**Date of planning: 15 -3 -2025**

**Date of Teaching : 18 -3 -2025**

**UNIT 10: ENERGY SOURCES**

**Period 80. Lesson 1: Getting started – Types of energy sources**

**I. Objectives** : By the end of the lesson, the students will be able to gain :

- An overview about the topic energy sources

- Vocabulary to talk about types of different energy sources

**1. Knowledge**:

*a. Grammar* :

*b. Vocabulary*: Vocabulary about types of different energy sources

**2. Competences:**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:**

 -Help Ss develop awareness of travelling in town/ city and be concerned to the local traffic

**II. TEACHING AIDS:**

 - Grade 7 textbook, Unit 10 Getting started

- Computer connected to the internet, TV/ Pictures/ Cards,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** - To activate students’ knowledge on the topic of the unit - To enhance students’ skills of cooperating with team mates |
| **BRAINSTORMING** | - Teacher gives instructions:- One of the students in the group goes to the board.- Teacher secretly shows 1 picture of a means 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 going to the board until finish all the pictures.-Students do as instructed.-Teacher checks and corrects if Ss pronounce the words incorrectly.. |
| **2. PRESENTATION : 7 minutes** **A. ACTIVITY 1** **Aim :** To help students use key language more appropriately before they read and listen |
| **VOCABULARY:**- energy source (n.phr): nguồn năng lượng- coal (n): than - renewable (a): có thể tái tạo ≠ non – renewable ( a) - run out (phr. v): cạn kiệt- replace (v): thay thế**1. Listen and read.** *(Ex 1, p. 28)* | - Teacher introduces the vocabulary by:+ Providing the synonym or antonym of the words.+ Providing the pictures of the words.+ Providing the definition of the words.- Ss say the words.- Teacher shows and says the words aloud and asks Ss to repeat them. - Teacher asks Ss to translate the word into VietnameseConcept check: Yes/No questions-Teacher can play the audio more than once.-Students listen and read.- Teacher can invite some pairs of students to read aloud.- Tacher checks students’ pronunciation and gives feedback. |
| **3 . PRACTICE** **B. ACTIVITY 2 (5’ minutes)****Aim :** To help Ss understand the main idea of the text |
| **2. What are lan and her father talking about?** *(Ex 2, p. 105)****Answer key:*** *C* | - T asks Ss to quickly read the conversation again.- Ss discuss and answer questions in pairs. - Ss share their answers as a whole class.- Teacher confirms the correct answer. |
| **C. ACTIVITY 3: (6’ minutes)****Aim** : To practise reading and listening for specific information - To practise scanning and develop Ss' knowledge of vocabulary.  |
| **3. Read the conversation again and answer the questions.** *(Ex 3, p. 105)****Answer key:***1. She’s doing a project on energy sources.2. It’s power that we use to provide us with light, heat or electricity.3. It comes from many diﬀerent sources such as coal, oil, natural gas, water, wind, and the sun.4. They are energy that comes from the sun, wind and water. | - Teacher asks Ss to work individually to read and listen to the conversation and answer the questions and then share their answers with their partners who sit next to them. (peer check)- Ss do exercise 3 individually.- Ss share and discuss with their partners to write all answers down on the notebooks. -Teacher corrects their answers as a class.  |
|  **D. ACTIVITY 4 (7 minutes)****Aim:** To help Ss gain more knowledge about the topic |
| **4. Match the words/ phrases in the box with the correct pictures.** *(Ex 4, p. 105****Answer key:***1. d2. a3. b4. c | -Teacher nominates Ss to read the words/ phrases in the box aloud and explain that they have to match them with the correct pictures.- Students do the task individually.- Teacher checks and gives the correct answers.  |
|  **E. ACTIVITY 5 (7 minutes)****Aim:** To help Ss practice using what they have learnt in sentences |
| **5. Complete each of the sentences with the correct word from the conversation.** *(Ex 5, p. 105)****Answer key:*** 1. power 2. Sun 3. wind4. run 5. cheap | - Teacher nominates Ss to read the words/ phrases in the box aloud and explain that they have to match them with the correct pictures.- Students do the task individually.-Teacher checks and gives the correct answers.  |
| **4. PRODUCTION :** **F. ACTIVITY 6 (7 minutes)****Aim:** - To help Ss practising talking about energy- To practise team working and give students authentic practice in using target |
| **GROUP DISCUSSION***1. What is the best source of energy?**2. Why do you think it is the best one?* | -Teacher gives Ss clear instructions in order to make sure Ss know what to do.- Ask students to discuss within their groups to answer the questions:Students discuss with their partners and take notes.- Observe Ss while they are talking, note down their language errors.- Ss do as instructed. Then present what they have discussed.-Teacher gives Ss feedback.  |
| **5. HOMEWORK : (3 minutes)****Aim:** To help Ss practise the target language |
| **-**Learn Vocabulary by heart . - Practing reading the conversation again .Write Ex 4,5 page 105 in your notebooks - Prepare Unit 10 A closer look 1  | Teacher guides Ss to prepare homework . |

