



## Theme: Safety First

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Yes/no questions (2)</li> <li>• Connectors 'and', 'but' and 'or'</li> </ul>	Words related to safety precautions	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. ask questions that start with 'am', 'is', 'are', 'was', 'were', 'do', 'does', 'did', 'has' and 'have',
2. answer questions using 'yes' and 'no',
3. use words related to safety precautions,
4. answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A video on 'Greenlight: Pedestrian Traffic Lights'
3. Picture cards showing different characters asking questions about road safety (Ensure that the questions start with 'am', 'is', 'are', 'was', 'were', 'do', 'does', 'did', 'has' and 'have'.)
4. Picture cards showing two characters with empty speech bubbles for the students to construct the questions and answers themselves
5. Visualizer projector
6. Powerpoint slides (Pictures on the slides refer to the words in the box on page 159.)

### Introduction / Warm-up Activity (10 min)

1. Show the video on 'Greenlight: Pedestrian Traffic Lights' to the students. After watching it, discuss with the students what they have learnt about crossing the road. Elicit from the students other do's and don't's when they are on the road. Write their responses on the whiteboard.
2. Practise with the students what they must do when they are crossing the road. Get them to stand up and pretend they are at the traffic lights. Practise the 'Stop, Look, Walk' and the habit of raising their hands as they cross the road so that the drivers on the road can see them.

### Lesson (20 min)

1. Show the students the picture cards with different characters asking questions and answering questions about road safety on the visualizer projector. Divide the class into two groups. One group will ask questions while the other group will answer the questions.

**Example:**

- Have you put on your safety belt? Yes, I have./No, I haven't.
  - Do we use this overhead bridge to get across the road? Yes, we do.
2. Point out to the students that they are going to learn to ask questions about road safety using 'am', 'is', 'are', 'was', 'were', 'do', 'does', 'did', 'has' and 'have' as shown in the earlier picture

cards. Highlight to the students how the replies are constructed. Tell them that the answers to these questions start with either 'yes' or 'no'.

3. Next, show the students the next few slides which either have the questions or the answers missing. Get the students to construct them with reference to the pictures. Remind them to start their sentences with 'am', 'is', 'are', 'was', 'were', 'do', 'does', 'did', 'has' and 'have'. The replies should start with 'yes' or 'no'.
4. Show the powerpoint slides to the students. Get the students to discuss the picture on each slide. Get them to use the vocabulary word that relates to the picture. Get the students to read the word together with you. Encourage them to construct sentences using the vocabulary words learnt.

### **Additional Activities / Closure (15 min)**

1. Put the students in pairs. Tell the students to choose to be Student A or Student B. Once they have decided, tell them that you will instruct when any of the two will provide the question or answer in the activity. Next, draw three columns on the whiteboard. Tell the students that you will write one word in each column. The first column contains any one of the following words: 'am', 'is', 'are', 'was', 'were', 'do', 'does', 'did', 'has' and 'have'. The second column contains one of the vocabulary words listed in the box on page 159. The third column contains either 'yes' or 'no'. A student from each pair has to construct a question using the words from column 1 and 2 while his partner has to answer the question using the words in column 3. The students will take turns to construct either the question or answer, depending on who you call out to be the questioner.
2. Tell the students to turn to **pages 155 – 156 and pages 159 – 160 of Learning English Workbook 3**. Review the 'Read and Learn' sections on **page 155**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

### **Homework**

1. Ask the students to complete **pages 160 – 162** as homework. Go through the passage with the students. Explain to them any words or phrases that may be unfamiliar to them. Elicit answers from them for the questions. Get the students to explain how they derive their answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Get the students to write down at least 10 road safety rules that they should know and let them share their work with the rest of their classmates in the next lesson. Get the students to rate the importance of each road safety rule. Ask them if all are important or one is more important than the other.