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| **Tiết thứ ......****UNIT 10: ENERGY SOURCES****Lesson 2: A closer look 1** |
| **Class** | **Date of teaching** | **Attendence** |
| 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- coal3- oiL4- renewable5- 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 trời2. hydro energy (n.phr.) /ˈhīdrō ˈenədʒi/: năng lượng nước3. 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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