



Vocab:

Helicopter, lorry, scooter, distance, underground, ambulance, go by bike, go on foot, tractor, give somebody a lift, means of transport, take a bus,

Structure:

1. How far is it from your house to school?
- It's about _____.
2. How do you go/get to school?
- I _____.
3. How long does it take?
- It takes me _____.

Objectives:

- To pronounce correctly sounds /e/ and /ei/ in isolation and in context
- To ask and answer about distances and means of transport.
- To listen to a talk about distance and means of transport.



GETTING STARTED - Activity 1

👉 **Work in pairs – Match the photos with the words in the box. There are some items that don't have photos.**

- Have students work in pairs to match the photos with the appropriate words in the box. Note that there are some words they can't find the photos (2 – 3 mins)

- **KEY:**

bicycle (bike) 4	helicopter 1	car 6	plane 9	scooter 10
ship 7	train 5	motorbike 7	bus 2	lorry 3

- Explain “underground train” if students don't understand by drawing.



LISTENING - Activity 2

👉 **Task 1: Listen to 5 teenagers talking about their journeys to school. How do they answer these questions?**

Complete the table.

- Have students to look at the table and explain the new words “distance” if they don't understand.
- Read aloud this passage with your NORMAL VOICE.
- Tell students that they can listen TWICE

NOTE: You can explain – DISTANCE by making an example

Hanoi => Quang Binh:
450km (distance)

1. **Danny**, how far is it from your house to school? – About 1 km.
And how do you get to school? – I usually walk to school.
How long does it take? – About 15 minutes.
2. **Charlotte**, how far do you live from the school? – I live in a village. About 6 km away.
How do you get to school? – My Dad gives me a lift in the morning. He works near the school. But he finishes his work late, so I go home by bus.
How long does it take? – About 20 or 25 minutes.

3. **Craig**, how far do you live from the school? – I live just around the corner. About 200 meters.

So do you go on foot? – Yes, usually or sometimes I go by bike.

How long does it take? – Just 2 or 3 minutes.

4. **Ann**, how far is it from your house to school? – I'm not sure... About 2 or 3 km... I think.

And how do you get to school? – I take a tram. It stops right outside our block of flats.

How long does it take? – About 20 minutes.

5. **Joe**, how far is it from your house to school? – About 4 km.

How do you get to school? – I go by underground.

How long does it take? – It takes 5 minutes to walk to the station, 10 minutes on the train and another 5 minutes from the station to the school.

- Ask students which questions they can hear.
- Write the questions on the board
 - + How far is it from your house to school?
 - + How do you get to school?
 - + How long does it take?
- Ask students the answers for these questions.
- Invite some students to check the answer
- Teacher can write the correct answers on the board

KEY:

	Distance	Time
1. Danny	1 km	15 mins
2. Charlotte	6 km	20 - 25 mins
3. Craig	200 m	2 - 3 mins
4. Ann	2 - 3 km	20 mins
5. Joe	4 km	20 mins

Or call some students to do this.

NOTE: When you check the correct answers, you can read the listening script again and pause at the correct answers.

 **Task 2: Listen again and complete the sentences with the correct names.**

- **NOTE:** You can skip this part to spend time on the main activity – **SPEAKING** – useful phrases and structures.
- Read the listening script above ONCE again, then ask students to write the correct names.
- Write numbers 1 to 5 on the board.
- Invite some students to give their answers, ask TA to write their answers for you.
- Check the correct answers.

KEY: 1. Craig

2. Ann

3. Danny

4. Joe

5. Charlotte



SPEAKING - Activity 3

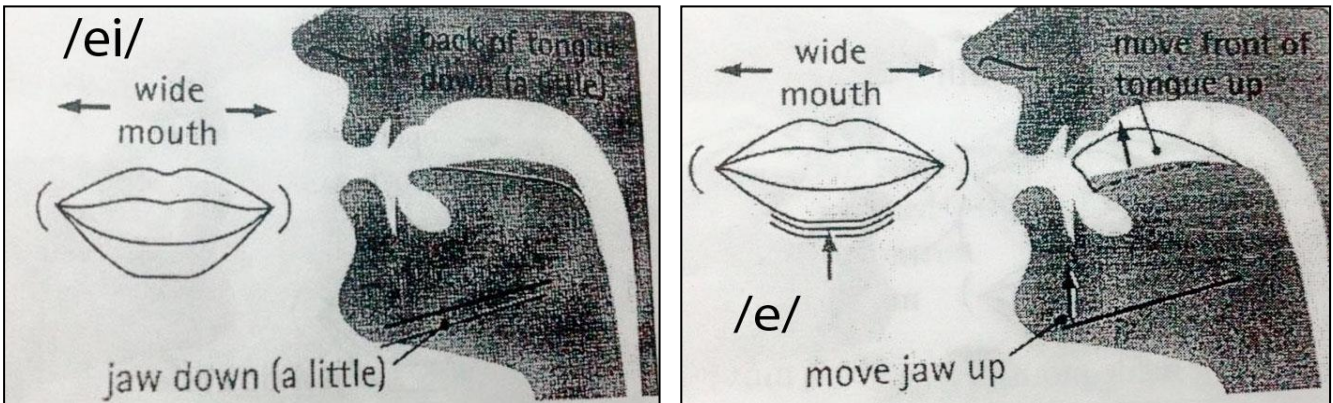
 **Task 1: Make some examples based on these useful phrases.**

- Have students look at “REMEMBER” and explain some phrases if students don’t understand. (especially “give someone a lift to ... = drive someone to ...”)

- Ask students to make some examples based on these useful phrases (if there is enough time)
- ☞ **Task 2: Work in groups of four. Ask and answer. Then fill in the table below.**
- Ask students to work in groups of four to ask and answer 3 questions and fill in the table (5 minutes)
- Go around the class to help students if they need.
- Invite some groups to present their results.

🧠 **PRONUNCIATION - Activity 4**

- **NOTE: If there is not enough time, you can skip this part and move it to the next period.**
- Explain how to pronounce 2 sounds /e/ and /ei/ (the way to put the tongue, teeth...)



☞ **Task 1: Listen and repeat**

- Have students listen and repeat all the words below chorally, then individually

/e/			/ei/		
Test	death	red	Play	plate	place
Friend	said	many	Grey	grade	great
Check	shelf	leg	Aim	age	eight

☞ **Task 2: Read the TONGUE TWISTER as quickly as possible.**

1. *It's best to rest, said the vet to the pet.*
2. *The rain in Spain falls mainly on the plain.*

- Read the tongue twister first then ask students to listen and repeat after you.
- Have students practice the tongue twisters in pairs.
- Invite some students to read aloud the tongue twisters