

\*Date of teaching: 2/4/2025

\*Week: 85

\*Period: 29

## UNIT 10: ENERGY SOURCES - Lesson 6: SKILLS 2

Timing: 1 period (45 minutes)

### I. Objectives

1. **Knowledge:** By the end of this unit students can:

a. Skills:

- *Main skills*

Listening: listen for general and specific information about how to save energy at home

Write: write a paragraph about how to save energy at home

b. Language:

Vocabulary: use some vocabulary about energy sources

Grammar: use the present simple to write a paragraph about how to save energy at home

### 2. Competence

Students can write a paragraph about how to save energy at home

### 3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

### II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures of means of transport

### III. Procedure

#### Activity 1: Setting the scene (5 minutes)

<b>Goal</b>	The activity aims at preparing Ss for the listening by answering the questions
<b>Input</b>	<b>DISCUSSION</b>  1. What type of energy do you use at home?  2. What do you usually do to save energy?
<b>Procedure</b>	- Teacher asks Ss work in pairs and answer the questions - Teacher calls some pairs answer the questions - Teacher helps Ss correct the answers. - Introduce the new lesson.
<b>Outcome</b>	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: Ss' answers


#### Activity 2: Teaching new words (8 minutes)

<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks.
<b>Input</b>	1. light bulb /'laɪt ˌbʌlb/: đèn điện 2. (to) reduce /rɪ'dʒu:s/: giảm 3. tap /tæp/: vòi 4. warm /wɔ:m/: làm ấm 5. solar panel /ˌsɒl.ə 'pæn.əl/: tấm pin mặt trời
<b>Procedure</b>	- follow steps of teaching new vocabulary - use "RUB OUT AND REMEMBER" to check vocabulary
<b>Outcome</b>	1. Ss have certain vocabulary for the listening and writing tasks. 2. five new words

### Activity 2: Activating Ss' knowledge of the topic (7 minutes)

<b>Goal</b>	The activity aims at helping Ss develop the skill of listening for specific information.
<b>Input</b>	<p><b>Mr Lam is discussing with his students about how to save energy at home. Listen and circle the phrases you hear. (73)</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> <li>1. turn off the lights</li> <li>2. save money</li> <li>3. use low energy light bulbs</li> <li>4. produce electricity</li> <li>5. save energy</li> <li>6. use solar panels</li> </ol> </div>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher asks Ss to guess how many ways they are talking before listening</li> <li>- Ss do the task individually to guess.</li> <li>- Then teacher plays the recording once for Ss to listen and circle the correct answer.</li> <li>- Teacher calls on some Ss to answer.</li> <li>- Teacher gives comments and leads Ss to task 2.</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Ss can guess how many ways to save energy at home.</li> <li>2. Expected answer: 1, 2, 3, 6</li> </ol>

### Activity 3: Listening for specific information. (8 minutes)

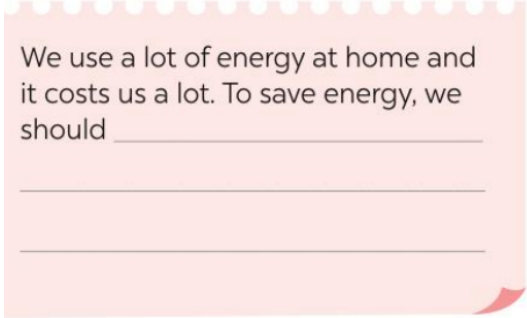
Goal	The activity aims at helping Ss develop the skill of listening for specific information.																		
Input	<div>Listen again and tick (✓) T (True) or F (False) for each sentence. </div> <table><thead><tr><th></th><th>T</th><th>F</th></tr></thead><tbody><tr><td>1. Mr Lam says we use energy for cooking, heating and lighting.</td><td></td><td></td></tr><tr><td>2. Linh always turns off the lights when going out.</td><td></td><td></td></tr><tr><td>3. Linh turns off electrical appliances when not using them.</td><td></td><td></td></tr><tr><td>4. Minh uses low energy light bulbs at his house.</td><td></td><td></td></tr><tr><td>5. Minh uses solar energy to cook meals.</td><td></td><td></td></tr></tbody></table>		T	F	1. Mr Lam says we use energy for cooking, heating and lighting.			2. Linh always turns off the lights when going out.			3. Linh turns off electrical appliances when not using them.			4. Minh uses low energy light bulbs at his house.			5. Minh uses solar energy to cook meals.		
	T	F																	
1. Mr Lam says we use energy for cooking, heating and lighting.																			
2. Linh always turns off the lights when going out.																			
3. Linh turns off electrical appliances when not using them.																			
4. Minh uses low energy light bulbs at his house.																			
5. Minh uses solar energy to cook meals.																			
Procedure	<ul style="list-style-type: none"><li>- Teacher ask Ss guess the answers</li><li>- After listening once, T calls on some Ss to give their answer.</li><li>- Teacher plays the recording again and confirms the correct answer.</li></ul>																		
Outcome	<p>1. Ss can guess answers about the specific information.</p> <p>2. Keys: 1. T; 2. F; 3. T; 4. T; 5. F</p>																		

