

# MAJOR SCIENCE



## TEACHER'S GUIDE



## UNIT 5: HEAT ENERGY

### Lesson 1

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn new words about heat energy
- Look and say the different source of heat energy

**Vocabulary:** *campfire, fireplace, stove, iron, hairdryer, electronic devices*

**Listening:** Listen to the new words, and choose the word heard in the audio

#### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

#### WARMER

##### "Shake down"

- Greet to students.
- Show instructions of the game:
  - ❖ Ask students to stand up.
  - ❖ Call out commands: 1-2-3
  - ❖ Shake your right arm.
  - ❖ Shake your left arm.
  - ❖ Shake your right leg.
  - ❖ Shake your left leg.
  - ❖ Shake your ...
  - ❖ Sometimes, say a command while doing the wrong move.
  - ❖ Students listen carefully, pay attention and obey the commands.
  - ❖ Students doing the wrong move is out.
  - ❖ The last person is the winner.

#### LEAD IN

- Show flashcards facing on the board.
- Make questions:
  - ❖ How do you feel after warm-up game?
  - ❖ How do you feel the fire?

#### MAIN CONTENT

##### 1. Listen, point and repeat 🎧 24

- Keep the flashcards facing on the board.
- Play the audio (track 24).
- Students guess what words they will learn.
- Showdown the flashcards, point to each one, pronounce clearly and slowly.
- Ask students to repeat three times.
- Call some students to come to the board.

**UNIT 6**

**HEAT ENERGY**

**LESSON 1**

**WE LEARN**

1. Listen, point and repeat. 🎧 24

the Sun

campfire

fireplace

stove

iron

hairdryer

2. Listen and read. 🎧 25

Heat is a form of energy we can feel. We can't see or hear heat but we can feel it as warmth or hotness. Without heat, we would feel cold.

Some sources of heat are the Sun, fire and electronic devices.

3. Work in pairs. Give some examples of sources of heat.

4. Why do people use heat in daily life? Listen and read. 🎧 26

cook food

warm up our bodies

iron clothes

dry things

My mom uses the heat from the stove to cook.

We use the heat from the fireplace to warm up our bodies.

27

#### Track 24

the Sun	the Sun
fire	fire
campfire	campfire
fireplace	fireplace
electronic devices	electronic devices
stove	stove
iron	iron
hairdryer	hairdryer

##### 2. Listen and repeat 🎧 25

- Ask students to move on page 27.
- Play the audio (track 25) for two times:
  - ❖ The 1<sup>st</sup> time: ask students to point to the words and follow the audio.
  - ❖ 2<sup>nd</sup> time: pause in every sentence then ask students to repeat in the chorally.
- Call some students to say one sentence in the paragraph.
- Check the pronunciation.
- Check student's understanding by making questions:
  - ❖ What's heat?
  - ❖ What are sources of heat energy?
  - ❖ Look at the picture, where does the heat come from?
- Check the information.

### Track 25

Heat is a form of energy we can feel. We can't see or hear heat but we can feel it as warmth or hotness. Without heat, we would feel cold. Some sources of heat are the Sun, fire, and electronic devices.

### 3. Work in pairs. Give some examples of sources of heat.

- Put students in pairs.
- Give examples: hot pan, lava from volcano, etc.
- Ask students to brainstorm the ideas.
- Walk around and help if necessary.
- Choose some students to share ideas in front of the class.
- Check the information.

### 4. Why do people use heat in daily life? Listen and read.

- Put the pictures on the board.
- Make questions:
  - ❖ What can you see in the picture?
  - ❖ What does he/she use this heat for?
  - ❖ How important is it?
- Introduce new words if necessary.
- Play the audio (track 26)
- Read the sentences and asks students to repeat twice.
- Call some students to say the sentence.
- Check the pronunciation.
- Review structure: "use something to – help someone/something".
- Read the model sentence as an example.
- Play the audio again and pause at each sentence, so that students listen and remember the sentence structure.

