

UNIT 7: TRAFFIC

Lesson 1: Getting started – Monday in the playground

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Traffic”.
2. *Structures*: *It* indicating distance.
Used to.

III. Method: Communicative approach.

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Introduces the topic “traffic”. - Ask Ss to look at the picture and guess what the conversation between Mai and Oanh might be about. - Play the recoding. 	<ul style="list-style-type: none"> - Answer 	<p>* <u>Presentation:</u> Questions:</p> <ul style="list-style-type: none"> • By what means do you go to school every day? On foot? By bicycle? By bus? On your parent's motorbike?... • What means of transport is faster? • What means do you like most? 	
<ul style="list-style-type: none"> - Have Ss to work independently to choose the correct answer to the questions. - Check their answers and give explanations if necessary. - Ask Ss to work in pairs. Let them check their answers in pairs or groups. - Call some pairs to read the questions and give answers. 	<ul style="list-style-type: none"> - Individual work - Pair-work 	<p>* <u>Practice:</u> 1. Listen and read a. Choose the correct answer. Key: 1. B 2. A 3. B 4. C b. Answer the following questions. Key: 1. She stayed at home and played with her brother. 2. It's about two kilometers. 3. She usually goes to school with her dad. 4. Because sometimes there are traffic jams. 5. She goes to school by bike.</p>	

<ul style="list-style-type: none"> - Tell Ss to refer back to the conversation to find the word/ phrases. Ask them to practice saying them together. Explain the meaning to the Ss, then give some examples. - Ask Ss to role-play the short conversations in pairs before creating their own short role-plays. More able Ss can try to extend the conversation. - Ask Ss to work in pairs and write the means of transport under the right pictures. Then Let Ss read each word correctly - Check their pronunciation. - Ask Ss to work individually to do the task, and write their answers in their notebooks. - Check their answers. - Ask Ss to make sentences with the phrases. 	<ul style="list-style-type: none"> - Pair-work - Pair-work - Pair-work 	<p><i>c. Can you find the following expressions in the conversation? Do you know what they mean?</i> Key:</p> <ol style="list-style-type: none"> 1. To get someone's attention 2. When you strongly support or agree with something 3. Very excited and keen to do something <p><i>d. Work in pairs. Make short role-plays with the conversations above. Then practice them.</i></p> <p>2. Write the words using the first letter given. Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Bike</td> <td style="width: 50%;">5. Ship</td> </tr> <tr> <td>2. Bus</td> <td>6. Train</td> </tr> <tr> <td>3. Plane</td> <td>7. Motorbike</td> </tr> <tr> <td>4. Boat</td> <td>8. Car</td> </tr> </table> <p>3. Match a verb on the left with a means of transport on the right. There may be more than one correct answer. Add a preposition when necessary. Key:</p> <ol style="list-style-type: none"> 1. Ride a bike 2. Drive a car 3. Fly by plane 4. Sail on/ in a boat 5. Get on a bus/ a train/ a bike/ a motorbike 6. Get off a bus/ a train/ a bike/ a motorbike 	1. Bike	5. Ship	2. Bus	6. Train	3. Plane	7. Motorbike	4. Boat	8. Car
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<ul style="list-style-type: none"> - Let Ss stand up and go around the class to ask other Ss the question. - Ask them to take notes. Then some of them can report their result to the class. 	<ul style="list-style-type: none"> - T whole class 	<p>* Production: 4. Find someone in your class who never... <u>Example:</u> How often do you walk to school? Or Do you often walk to school?</p>								
		<p>*Homework: - Learn Vocabulary.</p>								

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		- Prepare the next lesson (A closer look 1)	
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Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /e/and /ei/ in isolation and in context; use vocabulary related to arrangements for a trip.

II. Language Focus:

1. *Vocabulary:* the lexical items related to the topic “Traffic”.
2. *Structures:* It indicating distance.
Used to.



III. Method:

Communicative approach

IV. Teaching aids:

Course book, CD player, flash cards.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>								
<ul style="list-style-type: none"> - Brainstorm with Ss: let them tell you all the road signs they see every day on the way to school, or elsewhere, and all the words they know related to the topic traffic and transport. Encourage them to say out loud as many words as possible. 	<ul style="list-style-type: none"> - T whole class 	<p>* <u>Presentation:</u></p> <p><i>Brainstorm</i></p> <div style="text-align: center;">  <p>Traffic and transport.</p> </div>									
<ul style="list-style-type: none"> - Ask ss to work in pairs to talk about the meaning of the road signs. - Have Ss work individually to label the road signs in 1 with the words/ phrases. - Call some pairs to write these on the board. - Check their answers. 	<ul style="list-style-type: none"> - Pair-work - Individual work 	<p>* <u>Practice:</u></p> <p> Vocabulary</p> <p style="text-align: center;">ROAD SIGNS</p> <p>1. Have you seen these road signs? Talk about the meaning of the signs bellows with a partner. (page 8)</p> <p>2. Label the sign in 1 with the words/ phrases below.</p> <p>Key:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1. Traffic lights</td> <td style="padding: 2px;">5. Parking</td> </tr> <tr> <td style="padding: 2px;">2. No parking</td> <td style="padding: 2px;">6. Cycle lane</td> </tr> <tr> <td style="padding: 2px;">3. No right turn</td> <td style="padding: 2px;">7. School ahead</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">8. No cycling</td> </tr> </table>	1. Traffic lights	5. Parking	2. No parking	6. Cycle lane	3. No right turn	7. School ahead		8. No cycling	
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<ul style="list-style-type: none"> - Let Ss work in pairs and talk about the traffic signs they see on the way to school. - Go around and give assistance if necessary. - Play the recording and Ss repeat, pay attention to the sound /f/and /dʒ/. Help them with their pronunciation. - Play the recording twice. Ask them to do the task 5 individually. 	<ul style="list-style-type: none"> - Pair-work - Whole class - Individual work 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">4. Hospital ahead</td> <td style="width: 50%;"></td> </tr> </table> <p>3. Work in pairs. Discuss which of the signs you see on the way to school. <u>Example:</u> A: On the way to school, I can see a “no left turn” sign. B: on my way to school there is a hospital, so I can see a “hospital ahead” sign.</p> <p>📖 Pronunciation /e/and /ei/ 4. Listen and repeat. Pay attention to sounds /e/ and /ei/</p> <p>5. Listen to these sentences carefully. Single underline the words with sound /e/ and double – underline the words with sound /ei/. Key: /e/: ever, very, left, when, next. /ei/: break, way, railway, station, always, obey, safely, UK, they, waiting, train.</p>	4. Hospital ahead									
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<ul style="list-style-type: none"> - Refer back to the page 8. Ask Ss to find all the words having the sounds /e/ and /ei/ in section 1-3. - Correct their mistakes. Let them practice saying these words together. 	<ul style="list-style-type: none"> - Individual work 	<p>* Production: 6. Find the words containing sound /e/ and the words containing sound /ei/ in 1-3 on page 8. Key:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: yellow;"> <th style="width: 50%;">/ e /</th> <th style="width: 50%;">/ ei/</th> </tr> </thead> <tbody> <tr> <td>Ahead</td> <td>Phrases</td> </tr> <tr> <td>Red</td> <td>Lane</td> </tr> <tr> <td>Left</td> <td>Information</td> </tr> <tr> <td></td> <td>Way</td> </tr> </tbody> </table>	/ e /	/ ei/	Ahead	Phrases	Red	Lane	Left	Information		Way
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		<p>*Homework: - Learn vocabulary by heart. - Prepare the next lesson <i>(A closer look 2)</i></p>										

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