questions* worksheet (each page makes 2 copies)

Instructions:

1. Hand out *That Was Too Close* worksheet. (This is a good activity if you have learners who live in the country area.) Go over the verbs together as a class and fill in the past verbs at the top of the worksheet.
2. Have learners complete the sentences in the text and then read the text together. (**Optional:** Learners can use this as a follow-up to the second dialogue in the *Which One is Right* worksheet and use this story to make up a short 'Calling 911' dialogue.)
3. Briefly go over the Who, What, When, Where, Why, Which, How many, How much definitions with the learners. Who – people, What – information, When –time, Where – place, Why – reason (uses *because*), which – choice (east, west or north), how many (countables), how much (non-countables). Explain to the learners that when we use these question words **with verbs** we use 'do' in the present and 'did' in the past. *e.g. Where do you make a fire? vs. Where did you make a fire?*
4. Hand out *What Did You Remember? – Making Questions* worksheet to the higher level learners. Have them put the words into the correct order to make questions. Divide the learners into pairs and have them ask each other the questions.
5. Hand out *What Did You Remember? – Asking Questions* worksheet to the learners if not using the worksheet in instruction #4. Divide the learners into pairs and have them ask each other the questions.

That Was Too Close

Write the past tense verb for each word.

- | | | | |
|-----------|-------|-----------|-------|
| 1. has | _____ | 6. is | _____ |
| 2. save | _____ | 7. spread | _____ |
| 3. decide | _____ | 8. pour | _____ |
| 4. take | _____ | 9. get | _____ |
| 5. call | _____ | 10. come | _____ |

A farmer _____ 911 when the fire on his property _____
(call) (get)

out of control. Last Friday evening, a farmer _____ to
(decide)

burn some of the dead wood at the back of his property. The wind

_____ stronger in the later evening and the fire _____
(get) (spread)

west towards his chicken barns. He _____ two barns with 15,000 chickens
(has)

in each barn. Firefighters _____ from three different communities to help.
(come)

It _____ them four hours to put the fire out. The firefighters
(take)

_____ water on to the barns and _____ them. The
(pour) (save)

farmer _____ very thankful but he _____ to pay a \$260.00 fine
(is) (have)

because he _____ careful enough.
(isn't)



What Did You Remember? – Making Questions

Put the words into the right order to make questions. With a partner take turns reading and answering the questions. Remember to use a capital letter for the first word and a question mark at the end of each sentence.

1. farmer / did / 911 / call / What / the / time

 What time did the farmer call 911?

2. call / did / the / 911 / farmer / Why

3. did / What / burn / farmer / the

4. the / spread / fire / Why / did

5. Which / the / did / direction / spread / fire

6. did / chickens / How / the / have / many / farmer

- 7 from / come / firefighters / the / did / Where

8. How many / did it / hours / take / firefighters / put / the fire / the / out / to

9. What / do / the / firefighters / did

10. feel / did / farmer / How / the

11. farmer / the / pay / have / How / did / to / much

Answer Sheet: *What Did You Remember? – Making Questions*

Put the words into the right order to make questions. With a partner take turns reading and answering the questions. Remember to use capital letters for the first words and question marks.

1. farmer / did / 911 / call / what / the / time

What time did the farmer call 911?

2. call / did / the / 911 / farmer / why

Why did the farmer call 911?

3. did / what / burn / farmer / the

What did the farmer burn?

4. the / spread / fire / why / did

Why did the fire spread?

5. which / the / did / direction / spread / fire

Which direction did the fire spread?

6. did / chickens / how / the / have / many / farmer

How many chickens did the farmer have?

7. from / come / firefighters / the / did / where

Where did the firefighters come from?

8. how many / did / hours / take / the firefighters / it / put / fire / the / out / to

How many hours did it take the firefighters to put the fire out?

9. what / do / the / firefighters / did

What did the firefighters do?

10. feel / did / farmer / how / the

How did the farmer feel?

11. farmer / the / pay / have / how / did / to / much

How much did the farmer have to pay?

What Did You Remember?—Asking Questions

Partner A: Ask Partner B questions 1-6.

1. What time did the farmer call 911?
2. Why did the farmer call 911?
3. What did the farmer burn?
4. Why did the fire spread?
5. Which direction did the fire spread?
6. How many barns did the farmer have?

Partner B: Ask Partner A questions 7-12.

7. How many chickens did the farmer have?
8. Where did the firefighters come from?
9. How many hours did it take the firefighters to put the fire out?
10. What did the firefighters do?
11. How did the farmer feel?
12. How much did the farmer have to pay?



What Did You Remember?—Asking Questions

Partner A: Ask Partner B questions 1-6.

1. What time did the farmer call 911?
2. Why did the farmer call 911?
3. What did the farmer burn?
4. Why did the fire spread?
5. Which direction did the fire spread?
6. How many barns did the farmer have?

Partner B: Ask Partner A questions 7-12.

7. How many chickens did the farmer have?
8. Where did the firefighters come from?
9. How many hours did it take the firefighters to put the fire out?
10. What did the firefighters do?
11. How did the farmer feel?
12. How much did the farmer have to pay?

5. *Three Barns Destroyed*

Activity 5

Purpose:

- to improve listening skills
- to listen to numbers
- to understand a local news story

CLB Level:

3/3+

Time:

20 minutes

Materials:

- *Three Barns A* and *B* worksheets for each pair of learners

Instructions:

1. Explain that this is a listening activity involving numbers.
2. Count to 20,000 by thousands together as a class (1,000, 2,000, etc.) and then by 10,000 to 100,000. Write random numbers on the board (1,200, 10,300, 15,600, etc.) and have learners say them.
3. Divide learners into pairs and hand out *Three Barns A* worksheet and *Three Barns B* worksheet. Learner A says his/her numbers to learner B and learner B writes down the numbers heard. Learner B then says his/her numbers to learner A and learner A writes down the numbers heard. Learners check that the numbers have been written correctly.
4. Explain that in the reading some barns were burned. There were hogs and chickens in the barns. The firefighters worked hard to save the barns. Fire crews are a group of firefighters.
5. Read text slowly and allow learners to fill in the numbers they hear. Read it several times for the learners to finish.
6. Have the learners finish the remaining questions through discussion.
7. This could be used as a follow-up lesson for calling 911, Activity 3.

Newspaper article to be read to the learners:

Three Barns Destroyed By Landmark

Based on the story written by AM 1250/Mix 96 FM News, Saturday, 30 September 2006

Damage is estimated at \$5 million after an early morning fire northwest of Landmark. Tache fire crews responded to the barn fire around 4:30 a.m. at Rainbow Farms. By the time fire crews arrived three barns were engulfed in flames. They saved one hog barn with 2200 hogs and one chicken barn. But 5500 hogs died in the other two barns. Crews spent all morning on the scene. A total of seven fire departments responded to the call.

A: *Thousand – Number Pronunciation*

Say these numbers to your partner.	Write down the numbers you hear.
3,200	
4,416	
15,220	
6,024	
60,115	
13,150	
75,430	
120,600	
83,640	
132,753	

Listen to the newspaper story and fill in the blanks with numbers.

