

TIẾNG ANH 7



Unit

10

ENERGY SOURCES



LESSON 4: COMMUNICATION





OBJECTIVES

By the end of the lesson, students will be able to:

- ask for explanations
- talk about how well your partner saves energy



LESSON 4: COMMUNICATION

WARM-UP

EVERYDAY
ENGLISH

SAVING ENERGY

CONSOLIDATION

Game: Brainstorming

Task 1: Listen and read the conversation. Pay attention to the highlighted questions.

Task 2: Work in pairs. Make similar conversations.

Task 3: Work in pairs. Ask your partner and tick his or her answers in the boxes.

Task 4: Work in groups. Speech: how well your partner saves energy.

Task 5: Answer the questions in 3 on your own. Speech: how well you save energy.

- Wrap-up
- Homework



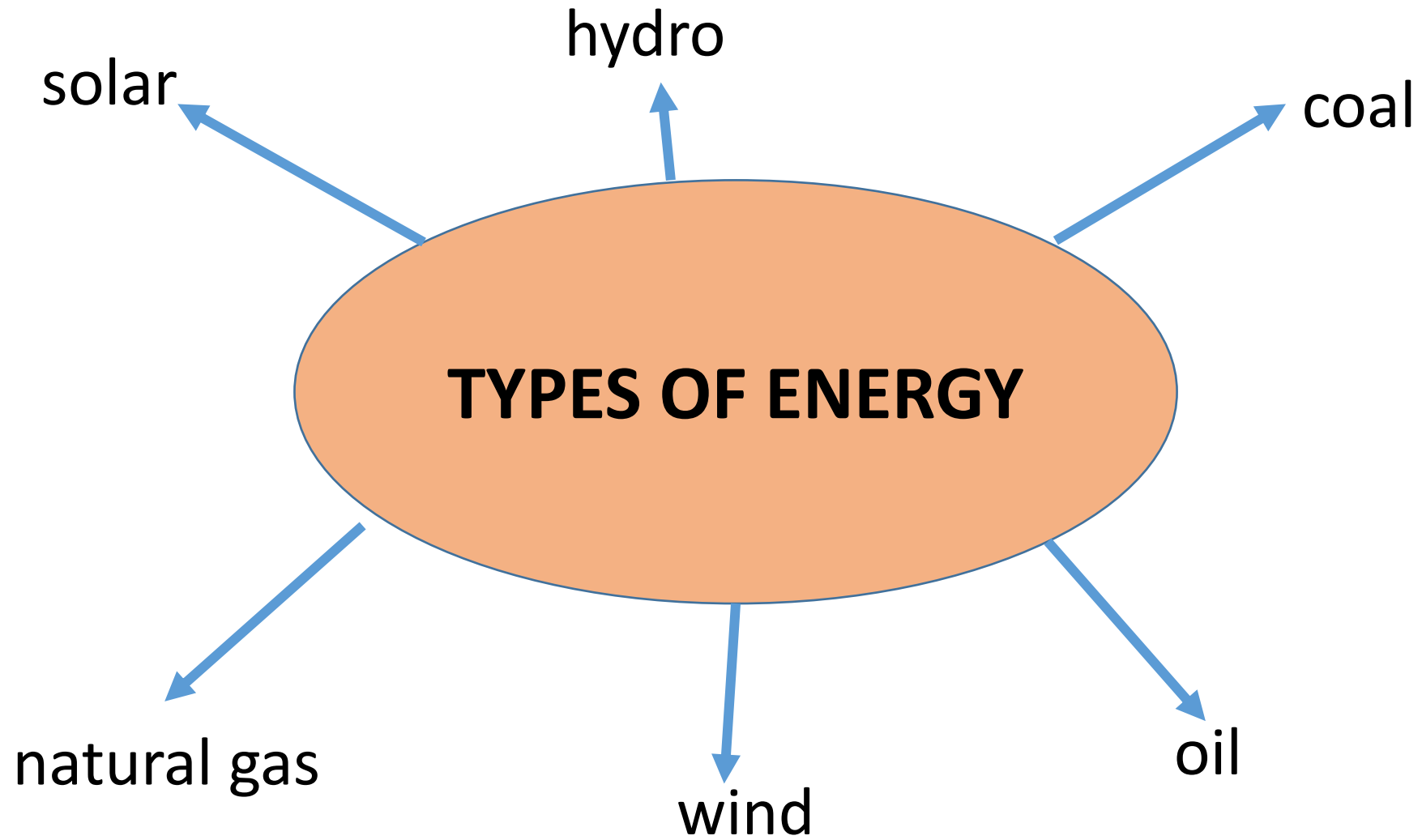
LESSON 4: COMMUNICATION

WARM-UP

Game: Brainstorming



WARM-UP





LESSON 4: COMMUNICATION

WARM-UP

EVERYDAY
ENGLISH

Game: Brainstorming

Task 1: Listen and read the conversation. Pay attention to the highlighted questions.

Task 2: Work in pairs. Make similar conversations.

EVERYDAY ENGLISH

1 Listen and read the conversation. Pay attention to the highlighted questions.



Lan: What does “solar energy” mean?

Mr Tan: Well, it’s energy that comes from the sun.

Lan: And what does “wind energy” mean?

Mr Tan: It’s another type of energy, and it comes from wind.

Which tense do we use to ask and answer?

Which question word and verb do we use?



STRUCTURES



Which question word and verb do we use?

WHAT + DOES + S + MEAN...?



S + MEANS ...

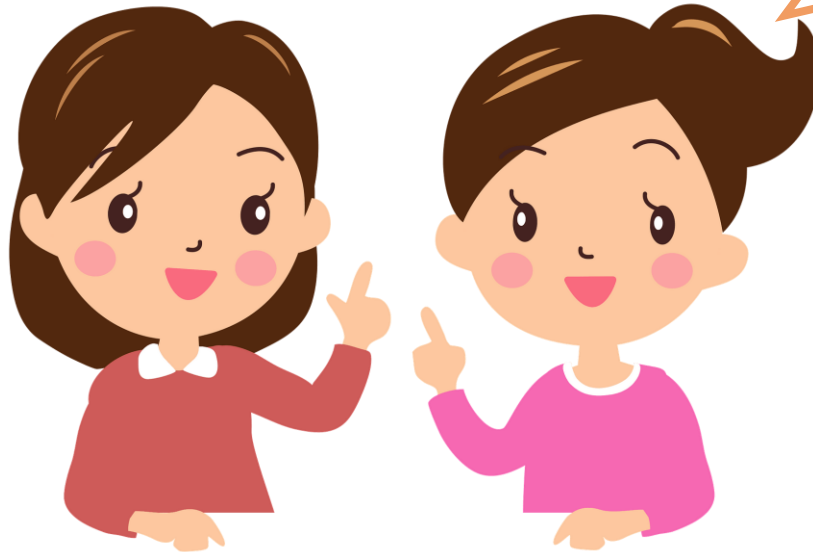
EVERYDAY ENGLISH

2 Work in pairs. Make similar conversations to ask for explanations.

What does *solar energy* mean?

It's energy that comes
from nuclear power.

It's energy that comes
from the sun. What does
nuclear energy mean?





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SAVING ENERGY

3 Work in pairs. Ask your partner the following questions and tick his or her answers in the boxes.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Do you go to school on foot? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you use public transport? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you use low energy light bulbs at home? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you use solar energy to warm water? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you turn off the lights when going to bed? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you turn off the TV when not watching it? | <input type="checkbox"/> | <input type="checkbox"/> |



SAVING ENERGY

4 Work in groups. Tell the group how well your partner saves energy.



Example:

Mai saves a lot of energy. She often goes to school on foot and uses public transport. She always turns off the lights when going to bed.

SAVING ENERGY

5 Answer the questions in 3 on your own. Tell the class how well you save energy.



Example:

I don't save much energy. I go to school on foot, but I don't turn off the TV when not watching it.



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WARM-UP

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ENGLISH

SAVING ENERGY

CONSOLIDATION

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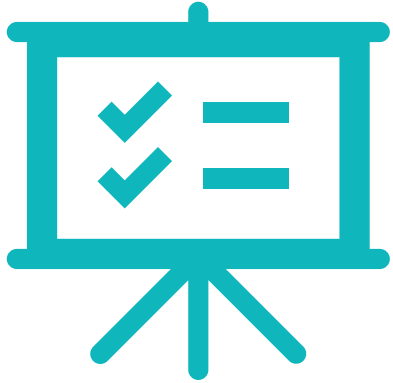
Task 4: Work in groups. Speech: how well your partner saves energy.

Task 5: Answer the questions in 3 on your own. Speech: how well you save energy.

- Wrap-up
- Homework

CONSOLIDATION

1 WRAP-UP



In this lesson, we have learn to:

- ✓ ask for explanations
- ✓ talk about saving energy

CONSOLIDATION

2 HOMEWORK

- Do exercises in the workbook.
- Prepare for the next lesson.



THANK YOU



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