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| **Date of planning**:23/3/ 2025  **Date of teaching:** 24/3/ 2025  **WEEK: 28** | **Period 82: UNIT 10 : ENERGY SOURCES**  **Lesson 1: A CLOSER LOOK 2** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach and review Present continuous

**+ Grammar:** - Review Present continuous

- Know how to use: **THE PRESENT CONTINUOUS**

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| Structure | Examples |
| 1. Affirmative sentences: S + be + Ving | She is playing basketball in the school yard. |
| 2. Negative sentences: S + be not + Ving | They are not using solar energy. |
| 3. Y/N questions: Be + S + Ving? | Are you working on your Project? |
| 4. Wh- questions: W + S + be + Ving? | Where is your brother studying? |

**+ Vocabulary:** use words related to *types of energy sources* *(coal, oil, natural gas, the sun, wind, water,... .*

**- Pronunciation**: Stress in three-syllable words

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop awareness of energy sources and energy saving.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, pairwork,...

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**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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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Play games or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Game: JUMBLE SENTENCES**  \* Teacher gives instructions  \*\* Teacher divides the class into 4 groups. Teacher delivers a set of word cards which are jumble sentences in present continuous to each group.  \*\* Students will have to work in groups to create as many correct sentences from the word cards as possible. The group with more correct sentences will be the winner.  **Suggested answers:**  *1. She is learning English now.*  *2. They are not using solar energy.*  *3. Are you working on your Project?*  *4. Where is your brother studying?*  *5. She is playing basketball in the school yard.*  - Teacher checks and corrects if Ss make the sentences incorrectly. | **+ Greeting**  **+ Game: JUMBLE SENTENCES**  **- T\_Ss**  - Students play games  **- Work in groups**  - Open their notebooks and write the titles of the lesson |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **Grammar**  **Remember! The present continuous.**  We use the present continuous to express:  – an action happening now or at the moment of speaking.  **Example**: The students *are doing* a project in the classroom now.  – an action around now but not necessarily at the moment of speaking.  **Example**: Scientists *are looking for* a new energy source to replace coal.  We can use the words or phrases: *now, right now, at the moment, today, nowadays, this week / month, etc*. with the present continuous  **Aim: To help Ss revise the use of the present continuous.**  \* Content: To review /teach grammar points : The present continuous tense. Look and speak.  \* Outcome: Ss can learn how to use The present continuous tense. Look and speak  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Work in pairs. Tell your partner what the people in the pictures are doing.**  - Have Ss look at the pictures and imagine what the people are doing. Draw their attention to the verb describing the activity in each of the pictures (e.g. Picture a: teach, Picture b: play football, Picture c: cycle,...).  - Set a time limit for Ss to say what the people in the pictures are doing in pairs. Go around and offer help, if necessary.  - Ask Ss to exchange their answers in groups. Then call on some Ss to point to the pictures and say their answers in front of the class. Check their answers. T explains if necessary.  - Have Ss look at the Remember! box.  + First, explain how the present continuous is used (e.g. to express an action at the moment of speaking and an action around now but not necessarily at the moment of speaking). For each of the uses, let Ss read the examples attentively (e.g. The students are doing a project in the classroom now. Scientists are looking for a new energy source to replace coal.). Then draw their attention to the words or phrases that can be used with the present continuous: now, right now, at the moment, today, nowadays, this week/month, etc. | **1. Work in pairs. Tell your partner what the people in the pictures are doing.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Answers:**  a- She is teaching maths/ is writing on the board.  b- They are play football/soccer.  c- She is riding her bike/bicycle.  d- She is cooking.  c- She is singing.  f- He is watering the flowers/plans/is doing gardening. |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss use the present continuous form of the verbs in brackets to complete the sentences.**  **\* Content:** Complete the sentences using the present continuous form of the verbs.  **\* Outcome:** Ss can complete the sentences using the present continuous form of the verbs correctly.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete the sentences, using the present continuous form of the verbs in brackets.**  - Have Ss read the sentences individually. Draw their attention to the words or phrases in each sentence that can be used with the present continuous such as now, today, nowadays, keep quiet, etc. Check comprehension.  - Give Ss time to do the task individually. Before doing the task,T may ask Ss how to use the appropriate present continuous form of the verbs in brackets to complete the sentences.  - Get them to swap their answers in pairs or groups. Go around and offer help, if necessary.  - If there is time, have some Ss write the answers on the board. T and other Ss comment. | **2. Complete the sentences, using the present continuous form of the verbs in brackets.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - **Ss work individually first then in pairs**  **\* Key**  **1.** is talking  **2**. are using  **3**. are taking  **4**. are developing  **5**. are reducing |
