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| **Date of planning**: 28/3/ 2024  **Date of teaching:** 1/4/ 2024  **WEEK: 28** | **Period 82: UNIT 10 : ENERGY SOURCES**  **Lesson 1: A CLOSER LOOK 1** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach some words related to *types of energy sources* .

**+ Vocabulary:** use words related to *types of energy sources* *(coal, oil, natural gas, the sun, wind, water,... .* Pronounce three-syllable words with correct stress.

*+ New words: solar energy (n.phr.), hydro energy (n.phr.), nuclear (n)*

**+ Grammar:** - Review Present continuous

**- Pronunciation**: Stress in three-syllable words

**2. Competence:**

- 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.

- Ss have the good attitude to working in groups, individual work, pairwork, ....

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipment….

- Computer connected to the Internet.

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**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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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Vocabulary**  **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** To play games orhave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Asking questions**  - Teacher (T)asks Ss some questions about them and class.  - Give Ss a few minutes to play Guessing game or Pass the secret to revise the words relating to energy sources, e.g. ***coal, oil, natural gas, water, wind, the sun,...***  - Ask Ss to open their books to page 106.  - Quickly write the objectives of the lesson on one corner of the board and introduce them to Ss.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Asking questions**  **- T\_ Ss**  **- Work in pairs**  - Students **(Ss)** listen and learn how to do and do the tasks.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim: To help Ss identify sources of energy by matching the phrases in A with the words in B.**  **\* Content:** Do the matching.  **\* Outcome:** Ss know more some new words. Do the matching correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the types of energy in A with the energy sources in B**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary.  - Have Ss look at the words and phrases in the two columns. Check if Ss understand the meanings of all the words and phrases. If not, T may give definitions or the Vietnamese equivalents. Remind Ss that they will learn these in the next lessons.  - Give Ss a time limit to match the phrases in column A with the words in column B. Go around and offer help or explanations, if necessary.  - Ask Ss to share their answers in pairs before they discuss in groups. Then let a few pairs read the words / phrases in front of the class. One student says the types of energy in column A and the other says their sources in column B. Have the class listen and comment.  - If there is enough time, select one student to write his / her answers on the board.  - Check the answers as a class. | **1. Match The types of energy in A with the energy sources in B**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary:**  I. Vocabulary  **1.** solar energy (n.phr.) / ˈsəʊlə(r) ˈenədʒi/: năng lượng mặt trời  **2**. hydro energy (n.phr.) /ˈhaɪdrəʊˈenədʒi/: năng lượng nước  **3**. nuclear (n) /njuː.klɪər/: hạt nhân  4. wind energy (n.phr.) năng lượng gió  \* **Key:**  **1. d 2. c 3. a 4. b** |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aim: To help Ss write the phrases to label the pictures.**  **\* Content:** Write the phrases to label the pictures.  **\* Outcome:** Ss can know more new words, belonging to energy sources.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Write the phrases to label the pictures.**  - Tell Ss to look at the pictures and say what they are.  - Have them do the task individually by writing the types of energy under the pictures, using the phrases in 1.  - Ask them to share their answers in pairs. Then call on some Ss to write the phrases on the board. - Correct if necessary.  - Select one or two Ss to read out their answers in front of the class. Praise them when they do the task correctly.  - T checks and gives the correct answers. | **2. Write the phrases to label the pictures.**  **- T\_Ss ; Pair work**  - Listen to the teacher’s instructions carefully and learn how to do.  - Give the answer.  \* Key:  **1.** **nuclear energy**  **2**. hydro energy **3**. solar energy  **4.** wind energy |
| ACTIVITY 3:  **Aim: To help Ss complete the sentences about types of energy and energy sources.**  **\* Content:** Complete the sentences.  **\* Outcome:** Ss can complete the sentences correctly.  **\* Organisation :** | |
| **3. Complete the sentences with the words and phrases from 1 or 2.**  - Ask Ss to read the sentences. Draw their attention to the gaps they have to fill in and the key words or phrases in the sentences (e.g. sea breezes, solar panels, hydro energy, not safe to produce,...). Ensure that they know what to do.  - Give Ss time to do the task individually.  - Ask them to use the key words or phrases they have learnt in 1 and 2.  - Go around and offer help, if necessary.  Ask Ss to exchange their answers in pairs or groups. Then call on some Ss to call out their answers in front of the class.  - Check their answers. T explains if necessary. | **3. Complete the sentences with the words and phrases from 1 or 2.**  - Listen to the teacher ‘s instruction carefully.  - Ss to **work in pairs.**  **Key:**  **1.** wind **2.** solar energy  **3.** water **4.** nuclear energy |
| **II. PRONUNCIATION: (10’)**  **Stress in three-syllable words**  ACTIVITY 4  **Aim: To help Ss practise pronouncing three-syllable words with the correct stress.**  **\* Content:** Listen and repeat the word . Pay attention to the stressed syllable in the words.  **\* Outcome:** Ss can learn how to recognise the stressed syllable in the words.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen and repeat. Pay attention to the stressed syllables in the words.**  - Give Ss a few minutes to look at the words individually. Explain that these words have three syllables. The words in the left-hand column are stressed on the first syllable and the words in the right-hand column, on the second syllable. Draw their attention to how the stress is marked.  - Play the recording several times, if necessary, for Ss to listen and repeat the words in chorus. Go around to offer help, if necessary.  Play the recording again for Ss to listen and repeat the words individually.  - Go around to correct pronunciation, if necessary.  - Have Ss practise saying the words in pairs or groups until they feel confident.  - Call on some Ss to say the words in front of the class. Correct their pronunciation if necessary | **4. Listen and repeat. Pay attention to the stressed syllables in the words.**  - Listen carefully  - Listen and repeat  **\* Audio scrippt- Track 70:**   |  |  | | --- | --- | | 'energy  'dangerous  ‘easily  'government | re'cycle  ex’pensive  po’lluting  re’sources | |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise pronouncing three-syllable words with the correct stress in sentences.**  **\* Content:** Listen and repeat the sentences, paying attention to the stressed syllables in the underlined words.  **\* Outcome:** Ss will be able to pronounce the stressed syllables correctly.  **\* Organisation :** | |
| **5. Listen and repeat, paying attention to the stressed syllables in the underlined words.**  - Give Ss a few minutes to read the sentences.  - Draw their attention to the underlined words with stress on the first or second syllable. Check comprehension.  Play the recording, sentence by sentence, for Ss to listen and repeat. Draw their attention to the stress of three-syllable words.  Have Ss practise saying the sentences in pairs or groups. Go around to offer help or correct pronunciation, if necessary.  Call on some Ss to read aloud the sentences in front of the class. Correct their pronunciation if necessary.  - Check their pronunciation, if necessary. | **5. Listen and repeat, paying attention to the stressed syllables in the underlined words.**  **- T\_ Ss**  **- S do the tasks**  **\* Audio script - Track 71 :**  1. Nuclear 'energy is 'dangerous and expensive.  2. We should ride a bike when 'travelling short 'distances.  3. The word "re'cycle" has three 'syllables.  4. Burning coal is po’lluting our environment.  5. Our 'government is looking for new sources of 'energy to replace gas. |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\* HOME WORK**  - Remember some new words.  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK\_ 2  **=======================================** | |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Types of energy sources  **Pronunciation:**  - Stress in three-syllable words  **Grammar**  - Present continuous | **Skills:**  - Reading about types of energy sources  - Talking about the advantages and disadvantages of different energy sources  - Listening about how to save energy at home  - Writing a paragraph about how to save energy at home  Everyday English  - Asking for explanations |