\*Checking :

**Date of planning: 15 -3 -2025**

**Date of Teaching : 19 -3 -2025**

**UNIT 10: ENERGY SOURCES**

Period 81 : **Lesson 2: A closer look 1**

**I. Objectives** : By the end of the lesson, the students will be able to :

- Know about sources of energy

- Pronounce Stress in three-syllable words

**1. Knowledge**:

*a.Grammar* : Yes / No questions

*b. Vocabulary*: Vocabulary about about sources of energy

**2. Competences:**

 - Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:** Help Ss develop awareness of energy sources and energy saving

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 10, A closer look 1

- Computer connected to the internet, TV/ Pictures/ Cards, sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** - To activate students’ knowledge on the topic of the unit - To enhance students’ skills of cooperating with teammates. |
|  **CROSSWORDS*****Answer key:*** 1. Sun 2. cOal3. oiL4. renewAble5. natuRal gas-> SOLAR | - Teacher gives instructions.- Ss are divided into 2 groups.- Teacher shows the crosswords onto the screen with hints/clues and students choose each line and take turn to answer. - take turns writing until finish all the words or find out the key word. - Teacher checks and corrects if Ss pronounce the words incorrectly. |
| **2. PRESENTATION : (7 minutes)****A. ACTIVITY 1 VOCABULARY** **Aim :** To introduce some new words |
| **Vocabulary:**Tiếng Anh 7 Unit 10 A closer look 1 trang 106 | Global Success 7 Kết nối tri thứcWind energy năng lượng gió solar energynăng lượng mặt trơìnuclear energynăng lượng hạt nhân năng lượng mặt trờihydro energy năng lượng nước | - Teacher introduces the vocabulary.- Teacher introduces the vocabulary by:* providing the pictures
* providing the definition/ example of the words

-Teacher asks students to repeat. * Ss reads Voc
* Check Voc : ROR
 |
| **3. PRACTICE** **B. ACTIVITY 2 (7 minutes)****Aim:** To help Ss identify sources of energy |
| **1. Match the types of energy in A with the energy sources in B.** *(Ex 1, p. 106)*Tiếng Anh 7 Unit 10 A closer look 1 trang 106 | Global Success 7 Kết nối tri thức***Answer key:*** 1. d 2. C 3. A 4. d | -Teacher asks Ss to look at the table and match the energy with its source. - Ss discuss and answer questions in pairs. - Ss share their answers as a whole class.- T asks them to check their answers. - Teacher asks students to make full sentences to tell about the sources of different energy. Then tell them to share their sentences with a partner and correct for them.   |
| **C. ACTIVITY 3 (7 minutes)****Aim:** To help Ss write the phrases to label the pictures |
| **2. Write the phrases to label the pictures.** *(Ex 2, p. 106)****Answer keys:***2. hydro energy 3. solar energy 4. wind energy | - Teacher asks Ss to look at the pictures and use the knowledge from Task 1 to guess the pictures. Then work and share their answers with their partners who sit next to them. (peer check)-Ss do exercise 3 in pairs. -Ss share and discuss with their partners to write all words/ phrases down on the notebooks. - Teacher corrects their answers as a class.  |
| **4. PRODUCTION :** **C. ACTIVITY 3 : (3 minutes)****Aim:** To help Ss complete the sentences about energy |
| **3. Complete the sentences with the words and phrases from 1 or 2.** *(Ex 3, p. 106)****Answer keys:***1. wind2. solar energy 3. water 4. nuclearenergy | - Teacher gives students time to do the exercise individually, then share their sentences. - Ss do the task individually.- Teacher nominates Ss to say the sentences aloud. - Teacher checks and gives the corrections if they have mistakes. |
|  **PRONUNCIATION****D. ACTIVITY 4 (7 minutes)****Aim:** To help Ss practice pronouncing three-syllable words with the correct stress |
| **4. Listen and repeat. pay attention to the stressed syllables in the words.** *(Ex 4, p. 106)*Tiếng Anh 7 Unit 10 A closer look 1 trang 106 | Global Success 7 Kết nối tri thức | - Teacher has students listen to the recording once first.- Students listen to the recording and read out the words.- Teacher plays the recording for them to listen and repeat each word as a class, then as individuals.- Teacher checks students’ pronunciation if needed. |
| **E. ACTIVITY 5 (7 minutes)****Aim:** To help Ss practice pronouncing three-syllable words with the correct stress in sentences. |
| **5.** **Listen and repeat, paying attention to the stressed syllables in the underlined words.** *(Ex 5, p. 106)* | - Teacher plays the recording and asks students to pay attention to the underlined words.- Ss do as instructed.- Teacher plays the recording for them to listen and repeat each sentence as individuals.-Teacher gives Ss feedback. - Choose some common mispronounced words and suggest students practise using them.- Choose some typical errors and correct as a whole class. |
| **5. HOMEWORK :** **Aim:** To help Ss practise the target language |
| **-**Learn Vocabulary by heart . - Redo exercises 2, 3 in notebooks - Practice pronouncing three-syllable words - Do Exercises A1,2 and B 2,3,4 in workbooks- Prepare Unit 10 A closer look 2 | Teacher guides Ss to prepare homework   |

\*Checking :

**Date of planning: 21 -3 -2025**

**Date of Teaching : 25 -3 -2025**

UNIT 10: ENERGY SOURCES

 Period 82 : Lesson 3 : A closer look 2

**I. Objectives** : By the end of the lesson, the students will be able to:

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

**1. Knowledge**:

*a.Grammar* : **THE PRESENT CONTINUOUS**

*b. Vocabulary*: Review Voc

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:**

 - Develop awareness of conserving the energy sources

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 10, A closer look 2, Computer connected to the Internet, TV,sets of word cards, sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** - To activate students’ knowledge on the topic of the unit - To enhance students’ skills of cooperating with teammates |
| GAME: **JUMBLE SENTENCES**1. She / now learning / is / English. 2. using / are / solar / They / energy / not /.3. your / you / working / Are / on / Project?4. your / brother / Where / is / studying?5. She / in / the / is /basketball /school yard. / playing  | - Teacher gives instructions. - Teacher divides the class into 4 groups. Teacher delivers a set of word cards which are jumbled sentences in the 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.-Teacher checks and corrects if Ss make the sentences incorrectly  |
| **2.PRESENTATION : 7 minutes** **A. ACTIVITY 1** **Aim :** To introduce students the form of the key grammar and how to use them appropriately |
| ***\*GRAMMAR :*** **THE PRESENT CONTINUOUS**

|  |
| --- |
| **Structure** |
| 1. Affirmative sentences: S + be + Ving |
| 2. Negative sentences: S + be not + Ving |
| 3. Y/N questions: Be + S + Ving? |
| 4. Wh questions: Wh + S + be + Ving? |

 | - Teacher says: “This lesson today is going to tell you about *The present continuous*”.- Teacher draws students’ attention to the grammar point and the examples.- Ss read the grammar explicit and study the example.- Ss may discuss within groups/ pairs before answering.-Teacher shows and says the sentences aloud and asks Ss to make similar sentences. |
| **3 . PRACTICE** **B. ACTIVITY 2 (7 minutes)****Aim:** To help students revise the use of the targeted tense |
| **1. Work in pairs. tell your partner what the people in the pictures are doing.** *(Ex 1, p. 107)****Answer key:*** a. She is teaching maths/ is writing on the board.b. They are playing football/ soccer.c. She is riding her bike/ bicycle. d. She is cooking. c. She is singing. f. He is watering the flowers/ plants/ is doing gardening. | - Teacher asks Ss to look at the pictures and work in pairs. Teacher asks them how would they ask and answer (*using Present continuous*)- Ss discuss and answer questions with a partner. -Ss share their answers in pairs.- T asks them to check their answers. - Then tell them to share their sentences as a whole in class and correct for them. |
| **C. ACTIVITY 3 : (7 minutes)****Aim:** To practise using the present continuous |
| **2. Complete the sentences, using the present continuous form of the verbs in brackets.** *(Ex 2, p. 107)****Answer key:*** 1. is talking 2. are using 3. are taking 4. are developing 5. are reducing | - Teacher asks students to read the instructions carefully and do the exercise individually. -Ss do exercise individually. - Ss can check and correct for their partner- Teacher corrects their answers as a class.  |
| **D. ACTIVITY 4 : (4 minutes)****Aim:** To practise making sentences using the present continuous |
| **4.** **Write sentences about what the people are doing or not doing, using the suggestions.** *(Ex 4, p. 108)****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. | - Teacher gives Ss time to do the exercise individually and peer check with their partner. - Students do the task individually.-Teacher nominates Ss to read aloud the sentences. Then asks them to underline the words/phrases that can be found in Present continuous sentences- Teacher checks and gives the corrections if they have mistakes.  |
| **4. PRODUCTION :** **E. ACTIVITY 5 (7 minutes)****Aim:** To practise speaking using the present continuous |
| . **5.** **Work in pairs. ask and answer the following questions.** *(Ex 5, p. 108)* | - T asks Ss to read the questions and think about the answers- Ss work in pairs as instructed. Ss take note while doing the task. - Teacher walks around to give instructions and corrections (if needed).-Teacher calls some students to report their partner’s answers using the present continuous. Then gives Ss feedback.- Choose some common mistakes and suggest to students how to avoid them.- Choose some typical errors and correct as a whole class. |
| **5. CONSOLIDATION :** **G. ACTIVITY 7 (7 minutes)****Aim:** To consolidate what students have learnt in the lesson |
|  | Teacher asks students to talk about what they have learnt in the lesson. |
| **6. HOMEWORK : (3 minutes)****Aim:** To help Ss memorise the target language and skills that they have learned |
| -Learn the present countinous tense -Do exercise B 3,4,5 ( workbooks ) .- Prepare Unit 10 Communication  | Teacher guides Ss to prepare homework . |