### Track 26

cook food	cook food
warm up our bodies	warm up our bodies
iron clothes	iron clothes
dry things	dry things

### 5. Look at the pictures and unscramble the letters about sources of heat.

- Put pictures on the board.
  - Review the words
- Ask students to complete the task individually
- Walk around and check the answers.

**WE PRACTICE**

5. Look at the pictures and unscramble the letters about sources of heat.

a. i f e r  
f e c i m a p r  
r e c e f p l i a

b. d e r e c c l i n t o i e c d s i v e  
t e o s v n r o i r e h i r d a y r

6. Underline the correct word.

- Heat is a form of energy we can feel / hear.
- We can / can't see or hear heat.
- We can see / feel the heat as warmth or hotness.
- Without heat, we would feel hot / cold.

7. Look at the pictures and fill in the blanks with the words from the box.

stove      hairdryer      fireplace  
iron the clothes      campfire      dry the clothes

1. He uses the heat from the \_\_\_\_\_ to \_\_\_\_\_.

2. She uses the heat from the iron to \_\_\_\_\_.

3. She uses the heat from the Sun to \_\_\_\_\_.

4. They warm their bodies with the heat from the \_\_\_\_\_.

5. She uses the heat from the \_\_\_\_\_ to dry the dog's fur.

6. They warm the house with the heat from the \_\_\_\_\_.

### Answer

- |              |                       |
|--------------|-----------------------|
| a. Fire      | d. Electronic devices |
| b. Campfire  | e. Iron               |
| c. fireplace | f. Hairdryer          |

### 6. Underline the correct word.

- Review the words.
- Ask students to complete the exercise individually.
- Walk around and help if necessary.
- Call some students to share the answers.
- Check the final results.

### Answer

- |          |         |
|----------|---------|
| 1. feel  | 3. feel |
| 2. can't | 4. cold |

### 7. Look at the pictures and fill in the blanks with the words from the box.

- Review the words.
- Make sure students understand the main ideas of all sentences.
- Make questions:
  - ❖ What can you see in the picture?
  - ❖ What is he/she doing?
- Ask students to complete the task.
- Call some students to share the answers.
- Check the final results.

### Answer

- |                     |              |
|---------------------|--------------|
| 1. stove            | 4. campfire  |
| 2. iron the clothes | 5. hairdryer |
| 3. dry the clothes  | 6. fireplace |



### Lesson 2

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn new words about heat energy
- Look and say the different source of heat energy

**Vocabulary:** campfire, fireplace, stove, iron, hairdryer, electronic devices

**Listening:** Listen to the new words, and choose the word heard in the audio

#### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

#### WARMER

##### "Memory" game

- Greet to students.
- Show instructions of the game:
  - ❖ Divide the class into 2 teams.
  - ❖ The leader of the group begins the game, e.g, "I see a bird."
  - ❖ The next person in the group repeats the sentence and adds to it, e.g, "I see a bird and a pig".
  - ❖ Each person who has a turn must say what was said first and then add their own words.
  - ❖ The game ends when each student has had a turn.

#### LEAD IN

- Make question: "How does the lion roar?"

#### MAIN CONTENT

##### 8. Listen and write a-f in the boxes. 27

- Put the pictures on the board.
- Ask students to see the pictures and answer these questions:
  - ❖ What can you see in the picture?
  - ❖ What energy can you recognize?
- Play the audio (track 27).
- Do an example.
- Ask students to complete the exercise individually.
- Walk around and help if necessary.
- Ask students to share the answers with classmates.
- Check the final results.

