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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**

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| --- | --- | --- |
| **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:**

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| --- | --- |
| **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.

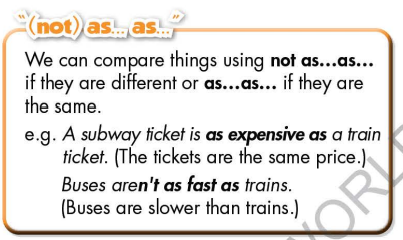
**d) Organization of the activity:**

|  |  |
| --- | --- |
| **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:

…………………………………………………………………………………………

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

…………………………………………………………………………………………