

# TRANSPORT

## Road safety

1 Circle and write eight means of transport.

bus zebracrossing car plane helmet bike light  
 pavement motorbike train mobile phone submarine



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

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

2 Complete the sentences.

a. Walk on the pavement.

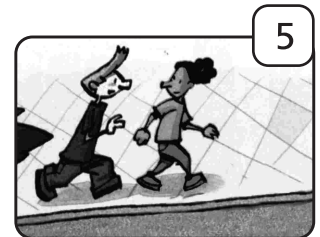
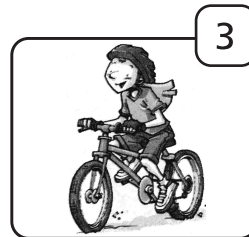
b. Cross the road at the \_\_\_\_\_.

c. Wear a \_\_\_\_\_ on your bike.

d. Use your \_\_\_\_\_ at night.

e. Don't talk on your \_\_\_\_\_.

3 Write.



1. Don't talk on your mobile phone.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## TRANSPORT



### Aim

- To learn about road safety.

### Materials

- Worksheet.

### Duration

30 minutes.

### Language focus

- Imperative forms.

### Cross-curricular content

- Road safety.

## Warm-up

- **Pictionary.** Draw a plane slowly on the board and encourage the children to guess what it is as you draw it. Continue with other means of transport (eg, *car, train, boat, plane, bus, bike, roller skates, submarine, helicopter, balloon, motorbike*) or invite some of the children to draw the pictures.

## Completing the Worksheet

### Activity 1

- Tell the children there are eight means of transport hidden in the long line of letters. Ask them to find them orally and go through the words with the class.
- The children do Activity 1.

**Answers:** bus; car; plane; bike; boat; motorbike; train; submarine

### Extension activity

Describe one of the means of transport. The children guess which one you are talking about. Teacher: *It's big. It travels under the water.* Class: *Submarine!* Teacher: *It's small. It hasn't got an engine. It has got two wheels.* Class: *Bike!* Write on the board: *It has got \_\_\_\_\_. It travels \_\_\_\_\_.* and elicit possible words to complete the sentence (eg, *wheels, an engine, four seats / in the air; on water; on land*). The children can then continue the activity in small groups.

### Activity 2

- Ask the children to find the other words in Activity 1 (*zebra crossing, helmet, lights, pavement and mobile phone*) and write them in their notebooks.
- The children check their answers in pairs.
- Write the words on the board and explain what they mean using pictures or mime, eg, *helmet*: draw a child riding a bike and point to his head, then draw a helmet; *lights*: draw a bike and its lights, point to the lights in the room; *pavement* and *zebra crossing*: draw a street, the pavement along the street and a zebra crossing; *mobile phone*: draw one or show the children your own phone.
- Go through the words and elicit/teach the children about road safety in L1 or L2. *Don't walk on the road. Walk on the pavement. Always cross the street at the zebra crossing. Wear a helmet when you ride your bike. Use your lights at night and in the rain. Don't use your mobile phone on your bike or when you're driving.*
- Go through the sentences in Activity 2 with the class and elicit the missing words.
- The children write the words to complete the sentences.

**Answers:** a-pavement; b-zebra crossing; c-helmet; d-lights; e-mobile phone

### Activity 3

- Look at the pictures in Activity 3 and ask the children to find the sentences in Activity 2 which go with each picture.
- The children write the sentences in the boxes.

**Answers:** 1-e; 2-d; 3-c; 4-b; 5-a

### Extension activities

- 1 Ask the children to find the most important words in Activity 3. Get some feedback and write them on the board: *mobile phone, lights, helmet, zebra crossing, pavement*. Encourage the children to talk about road safety using these words, eg, Teacher: *Pavement, what about pavement?* Class: *Walk on the pavement!* Continue with some of the other words. The children can then continue the activity in small groups: Child 1: *Helmet.* Group: *Wear a helmet on your bike!*

**2** Draw some road signs on the board and explain in L1 or L2 what they mean. Number the pictures. Talk about one of the signs, highlighting the key words. Encourage the children to say which sign you're talking about by calling out its number, eg, Teacher: *There's a hospital.* Class: *Number 2!* Teacher: *Stop!* Class: *Number 1!* etc. Let the children continue in small groups. The children can then draw some road signs in their notebooks and write their meanings next to them.