**UNIT 10: ENERGY SOURCES**

**Lesson 1: Getting started – Types of energy sources**

I. OBJECTIVES

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

**1. Knowledge**

- An overview about the topic “Energy sources”

- Vocabulary to talk about types of different energy sources

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop awareness of travelling in town/ city

- Be concerned to the local traffic

**II. MATERIALS**

- Grade 7 textbook, Unit 10, Getting started

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. energy source (n.phr.) | /ˈenədʒi sɔːs/ | a source from which useful energy can be extracted or recovered. | nguồn năng lượng |
| 2. coal (n) | /kəʊl/ | a hard black mineral that is found underground and burnt to produce heat. | than |
| 3. renewable (a) | /rɪˈnjuːəbl/ | can be replaced naturally and can be used without the risk of using it all up | có thể tái tạo |
| 4. run out (phr. v) | /rʌn aʊt/ | to use up or finish a supply of something | cạn kiệt |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| - Students may not be able to recognise types of energy.  - Students may not know how to work in teams. | - Give specific examples and ask questions to activate students’ knowledge.  - Give short, clear instructions and help if necessary. |

Board Plan

| *Date of teaching*  UNIT 10: ENERGY SOURCE  **Lesson 1: Getting started – Types of energy sources**  \* Warm-up  Brainstorming  \* Vocabulary  - energy source (n.phr): nguồn năng lượng  - coal (n): than  - renewable (a): có thể tái tạo  - run out (phr. v): cạn kiệt  - replace (v): thay thế  1. Listen and read.  2. Read for main ideas.  3. Read the conversation again and answer the questions.  4. Match the words/ phrases in the box with the correct pictures.  5. Complete each of the sentences with the correct word from the conversation.  **\* Homework** |
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**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To activate students’ knowledge on the topic of the unit  - To enhance students’ skills of cooperating with teammates | **BRAINSTORMING**  \* Teacher gives instructions:  - One of the students goes to the board.  - Teacher secretly shows 1 picture of a means of transport to that student. He/ She has to mime the picture and the other has to guess.  - Students take turns going to the board until finishing all the pictures.  (This activity can be done in groups for more fun.)  \*\* Students do as instructed.  \*\*\*\* Teacher checks and corrects if Ss pronounce the words incorrectly. | T-Ss  Ss-Ss  T-Ss | 5 mins |
| PRESENTATION | To help students use key language more appropriately before they read and listen | **VOCABULARY**  \* Teacher introduces the vocabulary by:  + providing the synonyms or antonyms of the words.  + providing the pictures of the words.  + providing the definitions of the words.  1. energy source (n)    2. coal (n)    3. renewable (a): can be replaced naturally and can be used without the risk of using it all up  4. run out (phr. v): To use up or finish a supply of something  \*\* Ss say the words.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them.  \* Teacher asks Ss to translate the words into Vietnamese  Concept check: Yes/No questions | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| - To get students interested in the topic  - To set the context | **TASK 1: LISTEN AND READ.** *(Ex 1, p. 104)*  \* Teacher plays the recording, asks students to pay attention to the new words. (Teacher may check the meanings of some words if necessary.)  - Teacher can play the recording more than once.  \*\* Students listen and read.  \*\* Teacher can invite some pairs of students to read aloud.  \*\*\*\* Teacher corrects students’ pronunciation if necessary. | T-Ss  Ss  Pair work  T-Ss |  |
| PRACTICE | To help Ss understand the main idea of the text | **TASK 2: WHAT ARE LAN AND HER FATHER TALKING ABOUT?** *(Ex 2, p. 105)*  \* T asks Ss to quickly read the conversation again.  \*\* Ss discuss and answer the question in pairs.  \*\*\* Ss share their answers as a whole class.  \*\*\*\* Teacher confirms the correct answer.  ***Answer key:*** *C* | T-Ss  Pair work  Ss-Ss  T-Ss | 3 mins |
| - To practise reading and listening for specific information  - To practise scanning  - To develop Ss' knowledge of vocabulary | **TASK 3: READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS.** *(Ex 3, p. 105)*  \* Teacher asks Ss to work individually to read the conversation and answer the questions and then share their answers with their partners who sit next to them. (peer check)  \*\* Ss do exercise 3 individually.  \*\*\* Ss share and discuss with their partners to write all answers down on the notebooks.  \*\*\*\* Teacher corrects their answers as a class.  ***Answer key:***  1. She’s doing a project on energy sources.  2. It’s power that we use to provide us with light, heat or electricity.  3. It comes from many diﬀerent sources such as coal, oil, natural gas, water, wind, and the sun.  4. They are energy that comes from the sun, wind and water. | T-Ss  Ss  Pair work  T-Ss | 7 mins |
| To help Ss gain more knowledge about the topic | **TASK 4: MATCH THE WORDS/ PHRASES IN THE BOX WITH THE CORRECT PICTURES.** *(Ex 4, p. 105)*  \* Teacher nominates Ss to read the words/ phrases in the box aloud and explain that they have to match them with the correct pictures.  \*\* Students do the task individually.  \*\*\*\* Teacher checks and gives the correct answers.  ***Answer key:***  1. d  2. a  3. b  4. c | T-Ss  Ss  T-Ss | 7 mins |
| To help Ss practise using what they have learnt in sentences | **TASK 5: COMPLETE EACH OF THE SENTENCES WITH THE CORRECT WORD FROM THE CONVERSATION.** *(Ex 5, p. 105)*  \* Teacher asks Ss to work individually to find the words/phrases from the conversation and then share their answers with their partners who sit next to them. (peer check)  \*\* Ss do exercise 5 individually.  \*\*\* Ss share their answers in pairs.  \*\*\*\* Teacher corrects their answers as a class.  ***Answer key:***  1. power  2. sun  3. renewable/ wind  4. run  5. cheap | T-Ss  Ss  T-Ss | 10 mins |
| PRODUCTION | - To help Ss practise talking about energy  - To practise team working  - To give students authentic practice in using target language | **TASK 6**: **GROUP DISCUSSION**  \* Teacher gives Ss clear instructions in order to make sure Ss know what to do.  - Ask students to discuss within their groups to answer the questions:  ***1. What is the best source of energy?***  ***2. Why do you think it is the best one?***  - Students discuss with their partners and take notes.  - Observe Ss while they are talking, note down their language errors.  \*\* Ss do as instructed. Then present what they have discussed.  \*\*\*\* Teacher gives Ss feedback.  - Choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to recommend other students to use them.  - Choose some typical errors and correct as a whole class without nominating the students’ names. | T-Ss  Group work  T-Ss | 10 mins |
| WRAP-UP | To help Ss memorise what they’ve learned | Teacher asks students to summarise what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | - To help Ss practise the target language  - To help Ss prepare for the Unit’s project | - Do exercises in the workbook  - Prepare the vocabulary for the next lesson: A closer look 1.  - Project preparation  + Teacher informs students of the final project of the Unit’s project  + Explain the requirements of the project: Think about some tips to save energy in your school, then make a poster. Students will show their work and present in Lesson 7 – Looking back and Project.  + Teacher explains to students how they can get the information.  + Put students into groups and ask them to discuss how to assign tasks for each member. Help them set a deadline for each task.  (Teacher should check the progress of students’ preparation after each lesson.) | T-Ss | 1 min |

