

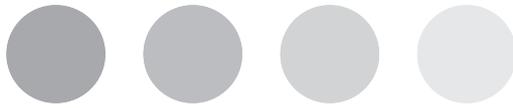
ESOL Key Stage 2 Road Safety Resource

Teacher's Guide

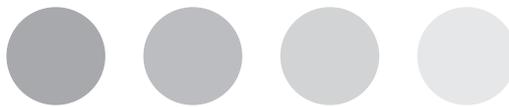


Road Safety

Produced with the support of
the Department for Transport



RoSPA would like to acknowledge the contribution of Birmingham City Council Road Safety Department in the production of this resource.



This resource is designed to develop the spoken and written skills of learners of English as a second or additional language at Key Stage 2. It is based on the theme of Road Safety. Each set comprises a Teacher's Guide and six pupil workbooks. It is intended for use with small groups of 4-6 children who speak a basic level of English. In the workbook, a number of road safety key words, phrases and messages are written in Bengali, Punjabi, Urdu and Polish as well as in English. Although these four community languages are featured, speakers of other languages can be included in the activities without difficulty.

Research on Road Safety shows that children from disadvantaged backgrounds are over-represented in road accidents. These incidences increase for disadvantaged children with no or poorly-developed English language skills. (Department for Transport: Road accident involvement of children from ethnic minorities (No.19). Dedicated lessons on road safety combined with a focus on development of English Language skills should help to address this problem.

Teaching young learners of English

The notes in this Teacher's Guide are for both the specialist and non-specialist language teacher. For each page of the workbook the notes follow the format:

- Outcomes
- Grammar
- Vocabulary
- Resources
- Activity

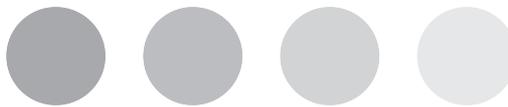
The information found under the '**Grammar**' heading will be of interest to specialist English Language teachers and will help to explain the rationale behind each task or exercise. It may also be helpful to the non-specialist. However, knowledge of grammatical terms is not necessary for effective delivery of the lessons.

Each lesson has an oral component and some lessons have both oral and written components. In language teaching, it is important that oral language practice precedes written. The lessons always open with an oral activity and, where appropriate, also include a related written task. The oral exercises provide the opportunity to check for pronunciation and fluency. The written tasks can extend skills to include spelling and pronunciation.

Teaching Road Safety

The activities begin with an exploration of where the children live, types of residences, and whether the environment is urban, suburban or rural. The focus moves to the nature of their individual journeys to school. The attention of the children is then directed to the busy conditions of a town centre. They learn to identify danger spots and how to cross the roads safely. They have an opportunity to read the Green Cross Code in their preferred language and, where it is possible, to practice using the Code in a real road situation. Safety issues of special relevance to particular modes of travel, e.g. cycling, bus travel, and travelling after dark, are then addressed. Finally, the children are invited to compare and contrast different modes of travel in terms of cost, fitness, speed, fun, environmental concerns and safety.

After completing the workbook, most children should have a working vocabulary of road safety words and phrases. There is a board game at the end of this guide that will allow the children to test their knowledge and consolidate their vocabulary.



Where I live –Workbook page 1

Outcomes – Children will

- be able to describe their house or flat and local environment in simple terms
- be able to give their full address with good pronunciation
- use vocabulary specific to their locality, e.g. busy road, a lot of traffic, terraced houses
- use a number of prepositions of place correctly

Grammar: present tense for permanent states; **‘There is/There are’**

Quantifiers: **‘some/any/many/a few/a lot of’**; prepositions of place

Vocabulary: this, that, these, those, it, it’s, that’s, they’re, live, live in, live with, live near, in the city, in the country, in the suburb, terraced/semi-detached/detached houses, a flat, on a busy/quiet road, neighbour, neighbourhood, a lot of traffic, park, shops, supermarket, cinema, newsagent, surgery, etc.

Resources: Pictures of everyday people and scenes appropriate to where the children live, e.g. families, people in the local environment (shopkeepers, policemen, shoppers), block of flats, terraced houses, semi-detached and detached houses, shops, cinema, post office, health centre, roads, traffic, school, etc., full address of each of the children.