| ACTIVITY 3:  **Aim: To help Ss distinguish the use of the present continuous from the present simple.**  **\* Content:** Circle the correct form of the verbs.  **\* Outcome:** Ss can do exercises correctly.  **\* Organisation :** | |
| **3. Circle the correct form of the verb in each sentence.**  - Have Ss read the instruction.  - Give Ss time to do the task individually.  - Draw their attention to the words or phrases that can be used with the present continuous (e.g. now, this year, at the moment, right now) and with the present simple (e.g. three times a week).  - Check comprehension.  - Get them to swap their answers in pairs or groups. Go around and offer help, if necessary.  If there is time, have some Ss write the answers on the board.  - T and other Ss comment. | **3. Circle the correct form of the verb in each sentence.**  **- Ss work individually.**  - Ss listen to the teacher’s instructions carefully and do the tasks.  **\* Key:**  **1.** working  **2.** are doing  **3.** Is she studying  **4.** is studying  **5.** have |
| ACTIVITY 4:  **Aim: To help Ss write the present continuous sentences with the suggestions given.**  **\* Content:** Make sentences about what the people are doing or not doing.  **\* Outcome:** Ss can make sentences correctly.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Write sentences about what the people are doing or not doing, using the suggestions.**  - Have Ss read the instruction.  - Remind them that the present continuous is used to describe actions happening at the moment of speaking or / and an action around now.  - Draw their attention to the words or phrases that can be used with the present continuous *(e.g. now, at the moment, this month, right now, nowadays).*  - Check comprehension.  - Give Ss time to do the task individually. Go around and offer help, if necessary.  - Get them to swap their answers in pairs or groups. Check the answers as a class.  If there is time, have some Ss write the answers on the board. T and other Ss comment. | **4. Write sentences about what the people are doing or not doing, using the suggestions.**  **- T\_ Ss**  - Do the tasks and share the answers.  **\* Key:**  **1**. The students are doing the project now.  **2**. Mrs Lien is teaching us about solar energy at the moment.  **3.** They are learning about energy this month.  **4.** She is not swimming in the swimming pool right now.  **5.** Nowadays, people in Iceland are not using energy from coal. |
| **4. FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aim: To help Ss apply the uses of the present continuous in real contexts by asking and answering questions.**  **\* Content:** Ask and answer  **\* Outcome:** Ss can ask and answer freely/ correctly.  **\* Organisation :** | |
| **5. Work in pairs. Ask and answer the following questions.**  - Have Ss read the questions and think about what they are doing now, these days, this term, etc.  - Let Ss ask and answer the questions in pairs.  Select one or two pairs to ask and answer the questions in front of the class.  - Praise their performance.  **Extension:** If there is enough time, encourage Ss to do the following activity.......**teacher’s book** | **5. Work in pairs. Ask and answer the following questions.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully do the tasks that follow.  **\* Example:**  e.g. Please turn the TV off; *I'm trying to study.*  Don't disturb me; I’m working  Don't listen to him; he's telling lie.  ................................... |
| **5. WRAP-UP & HOME WORK (2’)**  - Summarise the uses of the present continuous.  - Ask Ss to make sentences about what they are doing now or around now.  **\*HOME WORK**  - Remember the form and use the present continuous tense.  - Do more exercises in workbook.  - Prepare new lesson: COMMUNICATION.  **=======================** | |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Types of festivals  - Festival activities  **Pronunciation:**  - Stress in two-syllable words  **Grammar**  - Yes / No questions | **Skills:**  - Reading about an unusual festival  - Talking about a festival that someone joined  - Listening about a festival  - Writing an email to describe a festival  **Everyday English**  - Expressing disappointment |

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| **Date of planning**:21/3/ 2025  **Date of teaching:** 24/3/ 2025  **WEEK: 28** | **Period 83: UNIT 10 : ENERGY SOURCES**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- Everyday English: Asking for explanations

- Speaking skill: how well your partner saves energy.

