

**Week: 19**

**Period: 55**

**Date of teaching: 8/1/2025**

**UNIT 7: TRAFFIC**

**Lesson 1: Getting started – Meeting in the schoolyard**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a. Skills:**

- *Main skill*

Speaking: tell everyone about obeying traffic rules

- *Sub- skills:*

Reading: read for specific information about traffic rules

Listening: listen for specific information about traffic rules

Writing: outline some vocabulary and grammar items related to the topic

**b. Language:**

Vocabulary: name some vocabulary about means of transport

Grammar: use should/ shouldn't, it to indicate distance to talk about obeying traffic rules

**2. Competence**

Students can tell everyone about traffic rules and outline some vocabulary and grammar items related to the topic

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of the topic traffic

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**


<b>Goal</b>	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
<b>Input</b>	<b>"TRAFFIC"</b>
<b>Procedure</b>	Before Ss open their books, T asks Ss How do you go to school every day? On foot?... By bicycle? ... Which means do you like ( most)? Elicit the word 'traffic'. Write the unit title on the board . Let Ss open their books and start the lesson.
<b>Outcome</b>	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - Car, bycicle, bus, motobike, boat...

**Activity 2: Teaching new words (10 minutes)**

<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
<b>Input</b>	1.cycle (v) : đạp xe

	<p>2.traffic jam (n.phr.) : tắc đường</p> <p>3.cross the road (v.phr.) : băng qua đường</p> <p>4.rush hour (n.phr.) : giờ cao điểm</p> <p>5.careful (a) : cẩn thận</p> <p>6.crowded (a) : đông đúc</p> <p>7.plane (n) : máy bay</p> <p>8.problem (n) : vấn đề</p>
<b>Procedure</b>	<p>- follow steps of teaching new vocabulary</p> <p>- use "WHAT AND WHERE"to check vocabulary</p>
<b>Outcome</b>	<p>1. Ss have certain vocabulary for the listening and reading tasks.</p> <p>2. eight new words</p>

**Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)**

<b>Goal</b>	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
<b>Input</b>	
<b>Procedure</b>	<p>Ask Ss to look at the pictures and answer the questions</p> <ol style="list-style-type: none"> <li>1. Can you guess who they are?</li> <li>2. What do you think they are talking about?</li> </ol> <p>- T introduces the two characters: Lan and Mark. Explain they are friends. Quickly write Ss' answers on the board.</p> <p>- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.</p> <p>- Invite some pairs of Ss to read the conversation aloud.</p>

	<p>- Have Ss say the words in the text that they think are related to the topic traffic. Quickly write the words on one part of the board.</p> <p>Comment on Ss' answers</p>
<b>Outcome</b>	<p>1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.</p> <p>2. Expected answer: They are talking about the traffic, the means of transport, etc.</p>

#### Activity 4 : Reading the dialogue(5 minutes)









<b>Goal</b>	The activity aims at helping Ss understand some details of the conversation..
<b>Input</b>	<p><b>2 Read the conversation again and choose the correct answer.</b></p> <p>1. How does Lan often go to school?  A. By bicycle.    B. By motorbike.  C. On foot.</p> <p>2. It normally takes Lan _____ to get to school.  A. two minutes    B. ten minutes  C. twenty minutes</p> <p>3. Lan and Mark agree to go cycling _____.  A. tomorrow    B. every day  C. at the weekend</p>
<b>Procedure</b>	<p>-T asks Ss to read the questions and options without reading the conversation. Explain that they focus on some details of the conversation .</p> <p>- Ss read the conversation again and circle the correct answers (A,B or C) individually. - Check their answers and explain</p>
<b>Outcome</b>	<p>1. Ss understand the conversation</p> <p>2. Key: 1. A    2.B    3.C</p>

#### Activity 5: Practising vocabulary ( 5 minutes)

<b>Goal</b>	The activity aims at helping Ss further understand the text and acquainting Ss the grammar points and new vocabulary of the unit introducing some vocabulary items related to hobbies
-------------	---


