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

**UNIT 10: ENERGY SOURCES**

**Lesson 4 – Review (Pages 110, 111)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about energy *(wind turbines, natural gas, power plant, pollution, non-renewable, solar panels, nuclear power, renewable, …)* and talk about them.

- review grammar: *Connectors: and, but; Comparison: more…than…, less…than…*

- talk about types and sources of energy; benefits and drawbacks of energy sources.

- pronoun some vowels and consonants correctly: /e/, /æ/, /ə, /aʊ/, /əʊ/, “s” endings.

- put stress on nouns with two syllables.

**1.2. Competences**

- improve speaking, listening, reading and writing skills.

- improve the use of English.

**1.3. Attributes**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- review the old lesson and have good preparation for any assessment.

**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** |
| - **Listening:** Listen to Steve talking to Alice about energy. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **- Reading**: Read the text about Midnight City. Choose the best word (A, B, or C) for each space. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Fill in the blanks with the words and phrases in the box. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Combine the sentences using “*and”* or “*but”.* | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **-Pronunciation**:  + Circle the word that differs from the other three in the position of primary stress in each of the following questions.  + Circle the word that has the underlined part pronounced differently from the others. | - 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: words about energy.

**c) Expected outcomes:** Ss are ready for the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Review: Words about energy.**   - Have Ss review words about energy by looking at the pictures and give names of the things in the pictures.  - Call Ss to give answers.  - Give feedback.  - Lead to the new lesson.  **\*Illustration:**     * **Option 2: Odd one out**   - Have Ss do a small exercise: Odd 1 out (find a word which does not belong to the group.  - Call Ss to give answers, explain for their answers.  - Give feedback.  - Lead to the new lesson.  **\*Illustration: Odd one out** | - Look at the pictures and give answers.  - Listen.  **Answer keys**  *1. wind turbines*  *2. natural gas*  *3. solar panels*  *4. coal*  *5. power plant / power station*  - Work in pairs.  - Give answers.  - Listen.  **Answer keys**  *1. energy (not adjective)*  *2. free (not noun)*  *3. wind turbines (not adjective)*  *4. expensive (not connectors)*  *5. disadvantage (not positive meaning)* |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

**a) Objective:** Help Ss improve their listening skill.

**b) Content:**

**-** Listen to Steve talking to Alice about energy. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

**c) Expected outcomes:** Ss listen in details and get familiar with the listening format test.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Listen to Steve talking to Alice about energy. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.**  - Have Ss read through the listening part.  - Demonstrate the activity by using the example.  - Play the audio (CD 2 – Track 44). Have Ss listen and choose the correct answer.  - Have Ss check answers with pairs, then read answers.  - Check answers as a whole class using DCR. | - Read in silence.  - Listen and read answers.  **Answer keys** |

* **Activity 2: Reading (7’)**

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

**b) Content:**

- Read the text about Midnight City. Choose the best word (A, B, or C) for each space.

**c) Expected outcomes:** Ss read for comprehension and get familiar with the reading format test.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Read the text about Midnight City. Choose the best word (A, B, or C) for each space.**  - Demonstrate the activity on DCR by using the example.  - Have Ss look and read, then choose the correct answer (A, B, or C).  - Call Ss to give answers, explain.  - Give feedback and evaluation. | - Observe and listen.  - Listen and choose the correct answer (A, B, or C).  - Give answers, explain.  **Answer keys** |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about tourism and cultures.

**b) Content:**  Fill in the blanks with the words and phrases in the box.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use these words in speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Fill in the blanks with the words and phrases in the box.**  - Have Ss read the sentences.  - Ask Ss to work in pairs to fill in the blanks with the words and phrases in the box.  - Have Ss give answers, tell the meaning of the words /phrase again.  - Check answers as a whole class using DCR. | - Read the sentences.  - Work in pairs to fill in the blanks.  - Give answers.  **Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: Connectors: “*and”* or “*but”.*

**b) Content:**

- Combine the sentences using “*and”* or “*but”.*

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Combine the sentences using “*and”* or “*but”.***  - Have Ss tell the way to use *the* Connectors: “*and”* or “*but”.*  - Ask Ss to work individually to combine the sentences using “*and”* or “*but”.*  - Have Ss work in pairs to check each other’s work.  - Call Ss to give answers, explain for their choice.  - Check answers as a whole class using DCR. | - Retell.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 5: Pronunciation (4’)**

**a) Objective:** Ss can review the stress of nouns with 2 syllables, vowels and consonants: /e/, /æ/, /ə, /aʊ/, /əʊ/, “s” endings.

**b) Content:**

**-** Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- Circle the word that has the underlined part pronounces differently from the others.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**  - Remind Ss some basic rules of putting stress on nouns with 2 syllables.  - Ask Ss to work individually.  - Have Ss work in pairs to check each other’s work.  - Call Ss to give answers, pronounce the words again.  - Give feedback, correct Ss’ pronunciation if necessary.  **Task b. Circle the word that has the underlined part pronounced differently from the others.**  - Have Ss distinguish vowels and consonants: /e/, /æ/, /ə, /aʊ/, /əʊ/, “s” endings.  - Ask Ss to work individually to circle the answer.  - Have Ss work in pairs to check each other’s work.  - Call Ss to give answers, pronounce the words again.  - Give feedback, correct Ss’ pronunciation if necessary. | - Listen.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys**    - Review.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

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

**\* Consolidation:**

**\* Grammar of Unit 10**: *Connectors: and, but; Comparison: more…than…, less…than…*

**\* Vocabulary of Unit 10**: Words about energy: *wind turbines, natural gas, power plant, pollution, non-renewable, solar panels, nuclear power, renewable, …*

**\* Homework:**

- Review vocabulary, grammar of unit 10.

- Do the exercises in WB: Review of Unit 10 (page 71).

- Do exercises in Tiếng Anh 7 i-Learn Smart World Notebook: Review Units 6-10 (pages 66 & 67).

- Do the Semester 2 Test in Tiếng Anh 7 i-Learn Smart World Notebook (pages 70, 71 & 72).

- Have good preparation for the second semester test.

**D. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………