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| **Tiết thứ ......**  **UNIT 10: ENERGY SOURCES**  **Lesson 2: A closer look 1** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7... | ...../........./202.... |  |
| 7… | ..../......../202... |  |
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**I. OBJECTIVES:** By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

+ use the lexical items related to the topic *sources of energy;*

+ pronunciation: Stress in three-syllable words .

**+ Vocabulary:** - Use the vocabulary to talk about *sources of energy:*

**+ Grammar:**

**2. Competence:**

**a) General competencies:**

Students will be able to know more words and phrases about sources of energy; Develop communication skills and creativity; Actively join in class activities.

**b) Specific competencies:**

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

Develop awareness of energy sources and energy saving

- Develop self-study skills.

**II. PREPARATIONS**

**- Teacher:** Grade 7 text book, laptop, projector / TV/ pictures and cards.....

**- Students :** Text books, studying equipment….

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim:**  - To activate students’ knowledge on the topic of the unit  - To enhance students’ skills of cooperating with team mates  **\* Content:**  Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Product:** Having a chance to speak English and focus on the topic of the lesson..  **\* Implementation:**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ CROSSWORDS**  \* Teacher gives instructions  \*\* Ss are divided into 2 groups  - Teacher show the crosswords onto the screen with hints/clues and students choose each line and take turn to answer.  - take turns to write until finish all the words or find out the key word.  ntroduce what they are going to study….  \*\*\*\* Teacher checks and corrects if Ss pronounce the words incorrectly. | **+ Greeting**  **+ CROSSWORDS**  ***Suggested answers:***  **Answers:**  **1**- Sun  2- coal  3- oiL  4- renewable  5- natural gas |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  - To help students use key language more appropriately  - To get students interested in the topic  - To set the context  - To help Ss understand the main idea of the text  **\* Content:** Teach some new words. Read the conversation and find out new words.  **\* Product:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| VOCABULARY  **\*Pre- teach vocabulary:**  \* Teacher introduces the vocabulary by:  + providing the synonyms or antonyms of the words;  + providing the pictures of the words.  - Teacher has students read the phrases aloud and corrects their pronunciation if needed.  - Teacher asks students for the Vietnamese meanings of these phrases.  \*\* Students say the words.  \*\*\* Other students correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks students to repeat them.    **Task 1. Match the types of energy in A \* Teacher asks Ss to look at the table and match the energy with its source.**    \*\* Ss work out and answer questions in pairs.  \*\*\* Ss share their answers as a whole class.  \*\*\*\* T asks them to to check their answers.  \* Teacher asks students to make full sentences to tell about the sources of different energy. Then tell share them to share their sentences with a partner and correct for them. | **\* Vocabulary:**  1. solar energy (n.phr.) /ˈsōlər ˈenədʒi/: năng lượng mặt trời    2. hydro energy (n.phr.) /ˈhīdrō ˈenədʒi/: năng lượng nước    3. nuclear (n) /njuː.klɪər/: hạt nhân    ***Task 1. Match the types of energy in A with the energy sources in B***  ***Answer key:***  **Answers:**  **1- D 2 – C 3 – A 4 – B** |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  - To practise identifying the meanings of road signs.  - To develop Ss' knowledge of vocabulary  - To help Ss deeply understand how to read the road signs  - To practise the targeted language in life context  **\* Product:** Ss can learn how to use the words and phrases to do the exercises.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **Task 2: Write the phrases to label the pictures:**  \* 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. | **Task 2: Write the phrases to label the pictures:**  **Answers**  1. Nuclear energy  2. Hydro energy  3. Solar energy  4. Wind energy |
| **Task 3: Complete the sentences with the words and phrases from 1 or 2.**  \* Teacher gives students time to do the exercise individually, then share their sentences.  \*\*\* Teacher nominates Ss to say the sentences aloud.  \*\*\*\* Teacher checks and gives the corrections if they have mistakes. | **Task 3: Complete the sentences with the words and phrases from 1 or 2.**  **Answers**  **1. wind**  **2. solar energy**  **3. water**  **4. nuclear** |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:** - To help Ss identify the and classify the sounds  - To give students authentic practice in using pronouncing sounds in common words  - To help Ss memorise the target language and skills that they have learned  - To consolidate what students have learnt in the lesson.  **\* Content:** Play a game: Simon says  **\* Product:** Ss can remember the words. Revise and learn more new words.  **\* Implementation:** Teacher’s instructions | |
| **PRONUNCIATION**  **Task 4: Listen and repeat. Pay attention to the stressed syllables in the words.**  Teacher gives Ss time to listen and practice pronouncing the words with correct primary stress.  **Task 5: Listen and repeat, paying attention to the stressed syllables in the underlined words.**  \*\* Ss do as instructed  \*\*\*\* 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    **Consolidation**  - Vocabulary about sources of energy.  - Pronunciation: Stress in three-syllable words  **Homework:**  **Ss memorise the target language and skills that they have learned** | **\* Home assignment**  - Exercises in the workbook |

**V. FEEDBACK:**

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