<b>Input</b>	<div style="text-align: right;"> <p>3. Traffic _____ are a problem in big cities.</p> <p>4. - _____ does your mum go shopping? - She often walks.</p> <p>5. This road is very _____ during the rush hours.</p> </div> <p><b>3 Write one word from the conversation to complete each sentence.</b></p> <p>1. Last Sunday afternoon, Lan _____ round the lake near her home.</p> <p>2. Mark says to Lan: "You _____ be careful, especially when you cross the road."</p>
<b>Procedure</b>	<p>- Ask Ss to read the sentence find the words in the conversation to fill in the gaps.</p> <p>If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it. Go around and help , if needed</p> <p>- Allow Ss to share answers before discussing as a class. Write the correct answers on the board. If there is time, call on some Ss to read the sentences</p>
<b>Outcome</b>	<p>- Key    1. cycled   2. Should    3. Jams    4. how    5. crowded</p>

#### Activity 6 : Revising vocabulary ( 5 minutes)

<b>Goal</b>	<p>The activity aims at helping Ss revise and develop the vocabulary about means of transport</p>
<b>Input</b>	<p><b>4 Look at the pictures and write a word under each.</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">   1. _____ </div> <div style="text-align: center;">   2. _____ </div> <div style="text-align: center;">   3. _____ </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">   4. _____ </div> <div style="text-align: center;">   5. _____ </div> <div style="text-align: center;">   6. _____ </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">   7. _____ </div> <div style="text-align: center;">   8. _____ </div> </div>

<b>Procedure</b>	<p>- Have Ss work in pairs and write the means of transport under the right pictures. Then T lets ss read each words correctly. Check and correct their pronunciation.</p> <p>- For more able Ss, let them ask and amswerquestion about how they use these means of transport . <b>Example</b> : <i>A: Do you ride a bike to school?</i></p> <p style="text-align: center;"><i>B: Yes, I do.</i></p> <p style="text-align: center;"><i>A: Do you ever travel by plane?</i></p> <p style="text-align: center;"><i>B: No, never/ not yet.</i></p>								
<b>Outcome</b>	<p>1. Ss master some vocabulary items related to means of traffic</p> <p>2 Key :</p> <table><tr><td>1.bicycle</td><td>2.car</td><td>3.bus</td><td>4.motorbike</td></tr><tr><td>5.plane</td><td>6.train</td><td>7.boat</td><td>8.ship</td></tr></table>	1.bicycle	2.car	3.bus	4.motorbike	5.plane	6.train	7.boat	8.ship
1.bicycle	2.car	3.bus	4.motorbike						
5.plane	6.train	7.boat	8.ship						

#### Activity 7 : Interviewing ( 5 minutes)

<b>Goal</b>	The activity aims at helping Ss revise some vocabulary related to traffic and practise asking and answering questions about means of transport
<b>Input</b>	 <p><b>5 GAME Find someone who ...</b>  <b>Write your friends' names in the blanks. Then report to the class.</b></p>
<b>Procedure</b>	<p>- Let Ss stand up and go round the class to ask everyone these questions: <i>Do you (usually) walk to school/go to school by bus...?</i></p> <p>- Ask Ss to take notes, and then have some of them report their results to the class.</p>
<b>Outcome</b>	<p>1. Ss use vocabulary items related to traffic in speaking</p> <p>2. Expected answer:</p>

*Find someone in your class who ...*

usually walks to school	<b>An</b>
never goes to school by bus	<b>Lan</b>
cycles for exercise every day	<b>Hoa</b>
never travels by plane	<b>Hoai</b>
sometimes goes to school in a car	<b>Minh</b>

**Example:**

**A:** Do you usually walk to school?

**B:** Yes, I do. / No, I don't.

**Example:** *I've asked 8 students in class. Two of them walk to school every day. Three of them never go to school by bus....*

**Wrap-up: ( 5 minutes)**

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson.Tell Ss that they will learn these language points in the following lessons.

