

Date of preparation: 3/ 9/ 2024
 Date of teaching: 7A: 6/ 9/ 2024
 7B: 6/ 9/2024

UNIT 1: MY HOBBIES
Period 1: GETTING STRARTED

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

Memorise the words related to the topic My favourite hobby;
 understand the context for introductory text (Activity1)

2. Competence:

- Understand the text and read the conversation and get information to do Ex2 and Ex3 (Activity2)

- Use the knowledge to do Ex4, Ex5 (Activity3)

**Use the words learned to make sentences to talk about my hobbies (Activity3)*

3. Quality:

Love and continue their hobbies

Respect for others' hobbies

II. TEACHING AIDS

- Grade 7 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- sachmem.vn

III. PROCEDURES:

Teacher's and Ss' activities	Contents
<p>1. Organization (1') - Checking Ss' attendance:</p> <p>2. Warm up (4') - T asks Ss about what they like doing for pleasure in their free time. - Ss answer the question individually. - T sets the context for the listening and reading text: Write the title on the board <i>My favorite hobby.</i> - Ask Ss to guess what the conversation might be about.</p> <p>3-New lesson: 35' a. Activity1:(10') Ex1: - Teacher asks Ss to look at the pictures in the book and answer the questions: + <i>What can you see in each picture?</i> + <i>What may the hobby be?</i></p>	<p><i>Asking question:</i> <i>What do you like doing in your free time?</i> <i>Do you like collecting dolls?</i> <i>Do you like collecting glass bottles?</i> <i>Do you enjoy mountain climbing?</i></p> <p>1. LISTEN AND READ</p>

- Ss answer the questions in pairs.
- Play the recording once or twice for ss to listen and read along. (for weak class).
- Have ss underline the words that are related to the topic of the unit while they are listening and reading.
- Explain the new words. Guide ss to read new words.

- Teacher checks students' pronunciation and gives feedback.

** Have some good ss make sentences with the new words/ phrases.*

- Have ss read the dialogue in pairs. Then call on some pairs of ss to read the conversation aloud.

- Teacher check students' pronunciation ad give feedback.

b. Activity 2: (15')

Ex2:

- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.

- Ss work independently to find the answers.

- Teacher has Ss compare the answers in pairs before checking with the whole class.

- Teacher checks the answers as a class and gives feedback.

Ex3:

- T asks Ss to name the pictures.

- T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers.

- T has Ss listen to the recording, check their answers, and repeat the words/ phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.



(* VOCABULARY

1. unusual /ˈnʊnjuəl/ (adj): khác thường

2. creativity /ˌkriːeɪtɪvəti/ (n): sự sáng tạo

3. dollhouse /ˈdɒlhɑːs/ (n): nhà búp bê

4. cardboard /ˈkɑːdbɔːd/ (n): bìa các tông

5. glue /ɡluː/ (n): keo dán, hồ

6. making models/ˈmeɪkɪŋ ˈmɒdlz/: làm mô hình

2. READ THE CONVERSATION AGAIN AND WRITE TRUE (T) OR FALSE (F).

Answer key:

1. F (She made it herself.)

2. T

3. T

4. T

5. F (Her lesson starts at 8 a.m.)

3. WRITE THE WORDS AND PHRASES FROM THE BOX UNDER THE CORRECT PICTURES. THEN LISTEN, CHECK, AND REPEAT.

Answer keys:

1. making models

- Teacher checks the answers as a class and gives feedback.

c. Activity3: 10'

Ex4:

- Have Ss work in pairs and complete the table.
- Ss work in pairs and complete the table.
- Teacher allows students to share answers before discussing as a class.
- Write their answers on the board. Have Ss add more words to the table.

Ex5:

- T lets Ss to move around the class to ask their classmates about their favourite hobbies in 3-5 minutes.
- Ss write the results into the table.
- Then T asks some Ss to report their results. Whoever has the most names wins.
- Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.

4. Feedback (2')

- T asks Ss to talk about what they have learnt in the lesson:
- + An overview about the topic *Hobbies*
- + Vocabulary to talk about hobbies

5. Homework (3')

- Give out the homework and guide ss to prepare for the new lesson.
- Preparing for the Project of the unit:
Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a popular hobby among teens and think about its benefits, then discuss to choose what to include. They have to find suitable photos or draw pictures then 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.)

2. *riding a horse*
3. *collecting coins*
4. *gardening*
5. *building dollhouses*
6. *collecting teddy bears*

4. WORK IN PAIRS. WRITE THE HOBBIES FROM 3 IN THE SUITABLE COLUMNS.

+ **doing things:** *riding a horse, gardening (others: travelling, skiing, doing yoga, etc.)*

+ **making things:** *making models, building dollhouses (others: painting, making pottery, etc.)*

+ **collecting things:** *collecting coins, collecting teddy bears (others: collecting toys, collecting books, etc.)*

5. GAME: FIND SOMEONE WHO...

Work in groups. Ask as many classmates as you can about which hobbies they like. Use the question 'Do you like...?'

In the table below, write your classmates' names beside the activities they like.

*** Homework:**

- Name a list of cheap hobbies, expensive hobbies, easy and difficult hobbies.
- Do exercises in the workbook.
- Prepare for Lesson 2 - A closer look 1
- Start preparing for the Project of the unit.