_____ BARNES DESTROYED BY LANDMARK

1. Damage is estimated at _____ dollars.
2. Fire crews responded to the fire around _____ a.m. at Rainbow Farms.
3. By the time they arrived, _____ barns were engulfed in flames.
4. They saved _____ hog barn with _____ hogs and _____ chicken barn.
5. But _____ hogs died in the other two barns.
6. Crews spent _____ morning on the scene.
7. A total of _____ fire departments responded to the call.



Questions:

1. Where did this happen? _____
2. What was the name of the Farm? _____
3. How long did the crews work there? _____

B: *Thousand – Number Pronunciation*

Say these numbers to your partner.	Write down the numbers you hear.
6,800	
17,540	
21,100	
9,024	
50,515	
18,150	
42,340	
110,700	
36,480	
230,860	

Listen to the newspaper story and fill in the blanks with numbers.

_____ BARNES DESTROYED BY LANDMARK

1. Damage is estimated at _____ dollars.
2. Fire crews responded to the fire around _____ a.m. at Rainbow Farms.
3. By the time they arrived, _____ barns were engulfed in flames.
4. They saved _____ hog barn with _____ hogs and _____ chicken barn.
5. But _____ hogs died in the other two barns.
6. Crews spent _____ morning on the scene.
7. A total of _____ fire departments responded to the call.



Questions:

1. Where did this happen? _____
2. What was the name of the farm? _____
3. How long did the crews work there? _____

6. *Reporting a Car Accident*

Activity 6

Purpose:

- to understand proper procedure when reporting an accident
- to use the past to report an accident

CLB Level:

3/4

Time:

40 minutes

Materials:

- *Reporting a Car Accident* worksheet for each learner
- *Accident Details* worksheet for each learner
- *Car Accident* worksheet for each learner
- *Car Parts* worksheet cut in half for each learner
- *Car model or toy car*

Instructions:

1. Lead a discussion about what learners have to do in their country if their vehicles are involved in an accident. Ask learners what they know about reporting accidents in Canada.
2. Hand out the *Reporting a Car Accident* worksheet. Have the learners circle any words that they are unfamiliar with.
3. Have the class give the words while they are written on the board. Work out the definitions together.
4. Have the learners fill in the True and False questions.
5. Hand out the *Accident Details* worksheet and go over the information that needs to be collected from the *Hit and Run Reported* newspaper article. Have the learners read through the article and fill in the *Accident Details* worksheet.
6. Go over answers, explaining and discussing any questions or comments brought out.
7. Hand out the *Car Accident* worksheet and use the pictures as guided dialogue practice. Go over the past verbs they will need to be used for this task. This gives practice with common scenarios of common road accidents.
8. Hand out the *Car Parts* worksheet and have learners work in pair labelling the different parts of the car. As a class go over the vocabulary and add extras such as trunk, wheel, etc. Have learners identify parts of the car that would have been damaged in the *Car Accident* worksheet. Use a car model or toy car to help identify parts.

Reporting a Car Accident



If you have a vehicle accident, there are several things you must do.

1. You must always stop. NEVER drive or walk away.
2. You must report the accident to the police if someone was hurt, or if there was damage over \$1,000 to the vehicles or to someone's property. You have 21 days to report the accident.
3. Write down the information of the other driver's license and registration.
4. Write down the names and addresses of passengers.
5. Write down the names and addresses of witnesses.
6. Write down the time and the location of the accident.
7. Write down the road conditions and how the weather was.
8. Report all accidents to MPI. The accident might be a minor accident or it might not be your fault but you should report it.
9. After MPI makes an appointment with you and inspects your vehicle, take it to an auto body mechanic to get it repaired.

Read each sentence. If it is true, write T. If it is false, write F.

- _____ 1. Always stop if you are in an accident.
- _____ 2. Write down all the information at home.
- _____ 3. You should report all accidents to the insurance company.
- _____ 4. Write down the names and addresses of all the people who were in the accident.
- _____ 5. If no one is hurt but your car has \$8,000 damage, you don't have to report the accident to the police.
- _____ 6. An auto body mechanic makes the inspection on your vehicle.

Accident Details

Time of accident: _____ a.m. _____ p.m.

Date of accident: day _____ month _____ year _____

Where it happened: Street: _____ City: _____

Other: _____

How did the accident happen: _____

Description of your vehicle's damage: _____

Description of the other vehicle's damage: _____

SKETCH OF ACCIDENT SCENE

WHO SAW THE ACCIDENT

Witness #1

Name: _____

Address: _____

Phone: Work: _____

Home: _____

Hit and Run Reported

THE Steinbach RCMP are looking for the driver of a vehicle responsible for a minor hit-and-run accident on Wednesday, March 12.

Constable Rob Caron said the accident happened in the visitor parking lot of the Steinbach Regional Secondary School on McKenzie Road, sometime between 4 and 4:30 p.m.

The owner of a light-coloured Mazda mini-van was in the school when a black pickup truck struck the back end while it was parked.

Caron said that after the collision, the driver of the truck got out of his truck, looked at the two vehicles and then left. The rear brake light of the mini-van was broken. The bumper and the left rear fender were dented.

Students who saw the accident did not have any other information. Anyone with more information on this accident is asked to call the Steinbach RCMP detachment at 326-1234 or Crime Stoppers at 1-800-782-8477. (The Carillon, 2000)

A Car Accident

Dialogue:

Police: What happened?

Mr. Bell: *He went through the red light and hit me. (She) I tried to stop but I couldn't.*

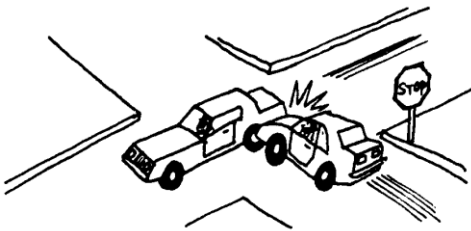
Police: Was anyone hurt?

Mr. Bell: *No, just a little shook up.*

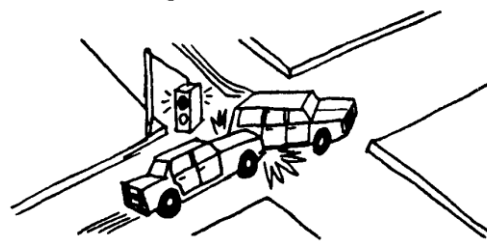
Police: Can I have your driver's license and registration?

Practice this dialogue with the accidents below. Remember to use the past tense.

