**Unit 1: HOBBIES**

**Lesson 1: GETTING STARTED**

***My favourite hobby***

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 models  A 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. T  4. 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 hobbies  Take 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:**  ………………………………………………………………………………………………  ………………………………………………………………………………………………  ……………………………………………………………………………………………….  ……………………………………………………………………………………………….  ……………………………………………………………………………………………….. | |