

English for Ethiopia Student's Book

GRADE 2

English for Ethiopia

Student's Book
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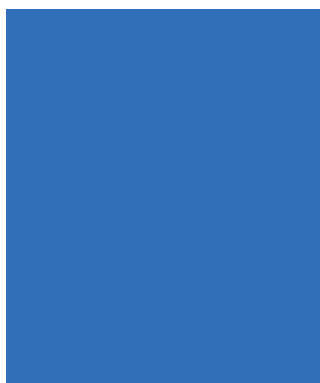
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English for Ethiopia Student's Book Grade 2

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UNIT 1 Our Surroundings

Section 1: Oral Language

Lesson 1: My School

Activity 1: Say the names after your teacher and point to the pictures.

				
chalk	Pen	Pencil	duster	Book

Activity 2: Listen and repeat the following song

A greeting song “Hello”
Hello, hello, hello.
How are you?
I’m fine, thank you.
I’m fine, thank you.
How are you?



Hello, hello, hello.



How are you?



I'm fine, thank you.
I'm fine, thank you.

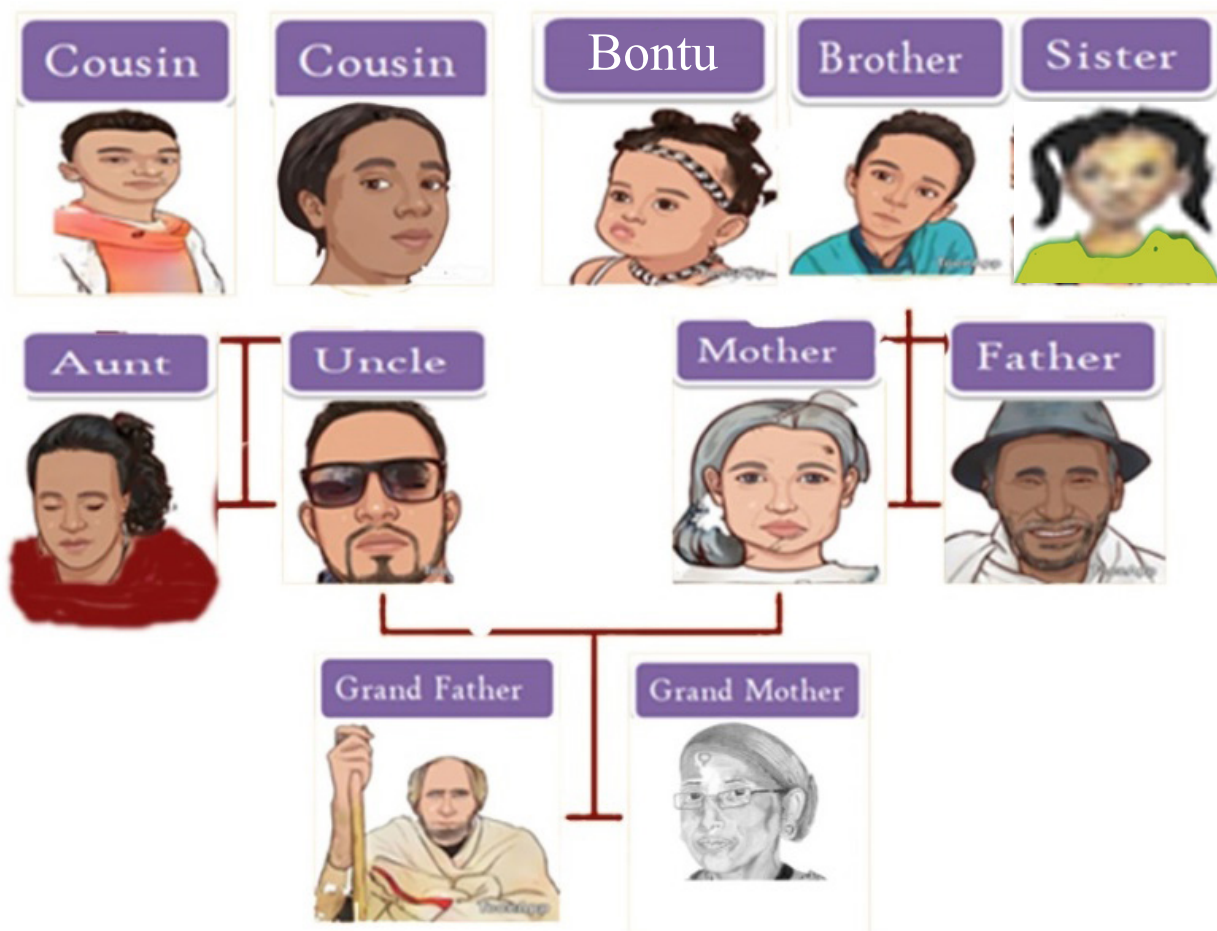


How are you?

Lesson 2: Listening about Bontu's family

Activity 1: Listen and repeat the following words.

Grandfather	Father	Uncle
Grandmother	Brother	Cousin
Mother	Sister	Aunt



family tree

Activity 2: As you listen, fill in the blank space.

1. Bontu is _____ years old.
2. Bontu learns in grade _____.
3. Bontu's father is a _____.
4. She goes to _____ every morning.

Activity 3: As you listen, tick the family members of Bontu in the table.

Bontu lives with her _____ “✓”	
1. brother	
2. sister	✓
3. grandfather	
4. grandmother	
5. uncle	
6. nephew	
7. aunt	
8. mother	
9. father	
10. cousin	

Activity 4: List the words of family members.

Example: grandfather

1. _____
2. _____
3. cousin
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 5: Tell story of your family after listening about Bontu's.

Bontu's family	Your family
Bontu is eight years old. She learns in grade two. She lives with ten family members. They are her grandfather, grandmother, mother, father, uncle, aunt, cousin, sister and brother. Bontu's father is a farmer. Bontu loves and respects all her family.	

Lesson 3: Song about the village

Activity 1: Listen and sing a song about village.

Let's take a walk <u>around the farm (3)</u> Let's take a walk <u>around the farm (3)</u> What do you see? a cow, a cow a dog a duck a horse a pig a sheep That is what you see.	
 a cow  a dog	 a duck  a horse
 a pig	 a sheep

Source: EFL Kids Video: [https:// youtube.com/c/EFLKidsVideos](https://youtube.com/c/EFLKidsVideos)

Activity 2: Listen and associate the names with pictures.



a horse



a pig



a sheep



a dog

Activity 3: Listen and sing the following song.