* **Checking :**

**Date of planning: 23 -3 -2025**

**Date of Teaching : 26 -3 -2025**

# **UNIT 10: ENERGY SOURCES**

Period : 83 **Lesson 4 : COMMUNICATION+** C**ORRECTING THE 2nd MID TERM TEST**

**I. Objectives** : By the end of the lesson, the students will be able to:

- Ask for explanations and know how well your partner saves energy.

- know they get good marks or not and how to correct the test.

**1. Knowledge**:

*a. Grammar* : - What does + S + mean? It’s ……

*b. Vocabulary*: revise vocabulary saving energy

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities.

 - Develop the skills to do the test

 **3. Qualities:**

-Help Ss develop awareness of conserving the energy sources.

- Ss have good plans for their next learning. Try their best to get good marts in next test.

- Develop self-study skills

**II. TEACHING AIDS:**

-- Grade 7 textbook, Unit 10, Communication, computer connected to the internet , TV/ Pictures

- sachmem.vn

- Ss’ writing tests

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (5 minutes)****Aim:** To activate students’ knowledge and interest |
| **BRAINSTORMING*****Suggested answers:*** *solar, hydro, coal, natural gas, oil, wind,…* | - Teacher divides the 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, runs to the board and writes one word.- Teacher corrects their answers.- The team which has more correct words will be the winner. |
| **2. EVERYDAY ENGLISH :** **A. ACTIVITY 1 (6 minutes)****Aim :** To let students know the structure to ask and answer for explanation |
|  **1. Listen and read the conversation. pay attention to the highlighted questions.** *(Ex 1, p. 109)***- Structure:** **to ask:**- What does + S + mean? **to answer:**- S + mean/ be …*- Which tense do we use to ask and answer?**- Which question word and verb do we use?* | -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:- Ss answer teacher’s questions to find out the new structure to ask and answer for explanations. - Some students give the new structure to the teacher.- Teacher corrects and writes on the board: |
| **B. ACTIVITY 2 (8 minutes)****Aim:** To help students practise on how to ask and answer for explanations |
| **2. Work in pairs. make similar conversations to ask for explanations.** *(Ex 2, p. 109)****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.* | - 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. |
| **C. ACTIVITY 3 : (6 minutes)** **Aim:** To help Ss express what they do to save energy |
| **3. Work in pairs. ask your partner the following questions and tick his or her answers in the boxes.** *(Ex 3, p. 109)* | - Teacher asks Ss to work in pairs and tick.- Ss do the task in pairs.- Teacher calls some pairs to practise the new structure.- Teacher gives feedback and comments. |
|  **E. ACTIVITY 4 (6 minutes)****Aim** : To help Ss practice the skill of speaking |
| **4. Work in groups. tell the group how well your partner saves energy.** *(Ex 4, p.109)*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. | - Teacher gives students time to prepare. Meanwhile, teacher walks around the classroom to help students if they have difficulties finding proper words/ phrases/ structures.- Ss do the task in groups.- Teacher calls some Ss to read aloud their work.- Teacher let Ss listen and correct mistakes (if needed). |
| **4. PRODUCTION : (4 minutes)****F. ACTIVITY 6** **Aim:** To help students practicing speaking about saving energy |
| **5. Answer the questions in 3 on your own. then tell the class how well you save energy.** *(Ex 5, p. 109)*I don't save much energy. I go to school on foot, but I don't turn off the TV when not watching it. | -Teacher allows students time to answer the questions onto their notebooks and prepare.- Ss work individually.- Ss can practice sharing with their partners.- Teacher calls some students to read aloud their work. Teacher lets Ss listen and correct mistakes (if needed). |
