**LESSON PLAN**

**ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning: 4/9/2024***

***Date of teaching: 5/9/ 2024***

**Period 1 : INTRODUCTION AND REVISION**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

***1. Knowledge:***

- Understand the way of using English in the class. Have a knowledge about country, people and culture of speaking English countries.

- review the main contents of the lessons which are learned in the 6th form: The simple present tense, the present continuous tense, near future, present perfect, conditional sentences, modal verb wh- questions,…

**a. Vocabulary:** Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

**b. Grammar:** to be, some structures, tenses ( Present simple, past simple, future simple, present continuous,…), comparisions, Connectors, Articles, prepositions,….)

**2. Competences:** - Review all main what they have studied in the 6th form

- Practice doing some exercises

**3. Quality/Behavior:** To teach SS to work hard,. The awareness about importance of revision ; Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

**1. Teacher**:

- Grade 7 textbook, planning lesson ( power point)

- smart TV, computer/ laptop

**2. Students:** Text books, notebooks

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Teacher’s and Students’ activities** | | **Contents** |
| **Activity 1: Warm up**  **Aim:** Help students remember some activities in the summer and know about the subjects and the program. | | |
| T asks Ss some questions,  *? What did you do last summer?*  (play soccer, play games,….)  *? How often do you play soccer?*  *? Do you often help your parents with the housework?*  Ss answer  T introduces the subject and the program | |  |
| **Activity 2: Presentation**  **A. INTRODUCE HOW TO LEARN NEW ENGLISH CLASS 7** | | |
|  | | **1. INTRODUCE**  - English 7: The whole year:3 periods x 35 weeks = 105 periods   * Term I: 3 periods x 18weeks = 54 periods * Term II: 3 periods x 17 weeks = 51periods   - Each unit has 7 periods:  + Lesson 1: Getting Started  + Lesson 2:A Closer Look 2  + Lesson 3: A Closer Look 2  + Lesson 4: Communication  + Lesson 5: Skiil1  +Lesson6: Skill 2  + Lesson 7: Looking Back and Project |
| **B/ REVISION**  **Aim:** Ss can reviewmain grammar notes in grade 6 . | | |
| **+ Chatting**  T asks Ss about the grammar notes Which Ss have learnt in grade 6  Ss recall  Ss give examples | | **1. Tenses:**   * present simple * Present continuous * Future simple * Past simple   **2.** - WH- questions  3. Preposition of place  4. Comparative and superlatives forms of adjectives  5. Countable and uncountable nouns.  6. Modal verbs: must/ mustn’t; Should/ shouldn’t / might.   1. Many/ much / a few/ a little/ some / any for amount.   -9- Imperatives ( Do/ Don’t+ V)  10- Possessive adjectives  11- Possessive pronouns  12 Articles  13 First conditional |
| **Activity 3. Practice**  **Aim:** Students can understand the form of tenses to doexercise | | |
| T asks Ss to do exercise 1.  Ss practice, write on the board  - T comments and gives the correct answers  T asks Ss to do exercise 2.  Ss choose the correct answer.  - T comments and gives the correct answers | **I.** Give the correct form of verbs.  1. She often (play)……………. chess in the evening  2. Now we (cook)…………….. dinner  3. They (not do)……………. their homework on Sunday evenings  4. He (ride)……………. his bicycle to school every morning  5. Where……………..you (go)………… at the moment?  6. Nam (not be) ……………… at home yesterday.  **7.** If you (use) \_\_\_\_\_\_\_\_\_\_ less paper, you ( save )\_\_\_\_\_\_\_\_a lot of trees.  8. Tomorrow is Sunday, so we (not go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to school.  9. John \_\_\_\_\_\_\_\_ (not return) to America last week  **\*Answer:**  1. plays 2. are cooking 3. don’t do  4. rides 5. are…going 6. Wasn’t  7. won’t go 7.use / will save  **II. Choose the best option A, B, C or D to complete the sentence.**  1. \_\_\_\_Sun keeps\_\_\_ Earth warm.  A. The/ an B. A/ an C. A/ the D. The/ the  2. I \_\_\_\_\_my mother to clean the rooms yesterday.  A. helped B. helping C. to help D. have helped  3. Hoang plays sports very often, so he looks very\_\_\_\_\_\_\_ .  A. sport B. sporty C. sports D. sporting  4. Living in the countryside is \_\_\_\_\_ than living in a city.  A. peaceful B. most peaceful  C. more peaceful D. as peaceful  5\_\_\_\_ type of future house do you think it will be? – It’ll be a \_\_\_\_\_.  **A.** What – palace **B.** How – UFO  **C.** What-apartment  **D.** How- skyscraper  6. I enjoy sports, \_\_\_\_\_\_I spend a lot of time outdoors.  A. so B. and C. but D. because  7. When you create new products from used materials, you are \_\_\_\_\_\_.  **A.** recycling        B. reducing            C. reusing D. doing  8. I have new a car. The car is \_\_\_\_\_\_.  A. I B. my C. mine D. me  9. John \_\_\_\_\_\_\_\_ return to America last week.  A. doesn't B. wasn't C. isn't D. didn't  10. In the future, I \_\_\_\_\_ in a hi-tech house.  A. live B. will live C. lives D. lived  11. If we \_\_\_\_ more trees in the schoolyard, the school \_\_\_\_\_\_ a greener place.  A. will plant/ become B. plant/ becomes  C. plant/ became D. plant/ will become  12. -“\_\_\_\_\_\_\_ watch TV too much.” – “I see.”  A. Don’t B. Did C. Do D. Not  Key:1.D 2.A 3. B 4.C 5.A 6.A 7.A 8. C 9. D 10.B 11. D, 12 . A | |
| **Activity 4. PRODUCTION**  **Aim:** Students can understand the grammar to rewrite the sentences without changing the meaning | | |
| T asks Ss to do exercise 3.  Ss practice, write on the board  - T comments and gives the correct answers | **III**: **Rewrite sentences without changing the meaning**  1. My house is behind the hotel.  🡪 The hotel ………………………………….  2.  Shall we raise fund for the charity this weekend?  🡪Let’s …………………………………………  3. The world has seven continents.  🡪There ……………………………………………  4. Minh plays football very well  🡪Minh is very good………………………………………..  **5.**  Because Vung Tau has clean and beautiful beaches, it attracts lots of tourists.  → Vung Tau \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  6. We cut down the trees in the forest. There are more floods.  →If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Key :   1. The hotel ii in front of my house. 2. Let’s raise fund for the charity this weekend. 3. **There are** seven continents in the world . 4. Minh is very good at playing football. 5. Vung Tau has clean and beautiful beaches, so it attracts lots of tourists. 6. If we cut down the trees in the forest., there will be more floods. | |

