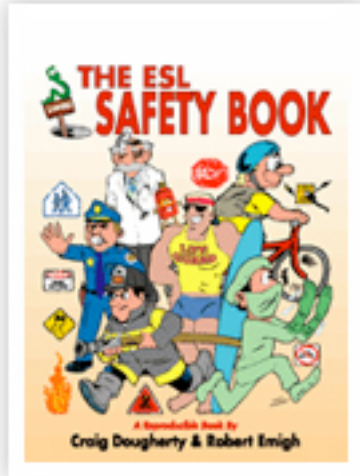


# The ESL Safety Book



*The ESL Safety Book* is a fifty unit reproducible reading and discussion text. The articles in *The ESL Safety Book* are short and written at a beginner level. The articles are complemented by a variety of exercises, with attention paid to the different skills areas.

Topics include: Smoke Alarms; Avoiding Victimization; First Aid Kits; Swimming Pool Safety; Automobile Passenger Safety; Dealing with the Police: Heimlich Maneuver; Playground Safety; and School Bus Safety.

- Low intermediate to high intermediate
- Suitable for grade 4 to adult levels
- 120 pages

For a complete list of units included in *The ESL Safety Book*, view the Table of Contents on Page 3 of this document.

**Note: This is a non-printable sample. To purchase and download the complete eBook, select the “Add to Cart” button on our eBook main page.**

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# THE ESL SAFETY BOOK

Craig Dougherty  
&  
Robert Emigh



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# INTRODUCTION

THE ESL SAFETY BOOK is a reproducible ESL/EFL/LITERACY reading-and-discussion text for beginners in English. It offers a number of important design features to make both teaching and learning easier and more enjoyable.

- 1) Contextualized learning: The short self-contained articles in each unit benefit from a very clear focus that facilitates realistic concentration on inter-related items of vocabulary and grammar that are relevant to the topic and the argumentative purpose.
- 2) Content that really matters: Each unit examines an element of safety that will genuinely interest and inform your students.
- 3) Lively journalistic style: Although the passages are carefully limited to an elementary level of language difficulty, their style remains vivid and authentic.
- 4) Well-balanced exercises: The exercises offer a good range of activities for each unit, including: multiple choice, getting the main idea, basic comprehension, remembering details, inferences, true or false, matching, vocabulary study, dictionary practice, cause and effect, cloze exercises summarizing information, statistics, chronology, minimal pairs, context clues, discussion questions and more.
- 5) Illustrations: There is a clear and evocative illustration in each unit; this can be used as a pre-reading exercise, for vocabulary brainstorming, or as the basis for discussion.
- 6) Answer Key: The text includes a full answer key for every closed-ended question in every unit.
- 7) Reproducible: Photocopying rights are granted to the individual teacher or the single school purchasing the materials. A copy of this book purchased by an individual teacher is that teacher's property and can travel with her from school to school. A single copy of this book may not be kept at a resource center and used to service several schools. To be entitled to copy this book, a teacher in the school or the school itself must own an original copy. Please respect copyright.

This package can be used quite simply as it is presented in these pages. In fact, it was carefully planned to be effective in that way. However, resourceful teachers will most likely want to consider one or more of the following suggestions:

- **Pre-Activity:** Instead of immediately beginning to read the passage, have students start with a discussion or game to encourage thought about the theme or content of the unit. The picture or title at the head of the unit can be useful in this connection; so can newspaper or magazine illustrations or headlines, or current television or radio news items.
- **Order of Exercises:** By all means, use all the activities provided for each unit, and allow sufficient time for these to be completed thoroughly (including time for small groups to discuss alternate answers and so on). But build in variety by changing the order in which the exercises are done, and by varying the designation of activities for in-class or at-home assignment.
- **Intensity of Work:** Be sure to take full advantage of the wide range of different kinds of involvement that these materials offer. For instance, students can be urged to research topics further. In many libraries books, newspapers, videos, compact discs and other things can be found relating to these subjects. Or, to take another approach, the teacher can bring the related materials to the classroom.
- **Post-Activity:** Once the class has finished the set of exercises in the text itself, think about rounding off the cycle with a post-activity that clearly links the book and the schoolroom to the wider world. Learners might pursue the theme or content of a given unit by making a bulletin-board collage of their own art work and/or comments, writing letters to a relevant person or institution, going on a visit, watching a video...you will find many ways to reinforce the vocabulary, grammar and content one more time while you also build the self-image of learners as competent language-users for real-life purposes.
- **Flexibility:** There is no problem with using these units just as provided, but in many circumstances their best application will be as a flexible data-base of content-centered readings that you can access as you see fit, to tap into the energy of learners' natural curiosity about such passing interests as news items, current movies, new music, or extra-curricular activities. Dip into this treasure-trove of self-contained units to find the exact passage to exploit a "hot topic." Each term, you'll have different students with different experiences, and so your use of the text will differ as well. With this flexible resource, you can change to meet your students' needs!

