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| **Tiết thứ 3**  **UNIT 1: HOBBIES**  **Lesson 2: A closer look 1** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVE:** By the end of this lesson, students will be able to

**1. Knowledge:**

- To introduce topic of the lesson *My hobbies.* To teach some new words .

**+ Vocabulary:** Using the words related to hobbies; Verbs of liking and disliking

**+** *Coins, judo, jogging, yoga ; making models; - Do judo, yoga (karate, exercise...); Go jogging, swimming (camping, cycling..); Collect dolls, coins (books, watches, pencils ....)*

**+ Language:** use of **like/love/enjoy/hate + V-ing**; talking about likes and dislikes.

**+ Pronunciation:** Correctly pronounce words that contain the sounds **/ə/** and **/ɜ:/**

**2. Competence:**

**a) General competencies:**

Students will be able to learn how to use some new words. Know how to use some action verbs go with Nouns to describe hobbies. Ss may add more nouns that can go with these action verbs.

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**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 introduce themselves or one another fluently.

**3. Qualities:** Love talking about their hobbies; having benefits of their hobbies in daily life. Develop self-study skills.

**II. PREPARATIONS**

**Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\*\* Implement the task.*

*\*\*\* Discuss.*

*\* Give comments or feedback.*

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| **1. WARM-UP (5’- GW/PW/IW)**  **+ Aim:**  - To create an active atmosphere in the class before the lesson  - To lead into the new lesson.  **+ Content:** Review the previous lesson.  **+ Products:** Having a chance to speak English and focus on the topic of the lesson..  **+ Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Asking questions:**  \* Some students are invited to answer.  \*\* Teacher and students discuss the answers.  \*\*\* Teacher introduces the lesson.  - 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 and the sounds /ә/and /з:/.  \*\*\*\* Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Asking questions:**  \* Teacher asks students some questions about the hobbies:  *1. What is your favorite hobby?*  *2. When did you start your hobby?*  - T - Ss  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW)**  **+ Aim :** To present some action verbs go with nouns to describe hobbies.  **+ Content:** Teach some new words, some action verbs go with nouns.  **+ Products:** Ss learn how to use them. Put them in the columns correctly.  **+ Implementation:** | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Complete the word webs below with the words from the box.**  **\* Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary: R&R  - Teacher checks students’ understanding with the *“Rub out and remember”* technique.  **+ Take note**  - 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.  - Check the answers as a class.  **\*\* Remember**  - Common verbs of liking and disliking are like, love, enjoy, and hate (not like). We often use the –ing form after these verbs.  Example:- I like **gardening**.  - She hates **watching** TV. | **1. Complete the word webs below with the words from the box.**  **\* Vocabulary**  - coins (n) tiền xu (tiền kim loại)  - judo (n) môn võ Judo  - jogging (n) chạy bộ thể dục  - yoga (n) Sự tập luyện dô-ga  **Suggested 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. PRACTICE (15’-IW, PW, GW)**  + Aim: To help Ss practise the verbs of liking / disliking and action verbs  **+ Content:** Complete the sentences, using the - ing form; Making sentences using the pictures and verbs of liking or disliking; Listen and repeat , pay attention to the sounds **/ә/**and **/з:**/; help Ss identify & practise how to pronounce the sounds /ә/and /з:/  **+ Products:** Ss can learm how to use verbs of liking and disliking; Ss can make sentences correctly, using the pictures.  **+ Implementation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete the sentences, using the –ing form of the verbs from the box.**  - 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. | **2. Complete the sentences, using the –ing form of the verbs from the box.**  1. collecting 2. going  3. playing 4. making  5. doing |
| **3. Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the –ing form.**  - 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.  - T and other Ss give comments. | **3. Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the –ing form.**  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 |
| **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - 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 **/ә/** is the same sound while **/з:/**  sounds like it has a soft **/r/** in it.  - Invite some Ss to say some words they know that include the two sounds. | **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Listen carefully  - Listen and repeat |
| **ACTIVITY 4: APPLICATION (5' - IW)**  **1. Aim**: To help Ss pronounce the sounds /a/ and /3:/ correctly in sentences.  **2. Content**:  Pratice saying the words pay attention to the underlined parts  Home assigment  **3. Products**:  Ss learn how to pronounce the words , the underlined parts correctly.  Take note Home assigment  **4. Implementation:** Teacher’s instructions… | |
| **5. Listen to the sentences and pay attention to the underlined parts. Tick (**✓**) the appropriate sounds. Practise the sentences**  - 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 | **5. Listen to the sentences and pay attention to the underlined parts. Tick (**✓**) the appropriate sounds. Practise the sentences**   |  |  |  | | --- | --- | --- | |  | **/ə/** | **/ɜ:/** | | 1. My hobby is collecting dolls. | ✔ |  | | 2. I go jogging every Thursday. |  | ✔ | | 3. My cousin likes getting up early. |  | ✔ | | 4. My best friend has thirty pens. |  | ✔ | | 5. Nam enjoys playing the violin. | ✔ |  | |

**V. FEEDBACK:**

With 7A ……………………………………………………………………………..…

With 7B …………………………...……………………………………..……………

With 7C ………………………………………………………………………….……