Let's take a walk around
the farm (3)

Let's take a walk around
the farm (3)

What do you hear?

a cow, a cow

a dog

a duck

a horse

a pig

a sheep

That is what you hear



A COW



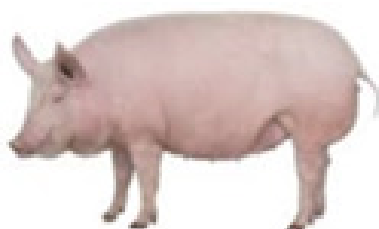
A DOG



A DUCK



A HORSE



A PIG



A SHEEP

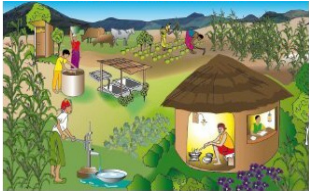
Source: EFL Kids Video: [https:// youtube.com/c/EFLKidsVideos](https://youtube.com/c/EFLKidsVideos)

Lesson 4: Short and long sound words

Activity 1: Listen and repeat short and long sound words.

Short sound	Long sound
Doll	Door
Live	Leave
Got	Goat

Activity 2: Listen and associate the words with the pictures.

Short sound	Picture	Long sound	Picture
Doll		Door	
Live		Leave	
Got		Goat	

Section 2: Word study

Lesson 1: Saying words

Activity 1: Say each of the following words after your teacher.

Sheep	Ship
-------	------

Activity 2: Listen and associate words with their pictures.

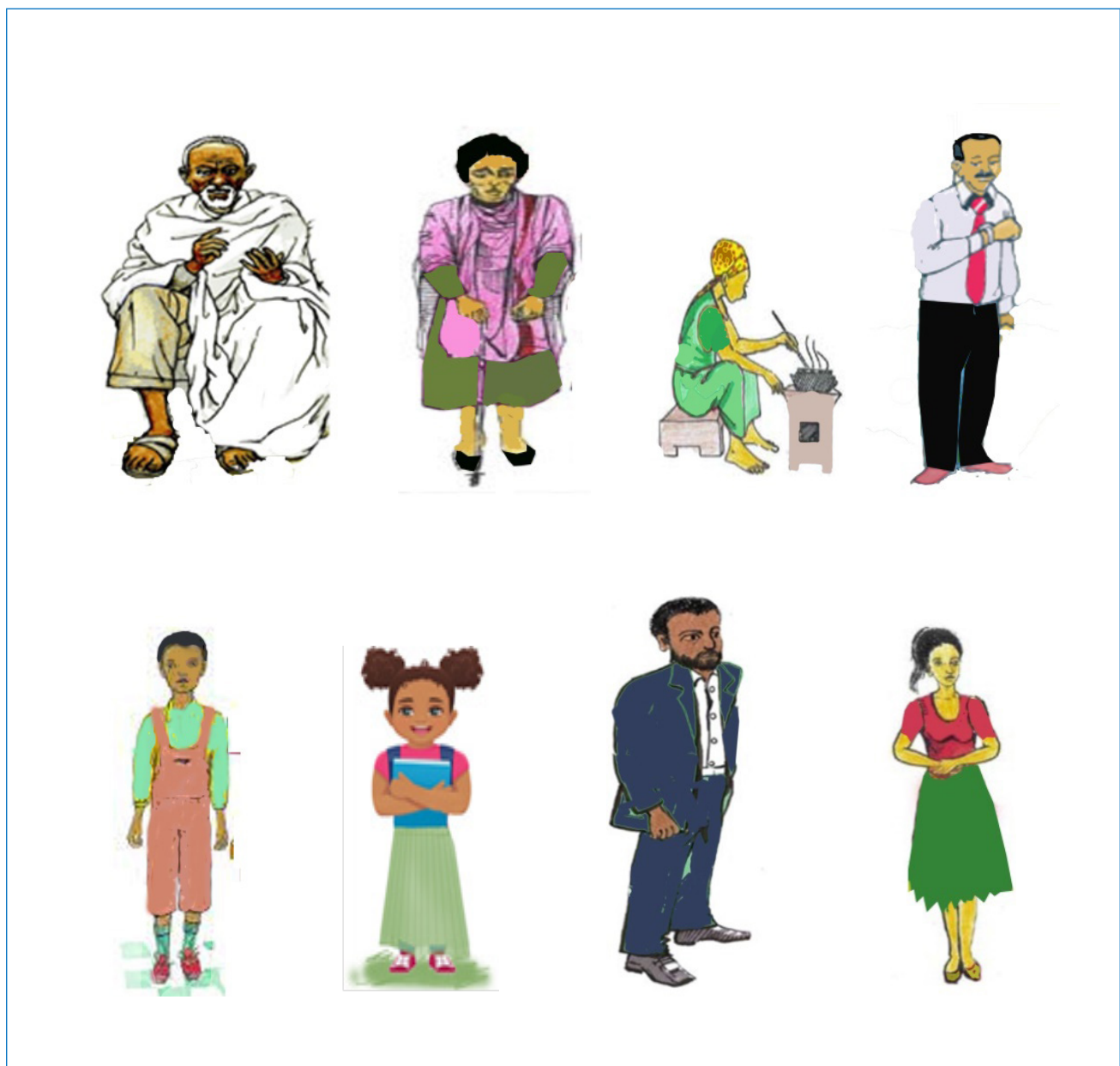
Sheep	
Ship	



Activity 3: Point to each picture and say the family words.

Grandfather	Father	uncle
Grandmother	Brother	Aunt
Mother	Sister	

My Family



Lesson 2: Naming pictures and objects

Activity 1: Name the pictures by using 'This and That'.

Teacher: What is this?

Students: This is a blackboard.



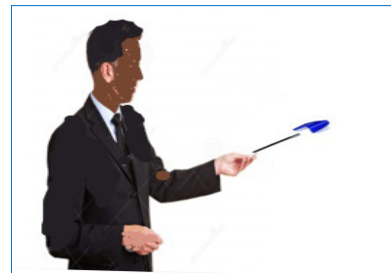
Teacher: What is that?

Students: That is a village.



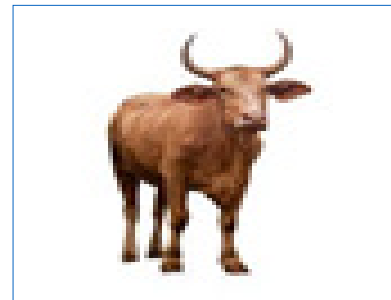
Teacher: What is this?

Students: This is a _____.