1. go through a stop sign



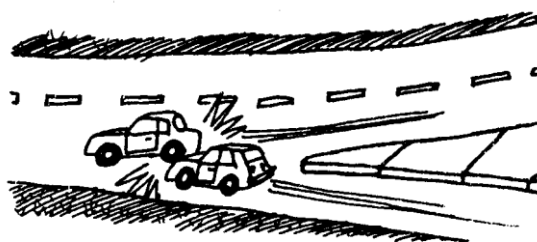
2. run a red light



3. cut me off



4. come into my lane



5. back out of the driveway



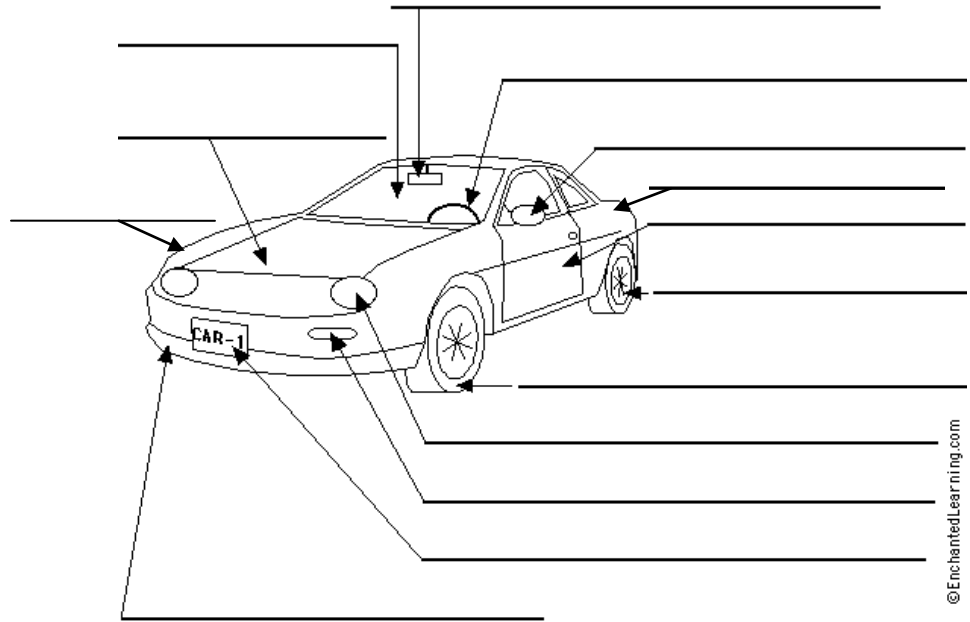
6. pull out of a parking space



Car Parts

Label the different car parts

- 1. bumper
- 2. license plate
- 3. rear view mirror
- 4. tire
- 5. door
- 6. steering wheel
- 7. side mirror
- 8. rear fender
- 9. headlight
- 10. turn signal
- 11. front fender
- 12. hood
- 13. hubcap
- 14. windshield



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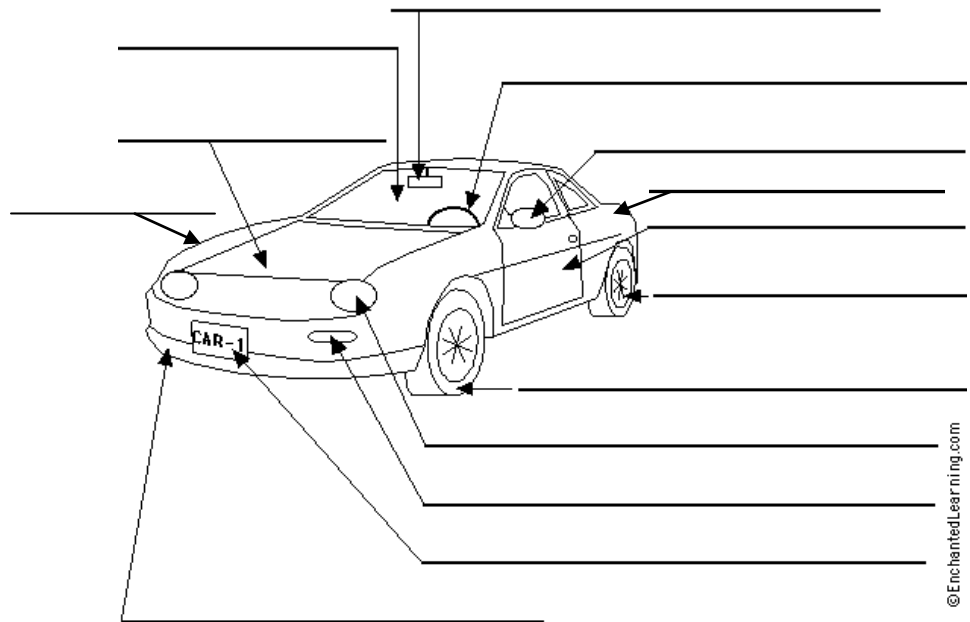
6 Car Parts worksheet



Car Parts

Label the different car parts

- 1. bumper
- 2. license plate
- 3. rear view mirror
- 4. tire
- 5. door
- 6. steering wheel
- 7. side mirror
- 8. rear fender
- 9. headlight
- 10. turn signal
- 11. front fender
- 12. hood
- 13. hubcap
- 14. windshield



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6 Car Parts worksheet

7. Safe Roads on Long Weekends

Activity 7

Purpose:

- to read for information
- to understand the 'rules of the road'

CLB Level:

3

Time:

30 minutes

Materials:

- *Safe Roads This Weekend* worksheet
- *Traffic Sign Cards* (printed on cardstock and laminated)
- Optional resource: Manitoba Driver's Manual

Instructions:

1. Explain that for this activity, we will discuss plans for a long weekend and the meaning of "Safe Roads on Long Weekends."
2. Hand out the text *Safe Roads This Weekend*. Have the learners find and underline the following words:

<i>concentrating</i>	<i>safe</i>	<i>roads</i>
<i>seat belts</i>	<i>weekend</i>	<i>ticket</i>
<i>intersections</i>	<i>speed</i>	
3. Have the learners read the text and answer the questions. Have them ask each other the questions as a review.
4. Have a discussion on the amounts of differing fines in Manitoba:
 - As of May 2007, these are the fines:
Photo Radar and Speeding Changes in Winnipeg
The grace period before you are issued a speeding ticket is 9 KM's over. This is down from 12KM's.
Here is the breakdown on the fine amounts per violation:
 - Speeding 10 - 12 KPH over the limit will be issued a \$144 fine.
 - Speeding 13 - 15 KPH over the limit will be issued a \$167 fine.
 - Speeding 16 - 19 KPH over the limit will be issued a \$195 fine.
 - Speeding 20 - 34 KPH over the limit will be issued a \$247 fine.
 - Speeding 35 - 49 KPH over the limit will be issued a \$402 fine.
 - Speeding 50+ KPH over the limit will be issued a \$557 fine.
 - Red-light Violations are \$167 per fine.
 - Seatbelt Violations are \$247 for children per fine.
5. Follow up this discussion by asking if any learners have been stopped by police and have them share what they were asked. Brainstorm ideas of what police might say to them if they were stopped and write them on the board. Create a dialogue with the class starting with *Can I see your driver's license and registration?* Show appropriate responses to statements made by police officers. Have pairs create their own dialogue and present it to the class.