Activity 1 (Oral)

Starting with pictures of houses and flats, show the pictures of everyday scenes to the children. Ask them to identify what they see. Encourage correct use of demonstrative pronouns and contractions: **it, it’s, they, they’re, this, that, these, those.**

Example

Question	Response
What’s this?	It’s a house.
What are these?	Those are shops.
Who are they?	They’re policemen.

Encourage the children to describe the area where they live, using **there is, there are, there isn’t, there aren’t.**

Example

There is a newsagent/paper shop on my road/near my home.	There isn’t a cinema.
There is a lot of traffic.	There isn’t a supermarket.
There are a lot of buses.	There aren’t any trees.
There are a few shops.	There aren’t many dogs.



Activity 2 (Oral and Written)

Workbook page 1 – Ensure that each of the children knows their full address and can report it with relative fluency and good pronunciation. Invite them to talk about their home life – with whom they live, what they like to do at home, with whom they like to play, etc. Record key vocabulary. Help them complete the sentences on the page.

Extension Activity

Practice the question form **Is there...? Are there...?** Model the questions and appropriate responses for the children and encourage them to ask each other about their respective neighbourhoods.

Example

Question	Response
Is there a park near your house?	Yes, there is.
Are there any swings in the park?	No, there aren't.

Getting to School – Workbook page 2

Outcomes – Children will

- read about common ways of getting to school in their preferred language
- describe how they come to school using appropriate vocabulary
- use the phrasal verb '**get to**', meaning 'travel' and 'arrive at'
- develop vocabulary by using alternative expressions to describe modes of travel

Grammar: present simple tense of phrasal verbs: '**get to**' (travel), '**get to**' (arrive at), '**it takes**' (interval of time).

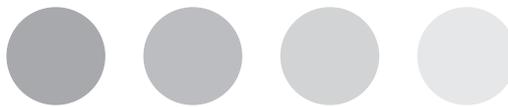
Vocabulary: walk, on foot, come by car, take the bus, get the bus, ride my bike, cycle, on my own, with my Mum/Dad/friend/s, sister/brother.

Resources: Workbook page 2, flip chart or board, marker pens or chalk, teaching clocks with movable hands.

Activity 1 (Oral)

Ask the children to look at the pictures at the top of page 2. Invite them to talk about their journey to school – how they get to school, with whom they come, how long it takes. Record key words and phrases on board or flip chart as the children use them or teach these as necessary. Through modelling give the children alternative ways of expressing common modes of travel. For example, Hanif reports, "I walk to school." You respond, "Hanif walks to school. He comes on foot." Baljinder explains that she rides her bike to school. You respond, "Baljinder rides her bike. She cycles to school." Karel says that he comes in the car. You respond, "Mum/Dad/Other drives Karel to school." Record alternative words and phrases for later use.

As the discussion draws to a close, have the children read through the recorded words and phrases, checking for comprehension and correct pronunciation.



Activity 2 (Written)

Help the children complete the sentences on page 2 by choosing the phrases that apply to them. On a separate sheet, ask the children to write out a short paragraph about their own journey to school and that of a friend. Invite the children to read out what they have written.

Example

I walk to school on my own. I get to school at 8.30. It takes about 20 minutes. My friend is Fareeda. She gets to school by bus and comes with her friends. She gets to school at 8.15. It takes her about 30 minutes.

Getting to School – different ways of saying the same thing – Workbook page 3

Outcomes – Children will

- orally construct full sentences using alternative words and phrases for expressing modes of travel
- construct written sentences with correct spelling and punctuation

Grammar: revision of present simple; alternative expressions.

Vocabulary: revision.

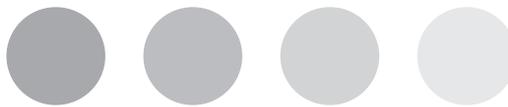
Resources: Lists of key vocabulary for common ways of travelling to school with alternative words and phrases to express these (see previous lesson), Workbook page 3.

