

## Week 1 - Period 1

## INTRODUCTION + STUDY GUIDANCE

Date of planning: 5.09. 2022

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to know about the English 7 - student's book and the workbook, and know how to learn English 7 effectively.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence. Students can get an overview of the textbook.

**3. Behavior:** Students are hard-working and attentive. They know how to study English 7.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher's book, laptop, laptop...

**2. Students:** Textbooks, laptops, smartphones, notebooks...

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

| Teacher's and students' activities   | The main contents  |
|--|--|
| <p style="text-align: center;"><b>1. Warm up (7')</b></p> <p><b>a, Aim:</b> To warm up the class and lead in the lesson.</p> <p><b>b, Contents:</b> Ss work in groups to find the names of 6 units in English 7 in term 1 and write them on the board.</p> <p><b>c, Outcome:</b> Ss can tell and write all names of 6 units and write them well.</p> <p><b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>- Teacher divides the class into two teams. Then T asks Ss to look through all the names of the 6 Units in the Student's book in 10 seconds and try to remember as many names as possible.</li> <li>- T asks Ss to go to the board and write the words.</li> <li>- Teacher gets feedback.</li> </ul>  | <p><b>Kim's game</b></p>   |
| <p style="text-align: center;"><b>2. Presentation (20')</b></p> <p><b>a, Aim:</b></p> <ul style="list-style-type: none"> <li>+ Ss can know the themes, topics of textbook in term 1.</li> <li>+ Ss can know the design of workbook and how to use it effectively.</li> </ul> <p><b>b, Contents:</b></p> <ul style="list-style-type: none"> <li>+ Ss work individually to answer the questions.</li> <li>+ Ss work in pairs to answer the questions.</li> </ul> <p><b>c, Outcome:</b> Ss can know some new words about noise pollution.</p> <p><b>d, Organization:</b></p>                        |  |
| <p><b><u>Introduce the new textbook English 7</u></b></p> <ul style="list-style-type: none"> <li>- T asks Ss to answer the questions individually.</li> </ul> <p>? <i>How many weeks are there in a school year?</i></p> <p>? <i>How many weeks are there in the first terms?</i></p> <ul style="list-style-type: none"> <li>+ English 7 Student's book is the third of four levels English language textbooks for Vietnamese students in lower secondary school learning English as a foreign language. It focuses on the use of language (pronunciation, vocabulary and grammar) to</li> </ul> | <p><i>6 topic-based units in term 1:</i></p> <ul style="list-style-type: none"> <li>+ Unit 1: My hobbies</li> <li>+ Unit 2: Health</li> <li>+ Unit 3: Community service</li> <li>+ Unit 4: Music and Art</li> <li>+ Unit 5: Vietnamese Food and Drink</li> <li>+ Unit 6: The first university in Viet Nam</li> </ul> |

|   |   |
|---|---|
| <p>develop the four language skills (listening, speaking, reading and writing).<br/> <i>? How many units are there in the first terms?</i><br/>                 - There are two main themes: Our Communities and Our Heritage.<br/>                 - After each theme is a review.<br/>                 - There are two 45-minute tests: one after unit 3 and another after unit 5.<br/> <b><u>Introducing the workbook (10')</u></b><br/>                 - T asks Ss to work in pairs to answer the questions:<br/> <i>? What is the Workbook about?</i><br/> <i>? Study the Workbook quickly then answer the question</i><br/>                 - Ss work in pairs to answer the questions. Then T gives feedback.</p> | <p>- The Workbook mirror and reinforces the content of the Student's book. It offers:<br/>                 + <i>Further practice of the language and skills taught in class.</i><br/>                 + <i>Four additional tests for students' self-assessment.</i></p>                                       |
| <p><b>3. Practice (10')</b></p> <p><b>a, Aim:</b> Ss can know how to learn English 7 effectively.<br/> <b>b, Contents:</b> Ss work in groups to discuss the ways to learn English 7 effectively.<br/> <b>c, Outcome:</b> Ss can know how to learn English 7 effectively.<br/> <b>d, Organization:</b></p>   |   |
| <p>- T asks Ss to work in groups of 3 or 4 to discuss the questions "How to learn English 8 effectively?". Ss do it.<br/>                 - T calls some groups presentative to present the ideas in front of the class. Ss do it.<br/>                 - T gives comments and feedback.</p>  | <p><b>Discussion: How to learn English 7 effectively?</b><br/>                 - Prepare the lesson carefully before each period.<br/>                 - Learn by heart all the new words and structures.<br/>                 - Do exercises regularly.<br/>                 - Practice the four skills.</p> |
| <p><b>4. Application (6')</b></p> <p><b>a, Aim:</b> Ss can retell the coursebook structure and the ways to study the book effectively.<br/> <b>b, Contents:</b> Ss work individually to retell the coursebook structure and the ways to study the book effectively.<br/> <b>c, Outcome:</b> Ss can do the task well.<br/> <b>d, Organization:</b></p>   |   |
| <p>- T asks the retell the coursebook structure and the ways to study the book effectively.<br/>                 - Ss do it individually.</p>   | <p><b>Consolidation</b></p>   |

**3. Guides for homework (2')**

- Prepare **Unit 1: Getting started.**
- Prepare some pictures about some popular hobbies.

**Week 1 - Period 2***Date of planning: 5/09/2022***UNIT 1: MY HOBBIES****Lesson 1: Getting started****A. Objectives**

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

- extend and practice vocabulary related to hobbies;
- express their own hobbies.

**1. Knowledge:**

-Vocabulary: upstairs(adv),unusual(adj), glue (n),dollhouse(n).  
cardboard (n).creativity(a).

- Grammar: Simple present, V-ing (gerund)

**2.Competence:-** Develop communication skills and creativity.

-linguistic competence, cooperative learning and communicative competence.

