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| **Date of planning**: 29/3/2025  **Date of teaching:** 31/3/2025  **WEEK:** | **Period 85 : UNIT 10 : ENERGY SOURCES**  **Lesson 6 : SKILLS 2/ Listening and Writing** |

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

**1. Knowledge:**

*+ Listening:* - listen for main ideas and specific information about the topic how to save energy at home.

*+ Writing*: Write a paragraph of about 70 words about how you save energy at home.

**+ 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.

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

**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:** Having 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 new lesson.  **\* Organisation :** Teacher’s instructions…. | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **+ Greeting**  + **GAME : PASS THE CHALK**  + Teacher writes on the board the word “HOW TO SAVE ENERGY” and and divide the class into 2 groups.  + Ss take turns to go to the board  + Teacher calls some students to give their answers.  - Teacher listens and give comments.  + Lead to the unit 9: Lesson : SKILLS\_2  - Ask Ss to open their book to **page 111** and introduce what they are going to study…. | | **+ Greeting**  + **Game: PASS THE CHALK**  **- T\_ Ss; S\_S**  - Play games.  - Students(Ss)listen and do as teacher’s instructions.  - Open their book and write the tittle of the lesson . | |
| **2. PRESENTATION/ NEW LESSON (10’)** | | | |
| ACTIVITY 1: **Pre-listening**  **Aim: To help Ss get ideas on how to save energy at home**  **\* Content:** Look at the two pictures and answer the questions.  **\* Outcome:** Ss can answer the questions.  **\* Organisation :** Teacher’s instructions…. | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **1. Work in pairs. Answer the questions**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  - Ask Ss to read the questions and think about the types of energy they use at home and how to save them.  - Ask Ss to ask and answer the questions in pairs. Then encourage some pairs to act out the dialogues in front of the class.  - T comments on their answers | | **1. Work in pairs. Answer the questions**  **- T\_ Ss**  \* Listen to the teacher’s instructions carefully and do the tasks. | |
| **3. While-listening/ (10’-12’)** | | | |
| ACTIVITY 2 :  **Aim: To help Ss listen for specific information about how to save energy at home.**  **\* Content:** Listen and circle the phrases.  **\* Outcome:** Ss can listen and circle the phrases correctly.  **\* Organisation :** | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **2. Mr Lam is discussing with his students about how to save energy at home. Listen and circle the phrases you hear**  - Ask Ss to read the instructions.  - Have Ss read the phrases provided and say which one(s) is / are new or difficult. Help them understand the phrases by giving explanations or the Vietnamese equivalents.  - Play the recording once or twice, if necessary, for Ss to listen and circle the phrases they hear.  - Have Ss compare their answers in pairs or groups. Then call on some Ss to read aloud the phrases.  - Check the answers as a class and correct mistakes where necessary. | | **2. Mr Lam is discussing with his students about how to save energy at home. Listen and circle the phrases you hear**  - Listen to the teacher’s instructions carefully and learn how to do it.  **\*Key:**  **- turn off the lights, use low energy light bulbs, save energy, use solar panels** | |
| ACTIVITY 3 :  **Aim: To help Ss listen for specific information about how to save energy at home.**  **\* Content:** Listen and tick **T/F**  **\* Outcome:** Ss can listen and Tick **T/ F**. Ss get more information about how to save energy at home.  **\* Organisation :** | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **3. Listen again and tick (**✓**) T (True) or F (False) for each sentence.**  - Ask Ss to read aloud the phrases they have circled in 2. Remind them that these phrases are key ideas they have to pay attention to while listening for specific information in 3.  - Before playing the recording, have Ss read the five sentences and guess which sentences are true and which are false. Then have them listen to the recording (for a few times, if necessary) and tick the appropriate boxes.  - Ask Ss to share their answers in pairs or groups before checking as a class.  - If there is enough time, select one or two Ss to tell the class about the main content of the conversation, using the correct answers in 3.  - Confirm the correct answers  **\* Post-listening: Retelling**  - Teacher invites some students to ***retell it briefly if possible using T/F sentences.***  - Teacher confirms the correct answers  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  - Lead to the writing part. | | **3. Listen again and tick (**✓**) T (True) or F (False) for each sentence.**  - Listen carefully to the instructions  **- T\_ Ss**  \* Ss learn how to do the tasks  **\* Key:**  **1.T 2.F 3.T 4.T 5. F**  **\* Audio script - Tracks 73+ 74:**  **Mr Lam**: As you know we use energy for cooking, heating and lighting. But it's not cheap. So how can we save energy at home? Linh, what do you do to save electricity?  **Linh**: Well, I always turn off the lights before going to bed. I have some electrical appliances, such as a TV, a CD player,... I turn them off when I don't use them. I think it helps us save electricity. Mr Lam: You're right. What about you, Minh?  **Minh**: Well, we use low energy light bulbs at my house. We always turn them off when leaving the room. We use solar panels to warm water too. It's cheap and clean.  **Mr Lam:** Sounds interesting. And how about you,...? | |
| ACTIVITY 4: **Writing**  **Aim: To help Ss identify some ways to save energy at home**  **\* Content:** Read and decide on three most important ways to save energy at home.  **\* Outcome:** Ss can decide on three most important ways to save energy at home correctly.  **\* Organisation :** | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **4. Work in pairs. Read some ways to save energy at home. Decide on the three most important ones. Write them in your notebook.**  - Ask Ss to read the phrases relating to some ways to save energy at home. Draw their attention to the expressions to warm water, when leaving the room, electrical appliances, when not using.  - Check comprehension.  - Ask Ss to work in pairs to discuss and decide on the three most important ways to save energy at home.  - Call on one or two Ss to tell the class or to write these ways on the board. Others comment and write them in their notebooks | | **4. Work in pairs. Read some ways to save energy at home. Decide on the three most important ones. Write them in your notebook.**  **- T\_ Ss**  - **Ss** **work individually.**  - Ss answer. | |
| **4. PRODUCTION/ APPLICATION (10’)** | | | |
| **ACTIVITY 5:**  **Aim: To help Ss write a paragraph of about 70 words about how to save energy at home.**  **\* Content:** Write a paragraph about how to save energy at home.  **\* Outcome:** Ss can write a paragraph about how to save energy at home.  **\* Organisation :** | | | |
| **5. Write a paragraph of about 70 words about how you save energy at home.**  - Ask Ss to read the instruction. Then let them read the example to understand how to start the writing.  - Allow Ss time to write a paragraph (about 70 words) about how to save energy at home, using at least three important ways they have discussed in 4.  - When they finish, ask some Ss to read the paragraph to the class.  - If time allows, call on one student to write his / her paragraph on the board. The class comments  **\* Post writing :**  \* Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.  - Students listen to each other’s work.  - Students then give comments to each other.  - Teacher then gives feedback as a class discussion.  - Teacher checks ideas, grammar, vocabulary and gives comments. | | **5. Write a paragraph of about 70 words about how you save energy at home.**  **- T\_ Ss**  - Ss **work individually.**  - Write themselves.    **\* Suggested answer\_1:**  *We use a lot of energy at home and it costs us a lot. To save energy, we should use low energy light bulbs in all rooms. We need to turn off electrical appliances such as lights, TVs, CD players when we do not use them. We should also put solar panels on the roof of our houses to heat water.*  **\* Suggested answers \_2:**  *We use a lot of energy at home and it costs us a lot. To save energy, we should try making use of natural light more instead of keep the lights unnecessarily in the morning and afternoons. Moreover, we should unplug your electrical gadgets when not in use. These devices consume at least 10% of electricity even when inactive. Therefore, unplug them to save electricity. Most importantly, installing solar panels can help you excessively. They are very economical and help in saving a lot of energy. This can help in getting cheap electricity and protect the environment.* | |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\* HOME WORK.**  + Write a paragraph  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT  **=============================** | | | |
| **Date of planning**: 29/9/2025  **Date of teaching:** 1/4/2025  **WEEK:** | | **Period 86 : UNIT 10 : ENERGY SOURCES**  **Lesson 7: LOOKING BACK AND PROJECT** | |