7. *Safe Roads on Long Weekends Cont'd*

Things a police officer might say to you if you get stopped:

1. Can I see your driver's license and registration?
 2. Do you know how fast you were going?
 3. You ran the red light.
 4. You went through the stop sign.
 5. You didn't stop at the pedestrian crossing.
 6. You were going 30 kilometres over the speed limit.
 7. You weren't wearing your seatbelt.
 8. Step out of the car.
 9. I have to give you a breathalyzer test.
 10. I have to give you a ticket.
 11. You can mail your ticket and payment in or pay it at your local police station.
6. Go over common traffic signs on the board such as stop, yield, and curve. Hand out **traffic signs** cards, one per learner. Have them explain to another person what the sign means. They then trade and explain their new traffic sign to another learner.

Possible extension: Check with the settlement office when the police will be speaking to new immigrants on law enforcement issues and encourage learners to attend.

Safe Roads This Weekend

Steinbach RCMP want to make our roads safe this long weekend. There will be more cars on the road so there will be more police working to make sure the roads stay safe. If you don't want to get a ticket, you shouldn't speed, you should stop at intersections and you should put on your seat belts. Do not drink and drive. The Steinbach RCMP are going to be concentrating on Highway #12, the Trans Canada Highway and other roads in the area.



1. Why will there be more cars on the road?

_____.

2. How will the roads be safer?

_____.

3. What are two things you should do so you won't get a ticket?

a) _____.

b) _____.

4. What are two things you shouldn't do?

a) _____.

b) _____.

5. How much do you think a speeding ticket costs? _____.

6. How much do you think a ticket costs for not wearing your seatbelt? _____.



8. *Deer on the Road*

Activity 8

Purpose:

- to realize and understand safety issues with deer in Manitoba
- to improve reading comprehension skills
- to improve listening and speaking skills through guided discussion questions
- to find embedded imperatives

CLB Level:

3/4

Time:

30 minutes

Materials:

- **Word and Definition Cards** – one set for the class
- **Deer on the Road** worksheet for each learner
- **Deer on the Road Vocabulary** and **What's the Imperative** worksheet for each learner

Instructions:

1. Explain how driving in Manitoba changes during the different seasons. Emphasize that October and November are the months when deer are most active.
2. Hand out the **Deer on the Road** text.
Pre-Reading Strategies:
 - A. Look at the pictures and ask learners to explain what they mean and what they think the text will be about.
 - B. Write the new words on the board and have learners find them in the text. Circle them and discuss in pairs what the possible meaning could be. Use one set of the **Word and Definition** cards and distribute them among the learners. Half the class should have words and half the class should have definitions. Learners circulate and find their partner. Have learners confirm their vocabulary/definitions with the class.
 - or C. Use the **Deer on the Road Vocabulary** worksheet as an alternative, as a confirmation to Pre-Reading Strategy B., or as homework.
3. Read the text together. Give **Tips 1 and 2 card** to one learner in the pair and **Tips 3 and 4 card** to the other. Have the learners ask and answer the questions.
4. Explain that imperatives are verbs that give the idea that a person should do something. Give examples on the board such as: *Listen to me. Write your name on the paper. Turn off the lights, please. Drive carefully! It's raining.* Have the learners find words that are like imperatives in the reading and underline them. Examples for Tip 1 are: *Watch for deer signs, slow down, look in the ditches, look for eyes.*
5. Hand out the **What's the Imperative** worksheets if you have not used the **Deer on the Road Vocabulary** section. Have the learners match the first word of the sentence with the remainder of the sentence. If there are some more advanced learners have them fold over the words and complete the sentences. Go over the sentences practicing correct intonation of the more imperative imperatives.

1. collision	<i>drive or run into something</i>
2. tip	<i>a good idea</i>
3. deer population	<i>number of deer in one place at the same time</i>
4. roll-over	<i>a vehicle goes on its side, top, side, bottom</i>
5. driving experts	<i>professional people who talk about the best way to drive</i>
6. flash your headlights	<i>turn your bright lights off and on a few times</i>
7. area	<i>a section of ground (metre, acre, hectare)</i>
8. lose control	<i>cannot control what vehicle does</i>
9. windshield	<i>the window in front of a vehicle</i>
10. hood	<i>piece of metal above the engine in a vehicle</i>



Deer on the Road



Manitoba drivers hit approximately 10,000 wild animals with their vehicles each year.

Sixty-five to eighty percent of these collisions are because of deer.

The months of October and November are the worst months for animal collisions. Most of these collisions happen in the early evening and early morning.

Here are some tips:

1. Watch for deer signs while you are driving. These areas have a higher deer population. Slow down in these areas. Look in the ditches for deer that are feeding beside the road or that want to cross the road. At night, look for eyes shining in the dark.
2. Drive carefully, especially at night, in the early evening and early morning because this is when deer are the most active.
3. If you see a deer on the road, the safest things to do are to stay in your lane and try not to swerve. If you do swerve, you could have a roll-over, lose control of your vehicle or have a collision with another vehicle. Driving experts say that most deer are small enough that if you do hit one, it will hit the hood and continue up over the windshield instead of through the windshield.
4. Flash your headlights to let other drivers know that you see deer on or by the road.

Questions for Tips 1 and 2	Questions for Tips 3 and 4
<ol style="list-style-type: none"> 1. Why should you watch for deer signs? 2. Where should you look for deer? 3. Why are deer in ditches? 4. What should you look for at night? 5. When are deer more active? 	<ol style="list-style-type: none"> 1. What is the safest thing to do if you see a deer on the road? 2. Why shouldn't you swerve? 3. What happens to the deer when it is hit? 4. Why don't deer go through the windshield? 5. What should you do to let other drivers know that there are deer on the road?

Deer on the Road Vocabulary

Match the following vocabulary words with the definitions.

- | | |
|-------------------------------|---|
| 1. area ____ | a. turn your bright lights off and on a few times |
| 2. collision ____ | b. a vehicle goes on its side, top, side, bottom |
| 3. deer population ____ | c. a good idea |
| 4. driving experts ____ | d. drive or run into something |
| 5. flash your headlights ____ | e. a section of ground (metre, acre, hectare) |
| 6. hood ____ | f. the window in front of a vehicle |
| 7. lose control ____ | g. number of deer in one place at the same time |
| 8. roll-over ____ | h. piece of metal above the engine in a vehicle |
| 9. tip ____ | i. can not control what a vehicle does |
| 10. windshield ____ | j. professional people who talk about the best way to drive |

What's the Imperative?

Use these words to complete the sentences.

Be Don't Don't Drive Flash Hurry Look Slow Turn Wake
--

- _____ down! There are deer in the ditch.
- _____ up! It's 7:00 a.m.
- _____ out! You're going to hit that car.
- _____ up! We're going to be late.
- _____ carefully! It's icy!
- _____ swerve! You could have a roll-over.
- _____ your headlights when you see deer.
- _____ off the lights.
- _____ careful! If you see one deer, you will probably see two or three deer.
- _____ speed! There are too many deer in this area.

