



Warning!

Communicating Danger and Prevention



Student Name: _____ Grade and Section: _____



PURPOSE:

To read and write warning messages to inform and prevent accidents in our community.



COMPETENCY:

Writes various types of texts in English as a foreign language.



SKILLS:

- ✓ Adapts the text to the communicative situation.
- ✓ Organizes and develops ideas coherently.
- ✓ Uses conventions of the written language appropriately.



LEARNING EVIDENCE:

Interprets warning signs and produces short and clear preventive messages about dangers related to water and other risks.

1

READ AND MATCH!

Read the signs and messages. Match them with the correct picture (A-F).

1



DANGER!
Don't go near the river.

2



WARNING!
Don't touch electrical wires.

3



CAUTION!
Don't enter.

4



FLOODED AREA
Stay away.

5



SAVE WATER.
Don't waste water.

6



DANGER!
Rockfall.
Keep away.

A



B



C



D



E



F



2

COMPLETE THE MESSAGES!

Look at the pictures. Write a short warning or preventive message using the words in the box.

Don't enter · Don't touch · Don't use · Save water · Keep away · Don't waste

1



4



2



5



3



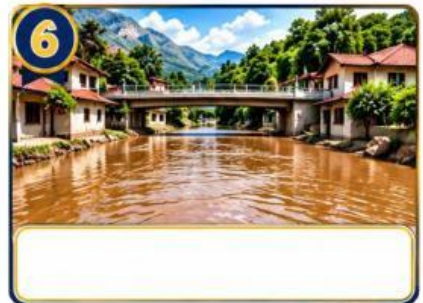
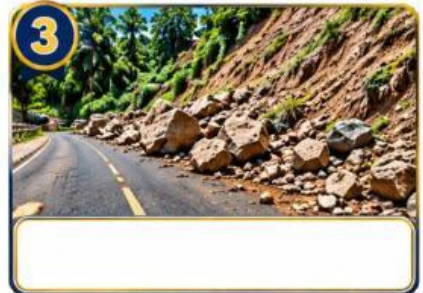
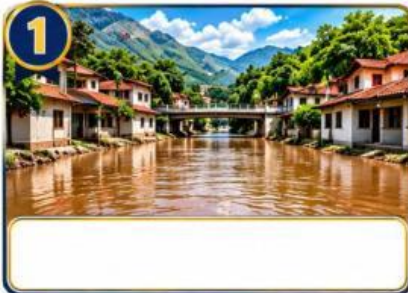
6



CHOOSE AND WRITE!

Look at the pictures. Choose the correct words and write a warning or preventive message.

Word Bank: Don't go near · Don't enter · Don't touch · Keep away · Be careful · Save water



LOOK AND WRITE!

Look at the situation. Complete each sign with a short warning or preventive message. Use the words in the box.

Word Bank: Don't go near · Don't enter · Don't touch · Keep away · Be careful · Save water



Self Assessment

N.º	I CAN...	I DID IT! 😊	I'M GETTING THERE 😐	I NEED MORE PRACTICE ☹️
1	I can identify the meaning of warning signs and symbols.			
2	I can write short and clear warning or preventive messages.			
3	I can use imperatives and negative imperatives to give safety instructions.			
4	I can relate dangers to real situations in my community (floods, rockfall, electrical wires, water pollution, etc.).			