



Section 6

Warning Signs and the Danger of Floods

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The text for this section

Stop!

Danger

Watch out.

Why?

Floodwater is dangerous.

No playing in floodwater.

No driving in floodwater.

No walking in floodwater.

No swimming in floodwater.

Floodwater is dirty.

Sometimes dead animals are in floodwater.

Sometimes spiders are in floodwater.

Sometimes snakes are in floodwater.

Sometimes electric wires are in floodwater.


Sometimes trees are in floodwater.




Build vocabulary

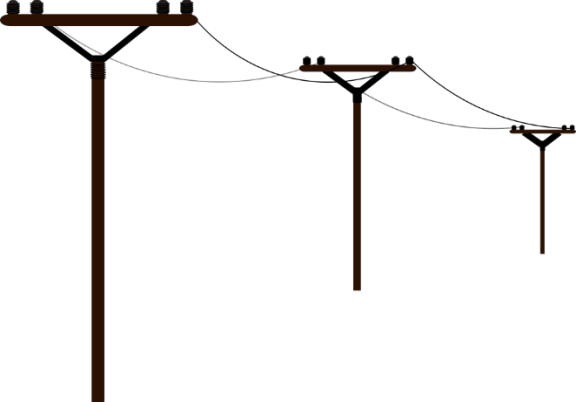
Project the signs and photos on pages 9 - 14 on the board. Explain their meanings with actions and images and build the vocabulary together. The words need to be introduced over a number of days and revised. Some words have been introduced in previous sections.

VOCABULARY	Board Work
<p>Driving</p> <p>Project the sign of the car driving on the board, and mime driving. Students will have learnt the word drive in Section 5. Elicit the word.</p>	<p>On the board, write</p> <p>_ _ _ _ ing</p> <p>Say the word slowly and ask students what letters they can hear. Write the letters as they call them out. Add any missing letters. Say the word together and spell it with the students. Point to each letter as you spell. Note the formation of g with the tail under the line and also the use of capital letters in signs.</p>
<p>No driving</p> <p>Project the next picture on the board. Explain what the line across the car means if students are not familiar with it.</p>	<p>-----</p> <p>Repeat the process used to teach the word driving.</p>
<p>Walking</p> <p>Project the image and mime walking.</p>	<p>-----</p> <p>Repeat the process used to teach the word driving.</p>

VOCABULARY	Board Work
<p>No walking</p> <p>Project the image and mime walking, but shake your head to indicate no.</p>	<p>— — — — —</p> <p>Repeat the process used to teach the word driving.</p>
<p>Swimming</p> <p>Project the image of swimming. Mime swimming.</p>	<p>— — i — — — —</p> <p>Repeat the process used to teach the word driving.</p>
<p>No swimming</p> <p>Project the image. Mime swimming, but then shake your head to indicate no.</p>	<p>— — — — —</p> <p>Repeat the process used to teach the word driving.</p>
<p>Playing</p> <p>Show the sign with someone playing in water and see if students can guess - playing.</p>	<p>— — ay — — —</p> <p>Repeat the process used to teach the word driving.</p>
<p>No playing</p> <p>Ask students how to make the playing sign say 'No playing'. Draw a line across the playing sign and indicate <i>No playing</i>.</p>	<p>— — — — —</p> <p>Repeat the process used to teach the word driving.</p>
<p>Stop</p> <p>Revise stop. Put your hand up to indicate stop. Ask students to clap, wave, walk, jump etc. then point to the sign for them to stop. Repeat several times.</p>	<p>— — — —</p> <p>Repeat the process used to teach the word driving.</p>

VOCABULARY	Board Work
<p>Danger</p> <p>Project the danger sign, and show some dangerous situations caused by floods in the photos that follow. Point to each photo and say danger. Mime the car driving towards the collapsed road, stop, look horrified and reverse backwards. Play parts of the 7News report and ask students to call out, 'Danger!' at dangerous situations in the video. https://www.youtube.com/watch?v=iSsq3Es37Kg</p>	<p>_ _ n _ er</p> <p>Repeat the process used to teach the word driving.</p>
<p>watch out</p> <p>Students will know the word watch from Section 4, but need to be shown that this phrasal verb is a warning, similar to danger and be careful. Use the word with students when there is a sudden dangerous situation.</p>	<p>_ at _ _ ou _</p> <p>Repeat the process used to teach the word driving.</p>
<p>why</p> <p>Draw a stick figure with a question mark speech bubble, palms up and arms outstretched to explain the meaning.</p> 	<p>_ h y</p> <p>Repeat the process used to teach the word driving.</p>
<p>dirty</p> <p>Teach this word with its opposite – clean. Make a lot of scribbles on the board and say dirty. Then clean them off and say clean.</p>	<p>_ ir _ y</p> <p>Repeat the process used to teach the word driving.</p>