Activity 1 (Oral)

In the previous lesson, you modelled and recorded alternative words and phrases for expressing the same mode of travel, e.g. “Asif gets the bus to school. He comes to school by bus.” Display the recorded key vocabulary with alternative forms of expression and revise with the children.

Activity 2 (Oral and Written)

Workbook page 3 – ask the children to look at the sentence fragments and pictures along the first row of the table. Invite them to say how each of the four children travels to school. Then, using the words and phrases to the right of the table, ask them to suggest another way of expressing each mode of travel. After oral work, instruct them to write two or three alternatives in the appropriate column.



My journey to school

This activity is independent of the workbook. It is to be done in pairs and is designed as a conversational lesson.

Outcomes – Children will

- draw a simple map of their journey to school
- identify risky or dangerous places on their journey
- describe their journey to a classmate using appropriate vocabulary
- listen to a similar account from their classmate and report back to the whole group

Grammar: Conversational use of present simple tense and prepositions of place.

Vocabulary: Common vocabulary for road use: turn right/left, cross the road, traffic lights, zebra/pedestrian crossing, school crossing patrol, bus stop, etc.

Resources: A3 paper, pens, pencils, rulers, felt pens or coloured pencils – or a computer draw programme, e.g. Microsoft Paint.

Activity (Oral and Written)

Group the children into pairs. Distribute a sheet of A3 paper to each child, held landscape. Tell them they are going to draw a map of their journey to school and describe it to their partner as they draw. They can draw their map free hand or, if they wish, use a ruler or other drawing tools, or they can use a suitable programme on the computer. Ask each child to start on one side of the sheet and draw a picture of their home. They then map out their journey to school across the rest of the paper. While they are sketching out their map, the children describe their journey to their partner. During this activity you should move around the children listening to the accounts of their journeys. Through your careful questions and comments, correct or extend their vocabulary, English usage and understanding of road safety terms.

When they have finished drawing their maps, ask each child how safe he/she feels on the journey to school. Can they point out a place/s on their map where they are worried or afraid about getting hurt because of road conditions – crossing a busy road, encountering heavy traffic, vehicles reversing out of drives, etc. If practicable, walk the children to as many of these ‘danger spots’ as possible and discuss what the hazards are and how to manage them. If it is not possible to take the children out, role-play the situations in the classroom and help the children to think of ways of managing the risks they have identified.

The children’s maps and comments can be used to meet the objectives of the School Travel Plan with regard to determining how the children travel to school and what their individual travel needs are. These could also be used as evidence supporting requests to the local authority for improvements to specific road safety problems.



On my way to school

This activity is suggested as a shorter alternative to the mapping task above or is suitable for less able pupils.

Outcomes – Children will

- talk about and then draw safe and unsafe places or situations they see on their way to school
- develop vocabulary through using prepositional phrases of place

Grammar: present simple tense; prepositions of place.

Resources: A4 paper, pens or pencil, felt pens or coloured pencils – or a computer draw programme, e.g. Microsoft Paint.

Activity (Oral and Written)

On a page ask children to draw pictures of things they see daily or regularly on their way to school. Ask them to think about places or situations where they feel safe and unsafe. To extend their English ask them to describe locations using prepositions of place, e.g. 'next to the newsagent', 'on the corner', 'across from the garage', 'at the end of the road', etc. They can then draw their pictures. If the technology is available, the drawings can be scanned into a computer and displayed on an interactive white board or screen for further discussion.

Safe Routes to School – Workbook page 4

Outcomes – Children will

- identify main features of a town centre on a large scale map
- recognise and name road safety structures
- recognise and describe safe and unsafe places to walk or to cross the road
- mark out a safe route between destinations on the map

Grammar: present continuous; **There is/There are**; present perfect tense; adverbial phrases.

Vocabulary: town centre, traffic, car/s, lorry/lorries, van/s, traffic lights, travelling, pedestrian crossing, zebra crossing, junction, island, subway, footbridge, bollard, kerb, etc.

Resources: Workbook page 4, (optional) pictures of features of a town centre – shops, traffic, traffic lights, billboards, pedestrians, pedestrian crossings, etc.