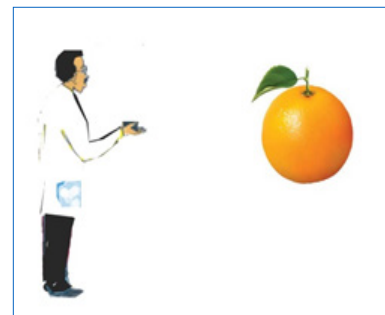
Teacher: What is that?

Students: That is an _____.



Teacher: What is that?

Students: That is _____.



Activity 2: Name the real objects in the classroom using 'This and That'.

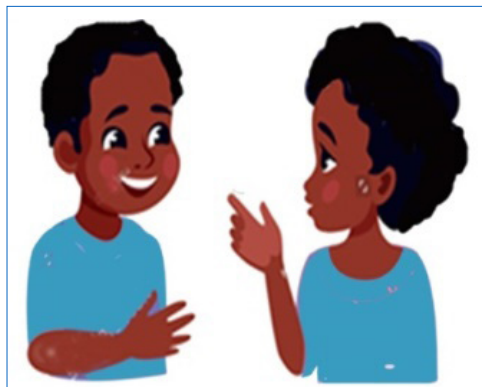
Examples of classroom objects: duster, pen, pencil, door, window

1. This is _____
2. This is _____
3. That is _____
4. That is _____

Section 3: Expressions/Dialogue

Lesson 1: Making a dialogue

Activity 1: Read the following dialogue with your partner.



Kedir: Hi, what's your name?

Keti: My name is Keti. What is your name?

Kedir: My name is Kadir. Where are you from?

Keti: I am from Najjo.

Kedir: Thank you.

Keti: My pleasure. Goodbye!

Kedir: Ok. Goodbye!

Activity 2: Do the same dialogue with your teacher.



Teacher: Hi, what is your name?

Students: _____

Teacher: Where are you from?

Students: _____

Teacher: Thank you.

Students: _____

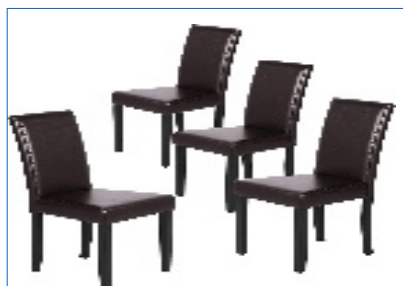
Teacher: Ok. Goodbye.

Lesson 2: Making a dialogue using 'they'

Activity 1: Listen and say after your teacher.

Teacher: What are they?

Students: They are chairs.



Teacher: What are they?

Students: They are tables.



Teacher: What are they?

Students: They are beds.



Teacher: What are they?

Students: They are clothes.



Activity 2: Tell each other the real objects in the classroom using 'they'.

Example: They are chairs.

Lesson 3: Making a dialogue using 'I have'

Activity 1: Read the dialogue below and practise with your partner.

Dawit: Do you have a ball?

Musa: Yes, I have a ball.



Dawit: Do you have a ruler?

Musa: Yes, I have a ruler.



Dawit: Do you have a chair?

Musa: Yes, I have a chair.



Activity 2: Tell what you have at home. Follow your teacher's instruction.

Lesson 4: Expressing Likes and Dislikes

Activity 1: Read the following dialogue with your partner.

Muna: Do you like banana?

Okello: Yes, I like banana.



Muna: Do you like orange?

Okello: Yes, I like orange.



Muna: Do you like lemon?

Okello: No, I dislike lemon.



Muna: Do you like papaya?

Okello: Yes, I like papaya.



Activity 2: Tell which food you dislike.

Example: I dislike an egg.

- a) _____
- b) _____
- c) _____

Section 4: Reading

Lesson 1: Reading words and sentences

Activity 1: Read each of the following words and sentences after your teacher.

Grandfather	Father	Uncle
Grandmother	Brother	Aunt
Mother	Sister	



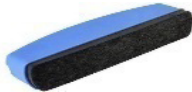
Activity 2: Read each of the sentences below.

1. I have grandfather.
2. I have brother.
3. I have sister.
4. I have uncle.

Activity 3: Read the words in the following table after your teacher.

Book
Pen
Pencil
Eraser
Duster
Chalk

Activity 4: Point to each object and read its name.

Book	
Pen	
Pencil	
Eraser	
Duster	
Chalk	

Lesson 2: Using “These and Those”

Activity 1: Read each underlined word in the sentences below.

1. These books belong to Shonkore. Those exercise books belong to Hana.
2. These pens are expensive. Those pencils are not expensive.

Activity 2: Name the objects in the classroom using ‘These and Those’

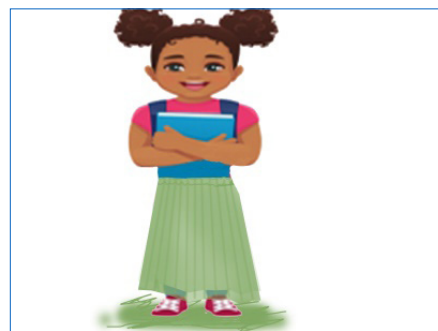
Lesson 3: Contracted and full forms

Activity 1: Study the following contracted word and their full forms.

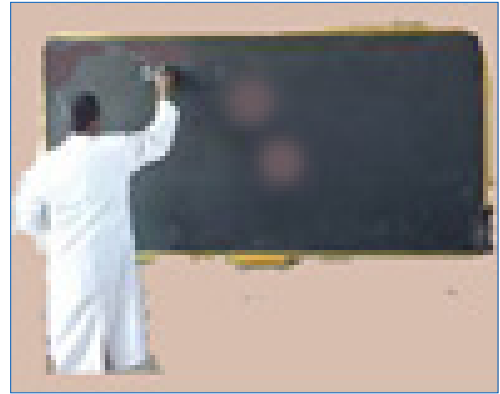
I'm I am	He's He is	We're We are
You're You are	She's She is	They're They are

Activity 2: Read the full and the contracted forms correctly.

1. I am a student. I'm a student.



2. He is a teacher. He's a teacher.



3. We are farmers. We're farmers.

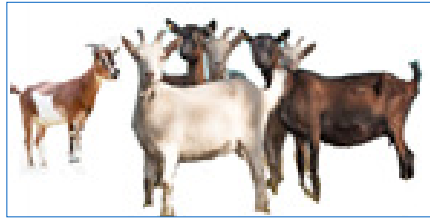


4. They are nurses. They're nurses.

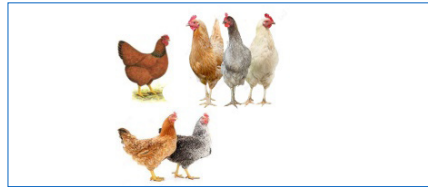


Activity 3: Look at the pictures and say as in the example.

