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| **Tiết thứ ......**  **UNIT 10: ENERGY SOURCES**  **Lesson 4: Communication** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7... | ...../........./202.... |  |
| 7… | ..../......../202... |  |
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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”.** | |  |  |  |  | | --- | --- | --- | --- | | **Suggested answers:**  *Solar, hydro, coal, natural gas, oil, wind,…* |  |  |  | |
| **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:**

With 7 ……………………………………………………………………………..…

With 7 …………………………...……………………………………..……………

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