

TUẦN 3

Ngày soạn: 19/9/2024

Ngày dạy : 23-28/9/2024

Tiết: 7

UNIT 1: MY HOBBIES

Lesson 6: Skills 2

I. OBJECTIVES:

1. Knowledge

By the end of this lesson, students will be able to:

- listen to get specific information about Trang’s hobby “building dollhouses”.

- write a paragraph (70 words) about their hobby.

2. Competences:

By the end of the lesson, students will/should be able to:

- develop their listening skill through an interview for specific information related to the topic *hobbies*.

- talk about their hobbies.

- develop communication and collaboration; problem solving and creativity skills through pair-work and group-work activities to write a paragraph about their hobby.

3. Qualities: By the end of the lesson, students will/should be able to:

- have positive attitudes about their hobbies.

II. TEACHING AIDS/INSTRUCTIONAL RESOURCES

1. Materials:

- Teacher’s book;

- Pictures of hobbies, text book unit 1 page 15 Tieng Anh 7 Global success

- webpage: <https://www.sachmem.vn/>

2. Equipment: Computer, projector.

III. PROCEDURE

Steps & time	Aims	Content and Procedures	Product
1. Warm up (Act 1) (5')	To motivate students and lead-in the lesson.	1. Miming game - Call on some Ss to go to the board and have them mime a hobby. - Ask other Ss to guess what the hobby is. - Lead in the new lesson - Introduce the objectives of the lesson.	- Go to the board and mime a hobby. - Other Ss guess - Listen
2. Pre-writing (18')	- To help Ss develop the skill of listening for specific information	2. Listen to an interview about Trang's hobby. Fill in each blank in the mind map with ONE word or number. - Tell Ss that they are going to listen to an interview about Trang's hobby. - Have Ss read the mind map and guess the word or number to fill in each blank. - Call on some Ss to write their guesses on the board. - Play the recording a second time for pairs to check their answers. - Ask for Ss' answers and write them on the board next to their guesses.	- Listen to the teacher - Read the mind map and guess. - Write on the board - Listen again. - Read the answers. <u>Key:</u> 1. dollhouses 2. three/ 3 3. cousin 4. a) house b) cloth 5. creative

<p>3. While-writing</p>	<p>To brainstorm ideas and make an outline for Ss' writing</p>	<p>3. What is your hobby? Fill in the blanks below.</p> <ul style="list-style-type: none"> - Have Ss work individually to complete the mind map. - Call on some Ss to present their answers. 	<ul style="list-style-type: none"> - Complete the mind map - Give answers <p><i>Possible answer</i></p> <ol style="list-style-type: none"> 1. My hobby is painting. 2. I started her hoby last year. 3. My friend shares the hobby with me. 4. To do this hobby I have to practice painting a lot, buy painting brush, colour 5. The paintings make my house more attractive and I can earn some money.
<p>4. Post-writing (10')</p>	<p>To help Ss practise writing a paragraph about their hobby</p>	<p>4. Write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below.</p> <ul style="list-style-type: none"> - Ss write their paragraphs individually based on the information in their mind map. - Call on a student to write a paragraph on the board. 	<ul style="list-style-type: none"> - Write a paragraph - A student writes on the board

		<ul style="list-style-type: none"> - Other Ss and T comment on the paragraph on the board. - Collect some writings to correct at home. 	<p>- Comment</p> <p>Possible answer:</p> <p style="text-align: center;"><i>My favourite hobby is reading. I enjoy reading a book when I am free. I started to do it when I was four years old. The teachers always taught me to read the difficult words. I was happy when I read a story with a happy ending. Reading can make me relaxed and calm. I can learn the different cultures and customs of other countries in the world too.</i></p>
5. Wrap up(5')	To summarize what student have learnt and give some comments or feedback	- Repeat the main knowledge of the lesson	- Name of the hobby, when?, who shares?, how to do it, the benefits of the hobby

	for their performance		
6. Home-work: (2')	To practice more exercise at home	- Ss copy down	- Write a paragraph in your notebook. - Do exercises in the workbook - Prepare next lesson: (Looking back)

*** Feedback:**

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Tiết 8

Unit 1: Hobbies

Lesson 7: Looking back & Project

***Warm-up**

Game: Guessing game

I. Looking back

Task 1: Complete the sentences with appropriate hobbies.