A. They're goats.



B. They're hens.



C. They're cows.



Lesson 4: Differentiating “Its and It’s” in the sentences below.

Activity 1: Identify the use of its and it’s.

The dog eats <u>its</u> food		<u>It's</u> huge house.	
The cat drinks <u>its</u> milk.		<u>It's</u> important to read.	

Activity 2: Listen and repeat what your teacher says.

Teacher: What's the name of this?

Students: Its name is blackboard.

Teacher: What's the colour of this?

Students: Its colour is black.

Teacher: What's this?

Students: It's a blackboard.

Teacher: What's this?

Students: It's a book.

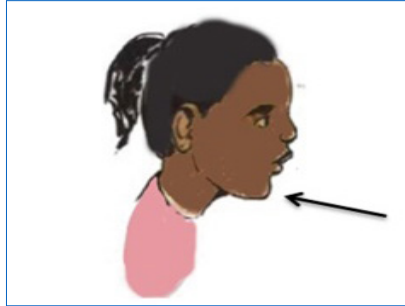
Teacher: What's the name of this?

Students: Its name is a book.



Activity 2: Look at the picture and use “its or it’s” in the sentence.

1. It’s his chin.



2. Its colour is red.



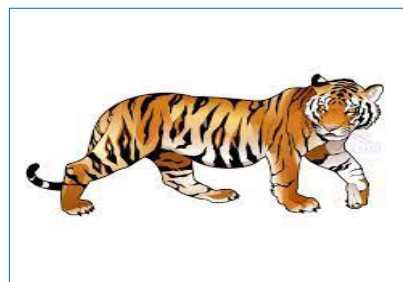
3. Its door is open.



4. It’s a book.



5. It’s a tiger.



Lesson 5: Using 'in, on, under, near and inside' in the sentence.

in	on	under	near	inside	outside	in front of
----	----	-------	------	--------	---------	-------------

Activity 1: Look at the pictures and make a dialogue with your partner.

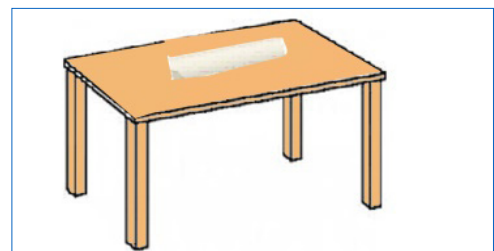
Danbobe: Where is the blackboard?

Aster: The blackboard is in front of the table.



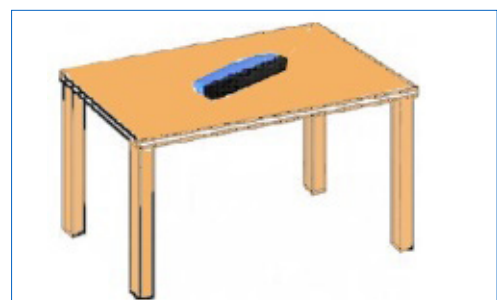
Danbobe: Where is the chalk?

Aster: It is on the table.



Danbobe: Where is the duster?

Aster: It is on the table.



Activity 2: Look at the pictures below and tell where the duster is.



Activity 3: Practise the following dialogue in pairs.

Baraga: Where's the duster?

Hunde: The duster is in the box.

Baraga: Where's the duster?

Hunde: The duster is under the chair.

Baraga: Where is the duster?

Hunde: The duster is on the table. .

Baraga: Where is the duster?

Hunde: The duster is near the book.

Lesson 6: Reading a story about Bontu's family.



Read Story about Bontu's family

Bontu is eight years old. She learns in grade two. She goes to school every morning. She lives with ten family members. The family members are grandfather, grandmother, mother, father, uncle, aunt, cousin, sister and brother. Bontu's father is a farmer. Her mother is housewife. Bontu loves and respects all her family.

Activity 1: Fill the blank spaces from the reading.

1. Bontu is _____ years old.
2. Bontu learns in _____.
3. She lives with _____ family members.
4. She _____ all her family members.

Activity 2: Talk with your partner about the following question.

1. What is the job of your father and mother?
2. How large is your family members?

Section 5: Writing

Lesson 1: Correcting scrambled sentences

Activity 1: Write what you like or dislike.

Examples:

A. an orange/I/like
I like an orange.

B. Lemon/dislike/I.
I dislike a lemon.

1. like/ I/ a cat. _____.
2. a dog/ like/ I. _____.
3. I/ a cow/ dislike. _____.

Activity 2: Write short sentences about where the objects are.



1. _____
2. _____
3. _____

Lesson 2: Writing sentences

Activity 1: Write three sentences about the fruits using like and dislike.

Example: I like banana.



1. _____
2. _____
3. _____

UNIT 2

Days of The Week



Section 1: Oral Language

Lesson 1: Listening and repeating

Activity 1: Listen and say the following numbers after your teacher.

Numbers in word	Numbers in figure	Ordinal number
One	1	first
Two	2	second
Three	3	Third
Four	4	Fourth
Five	5	Fifth
Six	6	Sixth
Seven	7	Seventh

Activity 2: Listen and repeat the letters and their sounds.

Mm	Tt	Ww	Ff	Ss
----	----	----	----	----

Activity 3: Listen and repeat the pronunciation of the days of the week.

Name of the days of week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Activity 4: Sing the following song after your teacher

Song 1:



A week has seven days (2)
 A week has seven days (2)
 Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday and
 Sunday

7

Lesson 2: Listening and Associating

Activity 1: Listen and associate the school days in their order.

Monday	First
Tuesday	Second
Wednesday	Third
Thursday	Fourth
Friday	Fifth

Activity 2: Listen and match the days of the week with the numbers.

A

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

B

- A. Fourth
- B. First
- C. Seventh
- D. Second
- E. Fifth
- F. Third
- G. Sixth

Section 2: Dialogu

Lesson 1: Making a dialogue

Activity 1: Practise the dialogue with your teacher.



Teacher: What is the first day of the week?

Students: The first day of the week is Monday.

Teacher: What is the second day of the week?

Students: The second day of the week is Tuesday.

Teacher: What is the fifth day of the week?

Students: The fifth day of the week is Friday.

Teacher: What is the sixth day of the week?

Students: The sixth day of the week is Saturday.

Teacher: What is the seventh day of the week?

Students: The seventh day of the week is Sunday.

Activity 2: Practise the following dialogue with a classmate.



