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**UNIT 10: ENERGY SOURCES**

**Lesson 2.1 – New words and Reading (Page 79)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- know some new words about things relating to energy *(wind turbine, power play, solar panel, nuclear power)* and adjectives about advantages and disadvantages of energy sources *( renewable, non-renewable, cheap, expensive, polluting, dangerous, clean, noisy).*

- talk about advantages and disadvantages of energy sources.

- read a text about choosing the best option for energy to understand general and specific information.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- save energy.

- choose suitable and economical types of energy for everyday use.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, pictures.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Match the words with the pictures. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Add each word/phrase (5–9) to the correct column. Listen and repeat. | - Ss’ answers/ presentation. | - T’s observation / feedback. |
| - Discuss which energies you think are clean to run or cause pollution. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the text and underline the correct title. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read and answer the questions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Speak: Which of the energy sources is the best choice for the future of your country? | - Ss’ answers/ presentation. | - T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Introduce: *adjectives to talk about advantages and disadvantages of energy sources.* **/** Introduce devices to exploit energy.

**c) Expected outcomes:** Ss have general ideas about the topic of the new lesson: ***Advantages and disadvantages of energy sources****.*

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Introduce: A***djectives used to talk about advantages and disadvantages of energy sources.*   - Show list of adjectives, have Ss work in pairs divide them into 2 groups: positive and negative.  - Call Ss to give answers.  - Give feedback and show correct answers.  - Lead to the new lesson: A*dvantages and disadvantages of energy sources*.  **\*Suggested adjective list:** *polluting,**clean, safe, limited, abundant, expensive, dangerous, cheap, renewable, non-renewable, noisy, harmful, available.*   * **Option 2: Vocabulary (***use New words part a for warm up activity)*   - Have Ss close books and notebooks.  - Show pictures and words, have Ss do the matching activity.  - Call Ss to give answers.  - Give feedback.  - Introduce the new lesson.  **\*Illustration:** | - Work in pairs.  - Give answers.  **Answer keys**  **- Positive:** *clean, safe, abundant, cheap, renewable, available*  **- Negative:** *polluting,**limited, expensive, dangerous, non-renewable, noisy, harmful*  - Close books and notebooks.  - Work in pairs, then give answers.  - Listen.  **Answer keys**  **- A:** wind turbine  **- B:** solar panel  **- C:** power plant  **- D:** nuclear power |

**B. New lesson (35’)**

* **Activity 1: Pre-Reading (Vocabulary) (12’)**

**a) Objective:** Ss know some words about energy.

**b) Content:**

**-** Vocabulary study: *wind turbine, power play, solar panel, nuclear power, renewable, non-renewable, cheap, expensive, polluting, dangerous, clean, noisy.*

**-** Match the words with the pictures. Add each word/phrase (5–9) to the correct column. Listen and repeat.

**-** Speaking: Discuss which energies you think are clean to run or cause pollution.

**c) Expected outcomes:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Match the words with the pictures.**   * **Option 1**   - Demonstrate the activity, using the example.  - Have Ss match the words with the pictures.  - Divide class into pairs and have them check their answers with their partners.  - Call Ss to give answers (read or write).  - Check answers as a whole class using DCR.  - Correct Ss’ pronunciation.   * **Option 2:**   - Demonstrate the activity, using the example.  - Have Ss match the words with the pictures. (T uses different pictures and different orders from those in the textbook.)  - Divide class into pairs and have them check their answers with their partners.  - Call Ss to give answers (read or write).  - Check answers as a whole class.  - Correct Ss’ pronunciation.  **\*Illustration:**    **Task b. Add each word/phrase (5–9) to the correct column. Listen and repeat.**  - Demonstrate the activity on DCR, using the example.  - Have Ss add each word/phrase (5–9) to the correct column.  - Divide class into pairs and have them check their answers with their partners.  - Call Ss to give answers (read or write).  - Check answers as a whole class using DCR.  - Play audio (CD2 – Track 29). Have Ss listen and repeat.  - Correct Ss’ pronunciation.  **Task c. Discuss which energies you think are clean to run or cause pollution.**  - Have pairs discuss which energies they think are clean to run or cause pollution.  - Have Ss share their answers in front of the class.  - Give feedback and evaluation. | - Look and listen.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys**    - Look and listen.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys**  **- A:** nuclear power  **- B:** wind turbine  **- C:** solar panel  **- D:** power plant  - Listen.  - Work in pairs.  - Exchange answers.  - Give answers.  - Listen and repeat.  **Answer keys**    - Work in pairs.  - Present.  **Sample answers** |

* **Activity 2: While - Reading (18’)**

**a) Objective:** Students can develop their reading skill.

**b) Content:**

- Read the text and underline the correct title.

- Read and answer the questions.

**c) Expected outcomes:** Students can read a text and understand more about a*dvantages and disadvantages of energy sources*.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read the text and underline the correct title.**  - Ask Ss to scan the text scan the text, then underline the correct title.  - Remind Ss to underline or highlight the keywords or supporting ideas for their answers.  - Have some Ss share their answers with the class (read), explain for their answers.  - Give feedback.  - Give feedback and correct Ss’ answers if necessary.  **Task b. Read and answer the questions.**  - Have Ss look at the content of task b.  - Have Ss underline key words.  - Have Ss scan the text again, and answer the questions.  - Elicit answers from different pairs.  - Give feedback and evaluation. | - Work individually: Scan the text underline the correct title.  - Read answers, explain.  - Check answers.  **Answer keys**    - Read.  - Work in pairs to answer the questions.  - Read answers.  **Answer keys** |

* **Activity 3: Post - Reading (5’)**

**a) Objective:** Students can use the vocabulary and ideas from the reading text to develop their speaking skill.

**b) Content:**  Speaking: Which of the energy sources is the best choice for the future of your country?

**c) Expected outcomes:** Students can express their choice for the future of Vietnam.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. In pairs: Which of the energy sources is the best choice for the future of your country?**  - Have Ss work in pairs to answer the questions.  - Go round and give help if necessary.  - Call some Ss to share their ideas with the whole class.  - Give feedback and evaluation. | - Discuss in pairs.  - Present.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

- Words about things relating to energy *(wind turbine, power play, solar panel, nuclear power)* and adjectives about advantages and disadvantages of energy sources *(renewable, non-renewable, cheap, expensive, polluting, dangerous, clean, noisy).*

**\* Homework:**

- Learn the new words by heart.

- Do the exercises in WB: New words + Reading (pages 58, 59).

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 62).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Unit 10 - Lesson 2.2 – Grammar (page 80 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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