9. *Keeping Deer Off Your Property*

Activity 9

Purpose:

- to understand some of the problems with deer in Manitoba
- to improve reading comprehension skills
- to improve listening and speaking skills through sharing ideas

CLB Level:

4

Time:

20 minutes

Materials:

- *Keeping Deer Off Your Property* text for each learner
- *Find the Word for the Definition and Review* worksheet for each learner

Instructions:

1. Discuss the problems Manitoba has with deer. If possible, provide pictures with, for example, half eaten cedar, damaged trees, crop damage, etc.
2. Hand out the *Find the Word for the Definition* worksheet to each learner. In pairs or as a class read the definitions and find the word. Repeat the vocabulary words and definitions as needed for pronunciation. Hand out the *Keeping Deer Off Your Property* text and have the learners find the vocabulary words in the article.
4. In pairs have the learners take turns reading the text and then have them find the phrases in the *Review* half of the worksheet that are not true.
5. Divide the class into groups of 3 or 4. Have the learners discuss other methods that would work to keep deer out. They may think of what they do for other animals which may also be a good idea to use with deer.

Keeping Deer off Your Property

Deer are beautiful to look at but they can be a problem.

1. Deer sometimes damage gardens, shrubs or fruit trees.
2. Deer sometimes cross roads and collide with vehicles.
3. Deer also carry deer ticks, which could be dangerous to a person's health. Lyme disease, a disease that affects muscles and bones is often caused by deer ticks.



Here are a few tips to keep deer off your property:

1. Do not feed the deer.

Deer can find enough natural food without the help of people.

- When people feed deer, the deer population increases. If the deer population is too high, the deer can begin to starve and can often carry diseases.
- Deer become less afraid of people. They become less afraid to cross roads.
- When there are more deer, there is more damage to property.

2. Repellents

Repellents keep animals away because of its terrible smell or taste. Some repellents work and some don't. Here are two recipes that seem to work well.

Recipe 1

Mix 7 eggs with 4 cups of water.
Beat well.
Spray on plants.

Recipe 2

1 teaspoon liquid dish detergent
2 Tablespoons hot sauce
4 cups of water
Spray on plants.

(These should be sprayed on every 30 days. These recipes also help keep rabbits out of your garden.)

3. Fences

The best way to keep deer off your property or out of your gardens is to put a fence around your whole yard or garden. The fence should be about eight feet high. A wooden fence, a snow fence or chicken wire all help. Fences can be an expensive way to keep deer off your property but if you want to keep your yard beautiful, it's probably worth it. Another good idea is to put burlap around shrubs in winter.

Match the words in the box below with the definition.

afraid	burlap	collide	damage	
deer population	property	snow fence	spray	tip

1. _____ your land or your lot
2. _____ hurt, break or makes less valuable
3. _____ drive or run into something
4. _____ a good idea
5. _____ scared
6. _____ number of deer in an area
7. _____ spray
8. _____ something that helps keep snow off your driveway
9. _____ a rough brown material

Circle the phrase in each statement that is **NOT** true.

1. Deer are a problem because

- a. they eat plants.
- b. they walk on roads.
- c. they damage houses.
- d. they carry insects that cause Lyme disease.

2. When people feed deer

- a. the deer population increases.
- b. the deer are less afraid of people.
- c. the deer are afraid to cross the road.
- d. the deer do not look for their own food.

3. Repellents

- a. always work.
- b. have a terrible smell or taste.
- c. need to be sprayed on every month.
- d. keep other animals out of your garden.

4. Fences

- a. are the best way to keep deer off your property.
- b. that are low will keep deer off your property.
- c. should go around your whole property.
- d. are worth it if you like to have a beautiful yard.

10. How to Dress for Winter Fun

Activity 10

Purpose:

- to review clothes and body parts
- to learn clothing vocabulary specifically for winter
- to make sentences using the conjunctions “and” and “because”

CLB Level:

2/3

Time:

20 minutes

Materials:

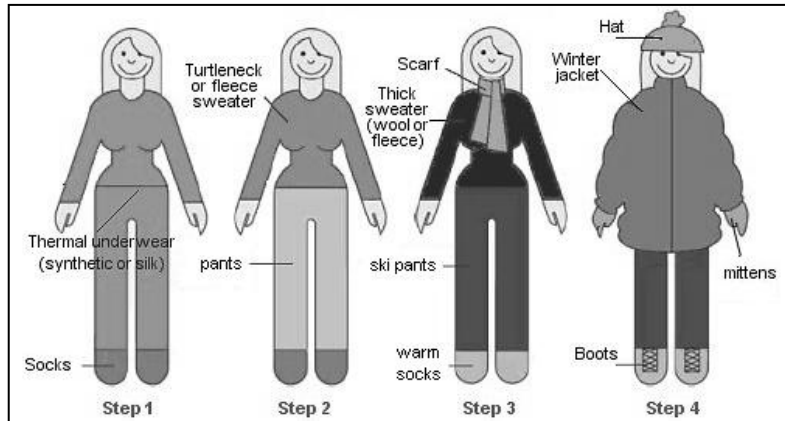
- *How to Dress for Winter* text for each learner
- *Optional:* Articles of winter clothing

Instructions:

1. Have a discussion on cold winters. Are your jackets warm enough? Are your boots warm enough?, etc. Explain the word, *enough*.
2. Review basic body parts and winter clothes items.
3. Hand out the text, *How to Dress for Winter* worksheet, to each learner. Have the learners look at the picture of a woman getting dressed in layers for outside activities.
4. Read number 1 and discuss layers.
5. Have learners skim the text and look for body parts and clothing as per instructions.
6. Read the text together, one point at a time. Optional: Demonstrate with articles of winter clothing you have brought from home.
7. Have the learners complete the sentences in section 3 with the conjunctions **and** (co-ordinating) or **because** (subordinating). Because answers, “Why?”
8. Have the learners give sentences using “and” and “because”. Have learners write them down as a spelling exercise. Write the sentence on the board and allow them to correct their work. You may want to write the sentence down using blanks and some more difficult words. For example, winter, read and . *In winter, I like to read books and magazines.*

How to Dress for Winter Fun

1. Look at the picture below. Discuss the different clothing.



2. Read the text. Underline the body parts and circle the words that are clothing.

1. Wear layers of clothing.
2. Wear long underwear.
3. Wear an extra pair of socks.
4. Wear mittens. They are warmer than gloves. They should be thick. They should be big enough to wear an extra pair underneath. They should be long enough to cover your wrists.
5. Wear a hat that covers your ears. A lot of body heat is lost through your head.
6. Wear a scarf that covers your neck and chest. On cold days, you can use it to cover your face.
7. Wear winter boots that have a flat or low heel. They should be big enough to wear an extra pair of thick socks. You should have enough room to wiggle your toes.
8. Wear a long jacket or parka that goes down to your knees. It should have a warm lining. It should be big enough to wear an extra sweater.

3. Combine sentences with and or because.

1. Wear long underwear _____ an extra pair of socks.
2. Wear mittens _____ they are warmer than gloves.
3. Mittens should be thick _____ long enough to cover your wrists.
4. Wear a hat that covers your ears _____ a lot of body heat is lost through the head.
5. Wear a scarf that covers your neck and chest _____ on cold days, you can use it to cover your face.
6. Winter boots should have a flat or low heel _____ be big enough to wear an extra pair of socks.
7. A parka should have a warm lining _____ be big enough to wear an extra sweater.

