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| **Tiết thứ ....**  **UNIT 7:** **TRAFFIC**  **Lesson 3: A closer look 2** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVES:** By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

Know how to use:

- It to indicate distance

- should and shouldn’t

**+ Pronunciation:**

**+ Vocabulary:** Use the words about means of transport.

**+ Grammar:**

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| Structure | Examples |
| 1. It to indicate distance | It is 4 kilometers from my house to school. |
| 2. should | We should eat more vegetables and fruits. |
| 3. shouldn’t | You shouldn’t stay up late everyday. |

**2. Competence:**

**a) General competencies:**

- Students will be able to know more words and phrases about means of transport.

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof traffic; The awareness about importance of trafffic; Be ready to talk about means of transport; Know some daily activities in the street.

- Develop self-study skills.

**II. PREPARATIONS**

**Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet, Sach mem.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim:**   * To activate students’ knowledge on the topic of the unit   To enhance students’ skills of cooperating with team mates  **\* Content: SLAP THE BOARD**  **\* Product:** Having a chance to speak English and focus on the topic of the lesson.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **SLAP THE BOARD**  \* 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. | **SLAP THE BOARD**  **Answers:**  **1- Cycle lane**  **2- School ahead**  **3- No cycling**  **4- No right turn**  **5- Schools ahead** |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  To introduce students the form of the key grammar and how to use them appropriately  **\* Content:** Teach some new words, some action verbs go with nouns.  **\* Product:** Ss learn how to use them.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **IT INDICATING DISTANCE**  - Teacher says: “This lesson today is going to tell you about “it indicating distance”  \* Teacher draws students’ attention to the grammar point and the example    \* Teacher asks Ss:  - What does the sentences tell us about?  **Answer: Distance from his/her house to the bus stop**  - What is the structure using in the sentence?  **Answer: It be (about) + distance from A to B.**  \*\* Ss read the grammar explicit and study the example.  \*\*\* Ss may discuss within groups/pairs before answering.  \*\*\*\* Teacher shows and says the sentences aloud and asks Ss to make similar sentences. | **IT INDICATING DISTANCE**    - What does the sentences tell us about?  **Answer: Distance from his/her house to the bus stop**  - What is the structure using in the sentence?  **Answer: It be (about) + distance from A to B.** |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  - To get students interested in the topic  - To set the context  - To help Ss understand the main idea of the text  - To practise asking and answering about distance.  - To practise the using should and shouldn’t.  **\* Product:** Students’ answers.  **\* Implementation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **Task 1. Ex 1: Write sentences with It. Use these cues.**  \* Teacher asks Ss to look at the example and the task.  \*\* Ss work out and answer questions individually.  \*\*\* Ss share their answers in pairs.  \*\*\*\* T asks them to to check their answers.  \* Then tell share them to share their sentences as a whole in class and correct for them. | **Task 1. Ex 1: Write sentences with It. Use these cues.**    **Answers:**  1- It is 700m from my house/home to the Youth club.  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. |
| **Task 2: Exercise 2: Work in pairs. Ask and answer questions about distances in your neighbourhood**  \* Teacher asks Ss to look at the example and identify the structure of the question: **How far is it from … to …?**  Then work with their partners who sit next to them to make similar conversations.  \*\* Ss do exercise 2 in pairs.  \*\*\* Ss write all conversations down on the notebooks.  \*\*\*\* Teacher corrects their answers as a class. | **Task 2: Exercise 2: Work in pairs. Ask and answer questions about distances in your neighbourhood**    **Suggested answer:**  A: How far is it from your home to your school?  B: It's about 3 kilometers from my home to my school.  A: How far is it from your school to the station?  B: It's about 1 kilometer from my school to the station. |
| **Task 3: Choose the correct option in brackets.**  \* Teacher draws students attention to the remember box. Teacher asks them to study the examples and identify the structure: **S + should/shouldn’t + Vinf**  \* Teacher gives suggestions and asks students to make some similar sentences using the structures.  \*\*\* Teacher nominates Ss to read aloud the sentences.  \*\*\*\* Teacher checks and gives the corrections if they have mistakes. | **Task 3: Choose the correct option in brackets.**  Structure: **S + should/shouldn’t + Vinf**    **\* Answer:**  1. That's an interesting book. You **should** read it.  2. You nearly fell off your bike! You really **should** be more careful.  3. We **shouldn't** go swimming right after eating.  4. I think that he **should** eat less. He's becoming overweight.  5. There are a lot of cars out today. He **shouldn't** drive so fast. |
| **Task 4**: **Complete each sentence, using should / shouldn’t.**    \* Teacher gives Ss time to do the exercise individually and peer check with their partner.  \*\*\* Teacher nominates Ss to read aloud the sentences.  \*\*\*\* Teacher checks and gives the corrections if they have mistakes. | **Task 4**: **Complete each sentence, using should / shouldn’t.**    **Answers:**  1- shouldn’t  2- should  3- shouldn’t  4- should  5- should  6- shouldn’t |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  - To practise the using should and shouldn’t.  **\* Content:** Using should and shouldn’t.  **\* Product:** Students’work.  **\* Implementation:** Teacher’s instructions | |
| **Task 5**: **Look at the pictures. Make sentences, using should / shouldn’t and the cues**        \*\* Ss do as instructed  \*\*\*\* Teacher gives Ss feedback.  - choose some common mistakes and suggest students how to avoid them.  - choose some typical errors and correct as a whole class | **Task 5**: **Look at the pictures. Make sentences, using should / shouldn’t and the cues**        **Answers:**  1- He shouldn’t waste water.  2- They should wear their helmets.  3- She should be more careful.  4- They shouldn’t play football on the pavement.  5- They shouldn’t ride their bikes dangerously. |
| **\* Wrap up**  To help Ss memorise the target language and skills that they have learned  **\* Homework:**  - Exercises in the workbook | **\* Wrap up**  - It indicating distance  - Should/shouldn’t  - Scanning  **\* Homework:**  **-** Exercises in the workbook |

**V. FEEDBACK:**

With 7A ……………………………………………………………………………..…

With 7B …………………………...……………………………………..……………

With 7C ………………………………………………………………………….……