**Week: 2**

**Period: 4**

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

**Lesson 1: UNIT1: MY HOBBIES A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4**

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

**I. Objectives**

**1. Knowledge:** By the end of this unit students can be able to use the present simple correctly

**2. Competence**

Students can use the present simple to talk 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, ppt file, pictures of hobbies

**III. Procedure**

**Activity 1: Setting the scene (10 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** | **CHATTING** |
| **Procedure** | - Ask Ss some questions: What time do you get up? What time do you go to school? What time do you go back home?  - Invite some Ss to answer the questions.  - Ask them if they know the verb tense used in the questions and in their answers (they already learnt this tense in grade 6). Confirm that the present simple tense is used in both the questions and answers. Lead to the lesson.  - Introduce the three objectives of the lesson. Write the objectives in the left corner of the board.  - Revise the form of the present simple because Ss learnt this grammar point in Grade 6.  - Ask if Ss still remember the form of the present simple.  - Invite some Ss to describe the form. Write their answers on the board. Confirm the correct answer.  FORM: (+) S + V/ Vs / V-es  (-) S + don't/doesn't + V-inf  (?) Do /Does + S + V-inf  - Show each of the examples in the Remember! box on the slide or have Ss read the examples in the book. Highlight the present simple form. Explain each use.  - Have Ss read the Remember! box in the book again to help them understand better the uses of the present simple.  - Ask 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.) |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - I go to school at 7 o’clock, I get up at 5: 30,… |

**Activity 2 : Identifying and remembering the uses of the present simple (5 minutes)**

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| **Goal** | The activity aims at helping ss identify and remember the uses of the present simple. |
| **Input** |  |
| **Procedure** | Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. |
| **Outcome** | 1. Ss identify and remember the uses of the present simple.  2. Expected answer: 1.b 2. a 3.c 4. a 5. b |

**Activity 3 : Practising the correct form of the present simple (5 minutes)**

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| **Goal** | The activity aims athelping Ss practise the correct form of the present simple |
| **Input** |  |
| **Procedure** | Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence.  - Confirm the correct answers. |
| **Outcome** | 1. Ss can use the correct form of the present simple.  2. Key: 1. build 2. does ... do 3. have 4. doesn't like 5. Does... start |

**Activity 4 : Practising more with the present simple ( 5 minutes)**

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| **Goal** | The activity aims at giving further practice with the present simple |
| **Input** |  |
| **Procedure** | **-** Have Ss do this exercise in pairs and then compare the answers with another pair.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence. Confirm the correct answers. |
| **Outcome** | 1. Ss master the ways how to use the present simple correctly  2. - Key  1. enjoys 2. spends 3. don't like / do not like  4. go 5. begins 6. don't enjoy / do not enjoy |

**Activity 5 : Practising more with the present simple ( 10 minutes)**

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| **Goal** | The activity aims at helping Ss do further practice with the present simple. |
| **Input** |  |
| **Procedure** | - Have Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.  - Have groups crosscheck.  - Stick some sheets on the board. Comment and confirm the correct answers. |
| **Outcome** | 1. Ss master the ways how to use the present simple correctly  2**.** Expected answer:  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? |

**Week: 2**

**Period: 5**

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

**Lesson 1: UNIT1: COMMUNICATION**

**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- skill*:

Listening: listen for specific information about a hobby

**b.** Language:

Vocabulary: use 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** | **CHATTING** |
| **Procedure** | - Show some pictures of the hobbies that Ss learnt in the previous lessons. Ask some Ss to make sentences about themselves, using the verbs of liking / disliking.  - Introduce the objectives of the lesson: learning how to talk about likes / dislikes and about their hobbies. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - I go to school at 7 o’clock, I get up at 5: 30,… |