11. Understand Blizzards

Activity 11

Purpose:

- to learn about winter storms and blizzards
- to build vocabulary using a dialogue

CLB Level:

3

Time:

30 minutes

Materials:

- *Winter Weather Vocabulary* cards for each pair of learners
- *Understand Blizzards* and *Caught in a Blizzard* worksheet for each learner

Photocopy cards on cardstock and laminate for future use

Instructions:

1. Discuss Winter as a class. Make a list of what they like and what they don't like on the board.
2. Show pictures of snowstorms and have learners describe what they see. Try to illicit vocabulary such as cold, ice, snow, wind and dangerous should be included.
3. Hand out *Winter Weather Vocabulary cards*. Go over new vocabulary, pronouncing new words and definitions. In pairs, have the learners review vocabulary words together matching definitions, words and pictures.
4. Hand out *Understand Blizzards* and *Caught in a Blizzard* worksheet to the learners. Have learners fill in the blanks for the first section and review.
5. Look at the dialogue *Caught in a Blizzard*. Explain the title. Explain that you are going to read the dialogue as they fill in the blanks. Read it 2 or 3 times. Write the vocabulary words on the board for them to check their answers and spelling.
6. Go through the dialogue for comprehension.
7. Have the learners practice in pairs and present the dialogues to class.
8. Have the learners share experiences they have had driving in storms—in some cases, rain storms may need to be included.


Answer Key: Understand Blizzards

1. blizzard	2. wind chill	3. high or strong winds
4. blowing	5. heavy snowfall	6. whiteout
7. sleet	8. snowdrift	9. slippery

Answer Key: Caught in a Blizzard

1. high	2. snow	3. whiteout
4. blowing	5. slippery	6. snowdrift

<p>blizzard</p>	<p>The most dangerous type of winter storm. There is lots of snow and the wind blows more than 40 kilometres per hour. The temperature feels like -25°C or more.</p>	
<p>blowing</p>	<p>You see air moving something.</p>	
<p>heavy snowfall</p>	<p>A lot of snow falls in a short time.</p>	
<p>high/strong winds</p>	<p>The wind blows fast.</p>	
<p>sleet</p>	<p>Snow and rain fall at the same time.</p>	

<p>slippery</p>	<p>When roads are wet or icy they make you slip or slide.</p>	
<p>snowdrift</p>	<p>When the wind blows and makes a small hill of snow.</p>	
<p>whiteout</p>	<p>When the wind blows and it snows a lot. All you can see is white snow.</p>	
<p>wind chill</p>	<p>How low temperatures plus wind feel on the skin.</p>	

Understand Blizzards

Fill in the blanks using these words:

blizzard	blowing	heavy snowfall
high or strong winds	sleet	slippery
snowdrift	wind chill	whiteout

1. A winter storm with lots of snow and wind that blows more than 40 kilometres an hour is a _____.
2. The _____ is low temperature plus wind.
3. _____ winds are fast winds.
4. A _____ wind makes us see leaves moving in the trees.
5. When a lot of snow falls, it is called a _____.
6. In a _____ you can't see across the street.
7. Rain and snow that fall at the same time is called _____.
8. When wind piles up snow, it is called a _____.
9. If a road or sidewalk is icy and we think we will fall, we say that it is _____.

Caught in a Blizzard



Joanne: Did you hear that we're supposed to get a heavy snowfall on Friday?

Ben: *Yes. I hope it doesn't turn into a blizzard like the one we had in 1997.*

Joanne: What happened?

Ben: *Well, it was very cold and there was a lot of snow. The worst part was the _____ winds.*

Joanne: Was it dangerous driving?

Ben: *Yes. The snow was blowing everywhere and I couldn't see the cars in front of me. It was a _____. I had to stop and wait for the wind to stop _____.*

Joanne: How were the roads?

Ben: *The roads were _____. I saw three or four cars in the ditch.*

Joanne: Did you make it home OK?

Ben: *Yes, I did but the next morning my car was buried in a _____. I had to dig it out.*

Joanne: Well, I'm glad you made it home.

12. Frostbite and Blizzards

Activity 12

Purpose:

- to read for understanding
- to build vocabulary
- to summarize information
- to ask questions to confirm understanding

CLB Level:

4+

Time:

30+ minutes

Materials:

- *Frostbite Treatment Reading and Questions* sheet cut in half for half the class
- *Blizzards in Manitoba Reading and Questions* sheet cut in half for half the class

** It is interesting to note how well they remember what they have read after an activity such as this.**

For more articles and ideas check:
http://bogglesworldesl.com/teaching_articles1.htm

Instructions:

1. Have a discussion on what they like and what they don't like about winter. Make a list of on the board.
2. In general terms, discuss frostbite and blizzards.
3. Divide the class in half. Hand out *Frostbite Treatment* text to one half and the *Blizzards* text to the other half. (Give the *Blizzards Reading* to lower level readers.)
4. Have the learners underline the following words in the *Frostbite* text. Discuss the meaning of any unfamiliar words.
frostbite cause exposed thaw re-expose sensations sterile
5. Have the learners underline the following words in the *Blizzards* text. Discuss the meaning of any unfamiliar words. invisible closed down piece of advice
6. Learners who have the *Frostbite* text are divided into pairs. Learners who have the *Blizzards* text are divided into pairs. Hand out the corresponding question sheet to each pair. *Frostbite* pairs would have *Frostbite* questions and *Blizzard* pairs would have *Blizzard* questions. Have them work in pairs to answer the questions about the text.
7. Have the learners hand in all the readings and questions.
8. Form new pairs with one *Frostbite* learner and one *Blizzard* learner together. Hand out the *Frostbite* questions to the *Blizzard* learner and the *Blizzard* questions to the *Frostbite* learner. Learners quiz each other on their given texts.
9. After everyone has shared their information, give them a quick quiz to ensure understanding.

Frostbite Treatment

Extreme cold can cause frostbite to exposed skin. This is a serious condition that requires emergency care.

Your hands, feet and face are the parts of your body that most often get frostbite. This causes an aching pain or numbness in the affected area. The skin feels hard and has a white, waxy or purplish appearance.

If you can't get immediate medical treatment, go inside. Do not try to thaw frostbite unless you are able to stay in a warm place. Warming and re-exposing frozen parts to cold can cause permanent damage.

Remove any wet clothing. Most people make the mistake of wanting to rub the frozen body part but this is a mistake. Do not rub them because this may cause more damage. Rather warm the frozen part in warm water (37.7°C – 40.5°C) for 30 minutes or longer until the skin is soft and feeling sensations come back. Do not use dry heat such as a fireplace, oven or heating pad. As well, remember to warm the rest of the body with blankets or warm clothes.

If the fingers or toes have been frozen put cotton balls or anything else sterile between them. As the frozen areas warm there will be some severe burning sensations, change of skin colour and maybe blistering or swelling. Take some ibuprofen for pain.

Frostbite Treatment Questions

What is the title of the article?

What causes frostbite?

Where does a person most often get frostbite?

How does the skin feel?

How does the skin look?

Why should you not thaw frostbite if you can't stay inside?

What is the mistake most people make in taking care of a frozen body part?

How should you warm the frozen part?