**UNIT 10: ENERGY SOURCES**

**Lesson 2: A closer look 1**

I. OBJECTIVES

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

**1. Knowledge**

- Vocabulary about sources of energy

- Pronunciation: Stress in three-syllable words

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop awareness of energy sources and energy saving

**II. MATERIALS**

- Grade 7 textbook, Unit 10, A closer look 1

- Computer connected to the Internet

- Projector/ TV/ small boards, markers

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. solar energy (n.phr.) | /ˈsəʊlə(r) ˈenədʒi/ | energy that comes from the sun | năng lượng mặt trời |
| 2. hydro energy (n.phr.) | /ˈhaɪdrəʊ ˈenədʒi/ | energy that comes from the wind | năng lượng nước |
| 3. nuclear (n) | /njuːklɪər/ | the power produced when the nucleus of an atom is divided or joined to another nucleus | hạt nhân |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| - Students may not be able to recognise the energy sources and much knowledge about the topic  - Students may not know how to work in teams. | - Give specific examples and ask questions to activate students’ knowledge.  - Give short, clear instructions and help if necessary. |

Board Plan

| *Date of teaching*  UNIT 10: ENERGY SOURCES  **Lesson 2: A closer look 1**  \* Warm-up  Crossword  I. Vocabulary  1. solar energy (n.phr.): năng lượng mặt trời  2. hydro energy (n.phr.): năng lượng nước  3. nuclear (n): hạt nhân  **II. Practice**  Task 1: Match the types of energy in A with the energy sources in B.  Task 2: Write the phrases to label the pictures.  Task 3: Complete the sentences with the words and phrases from 1 or 2.  Task 4: Listen and repeat. Pay attention to the stressed syllables in the words.  Task 5: Listen and repeat, paying attention to the stressed syllables in the underlined words.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To activate students’ knowledge on the topic of the unit  - To enhance students’ skills of cooperating with teammates | **CROSSWORD**  \* Teacher gives instructions.  \*\* Ss are divided into 2 groups.  Teacher shows the crosswords on the screen with hints/clues. Students take turns to choose the lines and give answers until they finish all the words or find out the key word.  \*\*\*\* Teacher checks and corrects if Ss pronounce the words incorrectly.  ***Answer key:***  1. Sun  2. cOal  3. oiL  4. renewAble  5. natuRal gas  -> SOLAR | T-Ss  T-Ss  T-Ss | 5 mins |
| VOCABULARY | To introduce some new words | **VOCABULARY**  \* Teacher introduces the vocabulary by:  + providing the synonyms or antonyms of the words.  + providing the pictures of the words.  1.    2.    3.    \*\* Ss say the words.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them.  \* Teacher asks Ss to translate the word into Vietnamese. | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
|  | To help Ss identify sources of energy | **TASK 1. MATCH THE TYPES OF ENERGY IN A WITH THE ENERGY SOURCES IN B.** *(Ex 1, p. 106)*  \* Teacher asks Ss to look at the table and match the energy with its source.  \*\* Ss discuss and answer questions in pairs.  \*\*\* Ss share their answers as a whole class.  \*\*\*\* T asks them to check their answers.  \* Teacher asks students to make full sentences to tell about the sources of different energy. Then tell them to share their sentences with a partner and correct them.  ***Answer key:***  1. d  2. c  3. a  4. d | T-Ss  Pair work  Ss-Ss  T-Ss  T-Ss | 3 mins |
|  | To help Ss write the phrases to label the pictures | **TASK 2: WRITE THE PHRASES TO LABEL THE PICTURES.** *(Ex 2, p. 106)*  \* Teacher asks Ss to look at the pictures and use the knowledge from Task 1 to guess the pictures. Then work and share their answers with their partners who sit next to them. (peer check)  \*\* Ss do exercise 3 in pairs.  \*\*\* Ss share and discuss with their partners to write all words/ phrases down on the notebooks.  \*\*\*\* Teacher corrects their answers as a class.  ***Answer keys:***  2. hydro energy  3. solar energy  4. wind energy | T-Ss  Pair work  Ss-Ss  T-Ss | 7 mins |
|  | To help Ss complete the sentences about energy | **TASK 3: COMPLETE THE SENTENCES WITH THE WORDS AND PHRASES FROM 1 OR 2.** *(Ex 3, p. 106)*  \* Teacher gives students time to do the exercise individually, then share their sentences.  \*\* Ss do the task individually.  \*\*\* Teacher nominates Ss to say the sentences aloud.  \*\*\*\* Teacher checks and corrects if they have mistakes.  ***Answer keys:***  1. wind  2. solar energy  3. water  4. nuclearenergy | T-Ss  Ss  T-Ss  T-Ss | 10 mins |
| PRONUNCIATION | To help Ss practise pronouncing three-syllable words with the correct stress | **TASK 4**: **LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED SYLLABLES IN THE WORDS.** *(Ex 4, p. 106)*  \* Teacher has students listen to the recording once first.  \*\* Students listen to the recording and read out the words.  \*\*\* Teacher plays the recording for them to listen and repeat each word as a class, then as individuals.  \*\*\*\* Teacher checks students’ pronunciation if needed.  *(Teacher may let students watch the pronunciation video for this unit:* [*https://www.youtube.com/watch?v=k9ovaQQUK4I&list=PL8\_ETpRL2xNZV031TEcvSCDlVMWPmE8hG&index=11*](https://www.youtube.com/watch?v=k9ovaQQUK4I&list=PL8_ETpRL2xNZV031TEcvSCDlVMWPmE8hG&index=11)*)* | T-Ss  Ss  T-Ss  T-Ss | 4 mins |
| To help Ss practise pronouncing three-syllable words with the correct stress in sentences | **TASK 5**: **LISTEN AND REPEAT, PAYING ATTENTION TO THE STRESSED SYLLABLES IN THE UNDERLINED WORDS.** *(Ex 5, p. 106)*  \* Teacher plays the recording and asks students to pay attention to the underlined words.  \*\* Ss do as instructed.  \*\*\* Teacher plays the recording for them to listen and repeat each sentence as individuals.  \*\*\*\* Teacher gives Ss feedback.  - Choose some common mispronounced words and suggest students practise using them.  - Choose some typical errors and correct as a whole class. | T-Ss  Ss  T-Ss  T-Ss | 6 mins |
| WRAP-UP | To help Ss memorise the target language and skills that they have learned | Teacher asks students to summarise what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To help Ss practise the target language | - Do exercises in the workbook. | T-Ss | 1 min |

**UNIT 10: ENERGY SOURCES**

**Lesson 3: A closer look 2**

I. OBJECTIVES

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

**1. Knowledge**

Know how to use: **THE PRESENT CONTINUOUS**

| **Structure** | **Examples** |
| --- | --- |
| 1. Affirmative sentences: S + be + Ving | She is playing basketball in the schoolyard. |
| 2. Negative sentences: S + be not + Ving | They are not using solar energy. |
| 3. Y/N questions: Be + S + Ving? | Are you working on your project? |
| 4. W questions: W + S + be + Ving? | Where is your brother studying? |

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop awareness of conserving the energy sources

**II. MATERIALS**

- Grade 7 textbook, Unit 10, A closer look 2.

- Computer connected to the Internet

- Projector/ TV/ pictures.

- hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may not know how to work in teams or fully understand the exercises and tasks. | Give short, clear instructions and help if necessary. |

Board Plan

| *Date of teaching*  UNIT 10: ENERGY SOURCES  **Lesson 3: A closer look 2**  \* Warm-up  Jumble sentences  I. Grammar  The present continuous  **II. Practice**  Task 1: Work in pairs. Tell your partner what the people in the pictures are doing.  Task 2: Complete the sentences, using the present continuous.  Task 3: Circle the correct form of the verb in each sentence.  Task 4: Write sentences about what the people are doing or not doing, using the suggestions.  Task 5: Work in pairs. Ask and answer the following questions.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To activate students’ knowledge on the topic of the unit  - To enhance students’ skills of cooperating with teammates | **JUMBLE SENTENCES**  \* Teacher gives instructions.  \*\* Teacher divides the class into 4 groups. Teacher delivers a set of word cards which are jumbled sentences in the present continuous tense to each group.  \*\* Students will have to work in groups to create as many correct sentences from the word cards as possible. The group with more correct sentences will be the winner.  \*\*\*\* Teacher checks and corrects if Ss make incorrect sentences.  ***Suggested answers:***  1. She is learning English now.  2. They are not using solar energy.  3. Are you working on your project?  4. Where is your brother studying?  5. She is playing basketball in the schoolyard. | T-Ss  T-Ss  Group work  T-Ss | 5 mins |
| PRESENTATION | To introduce students the form of the key grammar structures and how to use them appropriately | **THE PRESENT CONTINUOUS**  - Teacher says: “This lesson today is going to tell you about *The present continuous*”.  \* Teacher draws students’ attention to the grammar point and the examples.  \*\* Ss read the grammar explicitly and study the example.  \*\*\* Ss may discuss within groups/ pairs before answering.  \*\*\*\* Teacher shows and says the sentences aloud and asks Ss to make similar sentences. | T-Ss  T-Ss  Ss  Ss-Ss  T-Ss | 5 mins |
| PRACTICE | To help students revise the use of the targeted tense | **TASK 1. WORK IN PAIRS. TELL YOUR PARTNER WHAT THE PEOPLE IN THE PICTURES ARE DOING.** *(Ex 1, p. 107)*  \* Teacher asks Ss to look at the pictures and work in pairs. Teacher asks them how they would ask and answer (*using Present continuous*).  \*\* Ss discuss and answer questions with a partner.  \*\*\* Ss share their answers in pairs.  \*\*\*\* T asks them to check their answers.  \* Then tell them to share their sentences as a whole in class and correct them.  ***Answer key:***  a. She is teaching maths/ is writing on the board.  b. They are playing football/ soccer.  c. She is riding her bike/ bicycle.  d. She is cooking.  c. She is singing.  f. He is gardening/ is watering the flowers/ plants. | T-Ss  Pair work  Ss-Ss  T-Ss  T-Ss | 3 mins |
| To practise using the present continuous | **TASK 2: COMPLETE THE SENTENCES, USING THE PRESENT CONTINUOUS FORM OF THE VERBS IN BRACKETS.** *(Ex 2, p. 107)*  \* Teacher asks students to read the instructions carefully and do the exercise individually.  \*\* Ss do exercise individually.  \*\*\* Ss can swap their notebooks with a partner, check and correct mistakes for them.  \*\*\*\* Teacher corrects their answers as a class.  ***Answer key:***  1. is talking  2. are using  3. are taking  4. are developing  5. are reducing | T-Ss  Ss  T-Ss  T-Ss | 7 mins |
| To help Ss distinguish the use of the present continuous from the present simple | **TASK 3: CIRCLE THE CORRECT FORM OF THE VERB IN EACH SENTENCE.** *(Ex 3, p. 108)*  \* Teacher asks students questions to make sure students understand the instructions  \*\* Students do the task individually.  \*\*\* Teacher nominates Ss to read aloud the correct sentences.  \*\*\*\* Teacher checks and gives the corrections if they have mistakes.  ***Answer key:***  1. working  2. are doing  3. Is she studying  4. is studying  5. have | T-Ss  Ss  T-Ss  T-Ss | 20 mins |
| To practise making sentences using the present continuous | **TASK 4**: **WRITE SENTENCES ABOUT WHAT THE PEOPLE ARE DOING OR NOT DOING, USING THE SUGGESTIONS.** *(Ex 4, p. 108)*  \* Teacher gives Ss time to do the exercise individually and peer check with their partner.  \*\* Students do the task individually.  \*\*\* Teacher nominates Ss to read aloud the sentences, then asks them to underline the words/phrases that can be found in present continuous sentences.  \*\*\*\* Teacher checks and gives the corrections if they have mistakes.  ***Answers key:***  1. The students are doing the project now.  2. Mrs Lien is teaching us about solar energy at the moment.  3. They are learning about energy this month.  4. She is not swimming in the swimming pool right now.  5. Nowadays, people in Iceland are not using energy from coal. | T-Ss  Ss  T-ss  T-Ss |
| To practise speaking using the present continuous | **TASK 5**: **WORK IN PAIRS. ASK AND ANSWER THE FOLLOWING QUESTIONS.**  *(Ex 5, p. 108)*  \* T asks Ss to read the questions and think about the answers  \*\* Ss work in pairs as instructed. Ss take note while doing the task.  \*\*\*\* Teacher walks around to give instructions and corrections (if needed).  \*\*\*Teacher calls some students to report their partner’s answers using the present continuous, then gives Ss feedback.  - Choose some common mistakes and explain how to avoid them.  - Choose some typical errors and correct as a whole class. | T-Ss  Pair work  T-Ss  T-Ss |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 mins |
| HOMEWORK | To help Ss memorise the target language and skills that they have learned | Do exercises in the workbook. | T-Ss | 2 mins |

# **UNIT 10: ENERGY SOURCES**

# **Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- Everyday English: Asking for explanations

- Speaking skill: how well your partner saves energy.

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 10, Communication
* Computer connected to the Internet
* TV/ Pictures/ Projector
* hoclieu.vn

**Language analysis**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about the topic. | Provide students with information about the knowledge they do not know. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students might excessively talk in the class. | - Define expectation in explicit detail. Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 10: ENERGY SOURCES**  **Lesson 4: Communication**  **\*Warm-up**  Brainstorming  **I. Everyday English**  Task 1: Listen and read the conversation. Pay attention to the highlighted questions.  Task 2: Work in pairs. Make similar conversations.  **II. Saving energy**  Task 3: Work in pairs. Ask your partner and tick his or her answers in the boxes.  Task 4: Work in groups. Speech: how well your partner saves energy.  Task 5: Answer the questions in 3 on your own. Speech: how well you save energy.  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the lesson | **BRAINSTORMING**    \* Teacher divides the class into 2 teams and asks them to think of “TYPES OF ENERGY”  \*\* Ss have 1 minute to think of the words related to the topic or they can discuss with their partners.  \*\*\* Members from each team take turns to run to the board and write one word for each.  \*\*\*\* Teacher corrects their answers.  - The team who has more correct words will be the winner.  ***Suggested answers:***  *solar, hydro, coal, natural gas, oil, wind,…* | T-Ss  Ss-Ss  Ss  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson | Teacher leads students into the lesson by telling them what they are going to learn: “We are going to learn how to ask and answer for explanations and find out how well we save energy”. | T-Ss | 1 min |
| EVERYDAY ENGLISH | To let students know the structure to ask and answer for explanation | **TASK 1: LISTEN AND READ THE CONVERSATION. PAY ATTENTION TO THE HIGHLIGHTED QUESTIONS.** *(Ex 1, p. 109)*  \* Teacher plays the recording for Ss to listen and read the conversation.  \*\* Ss listen and practise speaking with their partners.  \*\*\* Teacher calls some pairs to read aloud.  \*\*\*\* Teacher corrects pronunciation if needed.  \* Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure:  *- Which tense do we use to ask and answer?*  *- Which question word and verb do we use?*  *- …*  \*\* Ss answer teacher’s questions to find out the new structure to ask and answer for explanations.  \*\*\* Some students give the new structure to the teacher.  \*\*\*\* Teacher corrects and writes on the board:   * + **Structure:**   **to ask:**  - What does + S + mean?  **to answer:**  - S + mean/ be … | T-Ss  Ss-Ss  T-Ss  T-Ss  T-Ss  T-Ss  T-Ss  T-Ss | 10 mins |
| To help students practise on how to ask and answer for explanations | **TASK 2: WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS TO ASK FOR EXPLANATIONS.** *(Ex 2, p. 109)*  \* Teacher has Ss look at the phrases in Ex 2 to make similar dialogue.  \*\* Ss work in pairs to make similar dialogue.  \*\*\* Teacher calls some pairs to present it in front of the class.  \*\*\*\* Teacher gives feedback and some comments.  ***Suggested answers:***  *A: What does solar energy mean?*  *B: It’s energy that comes from the sun. What does nuclear energy mean?*  *A: It’s energy that comes from nuclear power.* | T-Ss  Pair work  T-Ss  T-Ss  T-Ss | 8 mins |
| SAVING ENERGY | To help Ss express what they do to save energy | **TASK 3: WORK IN PAIRS. ASK YOUR PARTNER THE FOLLOWING QUESTIONS AND TICK HIS OR HER ANSWERS IN THE BOXES.** *(Ex 3, p. 109)*  \* Teacher asks Ss to work in pairs and tick.  \*\* Ss do the task in pairs.  \*\*\* Teacher calls some pairs to practise the new structure.  \*\*\*\* Teacher gives feedback and comments. | T-Ss  Pair work  T-Ss  T-Ss | 7 mins |
| To help Ss practice the skill of speaking | **TASK 4: WORK IN GROUPS. TELL THE GROUP HOW WELL YOUR PARTNER SAVES ENERGY.** *(Ex 4, p.109)*  \* Teacher gives students time to prepare. Meanwhile, teacher walks around the classroom to help students if they have difficulties finding proper words/ phrases/ structures.  \*\* Ss do the task in groups.  \*\*\* Teacher calls some Ss to read aloud their work.  \*\*\*\* Teacher lets Ss listen and correct mistakes (if needed). | T-Ss  Group work  T-Ss  T-Ss |
| PRACTICE | To help students practicing speaking about saving energy | **TASK 5: ANSWER THE QUESTIONS IN 3 ON YOUR OWN. THEN TELL THE CLASS HOW WELL YOU SAVE ENERGY.** *(Ex 5, p. 109)*  \* Teacher allows students time to answer the questions onto their notebooks and prepare.  \*\* Ss work individually.  \*\*\* Ss can practice sharing with their partners.  \*\*\*\* Teacher calls some students to read aloud their work. Teacher lets Ss listen and correct mistakes (if needed). | T-Ss  Ss  Pair work  T-Ss | 6 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To prepare for the next lesson | - Do exercises in the workbook.  - Prepare for the next lesson | T-Ss | 1 min |

# **UNIT 10: ENERGY SOURCES**

# **Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, students will be able to gain:

**1. Knowledge**

- Reading: read for specific information about renewable and non-renewable sources of energy

- Speaking: talk about advantages and disadvantages of different sources of energy

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 10, Skills 1
* Computer connected to the Internet
* TV/ Pictures, cards
* hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. produce (v) | /prəˈdjuːs/ | to make things, mostly in large quantity | sản xuất |
| 2. limited (adj) | /ˈlɪmɪtɪd/ | not very great in amount or extent | bị hạn chế |
| 3. available (adj) | /əˈveɪləbl/ | that you can get, buy or find | có sẵn |

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **UNIT 10: ENERGY SOURCES**  **Lesson 5: Skills 1**  **\* Warm-up**  Hangman  **I. Reading**  Vocabulary  - produce (v): sản xuất  - limited (adj): bị hạn chế  - available (adj): có sẵn  Task 1: Look at the picture. Discuss the questions:  *- What are the main energy sources in Viet Nam?*  *- What type(s) of energy sources will we use in the future?*  Task 2: Read the text and choose the best option to complete the sentences.  Task 3: Read the text again and answer the questions.  **II. Speaking**  Task 4: Discuss and put the words or phrases in the appropriate columns.  Task 5: Ask and answer questions about the advantages and disadvantages of different energy sources.  Task 6: Presentation.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic of reading | **GAME: HANGMAN**  **R E N E W A B L E**  \* Teacher divides the class into 2 teams and asks them to think of a word which has 9 letters in it related to the topic “ENERGY SOURCES”.  \*\* Ss have 1 minute to think of the words related to the topic or they can discuss with their partners.  \*\*\* Members from each team take turns guessing the letter in the secret word.  \*\*\*\* Teacher corrects their answers.  - The team who can find or guess the secret word first will be the winner. | T-Ss  Group work  Group work  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson about Skills 1 | Teacher leads students into the lesson by telling them what they are going to learn: “We are going to read a passage about renewable and non-renewable sources of energy.”. | T-Ss | 1 mins |
| PRE-READING | To provide students with some lexical items before reading the text | **VOCABULARY**  - Teacher introduces the vocabulary by providing the definitions of the words and gives examples  - produce (v): sản xuất  *= to make things, mostly in large quantity*  *Examples: Companies produce many toys for children before Christmas.*  - limited (adj): bị hạn chế  *= not very great in amount or extent*  *Examples: coal, oil, …*  - available (adj): có sẵn  *= that you can get, buy or find*  *Examples: The coal takes a long time to be available again.*  Concept check: Rub out and Remember |  | 8 mins |
| To help Ss understand the knowledge of the topic | **TASK 1: WORK IN PAIRS. DISCUSS THE FOLLOWING QUESTIONS.** *(Ex 1, p. 110)*  \* Teacher asks Ss to work in pairs to look at the Picture in Ex 1 and discuss to answer the questions.  \*\* Ss work in pairs.  \*\*\* Teacher calls some Ss to check what they have discussed.  \*\*\*\* Teacher corrects.  ***Suggested answer:***  1. coal, oil, hydro,…  2. wind, solar,… | T-Ss  Pair work  T-Ss  T-Ss |
| WHILE-READING | To help Ss develop their reading skill for details and specific information (skimming and scanning) | **TASK 2: READ THE TEXT AND CHOOSE THE BEST OPTION TO COMPLETE THE SENTENCES.** *(Ex 2, p. 110)*  \* 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.  ***Answer key:***  1. B  2. A  3. C  4. A | T-Ss  Ss  T-Ss  T-Ss |  |
| To help Ss further develop their reading skill for specific information (scanning) | **TASK 3: READ THE TEXT AGAIN AND ANSWER THE QUESTIONS.** *(Ex 3, p. 110)*  \* Teacher asks Ss to do the exercise carefully and individually.  \*\* Ss do the task independently.  \*\*\* Teacher has Ss compare their answers in pairs and call some Ss to give their ideas.  \*\*\*\* Teacher checks and confirms the correct answers.  ***Answer key:***  1. There are two. They are non-renewable and renewable.  2. They include coal, oil and natural gas.  3. It’s available, clean, and safe to use.  4. We will rely more on renewable energy sources in the future. | T-Ss  Ss  T-Ss  T-Ss | 9 mins |
| PRE-SPEAKING | To help Ss identify the advantages and disadvantages of diﬀerent types of energy sources | **TASK 4: WORK IN GROUPS. DISCUSS AND PUT THE FOLLOWING WORDS OR PHRASES IN THE APPROPRIATE COLUMNS.** *(Ex 4, p. 110)*  \* 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.  ***Answer key:***  *Advantages:* easy to use, safe to use, good for the environment, cheap, available  *Disadvantages:* run out, expensive, limited | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| WHILE-SPEAKING | To provide Ss an opportunity to ask and answer questions about the advantages and disadvantages of different energy sources | **TASK 5: WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT THE ADVANTAGES AND DISADVANTAGES OF DIFFERENT ENERGY SOURCES.**  *(Ex 5, p. 110)*  \* 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 some pairs to role-play in front of the class.  \*\*\*\* Teacher comments and corrects. | T-Ss  Pair work  T-Ss  T-Ss | 7 mins |
| POST-SPEAKING | - To help students improve next time  - To help some students enhance their presentation skill | \* Teacher allows students to give comments to their friends.  \*\* Students give comments to their friends.  \*\*\* Teacher and students discuss the dialogues.  \*\*\*\* Teacher gives feedback and comments. | T-Ss  Ss-Ss | 3 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson | Do exercises in the workbook.  Prepare for the next lesson: Skills 2. | T-Ss | 1 min |

UNIT 10: ENERGY SOURCES

# **Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

-Listening: listen for main ideas and specific information about how to save energy at home