**Activity 2 : Introducing ways of talking about likes and dislikes (5 minutes)**

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| **Goal** | The activity aims at introducing ways of talking about likes and dislikes in English |
| **Input** |  |
| **Procedure** | **-** 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. Call on some pairs to perform the dialogue in front of the class.  - Tell Ss that they can use other verbs they learn in A Closer Look 1 to talk about likes and dislikes. Give some examples with these verbs. Model asking and answering with a student. Example:  Teacher: Do you love running?  Student: Yes, very much. I usually run in the park at weekends. |
| **Outcome** | 1. Ss identify and remember the uses of the present simple to talk about likes and dislikes in English  2. Expected answer**:** |

**Activity 3 : Practising talking about likes and dislikes (5 minutes)**

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| **Goal** | The activity aims athelping Ss practise talking about likes and dislikes |
| **Input** |  |
| **Procedure** | - 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 |
| **Outcome** | 1. Ss can talk about likes and dislikes.  2. Key: |

**Activity 4 : Practicing more on answering about Ss' hobbies ( 10 minutes)**

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| **Goal** | The activity aims at providing practice with answering about Ss' hobbies. |
| **Input** |  |
| **Procedure** | - Ask Ss to read and answer the questions. Have them note down their answers in column A of the table. Remind them to use the correct form of the verbs.  - Suggest some structures for the weaker ones 1. Every day I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. I enjoy + V-ing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ daily  3. I hate + V-ing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. The thing I am really fond of doing in the summer is \_\_\_\_\_\_\_\_  5. What I always take care of doing in the winter is \_\_\_\_\_\_\_\_\_\_\_  - Invite some Ss to share their answers. |
| **Outcome** | 1. Ss master the ways to talk about their hobbies  2. - Key |

**Activity 5 : Practising asking and answering about hobbies ( 10 minutes)**

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| **Goal** | The activity aims at helping Ss further practice with the present simple. |
| **Input** |  |
| **Procedure** | - Have Ss work in pairs to ask and answer the questions in 3.  - Ask them to note down their partner's answers in column B of the table in 3 |
| **Outcome** | 1. Ss master the ways to talk about their hobbies  2**.** Expected answer:  1. Every day I have a little time, just about 2 hours  2. I enjoy reading daily  3. I hate playing games  4. The thing I am really fond of doing in the summer is going swimming  5. What I always take care of doing in the winter is jogging |

**Activity 6 : Practicing with comparing answers and giving a presentation about hobbies. ( 5 minutes)**

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| **Goal** | The activity aims at providing practice with comparing answers and giving a presentation about hobbies.. |
| **Input** |  |
| **Procedure** | - Ask Ss to read the example to understand how to report the answers. Have them underline the words that can be used to make comparisons in the example (but, too).  - Introduce some other ways to express comparison, such as: both (we both have one hour of free time every day); more (I have more free time than her); etc.  - Ask Ss to work in pairs again to compare the answers and prepare a short presentation.  - Invite some Ss to present their work. Comment on their answers |
| **Outcome** | 1. Ss master the ways how to compare answers and giving a presentation about hobbies.  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.

**Week: 2**

**Period: 6**

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

**Lesson 1: UNIT1: SKILLS 1**

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

**I. Objectives**

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

**a.** Skills:

Reading:scan for specific information

Speaking: ask and answer about the benefits their classmate’s hobbies

**b.** Language:

Vocabulary: use some vocabulary about hobbies and their benefits

Grammar: use the present simple tense to talk about hobbies and their benefits

**2. Competence**

Students can tell everyone about the benefits 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** | **CHATTING** |
| **Procedure** | - Ask some Ss what their hobbies are and who in the family they share their hobbies with.  - Ask them about the good things of sharing a hobby with a family member. Elicit answers from Ss. Lead to the new lesson: Reading and Speaking lesson about hobbies and their benefits.  - Introduce the objectives of the lesson. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  My mother and I enjoy collecting general knowledge from books, Tv shows…… |