Task 2: Write true sentences about you and your family members.

Task 3: Use the present simple form of each verb to complete the passage. Task 4: Change the sentences into questions and negative ones.

II.

Project

Hobby

poster

***Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

Deliver the task

Implement the task

Discuss

Give comments or feedback

Steps + time	Aim	Content and Procedure	production
<p>1. ACTIVITY 1 WARM-UP 3 min</p>	<p>- To revise the vocabulary related to the topic and lead in the next part of the lesson.</p> <p>- To enhance Ss' skills of cooperating</p>	<p>GAME:</p> <p>* T divides the class into two big groups.Ss take turns to think of a hobby for your partner to guess.</p> <p>- Their partner can ask up to 10 yes</p> <p>/ no questions and he / she can only answer with a 'yes' or 'no'.</p>	<p>Ss revise the vocabulary related to the topic</p>

	with mate s. team	<p>Group work</p> <p>- Time allowance: 3 minutes</p> <p><i>E.g:1. I have a lot of bottles, dolls or stamps. What is my hobby?</i></p> <p>** T asks ss to listen carefully and say aloud the name of the hobby. Who has the quicker and correct answer will get one point. The group with more points is the winner.</p> <p>** Ss work in groups to do the task.</p> <p>*** Ss give answer.</p> <p>**** T monitors and gives feedback.</p>	
<p>2.ACTIVITY 2</p> <p>COMPLETE THE SENTENCES-7 min</p>	<p>To help Ss revise the vocabulary items they have learnt in the unit</p>	<p>COMPLETE THE SENTENCES WITH APPROPRIATE HOBBIES. (Ex 1, p. 16)</p> <p>* Have Ss do this activity individually then compare their answers with their partners. /Pair work</p> <p>** Ss do this activity individually.</p> <p>*** Ask for Ss' answers or ask one student to write his / her answer on the board.</p> <p>**** Confirm the correct answers.</p>	<p>Ss revise the vocabulary relating to hobbies</p>

<p>4. ACTIVITY 4</p> <p>USE THE PRESENT SIMPLE FORM OF EACH VERB TO COMPLETE THE PASSAGE- 8 min</p>	<p>To help Ss revise the present simple in questions and negative sentences.</p>	<p>**** T invites some Ss to write their sentences on the board. T and other Ss comment</p> <p>USE THE PRESENT SIMPLE FORM OF EACH VERB TO COMPLETE THE PASSAGE. (Ex 3, p. 16)</p> <p>* Ask Ss about the uses of the present simple that they have learnt in the unit.</p> <p>** Have Ss do this exercise individually.</p> <p>*** Have compare their answers with a partner. Call on some Ss to give the answers.</p> <p>**** Confirm the correct answers and write them on the board.</p> <p><i>Answer key:</i></p> <p>1. loves 2. has</p> <p>3.enjoys 4. don't like</p> <p>5. is 6. Is</p> <p>7.go 8. Begins</p> <p>CHANGE THE FOLLOWING SENTENCES INTO QUESTIONS AND NEGATIVE ONES. (Ex 4, p. 16)</p> <p>* Have Ss do this exercise individually then compare their sentences with a partner.</p> <p>** Ss do this exercise</p>	<p>Ss revise the present simple in questions and negative sentences.</p>
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<p>5.ACTIVITY 5</p> <p>CHANGE THE FOLLOWING SENTENCES INTO QUESTIONS AND NEGATIVE ONES.</p> <p><i>(Ex 4, p. 16)-7 min</i></p>		<p>individually.</p> <p>*** Invite some Ss to read their answers aloud.</p> <p>**** Give feedback.</p> <p><i>Answer key:</i></p> <p>1. Does this river run through your home town?</p> <p>This river doesn't / does not run through my home town.</p> <p>2. Does your drawing class start at 8 a.m. every Sunday?</p> <p>My drawing class doesn't / does not start at 8 a.m. every Sunday.</p>	<p>Ss understand the present simple in questions and negative</p>
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		<p>3. Do they enjoy collecting stamps?</p> <p>They don't / do not enjoy collecting stamps.</p> <p>4. Do you do judo every Tuesday? I don't / do not do judo every Tuesday.</p> <p>5. Does your brother love making model cars?</p> <p>My brother doesn't / does not love making model cars.</p>	
<p>6. ACTIVITY6 PROJECT 10 min</p>	<p>To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.</p>	<p>HOBBY POSTER</p> <p>* Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.</p> <p>** T has groups show their posters and present the hobbies to the class. Remember to have the “show and tell” session and vote for the best poster.</p> <p>*** Students vote for the best poster.</p> <p>**** Teacher gives feedback.</p>	
<p>WRAP-UP 4min</p>	<p>To consolidate what Ss have</p>	<p>Tasks Ss to talk about what they have learnt in the lesson.</p>	