Activity 1 (Oral)

Ask the children to look at Workbook page 4 **Safe Routes to School**. Invite them to describe what they see, encouraging the use of correct English terms in all responses. Can they identify safe and unsafe places to walk or to cross the road? Do the children encounter similar road conditions on their own journeys to school? This is a good opportunity to practice the present tense in its three forms (see examples below).

Present

There is	a park in the picture.
There are	a lot of shops.
There is a	zebra crossing.

Present Continuous

The car is travelling down the road.
The girl is walking away from school.
The car is going around the island.

Present Perfect

The car has stopped at the lights.

Activity 2 (Oral and Written)

Ask the children to mark out a safe and simple route from one place to another on the map, e.g. from the leisure centre to the park (avoiding walking between the parked cars). Make this exercise more challenging by increasing the complexity of the route, perhaps from the discount store to the park and then across the road that runs along the far side of the park. They can use highlighters to show their chosen routes. Ask them to give reasons for choosing particular routes.

On the Road – Workbook page 5

Outcomes – Children will

- describe everyday road scenes using the present continuous tense
- employ correct English usage of road safety words and phrases
- construct complete sentences orally
- write complete sentences with correct spelling and punctuation

Grammar: present continuous.

Vocabulary: motorbike, zebra crossing, pedestrian, helmet, riding, bicycle, waiting, pressing, ice cream van, buying, speeding, signalling, walking, holding.

Resources: Workbook page 5 **On the Road**, pen and paper.

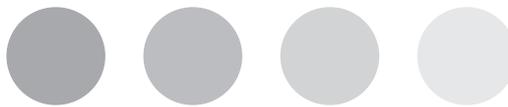
Activity (Oral and Written)

Ask the children to look at the pictures on page 5. Whom can they see and what are they doing? Can they read the words in the box? Use these words to construct sentences about the pictures orally. Encourage use of the present continuous tense to describe the pictures.

The boy is riding his bicycle. He is wearing a helmet.

The boy and his dad are crossing the road. They are crossing at a zebra crossing.

After oral work, ask the children to write one sentence for each picture with correct spelling and punctuation.



Safe places to cross – Workbook page 6

Outcomes – Children will

- identify and correctly name types of pedestrian crossings
- identify and correctly name subways, footbridges and central islands
- Identify and correctly name the 'school crossing patrol warden'
- use the imperative mood in a road safety context

Grammar: revision **There is/there are.**

Vocabulary: pavement, traffic, kerb, pedestrian crossing, zebra crossing, subway, footbridge, central island, school crossing patrol.

Resources: Workbook Page 6 **Safe Places to Cross**, Junior Posters SEP/J343-5 The Green Cross Code (optional), SEP/J333-1 Places to Cross the Road (optional) (both available from RoSPA).

Activity (Oral)

Ask the children to look at each picture carefully and try to identify the types of crossing. Do any of the children use these on their way to school or another destination? Why are all these places safe sites to cross the road?

The Green Cross Code – Workbook page 7

Outcomes – Children will

- read The Green Cross Code in their preferred language
- know how to use The Green Cross Code
- have practical experience of using The Green Cross Code

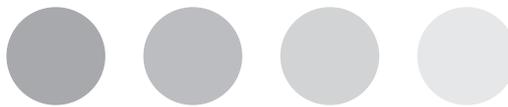
Grammar: regular conditional: if + present simple/present continuous + present; imperative mood.

Vocabulary: revision.

Resources: Workbook page 7 **The Green Cross Code**, Junior Posters SEP/J343-5 The Green Cross Code (optional), SEP/J333-1 Places to Cross the Road (optional) (both available from RoSPA).

Activity (Oral)

Explain that the safest way of crossing the road is by following The Green Cross Code. Go through each step of the Code with the children allowing full discussion of each one. Write key vocabulary on the board as it arises.



Model the regular conditional.

**When I want to cross the road, I first find a safe place to cross.
If traffic is coming I wait for it to pass.**

Model the imperative.

**Find a safe place to cross. Stop Look and Listen.
Wait for the traffic to pass.**

**If you see a pelican crossing/subway/footbridge,
use it. If there is an island, walk to it.**

If possible, take the children out for a practical lesson on crossing the road following The Green Cross Code. Otherwise, set up a role-play of safe practice within the classroom setting.

Keep Safe When You Cycle – Workbook page 8

Outcomes – Children will

- read about bicycles and bicycle safety in their preferred language
- understand that a bike should be the correct size for the user
- understand why a cycle helmet should be worn
- know how to be seen by other road users
- know how to check that a bike is safe

In its drive to tackle childhood obesity, the government is encouraging all children to eat more healthily and to take more exercise. Cycling is an excellent form of exercise for both adults and children.

Grammar: present simple; present perfect; past simple; adjectives.

Vocabulary: bike, bicycle, pollute, pollution, helmet, reflective clothing, tyres, tyre pressure, brakes, bicycle chains.

Resources: Workbook page 8 **Keep Safe When You Cycle.**

Activity (Oral)

Ask if any of the children have a bike. Incorporate present perfect and past tenses through questions and modelling.

Does anyone have a bike?	How long have you had it?
When do you ride it?	When did you learn to ride?
Have you ever ridden it to school?	Have you ever fallen off your bike?

Ask the children to look at the pictures on page 8 in the Workbook and describe what they see. Allow them to read through each piece of advice and encourage discussion around the relevant safety issues.

Extend language and sentence skills by helping them complete the matching exercise on page 9.



Keep Safe on the Bus – Workbook page 10

Outcomes – Children will

- read about keeping safe on the bus in their preferred language
- know specific details of how to keep safe on the bus

Grammar: give advice, make recommendations using modal **'should/shouldn't'**.

Vocabulary: should/shouldn't, bus number, upstairs, downstairs, pavement, personal belongings.

Activity (Oral)

Workbook page 10 **Keep Safe on the Bus**. Invite the children to read through each piece of safety advice. Allow the children to respond openly and encourage discussion. While talking through the page, take the opportunity to practise **should/shouldn't**.

You should always know your bus number.	You should tell someone where you are going.
You shouldn't distract the driver.	You should always carry your bus pass.

In Car Safety – page 11

Most of the children probably come to school by car so it is important to spend time on issues of in-car safety. Ask the children how they keep safe while travelling in cars. Do they use seatbelts? Do they use child car seats?

Outcomes – Children will

- understand that car seats and seat belts save lives and prevent injury
- know the correct car seat for children of different ages
- know the rules for using car seats
- know the rules for using seat belts

Grammar: obligation: must/have to.

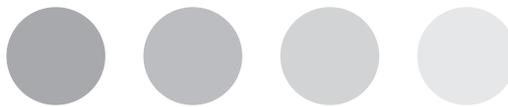
Vocabulary: child car seat, booster seat, booster cushion, seat belt, must/have to.

Activity (Oral and Written)

Many children will not know that there are laws governing the carrying of children in vehicles. Ask children to look at the pictures of children sitting in car seats and wearing seat belts. How old do they think each child is? Explain that the type of seat depends on how old or how tall the child is. Information on the types of seat for each age group can be found on the page **The Right Seat** at the back of these notes. Model the correct usage of **must/have to** as you discuss each type of seat.

Example

A child aged between 3 and 12 must sit in a booster seat or on a booster cushion.	Children over 12 have to use an adult seat belt where it is fitted.
An adult driver must wear a seat belt where it is fitted.	An adult passenger has to wear a seat belt where it is fitted.



Keep Safe after Dark – Workbook page 12

Outcomes – Children will

- read about keeping safe after dark in their preferred language
- know specific details of how to keep safe after dark

Grammar: give advice, make recommendations using modal **should/shouldn't**.

Vocabulary: should/ shouldn't, travel, bright colours, street lights, unlit, poor lighting.

Activity (Oral)

Workbook page 10 **Keep Safe After Dark** – invite the children to read through each piece of safety advice. Allow the children to respond openly and encourage discussion. As before, while discussing this page orally, take the opportunity to practise **should/shouldn't**.

Example

You should always know where you are going.	You shouldn't travel by yourself.
You shouldn't walk in unlit places.	You should wear bright colours.

Safe or Dangerous – Workbook page 13

Outcomes – Children will

- make judgements about children's behaviour while using the roads
- think ahead to the consequences of behaviour
- suggest ways of changing undesirable behaviour

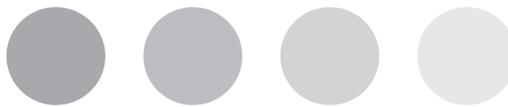
Grammar: present continuous; modal verbs 'could', 'might' and 'should'.

Vocabulary: risk, risky, dangerous, signalling, distracting, quarrelling, difficult to see, the modal 'could', 'should'.

Resources: Workbook page 13.

Activity (Oral)

Look at each picture in turn. Discuss the behaviour of the children and whether they are being sensible or whether they are putting themselves or someone else in danger. Ask them to think of any consequences that unsafe behaviour might lead to, using the modals 'could' or 'might', e.g. 'The boy who is riding in the dark without lights could/might be hit by a car'. The children can then suggest alternative behaviour using 'should', e.g. 'He should put lights on his bike'.



Should – Workbook page 14, Shouldn't – Workbook page 15

Outcomes – Children will

- give advice or make recommendations on keeping safe while out and about
- experience further practise in the use of the modal should/shouldn't

Grammar: revision of modal **should/shouldn't**.

Vocabulary: revision

Activity (Written)

The issues and safety points on pages 10-13 will have given the children plenty of opportunity to practise the modals: should, shouldn't, must/have to, and could. Revise the use of this vocabulary before asking the children to complete pages 14 and 15. Completion phrases can be found on page 16.

Which way is best?

Grammar: making comparisons; descriptive adjectives

Vocabulary: quick/er/est, cheap/er/est, safe/r/st, more, most, healthy/ier/est

Activity (Oral)

Discuss advantages and disadvantages of the different ways of travelling. Which is the quickest? Cheapest? Most comfortable? Safest? Encourage the children to consider traffic and weather conditions? Model comparative language, e.g, "Taking the bus is cheaper than taking the car but walking is the cheapest." Compare modes of transport in terms of speed, cost, health, safety, enjoyment, and environmental impact.

Activity (Written)

Workbook page 17 **Which way is best?** Following the discussion ask the children to complete the table by making a tick mark or drawing a smiley face in the appropriate box.

Words that go together

This is a simple road phrase game for two people. There are four boards: Road Words and Phrases Board 1, and Road Boards and Phrases Board 1 Completion, Road Words and Phrases Board 2, and Road Words and Phrases Board 2 Completion. If possible, laminate all the boards. Cut out the individual word boxes on Completion Boards 1 and 2 to make two sets of cards. Divide the children into pairs. Give each child a different board. Shuffle the cards and place on the table in the middle between the two children. Toss a coin to determine who has the first go. Child A picks up a card and looks to see whether he can place it by a word on his board to make a common road safety phrase. If he can make a match he places it by the word on his board. If not, he must replace it at the bottom of the pile. The first child to complete his board is the winner.



The Right Seat – Must/Have to

A baby must lie in a special baby seat.

A child up to 3 years old has to sit in a child car seat with a harness in the front and in the rear of a car.

A child between 3 and 12 years old (or up to 135cm tall) must sit in a booster seat or on a booster cushion in the front seat. In the rear of the car, he has to sit in a booster seat or on a booster cushion where seat belts are fitted.

Children 12 years old and over must use an adult seat belt if it is fitted in the front and rear of a vehicle.

Children younger than 12 but over 135cm tall have to use an adult seat belt in the front and in the rear where they are fitted.



Road Words and Phrases Board 1

speed	traffic	zebra
road	building	keep
end of the	poor	bright



Road Words and Phrases Board 2

busy	Stop Look and	red
ice cream	mobile	school crossing
see	wait to	walk on the



Road Words and Phrases Board 1 Answers

limit	jam	crossing
safety	site	safe
road	visibility	clothing



Road Words and Phrases Board 2 Answers

road	Listen	belt
van	phone	patrol
clearly	cross	pavement



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