**3. Skills : 4 skills**

**4. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher's book.

**2. Students:** Textbooks, smartphones, notebooks.

**C. Procedures:**

| Teacher's and students' activities  | The main contents   |
|---|---|
| <b>1. Warm up (3')</b><br><i>a, Aim:</i> To attract Ss' attention to the lesson and lead in the new lesson.<br><i>b, Contents:</i> Ss work individually to answer the questions.<br><i>c, Outcome:</i> Ss can have some background knowledge about the topic of the lesson.<br><i>d, Organization:</i>  |   |
| <ul style="list-style-type: none"> <li>- T asks Ss some questions about what they like doing for pleasure in their free time.</li> <li>- Ss answer the questions individually.</li> <li>- T introduces the unit title on the board: "My hobbies"</li> </ul>   | <b>Questions:</b> <ul style="list-style-type: none"> <li>-What do you like doing in your free time?</li> <li>- Do you like collecting dolls?</li> <li>- Do you like collecting glass bottles?</li> <li>- Do you enjoy mountain climbing?</li> <li>...</li> <li>- What all these activities are called?</li> </ul> |
| <b>2. Presentation (15')</b><br><i>a, Aim:</i> To help Ss revognize some vocabularies related to the topic and listen and read the conversation about a hobby.<br><i>b, Contents:</i> <ul style="list-style-type: none"> <li>+ Ss work individually to study vocabulary.</li> <li>+ Ss work in groups to listen and read.</li> </ul> <i>c, Outcome:</i> Ss can revognize some vocabularies related to the topic and listen and read the conversation about a hobby well.<br><i>d, Organization:</i> |   |

|   |   |
|---|---|
| <p>- T elicits the words from students.</p> <p>- T uses different techniques to teach vocabulary: <i>(situation), (picture), (situation), (translation), (translation) (picture)</i>.</p> <p>- Ss listen, repeat and take notes in their notebooks.</p> <p>=&gt; <b>Checking:</b> Matching.</p> <p>- T asks Ss to look at the picture in the book and answer the questions:</p> <p>- Ss answer the questions in pairs.</p> <p>- T lets Ss listen to the dialogue. Ss read the dialogue in groups of three.</p>  | <p><b>* Vocabulary:</b></p> <p>+ upstairs(adv): trên gác</p> <p>+unusual(adj): khác thường</p> <p>+ a piece of cake (idom): dễ ợt</p> <p>+ glue (n):keo dán, hồ (picture)</p> <p>+dollhouse(n): nhà búp bê</p> <p>+ cardboard (n):bìa các tông</p> <p>+creativity(a): <i>có sáng tạo</i></p> <p><b>1. Listen and read</b></p> <p>+ Can you guess who are they ?</p> <p>+ Where are they?</p> <p>+ What can you see on the shelf ?</p> <p>+ What may the hobby be ?</p>                        |
| <p style="text-align: center;"><b>3. Practice (15')</b></p> <p><b>a, Aim:</b> To help Ss understand the conversation and develop Ss' vocabulary of hobbies</p> <p><b>b, Contents:</b></p> <p>+ Ss work individually to decide the statements are True or False.</p> <p>+ Ss work in pairs to answer the questions.</p> <p>+ Ss work individually to listen and read.</p> <p>+ Ss work individually to match.</p> <p>+ Ss work in pairs to complete the table.</p> <p><b>c, Outcome:</b> Ss can understand the conversation clearly and they can develop their vocabulary of hobbies well.</p> <p><b>d, Organization:</b></p>  |   |
| <p>- T asks Ss to work independently, read the conversation again and decide if they are true or false.</p> <p>- Ss work individually. Then Ss share the answers with a partner.</p> <p>- Ss write the answers on the board.</p> <p>- T corrects.</p> <p>- T asks Ss work individually to match the words/ phrases from 2 with the pictures. Have them compare the answers with a partner. Ss do it.</p> <p>- T asks for Ss' answers. Ss give the answers.</p> <p>- T gives feedback and confirms the correct answers.</p> <p>- T asks ss to work in pairs to complete the table. Ss work in pairs.</p> <p>- T calls on ss to go to the bb and show their answers. Ss write answers on the board.</p> | <p><b>2. Are the sentences below true (T) or false (F)?</b></p> <p><b>Key:</b></p> <p>1. F      2. T</p> <p>3. T      4. T</p> <p>5. F</p> <p><b>3. Matching.</b></p> <p><b>Key:</b></p> <p>1. making models</p> <p>2. riding a horse</p> <p>3. collecting coins</p> <p>4. gardening</p> <p>5. building dollhouse</p> <p>6. collecting teddy bears.</p> <p><b>4. Complete the table.</b></p> <p>=&gt; <b>Answer key:</b></p> <p><b>+Doing things:</b>      gardening,collects bottles....</p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- T asks ss to add more words to the table.</li> <li>Ss add more words.</li> <li>- T checks and corrects as a class.</li> </ul>   | <ul style="list-style-type: none"> <li>+<b>making things:</b> Taking photos, playing the guitar, building dollhouses</li> <li>+<b>Collecting things:</b>, collecting bottles, collecting coins...</li> </ul> |
| <p><b>4. Application (10')</b></p> <p><i>a, Aim:</i> To help Ss review the vocabularies by playing game.</p> <p><i>b, Contents:</i> Ss work individually to play game.</p> <p><i>c, Outcome:</i> Ss can review the vocabularies they have studied well.</p> <p><i>d, Organization:</i></p> |  |
| <ul style="list-style-type: none"> <li>- T lets Ss retell the vocabularies by playing game: T asks a student to go to the board to give some activities and other students guess words.</li> <li>- Ss play game.</li> </ul>  | <p>Game: Find s.o who.<br/>Do you like.....?</p>   |

**5. Consolidation and guides for homework (2')**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:**

- Asks Ss to:

+ Learn by heart all the new words

+ Prepare **“A closer look 1**

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**Week 1 - Period 3**

Date of planning: 6/09/2022

**UNIT 1: MY HOBBIES**

**Lesson 2: A closer look 1**

**A. Objectives**

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

- recognize some lexical items related to the topic hobbies.
- pronounce the words with the sounds / ə / and / ɜ : / correctly.
- Verbs of liking and disliking.

**1. Knowledge:**

-Vocabulary: Words related to the topic “*My hobbies*”

- Pronunciation: sounds /ə/ and /ɜ:/

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3.Skills: 4 skills.**

**4. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book, laptop.

**2. Students:** Textbooks, laptops, smartphones, notebooks...

**C. Procedures:**

| Teacher’s and students' activities   | The main contents  |
|--|--|
| <p><b>1. Warm up (4’)</b></p> <p><i>a, Aim:</i> Towarm up the class and lead in the lesson<br/> <i>b, Contents:</i> Ss work individually to play game.<br/> <i>c, Outcome:</i> Ss can review the vocabularies they have studied well.<br/> <i>d, Organization:</i></p>                                 |  |
| <p>- T asks Ss some questions about the hobbies. Ss answer the questions individually.<br/>                     - T introduce the lesson.</p>  | <p><b>Eg:</b><br/>                     What is your favorite hobby?<br/>                     When did you start your hobby?<br/>                     .....</p> |
| <p><b>2. Presentation (10’)</b></p> <p><i>a, Aim:</i> To help Ss recognize some lexical items related to the topic.<br/> <i>b, Contents:</i> Ss work individually to study new words.<br/> <i>c, Outcome:</i> Ss can realize some lexical items related to the topic.<br/> <i>d, Organization:</i></p> |  |
| <p>- T elicits some new words.<br/>                     - Ss listen, repeat and copy in their notebooks.<br/>                     =&gt; Checking: What and Where.</p>  | <p><b>Vocabulary:</b><br/>                     jogging (n) /'dʒɒɡɪŋ /: chạy bộ<br/>                     coin(n) /kɔɪn/: đồng xu</p>                            |
| <p><b>3. Practice (22’)</b></p> <p><i>a, Aim:</i><br/>                     + To help Ss know how to some words and phrases about the hobbies and structure.<br/>                     + To help Ss pronounce correctly the sounds / ə / and / ɜ : / isolation.<br/> <i>b, Contents:</i></p>             |  |