8. Listen and write a-f in the boxes. 27

LESSON 2

WE DO

9. Do a survey. How do your friends use heat sources in daily life? The words or phrases in the box can help you.

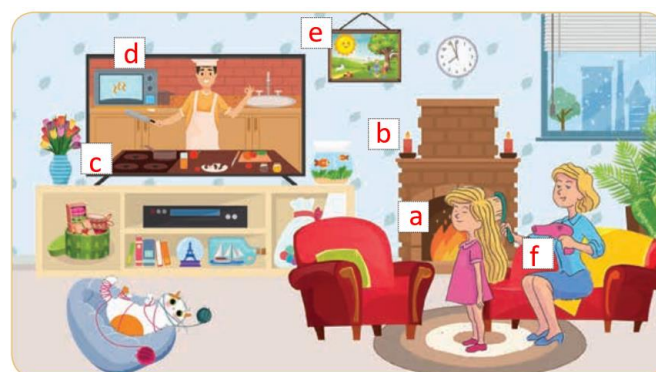
dry clothes	grill meat	dry pet's fur	warm up my body
boil water	dry food	dry hair	fry eggs
warm the room		dry the street	

How do you use the heat from the Sun in daily life? I use the heat from the Sun to dry my clothes.

	Friend 1: _____	Friend 2: _____	Friend 3: _____
	dry clothes		

29

#### Answer



#### Track 27

- There is a fireplace to warm the house.
- There are two candles on the fireplace.
- On the TV, the chef is cooking on an electric stove.
- A microwave is behind the chef.
- In the picture on the wall, the people are sitting under the warm Sun.
- A woman is using the hairdryer to dry the girl's hair.

#### Fast finishers

- For strong students, ask them to list the electronic devices in the house.

**9. Do a survey. How do your friends use heat sources in daily life? The words or phrases in the box can help you.**

- Review words.
- Introduce new words if necessary.
- Show some questions:
  - ❖ How do you use the heat from the Sun in daily life?
  - ❖ What thing do you use to iron your clothes?
- Put students in groups of four.
- Ask students to do a survey.
- Walk around and help if necessary.
- Call some students to share the information.
- Check the content.

**10. Listen and read the story. Then act it out.** 28

- Ask students to see the story in their books.
- Look at each frame and make comprehension questions: "What can you see in the picture?", "How many characters are there in the story?"
- Tell the story.
- Play audio (track 28).
- Divide the class into two teams (team Mia and team Tim).
- Each team say the character's sentences.
- Put students in pairs to practice a conversation.
- Walk around and check their pronunciation.
- Call some pairs to share the story in front of the class.
- Check intonation.

**Track 28**

Tim: It's hot today.

Mia: It's because of the heat from the Sun.

Mia: The Sun is the biggest source of heat. It's important in our lives.

Tim: It helps us to warm our bodies or houses and dry things. My grandma usually dries clothes under the Sun.

Tim: Do you know any other sources of heat?

Mia: Of course! Electronic devices and fire are sources of heat.

Mia: For example, we use a hairdryer to dry hair and a stove to cook.

Tim: And when we go camping, we use the campfire to warm our bodies.

**WE READ**

10. Listen and read the story. Then act it out. 19

**THERE'S NOT ENOUGH LIGHT HERE!**

1

2

3

4

**VALUES** Take care of your eyes

11. Read and circle T (True) or F (False). If a sentence is false, underline the mistake and correct it.

1. Mia's eyes are getting tired.	T / F _____
2. Tim should turn on the light.	T / F _____
3. Tim's eyes are much better after turning on the light.	T / F _____
4. You should read books or study when there is not enough light.	T / F _____

22

**11. Read the story again and fill in the mind map. Then talk about it.**

- Ask students to remember the content of the story.
- Ask students to read the sentences quickly.
- Ask them to complete the exercise.
- Walk around and help if necessary.
- Call some students to share the answers.
- Check the final results.

**Answer**

1. Dry things
2. Dry
3. Stove
4. Campfire

**Extra activity**

**"Stop the bus" game**

- Show instructions of the activity:
- Divide the class into 4 teams.
- Ask them to prepare a piece of paper.
- Students think one item to go in each category beginning with the set letter.
- The team finishing first can shout: "Stop the bus".
- Check and write answers on the board. If all the items are right, there is 1 point for the team. If not, the others can give their answer sheet.
- The team having the most points is the winner.