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

**UNIT 10: ENERGY SOURCES**

**Lesson 3.1 - Listening and Reading (Page 82)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- talk about different energy sources.

- practice listening (for general and specific information) and understanding an interview about energy.

- read (for gist and details) and understand a formal email about energy.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- save energy.

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

- protect the environment.

**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.

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

**III. ASSESSMENT EVIDENCE**

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| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Let’s Talk**: Look at the picture. What problem can you see? What causes it? What can we do to improve it? | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| - **Listening**: Listen to an interview. What is Harry's job? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Listen and answer the questions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Reading**: Read Elizabeth's email and circle Windrush City's biggest problem? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Now, read and fill in the blanks | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| -**Speaking**: Is your town polluted? What are the causes? What should your town do to improve it? | - Ss’ answers / presentation. | - T’s observation/ DCR and T’s 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 giving enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Introduce the topic: Pollution.

**c) Expected outcomes:** Ss have general ideas about the topic “Pollution”, which they are going to listen and read in the new lesson.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Let’s Talk!**   **Look at the picture. What problem can you see? What causes it? What can we do to improve it?**  - Use the “**Let’s talk**!” part in the textbook– page 82 for warm-up activity.  - Ask Ss to work in pairs to look at the picture and answer the questions: *What problem can you see? What causes it? What can we do to improve it?*  - Call Ss to share their answers with the whole class.  - Give feedback and evaluation.  - Lead to the new lesson.   * **Option 2: Negative effects of some energy sources**   - Show a picture, ask Ss some questions.    *1. What problem can you see in the picture?*  *2. What causes it?*  *3. What kind of energy do you think that people use in this situation?*  *4. Can you use 1 word to describe this picture?*  - Have Ss discuss and give answers.  - Give feedback and evaluation.  - Lead to the new lesson: Pollution is one of the biggest negative impacts of energy sources. | - Work in pairs to answer.  - Present.  - Look at the pictures, discuss and answer the questions.  - Listen. |

**B. New lesson (35’)**

* **Activity 1: Listening (17’)**

**a) Objective:** Students can develop their listening skill.

**b) Content:**

- Listen to an interview. What is Harry's job?

- Listen and answer the questions.

**c) Expected outcomes:** Students can practice listening and understanding general + specific information about energy.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a.** **Listen to an interview. What is Harry's job?**  - Have Ss read the question.  - Play audio (CD2 – Track 33).  - Have Ss listen and circle the correct answer.  - Call Ss to give answer, explain.  - Play the audio again and check the answer as a whole class using DCR.  **Task b. Listen and answer the questions**  - Have Ss read through the questions in Task b first, underline the key words for listening.  - Play the audio again (CD2 – Track 33).  - Have Ss listen and answer the questions.  - Remind Ss to use short answers.  - Have Ss check answers with their partners.  - Call Ss to give answers, explain.  - Check the answers as a whole class using DCR. | - Read and guess the answer.  - Listen.  - Listen and circle the correct answer.  - Give answer, explain.  **Answer keys**    - Read, find and underline the key words.  - Listen and answer the questions.  - Exchange answers.  - Read answers.  **Answer keys** |

* **Activity 3: Reading (18’)**

**a) Objective:** Students can develop their reading skill.

**b) Content:**

- Read Elizabeth's email and circle Windrush City's biggest problem?

- Now, read and fill in the blanks.

- Is your town polluted? What are the causes? What should your town do to improve it?

**c) Expected outcomes:** Students can read a formal email for gist and detail, and they can give their opinion about how to protect the environment when using energy.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read Elizabeth's email and circle Windrush City's biggest problem?**  - Have Ss read the content in Task a.  - Ask Ss to scan the email to choose the correct answer.  - Have Ss underline the supporting ideas.  - Call a student to give answer.  - Check the answer as a whole class using DCR.  **Task b. Now, read and fill in the blanks.**  - Have Ss read the content in Task b and underline the key words.  - Have Ss read the email again and fill in the blanks.  - Remind Ss to use short answers for each blank.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answers as a whole class using DCR.  **Task c. Speaking: In pairs: Is your town polluted? What are the causes? What should your town do to improve it?**  - Have Ss discuss the questions in pairs.  - Call some Ss to share their answers with the whole class.  - Give feedback and evaluation. | - Scan the email to choose the correct answer.  - Underline the supporting ideas.  - Give answer.  **Answer keys**    - Read and underline the key words.  - Read the email again for details.  - Exchange answers.  - Give answers.  **Answer keys**    - Discuss in pairs.  - Present. |

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

**\*Consolidation: Negative effects of energy**

- cause pollution

- be dangerous

- cost much money

- …

**\*Homework**

- Do the exercises in WB: Listening and Reading (page 60).

- Talk about negative effects of energy.

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 64).

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

- Prepare: Unit 10 - Lesson 3 – Writing and Speaking (page 83 – 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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