|   |  |       |         |         |       |      |      |         |      |        |          |
|---|--|-------|---------|---------|-------|------|------|---------|------|--------|----------|
| <p>+ Ss work in pairs to match.<br/>                 + Ss work in pairs to fill in each blank in the sentences with one hobby or one action verb from the box below.<br/>                 + Ss work in groups to write down key words.<br/>                 + Ss work individually to play the game.<br/>                 + Ss work individually to listen and tick the words they hear.<br/>                 + Ss work individually to listen again and put the words in the correct column.</p> <p><b>c, Outcome:</b><br/>                 + Ss can know how to some words and phrases about the hobbies and structure and do vocabulary exercises correctly.<br/>                 + Ss can pronounce correctly the sounds / ə / and / ɜ : / isolation correctly.</p> <p><b>d, Organization:</b></p>  |  |       |         |         |       |      |      |         |      |        |          |
| <p>- Ss work in pairs to do the task.<br/>                 - Ss give the answers.<br/>                 - T confirms the correct answers.</p> <p>T explains</p> <p>- T asks ss to work in pairs to do this activity. Ss do it.<br/>                 - T calls 2 students to write their answers on the board. Ss do it.<br/>                 - Ss give the answers.<br/>                 - T confirms the correct answers</p> <p>- T asks ss to work in group of 4 ss to do this activity. Ss do it.<br/>                 - T calls on students in different groups to write the answers on the board.<br/>                 - T confirms the correct answers.<br/>                 - T calls on one student to sit in front of the class and say the sentences aloud.<br/>                 - T has some Ss read out</p> <p>- T plays the recording.<br/>                 - Ss listen and repeat the words.</p> | <p><b>1. Complete the word verbs below:</b><br/> <b>Key:</b><br/>                 -go: Swimming,jogging<br/>                 -do: judo,joga<br/>                 -collect: dolls, coins.<br/>                 Notes:<br/>                 Like, love, enjoy, + V-ing<br/>                 Dislike, hate<br/>                 Ex : I like jogging.</p> <p><b>2.Complete the sentences, using the –ing form of the verbs from the box:</b><br/> <b>Key:</b><br/>                 1. <i>Collecting</i><br/>                 2. <i>Going</i><br/>                 3. <i>Plying</i><br/>                 4.making<br/>                 5.doing</p> <p><b>3. Look at the pictures, say the sentences:</b><br/> <b>Ex:</b><br/> <b>P1:</b>They like making models.<br/>                 1. He hates / doesn't like doing judo.<br/>                 2. They like / love / enjoy playing football.<br/>                 3. They love / like / enjoy gardening.<br/>                 4. They enjoy / like / love collecting stamps.<br/>                 5. She hates / doesn't like riding a horse / horse riding.</p> <p><b>II. Pronunciation</b><br/> <b>4. Listen and repeat.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">/ ə /</td> <td style="width: 50%; text-align: center;">/ ɜ : /</td> </tr> <tr> <td>amazing</td> <td>learn</td> </tr> <tr> <td>joga</td> <td>surf</td> </tr> <tr> <td>collect</td> <td>work</td> </tr> <tr> <td>column</td> <td>thirteen</td> </tr> </table> | / ə / | / ɜ : / | amazing | learn | joga | surf | collect | work | column | thirteen |
| / ə /   | / ɜ : /  |       |         |         |       |      |      |         |      |        |          |
| amazing   | learn  |       |         |         |       |      |      |         |      |        |          |
| joga  | surf   |       |         |         |       |      |      |         |      |        |          |
| collect   | work   |       |         |         |       |      |      |         |      |        |          |
| column  | thirteen   |       |         |         |       |      |      |         |      |        |          |

| <p>- To help students identify how to pronounce the sounds /ə/ and /ɜ:/.-<br/>To help students practise pronouncing these sounds in words.- T corrects.</p> <p>- T has ss to work individually. Ss do it.<br/>- T plays the recording. Ss listen.<br/>- Ss give answers.<br/>- T confirms the correct answers.</p> | <p><b>TASK 5: LISTEN TO THE SENTENCES AND PAY ATTENTION TO THE</b><br/><b>Answer key:</b></p> <table border="1"> <thead> <tr> <th></th> <th>/ə/</th> <th>/ɜ:/</th> </tr> </thead> <tbody> <tr> <td>1. My hobby is <u>col</u>lecting dolls.</td> <td></td> <td></td> </tr> <tr> <td>2. I go jogging every <u>Thurs</u>day.</td> <td></td> <td></td> </tr> <tr> <td>3. My cousin likes getting up <u>ear</u>ly.</td> <td></td> <td></td> </tr> <tr> <td>4. My best friend has <u>thir</u>ty pens.</td> <td></td> <td></td> </tr> <tr> <td>5. Nam enjoys playing the <u>violin</u>.</td> <td></td> <td></td> </tr> </tbody> </table> |      | /ə/ | /ɜ:/ | 1. My hobby is <u>col</u> lecting dolls. |  |  | 2. I go jogging every <u>Thurs</u> day. |  |  | 3. My cousin likes getting up <u>ear</u> ly. |  |  | 4. My best friend has <u>thir</u> ty pens. |  |  | 5. Nam enjoys playing the <u>violin</u> . |  |  |
|--|---|------|-----|------|--|--|--|---|--|--|--|--|--|--|--|--|---|--|--|
|  | /ə/   | /ɜ:/ |     |      |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |
| 1. My hobby is <u>col</u> lecting dolls.   |   |      |     |      |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |
| 2. I go jogging every <u>Thurs</u> day.  |   |      |     |      |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |
| 3. My cousin likes getting up <u>ear</u> ly.   |   |      |     |      |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |
| 4. My best friend has <u>thir</u> ty pens.   |   |      |     |      |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |
| 5. Nam enjoys playing the <u>violin</u> .  |   |      |     |      |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |

**4. Application (7')**

**a, Aim:** To help Ss recognize the sounds / ə / and / ɜ :/ in context.  
**b, Contents:** Ss work individually to listen and tick.  
**c, Outcome:** Ss can recognize the sounds / ə / and / ɜ :/ in context well.  
**d, Organization:**

|   |  |
|---|--|
| <p>** Students play the game.</p> <p>*** 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.</p> <p>**** Teacher gives feedback.</p> | <p><b>GAME: WHO IS FASTER?</b></p> <p>* 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:/.<br/><br/>(e.g: <i>Listening to music is a very common hobby.</i>)</p> |
|---|--|

**3. Consolidation and guides for homework (2')**

**\* Consolidation:**

- Asks ss to recall some hobbies and how to pronounce the sounds / ə / and / ɜ :/

**\* Homework:**

+ Learn by heart all the new words and structures.