| **Correcting the test (8’)** **\* Aim:**. To help students know the key of their test To consolidate what students have done in their tests. |
| T asks Ss answer T: Now you will know you get good marks or not and how to correct the test. Then You have good plans for their next learning | How did you do your English testDo you think that you get good mark?T gives Ss their tests |
| T shows the key and explains if necessary.**A. LISTENING (2.5pts)****I. Listen and decide whether the sentences are true (T) or false (F). Circle T or F** 1. T 2. F 3. T 4. F 5. F**II. Listen to the conversation. Circle A, B or C to complete the sentences. (1.25pt)**  6. B 7. D 8. D 9. C 10. A**TAPESCRIPTS****I.** Big cities around the world have traffic problems. Mumbai in India is one of them. Mumbai is one of the most congested cities in the world. Traffic jams happen nearly every day, so drivers have to spend a lot of time on the road.There are several reasons for traffic jams in this city. One reason is its increase in population. With nearly 20 million, Mumbai has too many people on the road. Another reason is that the roads in Mumbai are narrow, and many are not in good condition. Also, many road users do not obey the traffic rules. As a result, this problem is getting worse and worse.**II.** Mark and Trang: Good afternoon, Ms Hoa. Ms Hoa: Oh, hi. Come in.Trang: Wow! This is a nice cozy room, Ms Hoa. I like the photos on the wall. I can see you among all those tulips. Where did you take the photos?Ms Hoa: I took them at the Tulip Festival in Australia last September.Mark: Really? I went to a tulip festival two years ago but it was in the Netherlands. It was the Dutch Tulip Festival. Trang: What did you do at the festival, Ms Hoa? Ms Hoa: I watched Dutch folk dances. The dancers wore traditional costumes. I also got a chance to try some delicious Dutch food and drinks. What about you, Mark?Mark: I watched folk dances too, but there wasn't any food or drinks. I also saw beautiful tulip floats at a parade.**B. LANGUAGE (2.5pts)****I. Pronunciation. (0.5pt)** 11. A. careful  12. B. boring **II. Choose the best answer to complete each sentence below. (1.5 pts)**13.A 14. C 15. D 16. B 17. A 18. D **III. Give the correct forms of the verb or word given in brackets. (0.5pt)**  19. drive 20. performance**C. READING (2.5 pts)****I. Read and fill the gaps with the words from the box to complete the text. (1.25pt)** (Mỗi đáp án đúng cho 0,25 điểm) 21.A 22. B 23. D 24. B 25. A**II. Read and choose the best option A, B, C or D to answer the questions (1.25pt)** (Mỗi đáp án đúng cho 0,25 điểm) **26.B 27.D 28. A 29.C 30. D****D. WRITING (2.5pts):****I. Find a mistake in each of the following sentences and correct it. (0.5pt)** (Mỗi đáp án đúng cho 0,25 điểm.)  31. do🡪 did 32. but 🡪 x**II. Rearrange the words to make correct sentences. (0.5pt)** (Mỗi đáp án đúng cho 0,25 điểm.) 33. You should obey traffic rules when you use the road.34. The Rio Carnival takes place every year in Brazil.**III. Write the second sentence so that it has the same meaning to the first one. Use the word in brackets. (0.5pt)**(Mỗi đáp án đúng cho 0,25 điểm.) 35. It is about 30 kilometres from my house to Tuy Hoa City.36. Although my brother lives far away, he comes back home every Tet.Or My brother comes back home every Tet although he lives far away. IV. Build sentenses, using the words given. (1.0 point).37. My favourite means of transport is bike because it is cheap and convenient.38. How far is it from your house to school?39. My father always goes to work by motorrbike.  40. Did you go to Da Lat Flower Festival with your parents last Sunday?T. focus on some common mistakes.T: Asking Ss to remind some knowledge.- Teacher’s remarks | Ss look at the green and compare Ss pay attention the mistakes which Ss often make |
| **5. HOMEWORK : (2 minutes)****Aim:** Reactivate the knowledge that students have gained. |
| - Rewrite the ways to save energy -Redo Exercises 4,5 ( page 109 ) - Prepare Unit 10 skills1  | Teacher guides Ss to prepare homework . |

