



Giving a Warning

Let's Learn

Caution signs are easy to spot. They are usually yellow and have a symbol on them. The symbol explains the danger. In spoken English, there are many different phrases to use when giving a warning. In this lesson, you will practise giving and responding to different types of warnings. Let's begin!

Warm-Up

HEADS UP!

"Heads up!" is a warning. It usually means a ball or other object might hit you. Practise tossing a ball or other object around your class. Warn your classmates that something is coming.

Note:

The expression "Thanks for the heads up!" means "Thanks for the warning!" (any warning).

Useful Expressions

Listen to your teacher give and respond to warnings.
Then recite these phrases together as a class.

A. Warnings

Giving a Warning

- Be careful.
- Watch out!
- Watch your step.
- Look out!
- Slow down.
- Stay back. / Stay away. / Get up!
- Pay attention.
- Heads up!
- Don't fall.

Other Words of Caution

- It's hot!
- It's sharp.
- It's slippery.
- It's (*still*) on/off.
- It's busy.
- It's heavy.
- It's high.
- It's tight.

B. Responses

Asking about the Warning

- What's wrong?
- What's the matter?
- What is it? / What was that?
- What happened?
- What did I do? /
What did you do?
- What should we do?
- Why? / Why not?
- Now what? /
Now what's wrong?

Expressing Gratitude

- Thanks for the warning.
- Thanks for the heads up!
- Thanks!
- Thank you!
- You saved my life!
- I owe you one.

Interjections

- Oh no.
- Uh oh.
- Yikes.
- Oops.
- Ah!
- Whoa!

Dialogues

Dialogue 1

Practise a conversation that takes place in a park.

- A: Look out!
B: What was that?
A: A bird!
B: A bird?
A: Yes. There is a nest above you.

Dialogue 2

Now practise a conversation that takes place in a car.

- A: Slow down!
B: What's wrong?
A: I hear sirens up ahead.
B: Uh oh. What happened?
A: Um, it looks like a bad accident.
B: Oh no.
A: Keep your eyes on the road.

Dialogue 3

Practise a conversation that takes place at an entrance.

Dialogue

- Grandchild: Watch your step.
Grandparent: I'm fine, dear.
Grandchild: Hold onto the railing.
Grandparent: Okay, dear.
Grandchild: Be careful. It's slippery.
Grandparent: Thanks, dear.
Grandchild: Here we are.
Grandparent: Watch your head, dear.
The ceilings are low.
Grandchild: Thanks for the heads up.

Comprehension

1. Who are the speakers?
2. What are the speakers doing?
3. What warnings does the grandchild give?
4. What warning does the grandparent give?
5. What does the grandchild mean by "heads up"?

Practice

A. Matching

Use a pencil. Match the words to complete the warnings. Try to use each choice only once.

- | | | | | |
|-------|----|-------|----|------------|
| _____ | 1. | Look | a) | careful! |
| _____ | 2. | Be | b) | down! |
| _____ | 3. | Slow | c) | up! |
| _____ | 4. | Heads | d) | back! |
| _____ | 5. | Stay | e) | attention! |
| _____ | 6. | Pay | f) | hot! |
| _____ | 7. | It's | g) | out! |
| _____ | 8. | Watch | h) | your step! |

B. Complete the Dialogue

Complete the dialogue by writing the warnings and the follow-up questions. Practise with a partner. Then change the words in **bold** to create a different scene. Perform your dialogue for your class.

- A: Look _____ 1. !
- B: What's _____ 2. ?
- A: There's a **cyclist** up ahead.
- B: Whoa! Thanks.
- A: _____ 3. out!
- B: Now _____ 4. ?
- A: **Dog poop.**

C. Giving Advice

Complete the dialogue by writing the follow-up advice from the word list. Two items will not be used.

- A: It's cold out.
- B: Brr. _____ 1. .
- A: It's slippery out.
- B: Yikes. _____ 2. .
- A: It's sunny out.
- B: Whoa! _____ 3. .

Word List:

- Bundle up!
- Hurry up!
- Don't fall!
- Take your shades!
- Head's up!

Grammar Review

A. Adjectives

Listen to your teacher give a warning.
Circle the adjective that you hear.

- | | |
|----------------------------|-------------------------|
| 1. a) hot
b) cold | 4. a) loose
b) tight |
| 2. a) slippery
b) sharp | 5. a) busy
b) heavy |
| 3. a) hungry
b) sick | 6. a) on
b) off |

B. Contractions

A contraction shortens two words into one.
The apostrophe (') replaces a letter.

Practise saying these two forms:

- The oven is hot. → It's hot.
- The air is cold. → It's cold.
- The ground is slippery. → It's slippery.
- The iron is on. → It's on.
- The knives are sharp. → They're sharp.
- The bolts are loose. → They're loose.
- I am hungry. → I'm hungry.
- You are loud. → You're loud.
- My friends and I are sick. → We're sick.

C. Practice

Use contractions to complete the dialogue between the hungry kids. Then practise it.

- Sister: Mmm. Cake and cookies!
- Brother: Whoa. Don't touch them!
- Sister: Why not?
- Brother: _____ hot!
1. They are
- Sister: But _____ hungry!
2. I am
- Brother: Okay. Pass me a knife.
- Sister: Be careful! _____ sharp.
3. It is
- Brother: Ouch!
- Sister: What happened?
- Brother: I touched the oven. _____ still on!
4. It is
- Sister: Yikes. Turn it off!
- Brother: Shh! _____ loud.
5. You are

Review

Task 1

WORDS & EXPRESSIONS

List as many expressions as you can for giving a warning.

- *Be careful!* _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Task 2

GIVING A WARNING

Listen to your teacher describe five scenarios.
Give an appropriate warning. Use a different warning each time.

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

Task 3

ROLE-PLAY

Work with a partner.

Student A:

You are a construction worker.
Your partner is a home owner.
Guide your partner into the construction zone. Give at least five warnings. Use body language.

Now switch roles.




Student B:

Your home is under construction.
You arrive to take a look. Use questions, interjections, and expressions of gratitude in your responses to a construction worker's warnings.

Role-Play Assessment Tool

Student / Group: _____

Date	CLB Level	Assessed By	Role-Play Scenario	Skill Competency
			Giving & Responding to a Warning	I. Getting Things Done

Criteria	Achieved 	Achieved With Help 	Needs Improvement 
gives appropriate warnings			
uses body language			
speaks loudly and clearly			
responds effectively to warnings (uses interjections)			
takes turns speaking			

Notes

Learner Reflection

GIVING A WARNING

Add check marks (✓) to show what you've learned in this lesson.

Name: _____

Date: _____

Can I...	Yes (very well) 	Yes (with help) 	Not yet 
use the expression <i>heads up</i> ?			
give a warning?			
respond appropriately to a warning?			
use interjections in response to a warning?			
give simple advice with a warning?			
form a contraction?			

My Notes