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| **School: ………………………………………..** | **Date: ………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………….........** |

**UNIT 10: ENERGY SOURCES**

**Lesson 1.2 - Grammar (Page 77)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use comparison (*more…than*… and *less…than…)* correctly.

- compare the consumption of energy in different places.

**1.2. Competences**

- improve speaking, listening skills.

- improve the use of English.

**1.3. Attributes**

- save energy.

- choose suitable and economical types of energy for everyday use.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook, handouts.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat. | - Ss’ performance. | - T’s feedback. |
| - Study the grammar box. | - Ss’ answers/ presentation. | - T’s feedback. |
| - Unscramble the sentences. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Look at the table and write the sentences. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Speak: Compare more information from the table. Use the prompts. | - Ss’ answers/ presentation. | - T’s observation, T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Review: types and sources of energy.

**c) Expected outcomes:** Ss review some types and sources of energy which are very useful for them in the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Chatting and reviewing types of energy**   - Have Ss close books and notebooks.  - Ask Ss some questions:  *1. What is renewable energy?*  *2. What is non - renewable energy?*  *3. Can you tell some sources of energy that are renewable and non-renewable?*  *4. What sources of energy do Vietnamese people use most?*  - Call Ss to give answers.  - Check Ss’ answers, give feedback.  - Lead to the new lesson.   * **Option 2: Pie chart of energy consumption**   - Briefly introduce the pie chart.    **Source:** [*https://www.e-education.psu.edu/earth104/node/1345*](https://www.e-education.psu.edu/earth104/node/1345)  - Have Ss look at the pie chart and answer some questions:  *1. How many sources of energy are there?*  *2. Which source of energy do people use most / least?*  *3. Which is consumed more: fossil fuels (non-renewable energy) or non - fossil fuels (renewable energy)? How many percent?*  - Call Ss to give answers.  - Check Ss’ answers, give feedback.  - Lead to the new lesson. | **-** Close books and notebooks.  - Listen, then answer the questions.  - Listen.  **-** Listen.  - Look at the pie chart, then answer the questions.  - Give answers.  - Listen and write the new lesson. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce: Comparison (*more…than*… and *less…than…)*

**b) Content:**

**-** Listen and repeat.

**-** Introduce the grammar points.

**c) Expected outcomes:** Ss know the new grammar points: Comparison (*more…than*… and *less…than…)* and use them in some exercises that follow.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen and repeat.**  - Have Ss look at the picture using DCR.  - Play audio (CD2 – Track 26) and have Ss listen and read the speech bubbles.  - Remind Ss ways to read %: percent.  - Play the audio again and have Ss listen and repeat.  **Grammar box**   * **Option 1:**   - Have Ss look at the grammar explanation and read: Comparison (*more…than*… and *less…than…)*    - Have Ss read the examples:    - Explain more about the way to use Comparison (*more…than*… and *less…than…).*  - Ask Ss to make more sentences using Comparison (*more…than*… and *less…than…).*  - Give feedback and evaluation.   * **Option 2:**   - Have Ss look at the sentences in the speech bubbles in Task a and read them again.      - Have Ss make comments on the words in bold (**more … than …**).  - Ask Ss some elicit questions:  *1. Do they use “more…than…” to make comparison for things with bigger amount or smaller amount?*  *2. What types of word / phrases that go between* ***“more …”*** *and* ***“than …”****?*  - Call Ss to give answers.  - Give feedback.  - Then, lead to the grammar box, briefly explain the way to use Comparison (*more…than*… and *less…than…).*  - Have Ss read the grammar box and examples.        - Ask Ss to make more sentences using Comparison (*more…than*… and *less…than…).*  - Give feedback and evaluation. | - Look.  - Listen, then read.  - Listen and repeat.  - Look and read.  - Read examples of different forms.  - Listen and take notes.  - Give more examples.  - Look and read.  - Comment.  - Listen and take notes.  - Read.  - Give more examples.  - Listen. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use Comparison (*more…than*… and *less…than…)* to do the given exercises.

**b) Content:**

- Unscramble the sentences.

- Look at the table and write the sentences.

**c) Expected outcomes:** Students can get used to the usage of Comparison (*more…than*… and *less…than…)* and use them correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Unscramble the sentences.**  - Demonstrate the activity on DCR, using the example.  - Have Ss read the prompts, then unscramble the sentences.  - Have Ss work in pairs to check each other’s work.  - Have some Ss share their answers with the whole class.  - Give feedback, correct Ss’ answers if necessary.  **Task c.** **Look at the table and write the sentences.**  - Have Ss look at the information in the table.  - Demonstrate the activity using the example.  - Have students look at the table and write the sentences.  - Have pairs check each other's work.  - Have some students share their answers with the class. | - Look and listen.  - Work individually.  - Work in pairs.  - Write answers on the board.  **Answer keys**    - Look and listen.  - Work individually.  - Work in pairs.  - Read answers, explain.  **Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar points they study in the lesson.

**b) Content:**  Speaking: Compare more information from the table. Use the prompts.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use the grammar point in the lesson in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: Compare more information from the table. Use the prompts.**    - Divide class into pairs.  - Have Ss take turns to compare more information from the table, use the prompts.  - Have some pairs share their answers with the class.  - Give feedback and evaluation. | - Work in pairs.  - Present.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:** Comparison (*more…than*… and *less…than…)*



**\* Homework:**

- Make 2 sentences using Comparison (*more…than*… and *less…than…)*

- Do the exercises in WB: Grammar (page 57).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 61).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1.3 – Pronunciation and Speaking (page 78 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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