+ Vocabulary**:** use words related to *types of energy sources* *(coal, oil, natural gas, the sun, wind, water,... .*

+ Grammar: - Review Present continuous

- Pronunciation: Stress in three-syllable words

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop awareness of energy sources and energy saving.

- Develop self-study skills.

- Be benevolent and responsible

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**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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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Everyday English Asking for explanations**  **\* Content:** Play games or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson.  **\* Organisation:** Follow teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ 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 checks and gives feedback.  - T encourages Ss to talk in English as much as possible.  OR: + *Give Ss a few minutes to revise the previous lesson by making some sentences with the present continuous.*  + Have Ss ask and answer the questions in 5 again to reinforce the uses of the present continuous  + Lead to the new lesson.  + Ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book to page 6 and introduce what they are going to study…. | **+ Greeting**  **+ Game: BRAINSTORMING**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  **Suggested answers:**  *- Solar, hydro, coal, natural gas, oil, wind,…*  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1 + 2  **Aim: To provide Ss with the way of asking for explanations.**  **\* Content:** To introduce the expressions for *asking for explanations*. Listen and read the conversation, pay attention to the highlighted sentences.  **\* Outcome:** Ss learn how to express for *asking for explanations* correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read the conversation. Pay attention to the highlighted questions**  1  - Play the recording and have Ss listen and read the conversation at the same time. Then have them read the conversation, sentence by sentence.  - Draw their attention to the highlighted sentences. - Elicit the questions to ask for explanations (What does "solar energy" mean?, And what does "wind energy" mean?) and the answers to these questions (Well, it's energy that comes from the sun, It's another type of energy, and it comes from wind).  - Ask them to act out the conversation in pairs. Go around and offer help, if necessary.  - Check their pronunciation.  **2. Work in pairs. Make similar conversations to ask for explanations of the phrases*: hydro energy, energy from coal …***  - Have Ss read the instructions of the activity to understand what they are going to do.  - Remind them that What does “solar energy"mean?, And what does "wind energy" mean? are used to ask for explanations. Check comprehension.  - Have Ss work in pairs, one asks questions for explanations about types of energy such as hydro energy, energy from coal,... and the other gives the answers.  - Comment on their performance. | **1. Listen and read the conversation. Pay attention to the highlighted questions**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.    **\*Audio script - Track 72:**  **Lan:** What does "solar energy" mean?  **Mr Tan**: Well, it's energy that comes from the sun.  **Lan:**And what does "wind energy" mean?  **Mr Tan:** It's another type of energy, and it comes from wind.  **2. Work in pairs. Make similar conversations to ask for explanations of the phrases: *hydro energy, energy from coal …***  *\* A: What does wind energy mean?*  *B: It’s energy that comes from the wind. What does nuclear energy mean?*  *A: It’s energy that comes from the nuclear power.* |
| **3. PRACTICE (18’)** | |
| ACTIVITY 3: **Saving energy**  **Aim: To help Ss express what they do to save energy.**  **\* Content:** Ask and answer about saving energy  **\* Outcome:** Ss can answer the questions freely/ correctly  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **3. Work in pairs. Ask your partner the following questions and tick (**✓**) his or her answers in the boxes.**  - Have Ss read the instructions to understand what they are going to do. Teach new words (e.g. public transport, low energy light bulbs,...). Check comprehension.  - Have Ss work in pairs, one student in each pair asks the questions and ticks the other's answers in the boxes.  - Select one or two pairs to ask and answer the questions in front of the class. Praise them when they give the answers  - Comment on their performance. | **3. Work in pairs. Ask your partner the following questions and tick (**✓**) his or her answers in the boxes.**  **- Work in pairs** to do this activity  - Listen carefully and learn how to do.  - Do the tasks. |
| ACTIVITY 4:  **Aim: To help Ss say what their classmates do to save energy.**  **\* Content:** Do the telling. Tell the group how well your partner saves energy.  **\* Outcome:** Ss can tell the group how well their partner saves energy.  **\* Organisation :** | |
| **4. Work in groups. Tell the group how well your partner saves energy.**  - Have Ss read the instructions. Then let them read the example to understand how to do the task.  - Have Ss work in groups.  - Ask them to look at the answers to the questions they have ticked in 3 and tell the groups how well their partners save energy. Remind Ss of the use of the present simple of the verbs (e.g. Mai saves a lot of energy. She always goes to school on foot and uses public transport. She always turns off the lights when going to bed.).  - Select a few group representatives to perform the task in front of the class. Praise them when they do the task well.  - Confirm the correct answers. | **4. Work in groups. Tell the group how well your partner saves energy.**  **- T\_ Ss**  - Listen to the instructions clearly  **\* Example:**  *Mai saves a lot of energy. She often goes to school on foot and uses public transport. She always turns off the lights when going to bed.* |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise talking about festival symbols and their meanings.**  **\* Content:** Choose a festival and talk about its symbols and meaning.  **\* Outcome:** Ss can talk about a festival with its symbols and meaning.  **\* Organisation :** | |
| **5. Answer the questions in 3 on your own. Then tell the class how well you save energy.**  - Have Ss read the instructions. Remind them that they have to answer the questions in 3 on their own and then tell the class how well they save energy.  - Give Ss time to answer the questions in 3 individually.  - Get them to share their answers in pairs or groups.  - Let them read the example to understand how to perform the task. Remind them that they have to use / and the present simple of the verbs.  - Call on a few Ss to perform the task in front of the class. Praise them when they do the task well. | **5. Answer the questions in 3 on your own. Then tell the class how well you save energy.**  **- T\_ Ss**  - Listen to the instructions clearly  **Example:**  *I don’t save much energy. I go to school on foot, but I never recycle plastic bottles. I don’t turn off the TV when not watching it.* |
| **5. WRAP-UP & HOME WORK ( 2’)**  \* Have Ss tell what they have learnt (the way of asking for explanations and how well they and their classmates save energy).  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare new lesson : lesson 5 : **SKILLS\_1**  **================================** | |