Sirri: What is today?

Hanna: Today is Monday.

Sirri: What is tomorrow?

Hanna: Tomorrow is Tuesday.

Sirri: What is the day after Tuesday?

Hanna: The day after Tuesday is Wednesday.

Sirri: What is the day after Wednesday?

Hanna: The day after Wednesday is Thursday.

Lesson 2: Using before, after and in between

Activity 1: Practise using before, after, in between and in front of. Follow your teacher's instructions.

Activity 2: Use “before, after and between” to describe the order of the days.

Examples:

A. Monday comes before Tuesday.

B. Monday comes after Sunday.

C. Monday is in between Sunday and Tuesday.

1. Wednesday comes _____ Tuesday.

2. Wednesday comes _____ Thursday.

3. Tuesday comes in _____ Monday and Wednesday.

4. Friday comes in _____ Thursday and Saturday.

5. Sunday comes _____ Monday.

Activity 2: Look at the pictures and fill the blank spaces with before, after or between.



1. Kumale is standing _____ Akkati.

2. Akkati is _____ Kumale and Dibora.

3. Dibora is _____ Kumale.

Section 3: Reading

Lesson 1: Reading about the days of the week

Activity 1: Read the text below and answer the questions.

1. What do you do on Monday?



2. Tell your partner what you do on Wednesday.



Activity 2: As you read the text, complete the table below with information from the text.

Days of the week	Monday	Tuesday	Wednesday
What does Tola do?	Tola reads an English book		
Thursday	Friday	Saturday	Sunday
		He goes to swimming	

Every Monday, Tola reads an English book. On Tuesday, he listens to stories from his father. On Wednesday, he plays football. Every Thursday, he helps his family. On Friday, he learns riddles from his mother. On Saturday, he goes to swimming with his brother and sister. On Sunday, he washes his body with his sister.



Lesson 2: Reading about what you do in each day of the week

Activity 1: After you read the text, do the following questions.

1. Tell your partner what you do every Monday.
2. Tell your friend what you do on Wednesday.

Activity 2: Fill in the chart what you do in each day of the week.

Days of the week	What you do
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	I go for shopping
Sunday	

Section 4: Word Study

Lesson 1: Filling the gaps.

Activity 1: Fill in the gaps with the correct day.

1. The first day of the school in a week is Monday.
2. The fifth day of the school in a week is _____.
3. The third day of the school in a week is _____.
4. The fourth day of the school in a week is _____.

Activity 2: Read the words aloud. Follow your teacher's instructions.

Monday morning	Tuesday morning	Thursday morning	Saturday morning
Monday afternoon	Tuesday afternoon	Thursday afternoon	Saturday afternoon
Monday evening	Tuesday evening	Thursday evening	Saturday evening

Activity 3: Write three sentences in the blank spaces as in the examples.

I study English on Monday morning.

I visit my grandfather on Saturday afternoon.

I help my parents on Sunday evening.

1. _____.
2. _____.
3. _____.

Lesson 2: Arranging scrambled words

Activity 1: Write the scrambled words of each day of the week correctly as in the example.

Scrambled	Unscrambled
edenysaW	Wednesday
oManyd	
uesTyda	
truSadya	
yidFar	
hdusyTra	
Snuady	

Activity 2: Write the name of the day that begins with the following letters.

M	T	W	T	F	S	S
---	---	---	---	---	---	---

M _____
 T _____
 W _____
 T _____
 F _____
 S _____
 S _____

Activity 3: Listen and repeat the song on “Days of the Week”.

Today is Monday. Today is Monday.
The first day of the week,
The first day of the week,
We are learning to read and write.
We are learning to read and write.
Every day of the week,
Every day of the week.

Today is Tuesday. Today is Tuesday.
The second day of the week,
The second day of the week,
We are learning to read and write.
We are learning to read and write.
Every day of the week,
Every day of the week.

...

Source: English for Ethiopia, Student's text book Grade 2, book 2 (2017, p. 104-105)

Section 5: Writing

Lesson 1: The correct order of the days of the week

Activity 1: Match the days of the week with their correct order. Look at the example.

A	B
1. Monday	A. Fifth
2. Tuesday	B. Second
3. Wednesday	C. Seventh
4. Thursday	D. First
5. Friday	E. Third
6. Saturday	F. Sixth
7. Sunday	G. Fourth

Activity 2: Fill in the missing letters to spell the days of the week correctly.

M-nda- -ue-day W-d-esd-y
Th-r-da- -rid-y S-tur-a- S-nda-

Activity 3: Write the days of the week in their correct order.

Incorrect order:

1. Friday 2. Sunday 3. Monday 4. Thursday 5. Wednesday 6. Tuesday 7. Saturday.

Correct order:

1. _____ 2. _____ 3. _____ 4. _____
5. Friday 6. _____ 7. _____

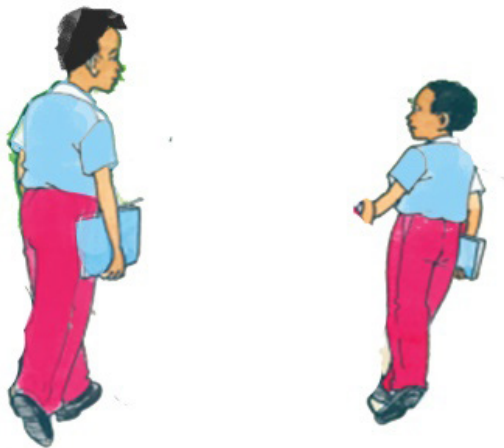
Lesson 2: Writing sentences

Activity 1: Write about your birthday as in the example.

Example: My birthday is on Monday.

Student: _____

Activity 2: Complete the dialogue according to the example given.



Solomon: What day comes before Sunday?

Jemal: Saturday comes before Sunday.

Solomon: What day comes before Monday?

Jemal: _____

Solomon: What day comes before Tuesday?

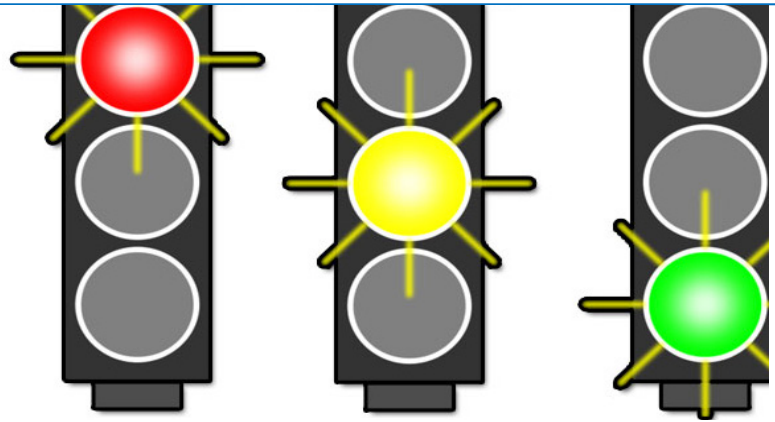
Jemal: _____

Solomon: What day comes after Wednesday?

