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

**UNIT 10: ENERGY SOURCES**

**Lesson 2.3 – Pronunciation and Speaking (Page 81)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and pronounce the sound change of “***and***” correctly.

- talk about advantages and disadvantages of energy sources.

**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.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen. Notice the sound changes of the underlined words. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the sentence that doesn’t follow the note in “a”. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the sentences with the correct sound changes to a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Ask and answer. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Discuss the advantages and disadvantages of the energy sources, and say why each would be good or bad for your city/town. | - Ss’ performance /  Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Now, decide on the three best options, and what percentage each source should be. | - Ss’ performance /  Presentation. | - T’s observation, 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: and, but / Review: Energy sources.

**c) Expected outcomes:** Ss review the old knowledge and get to know what they are going to study in the new lesson and use them in other speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Review: *and, but***   - Give Ss a small exercise: Rearrange the words to make a meaningful sentence.  - Have Ss work in groups in 3 minutes, then give answers.  - Check Ss’ answers, give feedback.  - Correct Ss’ answers if necessary.  - Lead to the new lesson.  **\*Illustration:**  1. Hydropower / clean / expensive / build / but / is / is / it / to //  2. easy / cheap / use / is / to / and / Coal //  3. hometown / noisy / but / love / is / I / there / living / My //  4. save / and / clean / they / Solar panels / money / are //   * **Option 2: Review: Energy sources**   - Have Ss close all books.  - Give Ss some information about some energy sources.  *-* Have Ss read and answer: *What source of energy is it?*  - Give feedback, give correct answers.  - Lead to the new lesson.  \***Illustration:**  **What source of energy is it?**  **1**. It is expensive to build.  It is cheap and clean.  It needs windy location.  **2**. It is expensive to build.  It is cheap and clean.  It needs big rivers  **3**. It is expensive to build.  It is renewable.  It doesn’t work at night.  **4.** It is expensive to build.  It is clean.  It may be dangerous. | - Work in pairs to rearrange the words to make a meaningful sentence.  - Give answers.  - Listen.  **Answer keys**  *1. Hydropower is clean but it is expensive to build.*  *2. Coal is cheap and easy to use.*  *3. My hometown is noisy but I love living there.*  *4. Solar panels save money and they are clean.*  - Close all books.  - Read and answer: What source of energy is it?  - Give answers.  **Answer keys**  *1. It is expensive to build.*  *It is cheap and clean.*  *It needs windy location.*  ***\*WIND ENERGY***  *2. It is expensive to build.*  *It is cheap and clean.*  *It needs big rivers*  ***\*HYDROPOWER***  *3. It is expensive to build.*  *It is renewable.*  *It doesn’t work at night.*  ***\*SOLAR ENERGY***  *4. It is expensive to build.*  *It is clean.*  *It may be dangerous.*  ***\*NUCLEAR POWER*** |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (7’)**

**a) Objective:** the sound change of “***and***”.

**b) Content:**

**-** recognize: the sound change of “***and***”.

**-** listen to the sound change of “***and***”. Cross out the word that doesn’t follow the note in “a”.

- practice.

**c) Expected outcomes:** Ss distinguish and pronounce the sound change of “***and***” correctly in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen. Notice the sound changes of the underlined words.**  - Play the recording (CD2, track 31).  - Ask Ss to listen and focus on sound changes of the underlined words.  - Play the recording again, have Ss listen and repeat with a focus on the sound feature.  - Explain:      **Task c + d. Listen and cross out the sentence that doesn’t follow the note in “a”.**  **Read the sentences with the correct sound changes to a partner.**  - Play the recording (CD 2 – Track 32), have Ss listen, then cross out the sentence 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.  - Have Ss read the sentences with the correct sound changes to a partner. | - Listen.  - Listen again and repeat.  - Listen.  - Listen and give answers.  - Read the sentences with the correct sound changes to a partner.  **Answers keys** |

* **Activity 2: While-speaking (23’)**

**a) Objective:** Students can talk about advantages and disadvantages of energy sources.

**b) Content:**

- Ask and answer.

- Discuss the advantages and disadvantages of the energy sources, and say why each would be good or bad for your city/town.

**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.**  - Demonstrate the activity by practicing the role-play with a student.    - Divide the class into pairs.  - Have pairs read the information in the table, practice the conversation.  - Swap roles and repeat.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  **SPEAKING:**  **\* Task a. Discuss the advantages and disadvantages of the energy sources, and say why each would be good or bad for your city/town.**  - Demonstrate the activity by practicing the activity with a student.  - Divide the class into pairs.  - Have pairs discuss the advantages and disadvantages of the energy sources and why each would be good or bad for their city/town.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  - Observe, listen.  - Work in pairs. |

* **Activity 3: Production (5’)**

**a) Objective:** Students can decide the best options and the amount of energy should be used.

**b) Content:**  Decide on the three best options, and what percentage each source should be.

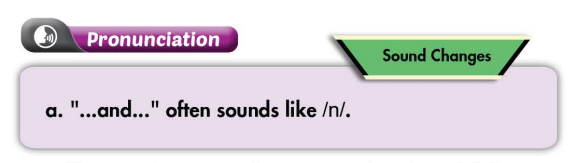
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING:**  **Task b. Decide on the three best options, and what percentage each source should be**  - Have pairs choose the three best energy sources for their city/town.  - Have pairs decide on how much of their city/town's total energy they will get from each source.  - Have some students share their ideas with the class.  - Give feedback and evaluation. | - Discuss in pairs / groups.  - Present. |

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

\* Consolidation: The sound change of “***and***”.



**\* Homework:**

- Practice: The sound change of “***and***”.

- Prepare: Unit 10 - Lesson 3 –Listening and Reading (page 82 – SB).

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

(pages 62 & 63).

- 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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