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| **Tiết thứ 4**  **UNIT 1: HOBBIES**  **Lesson 3: A closer look 2** | | |
| **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 revise and teach present simple.

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

**+ Vocabulary:** Using the words related to hobbies.

**+ Grammar:** - The form and use of present simple.

- The use of the verbs of liking: **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 revise and learn how to use and form present simple tense. Further practice with present simple tense. Further practice with present simple tense.

- 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:** Having benefits of their hobbies in daily life.

- Be encouraged to know more about their classmate’s hobbies; 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:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW)**  **\* Aims:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new 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** |
| \* T divides the class into 4 teams.  \*\* T calls on a S from each team to go to the board in turn. That S thinks of a hobby and says the keywords out loud.  - The other teams try to guess What the hobby is. They will get 1 point for each correct answer. The team with the most points is the winner.  \*\*\* Teacher and students discuss as a class.  \*\*\*\* Teacher asks students to say the words aloud and makes sure they pronounce the words correctly. Teacher can ask for translation to check their understanding.  - 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.  - Ask Ss to open their book and introduce what they are going to study…. | ***Example:***  A: water, grow, flowers, vegetable.  B: Is it gardening?  A: Yes, it is. |
| **Activity 2.** **KNOWLEDGE FORMATION**  **\* Aim:** To help Ss identify and remember the uses of the present simple.  **\* Content:** Form and use the use of present simple .  **\* Products:** Ss can how to form and use the use of present simple .  **\* Implementation:** Teacher’s instructions…  **Grammar: The present simple.**  - 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 + l/-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.)  **REMEBER:**  **\* We use the present simple for:**  – *something that is a general truth.*  Example: The sun **rises** every morning.  – *something that happens regularly in the present.*  Example: She **goes** swimming three times a week.  – *timetables or programmes.*  **Example:** The cooking lesson **starts** at 9 a.m. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the sentences (1–5) to the correct uses (a-c).**  \* T asks Ss to do the exercise individually and then check their answers in pairs.  \*\* Ss do the exercise individually.  \*\*\* T invites some Ss to share their answers.  \*\*\*\* Confirm the correct answers. | **1. Match the sentences (1-5) to the correct uses (a–c).**  1.b 2.a  3.c 4.a 5.b |
| **Activity 3. PRACTICE (18’-IW, PW, GW)**  **\* Aim: -** To help Ss identify and remember the uses of the present simple; To help Ss practise the correct form of the present simple; To give further practice with the present simple; To give further practice with the present simple.  **\* Content:** Complete the sentences, using present simple tense of the verbs; Do the filling with the correct form of the verbs in brackets; Write complete sentences, using the words given.  **\* Products:** Ss understand more using present simple; Ss can do exercises correctly. Further practice with the **present simple;** Complete the sentences correctly.  **\* Implementation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete the sentences. Use the present simple form of the verbs.**  \* T has Ss do this exercise individually and then compare their answers with a partner.  \*\* T asks some Ss to write their answers on the board.  \*\*\* T checks the answers with the whole class. Ask Ss to explain the use of the tense in each sentence.  \*\*\*\* T confirms the correct answers.  - Checks Ss' answers as a class. | **2. Complete the sentences. Use the present simple form of the verbs.**  1. build 2. does... do 3. have  4. doesn't like 5. Does ... start |
| **3. Fill in each blank with the correct form of the verb in brackets.**  \* T has Ss do this exercise in pairs and then compare the answers with another pair.  \*\* T asks some Ss to write their answers on the board.  \*\*\* T checks the answers with the whole class. T asks Ss to explain the use of the tense in each sentence.  \*\*\*\* T confirms the correct answers. | **3. Fill in each blank with the correct form of the verb in brackets.**  1. enjoys 2. spends  3. don't like / do not like  4. go 5. begins  6. don't enjoy / do not enjoy |
| **4. Write complete sentences, using the given words and phrases. You may have to change the words or add some.**  \* T has Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.  \*\* Ss work in groups to write the sentences.  \*\*\* T has groups cross-check.  \*\*\*\* T sticks some sheets on the board. Comment and confirm the correct answers.  - Check the answers as a class. | **4. Write complete sentences, using the given words and phrases. You may have to change the words or add some.**  1 .The sun sets in the west every evening.  2. DoTrang 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? |
| **Activity 4.** **APPLICATION (5' - IW)**  **\* Aim:** To help Ss make sentences with the present simple.  **\* Content:** Play game: Sentence Race  **\* Products:** Further practice using the present simple.  **\* Implementation:** | |
| **5. GAME. Sentence race.**  \* T divides Ss into groups. Assign a group leader.  - T writes a verb on the board and have Ss make a sentence with the verb, using the present simple form.  \*\* The group leader records his / her group’s points.  \*\*\* T invites group leaders to read aloud the sentences.  \*\*\*\* T comments and announces the winners.- Check and comment.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* Home assignment**  - Brainstorm some interesting and easy-to-do hobbies.  - Do more exercises in workbook.  - Prepare new lesson Communication. |

**V. FEEDBACK:**

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

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

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