Jemal: _____

UNIT 3

Traffic Lights



Section 1: Oral language

Lesson 1: Listening and practising the letters.

Activity 1: Listen and practise saying the letters below.

Gg

Rr

Yy

Activity 2: Practise the dialogue below with your partner.



Student A: What colour is your shirt?

Student B: It is green.

Student A: What is the colour of your trousers?

Student B: It is yellow.

Student A: What is the colour of your shoes?

Student B: It is red.

Activity 3: Sing the following song with your teacher.

Red light, red light,
What do you say?
I say stop!
Yellow light, yellow light,
What do you say?
I say wait!
Green light, green light,
What do you say?
I say go and run away.

Lesson 2: Listen and Practise Traffic light colour

Activity 1: Listen and practise what your teacher says.

Red: Stop. Stop.



Yellow: Wait. Wait and prepare to go.



Green: go.



Activity 2: Listen and say the vowel and consonant sounds after your teacher

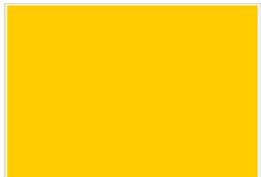
A. Vowel

i	e
---	---

B. Consonant

r	y	G
---	---	---

Activity 3: Listen and practise pronouncing the names of the colours.

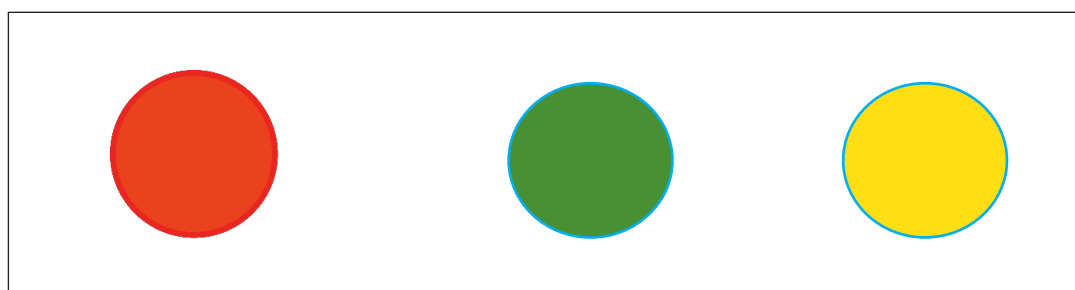
Words	Colours
Red	
Yellow	
Green	

Activity 4: Listen to the names of colours and point to each colour.

1. Green

2. Red

3. Yellow



Section 2: Reading

Lesson 1: Reading about the colours

Activity 1: Read and answer the colour of the objects as in the example.

What colour is the book?		It's red
What colour is the banana?		It's ____
What colour is the bag?		It's ____

Activity 2: Read the words below and match them with the colours. See the example.

A		B
1. Red box		a. 
2. Green tree		b. 
3. Yellow pen		c. 
4. Red pepper		d. 
5. Yellow flower		e. 

Note: An orange arrow points from '2. Green tree' to 'd. Green tree'.

Activity 3: Read the following dialogue aloud.

Student 1: What is the meaning of red traffic light?

Student 2: The meaning of red traffic light is to stop.

Student 1: What is the meaning of yellow traffic light?

Student 2: The meaning of yellow traffic light is to get ready to go.

Student 1: What is the meaning of green traffic light?

Student 2: The meaning of green traffic light is to go.

Lesson 2: Reading Traffic light

Activity 1: Answer the following questions.

- A. Discuss what you know about the colours of traffic lights with your friend?
- B. Do you walk across a street?
- C. Tell the meaning of each colour of traffic light.

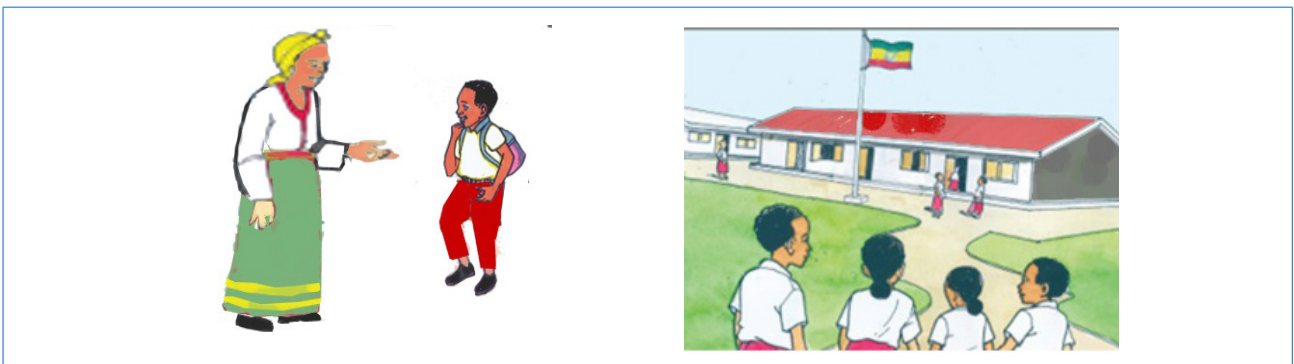
Activity 2: Read the following text and answer the question that follows.

Abdi's Mother Advice on Traffic Lights

Abdi is grade two student. He goes to school with his friends by crossing the main street. His mother, Weddu, advises and teaches him to obey the rule of traffic lights. She tells him to stop whenever the pedestrians' traffic light turns red. Every pedestrian should stop when there is a sign of a red traffic light.

Again, Abdi's mother informs her son to differentiate yellow and green traffic lights. Whenever it turns to yellow light, it means wait and prepare to go. When the pedestrians' traffic light turns a green colour, you can cross and run away. Abdi's mother strongly advises her son to identify those three traffic lights before he walks and crosses the road.

Finally, she warns him to be cautious, take care of traffic light, and cross only on zebra crossing.



Activity 3: As you read the short text, fill the gaps in the table below.

Activity 4: Discuss the following questions with your partner. Follow your teacher's instruction.

