**UNIT 5: FOOD and DRINKS**

 **Lesson 4 – Review (Pages 94, 95)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about containers and quantities of food and drinks *(bunch, carton, flour, butter, fridge, supermarket, spaghetti, tablespoon, etc.)* and talk about them.

- review grammar: Indefinite and definite articles; *much and many*; countable and uncountable nouns.

- review how to make shopping list.

- pronoun some sounds correctly: “s” endings, /ei/ and /æ/.

- put stress on nouns with two and three syllables.

**1.2. Competences**

- improve speaking, listening, reading and writing skills.

- improve the use of English.

**1.3. Attributes**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- review the old lesson and have good preparation for the first semester test.

**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** |
| - **Listening:** You will hear Justin and his dad talking in the kitchen. For each question, choose the correct answer (A, B, or C) You will hear the conversation twice. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **- Reading**: Read the text. Choose the best word (A, B, or C) for each space. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Match the words with the descriptions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Fill in the blanks with a, an, the, much, or many.  | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **-Pronunciation**: Circle the word that has the underlined part pronounced differently from the others.+ Circle the word that differs from the other three in the position of primary stress in each of the following questions. | - 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 vocabulary.

**c) Expected outcomes:** Ss are ready for the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Leave Me Out!**

- Give some words about food and container with incorrect spelling.- Have Ss look at each incorrect word and leave out 1 letter to make the word correct.- Call Ss to give answers, then pronounce the words and give meaning.- Correct Ss’ pronunciation if necessary.- Lead to the new lesson.**\*Illustration:***1. bunnch**2. tablespoony**3. brutter**4. cartion**5. fryidge**6. spagheetti** **Option 2: Touch and Guess**

- T can divide class into 2 groups to play this game or let the whole class take part the game.- Prepare some real objects / food such as *a banana, a carton of milk, a bar of chocolate, some candies, a tablespoon, a teaspoon, a tomato, an egg, a lemon,* …- Put these things in a bag or a box in order that Ss can’t see them.- Have some Ss volunteer to touch the things in the box / bag, then explain the objects in English.- Have the whole class guess and give name of the things in the box / bag.- Score marks or give present to each Ss who has the right answer.- Lead to the new lesson.**\*Illustration:** Possible things in the box / bag | - Do the task.- Give answers.- Listen.**Answer keys***1. bunch**2. tablespoon**3. rutter**4. carton**5. fridge**6. spaghetti*- Take part in the games.- Listen.  |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

**a) Objective:** Help Ss improve their listening skill.

**b) Content:**

**-** You will hear Justin and his dad talking in the kitchen. For each question, choose the correct answer (A, B, or C) You will hear the conversation twice.

**c) Expected outcomes:** Ss listen in details and get familiar with the listening test format.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **You will hear Justin and his dad talking in the kitchen. For each question, choose the correct answer (A, B, or C) You will hear the conversation twice.**- Have Ss read through the listening part.- Demonstrate the activity on DCR by using the example.- Play the audio (CD 2 – Track 38).- Have Ss check answers with pairs and then give answers.- Check answers as a whole class using DCR. | - Read in silence.- Listen and then give answers.**Answer keys** |

* **Activity 2: Reading (7’)**

**a) Objective:** Students can improve their reading skill.

**b) Content:**

- Read the text. Choose the best word (A, B, or C) for each space.

**c) Expected outcomes:** Ss read for comprehension and get familiar with the reading test format.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Read the text. Choose the best word (A, B, or C) for each space.**- Demonstrate the activity on DCR by using the example.- Have Ss look and read, then choose the correct answer, underline the supporting ideas for their answers.- Call Ss to give answers, explain.- Give feedback and evaluation. | - Observe and listen.- Work individually.- Give answers, explain.**Answer keys**   |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about community services.

**b) Content:**  Match the words with the descriptions.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use these words in speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Match the words with the descriptions.** - Have Ss read the phrases and words.- Ask Ss to work in pairs to match the words with the descriptions.- Have Ss give answers, tell the meaning of the words /phrase again.- Check answers as a whole class using DCR. | - Read the phrases and words.- Work in pairs to match.- Give answers.**Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: How much / How many / indefinite and definite articles.

**b) Content:**

- Fill in the blanks with *a, an, the, much, or many*.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Fill in the blanks with *a, an, the, much, or many*.**- Ask Ss to work individually to fill in the blanks with a, an, the, much, or many.- Have Ss work in pairs to check each other’s work.- Call Ss to give answers, explain for their choice.- Check answers as a whole class using DCR. | - Work individually.- Work in pairs.- Give answers.**Answer keys** |

* **Activity 5: Pronunciation (4’)**

**a) Objective:** Ss can review the word stress and vowels, last consonant of “s” endings.

**b) Content:**

**-** Circle the word that has the underlined part pronounces differently from the others.

- Circle the word that differs from the other three in the position of primary stress in each of the following questions.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Circle the word that has the underlined part pronounced differently from the others.**- Have Ss distinguish the sound: /“s” endings, /ei/ and /æ/.- Ask Ss to work individually to circle the answer.- Have Ss work in pairs to check each other’s work.- Call Ss to give answers, pronounce the words again.- Give feedback, correct Ss’ pronunciation if necessary.**Task b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**- Remind Ss some basic rules of putting stress on nouns with 2 or 3 syllables.- Ask Ss to work individually. - Have Ss work in pairs to check each other’s work.- Call Ss to give answers, pronounce the words again.- Give feedback, correct Ss’ pronunciation if necessary. | - Listen.- Work individually.- Work in pairs.- Give answers.**Answer keys**- Listen.- Work individually.- Work in pairs.- Give answers.**Answer keys** |

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

**\* Consolidation:**

**\* Grammar of Unit 5**: Indefinite and definite articles; much and many; countable and uncountable nouns.

**\* Vocabulary of Unit 5**: Words about containers and quantities of food and drinks *(bunch, carton, flour, butter, fridge, supermarket, spaghetti, tablespoon, …).*

**\* Homework:**

- Review vocabulary, grammar of unit 5.

- Do the exercises in WB: Review of Unit 5 (page 66).

- Do exercises in Tiếng Anh 7 i-Learn Smart World Notebook: Review Units 1-5 (pages 34 & 35).

- Do the Semester 1 Test in Tiếng Anh 7 i-Learn Smart World Notebook (pages 68 & 69).

- Have good preparation for the first semester test.

- Prepare: Unit 6 – New words and Listening (page 44 – 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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