* **Checking :**

**Date of planning: 23 -3 -2025**

**Date of Teaching : 28 -3 -2025**

# **UNIT 10: ENERGY SOURCES**

 Period 84 Lesson 6: SKILLS 1

**I. Objectives** : By the end of the lesson, the students will be able to:

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

- talk about advantages and disadvantages of different sources of energy

**1. Knowledge:**

*a.Grammar :*

*b. Vocabulary*: Vocabulary about types of energy

**2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:** - Help Ss develop awareness of conserving the energy sources

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 4, Skills 1, computer connected to the internet , TV

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (5 minutes)****Aim:** To introduce the topic of reading To enhance students’ skills of cooperating with team mates |
| **GAME: GAME: HANGMAN** **R E N E W A B L E** | - Teacher divides the class into 2 teams and asks them to think of a word which has 9 letters in it related to 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 turns by turn guessing the letter in the secret word.- Teacher corrects their answers.- The team which can find or guess the secret first will be the winner. |
| **READING (7 minutes)****2. ACTIVITY 1 : PRE-READING** **Aim :** To provide students with some lexical items before reading the text To help Ss understand the knowledge of the topic |
| **Vocabulary**produce (v): sản xuất*= to make things, mostly in large quantity**Examples: Companies produce many toys for children before Christmas.* - limited (adj): bị hạn chế*= not very great in amount or extent**Examples: coal, oil, …*- available (adj): có sẵn *= that you can get, buy or find***1. Work in pairs. discuss the following questions** *(Ex 1, p. 110)****Suggested answer:***1. coal, oil, hydro,…2. wind, solar,… | Teacher : We are going to read a passage about renewable and non-renewable sources of energy.”.Teacher introduces the vocabulary by providing the definition of the words and gives examples.- Ss : Read Voc- Teacher confirms the student's answers and checks their pronunciation and gives feedback. - Teacher asks Ss to work in pairs to look at the Picture in Ex1 and discuss to answer the questions.- Ss work in pairs.- Teacher calls some Ss to check what they have discussed.-Teacher corrects. |
| **3 . WHILE-READING (15 minutes)****B. ACTIVITY 2** **Aim:** To help Ss develop their reading skill for details and specific information (skimming and scanning)  |
| **2. Read the text and choose the best option to complete the sentences.** *(Ex 2, p. 110)****Answer key:*** 1. B 2. A 3. C 4. A | -Teacher gives Ss time to: read each question, locate where the information appears in the text, read that part carefully and circle the correct answer.- Ss do the task independently.- Teacher tells Ss to compare their answers in pairs before calling some of them to check.- Teacher confirms the correct answer and explains if needed. |
| **C. ACTIVITY 3 :** **Aim:** To help Ss further develop their reading skill for specific information (scanning |
| **3. Read the text again and answer the questions.** *(Ex 3, p. 110)****Answer 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. | - Teacher asks Ss to do the exercise carefully and individually. - Ss do the task independently. - Teacher has Ss compare their answers in pairs and call some Ss to give their ideas.- Teacher checks and confirms the correct answers.  |
|  **4. PRE- SPEAKING (5 minutes)****E. ACTIVITY 4** **Aim:** - To help Ss identify the advantages and disadvantages of diﬀerent types of energy sources |
| **4. Work in groups. discuss and put the following words or phrases in the appropriate columns.** *(Ex 4, p. 110)****Answer key:****Advantages:* easy to use, safe to use, good for the environment, cheap, available*Disadvantages:* run out, expensive, limited | -Teacher asks Ss to work in groups and tells them to focus on the table. - Ss work in groups. Teacher goes around and listens and gives help if needed. - Teacher calls on some Ss to share their answers with the class. Teacher encourages.- Teacher listens and corrects if needed. |
| **6 . WHILE-SPEAKING : (5 minutes)****F. ACTIVITY 5** **Aim:** To provide Ss an opportunity to ask and answer questions 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.** *(Ex 5, p. 110)* | - Teacher has Ss work in pairs and asks them to take turns to ask and answer\* Ss work in pairs to do the task. Teacher goes around, listens and gives help if needed.- Teacher calls on some pairs to share their and swers with the class.- Teacher comments and correct |
| **7. POST-READING AND SPEAKING (5 minutes)****G . ACTIVITY 6 :** **Aim :** - To help students improve next time - To help some students enhance their presentation skill |
|  | - Teacher allows students to give comments to their friends.-Students give comments to their friends.-Teacher and students discuss the dialogues.- Teacher gives feedback and comments.. |
| **5. HOMEWORK : (3 minutes)****Aim:** To revise what they have learnt.. |
| -Learn Vocabulary by heart -Rewrite Ex 3( page 110) . ( reading ) - Do EX D1,2 ( workbooks ) - Prepare Unit 10 Skills 2  | Teacher guides Ss to prepare homework   |

