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

**UNIT 10: ENERGY SOURCES**

**Lesson 3.2 – Speaking and Writing (Page 83)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- know the format of a formal email.

- talk about how to protect the environment.

- write a formal email to suggest changing energy sources.

**1.2. Competences**

- improve communication, collaboration, writing 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, handouts.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Speaking:** You're talking about how to make Blackstone Town greener. In pairs: Read about Blackstone Town. Discuss which energy sources the town should use more or less. | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| **-** Complete the table with two energy sources you want to change, what you want to change them to, and why. | - Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| - **Writing:** Read about writing formal emails. Then, read Elizabeth's email again and number the parts that are more formal. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the email below and underline the informal language. Rewrite them in formal language in your notebook. Use the skill box to help you.  | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Now, write an email to the mayor of Blackstone Town to suggest changing energy sources. Use the Feedback form to help you. Write 60 to 80 words. | - Ss’ answers. | - T’s observation and 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:** Introduce: Salutation / Introduce: formal email.

**c) Expected outcomes:** Ss know about the topic that they are going to talk and write about in new the lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Option 1: Introduce: Salutation.**- Give some ways of giving salutation.- Have Ss put them in 2 groups: Formal and Informal.- Call Ss to give answers.- Check Ss’ answers, correct if necessary.- Lead to the new lesson: Writing a formal email.**\*Salutation:**Dear Jane, Hi Mark, Greetings! Hello everyone, Good morning!Dear Mr. Roberts, Dear Dr. Smith, Dear Professor, Dear Mary,Dear Sir / Madam,To whom it may concernHelloHey* **Option 2: Introduce: Formal email.**

- Have Ss look and match parts of a formal email (in 3 minutes).- Call Ss to give answers.- Give feedback and correct answers.- Lead to the new lesson: Writing a formal email.**\*Illustration:** | - Work in pairs.- Give answers.- Listen.**Answer keys**- Formal: Dear Mr. Roberts, Dear Dr. Smith, Dear Professor, Dear Sir / Madam,To whom it may concern- Informal:Dear Jane, Hi Mark, Greetings! Hello everyone, Good morning!Dear Mary,HelloHey- Work in pairs.- Give answers.- Listen.**Answer keys** |

**B. New lesson (35’)**

* **Activity 1: Pre-Writing (Speaking) (8’)**

**a) Objective:** Ss prepare for what they are going to write about.

**b) Content:**

**-** Speaking: You're talking about how to make Blackstone Town greener. In pairs: Read about Blackstone Town. Discuss which energy sources the town should use more or less.

- Complete the table with two energy sources you want to change, what you want to change them to, and why.

**c) Expected outcomes:** Ss prepare ideas and language for their writing.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. You're talking about how to make Blackstone Town greener. In pairs: Read about Blackstone Town. Discuss which energy sources the town should use more or less.****-** Divide the class into pairs. - Have Ss read about Blackstone Town and discuss which energy sources the town should use more or less.- Go round and support Ss if necessary.- Have some students share their ideas with the class.- Give feedback and evaluation.**Task b. Complete the table with two energy sources you want to change, what you want to change them to, and why.**- Use DCR to draw students' attention to the table and the example answers. Elicit one or two more answers from the whole class. - Have Ss fill in the table. - Have some students share some of their ideas with the class. | - Work in pairs.- Present.- Look and listen.- Work in pairs to complete the table with two energy sources you want to change.- Present. |

* **Activity 2: While - Writing (22’)**

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

**b) Content:**  - Read about writing formal emails. Then, read Elizabeth's email again and number the parts that are more formal:



 - Read the email below and underline the informal language. Rewrite them in formal language in your notebook. Use the skill box to help you.

 - Now, write an email to the mayor of Blackstone Town to suggest changing energy sources. Use the Feedback form to help you. Write 60 to 80 words.

**c) Expected outcomes:** Students can write a holiday postcard, using right format, structures and rich vocabulary.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about writing formal emails. Then, read Elizabeth's email again and number the parts that are more formal:**-Briefly explain the Writing skill box and have some Ss read it aloud.- Have Ss read about writing formal emails. Then, read Elizabeth's email again and number the parts as requested.- Have Ss check their answers with a partner. - Call Ss to give answers.- Check answers as a whole class using DCR.**Task b. Read the email below and underline the informal language. Rewrite them in formal language in your notebook. Use the skill box to help you.**- Have students read the email.- Have students underline the informal language. Then, rewrite them in formal language in the notebook.- Remind Ss to use information in the skill box.- Have students check their answers with a partner. - Check answer as a whole class.**\*Let’s Write: Write an email to the mayor of Blackstone Town to suggest changing energy sources. Use the Feedback form to help you. Write 60 to 80 words.**- Draw Ss’ attention to the feedback form.- Have Ss use their notes in speaking part and the instruction in the Writing box to write a formal email to suggest changing energy sources.- Go round, observe and give help if necessary.- Have some Ss hang their writings on the board. | - Listen and read.-Work in pairs.- Exchange their answers with a partner.- Give answers.**Answer keys**- Read the email, underline the informal language. Then, rewrite them in formal language in the notebook.- Exchange answers.- Read answers.**Answer keys** - Do the writing part.-Write. |

* **Activity 3: Post - Writing (5’)**

**a) Objective:** Help Ss realize their mistakes in writing and correct them.

**b) Content:**  Correcting Ss’ writings.

**c) Expected outcomes:** Students know whether their writings follow the model and use the correct structures and language, whether their writings are interesting and understandable or not.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give feedback, correct Ss’ mistakes. - Use the feedback form to give evaluation. Focus on: + the format, the structures + the understandability + the coherence and cohesion  + the punctuation and the spelling  | - Look, listen and correct mistakes.**Suggested writing** |

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

**\* Consolidation:**

**- Writing Skill**:



**\* Homework**

- Remember how to write a formal email.

- Finish the writing part.

- Do the exercises in WB: Writing part, page 61.

- Complete grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 65).

- 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 – Review, pages 110, 111.

**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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