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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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