Date of planning: 31/3/ 202

Date of teaching: 1/4/2025

UNIT 10: ENERGY SOURCES

Period 85 **Lesson 6: SKILLS 2**

**I. Objectives** : By the end of the lesson, the students will be able to:

+ use the lexical items related to the topic *Energy sources*

+ listen for main ideas and specific information about the topic how to save energy at home

- write a paragraph of about 70 words about how you save energy at home

**1. Knowledge**:

*a. Grammar :* Review

*b. Vocabulary*: Vocabulary about *Energy sources*

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:** Help Ss develop awareness of conserving the energy sources

**II. TEACHING AIDS:**

* Grade 7 textbook, Unit 10, Skills 2, computer connected to the internet
* sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** To activate students’ prior knowledge and vocabulary related to the lesson |
| **PASS THE CHALK** HOW TO SAVE ENERGY” | - Teacher writes on the board the word “HOW TO SAVE ENERGY” 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 gives comments. |
| **2.** **PRE-LISTENING: 5 minutes** **A. ACTIVITY 1 -****Aim :** To help Ss brainstorm the topic and prepare for the listening text |
| **1. Work in pairs. answer the questions.** *(Ex 1, p. 111)****Suggested answers:*** 1. solar energy, …2. turn off the tap while brushing your teeth, use a paper fan, … | - Teacher asks Ss to work in pairs to answer the questions. - Ss work with their partner to do the task.- Teacher calls on some Ss to answer.- Teacher gives comments and leads Ss to the next task. |
| **3.** **WHILE-LISTENING (7 minutes)****B. ACTIVITY 2** **Aim:** To help Ss develop their skill of listening for specific information |
| **2. Mr lam is giving a lecture on energy sources. read the text and choose the best option to complete the sentences.** *(Ex 2, p. 111)* | - Teacher asks Ss to read and underline the key words.- Ss work independently to guess then listen to the recording once to check their guess.- Teacher calls on some students to give the answers they have listened.- Teacher gives comments.. |
| **C. ACTIVITY 3 : (6 minutes)****Aim:** To help students develop their skill of listening for details |
| **3. Listen again and tick t (true) or f (false) for each sentence.** *(Ex 3, p. 111)****Answer key:*** 1. T 2. F 3. T4. T 5. F | - Teacher asks Ss to read and underline the key words. - Ss work independently to listen to the recording and tick T or F.- Teacher calls on some students to give the answers.- Teacher corrects and confirms the answers. |
| **3. POST- LISTENING (5 minutes)****D. ACTIVITY 4 :** **Aim:** To help Ss use what they have listened to life context |
|  **DISCUSS: What is the most effective way to save energy?*****E.g.*** *The most effective way to save energy is only reading and writing in daylight*. | -Teacher tells Ss to work in groups to discuss and find out “What is the most effective way to save energy?”. Write down onto the notebooks in full sentences.-Ss work in groups. Teacher moves around and offers help if needed. - Teacher invites some Ss to share their answers.-Teacher corrects if needed.  |
| **4. PRE- WRITING (4 minutes)****E. ACTIVITY 5 :** **Aim:** To help Ss prepare ideas to write a passage |
| **5. Work in pairs. read some ways to save energy at home. choose three ways and write them in your notebook.** *(Ex 4, p. 111)* | -Teacher asks Ss to write the methods they use to save energy at home then asks them to give out more if they can. **-** Ss think of it and can discuss with their partners.**-** Teacher calls on some Ss to raise their ideas.**-** Teacher listens and confirms. |
| **4.**  **: WHILE-WRITING (5 minutes)****E. ACTIVITY 5 :** **Aim:** To help Ss practise writing a passage about saving energy at home |
| **6. Write a paragraph of about 70 words about how you save energy at home.** *(Ex 5, p. 111)* | - Teacher tells Ss that they are going to write a passage about how you save energy at home.- Teacher reminds Ss of the structure of a passage and steps to make an outline for the passage.- Ss work independently to do the task and try to use the notes from the previous tasks.Teacher goes around and helps if necessary. |
| **5 . POST- WRITING (7 minutes)****F. ACTIVITY 6** **Aim:** To peer check, cross check and final check students’ writing. |
|  ***Suggested answers:***We use a lot of energy at home and it costs us a lot. To save energy, we should try making more use of natural light instead of keeping 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.  | - Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.- Teacher checks ideas, grammar, vocabulary and gives comments |
| **5. HOMEWORK : (3 minutes)****Aim:** To allow students finalize their passage after being checked by friends and the teacher. |
| - Write a passage in the notebooks and hand in the teacher the next period -Prepare Unit 10 Looking back  | Teacher guides Ss to prepare homework . |

* Checking :