	learnt in the lesson.		
HOMEWORK 1min	To prepare for the next lesson.	Prepare for the next lesson: Unit 2 – Lesson 1: Getting started.	

Feedback :

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Tiết 9

UNIT 2: HEALTHY LIVING

Lesson 1: Getting started

I. Objectives:

1. Knowledge: By the end of the lesson, students will be able to:

- use some lexical items related to the topic in real contexts (popular, fresh, join)
- identify and talk about the daily activities and decide if they are good or bad for health

2. Competences

By the end of the lesson, students should be able to:

- develop communication skills and creativity - talk about their favorite *health living*.

- be collaborative and supportive in pair work and teamwork

- actively join in class activities

3. Qualities:

By the end of the lesson, students will:

- be ready to talk about *Healthy living*


- know some daily activities whether good or bad for health

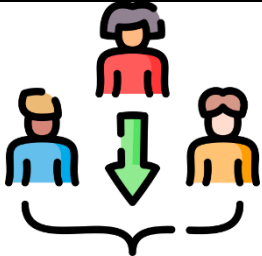
II. TEACHING AIDS/INSTRUCTIONAL RESOURCES

1. Materials:

- Grade 7 textbook, Unit 2, Getting started

- Computer connected to the Internet

		<p>3. What are the people in the picture on the wall doing?</p> <p>4. Are they healthy activities?</p> <p>Suggested answers:</p> <p>1. They are Mi and Mark.</p> <p>2. They are looking at the picture on the wall and talking about it.</p> <p>3. The people in the picture are doing (exercising, boating, etc.) and mention some things they need to avoid a health problem.</p> <p>4. (Students' answers)</p> <p>+ Ss work out and answer questions in pairs.</p> <p>+ Ss share their answers as a whole class.</p> <p>+ T asks them to read and listen to the conversation to check their answers.</p>	<p>1. popular (a): phổ biến</p> <p>2. fresh (a): tươi, mới</p> <p>3. join (v): tham gia</p> <p>...</p>
<p>3.Activity 3 (2 mins)</p>	<p>To help students understand the text.</p>	<p>VOCABULARY</p> <p>- Teacher introduces the vocabulary by:</p> <p>+ showing the pictures illustrating the words</p> <p>+ providing the synonym or antonym of the words</p> <p>+ providing the definition of the words</p> <p>1. popular (a): [antonym]</p> <p>2. fresh (a): [definition + picture]</p>  <p>3. join (v): [synonym + picture]</p>	<p>Students get the main idea of the text.</p>