**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 reading and speaking tasks. |
| **Input** | 1.outdoor (adj) /ˈaʊtdɔː(r)/ ngoài trời  2.patient (adj) /ˈpeɪʃnt/ kiên nhẫn  3. insect (n): /ˈɪnsekt/ côn trùng  4. bug (n) : /bʌɡ/ con bọ, sâu bọ  5. responsibility (n) /rɪˌspɒnsəˈbɪləti/ trách nhiệm  6.maturity (adj) /məˈtʃʊərəti / sự trưởng thành  7.valuable (adj) /ˈvæljuəbl/ quý giá, quan trọng, hữu ích  8. creativity (n) /ˌkriːeɪˈtɪvəti/: sự sáng tạo  9. reduce (v) /rɪˈdjuːs/: làm giảm |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the reading and speaking tasks.  2. nine new words |

**Activity 2 : Activating Ss' knowledge of the topic (5 minutes)**

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| **Goal** | The activity aims at activating Ss' knowledge of the topic of the reading text. |
| **Input** |  |
| **Procedure** | - Have 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.  - Have Ss work in pairs to discuss the two questions.  - Invite some Ss to share their answers. Tell Ss that they are going to read a text about gardening. |
| **Outcome** | 1. Ss express their thought about the topic hobbies  2. Expected answer**:**  - In the picture, I can see 3 people. Maybe It’s a family. They are gardening together. There are a lot of plants around.  - 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 vegetables to eat. |

**Activity 3 : Guessing the meaning of new words in context. (5 minutes)**

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| **Goal** | The activity aims athelping Ss develop the skill of guessing the meaning of new words in context. |
| **Input** |  |
| **Procedure** | Tell Ss what they are going to do.  - Ask Ss how to do the exercise. Elicit answers from Ss.  - If needed, 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.  - Ask Ss to repeat the steps (they can speak in Vietnamese).  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers |
| **Outcome** | 1. Ss can guess the vocabulary in context.  2. Key: 1.b 2.e 3.c 4. a 5.d |

**Activity 4 : Reading ( 10 minutes)**

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| **Goal** | The activity aims at helping Ss develop the skill of reading for specific information (scanning). |
| **Input** |  |
| **Procedure** | - Ask Ss what they are going to do. - Have Ss share how to do this exercise.  - Briefly tell 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. - Ask Ss to repeat the steps (they can speak in Vietnamese).  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.  - Ask Ss to tell the class the benefits of gardening as mentioned in the text. |
| **Outcome** | 1. Ss master the ways to read for specific information  2.-Key 1. doing things 2. insects and bugs 3. patient 4. join in 5. an hour |

**Activity 5 : Identifying the benefits of some hobbies and talk about benefits. ( 10 minutes)**

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| **Goal** | The activity aims at helping Ss identify the benefits of some hobbies and talk about their benefits.. |
| **Input** |  |
| **Procedure** | Introduce 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.  - Have Ss work in pairs to match the hobby with its benefit(s). Check as the whole class.  - Ask Ss to name other benefits of these hobbies. Invite some Ss to share their answers |
| **Outcome** | 1. Ss identify the benefits of some hobbies and talk about their benefits..  2**.** Expected answer: 1. c, d 2. b, c 3. a, c, d, e |

**Activity 6 : Asking and answering about the benefits of hobbies. ( 5 minutes)**

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| **Goal** | The activity aims at practicing with asking and answering about the benefits of hobbies. |
| **Input** |  |
| **Procedure** | - Have Ss work in groups to ask and answer the two questions.  - Model the answers to the two questions if needed.  - Invite some Ss to share their partner's answers to the questions.  - Invite other Ss to comment on the answers.  - Comment on Ss'answers. |
| **Outcome** | 1. Ss master the ways to ask and answer about the benefits of hobbies  2. Expected answer:  **Nam**: What is your favourite hobby?  **Mai**: My favourite hobby is gardening.  **Nam**: What are its benefits?  **Mai**: It helps me reduce stress. |

**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.

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

 

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng