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| **Tiết thứ ......****UNIT 10: ENERGY SOURCES****Lesson 4: Communication** |
| **Class** | **Date of teaching** | **Attendence** |
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**I. OBJECTIVES:** By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

- Learn how to deal with some ways of asking for explanations

- Practise using some grammar points and vocabulary related to the topic

**+ Vocabulary:** - Use the vocabulary to talk about *saves energy:*

**2. Competence:**

**a) General competencies:**

 Students will be able to know more words and phrases about energy resources; Develop communication skills and creativity; Actively join in class activities.

**b) Specific competencies:**

- Develop communication skills.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Be benevolent and responsible

- Be ready to know the words about energy resources.

- Develop self-study skills.

**II. PREPARATIONS**

**- Teacher:** Grade 7 text book, laptop, projector / TV/ pictures and cards.....

**- Students :** Text books, studying equipment….

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **Activity 1. WARM UP (5’-IW, GW)****\* Aim:** To introduce the lesson.**BRAINSTORMING**To lead in the lesson.**\* Content:** Playing a game: **BRAINSTORMING****\* Product:** Having a chance to speak English and focus on the topic of the lesson..**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **GAME: BRAINSTORMING**\* Teacher divides class into 2 teams and asks them to think of “TYPES OF ENERGY” \*\* Ss have 1 min to think of the words related to the topic or they can discuss with their partners.\*\*\* Each member from each team turn by turn run to the board and write one word.\*\*\*\* Teacher corrects their answers.* The team which has more correct words will be the winner

**Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to ask and answer for explanations and find out how well we save energy”.** |

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| **Suggested answers:** *Solar, hydro, coal, natural gas, oil, wind,…*  |  |  |  |

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| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)****\* Aim:** To let students know the structure to ask and answer for explanation..**\* Content:** Teach some new words. **\* Product:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Task 1: Listen and read the conversation. Pay attention to the highlighted questions.**\* Teacher plays the record for SS to listen and read the conversation.\*\* Ss listen and practice saying with their partners.\*\*\* Teacher calls some pairs to read aloud.\*\*\*\* Teacher corrects pronunciation if needed.\* Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure:*- Which tense do we use to ask and answer?**- Which question word and verb do we use?**- …..*\*\* Ss answer teacher’s questions to find out new structure to ask and answer for explanations \*\*\* Some students give the new structure to the teacher.\*\*\*\* Teacher corrects and writes on the board: | **Task 1: Listen and read the conversation. Pay attention to the highlighted questions.*** + **Structure:**

**to ask:****- What do/does + S + mean?** **to answer:****- S + mean(s)/be …** |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**\* Aim: - To help students practise on how to ask and answer for explanations. - To provide students with more awareness of ways to save energy and help them practice the skill of speaking**\* Product:** Ss can learn how to use the comparisons to do the excersises. **\* Implementation:** Teacher’s instructions… |
| **Teacher’s Student’s activities** | **Content** |
| **Task 2: Work in pairs. Make similar conversations to ask for explanations.**\* Teacher has SS look at the phrases in Ex 2 to make similar dialogue.\*\* Ss work in pairs to make similar dialogue.\*\*\* Teacher calls some pairs to present it in front of the class.\*\*\*\* Teacher gives feedback and some comments.**\* SAVING ENERGY** | **Task 2: Work in pairs. Make similar conversations to ask for explanations.*****Suggested answers:***A: What does hydro energy mean?B: It’s energy that comes from the sun. What does nuclear energy mean?A: It’s energy that comes from the nuclear power. |
| **Task 3: Work in pairs. Ask your partner the following questions and tick his or her answers in the boxes.**\* \* Teacher asks Ss to work in pairs and tick.\*\* Ss so the task in pairs | **Task 3: Work in pairs. Ask your partner the following questions and tick his or her answers in the boxes.** |
| **Task 4: Work in groups. Speech: how well your partner saves energy.**\* Teacher gives students time to prepare. Meanwhile, teacher walks around the classroom to help students if they have difficulties find proper words/phrases/structures\*\*\* Teacher calls some Ss to read aloud their work\*\*\*\* Teacher let Ss listen and correct mistakes (if needed). | **Task 4: Work in groups. Speech: how well your partner saves energy.** |
| **Activity 4. APPLICATION (7’-IW, PW, GW)****\* Aim:** - To help students practicing speaking about saving energy - To consolidate what students have learnt in the lesson.**\* Content:** present simple**\* Product:** Ss can remember the words. Revise and learn more new words.**\* Implementation:** Teacher’s instructions |
| **Task 5: Answer the questions in 3 on your own. Speech: how well you save energy**\* Teacher allows students time to answer the questions onto their notebooks and prepare.\*\* Ss work individually.\*\*\* Ss can practicing sharing to their partners\*\*\*\* Teacher calls some students to read aloud their work. Teacher let Ss listen and correct mistakes (if needed).**Consolidation**Teacher asks students to talk about what they have learnt in the lesson.**\* Home assignment**Do exercises in the workbook.To prepare for the next lesson: Skills 1. | **Task 5: Answer the questions in 3 on your own. Speech: how well you save energy****\* Home assignment**Do exercises in the workbook.To prepare for the next lesson: Skills 1. |

**V. FEEDBACK:**

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