**IV/ – Homework:**

Prepare for the next lesson: Unit 1: My hobbies < Getting started >

**V/ Evaluation:** ………………………………………………………………………………………………

***Date of planning: 4/9/2024***

***Date of teaching: 6/9/ 2024***

**Week 1 UNIT 1: HOBBIES**

**Period 2: Lesson 1: Getting started – My favourite hobby**

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

**1. Knowledge**

-to listen to get specific information about a hobby.

- to read for general and specific information about an unusual hobby.

- to use lexical items related to hobbies.

*a. Vocabulary:* Vocabulary to talk about hobbies

*b. Grammar:* Verbs of liking and disliking; Present simple

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

To teach Ssto love talking about their hobbies. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

**1. Teacher**:

- Grade 7 textbook, Unit 1, Getting started

- Computer connected to the Internet, smart TV

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  \* **Aim:** To activate Ss’ knowledge on the topic of the unit.  To set the context for the listening and reading part.  To enhance Ss’ skills of cooperating with team mates.  \* **Content: *Asking question about favorite activites in their free time***  **\* Products:** Ss answer the question individually.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **T - Ss**  - 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 *My favorite hobby*.  - Ask Ss to guess what the conversation might be about. | | | **Warm up**: ***Asking question:***  *- What do you like doing in your free time?*  *- Do you like collecting dolls?*  *- Do you like collecting glass bottles?*  *- Do you enjoy mountain climbing?* |
| **Activity 2: Presentation (7’)**  **( Pre -Vocab)**  **\* Aim:** - To provide Ss with vocabulary.  - To help Ss well-prepared for the listening and reading tasks.  \* **Content:** Learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Pre teach vocabulary**  **- T-Ss**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher checks students’ pronunciation and gives feedback. | | **I. Vocabulary**  1. unusual (adj) : khác thường  2. creativity (n) : sự sang tạo  3. dollhouse (n) : nhà búp bê  4. cardboard (n) : bìa các tông, bìa cứng  5. glue (n) : keo dán, hồ  6. making models : làm mô hình  \* Checking vocab: <Rub out and remember > | |
| **Activity 3: Practice (23’)** | | | |
| **Task 1**:  **\* Aims:** To set the context for the introductory;  To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the text.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Set the sences: T-Ss**  - Teacher asks Ss to look at the pictures in the book and answer the questions:  - Ss answer the questions in pairs.  - Teacher plays the recording twice. Ss listen and read.  - Teacher checks Ss’ prediction. T calls 2 Ss to read the conversation aloud.  - Teacher check students’ pronunciation ad give feedback. | **Task 1: Listen and read.**  A picture containing text, outdoor, mammal  Description automatically generated  *What can you see in each picture?*  *What may the hobby be?* | | |
| **Task 2:**  **\* Aims:** To have students get specific information of the text.  \* **Content:**.Read the conversation again and tick (✔) T (True) or F (False).  **\* Products:** Ss say the answers aloud ( pair work)  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T-Ss, Ss-Ss, T-Ss**  - 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. | **Task 2: Read the conversation again and write T (True) or F (False).**  **\* *Answer key:***  1. F (She made it herself.)  2. T  3. T  4. T  5. F (Her lesson starts at 8 a.m.) | | |
| **Task 3:**  **\* Aims:** To introduce some vocabulary items related to hobbies.  \* **Content:** Write the words and phrases from the box under the correct pictures  **\* Products:** Student’s correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***T-Ss, Ss-Ss***  - 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.  - Teacher checks the answers as a class and gives feedback. | **Task 3: Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat.**  **\* Answer keys:**  *1. making models 2. riding a horse 3. collecting coins 4. gardening*  *5. building dollhouses 6. collecting teddy bears* | | |
| **Task 4:**  **\* Aims:** To give Ss a chance to cooperate with others and help Ss categorise hobbies.  \* **Content:**Write the hobbies from 3 in the suitable columns.  **\* Products:** Student’s correct answers on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***T-Ss, Ss-Ss***  - 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. | **Task 4: Work in pairs. Write the hobbies from 3 in the suitable columns.**  ***\* Answer key:***  ***+ 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.)* | | |
| **Activity 4: Production (5’)** | | | |
| **Task 5:**  **\* Aims:** To help Ss practise using the vocabulary items related to hobbies.  \* **Content:**.Write names of the things around the class .  **\* Products:** Students’ answers in your notebook ( Students share with the whole class )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T-Ss, Ss-Ss**  - 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. | **Task 5 - GAME: FIND SOMEONE WHO…**  **Work in groups. Ask as your classmates which hobbies they like.**  **Use the question *‘Do you like…?’.***  **In the table below, write your classmates’ names beside the activities they like.**  ***Find someone who likes...***   |  |  | | --- | --- | | horse riding |  | | building dollhouses |  | | collecting teddy bears |  | | collecting coins |  | | gardening |  | | making models |  | |  |  |   **\* Give example:**  Nam: Do you like horse riding?  Minh: Yes, I do  Nam: Do you like building dollhouses?  Linh: Yes, I do | | |
| **Activity 5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Talk about what they have learnt in the lesson  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - An overview about the topic *Hobbies*  - Vocabulary to talk about hobbies | | |
| **III. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words. - Do exercises in the workbook.  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 6/9/2024***

***Date of teaching: 10/9/ 2024***

Week 1: UNIT 1: HOBBIES

Period 3 : Lesson 2: A closer look 1

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

**1. Knowledge:**

- to pronounce correct the sounds / ə / and / ɜː / in isolation and in context.

- use lexical items related to hobbies.

***a. Vocabulary:***

+ The lexical items related to hobbies

+ Verbs of liking and disliking

***b. Pronunciation***: Correctly pronounce words that contain the sounds /ə/ and /ɜ:/

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Love talking about their hobbies

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher**:

- Grade 7 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1. WARM-UP- LEAD-IN (5’)**  **\* Aim**: - To create an active atmosphere in the class before the lesson.  - To lead into the new lesson.  \* **Content:** Game : *Kim’s game*( about school things)  **\* Products:** Ss write words exactly on the board.  **\* Organization of implementation** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students some questions about the hobbies:  - Some students are invited to answer.  - Teacher and students discuss the answers.  - Teacher introduces the lesson. | ***\* Kim's game: ASKING QUESTION:***  *1. What is your favorite hobby?*  *2. When did you start your hobby?* | |
| **2. PRESENTATION(5’)**  **(Pre- vocab)**  **\* Aim:** To enrich students’ vocabulary to talk about hobbies.  \* **Content:** Vocabulary about hobbies  **\* Products:** Read and understand the meaning of words  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  \*Teacher asks students to repeat.  \* Teacher checks students’ understanding with the “Rub out and remember” technique. | | **\* Vocabulary**  .  1. jogging (n)  2. coin (n)  **\* Checking vocab: <** Rub out and remember **>** | |
| **3. PRACTICE (23’)** | | | |
| **Task 1**  **\* Aims:**  To present some action verbs that go with nouns to describe hobbies.  \* **Content:** Complete the words webs below with the words from the box.  **\* Products:** Students complete word webs exactly .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1: T-Ss**  -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. | | **Task 1: Complete the word webs below with the words from the box.**  ***\* Answer key:***  **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.) | |
| **Task 2**  **\* Aims:** To help students practise the verbs of liking / disliking and action verbs.  \* **Content:** Complete the sentences, using the -ing form of the verbs .  **\* Products:** Ss read all the sentences exactly.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  -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. | | **Task 2: Complete the sentences, using the -ing form of the verbs from the box.**  **\* *Answer key:***  **1.** collecting  **2.** going  **3.** playing  **4.** making  **5.** doing | |
| **Task 3**  **\* Aims:** To give further practice with verbs of liking / disliking.  \* **Content:** Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the -ing form.  **\* Products:** Students work in pairs and make sentences exactly. **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 3:T-Ss, Ss-Ss***  -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. | | **Task 3: Look at the pictures and say the sentences. Use suitable verbs 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. | |
| **4. PRONUNCIATION** | | | |
| **Task 4**  **\* Aims:** - To help students identify how to pronounce the sounds /ə/ and /ɜ:/.  - To help students practise pronouncing these sounds in words.  \* **Content:** Understand and how to pronounce the sounds /ə/ and /ɜ:/.  **\* Products:** Students pronounce words exactly .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Presentation**  \* 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 /ɜ:/ 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). | | **Task 4: Listen and repeat. Pay attention to the sounds /ə/ and /ɜː/**   |  |  | | --- | --- | | **/ə/** | /ɜ:/ | | **a**mazing  yog**a**  c**o**llect  col**u**mn | l**ear**n  s**ur**f  w**or**k  th**ir**teen | | |
| **Task 5**  **\* Aims:** To help students pronounce the sounds /ə/ and /ɜ:/ correctly in sentences.  \* **Content**:Listen and tick the appropriate sounds. Practise the sentences.  **\* Products:** Students’ answers in your notebook ( Students share with the whole class )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 5:T-Ss, Ss-Ss***  - 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. | | **Task 5: Listen to the sentences and pay attention to the underlined parts. Tick the appropriate sounds. Practise the sentences.  *\* Answer key:***   |  |  |  | | --- | --- | --- | |  | **/ə/** | /ɜ:/ | | 1.My hobby is collecting dolls. | ✔ |  | | 2.I go jogging every Thursday. |  | ✔ | | 3. My cousin likes getting up early |  | ✔ | | 4.My best friend has thirty pens. |  | ✔ | | 5. Nam enjoys playing the violin. | ✔ |  | | |
| **5. Production (5’)**  \* **Aim:** To test students' quick reaction to the targeted sounds.  \* **Content:** *Game :* write sentences including: hobbie(s) and one of the sounds /ə/ and /ɜ:/.  **\* Products:** Students read aloud their sentences.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - \* 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 /ɜ:/.  - 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. | | **\* GAME: WHO IS FASTER?**  (e.g:***Listening to music*** *is a very* ***common*** *hobby*.)  *- Collecting stamps is an interesting hobby.* | |
| **IV. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | | Learn by heart all the new words. - Write sentences relating to hobbies that have the sounds /ə/ and /ɜ:/.  - Prepare lesson 3 ( A closer look 2)*..* | |

**\*- Evaluation:**

***Date of planning: 8/9/2024***

***Date of teaching: 12 /9/ 2024***

Week :2 UNIT 1: HOBBIES

Period 4: Lesson 3: A closer look 2

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

* use the Present simple tense correctly.

**1. Knowledge**

**\* Vocab:** hobbies lexical items

**\* Grammar:** - Review the knowledge on present simple tense

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

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

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:** - Text book, pictures, planning (Unit 1: A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES :

|  |  |  |
| --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: - To review some hobbies; To increase Ss’ interest. To enhance Ss’ skills of cooperating with teammates.  \* Content: Game: Sentence puzzling ( with the simple present)  **\* Products:** Students complete the perfect sentences on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| \* **Warm up (group work)**   * Teacher divides the class into 4 groups. * Teacher delivers a set of word cards which are jumbled sentences in present simple to each group. * Students will have to work in groups to create as many correct sentences from the word cards as possible. * The group with the most correct sentences will be the winner.   🡪LEAD-IN  T draws Ss’ attention to the form of the sentences created in the game and asks them whether they know the target tense. | *\**  Game: Sentence puzzling  ***Suggested sentences:***   |  |  |  |  | | --- | --- | --- | --- | | *1. Peter* | *likes* | *collecting* | *stamps* | | *2. My*  *mother* | *often* | *listens to music* | *in* | *in her free time* | | *3. They* | *don’t* | *like* | *playing* | *basketball.* | | *4.What* | *do* | *you* | *do* | *in your free* | | |
| **2. Presentation (10’)**  **\* Aim:** To review the present simple tense.  \* **Content:** To review the forms and use the present simple tense.  **\* Products:** Understand and know how to use the present simple tense  **\* Organization of implementation** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss : Ss- Ss**  +  **THE PRESENT SIMPLE: REVIEW**  \* T has the Ss review the forms and use of present simple before doing the exercises.  \*\* 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. | | \* THE PRESENT SIMPLE TENSE  **\* Form:**  **+** Positive: S + Vinf/ V(s/es) + … .  + Negative: S + don’t/ doesn’t + Vinf + … .  + Interrogative: Do/ Does + S + Vinf + … ?  ->Yes, S + do/does.  No, S + don’t/ doesn’t.  **\*signal words:** *Every day; every week ,often…..; always, usually, sometimes, today***…** |
| **3. Practice (20’)** | | |
| **Task 1**  **\* Aims: -** To help Ss identify and remember the uses of the present simple.  - To help Ss practise the correct form of the present simple.  - To give further practice with the present simple  **\* Content:**  **\* Products:** Students say the key aloud  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 1:T –Ss : Ss- Ss**  \* T asks Ss to do the exercise 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.  **TASK 2: T –Ss : Ss- Ss**  \* 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.  **TASK 3: T –Ss : Ss- Ss**  \* T has Ss do this exercise in pairs and then compare the answers with another pair.  \*\* 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.  **TASK 4: T –Ss : Ss- Ss**  \* 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. | | **TASK 1: MATCH THE SENTENCES (1 – 5) TO THE CORRECT USES (A – C).**  **\* Answer key:**  1. b 2. a 3. c 4. a 5. b  **TASK 2: COMPLETE THE SENTENCES. USE THE PRESENT SIMPLE FORM OF THE VERBS.**  ***Answer key:***  *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.**  ***Answer keys:***  1. enjoys 2. spends 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.**  ***\* Answer key:***  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? |
| **4. Production (7’)** | | |
| **TASK 5:**  **\* Aims:** To give Ss a chance to apply what they have learnt.  - To improve cooperative skill.  \* Content: Make questions then interview your partner.  **\* Products:** Role play ( ask and answer correctly)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **TASK 5: T - Ss, Ss - Ss**  \* 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. | | TASK 5: GAME: SENTENCE RACE  ***Ex:***  *1.* ***go***  *I* ***go*** *to school at 7 a.m every day.*  ***2. watch.***  *My brother* ***watches*** *TV at the weekend.*  *3.* ***listen***  *My father usually* ***listens*** *to music.*  *4. ………* |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content of the lesson  **\* Products:** Students say what they have learnt in the lesson  **\* Organization of implementation** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | | - Complete with the simple present.  - Make sentences with the simple present. |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | | - Make 3 sentences in the present simple tense.  - Complete the exercises in the Workbook.  - Prepare lesson 4 ( communication) |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning: 8/9/2024***

***Date of teaching:13 /9/ 2024***

Week 2 : UNIT 1: HOBBIES

Period 5 : Lesson 4 : Communication

**I. OBJECTIVES:**

By the end of this lesson, Ss will be able to describe and give opinions about hobbies.

**1. Knowledge**

- Use the lexical items related to the topic Hobbies

- Talk about likes and dislikes

- Ask and answer about hobbies.

**2. CompetenceS**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be ready to describe and give opinions about hobbies.

- Be interested more about new hobbies.

**II. TREACHING AIDS**

**\* Preparation:**

**1. Teacher:**

- Grade 7 textbook, Planning (Unit 1 communication)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To introduce the topic and To lead in the new lesson.  \* **Content:** Game: Arrange the following verbs of liking in descending order of preference.  **\* Products:** Students write the correct answers on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up** Team work  **T –Ss : Ss- Ss**  - T asks Ss Arrange the following verbs of liking in descending order of preference.  - Students write the correct answers on the posters.  - Then 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.  *Let’s find out more ways to give your opinion about something in this lesson.* | | | ***\** GAME: ARRANGE THE FOLLOWING VERBS OF LIKING IN DESCENDING ORDER OF PREFERENCE.** |
| **2. Presentation (10’)**  **\* EVERYDAY ENGLISH**  **\* Aim:** To introduce the use of verbs of liking.  \* **Content:** learning how to talk about likes / dislikes and about their hobbies.  **\* Products:**Ss know how to ask and answer about hobbies  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  Teacher introduces how to use of verbs of liking and give examples .  \* 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. | | \* We often use the – ing form after verbs of liking and not liking.   * ***Example:*** *I* ***like******going*** *to the cinema.*   *She* ***hates******cleaning*** *the floors.*  **Task 1: Listen and read the dialogue below. Pay attention to the questions and answers.**  *Mi:* Do you like reading books?  *Ann: Yes,* very much, especially books about science.  *Mi:* What about painting? Do you like it?  *Ann:* No, I don't. I'm not that interested in art. | | |
| **3. Practice (25’)** | | | | |
| **Task 2**:  **\* Aims:** To help Ss practise talking about likes and dislikes.  \* **Content:** Practise Asking and answer questions about what you like and don’t like doing.  **\* Products:** role play and practice in front of the class fluently.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2:T –Ss : Ss- Ss**  Tell Ss that they can use other verbs they learn in A Closer Look 1 to talk about likes and dislikes.  - T asks Ss to give some examples with these verbs. Model asking and answering with a student.  - Ask Ss to work in pairs to make similar dialogues, using different verbs to show likes and dislikes.  - Move around to observe and provide help. Call on some pairs to perform in front of the class. Comment on their performance. | **Task 2: Work in pairs. Ask and answer questions about what you like and don’t like doing.**  ***\* Example:***  *Teacher*: Do you love running?  Student: Yes, very much. I usually run in the park at weekends.  ***Vy:*** Do you like playing soccer?  Minh: Yes, I love it. I love playing football with my friends every Sunda  ***Vy:***What about playing guitar? Do you like it?  Minh: No, I don't. I'm not interest in it. | | | |
| **Task3:**  **All about your hobbies**  **\* Aims:** To provide practice with answering about Ss’ hobbies  \* **Content:** Fill some information about your hobbies.  **\* Products:** The answers on the group board and give feedback and comments clearly and exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: T - Ss, Ss – Ss**  \* 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. | Task 3: Answer the questions. Fill in column a with your answers.  **A (Me)**  - Amount of free time per day: 1 hour  - Thing(s) you like doing every day: reading books, listening to music, watching TV  - Thing(s) you don't like doing: washing the dishes, cooking  - Thing(s) you love doing in the summer: eating ice cream, going swimming  - Thing(s) you love doing in the winter: lying under the warm blanket, drinking hot chocolate | | | |
| **Task 4:**  **\* Aims:** To provide practice with asking and answering about hobbies.  \* **Content:** Now interview your friend, using the questions in Task 3. Write his / her answers in column B.  **\* Products:** Role play and practice asking and answering about hobbies in front of the class fluently.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 4: T - Ss, Ss – Ss**  \* 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. | **Task 4:** Now interview your friend, using the questions in Task 3. Write his / her answers in column B.  **B (My friend)**  Amount of free time per day: 2 hours  - Thing(s) he/she likes doing every day: drawing pictures, arranging flowers  - Thing(s) he/she doesn't like doing: doing homework, doing housework  - Thing(s) he/she loves doing in the summer: making cold drink, going to the beach  - Thing(s) he/she loves doing in the winter: eating ice-creams, cooking | | | |
| **4. Production (5’)**  **\* Aims:** To provide practice with comparing answers and giving a presentation about hobbies.  \* Content: Compare your answers with your friend’s. Then present them to the class.  **\* Products:** Some Ss present their work in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 5: T - Ss, Ss - Ss**  \* 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. | **Task 5: Compare your answers with your friend’s. Then present them to the class.**  ***\* Example:***  *I have only one hour of free time a day, but my friend Lan has 2 hours*  *I like listening to music every day, and Lan likes it too. I don’t like exercising, but Lan does.* | | | |
| **5 Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Students say what they have learnt in the lesson.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| Teacher asks students to talk about what they have learnt in the lesson. | **-** Practise Asking and answer questions about what you like and don’t like doing.  - …………. | | | |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do EX in the workbook.  - Prepare lesson 5 ( skills 1) | | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 14/9/2024***

***Date of teaching: 18 /9/ 2024***

Week2 : UNIT 1: HOBBIES

Period 6: Lesson 5 : Skills1

**I. OBJECTIVES:**

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

**1. Knowledge**

- Develop reading skill for general and specific information about Gardening.

- Talk about their hobbies and the benefits of them.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Develop presentation skill

- Actively join in class activities

**3. Qualities**

- Understand more about their preference of different types of hobbies

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:**

- Grade 7 textbook, planning ( Unit 1, skills 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES :

|  |  |
| --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: - To create an active atmosphere in the class before the lesson.  - To lead into the new lesson.  \* **Content: Game : LIST OUT AS MANY HOBBIES AS POSSIBLE**  **\* Products:** Students write the names of hobbies on the group board.(work in groups )  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - **T- Ss**  \* T introduces the objectives of the lesson and asks Ss to list out as many hobbies as possible within 1 minute.  \* Ss work in groups to brainstorm hobbies.  \*\*\* Which teams can list out more correct answers wins.  \*\*\*\* T confirms answers as a class. | ***\** Play a game : LIST OUT AS MANY HOBBIES AS POSSIBLE**  \* Suggested answers:   |  |  | | --- | --- | | *- playing badminton*  *-playing tennis*  *- playing football*  *- playing basketball*  *- riding a bike*  *- taking photos*  *- arranging flowers*  *- ice – skating*  *- gardening*  *- listening to music*  *……….* | *- collecting dolls*  *- collecting bottles*  *-. collecting stamps*  *- collecting coins*  *- carving wood*  *- reading book*  *- playing games*  *- cooking*  *- . playing the guitar*  *- cycling*  *……………….* | |
| **2. PRESENTATION** | |
| **\* Pre- Vocabulary (7’)**  **\* Aim: -** To prepare students with vocabulary related to the lesson  - To lead in the reading skills.  \* **Content:** Some vocabularies related the lesson.  **\* Products:** Read and understand the meaning of the words.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < what and where>  **🡪**Teacher leads students into the lesson | \* VOCABULARY:  **-** outdoor (adj) : ngài trời  - patient (adj) : kiên nhẫn  - responsibility (n): trách nhiệm  - maturity (adj): sự trưởng thành  - valuable (adj): quý giá, quan trọng, hữu ích  **\* Checking vocab: < what and where>** |
| **3.1 Pre-Reading (5’)**  **Task 1**  **\* Aims: -** To develop reading skill for general information.  - To help students understand activate their knowledge of the topic.  \* **Content:**  Look at the picture and discuss the questions.  **\* Products:** Students work in pairs and answer the questions exactly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| \* T has Ss look at the picture in the book or show the picture in the book on a slide.  - Ask Ss who they see in the picture and what they are doing.  \*\* T has Ss work in pairs to discuss the two questions.  \*\*\* T invites some Ss to share their answers.  \*\*\*\* Tell Ss that they are going to read a text about gardening. | **Task 1: Work in pairs. Look at the picture and discuss the questions.**  Sharing a Passion of Gardening with Your Kids! - BOKS Kids  1. What can you see in the picture?  2. In your opinion, what is good about gardening?  *1. In the picture, I can see 3 people. Maybe It’s a family. They are gardening together. There are a lot of plants around.*  *2. In my opinion, gardening is very good. Gardening can connect family members. It also helps people protect our environment. Gardening can help us to have clean food to eat.* |
| **3. 1 WHILE - READING (10’)** | |
| **Task 2**:  **\* Aims:** To help students read to find some words in context, and their meaning.  \* **Content:** Read the text about gardening. Match word in column A with its definition in column B.  **\* Products:** Students say the correct answers.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2:T –Ss : Ss- Ss**  \* T tells Ss what they are going to do.  - T asks Ss how to do the exercise. Elicit answers from Ss.  - If needed, T will tell them to follow these steps:  + Read the words in column A.  + Locate each word in the text.  + Read around the word to get the general meaning.  + Read the definitions in column B, find the suitable meaning to match each word.  - T asks Ss to repeat the steps (they can speak in Vietnamese).  \*\* Ss do the exercise individually and then check answers in pairs.  \*\*\* T invites some Ss to share their answers.  \*\*\*\* Confirm the correct answers. | **Task 2: Read the text about gardening. Match each word in column A with its definition in column B.**   |  |  | | --- | --- | | ***A*** | ***B*** | | 1. outdoor  2. patient  3. responsibility  4. maturity  5. valuable | a. a very developed from  b. happening outside  c. the duty of taking care of something  d. very helpful  e. able to wait for a long time |   ***\* Answer key:***  **1. b 2. e 3. c 4. a 5. d** |
| **Task 3:** **(5’)**  **\* Aims:** To help Ss develop their reading skill for specific information (scanning).  \* **Content:** Read the passages again and complete the sentences.  **\* Products:** Stusents’ correct answers on the board.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T - Ss, Ss – Ss (**Pair work) | Task 3: Read the text again. Complete each sentence with no more than THREE words. |
| \* T asks Ss what they are going to do.  – T has Ss share how to do this exercise.  – T briefly tells them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences.  – T asks Ss to repeat the steps (they can speak in Vietnamese).  \*\* T asks Ss to do the exercise individually and then check their answers in pairs.  \*\*\* T invites some Ss to share their answers. Have them explain their answers.  \*\*\*\* Confirm the correct answers.  – T asks Ss to tell the class the benefits of gardening as mentioned in the text. | 1. Gardening belongs to the group of \_\_\_\_\_\_\_\_\_\_\_\_.  2. Gardening teaches children about flowers, fruits, vegetables,\_\_\_\_\_\_\_\_\_.  3. Gardening makes children become \_\_\_\_\_\_\_ and responsible.  4. It is an activity that everyone in the family can \_\_\_\_\_\_\_\_.  5. The author and her mother usually garden for \_\_\_\_\_\_\_ a day.  ***\* Answer key:***  1. doing things  2. insects and bugs  3. patient  4. join in  5. an hour |
| **3.2 PRE- SPEAKING (5’)**  **Task4 :**  **\* Aims**: To help Ss prepare ideas for the speaking activity;  \* **Content:** Ask and answer about the school they like and say the reason.  **\* Products**: Students ask and answer fluently in groups .  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 4: T - Ss, Ss – Ss**  \* T introduces some structures to talk about the benefits of hobbies:  + to develop sth  + to make sb + adj  + to reduce sth  + to help sb / sth do sth  – Give some examples.  \*\* Ss work in pairs to match the hobby with its benefit(s). Check as the whole class.  – T asks Ss to name other benefits of these hobbies.  \*\*\* Invite some Ss to share their answers.  \*\*\*\* Confirm the answers. | II. Speaking  **Task 4 : Work in pairs. Match each hobby with its benefit(s).**    ***\*Answer key*:**  1. c, d  2. b, c  3. a, c, d, e |
| **3.2 WHILE - SPEAKING (6’)**  **\* Aims:** To help Ss use what they have learnt so far to talk about hobbies.  \* **Content:** Work in groups to ask and answer the two questions.  **\* Products:** Practice in groups and then present in front of the class.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 5: T - Ss, Ss – Ss**  \* Have Ss work in groups to ask and answer the two questions.  – Model the answers to the two questions if needed.  \*\* Ss work in groups to ask and answer the two questions.  \*\*\* Invite some Ss to share their partner’s answers to the questions.  – Invite other Ss to comment on the answers.  \*\*\*\* Comment on Ss’ answers. | **Task 5: Work in groups. Ask one another the following questions. Then present your partners’ answers to the class.**  *\* Questions:*  *1,What is your favourite hobby?*  My favourite hobby is listening to English music  *2, What are its benefit s?*  It makes me happy and helps me improve my English  🡪 My friend Hoa’s favourite hobby is listening to music  lt makes her happy and helps me improve my english |
| **4. POST- READING AND SPEAKING**  \* **Aim: -** Check Ss’ understanding about the reading passage.  - To help some Ss enhance presentation skill.  \* **Content:** Comments and vote for the most interesting and informative presentation.  **\* Products:** **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **T - Ss, Ss - Ss**  \*T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.  \*\* Ss do as required.  \*\*\* T calls Ss to share answer.  \*\*\*\*T gives feedback and comments. | \* Ss’ comments |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Students say what they have learnt in the lesson.  **\* Organization of implementation:** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Some new words  - Ask and answer about hobbies. |
| **IV. Homework (2’)**  \* **Aim:** To review the lesson that they have learnt and prepare for the next lesson Skills 2. | |
| - T asks Ss to write down their opinion about carving eggshells.  - T asks Ss to search for more information about this unique hobby. | - Write down their opinion about carving eggshells.  - Search for more information about this unique hobby. |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 15/9/2024***

***Date of teaching: 20 /9/ 2024***

Week 3 : UNIT 1: HOBBIES

Period 7: Lesson 6: Skills 2

**I. OBJECTIVES:**

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

**1. Knowledge**

- Use the lexical items related to the topic *Hobbies*

- Listen for specific information about Trang’s hobby

- Write a passage about her hobbies

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Learn more about their own hobby

- Be encouraged to take up a new hobby if they haven’t had one.

**II. TEACHING AIDS**

**1. Teacher:**

- Text books , pictures, planning ( Unit 1, Skills 2)

- Smart TV/Pictures.