- Writing: write a paragraph of about 70 words about how you save energy at home

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 10, Skills 2
* Computer connected to the internet
* Pictures
* hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs. |
| 2. Students may have underdeveloped listening, writing and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students might excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **UNIT 10: ENERGY SOURCES**  **Lesson 6: Skills 2**  **\* Warm-up**  Pass the chalk  **I. Listening**  Task 1: Work in pairs. Answer the questions.  Task 2: Listen and circle the phrases you hear.  Task 3: Listen again and tick T (True) or F (False).  Task 4:Discuss: What is the most effective way to save energy?  **II. Writing**  Task 5: Choose three ways to save energy at home and write them in your notebook.  Task 6: Write a paragraph of about 70 words about how to save energy at home.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the lesson | **PASS THE CHALK**  \* Teacher writes the phrase “HOW TO SAVE ENERGY” on the board and divides the class into 2 groups.  \*\* Ss take turns to go to the board.  \*\*\* Teacher calls some students to give their answers.  \*\*\*\* Teacher listens and gives comments. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| LEAD-IN | To introduce the new lesson | Teacher introduces students to the content of the lesson: *“In the lesson today, we are going to listen to a person talking about how to save energy at home.*”. | T-Ss | 1 min |
| PRE-LISTENING | To help Ss brainstorm the topic and prepare for the listening text | **TASK 1: WORK IN PAIRS. ANSWER THE QUESTIONS.** *(Ex 1, p. 111)*  \* Teacher asks Ss to work in pairs to answer the questions.  \*\* Ss work with their partner to do the task.  \*\*\* Teacher calls on some Ss to answer.  \*\*\*\* Teacher gives comments and leads Ss to the next task.  ***Suggested answers:***  1. solar energy, …  2. turn off the tap while brushing your teeth, use a paper fan, … | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| WHILE-LISTENING | To help Ss develop their skill of listening for specific information | **TASK 2: MR LAM IS DISCUSSING WITH HIS STUDENTS ABOUT HOW TO SAVE ENERGY AT HOME. LISTEN AND CIRCLE THE PHRASES YOU HEAR.** *(Ex 2, p. 111)*  \* Ask Ss to read the instructions.  \*\* Have Ss read the phrases provided and say which one(s) is/are new or difficult. Help them understand the phrases by giving explanations or the Vietnamese equivalents.  Play the recording once or twice, if necessary, for Ss to listen and circle the phrases they hear.  \*\*\* Have Ss compare their answers in pairs or groups. Then call on some Ss to read aloud the phrases.  \*\*\*\* Teacher checks their answers and gives comments. | T-Ss  Ss  T-Ss  T-Ss | 7 mins |
| To help students develop their skill of listening for details | **TASK 3: LISTEN AGAIN AND TICK T (TRUE) OR F (FALSE) FOR EACH SENTENCE.** *(Ex 3, p. 111)*  \* Teacher asks Ss to read and underline the key words.  \*\* Ss work independently to listen to the recording and tick T or F.  \*\*\* Teacher calls on some students to give the answers.  \*\*\*\* Teacher corrects and confirms the answers.  ***Answer key:***  1. T  2. F  3. T  4. T  5. F | T-Ss  Ss  T-Ss  T-Ss | 10 mins |
| POST-LISTENING | To help Ss use what they have listened to life context | **TASK 4: DISCUSSION: WHAT IS THE MOST EFFECTIVE WAY TO SAVE ENERGY?**  \* Teacher tells Ss to work in groups to discuss and find out “What is the most effective way to save energy?”. Write down onto the notebooks in full sentences.  \*\* Ss work in groups. Teacher moves around and offers help if needed.  \*\*\* Teacher invites some Ss to share their answers.  \*\*\*\* Teacher corrects if needed.  ***E.g.*** *The most effective way to save energy is only reading and writing in daylight*. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| PRE-WRITING | To help Ss prepare ideas to write a passage | **TASK 5: WORK IN PAIRS. READ SOME WAYS TO SAVE ENERGY AT HOME. CHOOSE THREE WAYS AND WRITE THEM IN YOUR NOTEBOOK.** *(Ex 4, p. 111)*  **\*** Teacher asks Ss to write the methods they use to save energy at home then asks them to give out more if they can.  **\*\*** Ss think of it and may discuss it with their partners.  **\*\*\*** Teacher calls on some Ss to raise their ideas.  **\*\*\*\*** Teacher listens and confirms. | T-Ss  Pair work  T-Ss  T-Ss | 5 mins |
| WHILE-WRITING | To help Ss practise writing a passage about saving energy at home | **TASK 6: WRITE A PARAGRAPH OF ABOUT 70 WORDS ABOUT HOW YOU SAVE ENERGY AT HOME.** *(Ex 5, p. 111)*  \* Teacher tells Ss that they are going to write a passage about how you save energy at home.  \*\* Teacher reminds Ss of the structure of a passage and steps to make an outline for the passage.  \*\* Ss work independently to do the task and try to use the notes from the previous tasks.  Teacher goes around and helps if necessary. | T-Ss  T-Ss  Ss | 10 mins |
| POST-WRITING | To peer check, cross check and final check students’ writing | **PEER CHECK AND CROSS CHECK**  \*\*\* Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.  \*\*\*\* Teacher checks ideas, grammar, vocabulary and gives comments.  ***Suggested answers:***  We use a lot of energy at home and it costs us a lot. To save energy, we should try making more use of natural light instead of keeping the lights unnecessarily in the morning and afternoons. Moreover, we should unplug your electrical gadgets when not in use. These devices consume at least 10% of electricity even when inactive. Therefore, unplug them to save electricity. Most importantly, installing solar panels can help you excessively. They are very economical and help in saving a lot of energy. This can help in getting cheap electricity and protect the environment. | Ss-Ss  T-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 mins |
| HOMEWORK | To allow students finalize their passage after being checked by friends and the teacher | - Prepare for the next lesson: Looking back & Project.  - Rewrite the passage on the notebook.  - Do exercise in the workbook. | T-Ss | 1 min |

UNIT 10: ENERGY SOURCES

# **Lesson 7: Looking back & Project**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- review the vocabulary and grammar of Unit 10

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

II. MATERIALS

* Grade 7 textbook, Unit 10, Looking back & Project
* Computer connected to the internet
* TV/ Pictures, A0 cards and colours
* hoclieu.vn

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have underdeveloped speaking, writing and co-operating skills when doing a project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students might excessively talk in the class. | - Define expectation in explicit detail. - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 10: ENERGY SOURCES**  **Lesson 7: Looking back & Project**  **\* Warm-up**  Quick revision check  **I. Looking back**  Task 1: Match the adjectives in A with the nouns in B to make phrases.  Task 2: Complete the sentences.  Task 3: Complete the sentences by using the correct form of the verbs in brackets.  Task 4: Find ONE mistake in each sentence and correct it.  **II. Project**  *Saving energy at school*  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To help students revise the vocabulary items they have learnt in the unit.  - To enhance students’ skills of cooperating with team mates. | **QUICK REVISION CHECK**  \* Teacher asks Ss to think of what they have learnt already in Unit 10.  \*\* Ss work in pairs to discuss.  \*\*\* Teacher calls some students to retell.  \*\*\*\* Teacher confirms and leads them to do all the exercises in the textbook. | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| LOOKING BACK | To help Ss revise the vocabulary items (verbs) they have learnt in the unit | **TASK 1: MATCH THE ADJECTIVES IN A WITH THE NOUNS IN B TO MAKE PHRASES.** *(Ex 1, p. 112)*  \* Teacher has Ss work individually.  \*\* Ss do this activity individually, then compare their answers with their partners.  \*\*\* Teacher asks for Ss’ answers.  \*\*\*\* Teacher confirms the correct ones and asks students to make sentences using the phrases.  ***Answer key:***  1. e  2. a  3. d  4. b  5. c | T-Ss  Ss  T-Ss  T-Ss | 16 mins |
| To help Ss revise the vocabulary items (adjectives) they have learnt in the unit | **TASK 2: COMPLETE THE SENTENCES, USING THE PHRASES IN 1.** *(Ex 2, p. 112)*  \* Teacher has Ss work individually.  \*\* Ss do this activity then compare their answers with their partners.  \*\*\* Teacher asks for Ss’ answers.  \*\*\*\* Teacher confirms the correct ones.  ***Answer key:***  1. low energy light bulbs  2. electrical appliances  3. renewable sources of energy  4. solar energy  5. hot water | T-Ss  Ss  T-Ss  T-Ss |
| To help Ss revise grammar points (the present simple and the present continuous) | **TASK 3: COMPLETE THE SENTENCES BY USING THE CORRECT FORM OF THE PRESENT CONTINUOUS OR PRESENT SIMPLE OF THE VERBS IN BRACKETS.**  *(Ex 3, p. 112)*  \* Teacher asks Ss to recall the structures of *the present continuous* and *the present simple*, and tell them to do Ex 3 in the book.  \*\* Ss do the exercise individually and swap with their partners to check the answers.  \*\*\* Teacher calls some Ss to check their answers.  \*\*\*\* Teacher confirms the correct answers.  ***Answer key:***  1. is raining  2. start  3. is walking  4. does  5. am writing | T-Ss  Ss  T-Ss  T-Ss |
| **TASK 4: FIND ONE MISTAKE IN EACH SENTENCE AND CORRECT IT.** *(Ex 4, p. 112)*  \* Teacher asks Ss to do the task.  \*\* Ss work individually to do the task.  \*\*\* Teacher calls some Ss to give out their answers.  \*\*\*\* Teacher checks and confirms their answer.  ***Answer key:***  1. do → are doing  2. explain → explaining  3. is → are  4. use → using  5. look → are looking | T-Ss  Ss  T-Ss  T-Ss |
| PROJECT | To help Ss develop teamwork skills and practice using what they have learnt into practice through a project | **TASK 5: POSTER PRESENTATION: SAVING ENERGY AT SCHOOL**  \* Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:  1. Review all the tips they have prepared at home.  2. Discuss and finalize in groups which tips can be applied in your school.  3. Tell the class.  \*\* Ss work in groups to do the task.  \*\*\* Teacher calls some groups to present.  \*\*\*\* Teacher listens and confirms. Ask students to complete the self-assessment. Identify any difficulties, weak areas, and provide further practice. | Group work | 22 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| HOMEWORK | To prepare for the next lesson | Prepare for the next lesson: Unit 11 – Getting started. | T-Ss | 1 min |