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| **School: ……………………………………..** | **Date: ……………………………..** |
| **Class: ………………………….....................** | **Period: …………………….........** |

 **UNIT 7: TRANSPORTATION**

 **Lesson 2.2 - Grammar (page 56)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- listen to and understand a short conversation between 2 people talking about speed of some means of transport.

- use equal comparison correctly.

**1.2. Competences**

- improve speaking, listening and writing skills.

- improve the use of English.

**1.3. Attributes**

- be careful and safe road users.

- choose suitable means of transport for travelling.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat.  | **-** Ss’ performance. | - T’s feedback. |
| **-** Study the grammar box. | - Ss’ task. | - T’s observation. |
| - Rewrite sentences using (not) as…as… | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Write sentences using the information in the table. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Write: Make more sentences about transportation from the table. Use the prompts. | - Ss’ performance/ presentation. | - T’s observation, T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Review adjectives.

**c) Expected outcomes:** Ss review old knowledge and have general ideas about the grammar points they are going to study in the new lesson.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Review adjectives**

- Have Ss close all books.- Have Ss use the words in the box to fill in the blanks. - Call Ss to give answers.- Check Ss’ answers, correct Ss’s answers if necessary.- Lead to the new lesson: adjectives used to compare things in equal comparison.**\*Illustration:*** **Option 2: Word Dictation**

- Prepare the mp3 files of some adjectives which are used in the lesson.- Play the sound, have Ss listen and write the words they can hear.- Call some Ss to write answers on the board.- Check Ss’ answers.- Give feedback and evaluation.- Lead to the new lesson.\***Suggested adjectives**: *expensive, cheap, old, new, big, small, comfortable, convenient, fast, slow, …* | - Close books.- Work in pairs.- Give answers.- Listen.**Answers keys***1. expensive**2. old**3. comfortable**4. big**5. cheap**6. fast*- Listen and write the words they can hear. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce: Equal comparison.

**b) Content:**

**-** Listen and repeat.

**-** Introduce the grammar point: Equal comparison.

**c) Expected outcomes:** Ss know how to use equal comparison to do some following exercises.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen and repeat**- Have Ss look at the picture using DCR.- Play audio (CD1 – Track 76) and have Ss listen and read the speech bubbles.- Play the audio again and have Ss listen and repeat. **Grammar box*** **Option 1:**

- Have Ss look at the grammar explanation and read: **Equal comparison**- Have Ss look at the examples with different forms and read:- Briefly explain the grammar point. - Ask Ss to make sentences with equal comparison- Give feedback and evaluation.* **Option 2:**

- Have Ss look at the picture and read the example.- Ask Ss to pay attention to the bold words.- Ask Ss extra questions:*1. Which runs faster: a bus or a train?**2. Which words are used to express comparison in the example?*- Lead to the grammar box, have Ss read the grammar box and the examples.- Briefly explain the grammar point. - Ask Ss to make sentences with equal comparison, use their own ideas.- Give feedback and evaluation. | - Look.- Listen, then read.- Listen and repeat.- Look and read.- Look and read.- Listen and take notes.**-** Make sentences, equal comparison.- Look, read.- Give answers.**Expected answers***1. a train**2. “isn’t as fast as”*- Listen and take notes.- Make sentences. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use equal comparison correctly.

**b) Content:**

- Rewrite sentences using (not) as…as…

- Write sentences using the information in the table.

**c) Expected outcomes:** Students can use equal comparison in their speaking.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Rewrite sentences using (not) as…as…**- Demonstrate the activity on DCR, using the example.- Have Ss rewrite sentences using (not) as…as…- Have Ss work in pairs to check each other’s work. - Have some Ss share their answers with the whole class.- Give feedback, correct Ss’ answers if necessary.**Task c. Write sentences using the information in the table.**- Demonstrate the activity on DCR, using the example.- Have students write sentences using the information in the table. - Have Ss check answers with their partners. - Call Ss to read or write answers.- Check Ss’ answers, give feedback. | - Look and listen.- Work individually.- Work in pairs.- Write answers on the board.**Answer keys**- Look and listen.- Work individually.- Work in pairs.- Give answers.**Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar point they study in the lesson.

**b) Content:**  Writing: Make more sentences about transportation from the table. Use the prompts.

**c) Expected outcomes:** Ss produce the new language successfully, and they can apply the grammar point they have learnt in speaking and writing.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. Make more sentences about transportation from the table. Use the prompts.**- Divide class into pairs.- Have Ss make more sentences about transportation from the table. Use the prompts.- Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation. | - Work in pairs.- Have conversation in pairs.- Present.- Listen. |

**C. Consolidation and homework assignments (5’)**

**\*Consolidation**

**- Equal comparison**



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**\* Homework:**

- Make 3 sentences, use equal comparison.

- Do the exercises in WB: Grammar and Writing (page 41).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 45).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 2.3 – Pronunciation and Speaking (page 57 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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