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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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