What types of dry heat should you not use?

Where could you use cotton balls?

What happens as the frozen body parts warm up?

Should you take anything for pain?



Blizzards in Manitoba

One November a terrible blizzard hit southern Manitoba.

Green grass was suddenly covered by 45 centimetres of snow. The wind blew up to 90 kilometres per hour. People were almost invisible in the blowing snow. Cars and buses got stuck in the snow. Schools, offices and factories closed down. Everybody stayed inside. Luckily, no one died.

A blizzard is an extremely bad snowstorm.

- There is blowing snow. You cannot see easily across the street. Visibility is less than 1 kilometre.
- The wind blows more than 40 kilometres per hour.
- The temperature feels like -25°C or more. Skin can freeze quickly.
- The weather conditions last for more than 6 hours.

What should you do? The greatest piece of advice is to stay inside! Listen to the radio for blizzard warnings. If you have to travel, make sure your vehicle is equipped with emergency supplies.

Some things to take along are:

- extra clothes and blankets
- a shovel -- a bottle of water
- candles and matches
- a cell phone
- canned or dry food

Make sure someone knows where you are going and when you plan to arrive.

Blizzards in Manitoba Questions

What is the title of the article?

Where did the blizzard occur?

How bad was it?

Did anyone die?

Name three things about a storm that make it a blizzard?

a)

b)

c)

What is the most important thing to do in a blizzard?

Name at least four supplies you should have in your vehicle?

1)

2)

3)

4)

What else is important to remember to do?



13. *Keep a Travel Kit*

Activity 13

Purpose:

- to learn what to keep in vehicles for winter
- to build vocabulary

CLB Level:

3

Time:

15- 20 minutes

Materials:

- a set of *picture and word cards* for each pair of learners OR *A Travel Kit* worksheet for each learner
- *Keep a Travel Kit in Your Vehicle* worksheet for each learner
- *Answer Key OHT*

Instructions:

1. Brainstorm items the learners keep in their vehicles during the winter and why it is important to do so. Make a list on the board.
2. There are two versions of the same activity here. Choose
 - A. Hand out a set of *pictures and word cards* to each pair of learners. Have them match them. Use the *Answer Key OHT* for the learners to correct their matches.
 - or B. Hand out *A Travel Kit* worksheet to each learner. Have learners match the pictures with the vocabulary words.
4. Hand out the *Keep a Travel Kit in your Vehicle* worksheet to each learner and have them answer the questions.
5. Discuss as a class the answers to the questions.

Answer Key:

1. Keep (1) jumper cables in your car to boost your battery.
2. Keep (2) windshield washer fluid in your vehicle to clean the windshield while you are driving.
3. Keep (3) sand in your vehicle to give you traction if you are stuck.
4. Keep (4) an ice scraper and snow brush in your vehicle to scrape ice off the windows.
5. Keep (5) a blanket, (6) extra clothes and (7) a candle in a can and matches in your vehicle to keep you warm while you are waiting.
6. Keep (8) a flashlight in your vehicle to see in the dark or get attention.
7. Keep (9) snacks and bottled water in your vehicle so you don't get hungry.
8. Keep (10) a cell phone in your vehicle so you call for help.
9. Keep (11) a first aid kit in your vehicle so that if someone is hurt you can give them some help.
10. Keep (12) a shovel in your vehicle to help you if you are stuck.













A Travel Kit

Driving in winter can be dangerous. Keep these things in your vehicle.

Match the words and the picture. Write the number under the picture.

Pictures

Words

1. sand
2. windshield washer fluid
3. extra clothes
4. jumper cables
5. blanket
6. cell phone
7. ice scraper and snow brush
8. candle in a can and matches
9. snacks and bottled water
10. first aid kit
11. flashlight
12. shovel

Which items will you put in your vehicle?

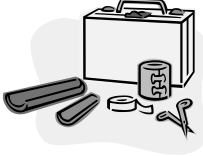




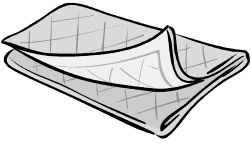








1. first aid kit	2. sand	3. flashlight
4. candle in a can and matches	5. snacks and bottled water	6. blanket
7. extra clothes	8. windshield washer fluid	9. shovel
10. jumper cables	11. cell phone	12. ice scraper and snow brush

Keep a Travel Kit in Your Vehicle

Fill in the blanks with items you should keep in your vehicle during the winter.

1. Keep _____ in your car to boost your battery.
2. Keep _____ in your vehicle to clean the windshield while you are driving.
3. Keep _____ in your vehicle to give you traction if you are stuck.
4. Keep _____ in your vehicle to scrape ice off the windows.
5. Keep _____, _____ and _____ in your vehicle to keep you warm while you are waiting.
6. Keep _____ in your vehicle to see in the dark or get attention.
7. Keep _____ in your vehicle so you don't get hungry.
8. Keep _____ in your vehicle so you call for help.
9. Keep _____ in your vehicle so that if someone is hurt you can give them some help.
10. Keep _____ in your vehicle to help you if you are stuck.

	1. first aid kit		2. sand
	3. flashlight		4. candle in a can and matches
	5. snacks and bottled water		6. blanket
	7. extra clothes		8. windshield washer fluid
	9. shovel		10. jumper cables
	11. cell phone		12. ice scraper and snow brush

14. *I'm Freezing!*

Activity 14

Purpose:

- to improve pronunciation and intonation skills
- to build vocabulary using a dialogue

CLB Level:

3+

Time:

10 minutes

Materials:

- *I'm Freezing!* dialogue for each learner
- *Sentence Strips* for the learners
- *Fill in the Blank* worksheet for each learner

Instructions:

1. Use this dialogue as part of a Winter Theme.
2. Hand out the *I'm Freezing!* dialogue to each learner. Read over the dialogue together as a class. Learners repeat each line for pronunciation and intonation.
3. Go over the vocabulary.
4. Explain that memorization helps with pronunciation, intonation and the “feel” of the English language. Give the learners one week to memorize it.
5. During the week, give learners *Sentence Strips* or the *Fill in the Blank* worksheet to help with memorization.
6. Write the following words on the board for the learners to use for the “Fill in the Blanks” exercise.

should better cold heard extra
freezing thought sure Once boots

Dialogue: *I'm Freezing!*

A: Oh, man! Is it cold out, today!

B: *No kidding! I'm freezing! What's the temperature?*

A: I heard that it's supposed to be -24 Celsius.

B: *I'm sure it's colder than that. My feet are frozen.*

A: Your boots don't look very warm.

B: *They're not. Next time I'll buy a warmer pair.*

A: A heavier pair of socks helps, too.

B: *Thanks. I never knew that winter was so cold.*

A: Once it reaches -10, you have to be careful you don't get frostbite.

B: *I think I'll look for a warmer pair of mittens, too.*



Dialogue: *I'm Freezing!*

A: Oh, man! Is it cold out, today!

B: *No kidding! I'm freezing! What's the temperature?*

A: I heard that it's supposed to be -24 Celsius.

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B: *Thanks. I never knew that winter was so cold.*

A: Once it reaches -10, you have to be careful you don't get frostbite.

B: *I think I'll look for a warmer pair of mittens, too.*



Oh, man! Is it cold out, today!

No kidding! I'm freezing! What's the temperature?

I heard that it's supposed to be -24 Celsius.

I'm sure it's colder than that. My feet are frozen.

Your boots don't look very warm.

They're not. Next time I'll buy a warmer pair.

A heavier pair of socks helps, too.

Thanks. I never knew that winter was so cold.

Once it reaches -10, you have to be careful you don't get frostbite.

I think I'll look for a warmer pair of mittens, too.

I'm Freezing!

Fill in the blanks with the words on the board:

- A: Oh, man! Is it _____ out, today!
B: No kidding! I'm _____! What's the temperature?
A: I _____ that it's supposed to be -24 Celsius.
B: I'm _____ it's colder than that. My feet are frozen.
A: Your _____ don't look very warm.
B: They're not. Next _____ I'll buy a warmer pair.
A: A. _____ pair of socks helps, too.
B: Thanks. I never _____ winter was be so cold.
A: _____ it reaches -10, you have to be careful you don't get frostbite.
B: I think I'll look for a warmer pair of _____, too.



I'm Freezing!

Fill in the blanks with the words on the board:

- A: Oh, man! Is it _____ out, today!
B: No kidding! I'm _____! What's the temperature?
A: I _____ that it's supposed to be -24 Celsius.
B: I'm _____ it's colder than that. My feet are frozen.
A: Your _____ don't look very warm.
B: They're not. Next _____ I'll buy a warmer pair.
A: A. _____ pair of socks helps, too.
B: Thanks. I never _____ winter was be so cold.
A: _____ it reaches -10, you have to be careful you don't get frostbite.
B: I think I'll look for a warmer pair of _____, too.

Activity 15

Purpose:

- to learn the pronunciation of -ed endings
- to read for content
- to understand problem-solving skills

CLB Level:

2/3

Time:

30 minutes

Materials:

- **Pronunciation of -ed Endings** worksheet for each learner
- **My Keys Are in the Car** worksheet for each learner

15. *I Locked the Keys in My Car*

Instructions:

1. Using the **pronunciation of -ed endings** worksheet, discuss with the class the pronunciation of -ed verbs, giving several examples of past.
2. Divide the class into pairs and hand out the **pronunciation of -ed endings** worksheet. Go through the pronunciation exercise once the class has finished the worksheet.
3. Hand out the **My Keys Are in the Car** text to the learners. Have them find and underline the past -ed verbs
4. Have the learners take turns reading the text to a partner listening for the -ed pronunciation.
5. Ask questions about general content from the story. Does your car ever stall? Have you ever left your keys in the car? What do you think this person should do?
6. Have a discussion on different options this person would have to do for getting the keys out of the car. Check the CAA Manitoba website, www.caamanitoba.com as an example of a service available for roadside assistance. Credit cards may offer this as well.

PRONUNCIATION OF ‘-ED’ ENDINGS

The past – something that started in the past and finished in the past.

⇒ *Example: Last night I phoned my brother.*

1. To make the past, add ‘-ed’ to the verb. cook + ed = cooked

⇒ *Example: I usually cook supper.
Last night my husband cooked supper.*

2. When the verb ends with ‘-e’ just add ‘-d’ to make the past.

⇒ *Example: I live in Steinbach now.
Last year I lived in Calgary.*

3. When the verb ends with ‘-y’ change the ‘-y’ to ‘-i’ and add ‘-ed’.

⇒ *Example: I try to speak English every day.
Last year I hardly ever tried.*

Pronunciation of ‘-ed’ Endings:

1. ‘-ed’ sounds like /:d/ after /t/ or/d/.

wanted wan-ted needed nee-ded

2. ‘-ed’ sounds like /t/ after /f/, /k/, /p/, /s/, /x/, /sh/, /ch/ sounds.

fixed cooked worked

3. ‘-ed’ sounds like /d/ after all the other sounds.

lived phoned played

What does the verb sound like?

1. I _____ (watch) TV last night.
2. I _____ (clean) the garage last week.
3. I _____ (walk) to work on Friday.
4. I _____ (paint) the house last weekend.
5. I _____ (want) to go to Winnipeg last night.
6. I _____ (live) in Mitchell last year.

/:d/	/t/	/d/

Read these sentences. Put a check (✓) for the sound in the chart on the right.

1. I started (start) the car.
2. I _____ (scrape) the windshield.
3. I _____ (brush) the snow off the hood.
4. I _____ (want) to back up.
5. It _____ (stall).
6. I _____ (press) on the accelerator.
7. I _____ (park) the car.
8. I _____ (open) the door.
9. I _____ (look) for my keys.
10. I _____ (realize) they were in the car.
11. I _____ (walk) the five blocks.
12. I _____ (deposit) my cheque.
13. I _____ (worry).

/:d/	/t/	/d/
✓		

My Keys Are in the Car

Yesterday was cold. It was -18°C but with the wind chill it felt like -25°C. I started the car at 7:30 a.m. and let it run for ten minutes. I scraped the ice off the windshield and brushed the snow off the hood. I was ready to go but when I wanted to back up, it stalled. I started it again and pressed on the accelerator to give it some gas. I tried again. This time it didn't stall.

I drove to work in Steinbach. I parked the car in the parking lot. I worked until noon. I wanted to go to the bank over my lunch hour. I opened the door and walked out of the building and to the car. I looked for my keys in my purse but I couldn't find them. Then I realized they were locked in the car. Well, what could I do?

I tied my scarf around my neck and walked the five blocks to the bank. It was cold. I wasn't dressed for walking. I deposited my cheque and hoped I wasn't too late for my mortgage payment. I walked back to work and worried about how I would get the keys out of the car.

16. *Winter Conversations*

Activity 16

Purpose:

- to improve speaking and listening skills
- to share opinions and ideas

CLB Level:

3+

Time:

10 minutes

Materials:

- a set of *Winter Conversation* cards for each group

Instructions:

1. Use the *Winter Conversation* cards after you have had a discussion about winter and have done one or two winter activities in the Be Safe Unit.
2. Divide learners into groups of 3 or 4. Hand out the *question cards* to the group. Encourage learners to share stories. Learners take turns reading their questions and as a group have a one-minute discussion. Learners then move on to the next question.
3. As learners discuss move around the classroom and listen for new vocabulary learned, turn taking strategies, and correct use of the past in storytelling. Ask questions and help learners along if they are shy or struggling with the questions.
4. Cards may be eliminated or changed to suit the class.

What kind of clothing do you wear in winter?

Are you looking forward to winter? Why or why not?

How do you get your car ready for winter?

Do you put anything extra in your car in winter?

What is a blizzard?
Have you been in a blizzard? What was it like?

What is frostbite?
Have you had frostbite?
How did it happen?

What temperature is cold for you? What do you do when it is freezing outside?

Do you listen to the weather forecast? If yes, when?

How do you feel when you drive on icy roads? Have you hit the ditch?

What was winter like in your home country?

What are some fun things you can do in winter?

Do you think people sleep more in winter?