**Week: 1**

**Period: 1**

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

**INTRODUCTION**

**INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS**

**I. OBJECTIVES: By the end of the lesson students will be able to gain the following things:**

**1. Knowledge:**

- To introduce new Tieng Anh 7 textbooks. Student’s book and Workbook

- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

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

\* Grammar : to be; present simple tense; present continuous…

**2. Competence:** Students will be able to know how to study English effectively and how to use new Tieng Anh 7 textbooks and know the methods to study new Tieng Anh 7 textbooks.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities

**3.Qualities:** To teach Ss the love of English; The awareness about importance of learning English. Developing self-study skills.

**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:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **\* Content:** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T) introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmosphere to inspire Ss to warm up to the new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting.** **T\_Ss**  - Students (Ss) listen and learn how to introduce themselves.  - Introduce themselves (name; age; address; likes; dislikes ….friends… )  + Students (Ss) listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . |
| **2. NEW LESSON (12’-15’)** | |
| **ACTIVITY 1+ 2:**  **Aims: - To set the context for the introductory;**  **- To introduce the topic of the unit, the vocabulary, and the grammar points to be learned**.  **\* Content:** Some brief notes; Something about England, English . Introduce New Tieng Anh 7  **\* Outcome:** Ss learn something about England, English; Learn how to use New Tieng Anh 7  **\* Organisation:** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** T. asks sts some questions about England.  - What do you know about England?  - T. gives sts something about England and English.  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  **2. English:**  - How many people speak English as their mother tongue?  - How many people speak English as their first language?  - How many people speak English as their second language or first foreign language?  - Why do you learn English?  - Is it important? Difficult? Useful? Interesting?  => It’s very important, useful, interesting. It is the means of communication to one another.  3/ New English 7 text book:  - How many units are there in English 6 text book?  - What are they about?  There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each...At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.  - Section 1 : GETTING STARTED.  It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.  - Section 2 : A CLOSER LOOK 1 .  This section presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, three-syllable words, and rising and falling intonation for questions are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.  - Section 3 : A CLOSER LOOK 2 .  This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in Getting Started. The exercises are well illustrated to help students remember and use the grammar items effectively. The Remember! boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.  - Section 4: COMMUNICATION.  This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries.  Everyday English in this section gives students the skills to communicate effectively in various everyday situations... | - T\_Ss  - Listen carefully and read aloud.  - Fulfill teacher’s requirements  - Give the answers  - Ss answer if possible  - Listen carefully and read aloud.  - Find out the words related to the topic.  - There are many interesting things of England and you’ll gradually know about them in the progress of learning English.  **2/ Introduction:** English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers use program in English. ¾ of all international correspondence is in English.  3/ English 6 has 12 Units.  - T\_Ss  - Each unit has 7 lessons.  - Section 5 : SKILL 1 . READING AND SPEAKING. Reading  This section aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable..  Speaking  This section aims to provide further practice to support students in their spoken English....  - Section 6 : SKILL 2: LISTENING AND WRITING.  Listening  The listening activity follows the oral practice in the Speaking section. It provides students with an opportunity to listen to the language that they have practised orally, and trains them to listen for general and specific information.  Writing  This section focuses on developing students'writing skills. It normally involves one of the text types required for students' skill development.  - Section 7: LOOKING BACK & PROJECT.  Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.  The Project activity helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic.  *\* English is not too difficult but it requires you hard working.*  - Ss need learn by heart all vocabulary and their usage.  - Review the lesson everyday.  - Learn English everyday. |
| **3. PRACTICE (15’)** | |
| **ACTIVITY 3**:  **Aims: To help Ss understand the lesson. Class room language**  **\* Content:** Some brief notes; Something about England, English . Classroom language…  **\* Outcome:** Ss learn something about England, English; Classroom languages…  **\* Organisation:** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| 3. How to learn English best?  - Tell us how you learn best?  - Tell us how you can learn English best?  \* Some useful classroom languages:  - Who is the monitor?  - Who is absent today?  - Who is on duty today?  - May I go out?  - May I come in?.......  - How to improve your English :  - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. …  - Ss should work hard everyday to improve their English.  “ Hard work is the key to success” | - T\_Ss  - Listen carefully  - Practice saying classroom languages.  - Work in groups; in pairs; present the projects…. |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| ACTIVITY 4:  **Aims: To revise / teach classroom languages.**  \* Content: Some brief notes; Something about England, English . Classroom languages…  \* Outcome: Ss know something about England, English; Classroom languages…  \* Organisation: Teacher’s instructions….. | |
| Teacher’s & Student’s activities | Content |
| - T\_Ss  - T gives some questions to introduce the class expressions.  - Have Ss listen and repeat.  - Teacher says “ go out, please”🡪 Go out  - Teacher says “No” 🡪 Don’t go out  - Call on some pairs to practice in front of the class. | - The greetings : - Goodmorning  - Good afternoon  - Good morning  - Good bye ….  - We can say “ May I go out”  - You can say “Stand up, please.  - Listen, please  - Read after me  - Repeat please….. |
| **5. WRAP-UP & HOME WORK (2’)** | |
| \* Instruct/ guide students to do their homework.  - Prepare textbook, workbook, exercise book,  **\* HOME WORK**  - Learn classroom languages.  - Prepare new lesson Unit one ***My hobbies.*** | |

**Week: 1**

**Period: 2**

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

**Lesson 1: UNIT1: MY HOBBIES - Getting started – My favorite hobby**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: tell everyone about their classmate’s hobbies

*- Sub- skills*:

Reading: read for specific information about a hobby

Listening: listen for specific information about a hobby

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about hobbies

Grammar: use the present simple tense to talk about their likes

**2. Competence**

Students can tell everyone about their classmate’s hobbies and outline some vocabulary and grammar items related to the topic

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of hobbies

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

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| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | “**HOBBIES**” |
| **Procedure** | Before Ss open their books, T asks Ss w**hat they like doing for pleasure in their free time**. Summarize Ss' answers and ask them what these activities are called. Elicit the word ‘hobbies’. Write the unit title on the board My Hobbies. Let Ss open their books and start the lesson. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - Reading, playing soccer, collecting stamps, listening to music… |

**Activity 2: Teaching new words (10 minutes)**

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| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | 1. building dollhouses (nph) việc xây nhà búp bê  2. glue: (n) keo dán  3. creativity (n): sự sáng tạo  4. collecting coins(nph): việc sưu tầm đồng xu  5. gardening(n): công việc làm vườn  6. making models(nph): làm mô hình  7. riding a horse(nph): cưỡi ngựa  8. unusual (adj): khác thường  9. cardboard (n): bìa các tông |
| **Procedure** | – follow steps of teaching new vocabulary  - use “WHAT AND WHERE”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. nine new words |

**Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)**

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| **Goal** | The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. |
| **Input** |  |
| **Procedure** | Ask Ss to look at the pictures and answer the questions  1. Can you guess who they are? 2. What can you see in the pictures?  3. What hobby do they have?  - T introduces the two characters: Trang and Ann. Explain they are friends. Quickly write Ss’ answers on the board.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  - Have Ss say the words in the text that they think are related to the topic My hobbies. Quickly write the words on one part of the board. Comment on Ss'answers |
| **Outcome** | 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  2.Expected answer**:**  a girl with a dollhouse, a dollhouse, and a girl riding a horse.  Trang's hobby is building dollhouses and Ann's hobby is horse riding. |

**Activity 4 : Reading the dialogue(5 minutes)**

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| **Goal** | The activity aims athelping Ss understand the conversation.. |
| **Input** |  |
| **Procedure** | First, ask Ss to read the sentences and decide if they are true or false without reading the 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 the answers from Ss. Have them correct the false sentences.  - Write the correct answers on the board. |
| **Outcome** | 1. Ss understand the conversation  2. Key: 1. F (She made it herself.) 2.T 3.T 4.T  5. F (Her lesson starts at 8 a.m.) |

**Activity 5 : Revising vocabulary ( 5 minutes)**

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| **Goal** | The activity aims at introducing some vocabulary items related to hobbies |
| **Input** |  |
| **Procedure** | **-** 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. |
| **Outcome** | 1. Ss master some vocabulary items related to hobbies  2. – Key 1. making models 2. horse riding 3. collecting coins  4. gardening 5. building dollhouses 6. collecting teddy bears |

**Activity 6 : Categorizing hobbies ( 5 minutes)**

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| **Goal** | The activity aims at helping Ss categorize hobbies.. |
| **Input** |  |
| **Procedure** | **-** Have Ss work in pairs and complete the table.  - Write their answers on the board. Have Ss add more words to the table. |
| **Outcome** | **doing things**: horse riding, gardening (travelling, skiing, doing yoga, etc.)  **making things**: making models, building dollhouses (painting, making pottery, etc.)  **collecting things**: collecting coins, collecting teddy bears (collecting toys, collecting books, etc.) |

**Activity 7 : Interviewing ( 5 minutes)**

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| **Goal** | The activity aims at helping Ss practise using the vocabulary items related to hobbies |
| **Input** |  |
| **Procedure** | **-** 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. |
| **Outcome** | 1. Ss use vocabulary items related to hobbies in speaking  2. Expected answer: |

**Wrap-up: ( 5 minutes)**

- 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.

- 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 /a/and /3'J, and tells Ss that they will learn these language points in the upcoming lessons. sounds /ɑ:/ and /ʌ/ in the conversation and tells Ss that they will learn these language points in the upcoming lessons.

**Week: 1**

**Period: 3**

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

**Lesson 1: UNIT1: MY HOBBIES A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: pronounce the sounds /ə/ , /ɜ:/correctly in sentences

*- Sub- skill*:

Listening: listen for the sounds /ə/ , /ɜ:/

**b.** Language:

Vocabulary: name some action verbs that go with nouns to describe hobbies

Grammar: use correct form of verbs after “like, hate” to talk about their likes/ dislikes

**2. Competence**

Students can pronounce the sounds /ə/, /ɜ:/correctly in sentences and tell everyone about their classmate’s hobbies

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, p.p.t file, pictures of hobbies

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** |  |
| **Procedure** | - Show some pictures of the hobbies Ss learnt in the previous lesson. Have some say the hobbies. Lead to this lesson which focuses on action verbs, verbs of liking and disliking |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - Making models, riding a horse,… |

**Activity 2 : Presenting some action verbs that go with nouns to describe hobbies (10 minutes)**

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| --- | --- |
| **Goal** | The activity aims at presenting some action verbs that go with nouns to describe hobbies |
| **Input** |  |
| **Procedure** | **-** Have Ss read the action verbs and match them with the suitable words. Remind them that a verb can go with more than one word.  - Have Ss work in pairs to compare their answers before they give T the answers.  - Check and confirm the correct answers. Then have Ss add more words that can go with these action verbs.  - Have Ss read the Remember! box. Ask them to make some examples with the verbs of liking and disliking |
| **Outcome** | 1. Ss know how to use some action verbs that go with nouns to describe hobbies  2.Expected answer:  **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.) |

**Activity 3 : Practising the verbs of liking / disliking and action verbs (5 minutes)**

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| **Goal** | The activity aims athelping Ss practise the verbs of liking / disliking and action verbs. |
| **Input** |  |
| **Procedure** | - Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences.  - Let them share their answers in pairs. Invite some Ss to give the answers.  - Write the correct answers on the board. |
| **Outcome** | 1. Ss can know how to use the verbs of liking / disliking  2. Key: 1. collecting 2. going 3. playing 4. making 5. doing |

**Activity 4 : Practising more on vocabulary ( 5 minutes)**

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| **Goal** | The activity aims at giving further practice with verbs of liking /disliking. |
| **Input** |  |
| **Procedure** | **-** Have Ss 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 ‘don't like’ and a happy face means 'do like'.) Ask Ss to look at the example to make sure they understand what to do.  - Ask Ss to work in pairs to make sentences.  - Invite Ss to share their answers. Confirm the correct answers.  - This activity can also be organised as a competitive game. Have pairs write down the sentences. The pair that finishes first with the most correct answers wins.  - If there is time, invite some Ss to make sentences about what they like or dislike doing |
| **Outcome** | 1. Ss practise more on the verbs of liking  2. - 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 |

**Activity 5 : Pronouncing the sounds ( 5 minutes)**

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| **Goal** | The activity aims at helping Ss identify how to pronounce the sounds /ə/ , /ɜ:/ and practise pronouncing these sounds in words. |
| **Input** |  |
| **Procedure** | Have some Ss read out the words first. Then play 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**.**  Explain to Ss the difference between the two sounds if needed. Tell Ss that /ə/ is the schwa sound while /ɜ:/ sounds like it has a soft /r/ in it. Invite some Ss to say some words they know that include the two sounds. |
| **Outcome** | 1. Ss can identify how to pronounce the sounds /ə/ , /ɜ:/  2**.** Expected answer: |

**Activity 6 : Interviewing ( 10 minutes)**

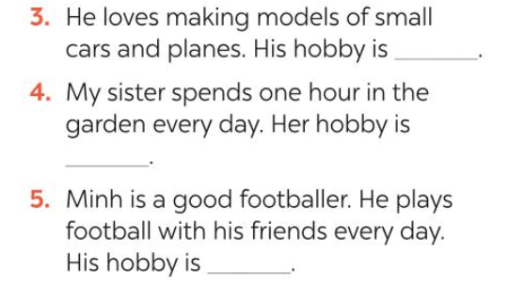
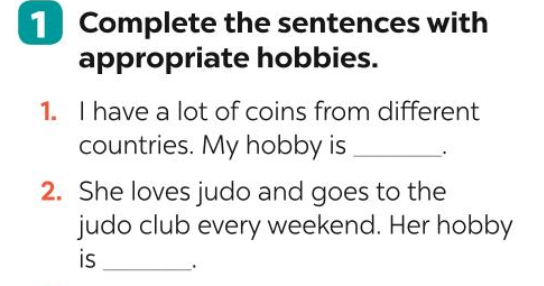
|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss pronounce the sounds /ə/ , /ɜ:/correctly in sentences. |
| **Input** |  |
| **Procedure** | **-** Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sounds.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. |
| **Outcome** | 1. Ss pronounce the sounds /ə/ , /ɜ:/correctly in sentences.  2. Expected answer: |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Ask ss to do Language focus 1 and 2 at home

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng