

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**Useful language:**

green light, red light, hold hands, stop, go, crosswalk

There's a \_\_\_\_\_. Let's \_\_\_\_\_.

**NEW WORDS** Listen, point and say. 



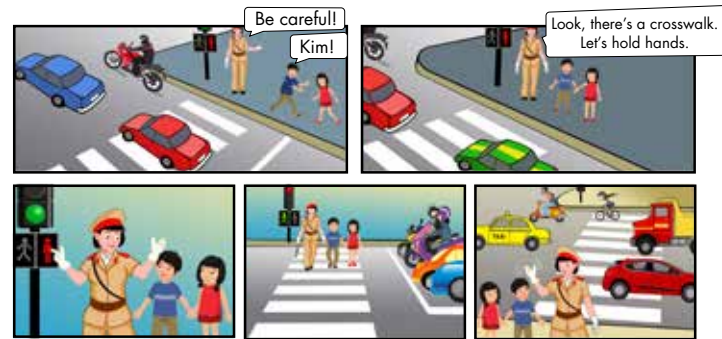
**Track 85** 

1. M: Green light.
2. M: Red light.
3. M: Hold hands.
4. M: Stop.
5. M: Go.
6. M: Crosswalk.

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually

- and have students say the words, correct pronunciation when needed.
4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

**LISTENING** Listen and put a tick (✓) and a cross (✗) in the box. 



**Track 86** 

Narrator: Look at the pictures. Listen. There is one example.


1. (Sound of car speeding by)  
Vinh: Kim!  
Policewoman: Be careful!  
Kim: Sorry.  
Policewoman: Let me help you.  
Vinh: Look, there's a cross walk. Let's hold hands.  
Kim: Ok.  
Policewoman: Very good.  
Narrator: Can you see the tick and the cross? This is an example. Now listen and put a tick and a cross in the box.
2. Kim: What now?  
Policewoman: There's a red light. Let's wait.  
Kim: Good idea.  
(Sound of traffic going by)
3. Kim: What now?  
(Sound of cars and bikes braking at the traffic light)  
Policewoman: There's a green light. Let's go.  
Kim: Yay, let's go. Thank you for helping us.  
Vinh: Yes, thank you.  
Policewoman: You're welcome. But remember to be careful when crossing the street.


1	There's a crosswalk. Let's go. ✗	2	There's a green light. Let's stop.	3	There's a green light. Let's go.
	There's a crosswalk. Let's hold hands. ✓		There's a red light. Let's stop.		There's a car. Let's go.

1. Have students look at the pictures and call out what they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and put a tick or cross in the box.
4. Play audio again and check answers as a whole class.
5. Play audio again and have students listen and repeat.

**Useful language box**

1. Have students look at the useful language box.
2. Have students listen to audio and repeat.

**STRUCTURE**   
There's a **crosswalk**. Let's **hold hands**.

**Track 87**   
M: There's a crosswalk. Let's hold hands.

**READING** Read and number.

**How to cross the street**

Vinh: "Do you want to cross the street?"  
 Kim: "Yes." stop   
 Vinh: "There's a crosswalk. Let's (1) \_\_\_\_\_." go   
 Kim: "Ok, what now?" green light   
 Vinh: "There's a red light. Let's (2) \_\_\_\_\_." hold hands   
 Kim: "Ok, what now?"  
 Vinh: "There's a (3) \_\_\_\_\_. Let's (4) \_\_\_\_\_."  
 Kim: "Thanks, Vinh."

1. Have students read the passage.
2. Read the passage as a whole class.
3. Demonstrate numbering the words and phrases to fill in the gaps in the passage.
4. Have students read through the passage and number the words and phrases to fill in the gaps.
5. Check answers as a whole class.

**SPEAKING** Practice. Point and say.



**Practice.**

1. T: I say "Red light, wait". You say, "There's a red light. Let's wait."  
 T: I say "Crosswalk, hold hands". You say, "There's a crosswalk. Let's hold hands." OK?  
 T(to class): Red light, wait.  
 Class: There's a red light. Let's stop.  
 T(to class): Crosswalk, hold hands.  
 Class: There's a crosswalk. Let's hold hands.

- car/stop.
- green light/go.
- bike/stop

**Point and say.**

2. Demonstrate the activity using the example.
3. Divide the class into pairs.
4. Have student A point to a picture and have student B say "There's a \_\_\_\_\_, Let's \_\_\_\_\_."
5. Swap roles and repeat.
6. Afterwards, have some students demonstrate in front of the class.

**WRITING** Look at **LISTENING** and write the sentences.

1. There's a bike. Let's stop.  
 2. There's a \_\_\_\_\_. Let's \_\_\_\_\_.  
 3. There's a \_\_\_\_\_.  
 4. \_\_\_\_\_.

1. Demonstrate the activity by using the example. "There's a bike. Let's stop."
2. Have students look at the pictures in Speaking and finish the sentence related to the pictures.
3. Check answers as a whole class.