+ Do E A1,2 B 5

+ Prepare: **A closer look 2**(use the present simple to do exercises)



**Week 2 - Period 4***Date of planning: 12/09/2022***UNIT 1: MY HOBBIES****Lesson 3: A closer look 2****A. Objectives**

By the end of this lesson, students can use the present simple and the future simple tense and verbs of liking + V-ing correctly and appropriately.

**1. Knowledge:**

- Vocabulary: Words related to the topic “*My hobbies*”
- Grammar: Present Simple and present Continuous; liking verbs + V-ing.

**2. Competence:** - Develop communication skills

- Be collaborative and supportive in pair work and team work
- Actively join in class activities.

**3. skills :4 skills.**

**4. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book, sachmem.

**2. Students:** Textbooks, smartphones, notebooks...

**C. Procedures:**

| Teacher’s & Students' activities   | Contents  |
|--|---|
| <b>1. Warm up (5')</b>   |   |
| <p><i>a, Aim:</i> To help Ss review some hobbies.</p> <p><i>b, Contents:</i> Ss work individually to thinks of a hobby and says keywords out loud.</p> <p><i>c, Outcome:</i> Ss can review some hobbies well.</p> <p><i>d, Organization:</i></p>                                   |   |
| <ul style="list-style-type: none"> <li>- T calls on a student go to the board. That student thinks of a hobby and says keywords out loud.</li> <li>- The rest of the group tries to guess What the hobby is?</li> <li>- The student with the most points is the winner.</li> </ul> | <p><b>Guessing Game</b></p> <p>Example:</p> <p>A: water, grow, flowers, vegetable.</p> <p>B: Is it gardening?</p> <p>A: Yes, it is.</p> |
| <b>2. Presentation (10')</b>   |   |
| <p><i>a, Aim:</i> To help Ss review the form and the uses of two tenses: The present simple and the future simple and Verbs of liking + Ving.</p> <p><i>b, Contents:</i></p>   |   |

|  |  |
|--|--|
| <p>+ Ss work individually to give form and the uses of two tenses: The present simple and the future simple.</p> <p>+ Ss work individually to study the Look out! Box.</p> <p><b>c, Outcome:</b> Ss review the grammar points of the present simple, the future simple and Verbs of liking + Ving well.</p> <p><b>d, Organization:</b></p>   |  |
| <p>-T asks students to retell the form and the uses of two tenses: The present simple and the future simple.</p> <p>- Ss: Retell the form and the uses of the present simple.</p> <p>-T comments and explains again.</p> <p>- T has Ss read the Look out ! Box.</p> <p>- T may call some students to make sentences with the verbs of liking.</p>  | <p><b>* The present simple and the future simple</b></p> <p>a. The present simple<br/>(+) S + Vinf/ V(s/es) +O<br/>(-)S + don't/ doesn't + Vinf +O<br/>(?)Do/ Does + S + Vinf +O?<br/>W/H + do/does + S + Vinf +O?</p> <p><b>Ex:</b><br/>I usually collect bottles after use.<br/>She doesn't like swimming.<br/>Do you like playing board games?<br/>What do you often do when you have free time?</p> <p><b>* Verbs of liking + V-ing</b></p> <p><b>* Look out ! ( In Studentbook)</b><br/><b>Like, love, enjoy hate + V-ing</b></p> |
| <p><b>3. Practice (20')</b></p>  |  |
| <p><b>a, Aim:</b> To help Ss understand the uses of the present simple, and Verbs of liking + V-ing to do exercises.</p> <p><b>b, Contents:</b></p> <p>+ Ss work individually to match the sentences.</p> <p>+ Ss work individually to complete the sentences using the present simple.</p> <p>+ Ss work in groups to write a report.</p> <p>+ Ss work individually to complete the sentences, using the –ing form of the verbs in the box.</p> <p>+ Ss work in pairs to look at the pictures and write sentences.</p> <p><b>c, Outcome:</b> Ss can do grammar exercises correctly.</p> <p><b>d, Organization:</b></p> |  |
| <p>- T asks Ss to do task 1 individually.</p> <p>- Ss do exercise individually.</p> <p>- Ss compare their answers.</p> <p>- T check the answers and write the correct answers on the board.</p> <p>- T asks Ss to look at the table and make sure that they understand it.</p> <p>- T explains That x 3 per week means three times a week</p> <p>- Ss work in pairs to do task 2.</p> <p>- Ss give the answers.</p>  | <p><b>1. Match the sentences(1-5)</b></p> <p><b>Key</b><br/>1.b<br/>2.a<br/>3. c<br/>4. a<br/>5. b</p> <p><b>2. Complete the sentences,using the present simple.</b></p> <p><b>Key:</b><br/>1.make                      2.does-do<br/>3. have                      4.doesn't like<br/>5.Does- start</p>  |

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|---|---|
| <ul style="list-style-type: none"> <li>- T checks the answers and writes the correct answers on the board.</li> <li>- T asks Ss to work in groups to do task 3a. Ss do it.</li> <li>- T explains “frequency” means how often someone does something in a given time frame.</li> <li>- Ss each group writes a short report similar to Nick’s report in 2</li> <li>- Ss read the comment and votes for the best report.</li> <li>- T asks Ss to do the exercise individually, then compare their answers with a classmate. Ss do it.</li> <li>- T calls some Ss to read out the answers. Ss do it.</li> <li>- T checks and corrects.</li> </ul> | <p><b>3.Fill in each blank, using the present simple.</b></p> <p>1.enjoy      4.go<br/>                 2.spends      5.begins<br/>                 3.don’t like   6.don’t enjoy</p> <p><b>4.Write complete the sentences, using the given words</b></p> <p><b>Keys:</b></p> <p>1.The sun sets in the west every evening.<br/>                 2. Do Trang and Minh play basketball every day after school?<br/>                 3. The flight from Ho Chi Minh City doesn’t arrive at 10:30.<br/>                 4. Our science teacher starts our lessons at 1 p.m. on Fridays.<br/>                 5. Do you make models at the weekend / at weekends?</p> |
| <p><b>4. Application (8’)</b></p> <p><b>a, Aim:</b> To help Ss talk to use the present simple form.</p> <p><b>b, Contents:</b><br/>                 + Ss make a sentence with the verb, using the present simple form.</p> <p><b>c, Outcome:</b> Ss can talk , improve cooperative skill.</p> <p><b>d, Organization:</b></p>  |   |
| <ul style="list-style-type: none"> <li>* T divides Ss into groups. Assign a group leader.</li> <li>- T writes a verb on the board and have Ss make a sentence with the verb, using the present simple form.</li> <li>** The group leader records his / her group’s points.</li> <li>*** T invites group leaders to read aloud the sentences.</li> <li>**** T comments and announces the winners.</li> </ul>   | <p><b>5. GAME</b></p> <p><b>sentence race</b></p>   |

**3.Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson: Present simple

**Homework:** Asks Ss to:

+ Learn by heart all the new words and structures.

+ Do exercises

+ Prepare: **Communication.**( describe and give opinions about hobbies).

**Week 2 – Period 5**

*Date of planning: 12/09/2022*

**UNIT 1: MY HOBBIES  
Lesson 4: Communication**

**A. Objectives**

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

- Talk about likes and dislikes

- Ask and answer about hobbies.

**1. Knowledge:**

- Vocabulary: extra vocabulary related to hobbies.

- Grammar: find sth/doing sth + adj; think that sth/doing sth is + adj.

**2. Competence:** Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

-Linguistic competence, cooperative learning and communicative competence.

**3. Skills: 4 skills.**

**4. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher's book, sachmem.

**2. Students:** Textbooks, laptops, smartphones, notebooks.

**C. Procedures:**

| Teacher's & Students' activities   | The contents   |
|--|--|
| <b>1. Warm up (5')</b>   |  |
| <i>a, Aim:</i> To provide Ss some background knowledge about the topic and lead in new lesson. |  |
| <i>b, Contents:</i> Ss work individually to answer the questions.                              |  |
| <i>c, Outcome:</i> Ss can answer the questions well.   |  |
| <i>d, Organization:</i>  |  |
| - T goes through the extra vocabulary with Ss.   | <b>1. Matching</b><br><i>Answer key:</i><br><i>A. carving wood</i> |

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| <ul style="list-style-type: none"> <li>- Quickly teach them if they do not know any words/ phrases.</li> <li>- T asks ss to work in pairs to match. Ss do it.</li> <li>- T confirms the correct answers.</li> <li>- T has some strong students to make one sentence with each picture.</li> </ul>   | <p><i>B. making models</i><br/> <i>C. ice-skating</i><br/> <i>D. dancing</i><br/> <i>E. making pottery</i></p>   |
| <p><b>2. Presentation (10')</b></p> <p><b>a, Aim:</b> To help Ss recognize some lexical items related to the topic and provide them some structures to give their opinions.</p> <p><b>b, Contents:</b><br/> + Ss work individually to study extra vocabulary.<br/> + Ss work individually to study the structures to give opinions.</p> <p><b>c, Outcome:</b> Ss can recognize some vocabularies related to the topic “My hobbies” and know how to give opinions.</p> <p><b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>- T elicits new words, using different techniques to teach vocabulary.</li> <li>- Ss listen, repeat and copy in their notebooks.</li> </ul> <p>=&gt; <b>Checking:</b> Matching.</p> <p><b>* Sets the scene:</b> <i>Mi and Ann are talking about one of their hobbies</i></p> <ul style="list-style-type: none"> <li>- T elicits each sentence from student.</li> <li>- T asks ss to listen and repeat.</li> <li>- T drills the dialogue chorally and individually. Then T calls on some ss to fill in the gaps. Ss do it.</li> <li>- T draws out the models. Ss listen.</li> </ul> | <p><b>* Every English.</b><br/> <b>Talking about like / dislike</b><br/> I like making models.<br/> I dislike carving wood.<br/> <b>1.listen and read the dialogue.</b></p>  |
| <p><b>3. Practice (20')</b></p> <p><b>a, Aim:</b> To help apply lexical items related to the topic to complete the sentence.</p> <p><b>b, Contents:</b> Ss work individually to complete the table and complete the sentence.</p> <p><b>c, Outcome:</b> Ss can apply lexical items related to the topic to complete the sentence correctly.</p> <p><b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>* Play the recording for Ss to listen and read the dialogue between Mi and Ann at the same time.</li> <li>- Ask Ss to pay attention to the questions and answers.</li> <li>** Have Ss practise the dialogue in pairs.</li> <li>- T calls on some Ss to give examples.</li> <li>*** Teacher and students discuss the answers.</li> <li>**** Teacher confirms the answers and gives feedback.</li> </ul>   | <p><b>Task 1+2: LISTEN AND READ THE DIALOGUE BELOW. PAY ATTENTION TO THE QUESTIONS AND ANSWERS. WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT WHAT YOU LIKE AND DON'T LIKE DOING.</b></p> <p><i>(Ex 1, 2, p. 13)</i></p> |

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| <p>* T asks Ss to work individually and fill in column A<br/>                 ** Ss work individually to do the task.<br/>                 *** T invites some Ss to share their answers before checking with the whole class.<br/>                 **** T gives feedback and comments</p> <p>* 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.<br/>                 ** Ss work in pairs to do the task.<br/>                 *** T calls on some Ss to report the answers to the class.<br/>                 **** T and other Ss give comments.</p> | <p><b>TASK 3: ANSWER THE QUESTIONS. FILL IN COLUMN A WITH YOUR ANSWERS.</b> (Ex 3, p. 13)</p> <p><b>Answer key:</b></p> <p><i>Student's opinions.</i></p> <div style="background-color: #ADD8E6; padding: 5px; margin: 5px 0;"> <p style="text-align: center;"><b>A (Me)</b></p> <p>Amount of free time per day: _____</p> <p>Thing(s) I like doing every day: _____</p> <p>Thing(s) I don't like doing: _____</p> <p>Thing(s) I love doing in the summer: _____</p> <p>Thing(s) I love doing in the winter: _____</p> </div> <p><b>TASK 4: NOW INTERVIEW YOUR FRIEND, USING THE QUESTIONS IN 3. WRITE HIS / HER ANSWERS IN COLUMN B.</b> (Ex 4, p. 13)</p> <div style="background-color: #ADD8E6; padding: 5px; margin: 5px 0;"> <p style="text-align: center;"><b>B (My friend)</b></p> <p>Amount of free time per day: _____</p> <p>Thing(s) he / she likes doing every day: _____</p> <p>Thing(s) he / she doesn't like doing: _____</p> <p>Thing(s) he / she loves doing in the summer: _____</p> <p>Thing(s) he / she loves doing in the winter: _____</p> </div> |
| <p><b>4. Application (8')</b></p> <p><b>a, Aim:</b> To help apply lexical items related to the topic to interview and make presentation.<br/> <b>b, Contents:</b> Ss work in pairs to interview, then report individually to the class.<br/> <b>c, Outcome:</b> Ss can interview and make a good presentation.<br/> <b>d, Organization:</b></p>   |   |
| <p>* T asks Ss to read the example to understand how to report the answers.<br/>                 ** Ss work in pairs again to compare the answers and prepare a short presentation.<br/>                 *** T invites some Ss to present their work.<br/>                 **** T and other Ss give comments.</p>   | <p><b>TASK 5: COMPARE YOUR ANSWERS WITH YOUR FRIEND'S. THEN PRESENT THEM TO THE CLASS.</b> (Ex 5, p. 13)</p> <p><b>Example:</b></p> <p>I have one hour of free time a day, but my friend Lan has only about 30 minutes.</p>   |

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

### 3. Consolidation and guides for homework (2')

**\* Consolidation:**

- Asks ss to recall the structures showing someone's opinion about smt/ doing sth.
- Consolidates more.