**THIS UNIT INCLUDES:**

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| --- | --- |
| **Vocabulary**  - Types of festivals  - Festival activities  **Pronunciation:**  - Stress in two-syllable words  **Grammar**  - Yes / No questions | **Skills:**  - Reading about an unusual festival  - Talking about a festival that someone joined  - Listening about a festival  - Writing an email to describe a festival  **Everyday English**  - Expressing disappointment |

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| **Date of planning: 27/3/2025**  **Date of teaching:** 24/3/2025  **WEEK: 28** | **Period 84 : UNIT 10 : ENERGY SOURCES**  **Lesson 1: SKILLS\_1/ Reading and Speaking** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To read for specific information about renewable and non-renewable sources of energy.

- To talk about advantages and disadvantages of different sources of energy

**+ Vocabulary:** use words related to *types of energy sources* *(coal, oil, natural gas, the sun, wind, water,... . produce (v); limited (a); available (a)*

**+ Grammar:** - Review Present continuous

**- Pronunciation**: Stress in three-syllable words

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop awareness of energy sources and energy saving.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, pairwork,...

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**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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| **1. WARM UP & INTRODUCTION( 3’- 5’)** | |
| **( Pre – reading )**  **Aims:**  **- To create an active** **atmosphere in the class before the lesson;**  **- To lead into the new unit.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s activities** | **Student’s activities** |
| **+ Greeting**  **+ Game: Hangman**  - Teacher divides class into 2 teams and asks them to think of the word which has 9 letters in it related the topic “ENERGY SOURCES”.  - 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 guesses the letter in the secret word.  - Teacher corrects their answers.   * The team which can find or guess the secret first will be the winner.   OR: Ask a few Ss to go to the board and tell the class how well they save energy.  Have the class listen and make notes. Select one or two Ss to retell what their classmates have just said. The class listens and comments.  Have Ss open their books to page 110 (SKILLS 1).  - Quickly write them on the board. | **+ Greeting**  **+ Game: Hangman**  **+ T\_ Ss**    **R E N E W A B L E**  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **Pre- reading**  **Aim: To help Ss understand the knowledge of the topic (type of energy sources)**  **\* Content:** Look at the pictures and answer the questions.  **\* Outcome:** Ss can answer the questions freely/ correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Work in pairs. Discuss the following questions.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  + Ask the class to look at the pictures. Encourage them to focus on the main energy sources in Viet Nam.  Ask Ss to work in pairs. Have them ask and answer the questions provided.  Call on some pairs to role-play in front of the class. The class comments. | **1. Work in pairs. Discuss the following questions. - T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.    **\*Vocabulary:**  - produce (v) /prəˈdjuːs/ sản xuất  - limited (a) /ˈlɪmɪtɪd/ bị hạn chế  - available (a) /əˈveɪləbl/ có sẵn  **\* Key: a ; c** |
| **3. While- reading (18’)** | |
| ACTIVITY 2 :  **Aim: To help Ss read for specific information about a lecture on energy sources.**  **\* Content:** Read the text and choose the best option A, B or C.  **\* Outcome:** Ss can read the text and choose the best option correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Mr Lam is giving a lecture on energy sources. Read the text and choose the best option (A, B, or C) to complete the sentences.**  - Have Ss read the sentences and guess the options given (A, B or C) to focus on the information they have to find in the passage.  - Set a time limit for Ss to read the passage individually and do the task. Help them understand the passage by giving the meanings of the difficult words / phrases, or explanations, or the Vietnamese equivalents (e.g. non-renewable sources, renewable sources, produce energy, limited, run out, expensive to produce, rely on,...).  - T may ask them to underline the structures or phrases relating to the questions they are going to answer.  - Get them to share their answers in pairs or groups before checking as a class. Go around and offer help, if necessary.  - If there is enough time, ask one or two Ss to write the answers on the board and explain their answers. Confirm the correct answers as a class. | **2. Mr Lam is giving a lecture on energy sources. Read the text and choose the best option (A, B, or C) to complete the sentences.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  **\* Key:**  **1. B 2. A 3. C 4. A** |