### Activity 4: Brainstorming ideas and making an outline for writing (5 minutes)

<b>Goal</b>	The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing.
-------------	---

<b>Input</b>	<p><b>Work in pairs. Read some ways to save energy at home. Choose three ways and write them in your notebook.</b></p> <p>Use low energy light bulbs          Use solar panels to warm water          Turn off the lights when leaving the room          Turn off electrical appliances when not using them</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher asks Ss to choose three ways to save energy at home and write in their notebook</li> <li>- Ss do the task individually.</li> <li>- Teacher calls on some Ss to read out loud their choices and encourages Ss to make sentences with the words/ phrases.</li> <li>- Teacher corrects and confirms.</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Ss have ideas and an outline for Ss' writing</li> <li>2. Suggested answers: Ss's choices</li> </ol>

#### Activity 5: Writing a paragraph about hobby. (10 minutes)

<b>Goal</b>	The activity aims at helping Ss practise writing a paragraph about how to you save energy at home
<b>Input</b>	<p><b>Write a paragraph of about 70 words about how you save energy at home.</b></p> 
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher tells Ss that they are going to write about how you save energy at home by using their choices in task 4</li> <li>- Teacher reminds them to start their writing as shown below.</li> <li>- Ss do the task independently.</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Ss can write a paragraph about how you save energy at home</li> <li>2. Expected answer: We use a lot of energy at home and it costs us a lot. To save energy, we should use low energy light bulbs. Secondly, remember to turn off electrical appliances when not using them. Last but not least, we should use solar panels to warm water.</li> </ol>

#### Wrap-up: (2 minutes)

- 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.

\*Date of teaching: 3/4/2025

\*Week: 29

\*Period: 86

**Lesson 7: UNIT1: PROJECT**  
**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a. Skills:**

Speaking: talk about energy resources

Write: write a paragraph about how to save energy at home

**b. Language:**

Vocabulary: use some vocabulary about energy resources

Grammar: use present continuous to talk about an action happening at the moment of speaking and use present simple to talk about ways to save energy

**2. Competence**

Students can write a paragraph about how to save energy at home and present it in front of the class

**3. Attitude**


Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file,

**III. Procedure**

**Project presentation (40 minutes)**

<b>Goal</b>	The activity aims at presenting a project SAVING ENERGY AT SCHOOL POSTER																		
<b>Input</b>	<div><div><div><b>SAVING ENERGY</b> <b>AT SCHOOL</b></div><div><b>POSTER</b></div></div><div><p style="text-align: center;"><b>GROUP DIVISION</b></p><p><i>(Here are report samples (samples 1, 2, 3, 4) teacher can use to guide students to work well and check their work)</i></p><p>Group: .....</p><p>Secondary school: ..... Class: .....</p></div><table border="1"><thead><tr><th>Group members' full names</th><th>Responsibilities</th><th>Contents need doing</th><th>Time to finish</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table><div><p style="text-align: center;"><b>GROUP'S TIME</b></p><p style="text-align: center;"><b>THE SCHEDULE OF THE GROUP, GROUP MEETING, PLANNED REPORT DATE WITH TEACHER</b></p><p>The title of the project: .....</p><p>Group: .....</p><p>Secondary school: ..... Class: .....</p><p>Full name: .....</p></div><table border="1"><thead><tr><th>Time</th><th>What you did</th><th>Who you work with</th><th>Where</th><th>Group evaluation</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></tbody></table></div>	Group members' full names	Responsibilities	Contents need doing	Time to finish					Time	What you did	Who you work with	Where	Group evaluation					
Group members' full names	Responsibilities	Contents need doing	Time to finish																
Time	What you did	Who you work with	Where	Group evaluation															



### INDIVIDUAL REPORT

The title of the project: .....  
 Group: .....  
 Secondary school: ..... Class: .....  
 Full name: .....

Time	What to do	Work with whom	Where	Self-evaluation

### TEACHER'S REPORT

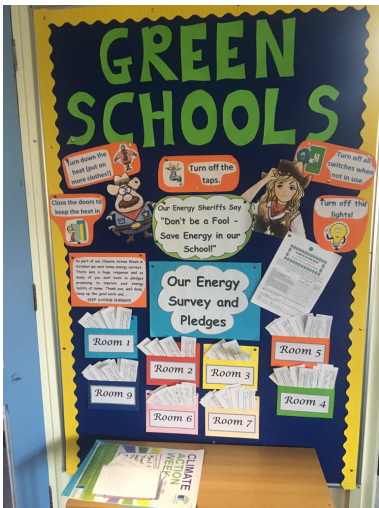
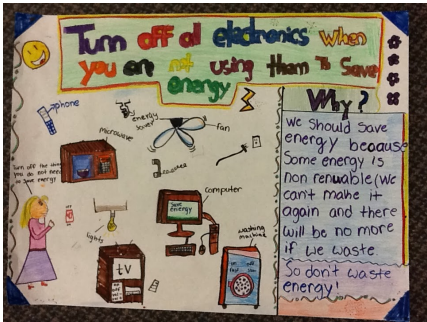
Secondary school: .....  
 Class: .....

Student	Project's title	Problems students find unclear	Teacher's answers

### GROUP'S ATTENDANCE ASSESSMENT FORM

Group: .....  
 Class: .....

Order	Criteria	Marks				Comments and evaluation
		3	2	1	0	
1	Define the tasks of the project.					
2	Assign detailed tasks to group members.					
3	Plan for expense used for the project.					
4	Individuals and group members complete the assigned tasks.					
5	Create an effective product.					
6	Complete and fill in the study reports of the projects.					
7	Present the reports clearly, fluently, interestingly.					
8	Students present the projects clearly, coherently, show their knowledge applied in doing the projects.					

<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it.</li> <li>- Remember to have the 'show and tell' session and vote for the best poster.</li> <li>- If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.</li> </ul>
<b>Outcome</b>	<p>1.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>2. We use a lot of energy not only at home but also at school. So to save energy at school, we should turn the light off when we leave the classroom. It will help us to reduce our electricity bill. Secondly, We should turn off electrical appliances when we are not use. And finally, we should check that none of your taps around the school are dripping. This thing help our school don't waste water and have enough water to use for other reasonable purposes.</p>

### Wrap-up: ( 5 minutes)

- Ask Ss to summarize 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.
- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use the words related to types of energy sources.</li> <li>• pronounce three-syllable words with correct stress.</li> <li>• use the present continuous.</li> <li>• ask for explanations.</li> <li>• read about types of energy sources.</li> <li>• talk about the advantages and disadvantages of different energy sources.</li> <li>• listen to get information about how to save energy at home.</li> <li>• write a paragraph about how to save energy at home.</li> </ul>			

**\*Date of teaching: 5/4/2025**

**\*Week: 29**

**\*Period: 87**

## **UNIT 11: TRAVELLING IN THE FUTURE - Lesson 1: GETTING STARTED**

**Timing: 1 period (45 minutes)**

### **I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a. Skills:**

- *Main skill*

Speaking: tell everyone about means of transport

- *Sub- skills:*

Reading: read for specific information about future means of transport

Listening: listen for specific information about future means of transport

Writing: outline some vocabulary and grammar items related to the topic

**b. Language:**

Vocabulary: about future means of transport.

Grammar: use the future simple tense and possessive pronouns to talk about future means of transport

### **2. Competence**

Students can tell everyone about means of transport and outline some vocabulary and grammar items related to the topic

### **3. Attitude**


Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

### **II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of future means of transport

### **III. Procedure**

#### **Activity 1: Setting the scene (5 minutes)**


<b>Goal</b>	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
<b>Input</b>	<b>“TRAVELLING IN THE FUTURE”</b> <b>Chitchatting:</b> 
<b>Procedure</b>	- Teacher has Ss to look at the picture and talk about it by answering these questions. + <i>How do you people travel every day?</i> + <i>What do you think about the traffic in the picture?</i> + <i>How about traffic in the future?</i>

	<ul style="list-style-type: none"> <li>- Ss work in pairs to do the task.</li> <li>- Teacher calls on some Ss to give their ideas about it.</li> <li>- Teacher listens, comments, then leads Ss to the new lesson.</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Ss have an exciting atmosphere to start the lesson</li> <li>2. Expected answers: Ss' answers</li> </ol>

### Activity 2: Teaching new words (10 minutes)

<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
<b>Input</b>	<ol style="list-style-type: none"> <li>1. eco – friendly (a) /'i:.kəʊˌfrend.li/: thân thiện với môi trường</li> <li>2. fume (n) /fju:m/: khói</li> <li>3. hyperloop (n) /'haɪ.pərlu:p/: hệ thống giao thông tốc độ cao</li> <li>4. teleporter (n) /'tel.ɪ.pɔː.tər/: phương tiện di chuyển tức thời</li> <li>5. campsite (n) /'kæmp.saɪt/: địa điểm cắm trại</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Follow steps of teaching new vocabulary</li> <li>- Use “Rub out and remember” to check vocabulary</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Ss have certain vocabulary for the listening and reading tasks.</li> <li>2. five new words</li> </ol>

### Activity 3: Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

<b>Goal</b>	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
<b>Input</b>	
<b>Procedure</b>	<p>Ask Ss to look at the pictures and answer the questions:</p> <ul style="list-style-type: none"> <li>+ Who are they?</li> <li>+ Where are they?</li> <li>+ Where are they going?</li> <li>+ What can you see outside the coach?</li> <li>+ What can you see in the bubble?</li> </ul>



	<ul style="list-style-type: none"> <li>+ What could they be talking about?</li> <li>- Introduce the four characters: Minh, Ann. Quickly write Ss' answers on the board.</li> <li>- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.</li> <li>- Invite some pairs of Ss to read the conversation aloud.</li> <li>- Have Ss say the words in the text that they think are related to the topic.</li> <li>- Quickly write the words on one part of the board.</li> <li>- Comment on Ss' answers.</li> </ul>
<b>Outcome</b>	<p>1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.</p> <p>2. Expected answer:</p> <ul style="list-style-type: none"> <li>+ They are Minh and Ann.</li> <li>+ They are on a coach.</li> <li>+ They are going to the campsite.</li> <li>+ Outside the coach, we can see the crowded street. There is a traffic jam.</li> <li>+ In the bubble, there is a system of tubes. Minh is thinking about a means of transport.</li> </ul>

#### Activity 4: Reading the dialogue (5 minutes)

<b>Goal</b>	The activity aims at helping Ss understand the conversation.
<b>Input</b>	<p><b>2 What are Ann and Minh talking about?</b></p> <ul style="list-style-type: none"> <li>A. Travelling by teleporter</li> <li>B. Future modes of travel</li> <li>C. Being in a traffic jam</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- First, ask Ss to read the sentences and choose the correct answer without reading the conversation again. Allow them to share their answers with a partner before discussing as a class. Ss may read the conversation again to confirm their answers before giving T the answers.</li> <li>- Elicit the answers from Ss.</li> <li>- Write the correct answers on the board.</li> </ul>
<b>Outcome</b>	<p>1. Ss understand the conversation</p> <p>2. Key:</p> <p>B. Future modes of travel</p>

#### Activity 5: Reading for specific information (5 minutes)

<b>Goal</b>	The activity aims at helping Ss deeply understand the conversation.
-------------	---


Input	<p>Read the conversation again and tick T (True) or F (False).</p> <table><tr><td></td><td>T</td><td>F</td></tr><tr><td>1. Ann and Minh are in a traffic jam now.</td><td></td><td></td></tr><tr><td>2. Ann and Minh are going to school.</td><td></td><td></td></tr><tr><td>3. Ann knows a lot about hyperloops.</td><td></td><td></td></tr><tr><td>4. Minh seems to know about different modes of travel.</td><td></td><td></td></tr><tr><td>5. They hope there will be hyperloops soon.</td><td></td><td></td></tr></table>		T	F	1. Ann and Minh are in a traffic jam now.			2. Ann and Minh are going to school.			3. Ann knows a lot about hyperloops.			4. Minh seems to know about different modes of travel.			5. They hope there will be hyperloops soon.		
	T	F																	
1. Ann and Minh are in a traffic jam now.																			
2. Ann and Minh are going to school.																			
3. Ann knows a lot about hyperloops.																			
4. Minh seems to know about different modes of travel.																			
5. They hope there will be hyperloops soon.																			
Procedure	<ul style="list-style-type: none"><li>- Teacher asks Ss to work in pairs to read the conversation again and underline the key words in each sentence.</li><li>- Ss work in pairs to do the task.</li><li>- Ss answer and point out where in the conversation they find the information for their answers.</li><li>- Teacher checks the answers as a class.</li></ul>																		
Outcome	<p><u>Answer key:</u></p> <p>1.T    2.F    3.F    4.T    5.T</p>																		

#### Activity 6: Revising vocabulary (5 minutes)

<b>Goal</b>	The activity aims at introducing some vocabulary items related to travelling in the future.						
<b>Input</b>	<p><b>Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns.</b></p> <table border="1"> <thead> <tr> <th>hyperloop</th><th>teleporter</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	hyperloop	teleporter				
hyperloop	teleporter						
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs to read the conversation again and to underline the words / phrases that describe means of transport: hyperloop and teleporter.</li> <li>- Ss work in pairs to pick out words / phrases they have found to write down in the correct column.</li> <li>- Teacher asks some Ss to read out words / phrases they have found in the conversation to put into each column.</li> <li>- Teacher checks the answers as a class</li> </ul>						
<b>Outcome</b>	<b>Answer key:</b>						

	<table border="1"> <thead> <tr> <th>Hyperloop</th><th>Teleporter</th></tr> </thead> <tbody> <tr> <td>a system of tubes</td><td></td></tr> <tr> <td>Faster than a flying car</td><td>Fast</td></tr> <tr> <td>No traffic jams</td><td>Safe</td></tr> <tr> <td>No fumes</td><td>Eco - friendly</td></tr> <tr> <td>safe</td><td></td></tr> </tbody> </table>	Hyperloop	Teleporter	a system of tubes		Faster than a flying car	Fast	No traffic jams	Safe	No fumes	Eco - friendly	safe	
Hyperloop	Teleporter												
a system of tubes													
Faster than a flying car	Fast												
No traffic jams	Safe												
No fumes	Eco - friendly												
safe													

### Activity 7: Quiz and Discussion (5 minutes)

<b>Goal</b>	The activity aims at helping Ss practise using the vocabulary items related to travelling in the future
<b>Input</b>	<div>  <b>What vehicle is this?</b>  <b>Work in pairs. Discuss to find out the vehicles in these sentences.</b> </div> <ol style="list-style-type: none"> <li>1. It has two wheels and you pedal it.</li> <li>2. It has four wheels. It runs on petrol or electricity, and can carry up to eight passengers.</li> <li>3. It carries many passengers and runs on tracks.</li> <li>4. It sails on the sea. It needs wind to sail.</li> <li>5. It travels in space. It can even carry people to the moon.</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs to discuss to find out the vehicles in these sentences.</li> <li>- Ss work in pairs to do the task</li> <li>- Teacher reads out loud each question and the pairs answer. The pair who correctly completes its first wins</li> <li>- Teacher confirms the answers.</li> <li>- Then, teacher has Ss work in pairs again to discuss how the vehicles they have thought of will be like in 50 years.</li> <li>- Ss work in pairs to do the task.</li> <li>- Teacher calls SS give any description about future means of transport they can imagine.</li> <li>- Teacher corrects grammar or pronunciation mistakes if needed.</li> </ul>
<b>Outcome</b>	<p><b>Expected answer:</b></p> <p>1. bicycle / bike      2. car      3. train      4. sailing boat      5. rocket / spaceship</p>

### Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words / phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.

- Prepare A Closer Look 1.

**\*EVALUATION:**

.....

.....

.....

.....

.....

.....

**DUYỆT CỦA TỔ TRƯỞNG**

**NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy