

Date of preparation: 06/ 9/ 2024
 Date of teaching: 7A: 09/ 9/ 2024
 7B: 09/ 9/2024

UNIT 1: MY HOBBIES
Period 2: A closer look 1

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

1. Knowledge:

Use words talk about hobbies: go, do, collect..Use the combinations of the verbs: like, love, enjoy, and hate (not like)

Pronounce the sounds /ə/ and /ɔ: / correctly (Activity1)

2. Competence:

-Use the knowledge about combinations of the verbs to do the exercises given (Ex2,3) (Activity2)

-Know how to pronounce the sounds/ə/ and /ɔ: / correctly (Ex4,5) (Activity3)

**Use the words learnt to talk about hobbies (the words in Ex2,3) (Activity3)*

3. Quality:

Love their hobbies and continue them in the future.

Respect for others' hobbies

II. TEACHING AIDS

- Ss' books, text books
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- sachmem.vn

III. PROCEDURES:

Teacher's and Ss' activities	Contents
<p>1. Organization (1')</p> <ul style="list-style-type: none"> - Greetings - Attendance-checking: <p>2.Warm up (4')</p> <p>ASKING QUESTION:</p> <ul style="list-style-type: none"> - Teacher asks students some questions about the hobbies: - Some students are invited to answer. - Teacher and students discuss the answers. - Teacher introduces the lesson. <p>3-New lesson:35'</p> <p>a. Activity 1: (10')</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher introduces the vocabulary by: <ul style="list-style-type: none"> +Providing the pictures + Providing the definition of the words. - Teacher asks students to repeat. 	<p><i>1. What is your favorite hobby?</i></p> <p><i>2. When did you start your hobby?</i></p> <p>I. VOCABULARY:</p> <p>1. jogging /dʒɒɡɪŋ/ (n): đi / chạy bộ thư giãn</p> <p>2. coin /kɔɪn/ (n): đồng xu</p>

- Teacher checks students' understanding with the "Rub out and remember" technique.

EX1:

- Teacher has students read the action verbs and match them with suitable words the box. Remind them that a verb can go with more than one word.

- Teacher asks students to work in pairs and quickly do the task.

- Teacher allows students to peer check first.

- Teacher checks and confirms the answers. Then have students add more words that can go with these action verbs.

- Have students read the Remember! box.

Ask them to make some examples with the verbs of liking and disliking.

a. Activity 2(10')

EX2:

- Teacher reminds students about the form of verbs of liking / disliking.

- Have students do this activity individually.

Have students read all the sentences carefully to make sure they understand the sentences.

- Teacher lets them share their answers in pairs. Invite some students to give the answers.

- Teacher writes the correct answers on the board.

EX3:

- Teacher has students look at the pictures in this exercise and say what the person / people is / are doing in each picture.

- Ask them what the face in each picture means. (A sad face means 'not like' and a happy face means 'like'.)

- Ask students to look at the example to make sure they understand what to do.

- Teacher asks students to work in pairs to make sentences.

- Teacher invites students to share their answers.

- Confirm the correct answers.

c. Activity 3: (15')

EX4:

1. COMPLETE THE WORD WEBS BELOW WITH THE WORDS FROM THE BOX.

- **go:** jogging, swimming (others: go camping, go fishing, go cycling, etc.)

- **do:** judo, yoga (others: do karate, do exercise, do sit-ups, etc.)

- **collect:** dolls, coins (others: collect books, collect watches, collect pencils, etc.)

2: COMPLETE THE SENTENCES, USING THE -ING FORM OF THE VERBS FROM THE BOX.

1. collecting

2. going

3. playing

4. making

5. doing

3. LOOK AT THE PICTURES AND SAY THE SENTENCES. USE SUITABLE VERB OF LIKING OR DISLIKING AND THE -ING FORM.

Answer key:

1. He hates / doesn't like doing judo.

2. They like / love / enjoy playing football.

3. They love / like / enjoy gardening.

4. They enjoy / like / love collecting stamps.

5. She hates / doesn't like riding a horse / horse riding.

II. PRONUNCIATION

- Teacher has some students read out the words first.
- Teacher plays the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.
- Teacher explains to students the difference between the two sounds if needed. Tell students that /ə/ is the schwa sound while /ɪ:/ sounds like it has a soft /r/ in it.
- Teacher invites some students to say some words they know that include the two sounds.
- Confirm the correct answers.

(Teacher can play the pronunciation guide video of this unit for students to watch and learn).

EX5:

- Teacher has students quickly read the sentences.
- Teacher plays the recording for students to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sounds.
- Invite some students to share their answers.
- Confirm the correct ones.

4.Feedback : (2')

GAME: WHO IS FASTER?

- Teacher divides students into groups of four, gives each group a piece of paper, asks them to write sentences including: hobbie(s) and one of the sounds /ə/ and /ɪ:/.

(e.g:*Listening to music is a very common hobby.*)

- Students play the game.
- Teacher asks each group to hand in their papers and checks, the group with the most correct sentences is the winner. Teacher invites the winner to read aloud their sentences.
- Teacher gives feedback.
- Teacher asks students to talk about what they have learnt in the lesson.

