**Unit 1: HOBBIES**

**Lesson 1: GETTING STARTED**

***My favourite hobby***

**Week 1- Period**: **02**

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| --- | --- | --- | --- |
| **Class** |  **Date of planning** | **Date of teaching** | **Attendance** |
| **7A** |  |  |  |
| **7B** |  |  |  |

**I. OBJECTIVES**

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about hobbies: unusual, creativity, dollhouse, cardboard, glue, making models…

**\* Grammar:** use the present simple tense

**\* Pronunciation:** Pronouncing the new words correctly

**2. Competencies:**

**a. General competencies:**

- By the end of the lesson students will be able to know the form and use the present simple tense; Students can use Simple present tense to talk about likes and dislikes.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular verbs of liking.

- Sts can talk about their hobbies fluently

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

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| **ACTIVITY 1: WARM-UP GW/PW/IW)****1. Aim:*** To activate Ss’ knowledge on the topic of the unit.
* To set the context for the listening and reading part.

-To enhance Ss’ skills of cooperating with team mates. **2. Content:**- Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.**3. Products:** - Interest and concentration of Sts on the class activities. - Introducing themselves to make more new friends.**4. Implementation:** **-** Teacher instructs  - Sts do as required |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- **Chatting** **Step 2: Task performance*****Asking question:**** T asks Ss about what they like doing for pleasure in their free time.
* Ss answer the question individually.
* T sets the context for the listening and reading text: Write the title on the board *My favorite hobby*.

- Ask Ss to guess what the conversation might be about.- Answer the teacher’s questions and requirements.- Open their book and write.+ T Leads to the first unit of the new school year.- Write the unit title *Hobbies* on the board and ask Ss guest what they are going to learn this unit … - Ask Ss to open their book to page 6 and introduce what they are going to study…**Step 3: Report and discussion**- Sts work in group to introduce themselves- Sts join in the discussion**Step 4: Judgement**- T summarizes the discussion and leads to Activity 2. | **Chatting.** *What do you like doing in your free time?**Do you like collecting dolls?**Do you like collecting glass bottles?**Do you enjoy mountain climbing?* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')****1. Aim:** **-** To set the context for the introductory;- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.- To help Ss well-prepared for the listening and reading tasks.**2. Content:** Learn some new words. Read the conversation and find out new words. **3. Products:****-** Vocabulary about the topic- Understanding the conversation; topic of the lesson, grammar points…**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T sets the scene/ context for the listening and reading.**Step 2: Task performance****\*Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, regalia, translation.)+ Teacher introduces the vocabulary.+ Teacher explains the meaning of the new vocabulary by pictures.+ Teacher checks students’ understanding with the “Rub out and remember” technique. + Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further+ Follow the seven steps of teaching vocab.+ Check vocabulary.**+ Sts** Take note- Call on some groups of Ss to read the conversation aloud.**TASK 1:LISTEN AND READ.***(Ex 1, p. 8)*- Teacher asks Ss to look at the pictures in the book and answer the questions:- Ss answer the questions in pairs.- Teacher plays the recording twice. Ss listen and read.- Teacher checks Ss’ prediction. T calls 3 Ss to read the conversation aloud.- Teacher check students’ pronunciation ad give feedback.**Step 3: Report and discussion**- Sts write down the new vocabulary- T asks, Sts answer some more questions about the conversation**Step 4: Judgement**- T gives feedback on the reaction of Sts | **\* Vocabulary**1. unusual (adj) 2. creativity (n) 3. dollhouse (n) 4. cardboard (n) 5. glue (n) 6. making modelsA picture containing text, outdoor, mammal  Description automatically generated*+ What can you see in each picture?**+ What may the hobby be?* |
| **ACTIVITY 3: PRACTICE (20' - GW/PM/IM)****1. Aim**: -To have Ss get specific information of the text.- To introduce the grammar point of this unit: the present simple.- To introduce some vocabulary items related to hobbies.-To help Ss practise using the vocabulary items related to hobbies.- To learn some more words about hobbies**2. Content**: Listen and read the conversation.True/ false activity, filling in the gaps.Understand the conversation; grammar points; present simple tense**3. Products**: Know more new words. Understand the conversation; topic of the lesson Vocab, grammar points…**4. Implementation**: |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T let Sts learn Task 2 – Getting Started - Unit 1**Step 2: Task performing****TASK 2: READ THE CONVERSATION AGAIN AND WRITE TRUE (T) OR FALSE (F).** *(Ex 2, p.9)** Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.
* Ss work independently to find the answers.
* Teacher has Ss compare the answers in pairs before checking with the whole class.
* Teacher checks the answers as a class and gives feedback.

**TASK 3: WRITE THE WORDS AND PHRASES FROM THE BOX UNDER THE CORRECT PICTURES. THEN LISTEN, CHECK, AND REPEAT.** *(Ex 3, p. 9)*-T asks Ss to name the pictures.-T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with a partner. Then ask for Ss’ answers. Quickly write their answers on the board without confirming the correct answers.-T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.-Teacher checks the answers as a class and gives feedback.**TASK 4: WORK IN PAIRS. WRITE THE HOBBIES FROM 3 IN THE SUITABLE COLUMNS.** *(Ex 4, p.9)*- Have Ss work in pairs and complete the table.- Ss work in pairs and complete the table.- Teacher allows students to share answers before discussing as a class.- Write their answers on the board. Have Ss add more words to the table.**TASK 5: GAME: FIND SOMEONE WHO…** *(Ex 5, p.9)***Work in groups. Ask as many classmates as you can about which hobbies they like. Use the question ‘Do you like…?***’.***In the table below, write your classmates’ names beside the activities they like.** **-** T lets Ss to move around the class to ask their classmates about their favourite hobbies in 3-5 minutes.- Ss write the results into the table.- Then T asks some Ss to report their results. Whoever has the most names wins.- Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.**Step 3: Report and discussion**- Ss work independently- Share the answers**Step 4: Judgement** - T gives feedback on the answers.  | ***Answer key:***1. F (She made it herself.) 2. T 3. T4. T 5. F (Her lesson starts at 8 a.m.)**Answer keys:***1. making models* *2. riding a horse* *3. collecting coins**4. gardening* *5. building dollhouses* *6. collecting teddy bears*https://img.loigiaihay.com/picture/2022/0313/task2-gettingstarted-u1-ta7.png***Answer key:******+ doing things:*** *riding a horse, gardening (others: travelling, skiing, doing yoga, etc.)****+ making things:*** *making models, building dollhouses (others: painting, making pottery, etc.)****+ collecting things:*** *collecting coins, collecting teddy bears (others: collecting toys, collecting books,etc.)* |
| **ACTIVITY 4: APPLICATION (5' )****1. Aim**:To consolidate what Ss have learnt in the lesson.To review the lesson and prepare for the next lesson.To give Home assigment**2. Content**:Home assigment**3. Products**: Know more some words about hobbiesTake note Home assigment**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**- 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.**-** Home assigment**Step 2: Task performance**-T asks Ss to talk about what they have learnt in the lesson.- An overview about the topic *Hobbies* - Vocabulary to talk about hobbies* T lets Sts take note the homework

**Step 3: Report and discussion** - T says something about the class time.-**Step 4: Judgement**T gives feedback and requires Sts do homework. | **\* Home assigment:**- Read again the conversation on page 6.- Do more exercises in workbook.- Name a list of cheap hobbies, expensive hobbies, easy and difficult hobbies. |
|  **IV. FEED-BACK:**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………….……………………………………………………………………………………………….. |