

**Week: 20**  
**Period: 58**  
**Date of teaching: 16/1/2025**

**UNIT7: TRAFFIC**  
**Lesson 4: COMMUNICATION**  
**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a. Skills:**

- *Main skill*

Speaking: students and their classmates can ask and answer about means of transport

- *Sub- skill:*

Listening: listen for specific information about strange traffic rules.

**b. Language:**

Vocabulary: use some vocabulary about traffic.

Grammar: use some grammar points and vocabulary related to the topic.

**2. Competence**

Students can tell everyone about means of transport and strange 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 traffic

**III. Procedure**

**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>Game:</b> <b>BRAINSTORMING</b>	<b>HOW DO YOU GO TO SCHOOL?</b>
<b>Procedure</b>	* Teacher divides class into 2 teams and asks them to think of “MEANS OF TRANSPORT” (even the strangest ones). ** Ss have 1 min to think of the words related to the topic or they can discuss with their partners. *** Each member from each team turn by turn run to the board and write one word. **** Teacher corrects their answers. - The team which has more correct words will be the winner	
<b>Outcome</b>	-Ss have an exciting atmosphere to start the lesson - Suggested answers: Motorbike, bicycle, train, bus, plane, helicopter,...	

**Activity 2 : Introducing ways of asking and answering about means of transport ( 10 minutes)**

<b>Goal</b>	The activity aims at to let students know the structure to ask and answer about means of transport.
<b>Input</b>	<p><b>Listen and read the conversation, paying attention to the highlighted parts.</b></p> <p><b>Nick:</b> How does your mum get to work?</p> <p><b>Minh:</b> She goes by motorbike. What about your mum?</p> <p><b>Nick:</b> She usually goes by bus. Sometimes she cycles.</p>
<b>Procedure</b>	<p>* Teacher plays the record for SS to listen and read the conversation about means of transport. .</p> <p>** Ss listen and practice saying with their partners.</p> <p>*** Teacher calls some pairs to read aloud.</p> <p>**** Teacher corrects pronunciation if needed.</p> <p>* Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure:</p> <p>- Which tense do we use to ask and answer?</p> <p>- Which question word do we use?</p> <p>- .....</p> <p>** Ss answer teacher's questions to find out new structure to ask and answer about means of transport to travel to places</p> <p>*** Some students give the new structure to the teacher.</p> <p>**** Teacher corrects and writes on the board</p>
<b>Outcome</b>	<p>➤ <b>Structure:</b></p> <p><b>to ask:</b></p> <p>- How do/does + S + go to ...?</p> <p><b>to answer:</b></p> <p>- S + go/goes by ...</p> <p>- S + V</p>

### Activity 3 : Practising asking and answering about the means of transport (10 minutes)

<b>Goal</b>	The activity aims at to help students practise on how to ask and answer about means of transport.
<b>Input</b>	<b>Work in pairs. Take turns to ask and answer about the means of transport your family members use every day.</b>
<b>Procedure</b>	<p>* Teacher has SS look at the situation in Ex 2 to make similar dialogue:</p> <p>** Ss work in pairs to make similar dialogue.</p> <p>*** Teacher calls some pairs to present it in front of the class.</p> <p>**** Teacher gives feedback and some comments.</p>

<b>Outcome</b>	<p><b><i>Suggested answers:</i></b></p> <p><i>A: How does your father go to school?</i></p> <p><i>B: He usually drives his car but sometimes he goes by bus. How about your father?</i></p> <p><i>A: He walks because we live near his office.</i></p>
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#### Activity 4: Introducing more knowledge about strange traffic rules (3 minutes)







<b>Goal</b>	The activity aims to provide students with some countries where the traffic rule is to keep to the left										
<b>Input</b>	<p><b>Which countries below keep to the left? Tick the correct answers.</b></p> <table border="1"> <tbody> <tr> <td>1. The United Kingdom</td><td>_____</td></tr> <tr> <td>2. The United States of America</td><td>_____</td></tr> <tr> <td>3. Australia</td><td>_____</td></tr> <tr> <td>4. Thailand</td><td>_____</td></tr> <tr> <td>5. China</td><td>_____</td></tr> </tbody> </table>	1. The United Kingdom	_____	2. The United States of America	_____	3. Australia	_____	4. Thailand	_____	5. China	_____
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2. The United States of America	_____										
3. Australia	_____										
4. Thailand	_____										
5. China	_____										
<b>Procedure</b>	<p>* Teacher asks Ss to discuss in pairs and tick.</p> <p>** Ss so the task in pairs</p>										
<b>Outcome</b>	To discuss in pairs and tick.										

#### Activity 5: Practising listening about strange traffic rules (5 minutes)

<b>Goal</b>	The activity aims to provide students with more knowledge about strange traffic rules and help them practice the skill of listening for details.										
<b>Input</b>	<p><b>Listen and check your answers in 3. Then listen again and complete the sentence with no more than THREE words.</b></p> <table border="1"> <tbody> <tr> <td>1. The United Kingdom</td><td>_____</td></tr> <tr> <td>2. The United States of America</td><td>_____</td></tr> <tr> <td>3. Australia</td><td>_____</td></tr> <tr> <td>4. Thailand</td><td>_____</td></tr> <tr> <td>5. China</td><td>_____</td></tr> </tbody> </table>	1. The United Kingdom	_____	2. The United States of America	_____	3. Australia	_____	4. Thailand	_____	5. China	_____
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5. China	_____										
<b>Procedure</b>	<p>* Teacher plays the recording twice.</p> <p>*** Teacher calls some Ss to give their answer and explain it.</p> <p>**** Teacher let Ss listen and confirms the correct answers.</p>										
<b>Outcome</b>	<p><b>Answer key:</b> - United Kingdom, Australia</p> <p>- same traffic rules/regulations</p>										

#### Activity 6: Practising talking about strange traffic rules (10 minutes)

<b>Goal</b>	The activity aims to help students know more about traffic rules around the world.
<b>Input</b>	<b>Read, discuss which one do is the strangest rule?</b>

	<p>1. In Alaska, you are not allowed to drive with a dog on the roof of your car.</p>  <p>2. In Moscow, police will fine you if you drive a dirty car.</p>  <p>3. A man has to wear a shirt or T-shirt while driving in Thailand.</p>  <p>4. In South Africa, you have to let animals go first.</p>  <p>5. In Switzerland, you can't wash your car on Sunday.</p>  <p>6. In Wisconsin, USA, you must always ride your bike with both hands on the handlebars.</p> 
<b>Procedure</b>	<p>* Teacher has students work in groups to discuss which one they find strangest.</p> <p>** Ss work in groups.</p> <p>*** 2-3 groups share their ideas</p> <p>**** Teacher encourages students to add more if they know.</p>
<b>Outcome</b>	<p>- Students work in groups to discuss which one they find strangest.</p>

### Wrap-up: ( 2 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.
- Teacher has Ss say what they have learnt in the lesson:
- Prepare Skills 1

### \*EVALUATION:

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**Week: 20**  
**Period: 59**  
**Date of teaching: 17/1/2025**

**UNIT 7: TRAFFIC**  
**Lesson 5: SKILLS 1**  
**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a. Skills:**

Reading: read for general and specific information some rules about road safety.

Speaking: talk about how to avoid traffic accidents.

**b. Language:**

Vocabulary: use some vocabulary about traffic.

Grammar: use should/shouldn't and must/ mustn't to give advices on dangerous situations on the road.

**2. Competence**

Students can give advices on dangerous situations on the road.

**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 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>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher divides class into 2 teams and asks them to think of the word which has 9 letters in it related the topic "ON THE ROAD".</li> <li>- Ss have 1 min to think of the words related to the topic or they can discuss with their partners.</li> <li>- Each member from each team turn by turn guesses the letter in the secret word.</li> <li>- Teacher corrects their answers.</li> </ul> <p>The team which can find or guess the secret first will be the winner.</p>
<b>Outcome</b>	<p>Ss have an exciting atmosphere to start the lesson</p> <p><b>Expected answers:</b>  <b><u>D A N G E R O U S</u></b></p>

**Activity 2: Teaching new words (7 minutes)**

<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
<b>Input</b>	 <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- pedestrian (n) /pə ˈæstrēən/ : người đi bộ (explanation)</li> <li>- passenger (n) /ˈpasiŋjər/ : hành khách (visual)</li> <li>- obey (v) /ōˈbā/ : tuân thủ (explanation)</li> <li>- seatbelt (n) /ˈsētˌbɛlt/ : dây an toàn (visual)</li> </ul>

<b>Procedure</b>	- follow steps of teaching new vocabulary - use “Rub out and Remember” to check vocabulary
<b>Outcome</b>	1. Ss have certain vocabulary for the reading and speaking tasks. 2. Four new words

### Activity 3 : Reading ( 8 minutes)

<b>Goal</b>	The activity aims at activating ss’ knowledge of the topic of the reading text (obeying traffic rules)
<b>Input</b>	<b>Task 1: Look at the picture. Can you see anything that is dangerous?</b> <b>DISCUSSION</b> 
<b>Procedure</b>	-Tell Ss to study the picture carefully. -Have them work in pairs to discuss the question: <i>Why is it dangerous?</i> Encourage them to give their ideas.
<b>Outcome</b>	<b>Suggested answer:</b> The students who are crossing the road Because they do not walk on the right place and they are not careful.

### Activity 4 : Reading for general information (5 minutes)

<b>Goal</b>	The activity aims at helping ss develop their reading skill for general information (skimming)
<b>Input</b>	<b>Task 2: Read the following text and choose the correct answer.</b> <b>This text is about ____.</b> <b>A. rules for pedestrians</b> <b>B. traffic lights</b> <b>C. traffic rules</b> <div style="background-color: #e6f2ff; padding: 10px; margin-top: 10px;"> <p>These are some rules about road safety. It is important to obey these rules when you are a road user.</p> <p><b>Pedestrians</b></p> <ol style="list-style-type: none"> <li>1. Always look carefully when you cross the street.</li> <li>2. Use the pavement or footpath.</li> <li>3. Walk across the street at the zebra crossing.</li> <li>4. Don't cross the road on a red light.</li> </ol> <p><b>Cyclists</b></p> <ol style="list-style-type: none"> <li>1. Always keep both hands on the handlebars.</li> <li>2. Wear helmets, and always use the cycle lane.</li> <li>3. Give a signal before you turn.</li> <li>4. Don't carry more than one passenger.</li> </ol> <div style="background-color: #e6f2ff; padding: 10px; margin-top: 10px; float: right;"> <p><b>Passengers</b></p> <ol style="list-style-type: none"> <li>1. Fasten your seatbelt when you are in a car.</li> <li>2. Wait for buses to fully stop before getting on or off.</li> <li>3. Don't talk to the driver when he / she is driving.</li> <li>4. Don't stick any body parts out of the window of a moving vehicle.</li> </ol> </div> </div>
<b>Procedure</b>	-Have Ss read the text once. Set a strict time limit to ensure Ss read quickly for general information.

	-Tell them to pay attention to the key words in the text, then the correct answer. Confirm Ss's answer.
<b>Outcome</b>	Ss can find information from the text <b>Answer key:</b> Key: C

#### Activity 5 : Reading for specific information (5 minutes)

<b>Goal</b>	The activity aims at helping Ss develop their reading skill for details (scanning).
<b>Input</b>	<b>Task 3: Read the text again and answer the questions:</b>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Asks Ss: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer.</li> <li>- Ask Ss do the task independently.</li> <li>- Ask Ss compare their answers in pairs and call some Ss to give their ideas.</li> <li>- Checks and confirms the correct answers.</li> </ul>
<b>Outcome</b>	Ss can find information from the text <b>Expected answer:</b> <ol style="list-style-type: none"> <li>1. They should cross the street at the zebra crossing.</li> <li>2. We should always use the cycle lane.</li> <li>3. We should give a signal before we turn while riding a bike</li> <li>4. We must wait for buses to fully stop when you get on or off a bus.</li> <li>5. We mustn't stick any body parts out of the window when you are in a moving vehicle.</li> </ol>

#### Activity 6 : Speaking. (6 minutes)

<b>Goal</b>	The activity aims at helping Ss practise giving advice on dangerous situations on the road.
<b>Input</b>	<b>Task 4: Work in groups. Ask and answer the following question:</b> <i>"When you are a road user, what should you NOT do?"</i> <b>Make a list in groups. Compare your list with other groups'.</b>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Ss work in groups and ask them to take turns to discuss the situations.</li> <li>- Ss work in groups to do the task. Teacher goes around, listens and gives help if needed.</li> <li>- Calls on some groups to share their answers with the class.</li> <li>- Comments</li> </ul>
<b>Outcome</b>	<b>Expected answer:</b> <ul style="list-style-type: none"> <li>- I shouldn't play sports on the pavement or on the street.</li> <li>- I shouldn't ride my bike fast.</li> <li>- I shouldn't carry a passenger in front of me.</li> </ul>

#### Activity 7 : Speaking. (7 minutes)

<b>Goal</b>	The activity aims at helping Ss practice giving advice on dangerous situations on the road.
<b>Input</b>	<b>Task 4: Read the following sentences about these people. Then work in groups. Discuss who is being safe, and who isn't</b>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Ss work in groups and ask them to take turns to discuss the situations.</li> <li>- Ss work in groups to do the task.</li> <li>- Ss go around, listen and give help if needed.</li> <li>- Calls on some groups to share their answers with the class.</li> <li>- Comments</li> </ul>
<b>Outcome</b>	<b>Expected answer:</b>



	<p>1. =&gt; Hoang is being safe when being a road user because he wearing a helmet when ride a bike.</p> <p>2. =&gt; Mr Long is not safe because when it rains hard, the road is very slippery causing danger if he drives quickly.</p> <p>3. =&gt; The students is being safe because they standing in a line to get on the school bus.</p> <p>4. =&gt; Mr Binh is not safe because his daughter is sitting in front of him.</p> <p>5. =&gt; Michelle is not safe because she loses concentration when cycling.</p>
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**Wrap-up: ( 2 minutes)**

- Asks students to sum up what they have learnt and practiced in this lesson. Ask some Ss to recall some traffic rules.
- To prepare for the next lesson Skills 2.

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**Week: 20**  
**Period: 60**  
**Date of teaching: 19/1/2025**

**Lesson 6: UNIT7: SKILLS 2**  
**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a. Skills:**

- *Main skills*

Listening: listen for main ideas and specific information about traffic problems in Mumbai. Write: write about traffic problems in students' area.

- *Sub skill:*

Reading: complete the specific information in a mind map.

**b. Language:**

Vocabulary: use some vocabulary about traffic

Grammar: use "it" to talk about distance and use "should/shouldn't" in paragraph about traffic.

**2. Competence**

Students will be able to write about traffic problems in their area.

**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 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>KIM'S GAME</b>    
<b>Procedure</b>	Divide class into 2 teams. Let them have some seconds to remember the signs before putting them away. Ask Ss from each team to come up to the board and write the name of these signs. - Lead to the new lesson: Listening and Writing lesson about traffic. - Introduce the objectives of the lesson
<b>Outcome</b>	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: Traffic lights, pedestrian crossing, no cycling, cycle lane


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

<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks.
<b>Input</b>	1. traffic jams(n): /'træfɪk dʒæm/ nạn kẹt xe 2. population (n): /ˌpɒpjʊ'leɪʃn/ dân số 3. narrow (a): /'nærəʊ/hẹp 4. congested (a): /kən'dʒestɪd/ bị tắc nghẽn 5. obey (v): /oʊ'beɪ/tuân thủ 6. nearly( adv): /'niə.li/gần như
<b>Procedure</b>	– follow steps of teaching new vocabulary - use “WHAT AND WHERE”to check vocabulary
<b>Outcome</b>	1. Ss have certain vocabulary for the listening and writing tasks. 2. six new words

### Activity 2 : Activating Ss' knowledge of the topic (5 minutes)

<b>Goal</b>	The activity aims at activating Ss' knowledge of the topic of the text.
<b>Input</b>	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><b>1</b> What can you see in this picture? What is special about it?</p> </div>  </div>
<b>Procedure</b>	Have Ss look at the picture and answer the questions. - Ask Ss to check whether they find this scene similar to what they have ever experienced and how they feel about. This is an open activity, so accept all answers provided that they make sense.
<b>Outcome</b>	1. Ss express their thought about the traffic jams 2. Expected answer: In the picture, I can see a lot of vehicles on the road and they all are in a mess. From the picture, we can see or even predict that it's very uncomfortable and unsafe to be in such a bad condition.

### Activity 3 : Listening for general information (5 minutes)

<b>Goal</b>	The activity aims at helping Ss develop the skill of listening for the main idea.
<b>Input</b>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p><b>2</b> Listen to the recording and choose the correct answer A, B, or C. </p> </div> <div style="flex: 1;"> <p>The talk is about _____.  A. traffic in big cities  B. the population increase in Mumbai  C. the traffic problems in Mumbai</p> </div> </div>

<b>Procedure</b>	<p>Tell Ss that they are going to listen to a short talk about traffic jams in Mumbai- India.</p> <p>- Have Ss guess the possible answers to main idea and write them on the board.</p> <p>- Play the recording and ask Ss to listen. Ss work in pairs to compare their answers with each other and with the answer on the board.</p> <p>- Ask for Ss' answers and write them on the board next to their guesses.</p>
<b>Outcome</b>	<b>Key: C</b>

#### Activity 4 : : Listening for specific information ( 10 minutes)

<b>Goal</b>	The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing.
<b>Input</b>	<p><b>3 Listen again and write ONE word or number in each gap.</b></p> <p>1. Traffic _____ happen nearly every day in Mumbai.</p> <p>2. One reason for the traffic _____ is the increase of the population.</p> <p>3. Mumbai has nearly _____ million people.</p>
<b>Procedure</b>	- Have Ss work individually to complete sentences . If it's abundant in time , have some Ss present their answers or write their answers on the board.
<b>Outcome</b>	<p>1. Ss have the answers on their own.</p> <p>2. - Key 1. jams 2. problems 3. 20/twenty 4. Roads 5. Obey</p>

#### Activity 5 : Writing a paragraph about traffic problems. ( 10 minutes)

<b>Goal</b>	The activity aims at helping Ss practise writing a paragraph about traffic problems
<b>Input</b>	<p><b>4</b> Tick (✓) the traffic problems in big cities in Viet Nam.</p> <p><input type="checkbox"/> too many vehicles on the road</p> <p><input type="checkbox"/> narrow and bumpy roads</p> <p><input type="checkbox"/> some people not obeying traffic rules</p> <p><input type="checkbox"/> young children riding their bikes dangerously</p> <p><input type="checkbox"/> wild animals running across the road</p> <p><b>5</b> Write a paragraph of about 70 words about the traffic problems in your town / city. Use the cues above, and the following outline:</p> <div style="border: 1px solid #f08080; padding: 10px; margin-top: 10px;"> <p>- Introduction</p> <p>- Problem 1:</p> <p>- Problem 2:</p> <p>- ...</p> <p>- Conclusion: reason or suggestion</p> </div>
<b>Procedure</b>	<p>- Give Ss 1 – 2 minutes to review some common traffic problems in VietNam, then ask them about some traffic problems in their own town/city and compare them with those above in Vietnam.</p> <p>- Have Ss write their paragraphs individually based on the information in their mind map.</p>

	<ul style="list-style-type: none"> <li>- Ask one student to write his or her paragraph on the board. Other Ss and T comment on the paragraph on the board.</li> <li>- Then T collects some writings to correct at home.</li> </ul>
<b>Outcome</b>	<p>1. Ss can write a paragraph about traffic problems</p> <p>2. Expected answer: I have lived in HCM city for many years. It is a big and busy city. There are lots of vehicles on the road all day. There are lots of cars, buses, taxis and trucks on high ways. Vietnamese people like moving by motorbike. Almost every family has a motorbike. The traffic jam is often at about 7 a.m and 5 p.m because it's the time when people go to work or school and come back home. There are sometimes accidents on the road. Therefore, to reduce these problems, we need to obey traffic rules to reduce accidents as much as possible.</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.

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**DUYỆT CỦA TỔ TRƯỞNG**

**NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy