

## GETTING STARTED

## Monday in the playground



## THIS UNIT INCLUDES:

**VOCABULARY**  
Means of transport  
Road signs

**PRONUNCIATION**

Sounds: /e/ and /eɪ/

**GRAMMAR**


It indicating distance

Used to for past habits or states

**COMMUNICATION**

Talking about road signs and traffic rules

Talking about traffic problems

 Listen and read.

**Mai:** Hi, Oanh. How are you?

**Oanh:** Hi, Mai. I'm OK, thanks. How about you? What did you do yesterday?

**Mai:** I'm good. Yesterday morning I stayed at home and played with my brother. In the afternoon I cycled round the lake near my home.

**Oanh:** Oh, good, that sounds really healthy. By the way, how do you come to school?

**Mai:** My dad usually drives me to school. I used to go on foot when I was in primary school. But the new school's too far to walk now.

**Oanh:** How far is it from your house to here?

**Mai:** It's about two kilometres.

**Oanh:** How long does it take you?

**Mai:** About 10 minutes. Sometimes, when there are traffic jams, it takes longer.

**Oanh:** Do you come by car every day?

**Mai:** Yes, except when my dad is busy. Then I come by bike.

**Oanh:** I see. Hey, Mai. How about going cycling round the lake on Saturday?

**Mai:** Great idea! Can you come to my house at 3 p.m.?

**Oanh:** OK, Mai. I can't wait! See you then.

## Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /e/ and /eɪ/ correctly in isolation and in context
- use lexical items related to the topic 'Traffic'
- use 'it' for distances
- use 'used to' to talk about past habits or states
- know the meaning of some road signs
- read for specific information about traffic rules/ laws
- talk about obeying traffic rules/ laws, and how to use the road safely
- listen to get information about traffic problems in big cities
- write a paragraph about traffic problems in a city/ an area

## GETTING STARTED

### Monday in the playground

#### Introduction

T introduces the topic 'Traffic' (T may show some pictures, write the words on the board, or tell a story related to traffic).

Then T begins to ask Ss questions:

- How/ By what means do you go to school every day?  
On foot? By bicycle? By bus? On your parents' motorbike? ...
- What means of transport is faster?  
What means is safer?  
What means do you like (most)? (Why?)
- What can you see on the way to school every day?

Note: T may need to explain to Ss the meaning of the following words (or brainstorm ideas, then explain):

**Traffic:**

- the vehicles that are on a road at a particular time
- movement of people or goods from one place to another

**Transport:** carrying people or goods from one place to another using vehicles

**Means of transport:** type of vehicle used for transporting people or goods

T asks Ss to look at the title/ the picture and guess what the conversation between Mai and Oanh might be about.

1 Ask Ss questions about the picture:

E.g. *Who are Mai and Oanh?*

*What might they talk about?*

Play the recording. Ss listen and read.

(T lets Ss listen once or twice, or as many times as required.)



**a Choose the correct answer.**

- What did Mai do yesterday afternoon?
  - She stayed at home with her brother.
  - She rode her bike around the lake.
  - She walked round the lake.
- Oanh says that it's healthy to \_\_\_\_\_.
  - cycle
  - walk
  - stay home
- Mai used to go to school \_\_\_\_\_.
  - by car
  - on foot
  - by bicycle
- Mai and Oanh agree to go cycling \_\_\_\_\_.
  - tomorrow
  - every day
  - at the weekend

**b Answer the following questions.**

- What did Mai do on Sunday morning?
- How far is it from Mai's house to school?
- Who does Mai usually go to school with?
- Why does it sometimes take Mai longer to get to school?
- How does she go to school when her dad is busy?

**Remember!**

We use "How ...?" to ask about means of transport.

**Example:**

How do you go to the supermarket?



**c Can you find the following expressions in the conversation? Do you know what they mean?**

- hey
- great idea
- can't wait

**d Work in pairs. Make short role-plays with the expressions above. Then practise them.**

**Example:**

- How about cycling to school with me tomorrow?
- Great idea!

Can you extend your conversation?

**2 MEANS OF TRANSPORT**

Write the words using the first letter given.



1. b \_\_\_\_\_



2. b \_\_\_\_\_



3. pl \_\_\_\_\_



4. b \_\_\_\_\_



5. sh \_\_\_\_\_



6. tr \_\_\_\_\_



7. m \_\_\_\_\_



8. c \_\_\_\_\_

**3 Match a verb on the left with a means of transport on the right. There may be more than one correct answer. Add a preposition when necessary.**

1. ride

a. a train

2. drive

b. a boat

3. fly

c. a bus

4. sail

d. a bike

5. get on

e. a car

6. get off

f. a plane

Then make your own sentences with these phrases.