**\* Homework:** Asks Ss to:

- + Study the new words and structures.
- + Prepare **Skills 1.**( - read for general and specific information and do some exercises)

#### Week 2- Period 6

*Date of planning: 12/09/2022*

#### UNIT 1: MY HOBBIES

#### Lesson 5: Skills 1

#### **A. Objectives**

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

- read for general and specific information about an unusual hobby.
- Talk about their hobbies and the benefits of them.

#### **1. Knowledge:**

- Vocabulary: belong to(v), insect(n), bug(n), patient(adj), responsibility(adj), maturity (n).
- Grammar: The present simple.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3.Skills:** Reading and speaking.

**4. Behavior:** Students love talking about some hobbies.

#### **B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher's book.

**2. Students:** Textbooks, laptops, smartphones, notebooks...

#### **C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

| Teacher's & Students' activities | The main contents |
|----------------------------------|-------------------|
| <b>1. Warm up (5')</b>           |                   |

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| <p><b>a, Aim:</b> To activate Ss with some background knowledge about the topic hobby.<br/> <b>b, Contents:</b> Ss work in groups to add hobbies.<br/> <b>c, Outcome:</b> Ss can add as many hobbies as possible.<br/> <b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>- T elicits the topic from students.</li> <li>- Teacher models.</li> <li>- T asks ss to work in groups to add as many hobbies as possible. Ss do it.</li> <li>- T monitors and gets feedback.</li> <li>- T asks ss to repeat all the words chorally.</li> </ul>  | <p><b>Brainstorming</b></p> <p>Suggested answers:</p> <ul style="list-style-type: none"> <li>+ <i>making models</i></li> <li>+ <i>making pottery</i></li> <li>+ <i>dancing</i></li> <li>+ <i>ice-skating</i></li> <li>+ <i>collecting dolls</i></li> <li>+ <i>doing eggshell carving</i></li> </ul> <p>.....</p>   |
| <p><b>2. Pre-reading (8')</b></p>   |  |
| <p><b>a, Aim:</b><br/>                 + To help Ss know some vocabulary words related to the topic: My hobbies.<br/>                 + To provide Ss some background knowledge about the reading text.<br/> <b>b, Contents:</b><br/>                 + Ss work individually to study vocabulary.<br/>                 + Ss work in pairs to answer the questions.<br/> <b>c, Outcome:</b> Ss can know some vocabulary words related to the topic and they can get some background knowledge about the reading text well.<br/> <b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>- T uses different techniques to teach vocabulary (situation, realia, (picture) (translation), (realia), (situation).....). T follows the seven steps of teaching vocabulary.</li> <li>- Ss listen to the teacher's model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks.</li> </ul> <p><b>Check: ROR</b></p> <ul style="list-style-type: none"> <li>- T asks Ss to work in pairs to look at the pictures and answer the three questions.</li> <li>- Ss work in pairs to do task 1.</li> <li>- T elicits the answers from Ss and quickly write them on the board.</li> <li>- T asks Ss to quickly read the text and check their answers.</li> </ul> | <p><b>* New words:</b></p> <ul style="list-style-type: none"> <li>+ belong to(v): thuộc</li> <li>+insect(n): côn trùng</li> <li>+bug(n): con rệp</li> <li>+patient(adj): kiên nhẫn</li> <li>+ responsability(adj): sự chịu trách nhiệm</li> <li>+maturity (n): sự trưởng thành</li> <li>+valuable (adj):quý giá,quan trọng,hữu ích.</li> </ul> <p><b>1. Work in pairs. Look at the pictures and discuss the questions below.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>I can see people are planting trees.</i></li> <li>2. <i>Gardening is good.</i></li> </ol> |
| <p><b>3. While – reading (15')</b></p>  |  |
| <p><b>a, Aim:</b> To help Ss read for specific information about the text.<br/> <b>b, Contents:</b><br/>                 + Ss work individually.<br/>                 + Ss work individually to complete the sentences with no more than three words.<br/> <b>c, Outcome:</b> Ss can read for specific information.<br/> <b>d, Organization:</b></p>  |  |



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| <ul style="list-style-type: none"> <li>- T asks Ss to Ss read the text again and do individually and then compare their answers with a classmate.</li> <li>- Ss work individually, then compare the answers with their classmate.</li> <li>- T asks Ss to write answers on the board.- Ss write answer on the board.</li> <li>- T checks and corrects.</li> <li>- T asks Ss to complete the sentences individually.</li> <li>- Ss can underline parts of the text that help them find the answers.</li> <li>- Ss share their answers with a partner.</li> <li>- T checks and confirm the correct answers.</li> </ul> | <p><b>2. Matching:</b><br/> <b>Key:</b><br/> <i>1b      2. e</i><br/> <i>3. c    4. a    5d.</i></p> <p><b>3. Read the sentences below and use no more three words from the text to complete them</b><br/> <b>Key:</b><br/> <i>1.doing things</i><br/> <i>2. insect and bugs</i><br/> <i>3.patient</i><br/> <i>4. join in</i><br/> <i>5. an hour</i></p>   |
| <p><b>4. Post – reading (Speaking) (15’)</b></p> <p><b>a, Aim:</b> To help Ss talk about their hobbies.<br/> <b>b, Contents:</b><br/> + Ss work in pairs to discuss the uses of carved eggshells.<br/> + Ss work individually to complete the sentences with no more than three words.<br/> <b>c, Outcome:</b> Ss can talk about their hobbies fluently.<br/> <b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>- T asks Ss to work in pairs to discuss. Ss do it.</li> <li>- T encourages Ss to think creatively.</li> <li>- T asks Ss to work in groups and take turns talking about their hobbies. They vote for the most exciting hobby. Ss do it.</li> <li>- T calls on some Ss to talk about the most exciting hobby of their group.</li> <li>- Ss perform in front of the class.</li> <li>- T comments the sentences.</li> <li>- T asks Ss to take turn to talk about the hobbies.</li> </ul>  | <p><b>4.Work in pairs.Match.</b><br/> 1c,d    2.b,c    3.a,c,d,e</p> <p><b>5. Work in groups. Take turns talking about your hobbies.</b><br/> <b>Example:</b><br/> <i>My hobby is drawing .I started the hobby a year ago. It is easy because I learn how to draw in the class.I find this hobby useful becausethe drew pictures are unique gifts for family and friends.I think I will continue my hobby in the future.</i></p> |

### 3. Consolidation and guides for homework (2’)

\* **Consolidation:** Consolidates ss more about the main content of the lesson.