VOCABULARY	Board Work
<p>animals</p> <p>Show pictures of different animals, group them together and write the heading animals above the group.</p>	<p>_ _ i _ a _ _</p> <p>Repeat the process used to teach the word driving.</p>
<p>dead</p> <p>Project the picture of dead animals.</p> 	<p>_ e a _</p> <p>Repeat the process used to teach the word driving.</p>
<p>spider</p> <p>Project or draw a picture of a spider.</p> 	<p>_ _ _ _ e r</p> <p>Repeat the process used to teach the word driving.</p>
<p>snake</p> <p>Project or draw a picture of a snake.</p> 	<p>_ _ _ _ e</p> <p>Repeat the process used to teach the word driving.</p>

VOCABULARY	Board Work
<p>electric wires</p> <p>Project or draw some <i>electric wires</i>. Point to wires in the room.</p> 	<p>e l e c _ _ i c _ _ r e s</p> <p>Repeat the process used to teach the word driving.</p>
<p>this</p> <p>Teach this word in comparison with <i>that</i>, which was introduced in Section 5. Point to a chair close to you and say 'This chair', and point then to a chair further away from you and say 'That chair'. Point and refer to other objects in a similar way.</p>	<p>t h _ _</p> <p>Repeat the process used to teach the word driving.</p>

Signs and photos to project when building vocabulary

1.



2.



3.



4.



5.



6.



Reading Signs - matching activity

Preparation

1. Copy pages with the signs and their meanings for cutting up.
Copy enough so that students can work in pairs.
2. You will need a class set of scissors.

Activity

1. The students cut up the signs with their meanings.
2. The teacher randomly calls out the signs and the students put them in the order they are mentioned.
3. The teacher reads the signs one by one, and the students repeat.
4. Once students are confident with the signs, they can cut the signs from their meanings.
5. In pairs, students help each other to match each sign with its meaning.
6. Students point to each sign and say the word.
7. Students mix up the signs and only one student in the pair does the matching.
8. Repeat this with the second student doing the matching.

When completed, put the cut up signs and words into envelopes for later use.

	<p>Danger</p>
	<p>Playing</p>
	<p>Driving</p>
	<p>Walking</p>
	<p>Stop</p>

	Swimming
	No playing
	No driving
	No walking
	No swimming

Choose the correct sign – class activity

Project the photo and the signs and invite students to come out to the board tick the signs they might find near floodwater.



 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

Spelling - 3 levels

Instructions for the teacher



1. For lower levels use a modified version of 'Look, say, cover, write, check'.



Teach: ***Look, say the word out loud, spell the word out loud as you copy.***

Higher level students can 'Look, say, cover, write, check'.



2. It is important that the students:
 - Finish one word before writing the next word
 - Work down the page rather than across.
 - Check their spelling with the typed word.
 - Try to chunk the letters rather than copy letter by letter.
 - The words are printed twice at each level so that students practise once in class and then again at home or in a following class. In this way, students are shown one way to improve their writing through brief and regular practice.



Level A - Spelling

	
playing	driving
playing	driving

	
walking	swimming
walking	swimming

Level B – Spelling

	
playing	driving

	
walking	swimming

Level C – Spelling

		
playing	driving	walking
		
swimming	danger	stop

Dictation - 3 levels

Activity

All students hear the same text:

The teacher reads a warning, and each student writes the warning at their own level.

Danger

No playing in flood water

No walking in flood water

No swimming in flood water

No driving in flood water

Level A

Students listen to the teacher and point to each word as the teacher reads.

They copy the missing letters under the original word.

Level B

Students listen to the teacher, find the phrase and copy it on the lines below. The warnings are not in order.

