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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 27** |

**UNIT 2: FIT FOR LIFE**

**Grammar 2e (page 37)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn new grammar point: Quantifiers.

- practise doing grammar exercises.

- make questions and answers using how much and how many.

**1.2. Competences**

- improve Ss’ analytical, collaboration and critical thinking skills.

**1.3. Attributes**

- build their motivation for study.

- develop their patriotism, kindness, honesty and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Look at the cartoon then answer the questions.  - Choose the correct option.  - Fill in each gap with the correct quantifier.  - Choose the correct option. Then answer the questions about you. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ own sentences. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to introduce quantifiers.

b. Content: cartoon.

c. Expected outcomes: Ss have some ideas about quantifiers

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Look at the cartoon then answer the questions**.  1. What kind of noun follows *how much* and *little,* countable nouns or uncountable nouns?  2. Can you give more examples?    - Ask Ss to look at the cartoon and answer the questions.  - Ask Ss to work in pair to complete the task.  - Check Ss’ answers. | - Look at the cartoon and answer the questions.  - Work in pair to complete the task.  ***Answer keys:***  1. uncountable nouns  2. Ss’ own answer. |

**B. Presentation: 10 minutes**

a. Objectives: to present the rules of quantifiers.

b. Content: Theory box and Note! box.

c. Expected outcomes: Ss can remember and understand the rules of quantifiers.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Read the theory and give examples.  - Ask Ss to study the theory box.  - Explain countable and uncountable and give some examples.  ***Note!***  ***Some*** can be used in interrogative form as an offer, a request or a suggestion.  *Would you like* ***some*** *water?*  *Can you get me* ***some*** *orange juice?*  *Let’s have* ***some*** *biscuits.*  - Read out the Note! box.  - Explain that ***some*** can be used in interrogative form as an offer, a request or a suggestion.  Note!  ***Many/much*** are usually used in negative and interrogative forms, but ***too many/too much*** are used in affirmative form.  *There isn’t* ***much*** *milk for breakfast.*  *Do you drink* ***much*** *water every day?*  *There are* ***too many*** *apples in the basket.*  *There is* ***too much*** *oil in the salad.*  - Read out the Note! box.  - Explain that ***many/much*** are usually used in negative and interrogative forms, but ***too many/too much*** are used in affirmative form. | - Read the theory box and listen to teacher’s explanation.  - Take notes.  - Read the Note! box and listen to teacher’s explanation.  - Take notes.  - Read the Note! box and listen to teacher’s explanation.  - Take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise the *quantifiers.*

b. Content: tasks 4, 5.

c. Expected outcomes: Ss can remember and understand the *quantifiers,* do the task correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4.** **Choose the correct option.**  **1** We’ve got **a lot/many/much/few** of cheese.  **2** How **lot/many/much/a little** cucumbers are there in the fridge?  **3** There is **lots/some/a few/little** of rice in the bowl.  **4** Is there **few/little/lots/any** pizza left?  **5** There’s **too much/too many/a lot/a few** sugar in my tea.  **6** How **many/little/much/few** juice is there in the carton?  **7** There isn’t **many/much/little/some** coffee in the pot.  - Explain the task and give Ss time to complete it.  - Check Ss’ answers (using the IWB). | - Work individually to choose the correct option.  - Share with their friend.  ***Answer keys:***  2. many 3. lots  4. any 5. too much  6. much 7. much |
| **Task 5. Fill in each gap with the correct quantifier.**  **1** A: How many bananas are there in the fruit bowl?  B: Not \_\_\_\_\_. Just a \_\_\_\_\_  **2** A: There’s \_\_\_\_\_of cheese in the fridge.  B: Let’s make \_\_\_\_\_ cheese sandwiches for dinner, then.  **3** A: How \_\_\_\_\_chicken do you need for the salad?  B: Not \_\_\_\_\_. Just a \_\_\_\_\_.  **4** A: Don’t give me too \_\_\_\_\_ potatoes – I’m not very hungry.  B: That’s OK. There aren’t \_\_\_\_\_ anyway.  - Explain the task and give Ss time to complete it.  - Check Ss’ answers. | - Fill in each gap with the correct quantifier.  ***Answer keys:***  **1** A: How many bananas are there in the fruit bowl?  B: Not many. Just a few.  **2** A: There’s a lot of cheese in the fridge.  B: Let’s make some cheese sandwiches for dinner, then.  **3** A: How much chicken do you need for the salad?  B: Not much. Just a little.  **4** A: Don’t give me too many potatoes – I’m not very hungry.  B: That’s OK. There aren’t many anyway. |

**D. Production: 10 minutes**

a. Objectives: to help Ss use the language and information in the real situation.

b. Content: task 6.

c. Expected outcomes: Ss can make questions and answers using **the quantifiers.**

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 6. Choose the correct option. Then answer the questions about you.**  **1. How much/How many** milk do you drink every day?  **2.** Do you drink **a lot of/a few** water every day?  **3.** How **many/much** vegetables do you eat every day?  **4.** Does your diet contain **many/much** fruit?  **5.** Do you eat **some/lots of** fast food?  - Explain the task and give Ss time to complete it.  - Check Ss’ answers (using the IWB).  - Ask Ss to work in pairs to give their own answers.  - Elicit answers to the questions from Ss around the class. | *-* Choose the correct option.  ***Answer keys:***  1. How much 2. a lot of  3. many 4. much  5. lots of  - Work in pairs to give their own answers.  ***Suggested Answer Key***  *1 I don’t drink much milk, just one glass every day.*  *2 Yes, I drink a lot of water every day.*  *3 I eat a lot of vegetables every day.*  *4 Yes, I eat a lot of fruit every day.*  *5 No, I don’t. I don’t eat much fast food.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Grammar point: Quantifiers.

- Do the exercises in workbook on page 20.

- Complete the grammar note in TA7 Right On! Notebook page 16.

- Prepare the next lesson: Skills 2f (page 38).

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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