

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 10: ENERGY SOURCES Period 65 - Lesson 1: GETTING STARTED
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I. OBJECTIVES

1. Knowledge

- Introduce the topic Energy Sources through the Getting Started conversation.
- Recognise and use key lexical items related to renewable and non-renewable energy sources; energy use and conservation.
- Listen and read for the main idea and selected details.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 1.1.TC1c; 2.1.TC1a: Find relevant digital information and join a teacher-guided project channel safely.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise and say at least four words: solar energy, wind energy, hydro energy, coal, with teacher support.
- identify the main topic and two details from the conversation by choosing or pointing.
- use one short sentence frame to talk about the unit topic.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

1. WARM-UP AND INTRODUCTION (5')	
Aims: activate background knowledge and lead into the unit Content: topic pictures and prediction questions Outcome: students name familiar ideas and predict the conversation Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Warm-up: Picture prediction • T projects three pictures connected with energy sources and asks what students can see. • Ss think individually, compare in pairs, and share one prediction. • T records key words on the board and introduces the unit title and learning goals.	UNIT 10: ENERGY SOURCES • Student's Book pp. 104-105 • Suggested words: solar energy, wind energy, hydro energy, coal

2. PRESENTATION - GETTING STARTED (12')
Aims: set the context and teach essential vocabulary

Content: listen and read; identify speakers, setting, and topic Outcome: students understand the main idea and key vocabulary Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read NLS: 1.1.TC1c HS mở Google Hình ảnh tìm hình thật cho các từ/cụm từ: solar energy, wind energy, hydro energy, coal; chọn hình phù hợp để kiểm chứng nghĩa. • T sets the context, introduces the characters, and pre-teaches selected words through pictures, gestures, or short definitions. • Ss scan the picture, predict the topic, then listen and follow the conversation in the book. • T plays the recording twice; Ss underline topic words and compare their predictions. • Pairs practise selected lines; T checks meaning and pronunciation.	Vocabulary in context • solar energy • wind energy • hydro energy • coal • natural gas • renewable

3. PRACTICE (20')	
Aims: develop listening-reading comprehension and consolidate topic vocabulary Content: textbook comprehension and word/picture tasks Outcome: students identify details and use new words accurately Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Tasks 2-4: Comprehension and vocabulary • T asks Ss to complete the textbook comprehension task independently before rereading. • Ss locate evidence in the conversation, compare answers, and correct false or incomplete statements. • Ss complete the word/picture or categorising task; T checks answers and elicits additional examples. • T provides reduced choices and visual support for students who need it.	Suggested focus • Main topic and setting • Two or three evidence-based details • Active vocabulary: solar energy, wind energy, hydro energy, coal, natural gas, renewable, non-renewable, electrical appliance

4. APPLICATION AND PROJECT LAUNCH (6')
Aims: personalise unit language and introduce the unit project Content: short pair exchange and project workflow Outcome: students produce a short response and understand the seven-lesson project plan Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Pair talk and project launch NLS: 3.1.TC1a; 2.1.TC1a HS xem sản phẩm số mẫu, thống nhất công cụ và phân công nhiệm vụ trên kênh lớp do GV hướng dẫn; không chia sẻ thông tin cá nhân. • Pairs use one teacher-provided question frame to talk about the topic. • T introduces the project 'SAVING ENERGY AT SCHOOL' and shows a short sample or mock-up. • Groups of four choose roles: language editor, researcher, designer/editor, and presenter. • T explains the workflow: brainstorm (Lessons 1-2), script (3-4), research/rehearse (5), create/submit (6), present/evaluate (7).	SAVING ENERGY AT SCHOOL • a digital energy-saving campaign based on practical actions for the school • Homework: review the conversation and collect two initial ideas.

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I. OBJECTIVES

1. Knowledge

- Use words and phrases related to renewable and non-renewable energy sources; energy use and conservation.
- Pronounce stress in three-syllable words correctly in familiar words and sentences.
- Apply the new vocabulary in controlled and communicative tasks.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 1.1.TC1c; 3.1.TC1a: Use digital dictionaries/audio and create a short voice recording for self-correction.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- match three familiar words or phrases, including solar energy, wind energy, hydro energy, with pictures or meanings.
- repeat two words illustrating stress in three-syllable words after the teacher or recording.
- complete two supported vocabulary items and say one short model sentence.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

1. WARM-UP (5')	
Aims: review and activate unit vocabulary Content: digital or paper word race Outcome: students recall familiar words and collocations Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary race • T shows pictures or definitions one at a time; teams write the matching word or phrase. • Ss explain one connection between the words and the unit topic.	Review words • solar energy • wind energy • hydro energy • coal • natural gas

2. VOCABULARY PRESENTATION (12')
Aims: present and organise topic vocabulary

Content: word meanings, collocations, and categories Outcome: students match, classify, and pronounce new items Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Tasks 1-2: Build a word bank NLS: 1.1.TC1c HS sử dụng Google Hình ảnh hoặc từ điển số để tra cứu renewable energy, solar panel, wind turbine, saving electricity at school; đối chiếu hình, nghĩa và cách dùng trước khi ghi vào bảng từ. - T models the first matching/classifying item and checks the task instructions. - Ss work individually, compare in pairs, and explain the clue used for each answer. - T confirms collocations and asks Ss to add one familiar example to each category.	Core vocabulary - solar energy - wind energy - hydro energy - coal - natural gas - renewable - non-renewable - electrical appliance

3. PRONUNCIATION PRACTICE (18')

Aims: identify and pronounce stress in three-syllable words Content: listen, sort, repeat, and use target sounds/stress Outcome: students recognise the feature and pronounce words in context Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Pronunciation tasks NLS: 1.1.TC1c; 3.1.TC1a HS nghe mẫu trên Sachmem.vn/từ điển số, ghi âm 4 từ hoặc 2 câu, nghe lại và so sánh với mẫu để tự sửa. - T plays the recording; Ss listen and notice the target sounds or stress pattern. - Ss sort the sample words, repeat chorally and individually, and mark the target feature. - Pairs practise textbook sentences; T gives focused feedback on mouth position, final sound, or stress.	Stress in three-syllable words - energy - dangerous - expensive - easily - abundant - limited - Practice in short sentences.

4. APPLICATION AND HOMEWORK (8')

Aims: use vocabulary and pronunciation communicatively Content: mini dialogue or one-minute challenge Outcome: students produce accurate topic sentences Organisation: Teacher's instructions and monitored individual/pair/group work.	
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Mini production • Pairs choose four new words and create two meaningful sentences or a short exchange. • Selected pairs perform; classmates listen for vocabulary and pronunciation targets. • T gives feedback and assigns workbook practice.	Expected output • Two correct topic sentences • One accurately pronounced target word in each sentence • Project: collect copyright-appropriate images and record their sources.

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 10: ENERGY SOURCES Period 67 - Lesson 3: A CLOSER LOOK 2
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I. OBJECTIVES

1. Knowledge

- Understand the form and use of Present continuous.
- Complete controlled grammar exercises and explain the choice in familiar contexts.
- Use the target structure to produce short meaningful sentences.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 3.1.TC1a; 2.1.TC1a: Create and share short digital language content and respond to feedback.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise the model for present continuous with colour or symbol support.
- complete three simple items using a word bank or two choices.
- arrange or copy two correct sentences and read one aloud.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. WARM-UP AND NOTICING (5')	
Aims: recall examples and identify the target grammar Content: sentence comparison Outcome: students notice form and meaning Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Grammar noticing • T displays three model sentences from the unit context and highlights the target forms. • Ss compare the examples, identify similarities, and predict the grammar rule.	Present continuous • The students are doing an energy project now. • People are not using coal in this activity.

2. GRAMMAR PRESENTATION (12')
Aims: clarify form, use, and common errors Content: rule, formula, examples, and checking questions Outcome: students understand when and how to use the structure Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Form and use - T elicits the rule, presents the formula, and uses a short timeline/diagram or colour coding when appropriate. - Ss copy the formula, analyse the examples, and answer concept-checking questions. - T contrasts correct and common incorrect forms.	Grammar formula - Affirmative: S + am/is/are + V-ing. Negative: S + am/is/are not + V-ing. Question: Am/Is/Are + S + V-ing? - The students are doing an energy project now. - People are not using coal in this activity. - Are they installing solar panels?

3. CONTROLLED PRACTICE (20')

Aims: develop accuracy through textbook tasks

Content: multiple choice, gap-fill, rearranging, or sentence transformation

Outcome: students choose correct forms and explain their choices

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Textbook grammar tasks NLS: 3.1.TC1a HS hoàn thành bài tập Google Forms/Quizizz do GV cung cấp, đọc phản hồi tự động, sửa lỗi và ghi lại một quy tắc cần nhớ. - Ss complete the first task individually and compare with a partner. - Pairs locate the clue for each answer; T checks and clarifies errors. - Ss complete a second task and correct one deliberately incorrect example.	Student's Book p. 108 - Suggested checking: form - meaning - word order - punctuation - The students are doing an energy project now. - People are not using coal in this activity. - Are they installing solar panels?

4. APPLICATION AND PROJECT SCRIPT (8')

Aims: use grammar to create meaningful content

Content: shared sentence creation and script drafting

Outcome: students create and improve project sentences

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Sentence workshop NLS: 2.1.TC1a; 3.1.TC1a Mỗi nhóm nhập một câu lên Padlet/Google Slides dùng chung, góp ý lịch sự và chỉnh sửa câu theo phản hồi. • Groups draft four sentences for the project 'SAVING ENERGY AT SCHOOL' using the target grammar. • Each group posts one sentence to the shared class slide/Padlet and comments on another group's sentence. • Groups revise their sentences and save the corrected version for the project script.	Project language check • Affirmative: S + am/is/are + V-ing. Negative: S + am/is/are not + V-ing. Question: Am/Is/Are + S + V-ing? • Homework: expand the four sentences into a short script.

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I. OBJECTIVES

1. Knowledge

- Use everyday English for asking for explanations.
- Ask and answer topic-related questions in pairs or groups.
- Organise ideas collected from a short interview or discussion.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 3.1.TC1a; 3.2.TC1a: Transform interview data into a structured digital storyboard.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise one functional-language question and answer from a model dialogue.
- take one supported turn in a short pair exchange.
- record two short answers and place them in the correct storyboard box.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. WARM-UP (5')	
Aims: review topic language and create a communicative need Content: quick questions and responses Outcome: students respond using familiar language Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Quick conversation • T asks two personal/topic questions; Ss answer briefly, then compare with a partner. • T introduces the functional-language goal.	Asking for explanations • A: Why should we save energy? B: Because it reduces waste and protects the environment.

2. EVERYDAY ENGLISH (12')
Aims: practise asking for explanations Content: model dialogue, noticing, substitution, and role-play Outcome: students use the functional expressions appropriately Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Listen, notice, and practise - T plays or reads the model dialogue; Ss underline the functional expressions. - Pairs practise the dialogue, then replace underlined information with their own ideas. - T checks intonation, politeness, and appropriacy.	Model - A: Why should we save energy? B: Because it reduces waste and protects the environment. - Useful response: ask one follow-up question.

