Date of planning: Date of teaching:

**UNIT 1: HOBBIES**

**Period 2: Lesson 1: GETTING STARTED**

***My favourite hobby***

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to gain the following things:**

- use the words related to hobbies and verbs of liking and disliking to talk about different hobbies;

- pronounce the sounds **/ә/** and **/з:/** correctly.

- use present simple tense;

- talk about likes and dislikes;

- read for specific information about hobby;

- talk about the benefits of hobbies;

- listen for specific information about one’s hobbies;

- write a paragraph about one’s hobby.

**1. Knowledge:**

- To introduce topic of the lesson *Hobbies* . An overview about the topic Hobbies. To practice listening and reading.

**+ Vocabulary:** Use the words related to the topic *Hobbies.* Pronouncing the sounds */****ә****/*and***/з:/***correctly;

*- New words: unusual (adj) ; creativity (n) ; dollhouse (n) ; cardboard (n) ; glue (n) ; making models. horse riding, upstairs, amazing ....*

**+ Grammar:** - Review Present simple tenses

**2. Competence:** Students will be able to practice listening and reading the conversation between Trang and Ann about Hobbies;

- 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. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students: Text books, studying equipment….

- Computer connected to the Internet.

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**III. PROCEDURE:**

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

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Introducing themselves to make more new friends.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting + Asking question:**  - T may introduce some warm-up activities to create an active atmosphere to inspire Ss to warm up to the subject and new lesson…  *\* 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.*  - Before open their books, T asks Ss what they like doing for pleasure in their free time. Summarise Ss’s answers and ask them what these activities called.  - Elicit the word “Hobbies”  - Write the unit title on the board *My Hobbies* ..  - Ask Ss to open their book and start the lesson.…. | **+ Greeting + Asking question:**  **- T\_Ss**  - Asking question:  \* T asks Ss about what they like doing for pleasure in their free time.  *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?*  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **Aims: - To set the context for the introductory conversation;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.**  **\* Content:** Learn some new words in context . Read the conversation and find out new words.  **\* Outcome:** Practice readingthe conversation Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read:** /P. 8  +Ask Ss to open their book and start the lesson.  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher explains the meaning of the new vocabulary by pictures.  + Follow the seven steps of teaching vocab.  + Check vocabulary: R & R  **+ Take note**  +Ask Ss to look at the pictures on page 8-9 and answer the questions below:  *1. Can you guess who they are?*  *2. What can you see in the picture ?*  *3. What hobby do they have? ....*  + T introduces the two characters: Trang and Ann. Explain they are friends. Quickly write Ss’s answers to questions 2-4 on the board.  - Play the recording twice for the Ss to listen and read along.  - Have Ss underline the words that are related to the topic of the units while they are listening and reading.  - Invite some pairs of Ss **to read the conversation aloud.**  **-** Now refer to the quetions 2-4on the board. Confirm the correct answers.  -(*Question 2: a girl with a dollhouse; a dollhouse. And a girl riding a horse.*  *- Question 3: Trang’s hobby is buiding dollhouses and ann’s hobby is horse riding)*  - Have Ss say the words in the text that they are related to the topic *My hobbies*.  - Quickly write the words on one part of the board.  - Comment on Ss’ answer. | **1. Listen and read**./ P. 8  **- T\_Ss**  - Listen carefully to the context  **\* Vocabulary**  **- unusual** (adj) khác thường  **- creativity** (n) sự sáng tạo  **- dollhouse** (n) nhà búp bê  **- cardboard** (n) bia các tông  **- glue** (n) keo dán, hồ  **- making models**. làm mô hình  **- upstairs** (n): ở trên lầu; ở tầng trên  **- amazing** (adj):làm sửng sốt,làm ngạc nhiên  **- horseriding** (n) cưỡi ngựa  - Listen carefully and read aloud. |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim:** **To help Ss understand the conversation.**  **\* Content:** Listen and read the conversation.True/ False activity.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, vocab.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| 2. Read the conversation again and write T (True) or F (False)  - T asks Ss to ask the sentences and decide if they are true of false without reading conversation again. Allow them to share their answers with a partner before discussing as a class.  - Ss may read the conversation again to confirm their answers before giving T the answers.  - Elicit from Ss. Have them correct the false sentences.  - Write the correct answers on the board. | **2. Read the conversation again and write T (True) or F (False).**  **- T\_Ss . Work independently.**  - Give the answers  **\* Key :**  **1. F** (she made it herself)  **2. T**  **3. T**  **4. T**  **5. F** (Her lesson starts at 8 a.m) |
| ACTIVITY 3:  Aim: To introduce some vocabulary items related to hobbies.  **\* Content:** Name the picture, then listen, check and repeat.  **\* Outcome:** Ss understand more the use some vocabulary related to hobbies.  **\* Organisation :** | |
| 3. Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat 3.  - Ask Ss to name the pictures.  - Have Ss work individually to write the words and phrases from the box under the correct 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.  - Have 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.  - Have some Ss practise saying the words and phrases again. | **3.Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  *- Copy them*  ***\* Key:***  **1**. making models **2**. horseriding  **3**. collecting coins **4**.Gardening  **5**. building dollhouses  **6**.collecting teddybears. |
| ACTIVITY 4:  Aim:To help Ss categories hobbies.  \* Content**: To work in pairs. Write the hobbies in the suitable column.**  **\* Outcome:** Ss know how to categorize hobbies in the suitable column.  **\* Organisation :** | |
| **4.Work in pairs. Write the hobbies from 3 in the suitable columns.**  - 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 | **4. Work in pairs. Write the hobbies from 3 in the suitable columns.**  **- Pair work**  ***- Ss do themselves***  **\* Suggested answers:**  **- doing things**: horse riding, 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.) |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  Aim:To help Ss practice using the vocabulary items related to hobbies.  **\* Content:** Play game.Ask their classmates which hobbies they like.  **\* Outcome:** Ss can ask and answer the hobbies they like  **\* Organisation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **5. GAME: Find someone who**  Work in groups. Ask your classmates which hobbies they like. Use the question : Do you like ..?  - Set time (3 - 5 minutes) for Ss to do this activity.  - Then ask the classmates around to complete the table, using the questions 'Do you like...?'  The student who completes the table first wins.  - He / She reads aloud the names they have. | **5. GAME: Find someone who**  **Work in groups. Ask your classmates which hobbies they like. Use the question : Do you like ..?** |
| **5. WRAP-UP & HOMEWORK (2’)** | |
| \* Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOMEWORK**  - Read again the conversation on page 8.  - Do more exercises in workbook.  - If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the present simple tense and the words with the sounds /**ә**/and **/з:/**, and tells Ss that they will learn these language points in the upcoming lessons. | |

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