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

**1. Knowledge:**

* review the vocabulary and grammar of Unit 10
* apply what they have learnt (vocabulary and grammar) into practice through a project.

**+ Vocabulary:** use words related to *types of energy sources.*

**+ Grammar:** - 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, pair work,...

**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’)** | |
| **Aims:**  **-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.*  *Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit 8.  **\* 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**  **Quick revision check**  - Teacher asks Ss to think of what they have learnt already in Unit 10.  - Ss work in pairs to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  **OR :** Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - Encourage Ss not to refer back to the unit.  - Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.  + Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting: T\_ Ss**  **+ Quick revision check**  + Listen to the teacher’s instructions carefully.  - Do the tasks  + Listen carefully and do the tasks. |
| **2. PRESENTATION/ NEW LESSON ( 25’)** | |
| ACTIVITY 1: **Vocabulary**  **Aim: To help Ss revise the words and phrases relating to energy sources**  **\* Content:** Revision on the words . Do the matching.  **\* Outcome:** Ss remember the words/ phrases. Match the adjectives with nouns to make phrases.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the adjectives in A with the nouns in B to make phrases.**  - Give Ss time to do the task individually. Tell them to read the adjectives in the first column and match them with the nouns in the second column to make appropriate phrases.  - Ask Ss to compare their answers in pairs or groups before checking as a class.  - Have a few Ss read the phrases aloud in front of the class.  - Praise Ss when they do the task well. | **1. Match the adjectives in A with the nouns in B to make phrases.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key**:  **1.e 2. a 3.d 4. b 5.c** |
| ACTIVITY 2:  **Aim: To help Ss use the phrases in 1 to complete the sentences.**  **\* Content:** Do the filling to complete the sentences.  **\* Outcome:** Ss can complete the sentences correctly.  **\* Organisation :** | |
| **2. Complete the sentences, using the phrases in 1.**  - Ask Ss to read the sentences individually. Draw their attention to the gaps they are going to fill in.  - Have Ss work in pairs or groups and discuss which phrase fits in the gap of each sentence.  - Call on some Ss to read aloud the complete sentences.  - T and other Ss comment.  - Check the answers as a class. | **2. Complete the sentences, using the phrases in 1.**  **- T\_ Ss**  - Do the tasks  - Give the answers  **\*Key:**  **1.** low energy light bulbs  **2**. electrical appliances  **3**. renewable sources of energy  **4.** solar energy  **5.** hot water |
| ACTIVITY 3: **GRAMMAR**  **Aim: To help Ss revise the uses of the present simple and the present continuous in sentences.**  **\* Content:** Complete the sentences , using the correct form of the present continuous or present.  **\* Outcome:** Ss can complete the sentences correctly.  **\* Organisation :** | |
| **3. Complete the sentences by using the correct form of the present continuous or present simple of the verbs in brackets.**  - Have Ss read the instruction to know what they have to do. Draw their attention to the the uses of the present continuous and present simple and which one can be used to complete the sentences.  - Ask Ss to complete the sentences individually. Then they can check their answers with a partner before T discusses them as a class.  - Call on a few Ss to read the completed sentences in front of the class.  - T and other Ss listen and comment. | **3. Complete the sentences by using the correct form of the present continuous or present simple of the verbs in brackets.**  **- T\_ Ss**  - Do the tasks  - Give the answers  **\*Key:**  **1**. is raining **2**. start  **3**. is walking **4**. does **5**. am writing |
| ACTIVITY 4:  **Aim: To help Ss revise the uses of the present simple and the present continuous in sentences.**  **\* Content:** Finding mistakes.  **\* Outcome:** Ss can find one mistake in each sentence and correct it.  **\* Organisation :** | |
| **4. Find ONE mistake in each sentence and correct it.**  - Have Ss read the instruction.  - Give them time to read the sentences and find and correct the mistakes in pairs or groups.  - Go around and offer help if necessary.  - Have them swap answers before checking as a class. Correct mistakes if necessary.  - Call on one or two Ss to read the correct sentences in front of the class  - T and other Ss listen and comment.  **Extension:**  If there is enough time, encourage Ss to do the following activity.  **What are you wearing?**  - T asks a student what he / she wears or is wearing, and then to repeat the question to another student.  Example:  T: Mai, are you wearing jeans?  Mai: No, I'm not. Are you wearing jeans, Minh?  Minh: Yes, lam.  T: Thuy, do you wear a scarf?  Thuy: Yes, I do, during the winter. Do you wear a scarf, Xuan?  ................. | **4. Find ONE mistake in each sentence and correct it.**  **- T\_ Ss**  - Do the tasks  - Give the answers  **\*Key:**  **1**. do are doing **2.** explain -> explaining  **3**. is are **4.** use -> using  **5**. look -> are looking |
| **3. PRODUCTION/ APPLICATION (12’-15’)** | |
| **PROJECT: SAVING ENERGY AT SCHOOL**  **Aims:**  \* This activity helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic......  **\* Content:** Think of a new festival. Discuss. Draw picture. Present the festival....  **\* Outcome:** Ss can think of a new festival, draw and present the festival to the class.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| ACTIVITY 1  **Aim: To help Ss find the tips that can be applied to save energy in their school.**  Have Ss read the instructions.  Ask them to read the tips about how Ss can save energy at school. Teach the words overheat, overcool and the phrase the taps are dripping. Check comprehension.  Give them some time to work in groups to discuss if these tips can be applied in their school and make notes. Go around and offer help if necessary.  ACTIVITY 2  **Aim: To help Ss make a poster about some tips to save energy in their school and present it to the class.**  Give Ss time to make posters about the tips that can be applied in their school. Ask them to use the notes in 1.  Select some groups to the front of the class to show their posters and tell the class about the tips to save energy at their school. Other groups and T comment.  If there is not enough time,T may ask Ss to do the project as homework and check it during the next lesson.  - Teacher gives feedback. | - Listen to the teacher’s instructions carefully.  **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Do the tasks . Prepare the at home beforehand.  - Students do the project in groups.  - Students vote for the best poster.  - Ss should finish the project in class, assign groups in the previous lessons. |
| **4. WRAP-UP & HOME WORK(2’)**  - Finally, ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas and provide further practice.  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare for the next lesson: **UNIT 11: TRAVELLING IN THE FUTURE**  **=======================** | |