Level C

Students listen to the teacher and write, but can check their spelling as they go. Higher level students can fold the words under and test themselves only looking at the words when necessary.

Level A - Dictation

	<p>Danger Dang _ _</p>
	<p>No playing in floodwater No play_ _ _ in floodwater</p>
	<p>No driving in floodwater No driv_ _ _ in floodwat_ _</p>
	<p>No swimming in floodwater No swim_ _ _ in floodwat_ _</p>
	<p>No walking in floodwater No walk_ _ _ in floodwat_ _</p>

Level B - Dictation

Danger	in floodwater
No driving	No playing
No swimming	No walking

Level C - Dictation

Fold

danger	in	driving
floodwater	walking	swimming
playing	no	

Pronunciation – Syllable stress in warnings

Because of their urgency, more syllables are stressed in warnings than in normal speech.

Activity:

Project the jazz chant onto the board. Chant and clap the stronger stress.

Warning	Stress pattern
Danger!	
Watch out!	
Floodwater!	
No driving!	
No swimming!	
No walking!	
Danger! Watch out!	

Speaking and listening – using the new vocabulary

Activity 1 – Additional dangers of floodwater.

- Show some news stories to the students to help explain this message. If the links don't work, copy them into your browser.
- As you watch, stop the videos at different times to point out different dangers and encourage students to use the language they have learnt to express what they see.

https://www.youtube.com/watch?v=pMMrDRZX_Ss&t=1s	Floodwaters can have snakes, spiders and wildlife.
https://www.huffpost.com/entry/australia-spiders-snakes-flooding_n_60594b63c5b6d6c2a2a97957	There are a number of videos on this site which help explain the dangers of flood water. The last video shows how fast the water is and how a car can be swept away.

Activity 2 – Vocabulary matching

- Project the pictures on the following pages and elicit the vocabulary for each picture.
- These pictures and words could also be enlarged, cut out and used for a class matching exercise on the board.



Floodwater is dangerous.



dead animals



a spider



a snake



electric wires



trees



dirty water

Short Conversations

Activity

1. Divide the class into two groups - A [White] & B [Blue]
2. Read the conversations together as a class and later in pairs. Make it a little dramatic and **emphasise** the key words in **bold**.

Conversations

1	A	Floodwater is dangerous .
	B	Why?
	A	Sometimes trees are in floodwater.

2	A	Floodwater is dangerous .
	B	Why?
	A	Sometimes electric wires are in floodwater.

3	A	Floodwater is dangerous .
	B	Why?
	A	Sometimes snakes and spiders are in floodwater.

4	A	Floodwater is dirty and dangerous .
	B	Why?
	A	Sometimes dead animals are in floodwater.

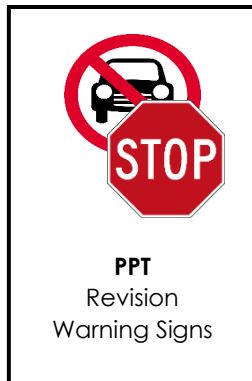
Warn another class about the danger of floodwater

These oral activities help build student confidence to use the language in different contexts and outside the classroom.

Activity 1: PPT - Recycle the vocabulary

Download the PPT from the hub.

- Project the PPT in *slide show mode*. The animation feature will reveal the words slowly to build each sentence.
- The forward arrow on your keyboard will make the pictures and words appear in order. The back arrow will remove the words and pictures.
- Click *Escape* anytime to close.
- Encourage students to guess the words before they appear.



Activity 2: Prepare to share information with another class

1. Distribute the envelopes with the cut-ups from **3 - Reading the signs matching activity**
2. The students match the signs and their meanings.
3. Project the master sheet on the next page to check the matching.
4. Students return the cut-ups to the envelopes.
5. Project the prompt sheet ***Floodwater is dangerous. Why?*** [Page 36]
6. Practise the warnings as a class together. Choose confident students to read different warnings.
7. Give students a copy of the prompt sheet
8. Practise in pairs.










Activity 3: Share information about the dangers of floodwaters with another class

Students need to take the prompt sheet and the envelope with cut-ups to the other class. The master sheet on the next page could be projected if necessary.

1. Organise the students into groups of four – two from each class, with weaker students matched with stronger students.
2. Students match the signs and their meanings again and explain their meanings to the students in the other class.
3. The students use the prompt page to explain the dangers of floodwater to the other students.

Encourage students in both classes to tell friends and neighbours about the dangers of floodwater.

	<p>Danger</p>
	<p>Playing</p>
	<p>Driving</p>
	<p>Walking</p>
	<p>Swimming</p>
	<p>No playing</p>
	<p>No driving</p>
	<p>No walking</p>
	<p>No swimming</p>

		<p>Floodwater is dangerous.</p>
<p>Why?</p> 		
<p>Sometimes trees are in floodwater.</p>		
	<p>Sometimes electric wires are in floodwater.</p>	
<p>Floodwater is dirty.</p>		
	<p>Sometimes spiders are in floodwater.</p>	
<p>Sometimes snakes are in floodwater.</p>		
	<p>Sometimes dead animals are in floodwater.</p>	

Appendix - Vocabulary list for Section 6

Words introduced in this section are in **bold**.

A	animals, are	N	no
B		O	
C	can	P	playing
D	driving, danger, dangerous, dead, dirty	Q	
E	electric	R	
F	flood, floodwater	S	swimming, stop, spiders, snakes, sometimes
G		T	this, trees
H		U	
I	In, is	V	
J		W	walking, water, wires, *watch out
K		X	
L		Y	
M		Z	

***watch out** is a phrasal verb

Appendix – Additional information about floods
























The Health Translation website is an online library which enables those working with culturally and linguistically diverse communities to easily find free translated information on health and other general topics.

1. Flood information in many languages

Copy this link into your web browser:

<https://www.healthtranslations.vic.gov.au/bhcv2/bhcht.nsf/PresentDetail?Open&s=FloodSafe> (audio file)

Multilingual resources:

- | | |
|--|---|
|  Arabic (AUDIO file) |  Korean (AUDIO file) |
|  Burmese (AUDIO file) |  Macedonian (AUDIO file) |
|  Chinese (Simplified) (AUDIO file) |  Maltese (AUDIO file) |
|  Chinese (Traditional) (AUDIO file) |  Polish (AUDIO file) |
|  Croatian (AUDIO file) |  Portuguese (AUDIO file) |
|  Dari (AUDIO file) |  Punjabi (AUDIO file) |
|  Farsi (Persian) (AUDIO file) |  Somali (AUDIO file) |
|  French (AUDIO file) |  Spanish (AUDIO file) |
|  German (AUDIO file) |  Sudanese Arabic (AUDIO file) |
|  Greek (AUDIO file) |  Tagalog (Filipino) (AUDIO file) |
|  Hindi (AUDIO file) |  Thai (AUDIO file) |
|  Indonesian (AUDIO file) |  Tongan (AUDIO file) |
|  Italian (AUDIO file) |  Turkish (AUDIO file) |
|  Japanese (AUDIO file) |  Vietnamese (AUDIO file) |
|  Khmer (Cambodian) (AUDIO file) | |

If the link is broken, try going to:

- Health Translations
- Topics
- Emergency
- Click on: [view the whole list of resources on the topic of Emergency](#).
- Click on Floodsafe Fact Sheet to download information written in other languages
- Click on Floodsafe Audio File to listen to the fact sheet read in other languages.

Acknowledgements

Images

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Driving sign	This Photo by Unknown Author is licensed under CC BY-SA
No driving sign	This Photo by Unknown Author is licensed under CC BY-SA
Walking sign	This Photo by Unknown Author is licensed under CC BY-SA
No walking sign	This Photo by Unknown Author is licensed under CC BY-SA
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No swimming sign	This Photo by Unknown Author is licensed under CC BY-SA
Playing sign	This Photo by Unknown Author is licensed under CC BY-SA
No playing sign	This Photo by Unknown Author is licensed under CC BY-SA
Figure with a question mark	This Photo by Unknown Author is licensed under CC BY-NC
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rubbish	https://www.cdc.gov/nceh/toolkits/floods/default.html
Drawing of telegraph poles	This Photo by Unknown Author is licensed under CC BY-SA
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spider	This Photo by Unknown Author is licensed under CC BY-NC-ND
snake	This Photo by Unknown Author is licensed under CC BY-NC-ND

Project team

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