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| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 44 - Lesson 1: GETTING STARTED</b> |
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## I. OBJECTIVES

### 1. Knowledge

- Introduce the topic Traffic through the Getting Started conversation.
- Recognise and use key lexical items related to means of transport, road signs, traffic rules, and traffic problems.
- Listen and read for the main idea and selected details.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 1.1.TC1c; 2.1.TC1a: Find relevant digital information and join a teacher-guided project channel safely.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise and say at least four words: crossroads, traffic lights, cycle lane, road sign, with teacher support.
- identify the main topic and two details from the conversation by choosing or pointing.
- use one short sentence frame to talk about the unit topic.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. WARM-UP AND INTRODUCTION (5')                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |
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| <b>Aims:</b> activate background knowledge and lead into the unit<br><b>Content:</b> topic pictures and prediction questions<br><b>Outcome:</b> students name familiar ideas and predict the conversation<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                  |                                                                                                                                                                                   |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                    | CONTENTS                                                                                                                                                                          |
| <b>Warm-up: Picture prediction</b> <ul style="list-style-type: none"> <li>• T projects three pictures connected with traffic and asks what students can see.</li> <li>• Ss think individually, compare in pairs, and share one prediction.</li> <li>• T records key words on the board and introduces the unit title and learning goals.</li> </ul> | <b>UNIT 7: TRAFFIC</b> <ul style="list-style-type: none"> <li>• Student's Book pp. 72-73</li> <li>• Suggested words: crossroads, traffic lights, cycle lane, road sign</li> </ul> |

| 2. PRESENTATION - GETTING STARTED (12')                                                                                               |
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| <b>Aims:</b> set the context and teach essential vocabulary<br><b>Content:</b> listen and read; identify speakers, setting, and topic |

| <b>Outcome:</b> students understand the main idea and key vocabulary<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                              |
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| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | CONTENTS                                                                                                                                                                                                     |
| <b>Task 1: Listen and read</b><br><b>NLS: 1.1.TC1c</b><br>HS mở Google Hình ảnh tìm hình thật cho các từ/cụm từ: crossroads, traffic lights, cycle lane, road sign; chọn hình phù hợp để kiểm chứng nghĩa. <ul style="list-style-type: none"> <li>• T sets the context, introduces the characters, and pre-teaches selected words through pictures, gestures, or short definitions.</li> <li>• Ss scan the picture, predict the topic, then listen and follow the conversation in the book.</li> <li>• T plays the recording twice; Ss underline topic words and compare their predictions.</li> <li>• Pairs practise selected lines; T checks meaning and pronunciation.</li> </ul> | <b>Vocabulary in context</b> <ul style="list-style-type: none"> <li>• crossroads</li> <li>• traffic lights</li> <li>• cycle lane</li> <li>• road sign</li> <li>• traffic jam</li> <li>• rush hour</li> </ul> |

| 3. PRACTICE (20')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                         |
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| <b>Aims:</b> develop listening-reading comprehension and consolidate topic vocabulary<br><b>Content:</b> textbook comprehension and word/picture tasks<br><b>Outcome:</b> students identify details and use new words accurately<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                         |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CONTENTS                                                                                                                                                                                                                                                                                |
| <b>Tasks 2-4: Comprehension and vocabulary</b> <ul style="list-style-type: none"> <li>• T asks Ss to complete the textbook comprehension task independently before rereading.</li> <li>• Ss locate evidence in the conversation, compare answers, and correct false or incomplete statements.</li> <li>• Ss complete the word/picture or categorising task; T checks answers and elicits additional examples.</li> <li>• T provides reduced choices and visual support for students who need it.</li> </ul> | <b>Suggested focus</b> <ul style="list-style-type: none"> <li>• Main topic and setting</li> <li>• Two or three evidence-based details</li> <li>• Active vocabulary: crossroads, traffic lights, cycle lane, road sign, traffic jam, rush hour, fasten a seatbelt, obey rules</li> </ul> |

| 4. APPLICATION AND PROJECT LAUNCH (6')                                                                                                                                                                                                                                                                                       |  |
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| <b>Aims:</b> personalise unit language and introduce the unit project<br><b>Content:</b> short pair exchange and project workflow<br><b>Outcome:</b> students produce a short response and understand the seven-lesson project plan<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |  |

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CONTENTS                                                                                                                                                                                                                                                      |
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| <p><b>Pair talk and project launch</b><br/> <b>NLS: 3.1.TC1a; 2.1.TC1a</b><br/> HS xem sản phẩm số mẫu, thống nhất công cụ và phân công nhiệm vụ trên kênh lớp do GV hướng dẫn; không chia sẻ thông tin cá nhân.</p> <ul style="list-style-type: none"> <li>• Pairs use one teacher-provided question frame to talk about the topic.</li> <li>• T introduces the project 'TRAFFIC SIGNS IN MY NEIGHBOURHOOD' and shows a short sample or mock-up.</li> <li>• Groups of four choose roles: language editor, researcher, designer/editor, and presenter.</li> <li>• T explains the workflow: brainstorm (Lessons 1-2), script (3-4), research/rehearse (5), create/submit (6), present/evaluate (7).</li> </ul> | <p><b>TRAFFIC SIGNS IN MY NEIGHBOURHOOD</b></p> <ul style="list-style-type: none"> <li>• a digital traffic-safety guide presenting four local signs and their meanings</li> <li>• Homework: review the conversation and collect two initial ideas.</li> </ul> |

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| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 45 - Lesson 2: A CLOSER LOOK 1</b> |
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## I. OBJECTIVES

### 1. Knowledge

- Use words and phrases related to means of transport, road signs, traffic rules, and traffic problems.
- Pronounce sounds /aɪ/ and /eɪ/ correctly in familiar words and sentences.
- Apply the new vocabulary in controlled and communicative tasks.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 1.1.TC1c; 3.1.TC1a: Use digital dictionaries/audio and create a short voice recording for self-correction.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- match three familiar words or phrases, including crossroads, traffic lights, cycle lane, with pictures or meanings.
- repeat two words illustrating sounds /aɪ/ and /eɪ/ after the teacher or recording.
- complete two supported vocabulary items and say one short model sentence.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. WARM-UP (5')                                                                                                                                                                                                                                            |                                                                                                                                                                                |
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| <b>Aims:</b> review and activate unit vocabulary<br><b>Content:</b> digital or paper word race<br><b>Outcome:</b> students recall familiar words and collocations<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                                |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                           | CONTENTS                                                                                                                                                                       |
| <b>Vocabulary race</b> <ul style="list-style-type: none"> <li>• T shows pictures or definitions one at a time; teams write the matching word or phrase.</li> <li>• Ss explain one connection between the words and the unit topic.</li> </ul>              | <b>Review words</b> <ul style="list-style-type: none"> <li>• crossroads</li> <li>• traffic lights</li> <li>• cycle lane</li> <li>• road sign</li> <li>• traffic jam</li> </ul> |

| 2. VOCABULARY PRESENTATION (12')                                                                                  |
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| <b>Aims:</b> present and organise topic vocabulary<br><b>Content:</b> word meanings, collocations, and categories |

| <b>Outcome:</b> students match, classify, and pronounce new items<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                           |
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| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CONTENTS                                                                                                                                                                                                                                  |
| <b>Tasks 1-2: Build a word bank</b><br><b>NLS: 1.1.TC1c</b><br>HS sử dụng Google Hình ảnh hoặc từ điển số để tra cứu road signs, traffic rules, pedestrian safety, traffic problems; đối chiếu hình, nghĩa và cách dùng trước khi ghi vào bảng từ. <ul style="list-style-type: none"> <li>T models the first matching/classifying item and checks the task instructions.</li> <li>Ss work individually, compare in pairs, and explain the clue used for each answer.</li> <li>T confirms collocations and asks Ss to add one familiar example to each category.</li> </ul> | <b>Core vocabulary</b> <ul style="list-style-type: none"> <li>crossroads</li> <li>traffic lights</li> <li>cycle lane</li> <li>road sign</li> <li>traffic jam</li> <li>rush hour</li> <li>fasten a seatbelt</li> <li>obey rules</li> </ul> |

### 3. PRONUNCIATION PRACTICE (18')

| <b>Aims:</b> identify and pronounce sounds /aɪ/ and /eɪ/<br><b>Content:</b> listen, sort, repeat, and use target sounds/stress<br><b>Outcome:</b> students recognise the feature and pronounce words in context<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                                                                                                                    |                                                                                                                                                                                                     |
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| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CONTENTS                                                                                                                                                                                            |
| <b>Pronunciation tasks</b><br><b>NLS: 1.1.TC1c; 3.1.TC1a</b><br>HS nghe mẫu trên Sachmem.vn/từ điển số, ghi âm 4 từ hoặc 2 câu, nghe lại và so sánh với mẫu để tự sửa. <ul style="list-style-type: none"> <li>T plays the recording; Ss listen and notice the target sounds or stress pattern.</li> <li>Ss sort the sample words, repeat chorally and individually, and mark the target feature.</li> <li>Pairs practise textbook sentences; T gives focused feedback on mouth position, final sound, or stress.</li> </ul> | <b>Sounds /aɪ/ and /eɪ/</b> <ul style="list-style-type: none"> <li>ride</li> <li>bike</li> <li>sign</li> <li>plane</li> <li>train</li> <li>station</li> <li>Practice in short sentences.</li> </ul> |

### 4. APPLICATION AND HOMEWORK (8')

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| <b>Aims:</b> use vocabulary and pronunciation communicatively<br><b>Content:</b> mini dialogue or one-minute challenge<br><b>Outcome:</b> students produce accurate topic sentences<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |  |
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| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                 | CONTENTS                                                                                                                                                                                                                                                           |
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| <p><b>Mini production</b></p> <ul style="list-style-type: none"> <li>• Pairs choose four new words and create two meaningful sentences or a short exchange.</li> <li>• Selected pairs perform; classmates listen for vocabulary and pronunciation targets.</li> <li>• T gives feedback and assigns workbook practice.</li> </ul> | <p><b>Expected output</b></p> <ul style="list-style-type: none"> <li>• Two correct topic sentences</li> <li>• One accurately pronounced target word in each sentence</li> <li>• Project: collect copyright-appropriate images and record their sources.</li> </ul> |

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| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 46 - Lesson 3: A CLOSER LOOK 2</b> |
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## I. OBJECTIVES

### 1. Knowledge

- Understand the form and use of It indicating distance; should / shouldn't.
- Complete controlled grammar exercises and explain the choice in familiar contexts.
- Use the target structure to produce short meaningful sentences.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 3.1.TC1a; 2.1.TC1a: Create and share short digital language content and respond to feedback.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise the model for it indicating distance; should / shouldn't with colour or symbol support.
- complete three simple items using a word bank or two choices.
- arrange or copy two correct sentences and read one aloud.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. WARM-UP AND NOTICING (5')                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |
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| <b>Aims:</b> recall examples and identify the target grammar<br><b>Content:</b> sentence comparison<br><b>Outcome:</b> students notice form and meaning<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                       |                                                                                                                                                                                      |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                       | CONTENTS                                                                                                                                                                             |
| <b>Grammar noticing</b> <ul style="list-style-type: none"> <li>T displays three model sentences from the unit context and highlights the target forms.</li> <li>Ss compare the examples, identify similarities, and predict the grammar rule.</li> </ul>                               | <b>It indicating distance; should / shouldn't</b> <ul style="list-style-type: none"> <li>It is two kilometres from my house to school.</li> <li>You should wear a helmet.</li> </ul> |
| 2. GRAMMAR PRESENTATION (12')                                                                                                                                                                                                                                                          |                                                                                                                                                                                      |
| <b>Aims:</b> clarify form, use, and common errors<br><b>Content:</b> rule, formula, examples, and checking questions<br><b>Outcome:</b> students understand when and how to use the structure<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                                      |

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                                                                                                                                                                          |
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| <b>Form and use</b> <ul style="list-style-type: none"> <li>T elicits the rule, presents the formula, and uses a short timeline/diagram or colour coding when appropriate.</li> <li>Ss copy the formula, analyse the examples, and answer concept-checking questions.</li> <li>T contrasts correct and common incorrect forms.</li> </ul> | <b>Grammar formula</b> <ul style="list-style-type: none"> <li>Distance: It is + distance + from A to B. Advice/rules: S + should/shouldn't + base verb.</li> <li>It is two kilometres from my house to school.</li> <li>You should wear a helmet.</li> <li>Road users shouldn't ignore traffic lights.</li> </ul> |

### 3. CONTROLLED PRACTICE (20')

**Aims:** develop accuracy through textbook tasks

**Content:** multiple choice, gap-fill, rearranging, or sentence transformation

**Outcome:** students choose correct forms and explain their choices

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                          | CONTENTS                                                                                                                                                                                                                                                                                   |
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| <b>Textbook grammar tasks</b><br><b>NLS: 3.1.TC1a</b><br>HS hoàn thành bài tập Google Forms/Quizizz do GV cung cấp, đọc phản hồi tự động, sửa lỗi và ghi lại một quy tắc cần nhớ. <ul style="list-style-type: none"> <li>Ss complete the first task individually and compare with a partner.</li> <li>Pairs locate the clue for each answer; T checks and clarifies errors.</li> <li>Ss complete a second task and correct one deliberately incorrect example.</li> </ul> | <b>Student's Book p. 76</b> <ul style="list-style-type: none"> <li>Suggested checking: form - meaning - word order - punctuation</li> <li>It is two kilometres from my house to school.</li> <li>You should wear a helmet.</li> <li>Road users shouldn't ignore traffic lights.</li> </ul> |

### 4. APPLICATION AND PROJECT SCRIPT (8')

**Aims:** use grammar to create meaningful content

**Content:** shared sentence creation and script drafting

**Outcome:** students create and improve project sentences

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | CONTENTS                                                                                                                                                                                                                                    |
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| <b>Sentence workshop</b><br><b>NLS: 2.1.TC1a; 3.1.TC1a</b><br>Mỗi nhóm nhập một câu lên Padlet/Google Slides dùng chung, góp ý lịch sự và chỉnh sửa câu theo phản hồi. <ul style="list-style-type: none"> <li>Groups draft four sentences for the project 'TRAFFIC SIGNS IN MY NEIGHBOURHOOD' using the target grammar.</li> <li>Each group posts one sentence to the shared class slide/Padlet and comments on another group's sentence.</li> <li>Groups revise their sentences and save the corrected version for the project script.</li> </ul> | <b>Project language check</b> <ul style="list-style-type: none"> <li>Distance: It is + distance + from A to B. Advice/rules: S + should/shouldn't + base verb.</li> <li>Homework: expand the four sentences into a short script.</li> </ul> |

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| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 47 - Lesson 4: COMMUNICATION</b> |
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## I. OBJECTIVES

### 1. Knowledge

- Use everyday English for asking and answering about means of transport.
- Ask and answer topic-related questions in pairs or groups.
- Organise ideas collected from a short interview or discussion.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 3.1.TC1a; 3.2.TC1a: Transform interview data into a structured digital storyboard.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise one functional-language question and answer from a model dialogue.
- take one supported turn in a short pair exchange.
- record two short answers and place them in the correct storyboard box.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. WARM-UP (5')                                                                                                                                                                                                                                                          |                                                                                                                                                                      |
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| <b>Aims:</b> review topic language and create a communicative need<br><b>Content:</b> quick questions and responses<br><b>Outcome:</b> students respond using familiar language<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                      |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                             |
| <b>Quick conversation</b> <ul style="list-style-type: none"> <li>• T asks two personal/topic questions; Ss answer briefly, then compare with a partner.</li> <li>• T introduces the functional-language goal.</li> </ul>                                                 | <b>Asking and answering about means of transport</b> <ul style="list-style-type: none"> <li>• A: How does your mum get to work? B: She goes by motorbike.</li> </ul> |

| 2. EVERYDAY ENGLISH (12')                                                                                                                                                                                                                                                                                      |
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| <b>Aims:</b> practise asking and answering about means of transport<br><b>Content:</b> model dialogue, noticing, substitution, and role-play<br><b>Outcome:</b> students use the functional expressions appropriately<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                               | CONTENTS                                                                                                                                                                         |
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| <b>Listen, notice, and practise</b> <ul style="list-style-type: none"> <li>T plays or reads the model dialogue; Ss underline the functional expressions.</li> <li>Pairs practise the dialogue, then replace underlined information with their own ideas.</li> <li>T checks intonation, politeness, and appropriacy.</li> </ul> | <b>Model</b> <ul style="list-style-type: none"> <li>A: How does your mum get to work? B: She goes by motorbike.</li> <li>Useful response: ask one follow-up question.</li> </ul> |

### 3. COMMUNICATION TASK (20')

**Aims:** develop interaction and topic knowledge  
**Content:** information exchange, interview, or cultural task  
**Outcome:** students collect, compare, and report information  
**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                                                                              |
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| <b>Interview and report</b><br><b>NLS: 1.1.TC1c</b><br>HS tra cứu một thông tin ngắn về road signs, traffic rules, pedestrian safety, traffic problems; chọn nguồn phù hợp và ghi lại tên trang/nguồn hình. <ul style="list-style-type: none"> <li>T sets the task: talking about obeying traffic rules.</li> <li>Ss prepare three short questions and note their own answers.</li> <li>Pairs interview each other, record keywords, and report one similarity or difference.</li> <li>T monitors target language and supports students with sentence frames.</li> </ul> | <b>Speaking frame</b> <ul style="list-style-type: none"> <li>Question - short answer - reason/example</li> <li>Topic vocabulary: crossroads, traffic lights, cycle lane, road sign, traffic jam, rush hour</li> </ul> |

### 4. DIGITAL STORYBOARD (8')

**Aims:** transform oral data into a project plan  
**Content:** storyboard with text, visuals, audio, and sources  
**Outcome:** students organise a logical digital product  
**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                                                                                                             |
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| <b>Project planning</b><br><b>NLS: 3.1.TC1a; 3.2.TC1a</b><br>HS chuyển dữ liệu phỏng vấn thành storyboard, dự kiến văn bản-hình ảnh-lời thoại và chuẩn bị nhập vào Canva/CapCut/Google Slides. <ul style="list-style-type: none"> <li>Groups select the most useful interview/research information.</li> <li>Ss place information into five storyboard sections: title, key information, examples/details, message, and sources.</li> <li>T checks the storyboard for sequence, language, source notes, and role allocation.</li> </ul> | <b>TRAFFIC SIGNS IN MY NEIGHBOURHOOD</b> <ul style="list-style-type: none"> <li>a digital traffic-safety guide presenting four local signs and their meanings</li> <li>Homework: complete the storyboard and prepare media files at home.</li> </ul> |

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| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 48 - Lesson 5: SKILLS 1 - READING AND SPEAKING</b> |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Read for general and specific information in traffic rules and safe behaviour on the road.
- Use context to identify meanings of selected words.
- Develop speaking skills by talking about obeying traffic rules.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 1.1.TC1c; 3.1.TC1a: Search and select relevant information, then record a short oral product.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise four reading keywords: seatbelt, pedestrian, vehicle, dangerous.
- find two specific details in the text with highlighted clues.
- give one or two prepared sentences in the speaking task.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. PRE-READING (5')                                                                                                                                                                                                                                                                |                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> activate knowledge and predict text content<br><b>Content:</b> picture, title, and guiding questions<br><b>Outcome:</b> students make reasonable predictions<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                 |                                                                                                                                                                                     |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                   | CONTENTS                                                                                                                                                                            |
| <b>Predict the reading</b> <ul style="list-style-type: none"> <li>• T shows the title/picture connected with traffic rules and safe behaviour on the road and asks two guiding questions.</li> <li>• Ss discuss in pairs and note two predictions.</li> </ul>                      | <b>Reading topic</b> <ul style="list-style-type: none"> <li>• traffic rules and safe behaviour on the road</li> <li>• Keywords: seatbelt, pedestrian, vehicle, dangerous</li> </ul> |
| 2. WHILE-READING 1 (12')                                                                                                                                                                                                                                                           |                                                                                                                                                                                     |
| <b>Aims:</b> read for gist and infer word meaning<br><b>Content:</b> skimming and vocabulary-in-context task<br><b>Outcome:</b> students identify the main idea and meanings from context<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                                     |

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CONTENTS                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skim and match</b><br><b>NLS: 1.1.TC1c</b><br>HS tìm một hình ảnh/thông tin nền về road signs, traffic rules, pedestrian safety, traffic problems, so sánh với bài đọc và chỉ giữ thông tin liên quan từ nguồn rõ ràng. <ul style="list-style-type: none"> <li>Ss skim the text under a time limit and choose the best main idea.</li> <li>Ss locate each target word, read the surrounding sentence, and match it with a meaning.</li> <li>Pairs justify answers with a clue from the text.</li> </ul> | <b>Reading strategy</b> <ul style="list-style-type: none"> <li>Skim headings/first sentences; ignore difficult details on the first reading.</li> <li>seatbelt</li> <li>pedestrian</li> <li>vehicle</li> <li>dangerous</li> </ul> |

### 3. WHILE-READING 2 (15')

**Aims:** scan for specific information and evidence  
**Content:** detail questions, completion, or True/False task  
**Outcome:** students locate and cite textual evidence  
**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scan for details</b> <ul style="list-style-type: none"> <li>Ss underline key words in the questions and scan for matching ideas.</li> <li>Ss answer independently, compare in pairs, and underline evidence.</li> <li>T confirms answers and corrects unsupported guesses.</li> </ul> | <b>Key content</b> <ul style="list-style-type: none"> <li>Fasten your seatbelt in a car.</li> <li>Wait for buses to stop before getting on or off.</li> <li>Do not distract the driver or put body parts out of a moving vehicle.</li> </ul> |

### 4. SPEAKING AND PROJECT REHEARSAL (13')

**Aims:** use reading language in a personal spoken response  
**Content:** pair/group speaking with notes  
**Outcome:** students present a clear short response  
**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CONTENTS                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speak from notes</b><br><b>NLS: 3.1.TC1a</b><br>HS dùng thiết bị nhóm ghi âm phân trình bày 30-45 giây, nghe lại và tự đánh giá nội dung, độ rõ, phát âm trước khi chọn bản tốt nhất. <ul style="list-style-type: none"> <li>Ss prepare and answer two questions for talking about obeying traffic rules.</li> <li>Pairs listen and give one content comment and one language comment.</li> <li>Groups record a 30-45 second rehearsal for the project and select the clearest version.</li> </ul> | <b>Speaking checklist</b> <ul style="list-style-type: none"> <li>Answer the question directly</li> <li>Give one reason or example</li> <li>Use unit vocabulary and clear pronunciation</li> </ul> |

|                                                                                   |                                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 49 - Lesson 6: SKILLS 2 - LISTENING AND WRITING</b> |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Listen for specific information in traffic problems in Mumbai.
- Plan and write a paragraph about traffic problems in a city.
- Edit a short text for content, target language, spelling, and punctuation.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 1.1.TC1c; 3.1.TC1a; 3.2.TC1a: Control digital audio and integrate text, images, and sound in a group product.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

#### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- identify the listening topic and complete two or three selected details from a word bank.
- complete a planning frame with three short notes.
- write or copy three to four sentences using sentence starters.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. PRE-LISTENING (5')                                                                                                                                                                                                                                                         |                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> prepare for the listening context and vocabulary<br><b>Content:</b> picture/title prediction and key-word review<br><b>Outcome:</b> students predict likely information<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                        |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                              | CONTENTS                                                                                                                                               |
| <b>Prediction</b> <ul style="list-style-type: none"> <li>• T introduces the listening topic: traffic problems in Mumbai.</li> <li>• Ss study the task, underline key words, and predict possible answers or answer types.</li> </ul>                                          | <b>Listening strategy</b> <ul style="list-style-type: none"> <li>• Predict whether each gap needs a name, number, noun, verb, or adjective.</li> </ul> |

| 2. WHILE-LISTENING (18')                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> listen for general and specific information<br><b>Content:</b> first listening for gist; second/third listening for details<br><b>Outcome:</b> students complete selected information accurately<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                  | CONTENTS                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen and check</b><br><b>NLS: 1.1.TC1c</b><br>HS sử dụng học liệu số/Sachmem.vn với thao tác phát-tạm dừng-nghe lại để thu thập từ khóa, sau đó đối chiếu với bạn. <ul style="list-style-type: none"> <li>T plays the recording once for the main idea; Ss compare their prediction.</li> <li>T plays it again; Ss complete the textbook task and compare in pairs.</li> <li>A final listening is used to check difficult items and identify the evidence phrase.</li> </ul> | <b>Student's Book p. 79</b> <ul style="list-style-type: none"> <li>Topic: traffic problems in Mumbai</li> <li>Check spelling, numbers, and word limit.</li> </ul> |

### 3. PRE-WRITING (10')

**Aims:** generate and organise writing ideas

**Content:** notes, outline, and language checklist

**Outcome:** students prepare a logical plan

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                  | CONTENTS                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan the writing</b> <ul style="list-style-type: none"> <li>T clarifies the writing task: a paragraph about traffic problems in a city.</li> <li>Ss complete a planning frame with topic sentence, two or three supporting details, and closing sentence.</li> <li>Pairs check whether the notes answer the task and use target vocabulary/grammar.</li> </ul> | <b>Writing plan</b> <ul style="list-style-type: none"> <li>Topic sentence</li> <li>Supporting idea 1 + example</li> <li>Supporting idea 2 + example</li> <li>Closing sentence</li> </ul> |

### 4. WHILE-WRITING AND DIGITAL CREATION (12')

**Aims:** write, edit, and integrate the project script

**Content:** individual paragraph and group digital product

**Outcome:** students produce an edited paragraph and a near-final project

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CONTENTS                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write, peer-edit, and create</b><br><b>NLS: 3.1.TC1a; 3.2.TC1a; 2.1.TC1a</b><br>HS tích hợp chữ-hình ảnh-âm thanh bằng Canva/CapCut/Google Slides, ghi nguồn hình và nộp file/link qua kênh do GV quy định. <ul style="list-style-type: none"> <li>Ss write about 70 words from their notes and use the checklist for self-correction.</li> <li>Pairs exchange work and mark one strength and one point to revise.</li> <li>Groups select corrected sentences for the project, integrate media, and test audio/readability.</li> <li>Groups submit the file or link through the channel specified by the teacher before Lesson 7.</li> </ul> | <b>Writing checklist</b> <ul style="list-style-type: none"> <li>Content complete and logically ordered</li> <li>Target vocabulary and grammar accurate</li> <li>Capital letters, punctuation, and spelling checked</li> <li>a digital traffic-safety guide presenting four local signs and their meanings</li> </ul> |

|                                                                                   |                                                                                 |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 7: TRAFFIC</b><br><b>Period 50 - Lesson 7: LOOKING BACK AND PROJECT</b> |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Review the vocabulary, pronunciation, and grammar of the unit.
- Apply unit language in an integrated digital project.
- Present, evaluate, and improve a group product using a clear rubric.

### 2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

### Digital Competence

- 2.1.TC1a; 3.2.TC1a: Share, present, and evaluate digital products safely and respectfully.

### 3. Qualities

- Develop responsible and safe participation in traffic; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recall at least four familiar words from the unit with picture support.
- complete three selected review items with teacher support.
- show one picture or slide and say one or two prepared sentences with the group.

## II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. WARM-UP AND REVIEW (5')                                                                                                                                                                                                                                   |                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> activate unit language and identify areas for review<br><b>Content:</b> quick retrieval game<br><b>Outcome:</b> students recall vocabulary and grammar<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                                               |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                             | CONTENTS                                                                                                                                                                                      |
| <b>Unit challenge</b> <ul style="list-style-type: none"> <li>Teams identify words from pictures/definitions and make one correct sentence for each point.</li> <li>T notes common errors to address during Looking Back.</li> </ul>                          | <b>Review focus</b> <ul style="list-style-type: none"> <li>means of transport, road signs, traffic rules, and traffic problems</li> <li>It indicating distance; should / shouldn't</li> </ul> |
| 2. LOOKING BACK - VOCABULARY (12')                                                                                                                                                                                                                           |                                                                                                                                                                                               |
| <b>Aims:</b> consolidate lexical items and collocations<br><b>Content:</b> textbook vocabulary review<br><b>Outcome:</b> students use vocabulary accurately<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.         |                                                                                                                                                                                               |

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary review</b> <ul style="list-style-type: none"> <li>Ss complete the textbook task independently and compare answers.</li> <li>Pairs explain one clue or collocation for each answer.</li> <li>T checks and asks Ss to add one new example to the unit word bank.</li> </ul> | <b>Core vocabulary</b> <ul style="list-style-type: none"> <li>crossroads</li> <li>traffic lights</li> <li>cycle lane</li> <li>road sign</li> <li>traffic jam</li> <li>rush hour</li> <li>fasten a seatbelt</li> <li>obey rules</li> </ul> |

### 3. LOOKING BACK - GRAMMAR (13')

**Aims:** consolidate the target grammar

**Content:** completion, transformation, and sentence creation

**Outcome:** students correct errors and use the structure meaningfully

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                    | CONTENTS                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar review</b><br><b>NLS: 3.1.TC1a</b><br>HS hoàn thành phiếu tự đánh giá số ngắn, xác định một nội dung đã làm tốt và một nội dung cần luyện thêm. <ul style="list-style-type: none"> <li>Ss complete the grammar tasks and cross-check in pairs.</li> <li>T displays common errors; groups correct and explain them.</li> <li>Each student writes one true sentence using the target structure.</li> </ul> | <b>It indicating distance; should / shouldn't</b> <ul style="list-style-type: none"> <li>Distance: It is + distance + from A to B. Advice/rules: S + should/shouldn't + base verb.</li> <li>It is two kilometres from my house to school.</li> <li>You should wear a helmet.</li> </ul> |

### 4. PROJECT - DIGITAL GALLERY WALK (15')

**Aims:** present and evaluate integrated digital products

**Content:** group presentation and peer feedback

**Outcome:** students demonstrate language, digital creation, collaboration, and safe sharing

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Present, evaluate, and improve</b><br><b>NLS: 3.2.TC1a; 2.1.TC1a</b><br>HS trình chiếu sản phẩm số, phân hồi lịch sự theo rubric, sử dụng tư liệu phù hợp và ghi nguồn hình/âm thanh khi cần. <ul style="list-style-type: none"> <li>T opens submitted products for the project 'TRAFFIC SIGNS IN MY NEIGHBOURHOOD' and confirms presentation order.</li> <li>Each group presents for 2-3 minutes; all members take an appropriate role.</li> <li>Peers use the rubric to score language, content, digital design, collaboration, and source/safety practice.</li> <li>Groups receive feedback and state one improvement they would make.</li> </ul> | <b>TRAFFIC SIGNS IN MY NEIGHBOURHOOD</b> <ul style="list-style-type: none"> <li>a digital traffic-safety guide presenting four local signs and their meanings</li> <li>Rubric: language 4 - content 4 - digital design 4 - collaboration/safety 4</li> <li>Homework: complete the self-assessment and prepare the next unit.</li> </ul> |

## PROJECT PLANNING SHEET - UNIT 7: TRAFFIC

### TRAFFIC SIGNS IN MY NEIGHBOURHOOD

*Expected product: a digital traffic-safety guide presenting four local signs and their meanings*

|                             |                                                  |
|-----------------------------|--------------------------------------------------|
| <b>Group name and class</b> |                                                  |
| <b>Members and roles</b>    |                                                  |
| <b>Selected tool</b>        | Canva / CapCut / Google Slides / other:<br>_____ |

### STORYBOARD

| Scene                           | Visuals and source | Text / voiceover | Digital feature / person responsible |
|---------------------------------|--------------------|------------------|--------------------------------------|
| <b>1. Title</b>                 |                    |                  |                                      |
| <b>2. Key idea</b>              |                    |                  |                                      |
| <b>3. Details</b>               |                    |                  |                                      |
| <b>4. Message</b>               |                    |                  |                                      |
| <b>5. Sources &amp; credits</b> |                    |                  |                                      |

### PROJECT RUBRIC (16 POINTS)

| Criterion                         | 4 - Excellent                             | 3 - Good                     | 2 - Developing               | 1 - Beginning        |
|-----------------------------------|-------------------------------------------|------------------------------|------------------------------|----------------------|
| <b>Language</b>                   | Accurate and varied                       | Minor errors                 | Several errors               | Needs strong support |
| <b>Content</b>                    | Complete, clear, logical                  | Mostly complete              | Some missing ideas           | Very limited         |
| <b>Digital design</b>             | Text-media integrated effectively         | Clear and appropriate        | Basic or uneven              | Hard to follow       |
| <b>Collaboration &amp; safety</b> | All roles; sources credited; safe sharing | Most roles and sources clear | Uneven roles or source notes | Little evidence      |