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| **Tiết thứ ......****UNIT 10: ENERGY SOURCES****Lesson 5: Skills 1**  |
| **Class** | **Date of teaching** | **Attendence** |
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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 examplesConcept 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. Theyare non-renewable sources and renewable sources.2. Non-renewable sources are coal, oiland natural gas.3. Renewable sources are available, clean and safe to use. 4. In the future, we will rely more onrenewable 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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