3. COMMUNICATION TASK (20')

Aims: develop interaction and topic knowledge

Content: information exchange, interview, or cultural task

Outcome: students collect, compare, and report information

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Interview and report NLS: 1.1.TC1c HS tra cứu một thông tin ngắn về renewable energy, solar panel, wind turbine, saving electricity at school; chọn nguồn phù hợp và ghi lại tên trang/nguồn hình. - T sets the task: comparing advantages and disadvantages of different energy sources. - Ss prepare three short questions and note their own answers. - Pairs interview each other, record keywords, and report one similarity or difference. - T monitors target language and supports students with sentence frames.	Speaking frame - Question - short answer - reason/example - Topic vocabulary: solar energy, wind energy, hydro energy, coal, natural gas, renewable

4. DIGITAL STORYBOARD (8')

Aims: transform oral data into a project plan

Content: storyboard with text, visuals, audio, and sources

Outcome: students organise a logical digital product

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Project planning NLS: 3.1.TC1a; 3.2.TC1a HS chuyển dữ liệu phỏng vấn thành storyboard, dự kiến văn bản-hình ảnh-lời thoại và chuẩn bị nhập vào Canva/CapCut/Google Slides. - Groups select the most useful interview/research information. - Ss place information into five storyboard sections: title, key information, examples/details, message, and sources. - T checks the storyboard for sequence, language, source notes, and role allocation.	SAVING ENERGY AT SCHOOL - a digital energy-saving campaign based on practical actions for the school - Homework: complete the storyboard and prepare media files at home.

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 10: ENERGY SOURCES Period 69 - Lesson 5: SKILLS 1 - READING AND SPEAKING
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I. OBJECTIVES

1. Knowledge

- Read for general and specific information in types of energy sources and their advantages and disadvantages.
- Use context to identify meanings of selected words.
- Develop speaking skills by comparing advantages and disadvantages of different energy sources.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 1.1.TC1c; 3.1.TC1a: Search and select relevant information, then record a short oral product.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise four reading keywords: renewable, available, polluting, limited.
- find two specific details in the text with highlighted clues.
- give one or two prepared sentences in the speaking task.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. PRE-READING (5')	
Aims: activate knowledge and predict text content Content: picture, title, and guiding questions Outcome: students make reasonable predictions Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Predict the reading • T shows the title/picture connected with types of energy sources and their advantages and disadvantages and asks two guiding questions. • Ss discuss in pairs and note two predictions.	Reading topic • types of energy sources and their advantages and disadvantages • Keywords: renewable, available, polluting, limited
2. WHILE-READING 1 (12')	
Aims: read for gist and infer word meaning Content: skimming and vocabulary-in-context task Outcome: students identify the main idea and meanings from context Organisation: Teacher's instructions and monitored individual/pair/group work.	

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Skim and match NLS: 1.1.TC1c HS tìm một hình ảnh/thông tin nền về renewable energy, solar panel, wind turbine, saving electricity at school, so sánh với bài đọc và chỉ giữ thông tin liên quan từ nguồn rõ ràng. - Ss skim the text under a time limit and choose the best main idea. - Ss locate each target word, read the surrounding sentence, and match it with a meaning. - Pairs justify answers with a clue from the text.	Reading strategy - Skim headings/first sentences; ignore difficult details on the first reading. - renewable - available - polluting - limited

3. WHILE-READING 2 (15')

Aims: scan for specific information and evidence

Content: detail questions, completion, or True/False task

Outcome: students locate and cite textual evidence

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Scan for details - Ss underline key words in the questions and scan for matching ideas. - Ss answer independently, compare in pairs, and underline evidence. - T confirms answers and corrects unsupported guesses.	Key content - Solar, wind, and hydro energy are renewable. - Coal and natural gas are non-renewable. - Energy choices affect cost, reliability, and the environment.

4. SPEAKING AND PROJECT REHEARSAL (13')

Aims: use reading language in a personal spoken response

Content: pair/group speaking with notes

Outcome: students present a clear short response

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Speak from notes NLS: 3.1.TC1a HS dùng thiết bị nhóm ghi âm phần trình bày 30-45 giây, nghe lại và tự đánh giá nội dung, độ rõ, phát âm trước khi chọn bản tốt nhất. - Ss prepare and answer two questions for comparing advantages and disadvantages of different energy sources. - Pairs listen and give one content comment and one language comment. - Groups record a 30-45 second rehearsal for the project and select the clearest version.	Speaking checklist - Answer the question directly - Give one reason or example - Use unit vocabulary and clear pronunciation

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 10: ENERGY SOURCES Period 70 - Lesson 6: SKILLS 2 - LISTENING AND WRITING
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I. OBJECTIVES

1. Knowledge

- Listen for specific information in ways to save energy at home.
- Plan and write a paragraph about how to save energy at home.
- Edit a short text for content, target language, spelling, and punctuation.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 1.1.TC1c; 3.1.TC1a; 3.2.TC1a: Control digital audio and integrate text, images, and sound in a group product.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- identify the listening topic and complete two or three selected details from a word bank.
- complete a planning frame with three short notes.
- write or copy three to four sentences using sentence starters.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

1. PRE-LISTENING (5')	
Aims: prepare for the listening context and vocabulary Content: picture/title prediction and key-word review Outcome: students predict likely information Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Prediction • T introduces the listening topic: ways to save energy at home. • Ss study the task, underline key words, and predict possible answers or answer types.	Listening strategy • Predict whether each gap needs a name, number, noun, verb, or adjective.

2. WHILE-LISTENING (18')
Aims: listen for general and specific information Content: first listening for gist; second/third listening for details Outcome: students complete selected information accurately Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Listen and check NLS: 1.1.TC1c HS sử dụng học liệu số/Sachmem.vn với thao tác phát-tạm dừng-nghe lại để thu thập từ khóa, sau đó đối chiếu với bạn. - T plays the recording once for the main idea; Ss compare their prediction. - T plays it again; Ss complete the textbook task and compare in pairs. - A final listening is used to check difficult items and identify the evidence phrase.	Student's Book p. 111 - Topic: ways to save energy at home - Check spelling, numbers, and word limit.

3. PRE-WRITING (10')

Aims: generate and organise writing ideas

Content: notes, outline, and language checklist

Outcome: students prepare a logical plan

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Plan the writing - T clarifies the writing task: a paragraph about how to save energy at home. - Ss complete a planning frame with topic sentence, two or three supporting details, and closing sentence. - Pairs check whether the notes answer the task and use target vocabulary/grammar.	Writing plan - Topic sentence - Supporting idea 1 + example - Supporting idea 2 + example - Closing sentence

4. WHILE-WRITING AND DIGITAL CREATION (12')

Aims: write, edit, and integrate the project script

Content: individual paragraph and group digital product

Outcome: students produce an edited paragraph and a near-final project

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Write, peer-edit, and create NLS: 3.1.TC1a; 3.2.TC1a; 2.1.TC1a HS tích hợp chữ-hình ảnh-âm thanh bằng Canva/CapCut/Google Slides, ghi nguồn hình và nộp file/link qua kênh do GV quy định. - Ss write about 70 words from their notes and use the checklist for self-correction. - Pairs exchange work and mark one strength and one point to revise. - Groups select corrected sentences for the project, integrate media, and test audio/readability. - Groups submit the file or link through the channel specified by the teacher before Lesson 7.	Writing checklist - Content complete and logically ordered - Target vocabulary and grammar accurate - Capital letters, punctuation, and spelling checked - a digital energy-saving campaign based on practical actions for the school

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 10: ENERGY SOURCES Period 71 - Lesson 7: LOOKING BACK AND PROJECT
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I. OBJECTIVES

1. Knowledge

- Review the vocabulary, pronunciation, and grammar of the unit.
- Apply unit language in an integrated digital project.
- Present, evaluate, and improve a group product using a clear rubric.

2. Competence

- Develop communication, collaboration, creativity, and self-study skills.
- Complete individual, pair, and group tasks actively and responsibly.

Digital Competence

- 2.1.TC1a; 3.2.TC1a: Share, present, and evaluate digital products safely and respectfully.

3. Qualities

- Develop responsible energy use and environmental protection; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recall at least four familiar words from the unit with picture support.
- complete three selected review items with teacher support.
- show one picture or slide and say one or two prepared sentences with the group.

II. TEACHING AIDS

- Teacher: Grade 7 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. WARM-UP AND REVIEW (5')	
Aims: activate unit language and identify areas for review Content: quick retrieval game Outcome: students recall vocabulary and grammar Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Unit challenge - Teams identify words from pictures/definitions and make one correct sentence for each point. - T notes common errors to address during Looking Back.	Review focus - renewable and non-renewable energy sources; energy use and conservation - Present continuous

2. LOOKING BACK - VOCABULARY (12')
Aims: consolidate lexical items and collocations Content: textbook vocabulary review Outcome: students use vocabulary accurately Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary review - Ss complete the textbook task independently and compare answers. - Pairs explain one clue or collocation for each answer. - T checks and asks Ss to add one new example to the unit word bank.	Core vocabulary - solar energy - wind energy - hydro energy - coal - natural gas - renewable - non-renewable - electrical appliance

3. LOOKING BACK - GRAMMAR (13')

Aims: consolidate the target grammar

Content: completion, transformation, and sentence creation

Outcome: students correct errors and use the structure meaningfully

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Grammar review NLS: 3.1.TC1a HS hoàn thành phiếu tự đánh giá số ngắn, xác định một nội dung đã làm tốt và một nội dung cần luyện thêm. - Ss complete the grammar tasks and cross-check in pairs. - T displays common errors; groups correct and explain them. - Each student writes one true sentence using the target structure.	Present continuous - Affirmative: S + am/is/are + V-ing. Negative: S + am/is/are not + V-ing. Question: Am/Is/Are + S + V-ing? - The students are doing an energy project now. - People are not using coal in this activity.

4. PROJECT - DIGITAL GALLERY WALK (15')

Aims: present and evaluate integrated digital products

Content: group presentation and peer feedback

Outcome: students demonstrate language, digital creation, collaboration, and safe sharing

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Present, evaluate, and improve NLS: 3.2.TC1a; 2.1.TC1a HS trình chiếu sản phẩm số, phản hồi lịch sự theo rubric, sử dụng tư liệu phù hợp và ghi nguồn hình/âm thanh khi cần. • T opens submitted products for the project 'SAVING ENERGY AT SCHOOL' and confirms presentation order. • Each group presents for 2-3 minutes; all members take an appropriate role. • Peers use the rubric to score language, content, digital design, collaboration, and source/safety practice. • Groups receive feedback and state one improvement they would make.	SAVING ENERGY AT SCHOOL • a digital energy-saving campaign based on practical actions for the school • Rubric: language 4 - content 4 - digital design 4 - collaboration/safety 4 • Homework: complete the self-assessment and prepare the next unit.

PROJECT PLANNING SHEET - UNIT 10: ENERGY SOURCES

SAVING ENERGY AT SCHOOL

Expected product: a digital energy-saving campaign based on practical actions for the school

Group name and class	
Members and roles	
Selected tool	Canva / CapCut / Google Slides / other: _____

STORYBOARD

Scene	Visuals and source	Text / voiceover	Digital feature / person responsible
1. Title			
2. Key idea			
3. Details			
4. Message			
5. Sources & credits			

PROJECT RUBRIC (16 POINTS)

Criterion	4 - Excellent	3 - Good	2 - Developing	1 - Beginning
Language	Accurate and varied	Minor errors	Several errors	Needs strong support
Content	Complete, clear, logical	Mostly complete	Some missing ideas	Very limited
Digital design	Text-media integrated effectively	Clear and appropriate	Basic or uneven	Hard to follow
Collaboration & safety	All roles; sources credited; safe sharing	Most roles and sources clear	Uneven roles or source notes	Little evidence