Abdi's mother advice	Which traffic light?
She tells him to stop whenever he sees _____ traffic light.	Red
Whenever the light turns to _____, it means wait and prepare to go.	
Every pedestrian should stop when there is a sign of a _____ light.	
A _____ light shows to wait and prepare to go.	
A _____ colour means you can go.	

- A. What do you do when you see a red traffic light?
- B. Can you go when you see a yellow traffic light? Yes or No. Why?

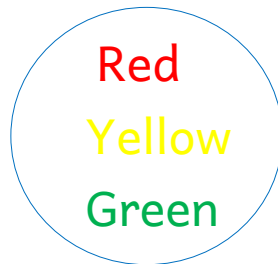
Section 3: Writing

Lesson 1: Identifying traffic lights

Activity 1: Match the traffic light under A with their meaning under B. Look the example.

- | A | B |
|-----------|----------------------|
| 1. Green | A. Stop. |
| 2. Red | B. Go and run away. |
| 3. Yellow | C. Wait and prepare. |
- 

Activity 2: Fill in the blank space by choosing words from the word bank. Look at the example.



- Students stop whenever they see a _____ traffic light.
- Every pedestrian goes whenever there is a _____ traffic light.
- You cross on zebra when you see only a green traffic light.
- We wait and prepare to go when we a _____ traffic light.
- A _____ traffic light shows stop or do not go.

Activity 3: Write a short answer for the following questions as in the example.

1. What do you do when you see red traffic light?

I stop when I see red traffic light.

2. What do you do when you see yellow traffic light?

3. What do you do when you see green traffic light?

Lesson 2: Writing about traffic lights

Activity 1: Say true if the sentence is correct and false if it is incorrect.

1. I stop when I see green traffic light. _____

2. I go when I see green traffic light. _____

3. I wait and prepare when I see yellow traffic light. _____

4. I never cross when I see the red traffic light. _____

5. I go when I see yellow traffic light. _____

Activity 2: Write the scrambled colours of traffic light words correctly as in the example.

Scrambled	Unscrambled
eGenr	
oYlew	
deR	Red

Activity 3: Write the meaning of each traffic light colours in their order.

No	Colours	Meaning
1	Red	
2	Yellow	
3	Green	

Section 4: Word Study

Lesson 1: Making sentences

Activity 1: Say each of these words in the table and make your own sentences as in the example.

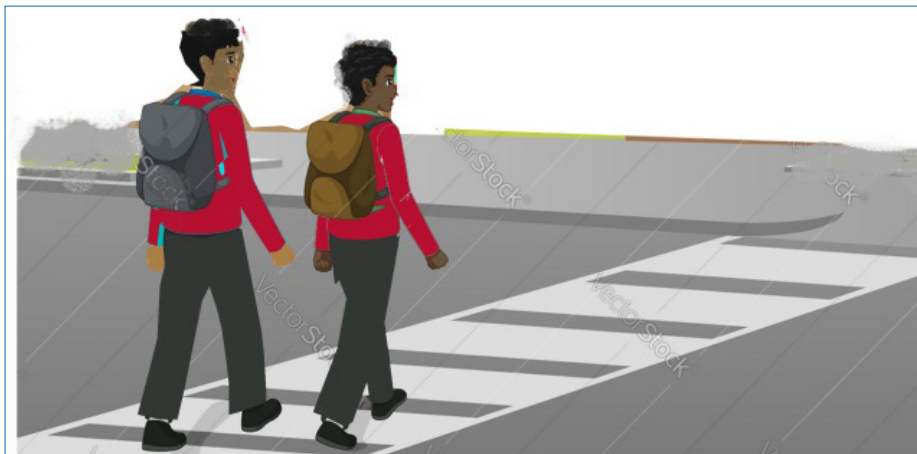
Yellow light	Cross a street
red light	Zebra
green light	Wait
Walk	Pedestrian
Caution	stop sign

Example: I use zebra to cross a street.

1. _____
2. _____
3. _____
4. _____

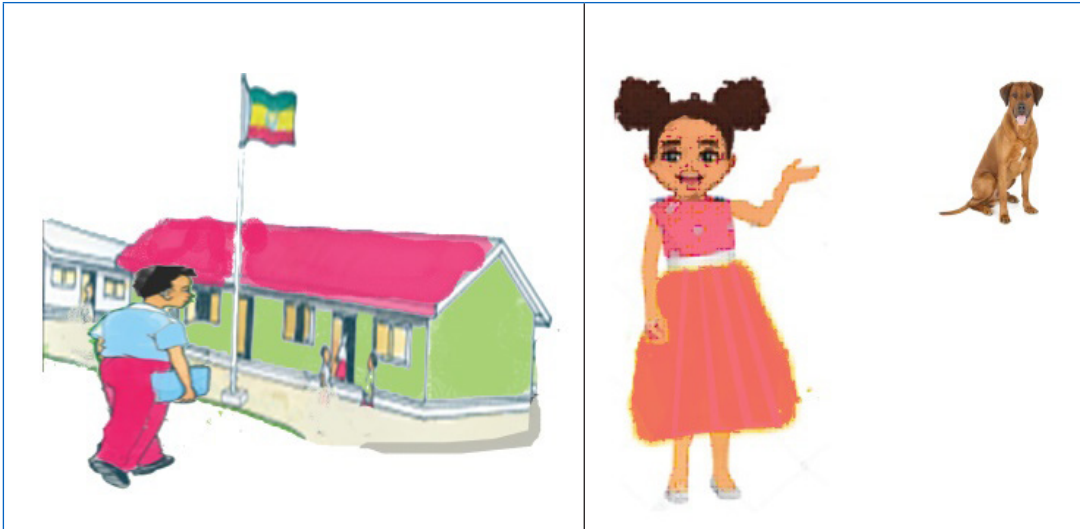
Activity 2: Identify the following words from the picture

yellow light	cross a street
red light	Zebra
green light	Wait
Walk	Pedestrian
Caution	Stop sign



Lesson 2: Making sentences using 'this, that, these and those'

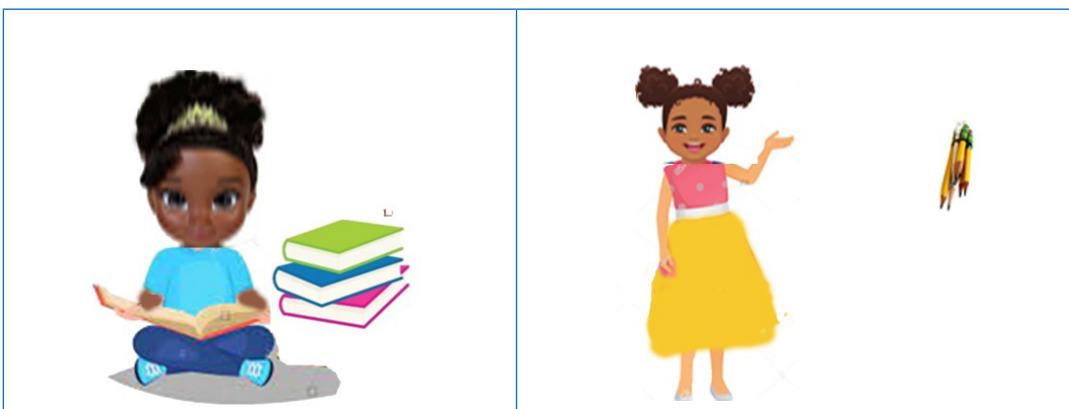
Activity 1: Look at the pictures and make sentences using 'this and that' .



A. _____

B. _____

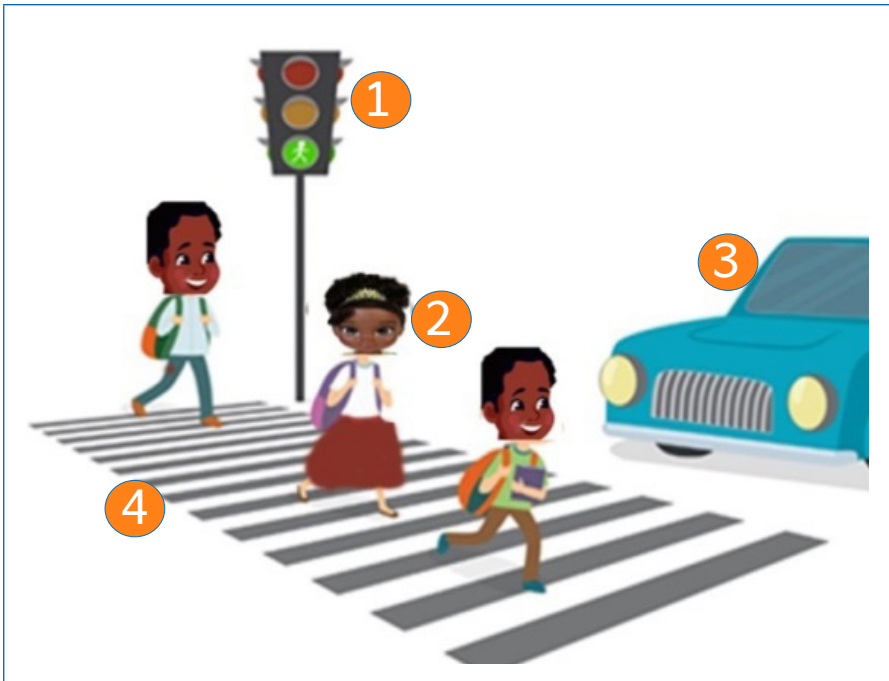
Activity 2: Look at the pictures and make sentences using 'these and those'.



A. _____

B. _____

Activity 3: See the pictures below and write what they are on the spaces given.



1. _____ 2. _____ 3. _____ 4. _____

Section 5: Expressions

Lesson 1: Practising dialogue of traffic lights

Activity 1: Practise the following dialogue.

Faarar: Hello, how are you?

Bilaal: Hello, I am fine.

Faarar: Do you know the meaning of traffic light colours to cross a street?

Bilaal: Yes, I know the meaning of traffic light colours.

Faarar: What do you do when the traffic light turns red?

Bilaal: When the traffic light turns red, I stop.

Faarar: Is it possible to walk when the traffic light turns yellow?

Bilaal: No, it is impossible to walk when traffic light turns yellow.

Faarar: So, what can I do when there is yellow traffic light?

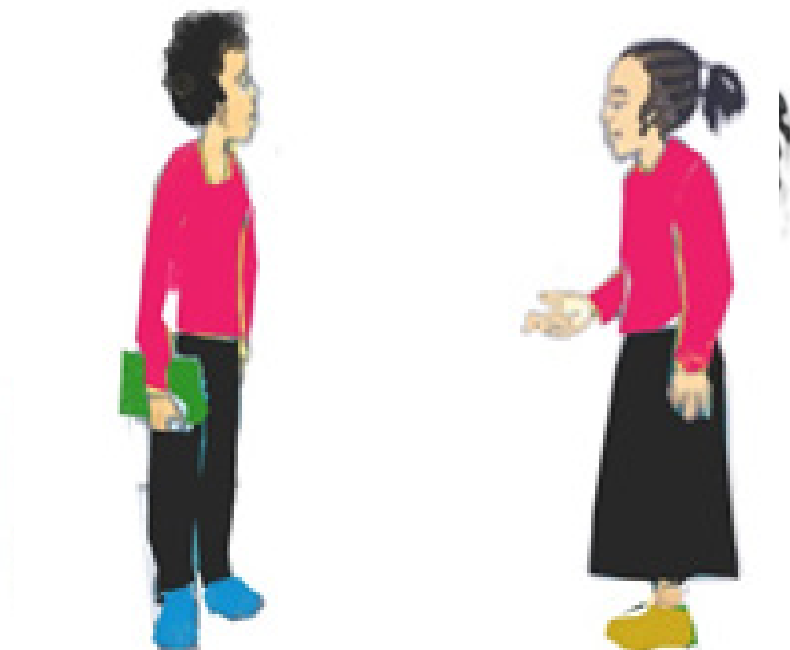
Bilaal: You wait and prepare to go until the traffic light turns green.

Faarar: Am I allowed to turn left or right at the traffic lights?

Bilaal: No, you are not allowed to turn left or right at the traffic lights.

Faarar: I thank you very much.

Bilaal: It is my pleasure.



Activity 2: Listen and practise traffic rules.

Teacher: Are you ready to listen about traffic light rule?

Students: Yes, teacher.

Teacher: You always need to remember the three colours (Red, yellow and Green).

Students: What do they mean?

Teacher: Red means STOP! Yellow means WAIT or get READY to go! Green means GO.

Students: Ok!

Teacher: Only cross on ZEBRA crossing.

Students: Thank you for the advice!

Activity 3: Before concluding this unit, sing a song about colours of Traffic Lights again.

Sing a song about colours of Traffic Lights

Red light, red light,
What do you say?
I say stop!
Yellow light, yellow light,
What do you say?
I say wait!
Green light, green light,
What do you say?
I say go and run away.