Date of preparing: 3/3/2025

# UNIT 10: ENERGY SOURCES

***Total numbers of periods: 7 periods; from period 78,82,to period 87***

# LESSON 2: A CLOSER LOOK 1

***Period: 82 Class: 7A2***

# OBJECTIVES:

## Knowledge:

* + - * Vocabulary : words related to sources of energy.
      * Pronunciation : how to stress in the three-syllable words. By the end of the lesson, students will be able to:
      * talk about types of energy sources, and know how to stress in the three-syllable words.

## Competences

+ General competence:

* Self- controlled and self-learning competence: know how to talk about the different types of energy sources .
* Communicative and cooperative: know how to to do the matching about types of energy.

+ Distinctive competence:

- Linguistic competence (making questions and answer about about types of energy.)

## Values:

* Responsibility (sts are aware of saving energy)
* Diligence (Knowing more information about about types of energy.)

# TEACHING AIDS AND MATERIALS:

* + 1. **Materials:** Grade 7 textbook, lesson plan, workbook, the teacher’s book, reference books
    2. **Equipment:** Active board, laptop connected with the Internet,TV, cassettes, pictures, cards, handouts, extraboards, sachmem.vn.

# PROCEDURES:

## WARM UP (6ms)

1. **Aims**:

* To help students be motivated to learn the new lesson.
* To help students focus on the topic of the lesson.

1. **Content**: Game: **Crossword** about types of energy

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| N | U | C | L | **E** | A | R |  |
|  |  | W | I | **N** | D |  | |
| W | A | T | **E** | R |
| S | O | L | A | **R** |  | | |
|  | B | I | O | **G** | A | S |  |
|  | | | H | **Y** | D | R | O |

1. **Expected products** : Students write as many words about types of energy

* Wind
* Water / hydro
* Solar
* Biogas
* Nuclear

## Organization of activities :

* 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.
* Ss take turns to write until finish all the words or find out the key word. One point for one correct word. The group getting the highest points will be the winner.
* Leads students into the lesson by telling them that

“In today lesson, we are going to learn more words about types of energy and learn how to stress in the three-syllable words.

## KNOWLEDGE FORMATION ACTIVITIES (6 ms)

1. **Aims:** To help students review somw new words about types of energy.
2. **Content: W**ords about types of energy.
3. **Expected products:** Students know and pronounce the words about types of energy correctly.

## Organization of activities:

* Pre-teaches some new words using suitable techniques
  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
* Gets students to repeat the words chorally, then individually.
* Asks individuals to read the words aloud and asks students to copy down the words.
* Checks the understanding of the new words by conducting the game “Rub out and Remember”
  + 1. **PRACTICE ACTIVITIES (25ms)**

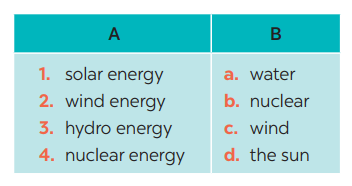
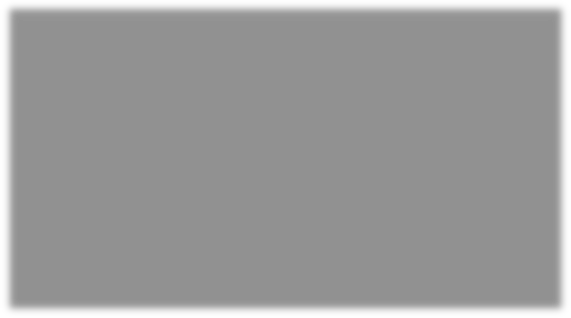
**Task 1**:**(5ms)**

1. **Aims:**

* To revise/ teach some collocations of a verb and a phrase related to different types of energy.
* To help students practice using these collocations.

## Content:

* Match the verbs with the phrases to make collocations about types of energy.



## Expected products:

* Students match the verbs with the right phrases.
* Students make their own sentences with these phrases and tell their partner.

Keys: 1- D 2 – C 3 – A 4 – B

## Organization of activities:

* Has students work in pairs. Tells them to match the verbs in column A with the phrases in column B to form collocations. Then checks their answers as a class.
* Explains to them which phrase goes with each verb.

