

UNIT 7: TRAFFIC

Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use “*It*” indicating distance and “*used to*” to talk about past habit or states.

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, pictures.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Explain to Ss how to use “it”, and give some examples. 	<ul style="list-style-type: none"> - T Whole class 	<p>* <u>Presentation</u> 📖 Grammar <i>It</i> indicating distance <i>We can use It in the position of the subject to indicate distance.</i> <u>Example:</u> - It is about 300 metres from my house to the bus stop.</p>	
<ul style="list-style-type: none"> - Let Ss work by themselves and write down the sentences. - Observe and help when necessary. - Ask some Ss to read their sentences. - Correct their mistakes. 	<ul style="list-style-type: none"> - Pair-work 	<p>* <u>Practice</u> <i>1. write the sentences with it.</i> <u>Key:</u> 1. It is about 700 metres from my house to the Youth club. 2. It is about five km from my home village to the nearest town. 3. It is about 120 km from HCM City to Vung Tau. 4. It is about 384,400 km from the Earth to the Moon. 5. It is not very far from Ha Noi to Noi Bai Airport.</p>	
<ul style="list-style-type: none"> - Ask Ss to ask and answer about distances in their neighborhood, following the example. 	<ul style="list-style-type: none"> - Pair-work 	<p><i>2. Work in pairs. Ask and answer questions about distances in your neighborhood.</i> <u>Example:</u></p>	

<ul style="list-style-type: none"> - Encourage them to talk as much as possible. - Correct their answers and their pronunciation and intonation. - Explain Ss the usage of “used to”. - Give some examples. <ul style="list-style-type: none"> - Ask Ss to work independently, writing down the answers. Then ask them work in groups to check and say the sentences out loud. - Ask Ss to write the answers on the board. <ul style="list-style-type: none"> - Let Ss work independently to rewrite the sentences in their notebooks. - Call on some Ss to read out their sentences. - Let other Ss give comments. - Correct mistakes if necessary. 	<p>- T whole class</p> <p>- Individual work</p> <p>- Individual work</p>	<p>A: How far is it from your house to school? B: It’s about a kilometer.</p> <p>Grammar Used to <i>We use “used to” to describe an action or a state that happened regularly in the past but doesn’t happen now.</i></p> <p><u>Example:</u> - There used to be many tree on this street, but now there are only shops.</p> <p>3. Complete the sentences with used to or use to and the verbs in the box below. Key:</p> <ol style="list-style-type: none"> 1. Used to ride 2. Used to be 3. Used to go 4. Did... use to play 5. Did... use to feel <p>4. Rewrite the sentences using used to Key:</p> <ol style="list-style-type: none"> 1. My Mum used to live in a small village when she was a girl. 2. There did not use to be many vehicles on the road. 3. We used to cycle to school two years ago. 4. Now there are more traffic accidents than there used to be. 5. My uncle used to be a bus driver some years ago, but now he has a desk job. 	
<ul style="list-style-type: none"> - Ask Ss to take turn to ask and answer the questions. Then T may ask Ss to report their results to the class. 	<p>- Group-work</p>	<p>* Production: 5. Work in groups. Did you do these things? Ask and answer. Example:</p> <ul style="list-style-type: none"> - Did you use to play marbles? - Yes, I did. 	

		- No, I didn't	
		*Homework: - Prepare next lesson (Communication)	

UNIT 7: TRAFFIC

Lesson 4: Communication

I. Objectives:

By the end of this lesson, students will be able to talk about obeying traffic rules, laws, and how to use the road safely.

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.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
- Have Ss read the new words and elicit the meaning of the new words. Next say the words after the teacher.	- T Whole class	* Presentation: <i>Extra vocabulary</i> - Roof - Illegal - Laws - Reverse - Right-hand	
- Have Ss work in groups to name the country which each flag belong to. Check the answers together.	- Group-work	* Practice: 1. Look at the flags of some countries. Give the names of the countries. Key: 1. The UK 2. Australia 3. India 4. Thailand 5. Malaysia	

<p>- Explain to Ss that the countries in 1 drive on the left-hand side of the road. Listen the recording to find out why this happened, and complete the reasons in 2.</p> <p>- Ask Ss work in pairs, discussing which one they think is the false driving law.</p>	<p>- T whole class</p> <p>- Pair-work</p>	<p>2. <i>Why do these countries drive on the left? Listen to the text then write your answers below.</i></p> <p><u>Key:</u> Reasons why this happened:</p> <ul style="list-style-type: none"> - Some countries used the same system as the UK. - Many people are right-handed. <p>Audio scripts: The right side in the wrong side. Do you know that there are many countries in the world where the traffic rule is keep to the left? Some of these are the United Kingdom, Australia, India, Thailand, and Malaysia. There are different reasons for this. One is that some countries used the same system as the UK. Another is that many people are right-handed.</p> <p>3. <i>Look at the strange driving laws below. Five of them are true, but one is false. In pairs, can you find the false driving law?</i></p> <p><u>Key:</u> “In France, you can only reverse your car on Sundays”. This law is false.</p>	
<p>- Have Ss to work in groups and discuss the laws in 3 and put</p>	<p>- Group-work</p>	<p>* <u>Production:</u></p>	

them in order from the strangest to the least strange.		4. Now, work in pairs. Discuss the laws and put them in order from the strangest to the least strange. Are these strange rules in Viet Nam?	
		*Homework: - Prepare the next lesson : <i>(Skill 1)</i>	

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UNIT 7: TRAFFIC

Lesson 5: Skill 1

I. Objectives:

By the end of this lesson, students can read for specific information about traffic rules/ laws.

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.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>								
<ul style="list-style-type: none"> - Tell Ss to look at the picture and say why it is dangerous. 	<ul style="list-style-type: none"> - Whole class 	<p>* <u>Presentation:</u> 📖 Reading 1. <i>Look at the picture.</i> (Page 12) Can you see anything that is dangerous? Example: - It's dangerous to ride a motorbike on the pavement.</p>									
<ul style="list-style-type: none"> - Have Ss work in pairs to do the matching. - Check their results - Then ask Ss which they can see in the picture 1. - Ask Ss to work in groups. Tell them to answer the question. - Ask them make a list to compare with other groups - Tell Ss to read the text then answer the questions. Explain 	<ul style="list-style-type: none"> - Pair-work - Group-work 	<p>* <u>Practice:</u> 2. <i>Match these words to make common expressions.</i> Key:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 40px;">1. G</td> <td>5. A</td> </tr> <tr> <td>2. D</td> <td>6. H</td> </tr> <tr> <td>3. B</td> <td>7. F</td> </tr> <tr> <td>4. C</td> <td>8. E</td> </tr> </table> <p>Things you can see in the picture: road users, means of transport.</p> <p>3. <i>Answer the following questions.</i> Question: When you are a road users, what should you NOT do?</p> <p>4. <i>Read the following text and do the task below.</i></p> <p style="text-align: center;">ROAD SAFELY</p>	1. G	5. A	2. D	6. H	3. B	7. F	4. C	8. E	
1. G	5. A										
2. D	6. H										
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