**Date of planning: 30/4/ 2025**

**Date of Teaching : 2 -4 -2025**

UNIT 10: ENERGY SOURCES

Period 86 **Lesson 7 : LOOKING BACK & Project**

**I. Objectives** : By the end of the lesson, the students will be able to:

- review the vocabulary and grammar of Unit 10

- apply what they have learnt (vocabulary and grammar) into practice through a project 1. Knowledge:

*a.Grammar :* the simple present tense and the present continuous tense

*b. Vocabulary*: Vocabulary about types of energy sources

**2. Competences:**

- Develop communication skills

 Develop presentation skill and critical thinking skill

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:** - Help Ss Be more creative when doing the project

 - Develop self-study skills

**II. TEACHING AIDS:**

* Grade 7 textbook, Unit 10, Looking back & Project
* Computer connected to the Internet , TV/ Pictures, sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (5 minutes)****Aim:** - To review the vocabulary related to the topic and lead in the next part of the lesson- To enhance students’ skills of cooperating with team mates |
| ***Brainstorming***Windy energy , solar energy , water energy …… | -Teacher divides the board, and divides the class into 2 teams.- Members of each team take turns and write as many types of energy as possible in 2 minutes.- Students cross check their answers first. - Teacher confirms the answers and gives feedback. The group having more correct answers is the winner. |
| **2. PRACTICE :** **A. ACTIVITY 1 (5 minutes)****Aim :** To help Ss revise the vocabulary items (verbs) they have learnt in the unit |
| **1. Match the adjectives in a with the nouns in b to make phrases.** *(Ex 1, p. 112)****Answer key:***1. e 2. a 3. d 4. b 5. c | -Teacher has Ss work individually. - Ss do this activity individually, then compare their answers with their partners. - Teacher asks for Ss’ answers. - Teacher confirms the correct ones and asks students to make sentences using the phrases. |
| **B. ACTIVITY 2 (7 minutes)****Aim:** To help students review vocabulary items they have learnt in the Unit |
| **2. Complete the sentences, using the phrases in 1.** *(Ex 2, p. 112)****Answer key:***1. low energy light bulbs2. electrical appliances3. renewable sources of energy4. solar energy5. hot water | -Teacher has Ss work individually.- Ss do this activity then compare their answers with their partners. - Teacher asks for Ss’ answers. - Teacher confirms the correct ones. |
| **C. ACTIVITY 3 : (7 minutes)****Aim:** To help Ss revise grammar points (the present simple and the present continuous) |
| **GRAMMAR****3. Complete the sentences by using the correct form of the present continuous or present simple of the verbs in brackets.** *(Ex 3, p. 112)****Answer key:***1. is raining 2. start3. is walking 4. does 5. am writing | - Teacher asks Ss to recall the structures of *the present continuous* and *the present simple*, and tell them to do Ex 3 in the book.- Ss do the exercise individually and swap with their partners.- Teacher calls some Ss to check their answer.- Teacher confirms the correct answer. |
| **D. ACTIVITY 4 : (5 minutes)****Aim:** To help Ss revise grammar points (the present simple and the present continuous) |
| **4. Find one mistake in each sentence and correct it.** *(ex 4, p. 112***4. Answer the following questions about yourself.** *(Ex 4, p. 100)****Answer key:***1. do → are doing 2. explain → explaining3. is → are 4. use → using 5. look → are looking | - Teacher asks Ss to do the task.- Ss work individually to do the task.- Teacher calls some Ss to give out their answers.- Teacher checks and confirms their answer. |
| **3. PRODUCTION : PROJECT** **E. ACTIVITY 1 (7 minutes)****Aim:** To help Ss develop teamwork skills and practice using what they have learnt into practice through a project |
| **Poster presentation: How to save energy in your school** \* Some tips to save energy at school . - Turn the lights of when you leave the class . Turn of electrical appliances when they are not in use . - Don’t overheat or overcool the classrooms . Check that non of your taps around the school are dripping .  | - Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:1. Review all the tips they have prepared at home.2. Discuss and finalize in groups which tips can be applied in your school.3. Tell the class.- Ss work in groups to do the task.- Teacher calls some groups to present.- Teacher listens and confirms. Ask students to complete the self-assessment. Identify any difficulties, weak areas, and provide further practice |
| **4. CONSOLIDATION : (5 minutes)****Aim :** To consolidate what students have learnt in the lesson. |
|   |  Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK : (3 minutes)****Aim:** To revise what they have learnt.. |
| **-**Learn the grammar notes by heart -Do Exercises in workbook .- Prepare Unit 11  | Teacher guides Ss to prepare homework . |

\*Checking :