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: - Check students’ knowledge related the previous lesson.  - To introduce the topic of listening.  \* Content: Game: Network ( my new school)  **\* Products:** Ss write word on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**  **T -Ss**  - T asks Ss to answer the question: *What will you mention when you talk about someone’s hobby?*  - Ss work individually to answer the questions.  - T calls Ss to give answers.  - T gets feedback and write on the board.  - T leads Ss to the new lesson.  - T sets the scene: You are going to listen to an interview about Trang’s hobby and complete the word web. | | | ***\**  Game:** **CHATTING**  ***What will you mention when you talk about someone’s hobby?***  ***\* Suggested answers:***  + Name of the hobby  + The time he / she started the hobby  + His / Her feeling about the hobby  + His / Her future plan about the hobby |
| **Activity 2: PRE-LISTENING (5’)**  **\* Pre- vocab**  **\* Aim:** - To enrich students’ vocabulary  - To lead in the listening tasks.  \* **Content:** Some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  **Lead in: T- Ss**  And then T leads students in the listening tasks. | **\* Vocabulary:**  decorate /ˈdekəreɪt/: trang trí  benefit (n) /ˈbenɪfɪt/: lợi ích | | |
| **\* Pre -listening (5’)** | | | |
| **Task 1**:  **\* Aims:** To help Ss understand and activate their knowledge of the topic.  **\* Content:** Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not?  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1:T –Ss : Ss- Ss**  \* T asks Ss to work in pairs to answer the questions.  *+ Do you know anything about building dollhouses?*  *+ Do you think it is a good hobby? Why/ Why not?*  - Ss work in pairs to answer.  - Ss share their answers. T monitors and accepts all answers if they make sense. | | **Task 1: Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not?**  **\* Suggested answers:**  *In the picture, I can see two girls. They build a dollhouse. In my opinion, their hobby is building dollhouses. I think It’s a good hobby. Because it develops your creativity. It also makes you more patient.* | |
| **Activity 3. WHILE-LISTENING (7’)**  **Task 2:**  **\* Aims:** To help students develop listening skill for specific information.  \* **Content:** Task 2: Listen and complete the mind map.  **\* Products:** Students’ correct answers on the posters.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss – Ss**  - T explains the way to listen to Trang’s hobby and asks them to guess and complete the mind map.  \*\*\*\* Ss share their answer.    - T asks Ss to work individually to listen and complete the word web.  - Ss work individually to listen and complete the word web.  - Ss work in pairs to compare their answers with each other and with the word / phrase on the board.  - T plays the recording a second time for pairs to check their answers.  - T asks Ss to write the answers on the board.  - T checks and corrects.   * T gives further comments | | **Task 2: Listen and complete the mind map.**  + What is Trang’s hobby? (name of the hobby)  + When did she start the hobby?  + Who shares the hobby with Trang?  + To do this hobby what does Trang have to ?  + How does she feel about the hobby?  + Does she intend to continue her hobby in the future ?  **\* Suggested answers:**  1. dollhouses 2. three / 3 3. cousin  4. a) house b) cloth 5. creative  **\* Audio script – Track 7:**  *Lan: Today we’ll talk about hobbies. I know that your hobby is building dollhouses. It’s quite unusual, isn’t it?*  *Trang: Not really. A lot of girls like it.*  *Lan: When did you start doing this?*  *Trang: Three years ago. I read an article about building dollhouses. I loved the idea right away.*  *Lan: Do any of your friends or relatives build dollhouses too?*  *Trang: Yes, my cousin Mi loves building them too.*  *Lan: Is it hard to build a dollhouse?*  *Trang: No, it isn’t. I use cardboard and glue to build the house and make the furniture. Then I make the dolls from cloth. Finally, I decorate the house.*  *Lan: What are the benefits of the hobby?*  *Trang: Well, I’m more patient and creative now.* | |
| **Activity 4: POST-LISTENING (5’)**  **\* Aims:**. To check students’ understanding of the listening part.  \* Content: Summarize the information of the listening part.  **\* Products:** Ss summarize the information in the listening part before the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 3:T-Ss, Ss-Ss( work group)***   * Students work in groups of four. * Teacher asks students to summarize the information in the listening part and talk about it.   **-** Teacher helps if necessary. | | \* Summarize the information of the listening part. | |
| **Activity 5 : PRE- WRITING (5’)**  **\* Aims:** - To brainstorm ideas and make an outline for Ss’ writing.  - To help Ss take notes and make outline for the next writing passage  \* **Content:** Fill in the blanks about your hobby.  **\* Products:** Ss complete the information about their exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  \* T tells Ss that they are going to write about his / her hobby.  \*\* T asks Ss to use the word web as a way to organize their ideas.  \*\* T models with a S *(Ex: Lan)*  \*\*\* Ss work individually to do Task 3.  \*\*\* T checks the answer.  \*\*\*\* T give more comments and feedback. | | **Task 3: What is your hobby? Fill in the blanks below.**  ***Suggested answers****:*  **Lan's hobby:**  1. Name of the hobby: collecting waste paper  2. Started: 3 years ago  3. Person who shares he hobby with: Nga  4. To do this hobby Nga has to:  a. collect paper after use  b. make flowers, dishes, toys. boxes...  c. use it for drawing if possible  5. Lan's feeling about the hobby: interesting, useful, protect the environment  6. Future: continue the hobby | |
| **Activity 6: WHILE - WRITING (5’)**  \* **Aim:** To let Ss write about their hobby.  \* **Content:** Write a paragraph about your hobby.  **\* Products:** Students’ perfect writing on the posters.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| \* T asks Ss to write their paragraphs individually based on the information in their word webs.  \*\* Ss listen to the teacher then do the task.  \*\*\* T asks one S to write his / her paragraph on the board.  \*\*\*\* T asks Ss to check the writing.   * \*\*\*\* T gives comments to the students. | | **Task 4: Write a paragraph about your hobby.**  *\* Students’ writing* | |
| **Activity 7: POST - WRITING (3’)**  \* **Aim:** To cross check and final check students’ writing.  \* **Content:** Cross check students’ writing  **\* Products:** Students check the others’ writing carefully .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * T may have students do their writing on large sheets of paper and organize a class gallery for students to display their writings on the board. Then students can go around to see their friends’ work, give and receive comments.   - Teacher t gives feedback on one writing as a model.. | | **\* Sample paragraph:**  *My hobby is arranging flowers. I started this hobby 3 years ago. I share my hobby with my mom. We often arrange flowers at weekend. To arrange flowers, I need flowers, vase and scissors. When I arranging flowers, I feel happy. It helps me to develop my creativity and to be more patient.* | |
| **5. Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the main content in the lesson.  **\* Products:** Say aloud what they have just learnt in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | | - Some new words.  - Listen a passage about Trang’s hobby.  - write a paragraph about your hobby | |
| **IV. Homework (2)**  **\* Aim:** To revise the knowledge that students have gained in this lesson. | | | |
| * Teacher asks students to write down the paragraph in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the paragraph in the notebooks. * Write about one of your family members’ hobby in about 60 words.   - Prepare for the project. | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 15/9/2024***

***Date of teaching: 24 /9/ 2024***

Week 3 : UNIT 1: HOBBIES

Period 8: Lesson 7: Looking back and project

**I. OBJECTIVES:**

- Review the vocabulary and grammar of *Unit 1*

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**1. Knowledge**

**a. Vocab:** hobbies lexical items

**b. Grammar:** - Review the knowledge on present simple tense

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be more creative when doing the project

- Develop self-study skills

**III. TEACHINH AIDS**

**1. Teacher:**

- Text books , pictures, planning (Unit 1, Looking back and project)

- Smart TV/Pictures.

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity1: Warm-up (3’)**  **\* Aim**: - To revise the vocabulary related to the topic and lead in the next part of the lesson.  - To enhance Ss’ skills of cooperating with team mates.  \* Content: Game: *Guessing game*  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **T –Ss**  \* T divides the class into two big groups.  - Ss take turns to think of a hobby for your partner to guess.  - Their partner can ask up to 10 yes / no questions and he / she can only answer with a 'yes’ or 'no’.  - Time allowance: 3 minutes  \*\* 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.  \*\* Ss work in groups to do the task.  \*\*\* Ss give answer.  \*\*\*\* T monitors and gives feedback | | | *\**  Game*: Guessing game*  ***E.g:1.*** *I have a lot of bottles, dolls or stamps. What is my hobby?* |
| **Activity 2: PRACTICE**   1. **Vocabulary**   **Task 1 (5’)**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit.  \* **Content**: Complete the sentences with appropriate hobbies.  **\* Products:** Students write corr ectwords on the board. ( say the correct answers aloud)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss :**  \* Have Ss do this activity individually then compare their answers with their partners.  \*\* Ss do this activity individually.  \*\*\* Ask for Ss’ answers or ask one student to write his / her answer on the board.  \*\*\*\* Confirm the correct answers. | | **Task 1:** **Complete the sentences with appropriate hobbies.**  ***\* Answer key:***  1. collecting coins  2. doing judo  3. making models  4. gardening  5. playing football | |
| **Task 2**: **(5’)** | | | |
| **\* Aims:** To help Ss revise vocabulary relating to hobbies*.*  \* Content: Write true sentences about you and your family members.  **\* Products:** Students’ correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**  \* T has Ss write true sentences about them and their family members.  \*\* Ss write true sentences about them and their family members.  \*\*\* T asks them to share their answers with a classmate.  \*\*\*\* T invites some Ss to write their sentences on the board. T and other Ss comment | **Task 2: Write true sentences about you and your family members.**  **Eg:**  **1***. I like playing volleyball.*  *2. My dad enjoys reading books*  *3. My mom doesn’t like gardening*  *4. My grandmother loves cooking*  *5. My grandfather hates making models* | | |
| **2. Grammar**  **Task 3. + Task4 (10’)**  **\* Aims:** - To help students revise the present simple tense.  - To help Ss revise the present simple in questions and negative sentences.  \* **Content:** Use the present simple form of each verb to complete the passage; Change the sentences into questions and negative ones.  **\* Products:** Write correct words on the board.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**  \* Ask Ss about the uses of the present simple that they have learnt in the unit.  \*\* Have Ss do this exercise individually.  \*\*\* Have compare their answers with a partner. Call on some Ss to give the answers.  \*\*\*\* Confirm the correct answers and write them on the board.  ***Task 4:T-Ss, Ss-Ss***  \* Have Ss do this exercise individually then compare their sentences with a partner.  \*\* Ss do this exercise individually.  \*\*\* Invite some Ss to read their answers aloud.  \*\*\*\* Give feedback. | **Task 3:** Use the present simple form of each verb to complete the passage.  ***\* Answer key:***  1. loves 2. has 3. enjoys 4. don’t like  5. is 6. is 7. go 8. begins  **Task 4:** Change the sentences into questions and negative ones.  **\* Answer key:**  1. Does this river run through your home town?  This river doesn’t / does not run through my home town.  2. Does your drawing class start at 8 a.m. every Sunday?  My drawing class doesn’t / does not start at 8 a.m. every Sunday.  3. Do they enjoy collecting stamps?  They don’t / do not enjoy collecting stamps.  4. Do you do judo every Tuesday?  I don’t / do not do judo every Tuesday.  5. Does your brother love making model cars?  My brother doesn’t / does not love making model cars. | | |
| **Activity 3. PROJECT**  ***\* My dream school***  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** Make project “*My hobby****”***  \* **Products:** Students’ answers on the posters. .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Project: T - Ss, Ss – Ss** (group work)  \* 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 neccessary.  \*\* 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.  \*\*\* Students vote for the best poster.  \*\*\*\* Teacher gives feedback. Remember to have the “show and tell” session and vote for the best poster.  \*\*\* Students vote for the best poster.  \*\*\*\* Teacher gives feedback. | ***\** HOBBY POSTER**  1. List of hobbies: *gardening, cooking, reading, listening to music, cycling, swimming, building dollhouses, painting,...*  2. The benefits of the hobby *– Reading:*  *- It is a great way to learn about new things, learn more about your own world.*  *- It can reduce stress.*  *- It can improve your concentration.*  https://img.loigiaihay.com/picture/2022/0314/reading.png  *My favourite hobby is reading. It is one of the popular activities. It is suitable for everyone, especially teens. You can do it everywhere, from your own room to the park, library,... When reading, you learn more about your own world. It is a great way to learn about new things. Reading is also good because it can reduce stress and improve your concentration***.** | | |
| **Activity 4: Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize what students have learnt in the lesson.  **\* Products:** Say aloud what they have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary in unit 1.  - Sounds /ə/ and /ɜ:/  - The present simple;  - Verbs of liking and disliking  - Make a project about some hobbies | | |
| **IV-Homework (2)**  **\* Aim:** To revise the knowledge that students have gained in Unit1 and To prepare for the next lesson | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | - Complete the project  - Prepare for the next lesson: Unit 2 –Lesson 1. Getting started. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….