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| **Tiết thứ ......**  **UNIT 10: ENERGY SOURCES**  **Lesson 5: Skills 1** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7... | ...../........./202.... |  |
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**I. OBJECTIVES:** By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

- Read for specific information about renewable and non-renewable sources of energy.

- Talk about advantages and disadvantages of different sources of energy

**+ Vocabulary:** - Use the vocabulary to talk about *different sources of energy*

**+ Grammar:**

**2. Competence:**

**a) General competencies:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**b) Specific competencies:**

- Develop communication skills.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Be benevolent and responsible

- Develop self-study skills.

**II. PREPARATIONS**

**- Teacher:** Grade 7 text book, laptop, projector / TV/ pictures and cards.....

**- Students :** Text books, studying equipment….

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim:**  To introduce the topic of reading.  To lead in the lesson.  **\* Content:** Playing a game: **Hangman**  **\* Product:** Having a chance to speak English and focus on the topic of the lesson..  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **Game: Hangman**  **R E N E W A B L E**  \* Teacher divides class into 2 teams and asks them to think of the word which has 9 letters in it related the topic “ENERGY SOURCES”.  \*\* Ss have 1 min to think of the words related to the topic or they can discuss with their partners.  \*\*\* Each member from each team turn by turn guesses the letter in the secret word.  \*\*\*\* Teacher corrects their answers.   * The team which can find or guess the secret first will be the winner.   READING  - Teacher leads students into the lesson by telling what they are going to learn: “We are going to read a passage about renewable and non-renewable source of energy.” | **R E N E W A B L E** |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  To provide students with some lexical items before reading the text  To introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read  **\* Content:** Teach some new words.  **\* Product:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **\* Vocabulary**   * - Teacher introduces the vocabulary by:   + Providing the definition of the words and gives examples  Concept check: Rub out and Remember technique  **\* DISCUSSION:**  \* Teacher asks Ss to work in pairs to look at the Picture in Ex1 and discuss to answer the questions.  \*\* Ss work in pairs.  \*\*\* Teacher calls some Ss to check what they have discussed.  \*\*\*\* Teacher corrects | **\* Vocabulary**  - produce (v) /prəˈdjuːs/ sản xuất  *= to make things, mostly in large quantity*  *Examples: Companies produce many toys for children before Christmas.*  - limited (a) /ˈlɪmɪtɪd/ bị hạn chế  *= not very great in amount or extent*  *Examples: coal, oil, …*  - available (a) /əˈveɪləbl/ có sẵn  *= that you can get, buy or find*  *Examples: The coal takes a long time to be available again.*  **\* DISCUSSION:**  **Suggested keys:**  **1. Coal, oil, hydro,…**  **2. Wind, solar,…** |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  - To help Ss develop their reading skill for details and specific information (skimming and scanning)  - To help Ss further develop their reading skill for specific information (scanning).  - To check students’ reading comprehension.  - To help Ss talk about how they apply the rules in the reading to themselves.;  - To provide Ss an opportunity to ask and answer questions about the advantages and disadvantages of different types of energy sources.  **\* Product:** Ss can learn how to do the exercises.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **Task 1: Read the text and choose the best option to complete the sentences.**  \* Teacher gives Ss time to: read each question, locate where the information appears in the text, read that part carefully and circle the correct answer.  \*\* Ss do the task independently  \*\*\* Teacher tells Ss to compare their answers in pairs before calling some of them to check.  \*\*\*\* Teacher confirms the correct answer and explains if needed.  *1. Non-renewable sources are cheap*  *and \_\_\_\_\_\_.*  *A. available*  *B. easy to use*  *C. expensive*  *2. \_\_\_\_\_\_ come from the sun, wind or water.*  *A. Renewable sources*  *B. All energy sources*  *C. Non-renewable sources*  *3. When energy comes from water,*  *we call it \_\_\_\_\_\_.*  *A. wind energy*  *B. solar energy*  *C. hydro energy*  *4. Renewable energy sources are better*  *for \_\_\_\_\_\_.*  *A. the environment*  *B. our cars*  *C. hydro energy*  **Task 2: Read the text again and answer**  **the questions**  \*Teacher asks Ss to do the exercise carefully and individually.  \*\* Ss do the task independently.  \*\*\* Teachers has Ss compare their answers in pairs and call some Ss to give their ideas.  \*\*\*\* Teacher checks and confirms the correct answers. | **1. Read the email and match the highlighted words with their meanings.** *(Ex 2, p. 46)*  ***Answer key:***  1. B 2. A 3. C 3. A    **Task 2: Read the text again and**  ***Answer key:***  1. There are two energy sources. They  are non-renewable sources and renewable sources.  2. Non-renewable sources are coal, oil  and natural gas.  3. Renewable sources are available, clean and safe to use.  4. In the future, we will rely more on  renewable energy sources. |
| **Task 3: Work in groups. Discuss and put the following words or phrases in the appropriate columns.**  \* Teacher asks Ss to work in groups and tells them to focus on the table.  \*\* Ss work in groups. Teacher goes around and listens and gives help if needed.  \*\*\* Teacher calls on some Ss to share their answers with the class. Teacher encourages  \*\*\*\* Teacher listens and corrects if needed | **Task 3: Work in groups. Discuss and put the following words or phrases in the appropriate columns.**  ***Answer key:***  **Advantages:** easy to use, safe to use, good for environment, cheap, available  **Disadvantages:** run out, expensive, limited, cheap |
| **Task 4: Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources**  \* Teacher has Ss work in pairs and asks them to take turns to ask and answer  \*\* Ss work in pairs to do the task. Teacher goes around, listens and gives help if needed.  \*\*\* Teacher calls on some pairs to share their answers with the class.  \*\*\*\* Teacher comments and correct | **Task 4: Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources** |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  - To help students practice presenting the advantages and disadvantages of different types of energy source  - To consolidate what students have learnt in the lesson.  - To prepare for the next lesson Skills 2.  - To consolidate what students have learnt in the lesson.  **\* Content:** Students talk about practice presenting the advantages and disadvantages of different types of energy source  **\* Product:** Students’s dialogues.  **\* Implementation:** Teacher’s instructions | |
| **Task 5: Give the advices on dangerous situations on the road.**  \* Teacher has students work in groups to prepare a presentation (poster/pictures/notes…)  \*\*\* Teacher calls on some groups to share their answers with the class.  \*\*\*\* Teacher comments and corrects if needed.  **Consolidation**  Teacher asks students to talk about what they have learnt in the lesson  **\* Home assignment**  - Do exercises in the workbook.  - Prepare for the next lesson: Skills 2. | **Task 5: Give the advices on dangerous situations on the road.**  **\* Home assignment**  - Do exercises in the workbook.  - Prepare for the next lesson: Skills 2. |

**V. FEEDBACK:**

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