**\*EVALUATION:**

**Week: 19**

**Period: 56**

**Date of teaching: 9/1/2025**

**UNIT 7: TRAFFIC**

**Lesson 2 : A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a. Skills:**

- *Main skill*

Speaking: pronounce the sounds /ai/ , /ei/ correctly in sentences

- *Sub- skill:*

Listening: listen for the sounds /ai/ , /ei/

**b. Language:**

Vocabulary: some phrases to use means of transport and road sign

**2. Competence**

Students can pronounce the sounds /ai/, /ei/ correctly in sentences and tell everyone about obeying traffic rules

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, p.p.t file, pictures of means of transport and road signs

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

<b>Goal</b>	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
<b>Input</b>	<b>JUMBLED WORDS</b>  1- otba  2- itanr  3- npeilapra  4- cybiecl  5- otmiroekb
<b>Procedure</b>	-Teacher gives instructions  - In groups of five, Ss will be given a small white board and marker.  - Teacher show the jumbled words onto the screen one by one  - Students work in groups to make the correct words and write down onto the small boards. When they finish, they hold it up to show their answers to teacher.

	<ul style="list-style-type: none"> <li>- Take turns to write until finish all the words.</li> </ul> <p>Teacher checks and corrects if Ss write the words</p>
<b>Outcome</b>	<p>1. Ss have an exciting atmosphere to start the lesson</p> <p>2. Expected answers:</p> <p>1- otba -&gt; boat</p> <p>2- itanr -&gt; train</p> <p>3- npeilapra -&gt; airplane</p> <p>4- cybiecl-&gt; bicycle</p> <p>5- otmiroekb -&gt; motorbike</p>

### Activity 2 : Teaching new words (5 minutes)

<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for tasks
<b>Input</b>	<p>1. road sign (n.phr.): biển báo giao thông</p> <p>2.cycle lane (n.phr.) : đường đi riêng cho xe đạp</p> <p>3.traffic light (n.phr.) : đèn giao thông</p> <p>4. hospital ahead ( n.phr) : bệnh viện phía trước</p> <p>5. no right turn (v.phr) : cấm rẽ phải</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- follow steps of teaching new vocabulary</li> <li>- use “WHAT AND WHERE”to check vocabulary teacher gives instructions</li> </ul>
<b>Outcome</b>	<p>1. Ss have the phrases indicating road signs</p> <p>2. five new words</p>







### Activity 3 : Presenting phrases (8 minutes)

<b>Goal</b>	The activity aims at revising some collocations of a verb and a phrase related to the different means of transport.
-------------	---



<b>Input</b>	<p><b>1 Match the words in A with the phrases in B.</b></p> <table border="1" data-bbox="544 255 946 425"> <thead> <tr> <th>A</th><th>B</th></tr> </thead> <tbody> <tr> <td>1. ride</td><td>a. a car</td></tr> <tr> <td>2. drive</td><td>b. a boat</td></tr> <tr> <td>3. sail</td><td>c. a bike</td></tr> <tr> <td>4. go</td><td>d. by air</td></tr> <tr> <td>5. travel</td><td>e. on foot</td></tr> </tbody> </table> <p><b>Make your own sentences with these phrases. Then tell your partner.</b></p> <p><b>Example:</b> 1. c (ride a bike) My father taught me how to ride a bike.</p>	A	B	1. ride	a. a car	2. drive	b. a boat	3. sail	c. a bike	4. go	d. by air	5. travel	e. on foot
A	B												
1. ride	a. a car												
2. drive	b. a boat												
3. sail	c. a bike												
4. go	d. by air												
5. travel	e. on foot												
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss work in pairs. Tell them to match the verbs in column A with the phrases in column B to form collocations. Then check their answers as a class. Explain to them which phrase goes with each verb.</li> <li>- T may allow Ss some time to extend their vocabulary by adding more words to each verb, e.g. <i>drive abus, go by train...</i></li> <li>- Ss make their own sentences with these phrases. Then they exchange their sentences in pairs.</li> </ul>												
<b>Outcome</b>	<p>1. Ss know how to use some collocations of a verb and a phrase related to the different means of transport.</p> <p>2 Key : 1.c      2. a      3. b      4.e      5.d</p>												

