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| **School: ………………………………………..** | **Date: …………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………….........** |

**UNIT 10: ENERGY SOURCES**

**Lesson 1.3 – Pronunciation and Speaking (Page 78)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- put stress on the first syllable for numbers which are multiples of ten correctly.

- ask and answer about energy.

- compare energy sources in different places.

**1.2. Competences**

- improve listening and speaking 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, handouts.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words and focus on the underlined letters. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the word that doesn’t follow the note in “a”. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the words with the correct stress to a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Ask and answer. Then, compare energy sources in Bigton and Greenville. Swap roles and repeat. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - You're an energy expert interested in how two different cities use different kinds of energy. In pairs: Student B, turn to page 123, File 11. Student A, ask about Springfield and complete the table. Swap roles. Answer questions about Twin Peaks. | - Ss’ performance / Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy? | - Ss’ performance / Answers. | - 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:** Review sources of energy / Review: numbers.

**c) Expected outcomes:** Ss know some information that is useful for them in other speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Review sources of energy.**

- Divide class into 4-5 groups.- Have Ss in each group write as many as possible the sources of energy they know.- Call Ss to write answers on the board.- Check Ss’ answers give feedback.- The group which has the most correct answers will be the winner. (T also checks spelling.) - Announce the winner and give a small present.- Lead to the new lesson: /ð/ sound.**Option 2: Review: numbers.**- Have Ss watch and listen to the song: Counting by 10.- Have Ss sing together.- Lead to the new lesson.***\*Illustration:******Link:*** *https://www.youtube.com/watch?v=dSdjzFl9H6k* | - Form groups.- Work in groups to take part in the game.*-* Write answers.- Listen.- Watch and sing.- Listen. |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (8’)**

**a) Objective:** Introduce: Stress the first syllable for numbers which are multiples of ten.

**b) Content:**

**-** recognize: stress the first syllable for numbers which are multiples of ten.

**-** listen and check, cross out the word that doesn’t follow the note in “a”.

- practice.

**c) Expected outcomes:** Ss put stress on the first syllable for numbers which are multiples of ten in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the words and focus on the underlined letters.**- Play the recording (CD2, track 27).- Ask Ss to listen and focus on the underlined letters.- Play the recording again, have Ss listen and repeat with a focus on the stress feature.**Task c + d. Listen and cross out the word that doesn’t follow the note in “a”.** - Play the recording (CD 2 – Track 28), have Ss listen and cross out the option that doesn’t follow the note in “a”.- Call Ss to give answers.- Play the recording again and check answers as a whole class using DCR.- Give feedback and evaluation. | - Listen.- Listen again and repeat.- Listen and give answers.**Answer keys** |

* **Activity 2: While-speaking (22’)**

**a) Objective:** Students can compare energy sources.

**b) Content:**

- Ask and answer. Then, compare energy sources in Bigton and Greenville. Swap roles and repeat.

- You're an energy expert interested in how two different cities use different kinds of energy. In pairs: Student B, turn to page 123, File 11. Student A, ask about Springfield and complete the table. Swap roles. Answer questions about Twin Peaks.

- Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE****\* Ask and answer. Then, compare energy sources in Bigton and Greenville. Swap roles and repeat.** - Demonstrate the activity by practicing the role-play with a student. - Divide the class into pairs. - Have pairs ask and answer using the information in the table and compare energy sources in Bigton and Greenville.- Swap roles and repeat.- Observe, give help if necessary.- Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation.**SPEAKING: Which City is Greener?****Task a. You're an energy expert interested in how two different cities use different kinds of energy. In pairs: Student B, turn to page 123, File 11. Student A, ask about Springfield and complete the table. Swap roles. Answer questions about Twin Peaks.**- Demonstrate the activity by practicing the activity with a student. - Divide the class into pairs. - Have Student B turn to page 123, File 11. - Have students ask and answer to complete the table. - Have students swap roles and repeat.- Observe, give help if necessary.- Remind Ss to use ways to ask for clarification. | - Observe, listen.- Work in pairs.- Present.- Observe and listen.- Work in pairs.- Swap roles and repeat. |

* **Activity 3: Production (5’)**

**a) Objective:** Students compare the energy usage of two cities.

**b) Content:**  Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?

**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?**- Have Ss compare the energy sources for Twin Peaks and Springfield. Then answer: Which city uses more renewable energy? - Have some students share their findings with the class.**-** Give feedback and evaluation. | - Discuss in pairs.- Present.  |

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

**\* Consolidation:** put stress on the first syllable for numbers which are multiples of ten.

**\* Homework:**

- Practice: Putting stress on the first syllable for numbers which are multiples of ten.

- Prepare: Unit 10 - Lesson 2.1 – New words and Reading (page 79 – SB).

- Review the vocabulary and grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook

 (pages 60 & 61).

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

**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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