**Example: 1. d**

My father taught me how to ride a bike.

**4 Find someone in your class who never**

- walks to school
- goes to school by bus
- cycles for exercise
- takes a train
- sails on/in a boat
- flies by plane

- a** Ss work independently or in pairs to choose the correct answer to the questions. (Ss may refer back to the conversation). T then checks their answers, and gives explanations if necessary.

**Key:** 1. B      2. A      3. B      4. C

- b** Ss work in pairs. T lets them check the answers in pairs or groups, then T gives the keys. If there's time, call some pairs to read the questions and give answers.

**Key:**

1. She stayed at home and played with her brother.
2. It's about two kilometres.
3. She usually goes to school with her dad.
4. Because sometimes there are traffic jams.
5. She goes to school by bike.

**Remember!**

Introduce the question 'How' (or 'By what means') to ask about means of transport. T gives examples, then T may have Ss work in pairs to practise asking and answering questions using 'How'.



- c** Tell Ss to refer back to the conversation to find the word/ phrases. Ss practise saying them together (T plays the recording again if necessary). Explain the meaning (or give synonyms/ Vietnamese equivalent) to the Ss, then give some examples.

**Key:** 1. to get someone's attention  
 2. when you strongly support or agree with something  
 3. very excited and keen to do something

- d** Ask Ss to role-play the short conversations in pairs before creating their own short role-plays. More able Ss can try to extend the conversations.

- 2** Ss work in pairs and write the means of transport under the right pictures. Then T lets Ss read each word correctly. Check and correct their pronunciation.

**Key:** 1. bike/ bicycle      2. bus      3. plane      4. boat  
 5. ship      6. train      7. motorbike      8. car

- 3** Ss work individually to do the task, and write their answers in their notebooks. T checks their answers. Then ask Ss to make sentences with the phrases.

**Key:** 1. **d** ride a bike      2. **e** drive a car      3. **f** fly by plane      4. **b** sail on/in a boat  
 5. get on a bus/ a train/ a bike/ a motorbike  
 6. get off a bus/ a train/ a bike/ a motorbike

- 4** Let Ss stand up and go round the class to ask other Ss the question:

*How often do you walk to school/ go to school by bus ...?*

Or the question:

*Do you (often) walk to school/ go to school by bus ...?*

Ss take notes, and then some of them can report their results to the class.



# A CLOSER LOOK 1

## Vocabulary

### Road Signs

1 Have you seen these road signs? Talk about the meaning of the signs below with a partner.



1.



2.



3.



4.



5.



6.



7.



8.

2 Label the signs in 1 with the words/phrases below.

no right turn  
cycle lane  
parking  
no cycling

traffic lights  
hospital ahead  
no parking  
school ahead

### Look out!

- A sign within a red triangle will warn you of something.
- Signs with red circles are mostly prohibitive – that means you can't do something.
- Signs in blue are usually to give information.



3 Work in pairs. Discuss which of the signs you see on the way to school.

*Example:*

- A: On the way to school, I can see a 'no left turn' sign.  
B: On my way to school there is a hospital, so I can see a 'hospital ahead' sign.



## A CLOSER LOOK 1

### Introduction

Brainstorm with Ss: let them tell you all the road signs they see every day on the way to school, or elsewhere, and all the words they know related to the topic of traffic and transport. Encourage them to say out loud as many words as possible.

### Vocabulary

- 1 Ss work in pairs to talk about the meaning of the road signs.
- 2 Ss work individually to label the road signs in 1 with the words/ phrases.

T may call one or two Ss to write these on the board. Then T checks their answers.

**Key:** 1. traffic lights    2. no parking    3. no right turn    4. hospital ahead  
5. parking    6. cycle lane    7. school ahead    8. no cycling

### Look out!

There are usually three kinds of signs: informative, prohibitive, and warning. They appear in different shapes and colours. T helps Ss differentiate these signs, and gives them more examples (using pictures or drawing in the board).

*Some examples:*



- 3 Let Ss work in pairs and talk about the traffic signs they see on the way to school (or elsewhere). T goes around and gives assistance if necessary.



## Pronunciation

/e/ and /ei/

**4** Listen and repeat. Pay attention to sounds /e/ and /ei/.

- /e/: left, enter, ahead, present, helicopter, centre, never, seatbelt
- /ei/: plane, way, station, train, indicate, mistake, pavement, break

**5** Listen to these sentences carefully. Single-underline the words with sound /e/, and double-underline the words with sound /ei/.

1. Does your bike ever break down on the way to school?
  2. It is not very far to the railway station.
  3. We must always obey traffic rules for our safety.
  4. You must keep to the left when you are in the UK.
  5. They are waiting for the next train to come.
- 6** Find the words containing sound /e/ and the words containing sound /ei/ in **1-3** on page 8. Then read them aloud.

**Example:** ahead /e/  
sail /ei/

## A CLOSER LOOK 2

### Grammar

*It* indicating distance

We can use *it* in the position of the subject to indicate distance.

**Example:**

It is about 300 metres from my house to the bus stop.



**1** Write sentences with *it*. Use these cues.

**Example:**

my house/500 metres/nearest shop  
→ It is about 500 metres from my house to the nearest shop.

1. 700 metres/my house/Youth Club
2. five km/my home village/nearest town
3. 120 km/Ho Chi Minh City/Vung Tau
4. 384,400 km/the Earth/the Moon
5. not very far/Ha Noi/Noi Bai Airport

**2** Work in pairs. Ask and answer questions about distances in your neighbourhood.

**Example:**

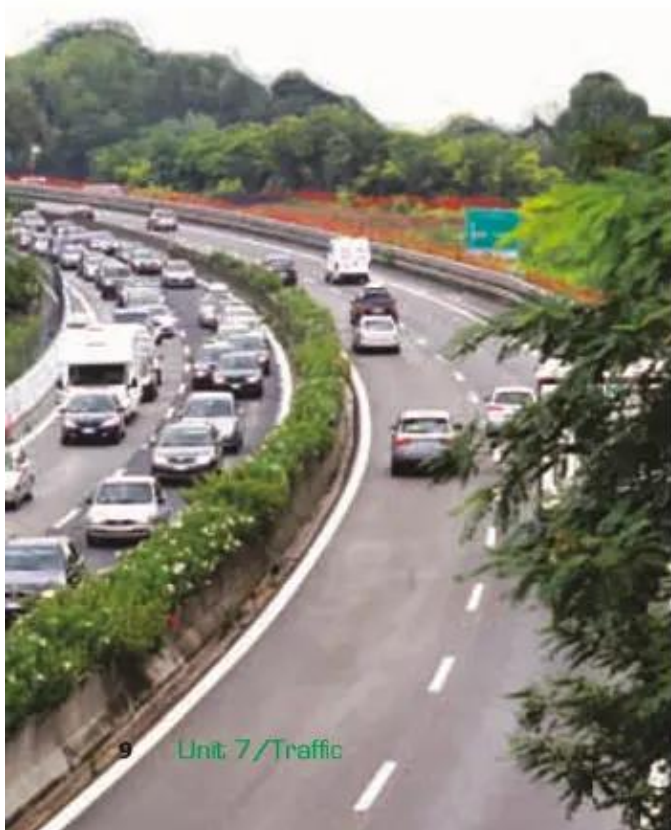
**A:** How far is it from your house to school?

**B:** It's about a kilometre.

You can use these cues:

- your house - open-air market/supermarket
- your school - playground
- your house - river
- bus station - your village

.....



## Pronunciation

/e/ and /eɪ/

- 4 First T gives examples of the sounds /e/ and /eɪ/. Let Ss practise the sounds together. Ask Ss to observe the T's mouth and listen carefully to T for these two sounds. Play the recording and let Ss listen and repeat as many times as required. Help them with their pronunciation.
- 5 Play the recording two or three times (or more if necessary). Help Ss distinguish the sounds /e/ and /eɪ/, and recognise all the words with the two sounds, then underline them as instructed.

Key:

1. Does your bike ever break down on the way to school?
  2. It is not very far to the railway station.
  3. We must always obey traffic rules for our safety.
  4. You must keep to the left when you are in the UK.
  5. They are waiting for the next train to come.
- 6 Refer back to the page 8. Ask Ss to find all the words having sounds /e/ and /eɪ/ in sections 1-3. Correct their mistakes. Let them practise saying these words together.

Words with sound /e/: *ahead, red, left*

Words with sound /eɪ/: *phrases, lane, information, way*

If there is time left, ask Ss to give the words they know having the two sounds.

## A CLOSER LOOK 2

### Introduction

Ss have already learned *It* as the formal subject to indicate time and weather, climate, etc. In this unit, *It* appears to indicate distance.

T explains to Ss how to use *It*, and gives some examples.

## Grammar

### *It* Indicating distance

- 1 Let Ss work by themselves and write down the sentences. T observes and helps when and where necessary. After that ask some Ss to read their sentences. T corrects Ss' mistakes.

Key:

1. It is about 700 metres from my house to the Youth Club.
  2. It is about five km from my home village to the nearest town.
  3. It is about 120 km from Ho Chi Minh City to Vung Tau.
  4. It is about 384,400 km from the Earth to the Moon.
  5. It is not very far from Ha Noi to Noi Bai Airport.
- 2 Ss work in pairs. They ask and answer questions about distances in their neighbourhood, following the example. Encourage them to talk as much as possible. T corrects their answers, and their pronunciation and intonation.



## Grammar

### Used to

We use **used to** to describe an action, a habit or a state that happened regularly in the past but doesn't happen now.

(+) I/We/You/They/He/She/It **used to** walk to school.

(-) I/We/You/They/He/She/It **did not use to** walk to school.

(?) **Did** I/We/You/They/He/She/It **use to** walk to school?

#### Example:

There **used to** be many trees on this street, but now there are only shops.



### Watch out!

In questions and negative sentences, the final 'd' in **used** is dropped.

#### Example:

**Did you use to** play hide-and-peek when you were small?



3 Complete the sentences with **used to** or **use to** and the verbs in the box below.

be   ride   play   go   feel

- I \_\_\_\_\_ a tricycle when I was a child.
- There \_\_\_\_\_ fewer people and vehicles on the roads.
- My father \_\_\_\_\_ to work by motorbike. Now he cycles.
- \_\_\_\_\_ you \_\_\_\_\_ hide-and-peek when you were small?
- Five years ago people in this town \_\_\_\_\_ not \_\_\_\_\_ worried about traffic jams.

4 Rewrite the sentences using **used to**.

- My mum lived in a small village when she was a girl.  
→ My mum \_\_\_\_\_.
- There are more vehicles on the roads now.  
→ There did not \_\_\_\_\_.
- We cycled to school two years ago.  
→ We \_\_\_\_\_.
- There did not use to be many traffic accidents before.  
→ Now there are \_\_\_\_\_.
- My uncle was a bus driver some years ago, but now he has a desk job.  
→ My uncle \_\_\_\_\_.

5 Work in groups. Did you use to do those things? Ask and answer.



1. play marbles

2. play football in the street



3. swim in the pond near your house



4. ride a tricycle



5. ride a buffalo



## Grammar

### Used to

Explain to Ss that **used to** is the same form for all persons. It is used to describe an action, a habit or a state that happened regularly in the past, but does not happen now (T should emphasise 'no longer happen now').

Give Ss enough time to study the rules and the examples.

Then T gives them more sentences in all three forms (+), (-), (?).

- 3** Ss work independently, writing down the answers. Then let them work in groups to check and say the sentences out loud. T goes round giving help when and where necessary. Some Ss may write their answers on the boards. Other Ss give comments and T gives corrections.

#### Key:

- |                        |                        |               |
|------------------------|------------------------|---------------|
| 1. used to ride        | 2. used to be          | 3. used to go |
| 4. Did ... use to play | 5. did ... use to feel |               |

- 4** Let Ss work individually to rewrite the sentences in their notebooks.

While Ss do their task, T goes round to monitor the whole class.

When Ss finish their task, call on some to read out their sentences. Let others give comments, T corrects mistakes if necessary.

#### Key:

1. My mum used to live in a small village when she was a girl.
2. There did not use to be (as) many vehicles on the roads.
3. We used to cycle to school two years ago.
4. Now there are more traffic accidents than there used to be.
5. My uncle used to be a bus driver some years ago, but now he has a desk job.

- 5** Ss work in groups. They take turns to ask and answer questions. Then T may ask some Ss to report their results to the class.

**Example:** - Did you use to play marbles?  
- Yes, I did. (I used to play them with my friends.)  
No, I didn't. (I never used to play them.)

One student may report to the class:

*In my group, Kien/ some used to play marbles. Most of us used to ride a tricycle. Some boys used to play football in the street. Nobody used to ride a buffalo ...*

If there is still time left, let Ss give sentences of their own.

Ask one student to give an affirmative sentence, the others turn it into a negative sentence and a question ...



# COMMUNICATION

**Extra vocabulary**  
 roof illegal laws reverse right-handed

1 Look at the flags of some countries. Give the names of these countries.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

2 Why do these countries drive on the left? Listen to the text then write your answers below.

Reasons why this happened:

1. \_\_\_\_\_
2. \_\_\_\_\_

3 Look at the strange driving laws below. Five of them are true, but one is false. In pairs, can you find the false driving law?



In Alaska, you are not allowed to drive with a dog on the roof.



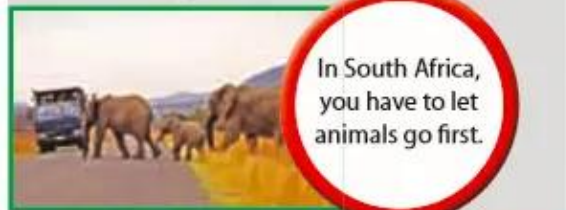
It is illegal for women to drive in Saudi Arabia.



You have to wear a shirt or T-shirt while driving in Thailand.



In Spain, people who wear glasses have to carry a spare pair in the car.



In South Africa, you have to let animals go first.



In France, you can only reverse your car on Sundays.

4 Now, work in groups. Discuss the laws and put them in order from the strangest (N°1) to the least strange (N°5).

Are there strange rules in Viet Nam?



## COMMUNICATION

### Introduction

Introduce the rule of keeping to the left-hand side of the road in the U.K. Compare this to Viet Nam. Which side of the road do we drive on? Do you think it would be easy to change this rule?

First, have Ss read the new vocabulary and elicit the meaning of the new words. Next say the words after the teacher.

**1** Ss work in groups to name the country which each flag belongs to. Check answers together.

1. The U.K.
2. Australia
3. India
4. Thailand
5. Malaysia

**2** Explain to Ss that all the countries in **1** drive on the left-hand side of the road. Listen to the recording to find out why this happened, and complete the reasons in **2**. Ss listen again to complete the information then check their answers with a partner. T goes round the class giving support if needed.

**Key:**

*Reasons why this happened:*

1. some countries used the same system as the UK
2. many people are right-handed (in the past, this meant they could ride a horse using mainly their left hand, and could more easily use their right hand to carry a sword)



**Audio script:**

The right side is the wrong side!

Do you know that there are many countries in the world where the traffic rule is to keep to the left? Some of these are the United Kingdom, Australia, India, Thailand, and Malaysia. There are different reasons for this. One is that some countries used the same system as the UK. Another is that many people are right-handed!

**3** Ss work in pairs, discussing which one they think is the false driving law.

T may ask the question: *Which one do you think seems the most unreasonable?*

Then let Ss think and give the answer.

**Key:**

'In France, you can only reverse your car on Sundays.' This law is false!

**4** Ss work in groups and discuss the laws in **3** and put them in order from the strangest (N°1) to the least strange (N°5). T may ask Ss to explain why.

The groups may have different results.



## SKILLS 1

### Reading

- 1 Look at the picture. Can you see anything that is dangerous?



- 2 Now match these words to make common expressions.

1. traffic

2. zebra

3. road

4. driving

5. speed

6. railway

7. train

8. means

a. limit

b. users

c. licence

d. crossing

e. of transport

f. ticket

g. jam

h. station

Can you see any of these things in the picture in 1?

- 3 Answer the following question.

When you are a road user, what should you NOT do?

Make a list in groups. Compare your list with other groups.

- 4 Read the following text and answer the questions below.

#### ROAD SAFETY

These are some rules about road safety. It is very important to obey these rules when you use the road.

##### Pedestrians

1. Always look carefully where you go.
2. Use the pavement or footpath.
3. Walk across the street at the zebra crossing.
4. Wait for the traffic light to turn green before you cross the street.
5. Wear white or light-coloured clothes in the dark.

##### Drivers

1. Always fasten your seatbelt when you drive.
2. Don't drive if you feel tired or after you drink alcohol.
3. Don't park in front of a zebra crossing.
4. Strictly obey traffic signals.

##### Cyclists and motorists

1. Always keep both hands on the handle bars.
2. Always wear a helmet when you ride a motorbike.
3. Give a signal before you turn left or right.
4. Use front and back lights at night.
5. Don't carry a passenger in front of you.

##### Questions:

1. Where should you cross the street?
2. What must one always do when he/she drives?
3. Should one drive after drinking alcohol? Why or why not?
4. What must you do before you turn left or right while driving or riding a motorbike?
5. Why should pedestrians wear light coloured clothes in the dark?

### Speaking

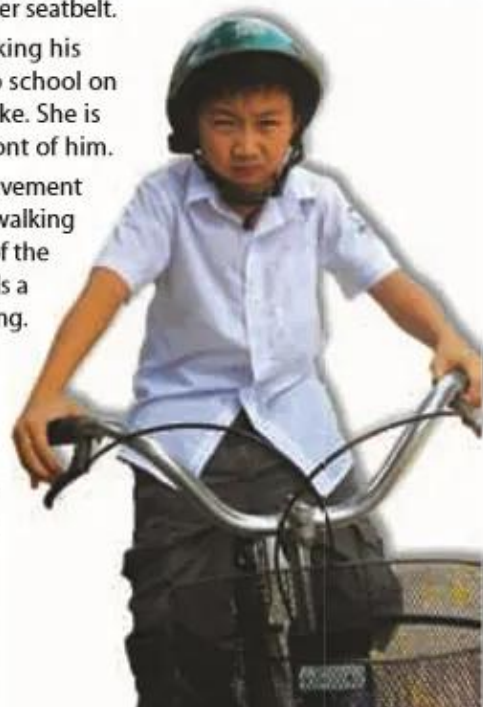
- 5 Class survey. Ask your classmates the question.

How do you go to school every day?

Then make a list of the means of transport that is used the most, and used the least.

- 6 Read the following sentences. In groups, discuss who is using the road safely, and who is acting dangerously. Give reasons.

1. Hoang is riding a bike, and he is wearing a helmet.
2. Mr Linh is very tired. He is driving home very fast.
3. Mrs Sumato is driving only 200 metres, but she is wearing her seatbelt.
4. Mr Lee is taking his daughter to school on his motorbike. She is sitting in front of him.
5. There is a pavement but Nam is walking at the side of the road towards a zebra crossing.
6. Michelle is cycling to school and she is waving to her friends.



## SKILLS 1

### Reading

1 T tells Ss to look at the picture and say why it is dangerous.

*E.g.: It is dangerous to ride a motorbike on the pavement.*

2 Ss work in pairs to do the matching. T checks their results.

**Key:**

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. <b>g:</b> traffic jam  | 2. <b>d:</b> zebra crossing     |
| 3. <b>b:</b> road users   | 4. <b>c:</b> driving license    |
| 5. <b>a:</b> speed limit  | 6. <b>h:</b> railway station    |
| 7. <b>f:</b> train ticket | 8. <b>e:</b> means of transport |

Then T asks Ss which they can see in the picture in 1.

**Key:** road users, means of transport

3 Ss work in groups. Tell them to answer the question:

*'When you are a road user, what should you NOT do?'*

Then they make a list to compare with other groups.

T may give some cues: talk and laugh loudly, look back, go in a red light, ...

4 Tell Ss to read the text then answer the questions. Set a strict time limit to ensure Ss read quickly for specific information. Ss may read the passage more than one time.

Explain the new words and clarify anything difficult. T may ask questions to see if Ss understand the text.

Ask Ss to read the text again (if need be), then work with a partner to answer the questions.

**Key:**

1. We should cross the street at the zebra crossing.
2. He/ She must always fasten the seatbelt.
3. No, he/ she shouldn't. Because it is very dangerous. (He/ She may cause an accident.)
4. We must give a signal.
5. Because the other road users can see them clearly and avoid crashing into them.

Further practice: if there is still time, T may let more able Ss retell part of the reading text.

### Speaking

5 Ss do the class survey. After that call some Ss to report to the class.

6 Allow some time for Ss to read individually. Then they work in groups to discuss who is using the road safely, and who is acting dangerously, and give reason(s).

**Suggested answers:**

1. safely
2. dangerously (because he is likely to have an accident)
3. safely
4. dangerously (it is difficult for him to see the road properly, and to ride)
5. dangerously (a car or motorbike may crash into him)
6. dangerously (she may have an accident if something happens unexpectedly)



## SKILLS 2

### Listening

#### TRAFFIC PROBLEMS IN BIG CITIES

- 1 Work in groups. Where do you think this picture was taken? Why is it special?



- 2 Look at the following headline and check your answers.

#### RECORD BREAKING JAM!

Yesterday, Brazil's largest city had the world's longest ever traffic jam. It was 295 kilometres long!

- 3 Now listen to the passage and choose the correct answer.

- São Paulo in Brazil has \_\_\_\_\_.
  - a large population
  - the worst traffic jams
  - good records
- Big cities often suffer from traffic jams \_\_\_\_\_.
  - every day
  - in the evening
  - in the rush hour
- The main cause of the problem is \_\_\_\_\_.
  - increase in population
  - narrow roads
  - poor-quality roads
- According to the passage, many road users \_\_\_\_\_.
  - respect traffic rules
  - do not know traffic signs
  - do not obey traffic rules

### Writing

- 4 Tick the traffic problems in big cities in Viet Nam.

1		too many people using the road
2		too many vehicles
3		narrow and bumpy roads
4		traffic accidents every day
5		wild animals running across the road
6		young people riding their bikes dangerously

Then write the above in full sentences.

#### Example:

One of the traffic problems in our big cities is that there are too many people using the roads.

- 5 Write a paragraph about the traffic problems where you live, or in a town, or a city you know well. Use the cues above, and the following outline.

Introduction:

Problem 1: \_\_\_\_\_

Problem 2: \_\_\_\_\_

Problem 3: \_\_\_\_\_

Conclusion: (Reason or advice/suggestion)



## SKILLS 2

### Listening

- 1 Ss work in groups. They study the picture and answer the two questions.
- 2 Tell Ss to look at the newspaper headline and check their answers.

**Key:** - in Brazil  
- long traffic jam (very long line of vehicles)

- 3 Ask Ss to read the questions and guess the answers. Then play the recording one or two times. Ask Ss to listen carefully and circle the correct answers.

**Key:** 1. B      2. C      3. A      4. C



#### Audio script:

The most common traffic problem in cities around the world is traffic jams. São Paulo in Brazil has the world's worst daily traffic jams. According to reports, the historical congestion record was set on June 1, 2012, with 295 kilometres of vehicle queues around the city during the evening rush hour. Some other big cities also suffer from serious congestion in the rush hour.

The main cause of this traffic problem is the increase of the population in big cities. So the number of people using the roads has risen several times. The second reason is that the roads are narrow and sometimes are not good enough. Also, many road users have no respect for traffic rules. As a result, this problem is getting worse and worse.

### Writing

T may begin by asking Ss what they think the traffic problems in big cities in Viet Nam are.

- 4 Have Ss look at the pictures, read the phrases and tick the traffic problems.

Suggested answers: pictures 1, 2, 3, 4, 6

Then Ss write full sentences. Call some Ss to write them on the board. Others give comments. T gives corrections.

#### Suggested answers:

- There are too many vehicles (on the road).
- Many roads are narrow and bumpy.
- There are traffic accidents every day.
- Many young people ride their bikes dangerously.

- 5 Tell Ss to study the sentences they have written in 4, then practise writing the paragraph.

Tell Ss to use proper connectors: *first/ firstly, second/ secondly, ...* and pay attention to spelling and punctuation.

T may collect the Ss' writing papers and mark them, then give comments to the class.



## LOOKING BACK

### Vocabulary

1 What do these signs mean? Write the meaning below each sign. Then put them into the correct box.



1.                      2.                      3.                      4.



5.                      6.                      7.                      8.

**Prohibition signs**

.....

.....

.....

**Warning signs**

.....

.....

.....

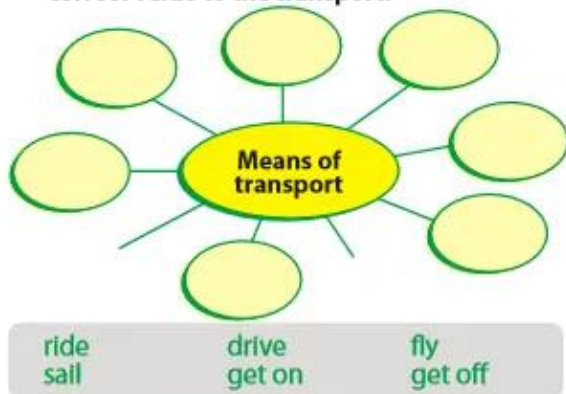
**Information signs**

.....

.....

.....

2 Write the names of means of transport in the word web below. Then draw lines joining the correct verbs to the transport.



### Grammar

3 Change the sentences according to the prompts in brackets.

1. You used to go to school on foot. (?)
2. Mr Van used to ride his motorbike dangerously. (-)
3. The streets used to be cleaner and more peaceful. (?)
4. I didn't use to go out on Sundays. (+)
5. They used to go on holiday together. (-)

4 Write sentences using these cues.

1. over 100 km/my hometown/Ho Chi Minh City
2. about 25 km/my grandparents' house
3. I/used to/small bike/the yard/outside/flat
4. There/used to/bus station/city centre/but/it/move/the suburbs
5. Children/must/learn/road safety/before/allowed/ride/bike/road

### Communication

5 Match the questions 1–6 with the answers a–f.

1. How does our English teacher go to work every day?
2. What does this road sign mean?
3. Is it far from our school to the central gym?
4. How long does it take to go from Ha Noi to Con Dao by air?
5. What games did you use to play when you were 10 years old?
6. Did your father use to take the bus to work?
  - a. It means that you can't go into this road.
  - b. By motorbike.
  - c. No, he didn't. He cycled to work.
  - d. About two and a half hours.
  - e. No, it's only about a kilometre.
  - f. Marbles, and hide-and-peek.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about road signs and means of transport			
• use <i>it</i> to talk about distance			
• use <i>used to</i> to talk about a past habit or a state			
• write a paragraph about traffic problems			

## LOOKING BACK

As in the other units, this is the review section, so tell Ss not to refer back to the previous pages. Instead they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

### Vocabulary

- 1 Ss do this task individually to write the meaning below each sign. T corrects their mistakes and helps them read the words correctly.

**Key:**

- |                   |                 |                   |               |
|-------------------|-----------------|-------------------|---------------|
| 1. Traffic lights | 2. School ahead | 3. Hospital ahead | 4. Cycle lane |
| 5. Parking        | 6. No parking   | 7. Left turn only | 8. No cycling |

Then let Ss work in groups and put the signs into the correct boxes.

Prohibition signs: 6, 8

Warning signs: 1, 2, 7

Information signs: 3, 4, 5

- 2 Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Then T corrects the mistakes, and adds some if need be.

**Suggestion:** bicycle, motorbike, car, bus, taxi, train, plane, boat, ship ...

### Grammar

- 3 Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.

**Key:**

1. Did you use to go to school on foot?
2. Mr Van didn't use to ride his motorbike dangerously.
3. Did the streets use to be cleaner and more peaceful?
4. I used to go out on Sundays.
5. They didn't use to go on holiday together.

- 4 Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to read the sentences aloud.

**Key:**

1. It is over 100 km from my hometown to Ho Chi Minh City.
2. It is about 25 km to my grandparents' house.
3. I used to ride a small bike in the yard outside my flat.
4. There used to be a bus station in the city centre, but it was/ has been moved to the suburbs.
5. Children must learn about road safety before they are allowed to ride a bike on the road.

### Communication

- 5 Ss read the questions and answers once or twice (they can read aloud), then match them.

Ss work in pairs and role-play the questions and answers, then write all the sentences in their notebooks.

**Key:** 1. b    2. a    3. e    4. d    5. f    6. c

### Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if need be.

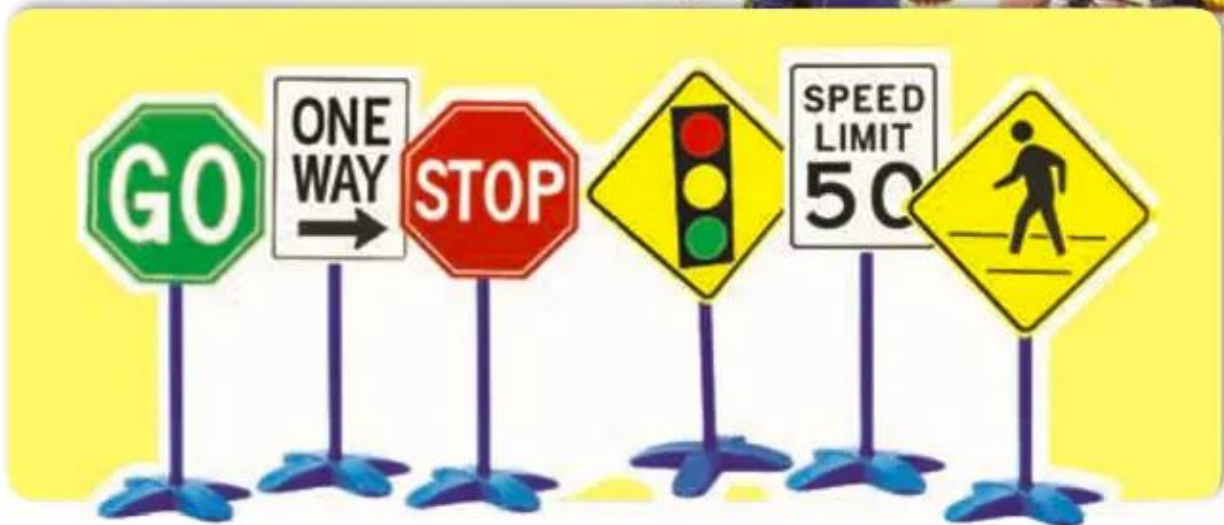


## PROJECT

### Road signs display

**1** In groups, think of some traffic signs to display around your school. Use the following prompts or your own ideas.

- Should there be a speed limit in the playground?
- Should there be a 'one way' sign in the corridors?
- Should there be a traffic light sign at the school gate?



**2** Make some of these traffic signs of your own out of paper, cardboard or other materials.

**3** Show them to your group or class and say:

What it is

What it tells people to do/not to do, warns people about, or gives information about.

**4** Display your signs in the appropriate places in or around school.



## PROJECT

### Road signs display

- 1 Ss work in groups or the whole class. Brainstorm Ss for creative ideas of traffic signs to use inside and around the school. Encourage Ss to give as many as possible. The ideas they put forward may be realistic, or may be not, but the aim is that Ss revise the lesson and practise speaking as well as think and develop their creativeness.
- 2 Ss work independently. T encourages them to use imagination and make their own traffic signs (at home, or in groups/ class if possible, and with the materials available).
- 3 Ss take turns to tell the class about the signs they have made in 2.

*Example:*

S1: *This is 'speed limit 50' sign. It tells people not to drive more than 50 km an hour.*

S2: *Well, this is 'school ahead' sign. It warns people about children crossing the road.*

.....

- 4 T tells Ss to put their signs in the appropriate places in or around school.  
Ss can make their own traffic signs at home, and next time bring them to class to explain and to display.