## First Aid Kits

First aid kits are important to have around your home or where you work. They have common medicines and supplies that you can use to help yourself or someone else. People often use first aid for cleaning and covering cuts and for headaches or other minor pain. If you have a few supplies on hand, you should be able to treat these problems easily. If you want, you can buy a first aid kit at most drug stores. Or, if you prefer, you can buy first aid items individually.

When someone has a cut, try to stop any bleeding that occurs. You should be able to do this by applying pressure to the cut using gauze or a clean cloth. After the bleeding stops, clean the wound with water or another solution like hydrogen peroxide. Your first aid kit should also have surgical tape and several different sizes of adhesive bandages to help you cover the cut. Remember that if the person continues to bleed or bleeds more after

5 minutes of pressure, you should call an ambulance or take the person to the hospital.

Another common problem is a headache or other pain, so your first aid kit should have aspirin and other pain relievers. Read the directions on the bottle to know how many tablets to take and to know how often you should take them. You should also take note of when you take the pill(s) so you know when to take the next one(s). After taking the medicine most people should feel better in 4-6 hours. It is also a good idea to have a thermometer to find out if the person has a fever. A normal temperature is 98.6 degrees F or 37 degrees C. If someone has frequent pain or fever, you should encourage him or her to visit a doctor.

Hopefully you will never have to use your first aid kit, but you will definitely feel better knowing that you can help yourself or someone else in a minor emergency.

### Multiple Choice

1. We should use first aid kits to...
  - a) replace a doctor.
  - b) treat minor problems.
  - c) be fashionable.
2. You should take a person who is bleeding to a hospital when the bleeding...
  - a) becomes worse or does not stop.
  - b) just begins.
  - c) stops.
3. To stop bleeding you should...
  - a) do nothing.
  - b) take an aspirin.
  - c) use gauze to apply pressure.
4. If you have a headache and want to take an aspirin you should first...
  - a) read the directions.
  - b) notice what time you took it.
  - c) both of these.



## Matching

Match each first aid supply listed below on the left with how it is used.

- |                      |                                      |
|----------------------|--------------------------------------|
| 1. gauze             | a. to relieve a minor pain           |
| 2. aspirin           | b. to clean a wound                  |
| 3. surgical tape     | c. to cover a wound                  |
| 4. thermometer       | d. to hold gauze over a wound        |
| 5. hydrogen peroxide | e. to measure a person's temperature |

## Misspelled Words

Every word in the list below is spelled incorrectly. Find the correct spelling in the reading.

1. comon \_\_\_\_\_
2. suplies \_\_\_\_\_
3. individualy \_\_\_\_\_
4. bleding \_\_\_\_\_
5. aplying \_\_\_\_\_
6. diferent \_\_\_\_\_
7. botle \_\_\_\_\_
8. hopefully \_\_\_\_\_

What did you have to do to each word to correct it? \_\_\_\_\_

# Answer Key

## Page 23 FIRST AID KITS - **SAMPLE ANSWER KEY**

### Multiple Choice

1. b
2. a
3. c
4. c

### Matching

1. c
2. a
3. d
4. e
5. b

### Misspelled Words

1. common
2. supplies
3. individually
4. bleeding
5. applying
6. different
7. bottle
8. hopefully.

Add a double letter which had been left out.

## Page 25 FAINTING AND FEVER

### Multiple Choice

1. c
2. a
3. d

### Vocabulary

1. breathing is not a part of the body
2. body is not a medical condition
3. sometimes is not a common occurrence
4. reaction does not involve a physical place or moving something physically

### Definition

1. A symptom is sign or indication of an illness.

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