\* **Homework:** Asks Ss to:

+ Learn by heart the new words.

+ Write about your own hobby.

+ Prepare **Skills 2.**

**Week 3 - Period 7***Date of planning: 19/09/2021***UNIT 1: MY HOBBIES****Lesson 6: Skills 2****A. Objectives**

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

- listen for specific information about someone's hobby.
- Write about one's hobby.

**1. Knowledge:**

- Vocabulary: lexical items related to hobbies
- Grammar: Present simple

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.**3. Skills:** Listening and writing**4. Behavior:** Students love talking about some hobbies.**B. Teaching aids:****1. Teacher:** Textbooks, teaching plan, teacher's book, laptop, laptop...**2. Students:** Textbooks, laptops, smartphones, notebooks...**C. Procedures:**

| Teacher's & Students' activities | The main contents |
|----------------------------------|-------------------|
| <b>1. Warm up (5')</b>           |                   |

|  |   |
|--|---|
| <p><b>a, Aim:</b> To help Ss talk about hobbies and lead in new lesson.</p> <p><b>b, Contents:</b> Ss work individually to answer the questions.</p> <p><b>c, Outcome:</b> Ss can talk about hobbies fluently.</p> <p><b>d, Organization:</b></p>  |   |
| <p>- T asks Ss to answer the question:<br/><i>What will you mention when you talk about someone's hobby?</i></p> <p>- Ss work individually to answer the questions.</p> <p>- T gets feedback and write on the board.</p> <p>- T leads ss to the new lesson.</p>  | <p><b>* Chatting:</b></p> <p>Name of the hobby</p> <p>+ <i>The time you started the hobby</i></p> <p>+ <i>Your feeling about the hobby</i></p> <p>+ <i>Your future plan about the hobby</i></p>   |
| <p><b>2. Pre – Listening (8')</b></p>  |   |
| <p><b>a, Aim:</b> To provide Ss some background knowledge about the listening text.</p> <p><b>b, Contents:</b></p> <p>+ Ss work in pairs to answer the questions.</p> <p>+ Ss work individually to guess and complete the word web.</p> <p><b>c, Outcome:</b> Ss can have some background knowledge about the listening text.</p> <p><b>d, Organization:</b></p> |   |
| <p>- T asks ss to work in pairs to answer the questions. Ss work in pairs to answer.</p> <p>- Ss share their answers.</p> <p>- T monitors and accepts all answers provided that they make sense.</p> <p>-T explains the way to listen to Mi's hobby and asks them to guess and complete the word web.</p>  | <p><b>1. Look at the picture. Questions and answers</b></p> <p>+ <i>Do you know anything about building dollhouses?</i></p> <p>+ <i>Do you think it is a good hobby? Why/ Why not?</i></p> <p><b>Guess the world web:</b></p> <p>+ What is Mi's hobby?(name of the hobby)</p> <p>+ When did she start the hobby?</p> <p>+ Who shares the hobby with Mi?</p> <p>+ To do this hobby what does Mi have to ?</p> <p>+ How does she feel about the hobby?</p> <p>+ Does she intend to continue her hobby in the future ?</p> |
| <p><b>3. While Listening (10')</b></p>   |   |
| <p><b>a, Aim:</b> To help Ss listen for specific information about an someone's hobby.</p> <p><b>b, Contents:</b> Ss work individually to complete the word web.</p> <p><b>c, Outcome:</b> Ss can understand the listening text by completing the word web correctly.</p> <p><b>d, Organization:</b></p>   |   |
| <p>- T sets the scene: You are going to listen an interview about Mi's hobby and complete the word web.</p> <p>- Ss work individually to listen and complete the word web.</p>   | <p><b>2. Listen and complete the word web</b></p> <p><b>Key:</b></p> <p>1. <i>dollhouses</i></p> <p>2. <i>3 years ago.</i></p> <p>3. <i>cousin.</i></p> <p>4. <i>a,house</i></p>  |

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| <ul style="list-style-type: none"> <li>- Ss work in pairs to compare their answers with each other and with the word/phrase on the board.</li> <li>- T plays the recording a second time for pairs to check their answers.</li> <li>- T asks Ss to write the answers on the board. Ss do it.</li> <li>- T checks and corrects.</li> </ul>  | <p><i>b, cloth</i></p> <p>5. <i>creative</i></p>   |
| <p><b>4. Post – Listening (Writing) (20')</b></p> <p><b>a, Aim:</b> To help Ss know how to write about one's hobby.</p> <p><b>b, Contents:</b></p> <p>+ Ss work in pairs to ask and answer about each other's hobby, then take notes.</p> <p>+ Ss work individually to write a paragraph about their partner's hobby.</p> <p><b>c, Outcome:</b> Ss can write about one's hobby well.</p> <p><b>d, Organization:</b></p>  |  |
| <ul style="list-style-type: none"> <li>- T tells ss that they are going to write about a classmate's hobby</li> <li>- T asks ss to use the word web as a way to organize their ideas.</li> <li>- Asks ss to work in pairs and interview each other about their hobbies basing on the word web and take notes.</li> <li>- Teacher models with a student (<b>Ex: Lan</b>)</li> <li>- Ss work in pairs to do task 4.</li> </ul><br><ul style="list-style-type: none"> <li>- T asks Ss to write their paragraphs individually based on the information in their word webs.</li> <li>- T asks one St to write his/her paragraph on the board.</li> <li>- Other Ss and T. comment on the paragraph on the board.</li> </ul><br><ul style="list-style-type: none"> <li>- T collects some writings to correct at home</li> </ul> | <p><b>3. Ask and answer about each other's hobby, then take notes</b></p> <p><b><u>Lan's hobby:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Name of the hobby: collecting waste paper</i></li> <li>2. <i>Started: 3 years ago</i></li> <li>3. <i>Person who shares he hobby with Nga</i></li> <li>4. <i>To do this hobby Nga has to:</i> <ol style="list-style-type: none"> <li>a. <i>collect paper after use</i></li> <li>b. <i>make flowers, dishes, toys. boxes...</i></li> <li>c. <i>use it for drawing if possible</i></li> </ol> </li> <li>5. <i>Lan's feeling about the hobby: interesting, useful, protect the environment</i></li> <li>6. <i>Future: continue the hobby</i></li> </ol> <p><b>4. Write a paragraph about your classmate's hobby.</b></p> <p><b>Suggested writing 1:</b> <i>My hobby is collecting waste paper. I started doing this three years ago. My sister shares this hobby with me. We usually collect paper after use at school and at home too. We make some flowers, small dishes and even lovely toys from waste paper. I think collecting waste paper is interesting and useful. In the future I will continue the hobby because it can help save the environment.</i></p> <p><b>Suggested writing 2:</b> <i>Hoa is my classmate. Her hobby is swimming. She started to swim one year ago. She</i></p> |

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|  | <i>usually goes swimming with her brother. She had to practice swimming gradually for this hobby. She finds this hobby interesting, relaxing and good for her health. In the future, she will go swimming more.</i> |
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**3. Consolidation and guides for homework (2')****\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:**

- Asks ss to:

+ Revise all the lexical items related hobbies.

+ Prepare **Looking back and Project**.

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**Week 3 - Period 8**

*Date of planning: 19.09.2022*

**UNIT 1: MY HOBBIES****Lesson 7: Looking back and Project****A. Objectives**

By the end of the lesson, ss will be able to master the main target items related to hobbies in Unit 1.

**1. Knowledge:**

- Vocabulary: lexical items related to hobbies

- Grammar: The present simple and the future simple tense.

Verbs of liking + V-ing.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Skills : 4 skills**

**4. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book, laptop, laptop...

**2. Students:** Textbooks, laptops, smartphones, notebooks...

**C. Procedures:**

| Teacher’s & Students' activities  | The main contents  |
|---|--|
| <p><b>1. Warm up (7')</b></p> <p><i>a, Aim:</i> To help Ss revise vocabularies about hobbies.<br/> <i>b, Contents:</i> Ss work in groups to play the guessing game.<br/> <i>c, Outcome:</i> Ss can revise vocabularies about hobbies well.<br/> <i>d, Organization:</i></p>   |  |
| <ul style="list-style-type: none"> <li>- T divides the class into two big groups.</li> <li>- T gives the definition of a hobby. (use the information in <i>Activity 1</i>)<br/> <i>E.g: I. I have a lot of bottles, dolls or stamps. What is my hobby?</i></li> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- T monitors and gets feedback.</li> </ul>                                      | <p><b>Guessing game</b></p> <p><b>1. Complete the sentences with appropriate hobbies</b></p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Collecting</i></li> <li>2. <i>Bird-watching</i></li> <li>3. <i>Playing board games</i></li> <li>4. <i>Arranging flowers</i></li> <li>5. <i>Making pottery</i></li> <li>6. <i>Dancing</i></li> </ol>  |
| <p><b>2. Vocabulary (10')</b></p> <p><i>a, Aim:</i> To help Ss revise vocabularies related to the topic “My hobbies”.<br/> <i>b, Contents:</i><br/>                     + Ss work individually to use the correct form of the verb.<br/>                     + Ss work in pairs to add hobbies to each of the following lists.<br/> <i>c, Outcome:</i> Ss can revise vocabularies about hobbies and do vocabulary exercises correctly.<br/> <i>d, Organization:</i></p>   |  |
| <ul style="list-style-type: none"> <li>- T asks Ss to do this activity individually then compare their answers with a partner. Ss do it.</li> <li>- Ss write answers on the board.</li> <li>- T checks and confirms the correct answers.</li> <li>- Then Ss read their sentences out loud for other Ss in the class to guess the hobby.</li> <li>- T asks Ss to do this activity in pairs. Ss do it.</li> <li>- T calls some Ss to write answers on the board. Ss do it.</li> <li>- T checks and confirms the correct answers.</li> </ul> | <p><b>1. Complete the sentences with hoppies.</b></p> <p><b>Key:</b><br/> <i>1 collecting coins. 2.doing judo</i><br/> <i>3. making models</i><br/> <i>4.gardening 5.playing football</i></p> <p><b>2.Wrire about you.</b></p> <p><b>Key:</b><br/> <i>1.-I like collecting labels.</i><br/> <i>2.My dad enjoys collecting leaves.</i><br/>                     .....</p> |
| <p><b>3. Grammar (10')</b></p>  |  |

**a, Aim:** To help Ss revise the present simple, the future simple and verbs of liking followed by gerund.  
**b, Contents:**  
 + Ss work individually to use the present simple or future simple form of each verb to complete the passage.  
 + Ss work individually to write true sentences about themselves.  
**c, Outcome:** Ss can revise the present simple, the future simple and verbs of liking followed by gerund and do grammar exercises correctly.  
**d, Organization:**

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| <ul style="list-style-type: none"> <li>- T asks Ss to do this exercise individually then compare their answers with a partner. Ss do it.</li> <li>- T calls on some Ss to give the answers. Ss share the answers.</li> <li>- T confirms the correct answers and writes them on the board.</li> <br/> <li>- T asks Ss to do this exercise individually then compare their sentences with a partner. Ss do it.</li> <li>- T calls on some Ss to write their sentences on the board. Ss do it.</li> <li>- T gives feedback.</li> </ul> | <p><b>3. Use the present simple or future simple form of each verb to complete the passage.</b></p> <p><b>Key:</b><br/> <i>1.loves            2.has            3.enjoys</i><br/> <i>4.don't like      5. is</i><br/> <i>6.is                7. go            8. begins</i></p> <p><b>4.Chang the sentences into questions and negative.</b></p> <p><b>Ex:</b><br/>         1.(?)Does this river run through your hometown?<br/>         (-)This river doesn't run through your hometown.</p> |
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**5. Project (5')**

**a, Aim:** To help Ss know how to do the project.  
**b, Contents:** Ss work in groups to do the project.  
**c, Outcome:** Ss can know how to finish the project well.  
**d, Organization:**

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| <ul style="list-style-type: none"> <li>- Collage: is the art of making a picture by ticking pieces of colourd paper, cloth, or photographs on to a surface.It can also a picture that you make by doing this.</li> <li>- T asks Ss to read the four instructions in the book. Ss read.</li> <li>- Ss work in group to do the project.</li> </ul> | <p><b>PROJECT:</b> Hobby poster<br/>                 Work in groups.</p> |
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**3. Consolidation and guides for homework (2')**

**\* Consolidation**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:** Asks ss to:

+ Revise all the lexical items related hobbies.

+ Do exercises in the W. B.

+ Prepare **Unit 2. Getting started.**