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| **Date of planning**:1/4/2026  **Date of teaching:** 3/4/2025  **WEEK:** | **Period 87: UNIT 11 : TRAVELLING IN THE FUTURE**  **Lesson 1: GETTING STARTED**  **I hope we will have a hyperloop soon!** |

**I. OBJECTIVES: \* By the end of this unit, students will be able to:**

**1. Knowledge:**

- To introduce topic of the lesson “*Travelling in the future”* . To practice listening and reading.

+ Vocabulary: use words related to future means of transport;

*-* Pronounce: Say sentences with correct stress;

*+ New words: eco - friendly (a), fume (n), hyperloop (n), teleporter (n), campsite (n)....*

+ Grammar: - use the future simple to talk about future activities and make predictions;

- use possessive pronouns correctly;

**2. Competence:** Students will be able to pratice listening and reading the conversation between

Ann and Minh about the topic “*Travelling in the future”*

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, pair work, cooperative learning and working.

**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’)** | |
| **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **\* Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Introducing themselves to make more new friends.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ BRAIN STORMING**  + Teacher gives instructions  - One of the students in the group go to the board.  - Teacher secretly show 1 picture of a mean of transport to that student. He/She has to mime the picture and the other has to guess. Of course the other groups will also be allowed to guess.  - take turns go to the board until finish all the pictures.  + Teacher checks and corrects if Ss pronounce the words incorrectly.  \*\* T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to talk in English as much as possible  + Write the unit title *Travelling in the future* on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ BRAIN STORMING**  **- T\_Ss**  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1+ 2:  **Aims:**  **To help Ss read for specific information about Ann and Minh’s conversation.**  **To set the context for the introductory conversation;**  **To introduce the topic of the unit**.  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions.. | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read.**  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  + Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.  Set the context: Have Ss look at the conversation and the picture and answer some questions, e.g. Who are they?, Where are they?, Where are they going?, What can you see outside the coach?, What can you see in the bubble?, What could they be talking about? Encourage Ss to answer, but do not confirm whether their answers are right or wrong.  Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  Refer to the questions previously asked. Confirm the correct answers:  + They are Minh and Ann.  + They are on a coach.  + They are going to the campsite.  + Outside the coach, we can see the crowded street. There is a traffic jam.  + In the bubble, there is a system of tubes. Minh is thinking about a means of transport.  To help Ss understand the main idea of the conversation, ask Ss to answer the question in 2:  **2. *What are Ann and Minh talking about?***  *They are talking about future modes of travel.* | **1. Listen and read.**  **- T\_Ss**  - Listen carefully to the context    **\* Vocabulary**  **1**. eco – friendly (a) /ˈiː.kəʊˌfrend.li/: thân thiện với môi trường  **2.** fume (n) /fjuːm/: khói  **3**. hyperloop (n) /ˈhaɪ.pərluːp/: hệ thống giao thông tốc độ cao  **4.** teleporter (n) /ˈtel.ɪ.pɔː.tər/: phương tiện di chuyển tức thời  **5.** campsite (n) /ˈkæmp.saɪt/: địa điểm cắm trại.    **B.** *They are talking about future modes of travel.* |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 3:  **Aim: to help Ss read for specific information about Ann and Minh’s conversation.**  **\* Content:** Read and check T/F . Understanding more the conversation.  **\* Outcome:** SS understand more about topic of the lessons.  **\* Organisation :** Teacher’s instructions … | |
| **3. Read the conversation again and tick (✓) T (True) or F (False).**  Ask Ss to read the sentences and underline the key words in each sentence. Then ask them to read the conversation and find information related to these keywords in the conversation and tickT (True) or F (False). For example, in sentence 1, Ss can underline the phrase traffic jam; in sentence 2, Ss can underline going to school; in sentence 3, Ss can underline a lot, about hyperloops; in sentence 4, Ss can underline seems to know; in sentence 5, Ss can underline hope, hyperloops soon.  Have pairs work together on this.  Ask some Ss to answer and point out where in the conversation they find the information for their answers.  Check the answers as a class | **3. Read the conversation again and tick (✓) T (True) or F (False).**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  **Key:**  **1.T 2. F 3. F 4.T 5.T** |
| ACTIVITY 4:  **Aims: - To help Ss recognise the words / phrases used to describe means of transport;**  **- To help Ss further understand the text.**  **\* Content:** Finding the words and phrases that describe the means of transport.  **\* Outcome:** Ss can find out the words and phrases that describe the means of transport.  **\* Organisation :** Teacher’s instructions …. | |
| **4. Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns.**  Ask Ss to work in pairs to read the conversation again and to underline the words / phrases that describe means of transport: hyperloop and teleporter. For example, Ss can underline the words / phrases a system of tubes, safe, etc.  Ask pairs to pick out words / phrases they have found to write down in the correct column. Have them work on the activity, then ask some Ss to read out words / phrases they have found in the conversation to put into each column.  Make sure they pronounce the words / phrases correctly.  Check the answers as a class. | **4. Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns.**  **- T\_ Ss.**  **Key :**   |  |  | | --- | --- | | **hyperloop** | **teleporter** | | a system of tubes  faster than a flying car  no traffic jams  no fumes  safe | fast  safe  eco-friendly | |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aims: To help Ss review vocabulary related to different means of transport;**  **- To give Ss a chance to develop creative thinking**.  **\* Content:** Do the QUIZ. What vehicle is this?  **\* Outcome:** Ss can do the quiz correctly.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s Student’s activities** | **Content** |
| **5. QUIZ: What vehicle is this? Work in pairs. Discuss to find out the vehicles in these sentences**  Instruct Ss to do the quiz. Give them one minute to work together first. Then T reads out loud each question and the pairs answer. The pair who correctly completes it first wins  - Then have Ss work in pairs again to discuss how the vehicles they have thought of will be like in 50 years. Ss can give any description about future means of transport they can imagine.  - Ask some pairs to answer.  - Correct grammar or pronunciation mistakes if needed. | **5. QUIZ: What vehicle is this? Work in pairs. Discuss to find out the vehicles in these sentences**  - Listen to the teacher’s instructions carefully then do the tasks  **\* Key:**  **1.** bicycle/bike **2.** car  **3.** train **4.** sailing boat  **5.** rocket/spaceship |
| **5. WRAP-UP & HOME WORK (2’)**  \* Ask one or two Ss to tell the class what they have learnt.  **Refer to** the Unit title again: *Travelling in the future*, then have Ss list any words / phrases about future modes of travel that they know or have heard of. Tell them that they can think about the modes of travel they read about in the conversation or in the quiz in **5.**  **\* HOME WORK**  - Read again the conversation.  - Do more exercises in workbook.  **=========================** | |

**I. OBJECTIVES: \* By the end of this unit, students will be able to:**

- use words related to future means of transport;

- say sentences with correct stress;

- use the future simple to talk about future activities and make predictions;

- use possessive pronouns correctly;

- make predictions;

- read for general and specific information about cars;

- talk about why a means of transport will / won't be popular;

- listen for general and specific information about some future means of transport;

- write about the advantages of a future means of transport.

GVBM

**TTCM**

Đinh Thị Dung