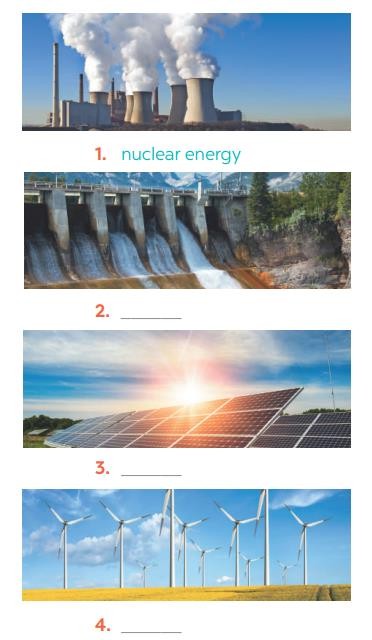
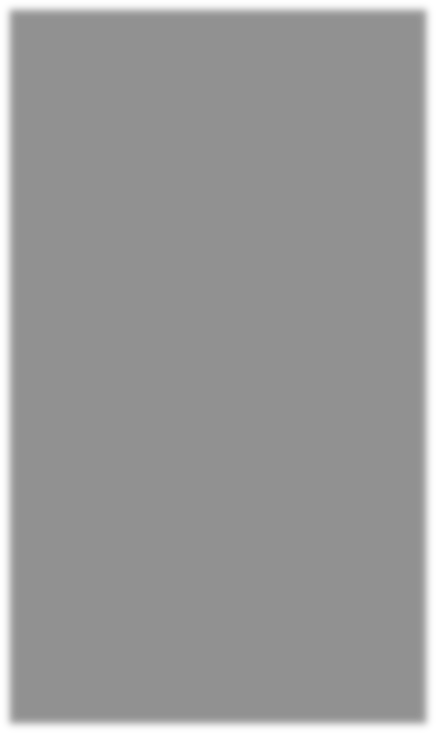
## Task 2:(5ms)

1. **Aims:**

* To help the sts write the phrases to label the pictures about types of energy.
* To help students practice using these collocations.

## Content:

* write the phrases to label the pictures about types of energy.



## Expected products:

* Students write the words with the right pictures.
* Expected answers:
  1. Nuclear energy
  2. Hydro energy
  3. Solar energy
  4. Wind energy

## Organization of activities:

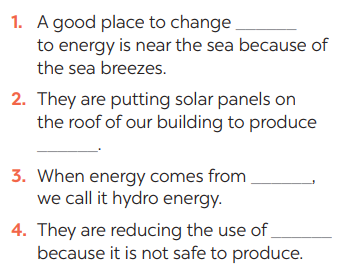
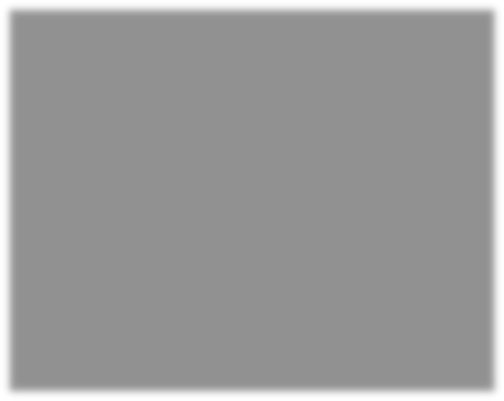
* Teacher asks Ss to look at the pictures and use the knowledge from Task 1 to guess the pictures. Then work and share their answers with their partners who sit next to them. (peer check)
* Sts do exercise 3 in pairs.
* Sts share and discuss with their partners to write all words/ phrases down on the notebooks.
* Teacher corrects their answers as a class.

## Task 3:(5ms)

1. **Aims:**

* To help the sts complete the sentences with the words and phrases from 1 or 2

1. **Content:** complete the sentences



## Expected products:

* Students complete the sentences with the words and phrases
* Expected answers:
  1. wind
  2. solar energy
  3. water
  4. nuclear

## Organization of activities:

* 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.

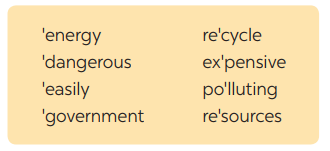
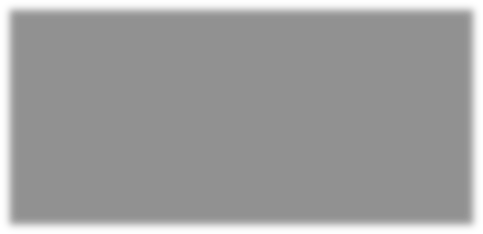
## Task 4:(5ms)

1. **Aims:**

* To help the sts identify the and classify the sounds.
* To teach students how to practice pronouncing these sounds in words correctly.

## Content:

* Listen and repeat. Pay attention to the stress in three - syllable words.



## Expected products:

* Students know how to pronounce the sounds

## Organization of activities:

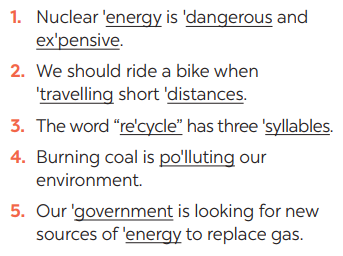
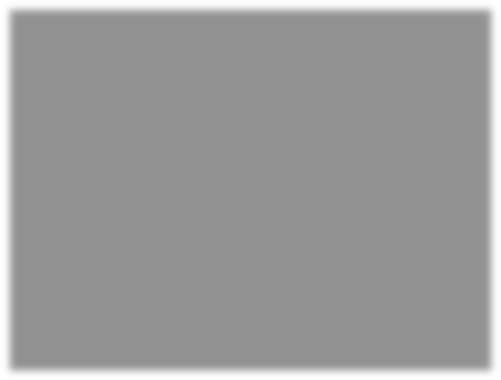
* Teacher gives Ss time to listen and practice pronouncing the words with correct primary stress.
* corects if they get mistakes.

## Task 5:(5ms)

1. **Aims:**

* To give students authentic practice in using pronouncing sounds in common words
* To help them practice pronouncing these sounds in words correctly.

1. **Content:** Listen and repeat, paying attention to the stressed syllables in the underlined words.



## Expected products:

* Students know how to pronounce the sounds

## Organization of activities:

* Sts do as instructed
* Teacher gives Sts feedback.
* Choose some common mispronounced words and suggest students practise using them.
* Choose some typical errors and correct as a whole class.

## APPLICATION ACTIVITIES (8ms)

1. **Aims:** To help students review about some types of energy.
2. **Content:** Put the words in the box under the appropriate pictures.

*solar energy wind energy nuclear energy tidal energy hydro energy biomass energy carbon dioxide geothermal energy*

|  |  |  |
| --- | --- | --- |
| Káº¿t quáº£ hÃ¬nh áº£nh cho hydro energy | Káº¿t quáº£ hÃ¬nh áº£nh cho geothermal energy | Káº¿t quáº£ hÃ¬nh áº£nh cho biomass energy |
| 1. ……………………… | 2. ……………………… | 3. ………………………. |
| Káº¿t quáº£ hÃ¬nh áº£nh cho nuclear energy |  | HÃ¬nh áº£nh cÃ³ liÃªn quan |
| 4. ……………………….. | 5. ……………………….. | 6. ………………………. |
| HÃ¬nh áº£nh cÃ³ liÃªn quan | Káº¿t quáº£ hÃ¬nh áº£nh |  |
| 7. ………………………. | 8. ………………………. |  |

1. **Expected Products:** Students write the words with the right pictures.

## Organization of activities:

* Divides the class into 2 groups, shows them some pics and asks them to tell the meaning of them.
* Asks them to do the matching. The winner will be the one gets more points.
* Corrects if they had mistakes. Answer keys:
  1. tidal energy
  2. geothermal energy
  3. biomass energy
  4. nuclear energy
  5. wind energy
  6. carbon dioxide
  7. hydro energy
  8. solar energy