| ACTIVITY 3 :  **Aim: To help Ss read for specific information about the text.**  **\* Content:** Read the text again and answer the questions.  **\* Outcome:** Ss can answer the questions correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the text again and answer the questions.**  - Ask Ss to read the instruction (read the text and find the answers to the questions). Explain that this task helps them focus on the main information of the text.  - Set a time limit for Ss to read the text and do the task individually. Ask Ss to note or underline where they find the information that helps them answer the questions.  - Ask Ss to work in pairs. Have them ask and answer the questions provided.  - Select one or two pairs to do the task in front of the class. The class listens and comments. | **3. Read the text again and answer the questions.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **\* Key:**  **1**. There are two. They are non-renewable and renewable.  **2**. They include coal, oil and natural gas.  **3**. It's available, clean, and safe to use.  **4**. We will rely more on renewable energy sources in the future |
| **4. FURTHER PRACTICE/ APPLICATION (8’)** | |
| ACTIVITY 4: *(Follow up activity)*  **Speaking**  **Aim : To help Ss identify the advantages and disadvantages of different types of energy sources**  **\* Content:** Discuss and put the words or phrases in the columns.  **\* Outcome:** Ss can put the words or phrases in the columns correctly. | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in groups. Discuss and put the following words or phrases in the appropriate columns.**  - Have Ss read the instructions to identify how the task is done.  - Have Ss work in groups. Ask them to read the words or phrases provided and discuss which ones are advantages and which are disadvantages.  - Have Ss put the words and phrases in the appropriate columns. T goes around and corrects mistakes or gives help when necessary.  - Call on some Ss to perform the task in front of the class.  - T and other Ss listen and comment | **4. Work in groups. Discuss and put the following words or phrases in the appropriate columns.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work individually.**  **Key:**  **Advantages***: easy to use, cheap, available, safe to use, good for the environment* **Disadvantages***: run out, limited, expensive..* |
| ACTIVITY 5:  **Aim: To help Ss ask and answer questions about the advantages and disadvantages of different energy sources.**  **\* Content:** Further practice. Ask and answer about the advantages and disadvantages of different energy sources  **\* Outcome:** Ss will be able to ask and answer about the advantages and disadvantages of different energy sources | |
| **5. Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources.**  - Have Ss read the instructions to identify how to do the task.  - Remind them that they have to ask and answer questions about the advantages and disadvantages of different energy sources.  - Have Ss work in pairs to read the example to understand how to make a dialogue. Then set a time limit for them to ask and answer the questions about advantages and disadvantages of different types of energy, such as *hydro energy, nuclear energy, energy from coal, etc.*  - Encourage some pairs to role-play in front of the class.  - The class comments on their performances.  - Comment on Ss' performance. | **5. Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs.** |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills  **\* HOME WORK.**  - Practice telling about your future houses.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.**  **====================================** | |

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Đinh Thị Dung