#### Activity 4: Practising writing vocabulary (5 minutes)

<b>Goal</b>	The activity aims at using the phrases indicating road signs
<b>Input</b>	<p><b>2 Look at these road signs. Then write the correct phrases under the signs.</b></p> <div data-bbox="507 1442 959 1554"> <div>No right turn      Traffic lights</div> <div>Cycle lane      No cycling</div> <div>School ahead      Hospital ahead</div> </div> <div data-bbox="1075 1330 1437 1554"> <div>   1. _____ </div> <div>   2. _____ </div> <div>   3. _____ </div> <div>   4. _____ </div> <div>   5. _____ </div> <div>   6. _____ </div> </div>

<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Ss work in pairs to talk about the meaning of these road signs ,then write out their names</li> <li>- T may call one or two Ss to write these on the board.</li> <li>-T checks and gives the correct answers.</li> </ul>
<b>Outcome</b>	<p>1. Ss know how to use the phrases indicating road signs</p> <p>2. Key :1. traffic lights      2. Hospital ahead      3. No right turn</p> <p>4. cycle lane      5. School ahead      6. No cycling</p>

### Activity 5 : Revising vocabulary ( 5 minutes)

<b>Goal</b>	The activity aims at giving Ss practice in how to talk about road signs in real life.
<b>Input</b>	<p><b>3</b> Work in pairs. Take turns to say which of the signs in <b>2</b> you see on the way to school.</p> <p><b>Example:</b></p> <p><b>A:</b> On the way to school, there are crossroads, so I see several traffic lights.</p> <p><b>B:</b> On my way to school, there is a hospital, so I see a 'hospital ahead' sign.</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss say the names of different road signs again.</li> <li>-Then have Ss work in pairs and talk about the traffic signs they see on the way to school (or elsewhere)</li> <li>-T goes around and gives assistance if necessary and checks their answers.</li> </ul>
<b>Outcome</b>	<p>1. Ss practise in how to talk about road signs in real life</p> <p>2. Expected answers:</p> <p>A: On the way to school, there are many bicycles on the roads, so I see a “Cycle lane” sign.</p> <p>B: On the way to school, I see a “school ahead” sign.</p> <p>A: On the way to school, there is no bicycle on the road, so I see a “No cycling” sign.</p> <p>B: On the way to school, I see in a traffic light a “no right turn” sign</p>

### Activity 6 : Pronouncing the sounds ( 5 minutes)

<b>Goal</b>	The activity aims at teaching Ss how to pronounce the sounds /ai/ , /ei/ and practise pronouncing these sounds in words correctly.
-------------	--

<b>Input</b>	<b>Pronunciation</b> <b>/aɪ/ and /eɪ/</b>												
<b>Procedure</b>	<p>-Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.</p> <p>-Explain to Ss the difference between the two sounds if needed. Invite some Ss to say some words they know that include the two sounds.</p>												
<b>Outcome</b>	<p>1. Ss can identify how to pronounce the sounds /aɪ/ , /eɪ/</p> <p>2. Expected answer:</p> <table border="1"> <thead> <tr> <th>/aɪ/</th><th>/eɪ/</th></tr> </thead> <tbody> <tr> <td>cycle</td><td>sail</td></tr> <tr> <td>fly</td><td>train</td></tr> <tr> <td>fine</td><td>plane</td></tr> <tr> <td>sign</td><td>station</td></tr> <tr> <td>motorbike</td><td>pavement</td></tr> </tbody> </table>	/aɪ/	/eɪ/	cycle	sail	fly	train	fine	plane	sign	station	motorbike	pavement
/aɪ/	/eɪ/												
cycle	sail												
fly	train												
fine	plane												
sign	station												
motorbike	pavement												

#### Activity 7 : Interviewing ( 7 minutes)

<b>Goal</b>	The activity aims at helping Ss pronounce the sounds /aɪ/ , /eɪ/correctly in sentences and differentiate the sounds /aɪ/ and /eɪ/.
<b>Input</b>	<p><b>5 Underline the words with the sound /aɪ/ and circle the words with the sound /eɪ/. Then listen, check and repeat. 149</b></p> <ol style="list-style-type: none"> <li>1. The bus station is far from my house.</li> <li>2. Remember to ride your bike carefully.</li> <li>3. We must obey traffic rules for our safety.</li> <li>4. You have to get there in time for the train.</li> <li>5. Don't ride on the pavement.</li> </ol>
<b>Procedure</b>	<p>-Have Ss quickly read the sentences and underline the words with the sound /aɪ/, and circle the words with the sound /eɪ/. Then play the recording for Ss to listen and check what they have done.</p> <p>-Have them work in pairs to compare their answers. Check Ss' answers as a class.</p> <p>-Play the recording again. Let Ss listen and repeat sentence by sentence. Tell them to pay attention to the words with the sounds /aɪ/ and /eɪ/.</p>
<b>Outcome</b>	<p>1. Ss pronounce the sounds /aɪ/ , /eɪ/correctly in sentences.</p> <p>2.Expected answer:</p>

	<p>1. The bus <b>station</b> is far from <u>my</u> house</p> <p>2. Remember to <u>ride</u> your <u>bike</u> carefully.</p> <p>3. We must <b>obey</b> traffic rules for our safety.</p> <p>4. You have to get there in <u>time</u> for the train.</p> <p>5. Don't <u>ride</u> on the <b>pavement</b>.</p>
--	--

### Wrap-up: ( 5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask ss to do Language focus 1 and 2 at home

#### 1 Label each sign.



Work in pairs. What does each sign tell us to do?

Example:

1. A "red light" sign means you have to stop.

#### 2 Fill in each gap with one word to complete the sentences.

1. A road \_\_\_\_\_ is anyone who uses a road, such as a pedestrian, cyclist or motorist.
2. Does your dad \_\_\_\_\_ his motorbike carefully?
3. A \_\_\_\_\_ is a person travelling in a car, bus, train, ... but not driving.
4. My cousin wants to become a pilot. He is learning to \_\_\_\_\_ planes.
5. We should be careful when the \_\_\_\_\_ light turns yellow.

### \*EVALUATION:

.....

.....

.....

.....

.....

**Week: 19**

**Period: 57**

**Date of teaching: 10/1/2025**

**UNIT7: TRAFFIC**

**Lesson 3: A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can use “It” to indicate distance and “should” and “shouldn’t”

**2. Competence**

Students can use It to indicate distance and ‘should/ shouldn’t’ to give advice

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

- Grade 7 textbook, Unit 7, A closer look 2.
- Computer connected to the internet
- Projector/ TV/ pictures.
- sachmem.vn

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

<b>Goal</b>	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
<b>Input</b>	<b>SLAP THE BOARD</b> -TEAM A / TEAM B
<b>Procedure</b>	* Teacher gives instructions and sticks some road signs pictures onto the board. ** In 2 group, Ss will choose 1 student in each group to go to the board. - Teacher says a road sign message. - Student quickly run and slap onto the correct road signs. - Students take turns until finish all of the signs. **** Teacher checks and corrects if Ss pronounce the signs incorrectly.
<b>Outcome</b>	<b>Answers:</b> 1- Cycle lane 2- School ahead 3- No cycling 4- No right turn 5- Schools ahead

**Activity 2: Teaching It indicating distance (8 minutes)**

<b>Goal</b>	The activity aims at to introduce students the form of the key grammar and how to use them appropriately
-------------	--

<b>Input</b>	<p>We can use <i>It</i> in the position of the subject to indicate distance.</p> <p><b>Example:</b></p> <p><b>It</b> is about 300 metres from my house to the bus stop.</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher says: “This lesson today is going to tell you about “it indicating distance”</li> <li>* Teacher draws students’ attention to the grammar point and the example</li> <li>* Teacher asks Ss:               <ul style="list-style-type: none"> <li>- What does the sentences tell us about?</li> <li>- What is the structure using in the sentence?</li> </ul> </li> <li>** Ss read the grammar explicit and study the example.</li> <li>*** Ss may discuss within groups/pairs before answering.               <ul style="list-style-type: none"> <li>**** Teacher shows and says the sentences aloud and asks Ss to make similar sentences.</li> </ul> </li> </ul>
<b>Outcome</b>	<p><b>Answer: Distance from his/her house to the bus stop</b></p> <p><b>Answer: It be (about) + distance from A to B.</b></p>

### Activity 3 : Practice It indicating distance( 5 minutes)


<b>Goal</b>	The activity aims at helping Ss practise about distances
<b>Input</b>	<p><b>Write sentences with It. Use these cues.</b></p> <p><b>Example:</b></p> <p>500 metres / my house / nearest shop. → It is about 500 metres from my house to the nearest shop.</p> <ol style="list-style-type: none"> <li>1. 700 metres / my flat / Youth Club.</li> <li>2. 5 kilometres (km) / my village / nearest town.</li> <li>3. about 120 km / Ho Chi Minh City / Vung Tau.</li> <li>4. 384,400 km / the Earth / the Moon.</li> <li>5. not very far / Ha Noi centre / Noi Bai Airport.</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>* Teacher asks Ss to look at the example and the task.</li> <li>** Ss work out and answer questions individually.</li> <li>*** Ss share their answers in pairs.</li> <li>**** T asks them to to check their answers.</li> <li>* Then tell share them to share their sentences as a whole in class and correct for them.</li> </ul>
<b>Outcome</b>	<p><b>Answers:</b></p> <p>1- It is 700m from my house/home to the Youth club.</p>

	2- It is 5 kilometres from my village to the nearest town. 3- It is about 120 km from Ho Chi Minh city to Vung Tau. 4- It is 384,400 km from the Earth to the Moon. 5- It is not very far from Hanoi centre to Noi Bai airport.
--	--

#### Activity 4 : Practice It indicating distance(5 minutes)

<b>Goal</b>	The activity aims at giving further practice
<b>Input</b>	<p><b>Work in pairs. Ask and answer questions about distances in your neighbourhood</b></p> <p><b>Example:</b></p> <p><b>A:</b> How far is it from your home to the gym?</p> <p><b>B:</b> It's about 3 kilometres.</p> <p><b>You can use these cues:</b></p> <ul style="list-style-type: none"> <li>- your home – open market / supermarket</li> <li>- your home – playground</li> <li>- your home – hospital</li> <li>- your home – train station</li> <li>...</li> </ul>
<b>Procedure</b>	<p>* Teacher asks Ss to look at the example and identify the structure of the question: <b>How far is it from ... to ...?</b></p> <p>Then work with their partners who sit next to them to make similar conversations.</p> <p>** Ss do exercise 2 in pairs.</p> <p>*** Ss write all conversations down on the notebooks.</p> <p>**** Teacher corrects their answers as a class.</p>
<b>Outcome</b>	<p><b>Suggested answer:</b></p> <p>1.</p> <p>- <b>How far is it from your house to the open market?</b></p> <p>- <b>km.</b></p> <p>...</p>

#### Activity 5 : Practise the using should and shouldn't.( 5 minutes)



<b>Goal</b>	The activity aims at to practise the using should and shouldn't.
<b>Input</b>	<div style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p> <b>Remember!</b></p> <p>We use <b>should</b> (negative: <b>shouldn't</b>):</p> <ul style="list-style-type: none"> <li>- to give advice.</li> </ul> <p><b>Example:</b> You <b>shouldn't</b> go out late at night.</p> <ul style="list-style-type: none"> <li>- to say what is the correct or best thing to do.</li> </ul> <p><b>Example:</b> We <b>should</b> go now, or we might get stuck in a traffic jam.</p> </div>

<b>Procedure</b>	<p>* Teacher draws students attention to the remember box. Teacher asks them to study the examples and identify the structure: <b>S + should/shouldn't + Vinf</b></p> <p>* Teacher gives suggestions and asks students to make some similar sentences using the structures.</p> <p>*** Teacher nominates Ss to read aloud the sentences.</p> <p>**** Teacher checks and gives the corrections if they have mistakes.</p>
<b>Outcome</b>	<b>S + should/shouldn't + Vinf</b>




### Activity 6 : Practise should and shouldn't ( 5 minutes)

<b>Goal</b>	The activity aims at to practise the using should and shouldn't.
<b>Input</b>	<p><b>Complete each sentence, using should / shouldn't.</b></p> <ol style="list-style-type: none"> <li>1. We _____ ride our motorbikes very fast in the rain.</li> <li>2. You _____ study instead of watching YouTube.</li> <li>3. My little sister _____ play outside late at night.</li> <li>4. You _____ help your mum wash the dishes after dinner.</li> <li>5. You look tired. You _____ probably get some sleep.</li> <li>6. The children _____ eat so much ice cream.</li> </ol>
<b>Procedure</b>	<p>* Teacher gives Ss time to do the exercise individually and peer check with their partner.</p> <p>*** Teacher nominates Ss to read aloud the sentences.</p> <p>**** Teacher checks and gives the corrections if they have mistakes.</p>
<b>Outcome</b>	<p><b>Answers:</b></p> <p>1- shouldn't      2- should      3- shouldn't      4- should</p> <p>5- should          6- shouldn't</p>

### Activity 7 : Practise should and shouldn't ( 7 minutes)

<b>Goal</b>	The activity aims at giving further practice
<b>Input</b>	<p><b>Look at the pictures. Make sentences, using should / shouldn't and the cues</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>1. waste water</p> </div> <div style="text-align: center;">  <p>2. wear their helmets</p> </div> </div>



	 <p>3. be more careful</p>  <p>4. play football on the pavement</p>  <p>5. ride their bikes dangerously</p>
<b>Procedure</b>	<p>** Ss do as instructed</p> <p>**** Teacher gives Ss feedback.</p> <ul style="list-style-type: none"> <li>- choose some common mistakes and suggest students how to avoid them.</li> <li>- choose some typical errors and correct as a whole class</li> </ul>
<b>Outcome</b>	<p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1- He shouldn't waste water.</li> <li>2- They should wear their helmets.</li> <li>3- She should be more careful.</li> <li>4- They shouldn't play football on the pavement.</li> <li>5- They shouldn't ride their bikes dangerously.</li> </ol>

### Wrap-up: ( 5 minutes)

- Summarizes the main grammar points of the lesson.
- Use the classroom to demonstrate some actions and Ss comment, using *should* / *shouldn't*. E.g. *open the door and window when the air conditioner is on, put your feet on the table, play loud music...* Ss respond:  
*You shouldn't put your feet on the table, etc.*
- Take some books to show to Ss. Ss respond by saying: *You have some books.* Put all the books down and show your hands without any books. Ss respond by saying: *You don't have any books.*
- T gives instructions and asks Ss to do task 3,4 (Looking back) at home
- Prepare Communication at home

### \*EVALUATION:

.....

.....

.....

.....

.....

.....

.....

**DUYỆT CỦA TỔ TRƯỞNG**

**NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy