**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 ads:** Course book, CD player, picture.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - 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. | - Answer | **\* *Presentation*:**  Questions:   * 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? |  |
| - 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.  - 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. | - Individual work  - Pair-work  - Pair-work  - Pair-work  - Pair-work | **\* *Practice*:**  ***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.   *c. Can you find the following expressions in the conversation? Do you know what they mean?*  Key:   1. To get someone’s attention 2. When you strongly support or agree with something 3. Very excited and keen to do something   *d. Work in pairs. Make short role-plays with the conversations above. Then practice them.*    ***2. Write the words using the first letter given.***  Key:   |  |  | | --- | --- | | 1. Bike 2. Bus 3. Plane 4. Boat | 1. Ship 2. Train 3. Motorbike 4. Car |   ***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:   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 |  |
| - 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. | - T whole class | **\* *Production*:**  ***4. Find someone in your class who never…***  *Example:*  How often do you walk to school?  Or  Do you often walk to school? |  |
|  |  | ***\*Homework*:**  - Learn Vocabulary.  - 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 ads:** Course book, CD player, flash cards.

**V. Procedures:**

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| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Brainstorm with Ss: let them tell you all the road signs they see every day on the way to school, or elsewhere, and al the words they know related to the topic traffic and transport. Encourage them to say out loud as many words as possible. | - T whole class | **\* *Presentation*:**  *Brainstorm*  Traffic and transport. |  |
| - 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.  - 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 /ʧ/and /dʒ/. Help them with their pronunciation.  - Play the recording twice. Ask them to do the task 5 individually. | - Pair-work  - Individual work  - Pair-work  - Whole class  - Individual work | **\* *Practice*:**  **🕮 Vocabulary**  **ROAD SIGNS**  ***1. Have you seen these road signs? Talk about the meaning of the signs bellows with a partner.***  *(page 8)*  ***2. Label the sign in 1 with the words/ phrases below.***  Key:   |  |  | | --- | --- | | 1. Traffic lights 2. No parking 3. No right turn 4. Hospital ahead | 1. Parking 2. Cycle lane 3. School ahead 4. No cycling |   ***3. Work in pairs. Discuss which of the signs you see on the way to school.***  Example:  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.  **🕮 Pronunciation** /e/and /ei/  ***4. Listen and repeat. Pay attention to sounds /e/ and /ei/***  ***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. |  |
| - 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. | - Individual work | **\* *Production*:**  ***6. Find the words containing sound /e/ and the words containing sound /ei/ in 1-3 on page 8.***  Key:   |  |  | | --- | --- | | **/** e **/** | **/** ei/ | | Ahead  Red  Left | Phrases  Lane  Information  Way | |  |
|  |  | ***\*Homework*:**  - Learn vocabulary by heart.  - Prepare the next lesson  *(A closer look 2)* |  |

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## 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 ads:** Course book, CD player, pictures.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |

|  |  |  |  |
| --- | --- | --- | --- |
| - Explain to Ss how to use “it”, and give some examples. | - T Whole class | **\* *Presentation***  **🕮 Grammar**  ***It* indicating distance**  *We can use It in the position of the subject to indicate distance.*  Example:  - It is about 300 metres from my house to the bus stop. |  |
| - 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.  - Ask Ss to ask and answer about distances in their neighborhood, following the example.  - 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.  - 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.  - 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. | - Pair-work  - Pair-work  - T whole class  - Individual work  - Individual work | **\* *Practice***  *1. write the sentences with it.*  Key:   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.   *2. Work in pairs. Ask and answer questions about distances in your neighborhood.*  Example:  A: How far is it from your house to school?  B: It’s about a kilometer.  **🕮 Grammar**  ***Used to***  *We use “used to” to describe an action or a state that happened regularly in the past but doesn’t happen now.*  Example:  - There used to be many tree on this street, but now there are only shops.  *3. Complete the sentences with* ***used to*** *or* ***use to*** *and the verbs in the box below.*  Key:   1. Used to ride 2. Used to be 3. Used to go 4. Did… use to play 5. Did… use to feel   *4. Rewrite the sentences using* ***used to***  Key:   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. |  |
| - Ask Ss to take turn to ask and answer the questions. Then T may ask Ss to report their results to the class. | - Group-work | **\* *Production*:**  *5. Work in groups. Did you so these things? Ask and answer.*  Example:   * Did you use to play marbles? * Yes, I did. * No, I didn’t |  |
|  |  | ***\*Homework*:**  - Prepare next lesson *(Communication)* |  |

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## 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 ads:** Course book, CD player.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - 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*:**  *Extra vocabulary*   * Roof * Illegal * Laws * Reverse * Right-hand |  |
| - Have Ss work in groups to name the country which each flag belong to. Check the answers together.    - 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.  - Ask Ss work in pairs, discussing which one they think is the false driving law. | - Group-work  - T whole class  - Pair-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   *2. Why do these countries drive on the left? Listen to the text then write your answers below.*  Key:  Reasons why this happened:   * Some countries used the same system as the UK. * Many people are right-handed.   **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.  *3. 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?*  Key:  “In France, you can only reverse your car on Sundays”. This law is false. |  |
| - Have Ss to work in groups and discuss the laws in 3 and put them in order from the strangest to the least strange. | - Group-work | **\* *Production*:**  *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 :  ***(Skill 1)*** |  |

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## 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 ads:** Course book, CD player.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Tell Ss to look at the picture and say why it is dangerous. | - Whole class | **\* *Presentation*:**  **🕮 Reading**  *1. Look at the picture.*  (Page 12)  **Can you see anything that is dangerous?**  Example:  - It’s dangerous to ride a motorbike on the pavement. |  |
| - 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 the new words and clarify anything difficult.  - Ask Ss to read the text again, then work with a partner to answer the questions.  - Have Ss do the class survey. After that call some Ss to report to the class. | - Pair-work  - Group-work  - Pair-work  - Whole class | **\* *Practice*:**  *2. Match these words to make common expressions.*  Key:   |  |  | | --- | --- | | 1. G 2. D 3. B 4. C | 1. A 2. H 3. F 4. E |   Things you can see in the picture: road users, means of transport.  *3. Answer the following questions.*  Question:  When you are a road users, what should you NOT do?  *4. Read the following text and do the task below.*  **ROAD SAFELY**  *(Page 12)*  *5. Answer the questions*  Key:   1. We should cross the street at the zebra crossing. 2. He must always fasten the seatbelt. 3. No, he shouldn’t. Because it is very dangerous. 4. We must give a signal. 5. Because the other road users can see them clearly and avoid crashing into them.   **🕮 Speaking**  *6. Class survey. Ask your classmates the questions.*  How do you go to school every day? |  |
| - Ask Ss to work in groups to discuss who is using the road safely, and who is acting dangerously, give reasons. | - Group-work | **\* *Production*:**  *7. Read the following sentences. In groups, discuss who is using the road safely, and who is acting dangerously. Give reasons.*  Suggested answers:   1. Safely 2. Dangerously 3. Safely 4. Dangerously 5. Dangerously 6. Dangerously |  |
|  |  | ***\*Homework*:**  - Prepare the next lesson:  ***(Skill 2)*** |  |

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## Lesson 6: Skill 2

**I. Objectives:**

By the end of this lesson, students can:

* Listen to get the information about traffic problems in a big cities.
* Write a paragraph a about traffic problems in a city/ an area.

**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 ads:** Course book, CD player

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Ask Ss to work in groups, study the picture and answer the questions. | - Group-work | **\* *Presentation*:**  *1. Work in groups.*   * Where do you think this picture was taken? * Why is it special? |  |
| - Ask Ss to look at the newspaper headline and check their answers.  - Ask Ss to read the questions and guess the answers. Then play the recording one or two times.  - Ask Ss to listen carefully and circle the correct answers.  - Have Ss look at the pictures, read the phrases and tick the traffic problems.  - Ask Ss to write full sentences. Call on some students to write them on the board.  - Ask Ss to give comments.  - Give the correct answers. | - Individual work  - Pair-work  - Pair-work | **\* *Practice*:**  **🕮 Listening**  *2. Look at the following headline and check your answers.*  RECORD BREAKING JAM!  Yesterday, brazil’s largest city had the world’s longest ever traffic jam. It was 295 kilometers long!  Key*:*   * In Brazil * Long traffic jam (very long line of vehicles)   *3. Now listen to the passage and choose the correct answer.*  Key:   1. B 2. C 3. A 4. C   **🕮 Writing**  *4. Tick the traffic problems in big cities in Viet Nam.*  Suggested answers:   * There are too many vehicles (on the road). * Many roads are narrow and bumpy. * There are traffic accidents every day. * Many young people ride their bikes dangerous. |  |
| - Tell Ss to study the sentences they have written in 4. Then practice writing the paragraph.  - Tell Ss to use proper connectors: first/ firstly, second/ secondly… and pay attention to spelling punctuation. | - Group-work | **\* *Production*:**  *5. Write a paragraph about the traffic problems where you live, or in a town, or a city you know well. Use the cues above, and the following outline.*  Introduction:  Problem 1: …  Problem 2: …  Problem 3: …  Conclusion: (Reason or advice/ suggestion). |  |
|  |  | ***\*Homework*:**  - Write the paragraph in your notebook.  - Prepare the next lesson :  ***(Looking back)*** |  |

**UNIT 7: TRAFFIC**

## Lesson 7: Looking Back

**I. Objectives:**

By the end of this lesson, students can review all what they have 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 ads:** Course book, CD player, pictures.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Tell ss to do this task individually to write the meaning below each sign.  - Correct their mistakes and help them read the words correctly.  - Let Ss work in groups and put the signs into the correct boxes. | - Individual work  - Group-work | **\* *Presentation*:**  **🕮 Vocabulary**  *1. What so these signs mean? Write the meaning below each sign. Then put then into the correct box.*  Key*:*   |  |  | | --- | --- | | 1. Traffic lights 2. School ahead 3. Hospital ahead 4. Cycle lane | 1. Parking 2. No parking 3. Left turn only 4. No cycling |   Prohibition signs: 6, 8  Warning signs: 1, 2, 7  Information signs: 3, 4, 5 |  |
| - Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Then Teacher corrects the mistakes, and adds some if need be.  - Have Ss work in pairs or in groups and write the answers in their notebooks.  - Check their answers.  - Ask Ss to work individually first to write the sentences.  - Then have Ss work in pairs to swap their sentences.  - Teacher gives correction and calls on some Ss to read the sentences aloud. | - Pair-work  - Pair-work  - Individual work  - Pair-work | **\* *Practice*:**  *2. Write the name of means of transport in the word web below. Then draw lines joining the correct verbs to the transport.*  Suggestion:  Bicycle, motorbike, car, bus, taxi, train, plane, boat, ship…  **🕮 Grammar**  *3. change the sentences according to the prompts in brackets.*  Key*:*   1. Did you use to go to school on foot? 2. Mr Van didn’t use to ride his motorbike dangerously. 3. Did the streets use to be cleaner and more peaceful? 4. I used to go out on Sundays. 5. They didn’t use to go on holiday together?   *4. Write sentences using these cues*  Key:   1. It is over 100 km from my hometown to Ho Chi Minh City. 2. It is about 25 km to my grandparents’ house. 3. I used to ride a small bike in the yard outside my flat. 4. There used to be a bus station in the city center but it was/ has been moved to the suburbs. 5. Children must learn about road safely before they are allowed to ride on the road. |  |
| - Ask Ss to read the questions and answer once or twice, then match them.  - Let Ss work in pairs and role-play the questions and answers, then write all the sentences in their notebooks. | - Pair-work | **\* *Production*:**  **🕮 Communication**  *5. Match the questions 1 – 6 with the answers a – f.*  Key*:*  1. b 2. a 3. e  4. d 5. f 6. c |  |
|  |  | ***\*Homework*:**  - Do “project” on page 15.  - Prepare next lesson :  ***(Unit 8: Films - Lesson 1: Getting Started)*** |  |

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