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

**UNIT 5: FOOD and DRINKS**

**Lesson 1.2 - Grammar (Page 37)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- listen to 2 people asking and answering about food and quantities.

- use “How much” and “How many” to ask about food /drinks and quantities.

- talk about ingredients.

**1.2. Competences**

- improve speaking, listening skills.

- improve the use of English.

**1.3. Attributes**

- help family with the cooking.

- eat healthily.

**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, handouts.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat. | **-** Ss’ performance. | - T’s feedback. |
| **-** Circle the correct words. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **-** Look at the table of ingredients you need. Read the answers and write the questions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Speak: What ingredients are in your fridge? How much/many? | - Ss’ answers/ 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 countable and uncountable nouns / Weight things.

**c) Expected outcomes:** Ss review old grammar points which are very useful for them in the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Countable and uncountable nouns.**   - Give Ss some nouns of food and drinks.  - Have Ss work in pairs to divide them into 2 groups: Countable and uncountable nouns.  - Call Ss to give answers.  - Check Ss’ answers, give feedback.  **\*Suggested nouns:** *apple, sugar, lemon, tomato, juice, salt, egg, spaghetti, cake, lemonade, beef*, …  - Have Ss make sentences, using the words given by the teacher.  - Lead to the new lesson.   * **Option 2: Heaviness**   - Bring to class a small scale, prepare some real objects or food / drinks (apple, milk, lemon, sugar, …).  - Have Ss weigh each object, write its heaviness on the board and practice reading it.  - Observe and support if necessary.  - Check Ss’ answers, give feedback.  - If T can’t use a real scale and real objects / food / drinks, try pictures.  **\*Illustration**    - Lead to the new lesson. | - Work in pairs.  - Give answers.  **Answers keys**  *-* ***Countable nouns****: apple, lemon, tomato, egg, cake*  *-* ***Uncountable nouns****: sugar, juice, salt, spaghetti, lemonade, beef*  - Make sentences.    - Weigh things, then write answers and read them.  - Listen and write the new lesson. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce: “How much” and “How many”.

**b) Content:**

**-** Listen and repeat.

**-** Introduce the grammar points.

**c) Expected outcomes:** Ss know the new grammar points *“How much” and “How many”* and use them in some exercises that follow.

**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 50) 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 “How much”, “How many”.  - Have Ss look at the box and read examples of different forms.    -Explain more about countable and uncountable nouns.  - Ask Ss to make more sentences using “How much”, “How many”to ask about amount and quantity of food.  - Give feedback and evaluation.   * **Option 2:**   - Have Ss look at the sentences in the speech bubbles in Task a and read them again.    - Have Ss make comments on the types of noun (plural or singular) used after “How much” and “How many”.  - Give feedback.  - Then, lead to the grammar box, briefly explain the way to use *“How much” and “How many”.*  - Have Ss read the grammar box again.    - Ask Ss to make more sentences using “How much”, “How many”to ask about amount and quantity of food.  - Give feedback and evaluation. | - Look.  - Listen, then read.  - Listen and repeat.  - Look and read.  - Read examples of different forms.  - Listen.  - Give more examples.  - Look and read.  - Comment.  - Give more examples.  - Listen. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use “How much”, “How many” to do the given exercises.

**b) Content:**

- Circle the correct words.

- Look at the table of ingredients you need. Read the answers and write the questions.

**c) Expected outcomes:** Students can get used to the form and usage of “How much”, “How many” and use them correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Circle the correct words.**  - Demonstrate the activity on DCR, using the example.  - Have Ss read the sentences and circle the correct words.  - 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.** **Look at the table of ingredients you need. Read the answers and write the questions.**  - Demonstrate the activity on DCR using the example.  - Have students write the questions.  - Have pairs check each other's work.  - Have some students share their answers with the class. | - Look and listen.  - Work individually.  - Work in pairs.  - Read answers.  **Answer keys**    - Look and listen.  - Work individually.  - Work in pairs.  - Read answers.  **Answer keys** |

* **Activity 3: Production (6’)**

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

**b) Content:**  Speaking: What ingredients are in your fridge? How much/many?

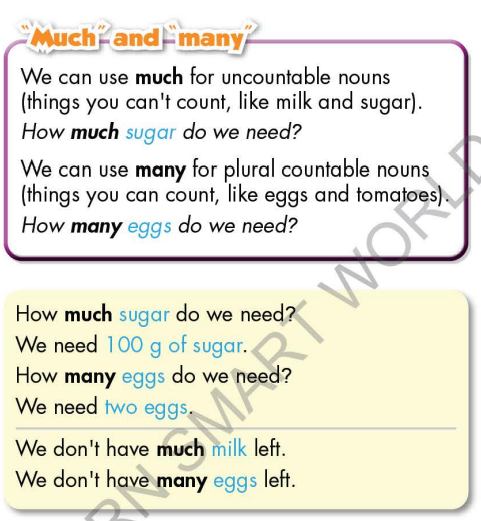
**c) Expected outcomes:** Ss produce the new language successfully, and they can use the grammar point in the lesson in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: What ingredients are in your fridge? How much/many?**  - Divide class into pairs.  - Have Ss take turns asking their partner about what ingredients are in their fridge. How much/many?  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation. | - Have conversation in pairs.  - Present.  - Listen.  **Suggested answers** |

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

**\* Consolidation:**



**\* Homework:**

- Make 2 questions using *How much/many*.

- Do the exercises in WB: Grammar (page 27).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 29).

- 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 1.3 – Pronunciation and Speaking (page 38 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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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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