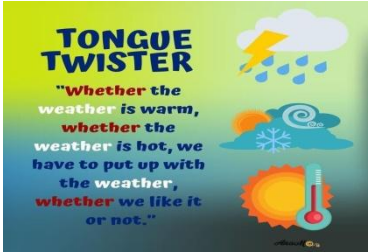

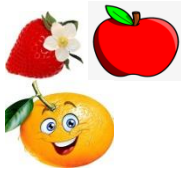



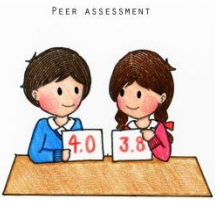




Learning objectives	6. 3. 2. 1 asking simple questions to get information on general topics; 6. 5. 7. 1 use a format appropriate to the text level for a variety of written genres in a range of familiar general and subject areas with some support.			
Lesson objectives (assessment criteria)	Learners will be able to: - Learn about countable and uncountable nouns; - Learn the difference between a / an, the, some, any, much, many and a lot of; - Write about what you usually eat and drink.			
Value links	"Law and Order" Observance of norms and rules of order and justice understand the need.			
Stages/ Time	Teachers actions	Students actions	Assessment	Resources
Beginning 5 min	Greeting. (Whole class, Individually) Warm up: To read and learn the twisters  T tells the class to choose the sticker and take the place according to the sticker, make groups of 4 Ask students what kinds of food they like. Elicit some words and write them on the board, for example: bread, chips, vegetables, fish, meat. Point out that some words are in the singular and some are plural. Elicit that some are countable nouns and some are uncountable 	Learners read the twister several times.  Learners read the given sentences on the board and guess the topic and share with their ideas.	Teacher controls the process, gives feedback and asks additional questions if it's necessary. Teacher evaluate pupils with phrases like: "Good job! Well done!"	
Middle 35 min	Task. I (Wh, I) (pair discussion) Ex: 1 P:61 Read the rules with the class, and allow students time to read through the text quietly. Students work individually to match the words from the text to the rules, then compare their answers in pairs.	Students study the rules and match the words in blue. ANSWERS: a shop rule 1 a sandwich rule 2 the school cafeteria rule 3 the shop rule 4	Self  Description: - study the rules - match the words in blue Total: 2 point	Student's book
	Task. II (Wh, I) (Task for location) Ex: 2 P:61 Students now put the rules into practice by completing the text. In a weaker class, allow students to do this in pairs. Check answers with the class. Encourage students to explain their choices, making reference to the rules.	Learners complete the text with a / an and the ANSWERS: 1 a 2 the 3 a 4 a 5 a 6 a 7 the	Self  - complete the text - use a / an and the Total: 2 point	

		8 the		
	Task. III (Task for understanding) Ex: 3 P:61 Refer students to the pictures and elicit that they are made of different foods. Identify some of the foods as a class before they start. Students complete the table. In a stronger class, ask if students can think of more food for each category Differentiation: A less motivated student completes the sentences with support	Learners look at the pictures and complete the table with the words in the box. ANSWERS: 1 rice 2 cheese 3 water 4 vegetables 5 pears 6 crisps	 Descriptor: - look at the pictures - complete the table Total: 2 point	
	Task. IV (Task for understanding) Ex: 4 P:61 In a weaker class , work through the activity together, making reference to the sentences in exercise 3. Give students example sentences for each point, and encourage them to write these in their notebooks. For example, for item 1, say: There is some water (singular verb, uncountable noun). For item 2, say: There isn't much pasta (much, uncountable noun).	Learners look at the sentences in exercise 3 and choose the correct words in the rules. ANSWERS: 1 singular 2 much 3 many 4 negative	Descriptor: - look at the sentences - choose the correct words Total: 2 point	
	Task. V Play the game. Make the sentence during 15 seconds.	Learners put the words in the correct order and make sentence, work with whole group	 Descriptor: - choose the correct words - answer the quiz Total: 2 point	https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice/nouns-countable-uncountable
	Task. VI "Let's go to the market" pupils should take from market as many fruit and vegetables as they can, after they should write as many sentences as they can during 5 min. using the structure There is/There are.	pupils take from market fruit and vegetables, after they write as many sentences during 5 min. using the structure There is/There are.	 Descriptor: -very sentence -2 point	
End 5 min	FEEDBACK Learners provide feedback on what they have learned at the lesson. Fill own assessment sheet and finish the work. Ex: P: Home task: Write the days	What worked well for you in today's class? What could we have done differently to make today's class better for you? What are you wondering about after today's lesson? What did you find difficult about today's lesson?		Poster Success Ladder