5. Home work : (3')

4. LISTEN AND REPEAT. PAY ATTENTION TO THE SOUNDS /ə/ AND /ɪ:/.

TASK 5: LISTEN TO THE SENTENCES AND PAY ATTENTION TO THE UNDERLINED PARTS. TICK (✓) THE APPROPRIATE SOUNDS. PRACTISE THE SENTENCES.

	/ə/	/ɪ:/
1. My hobby is <u>collecting</u> dolls.	✓	
2. I go jogging every <u>Thursday</u> .		✓
3. My cousin likes getting up <u>early</u> .		✓
4. My best friend has <u>thirty</u> pens.		✓
5. Nam enjoys playing the <u>violin</u> .	✓	

*** Homework**

- Talk about what they have learnt in

- Give out homework and guide Ss to prepare for the new lesson.	the lesson. - Find 3 more words relating to hobbies that have the sounds /ə/ and /ɪ:/. - New lesson: Review the present simple tense
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Date of preparation: 06/ 9/ 2024
Date of teaching: 7A: 10/ 9/ 2024
7B: 11/ 9/2024

UNIT 1: MY HOBBIES
Period 3: A closer look 2

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

1. Knowledge:

Use the present simple in sentences (Activity1)

2. Competence:

Practise the correct form of the present simple. (Ex2,3) (Activity2)

- Use the present simple to complete sentences (Ex4) (Activity3)

**Further practise: sentence race (Ex5) (Activity3)*

3. Quality:

- Be encouraged to know more about their classmate's hobbies

- Develop self-study skills

II. TEACHING AIDS

- Ss' books, text books

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- sachmem.vn

III. PROCEDURES:

Teacher's and Ss' activities	Contents
<p>1. Organization (1')</p> <p>- Greetings</p> <p>- Attendance-checking:</p> <p>2. Warm up (4')</p> <p>Game:</p> <p>- T divides the class into 4 teams.</p> <p>- T calls on a S from each team to go to the board in turn. That S thinks of a hobby and says the keywords out loud.</p> <p>The other teams try to guess What the hobby is. They will get 1 point for each correct</p>	<p>*Guessing game:</p> <p>Example:</p> <p>A: water, grow, flowers, vegetable.</p> <p>B: Is it gardening?</p> <p>A: Yes, it is.</p>

answer. The team with the most points is the winner.

- Teacher and students discuss as a class.
- Teacher asks students to say the words aloud and makes sure they pronounce the words correctly. Teacher can ask for translation to check their understanding.

3-New lesson: 35'

a. Acticity 1 (10')

THE PRESENT SIMPLE: REVIEW

- Ss retell the form and the uses of the tense: the present simple.
- T comments and explains again.
- T shows each of the examples in the Remember box on the slide or have Ss read the examples in the book. T highlights the present simple form. Explain each use.
- T has Ss read the orange box in the book again to help them understand better the uses of the present simple.
- T asks Ss what signal words help them identify the verb tense. Elicit answers from Ss. (Signal words are adverbs of frequency and verbs such as start, etc.)
- Teacher checks their answers as a class.
- Ask Ss

EX1:

- T asks Ss to do the exercise 1 individually and then check their answers in pairs.
- Ss do the exercise individually.
- T invites some Ss to share their answers.
- Confirm the correct answers.

b. Activity 2: (15')

EX 2:

- T has Ss do this exercise individually and then compare their answers with a partner.
- T asks some Ss to write their answers on the board.
- T checks the answers with the whole class. Ask Ss to explain the use of the tense in each sentence.
- T confirms the correct answers.

EX 3:

- T has Ss do this exercise in pairs and then compare the answers with another pair.

*** THE PRESENT SIMPLE:**

(+) FORM:

V: +) S + V/ V-es/s

-) S + don't/ doesn't + V.....

?) Do/ Does + S + V

BE: S + is/ am/ are (not) +

1. MATCH THE SENTENCES (1 – 5) TO THE CORRECT USES (A – C).

- | | | |
|------|------|------|
| 1. b | 2. a | 3. c |
| 4. a | 5. b | |

TASK 2: COMPLETE THE SENTENCES. USE THE PRESENT SIMPLE FORM OF THE VERBS.

1. *make*
2. *does ... do*
3. *have*
4. *doesn't like*
5. *Does ... start*

TASK 3: FILL IN EACH BLANK WITH THE CORRECT FORM OF THE VERB IN BRACKETS.

1. enjoys
2. spends

- T asks some Ss to write their answers on the board.
- T checks the answers with the whole class. T asks Ss to explain the use of the tense in each sentence.
- T confirms the correct answers.

c. Activity 2(10')

EX 4:

- T has Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.
- Ss work in groups to write the sentences.
- T has groups cross-check.
- T sticks some sheets on the board. Comment and confirm the correct answers.

EX 5:

- T divides Ss into groups. Assign a group leader.
- T writes a verb on the board and have Ss make a sentence with the verb, using the present simple form.
- The group leader records his / her group's points.
- T invites group leaders to read aloud the sentences.
- T comments and announces the winners.

4.Feedback : (2')

T asks Ss to talk about what they have learnt in the lesson

5.Home work : (3')

- Give out the homework and guide ss to prepare for the new lesson.

3. don't like / do not like
4. go
5. begins
6. don't enjoy / do not enjoy

TASK 4: WRITE COMPLETE SENTENCES, USING THE GIVEN WORDS AND PHRASES. YOU MAY HAVE TO CHANGE THE WORDS OR ADD SOME.

1. The sun sets in the west every evening.
2. Do Trang and Minh play basketball every day after school?
3. The flight from Ho Chi Minh City doesn't arrive at 10:30.
4. Our science teacher starts our lessons at 1 p.m. on Fridays.
5. Do you make models at the weekend / at weekends?

TASK 5: GAME: SENTENCE RACE

*** Home work:**

- Make 3 sentences in the present simple tense.
- Complete the exercises in the Workbook

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 7B: 12/ 9/2024

UNIT 1: MY HOBBIES
Period 4: Communication

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

1. Knowledge:

- Use everyday English to talk about likes and dislikes; (Activity1)
- Talk about your hobbies. (Activity1)

2. Competence:

- Listen and read the dialogue about like/ dislike (Ex 1) (Activity2)
- Ask and answer questions about what you like and don't like doing. (Ex2) (Activity2)
- Model interview and present the hobbies (Ex3,4,5) (Activity3)
- *Give a well-done presentation to the class about their hobbies. (Activity3)

3. Quality:

- Be ready to describe and give opinions about hobbies.
- Be interested more about new hobbies.

II. TEACHING AIDS

- Grade 7 textbook, Unit 1, Communication
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sach mem.vn

III. PROCEDURES:

Teacher's and Ss' activities	Contents
<p>1. Organization (1')</p> <ul style="list-style-type: none"> - Greetings - Attendance-checking: <p>2. Warm up (4')</p> <ul style="list-style-type: none"> - T asks some Ss to make sentences about themselves, using the verbs of liking / disliking. - T introduces the objectives of the lesson: learning how to talk about likes / dislikes and about their hobbies. <p><i>Let's find out more ways to give your opinion about something in this lesson.</i> We often use the – ing form after verbs of liking and not liking.</p> <p>3. New lesson (35')</p> <p>a. Activity 1: 10'</p>	<p style="text-align: center;">Game: arrange the following verbs of liking in descending order of preference.</p> <div style="text-align: center;"> </div> <p><i>Example: I like going to the cinema.</i> <i>She hates cleaning the floors.</i></p> <p>I. Everyday english: 1 + 2: Listen and read the dialogue bellow. Pay attention to the questions</p>

- Play the recording for Ss to listen and read the dialogue between Mi and Ann at the same time.
- Ask Ss to pay attention to the questions and answers.
- Have Ss practise the dialogue in pairs.
- T calls on some Ss to give examples.
- Teacher and students discuss the answers.
- Teacher confirms the answers and gives feedback.

b. Activity 2: (15')

Ex + Ex2

- T asks Ss to work individually and fill in column A
- Ss work individually to do the task.
- T invites some Ss to share their answers before checking with the whole class.
- T gives feedback and comments.

c. Activity 3: 10'

Ex3

Answer the questions. Fill in column a with your answers.

Ex 4

- T asks Ss to take turns being the person who asks the questions. This S has to note down his/ her partner's answers to report to the class later.
- Ss work in pairs to do the task.
- T calls on some Ss to report the answers to the class.
- T and other Ss give comments.

Ex 5

- T asks Ss to read the example to understand how to report the answers.
- Ss work in pairs again to compare the answers and prepare a short presentation.
- T invites some Ss to present their work.
- T and other Ss give comments.

4. Feedback: (2')

T asks Ss to talk about what they have learnt and ticked the objectives they can

and answers. Work in pairs. Ask and answer questions about what you like and don't like doing.

II. All about your hobbies:

3: Answer the questions. Fill in column a with your answers.

(Student's opinions.)

A (Me)	
Amount of free time per day:	_____
Thing(s) I like doing every day:	_____
Thing(s) I don't like doing:	_____
Thing(s) I love doing in the summer:	_____
Thing(s) I love doing in the winter:	_____

4: Now interview your friend, using the questions in 3. Write his / her answers in column b.

B (My friend)	
Amount of free time per day:	_____
Thing(s) he / she likes doing every day:	_____
Thing(s) he / she doesn't like doing:	_____
Thing(s) he / she loves doing in the summer:	_____
Thing(s) he / she loves doing in the winter:	_____

5: Compare your answers with your friend's. Then present them to the class.

Example:

I have one hour of free time a day, but my friend Lan has only about 30 minutes.

I like listening to music every day, and Lan likes it too. I don't like exercising, but Lan does.

do in the lesson. Have Ss talk out about their future house.

5. Home work : (3’)

- Give out the homework and guide ss to prepare for the new lesson.

*** Home work :**

- Brainstorm some interesting and easy-to-do hobbies.
- Prepare: Skills 1 (read the text then find out new words and do exercises)