		 <p>+ Ss say the words. + Other Ss correct if the previous answers are incorrect. + Teacher shows and says the words aloud and asks Ss to repeat them.</p>	
4. Activity 4 Vocabulary instruction (8 mins)	To have students get to know the topic.	LISTEN AND READ. (<i>Ex 1, p. 18</i>) Teacher plays the recording, asks students to underline the words related to the topic <i>Healthy living</i> . (Teacher may check the meaning of some words if necessary.) - Teacher can play the recording more than once. - Students listen and read. - Teacher can invite some pairs of students to read aloud. - Teacher refers to the questions previously asked. - Then, teacher confirms the correct answer.	Students get to know some words of the topic: + popular + fresh + join
5. Activity Read the conversation and circle the correct answer (5 mins)	To help students understand the main idea of the conversation	CIRCLE THE CORRECT ANSWER. (<i>Ex. 2, p. 19</i>) - Teacher asks students to answer without reading the conversation again. - Teacher asks some students to explain why they did not choose the other two options.	Students read and write T or F. Find out why is true of false. Answer B

		- Teacher confirms the correct answer.	
6. Activity 6 Write the correct words / phrase under the pictures. (5 mins)	To help student learn some vocabulary from the conversation visually to ensure their understanding of the context.	WRITE A WORD OR PHRASE FROM THE BOX UNDER ITS PICTURE (Ex 3, p. 19) - Teacher asks students to work independently to read the words, look at the pictures and write the correct words / phrase under the pictures - Teacher allows students to share their answers before discussing as a class. - Teacher calls some students to check. - Teacher confirms the right answers and writes on the board.	Students do the following teacher's guidance Answer key: 1. sunburn 2. suncream 3. lunch box 4. boating 5. cycling
6. Activity 7 Complete in each blank with a word from the conversation (5 mins)	To help student develop the vocabulary about the topic.	COMPLETE EACH SENTENCE WITH A WORD FROM THE CONVERSATION. (Ex 4, p. 19) - Teacher asks students to work independently to fill in each blank with a word from the conversation. - Ss do exercise 3 individually. - Teacher asks them to tell where to find the words. - Teacher checks the answers as a class.	Students do the following teacher's guidance Answer keys: 1. boating 2. park 3. countryside 4. suncream 5. health
7. Activity 7 (3 mins)	To help student identify and talk about their daily activities and decide if they are	SURVEY: GOOD OR BAD FOR HEALTH. (Ex 5, p. 19) - Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about their daily activities, how often they do these activities and discuss if they are good or bad for their health.	Take a survey (As in the left column)

	good or bad for their health.	<p>- Ss work in groups to ask and answer</p> <p>- Teacher moves around to observe and offer help when needed.</p> <p>- By the end of the activity, one student from each group can stand up and report to the class.</p> <p>- Teacher checks and gives the correct answers.</p> <p>Suggested answers:</p> <table border="1" data-bbox="560 611 1174 1547"> <thead> <tr> <th>Daily activities</th> <th>How often</th> <th>Good</th> <th>Bad</th> </tr> </thead> <tbody> <tr> <td>Walking to school</td> <td>Every day</td> <td>√</td> <td></td> </tr> <tr> <td>Eating breakfast</td> <td>Rarely</td> <td></td> <td>√</td> </tr> <tr> <td>Going swimming</td> <td>Twice a week</td> <td>√</td> <td></td> </tr> <tr> <td>Sleeping</td> <td>12 hours per day</td> <td></td> <td>√</td> </tr> <tr> <td>Doing yoga</td> <td>Three times a week</td> <td>√</td> <td></td> </tr> <tr> <td>...</td> <td>...</td> <td>...</td> <td>...</td> </tr> </tbody> </table>	Daily activities	How often	Good	Bad	Walking to school	Every day	√		Eating breakfast	Rarely		√	Going swimming	Twice a week	√		Sleeping	12 hours per day		√	Doing yoga	Three times a week	√		
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Wrap up (5 mins)	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	- Recall and talk about the daily activities and decide if they are good or bad for health																												
Homework (2 mins)	To prepare for the next lesson.	- Prepare the vocabulary for the next lesson: A closer look 1.	- Write their homework																												

		<p>- Start preparing for the Project of the unit.</p> <p>Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a bad habit that the students in your school often do and think about some tips to change that habit. They have to find suitable photos or draw pictures to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)</p>	
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Feedback

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Ngày tháng 9 năm 2024

Kí duyệt
