



Date of planning:.....

Date of teaching:

WEEK: 1

UNIT 1: HOBBIES

Period 2 : Lesson 1: GETTING STARTED

My favourite hobby

I. OBJECTIVES: * By the end of this unit, students will be able to gain the following things:

- use the words related to hobbies and verbs of liking and disliking to talk about different hobbies;
- pronounce the sounds /ə/ and /ɜ:/ correctly.
- use present simple tense;
- talk about likes and dislikes;
- read for specific information about hobby;
- talk about the benefits of hobbies;
- listen for specific information about one's hobbies;
- write a paragraph about one's hobby.

1. Knowledge:

- To introduce the topic of the lesson: Hobbies . An overview about the topic Hobbies. To practice listening and reading.

+ **Vocabulary:** Use the words related to the topic *Hobbies*. Pronouncing the sounds /ə/and /ɜ:/correctly;

- *New words: unusual (adj) ; creativity (n) ; dollhouse (n) ; cardboard (n) ; glue (n) ; making models. horse riding, upstairs, amazing*

+ **Grammar:** - Review Present simple tenses

2. Competence: Students will be able to practice listening and reading the conversation between Trang and Ann about Hobbies;

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

Digital Competence

- **Digital Content Creation (3.1.TC1a; 3.2.TC1a):** Create and edit a short vlog or digital slideshow (using Canva, CapCut, or Google Slides) to present personal hobbies. Integrate text, images, and audio seamlessly.
- **Communication & Collaboration (2.1.TC1a):** Use LMS platforms or YouTube to share links and interact with peers safely.

3. Qualities: - Love talking about their hobbies. Having benefits from their hobbies in daily life. SS have a good attitude to working in groups, individual work, pair work, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognize and say 4 hobby words or phrases: making models, horse riding, gardening, and collecting coins, with teacher's help.
- listen and identify Trang's hobby and Ann's hobby in the conversation with teacher's help.
- match 4 familiar hobbies with the correct pictures and put 3 hobbies into the groups doing, making, and collecting with the teacher's help.
- ask and answer one simple question using “Do you like ...?” – “Yes, I do.” / “No, I don't.” with the teacher's help.
- copy one simple sentence about a hobby with the teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computers connected to the Internet.
- Sach mem.vn

III. PROCEDURE:

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

- * *Deliver the task.*
- * *Implement the task.*
- * *Discuss.*
- * *Give comments or feedback.*

1. WARM UP & INTRODUCTION (3'- 5')

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit**
- * **Content:** To have some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the subject and new lesson.
- * **Outcome:** Introducing themselves to make more new friends.
- * **Organisation :** Teacher’s instructions ...

Teacher’s Student’s activities	Content
+ Greeting + Asking question: - T may introduce some warm-up activities to create an active atmosphere to inspire SS to warm up to the subject and new lessons... * <i>Ss answer the question individually.</i> * <i>T sets the context for the listening and reading text: Write the title on the board</i>	+ Greeting + Asking question: - T_Ss - Asking question: * T asks Ss about what they like doing for pleasure in their free time. <i>What do you like doing in your free time?</i> <i>Do you like collecting dolls?</i> <i>Do you like collecting glass bottles?</i>

<i>My favorite hobby.</i> <i>* Ask SS to guess what the conversation might be about.</i> - Before opening their books, T asks Ss what they like doing for pleasure in their free time. Summarise SS's answers and ask them what these activities are called. - Elicit the word "Hobbies" - Write the unit title on the board <i>My Hobbies ..</i> - Ask SS to open their book and start the lesson..... For students with disabilities Teacher: - Shows two clear pictures of familiar hobbies and says each hobby name slowly. - Points to one picture at a time and models the question "Do you like ...?" with the two short answers. - Invites the student to point, repeat, and answer; gives verbal or gesture prompts when needed. Students: - Look at the two pictures and point to the picture named by the teacher. - Repeat 1-2 hobby words after the teacher. - Answer one question using "Yes, I do." or "No, I don't." with the teacher's help.	<i>Do you enjoy mountain climbing?</i> + Students (Ss) listen and learn how to do the tasks. - Answer the teacher's questions. - Open their book and write .
--	--

2. PRESENTATION/ NEW LESSON (12'- 15')

ACTIVITY 1: Aims: - To set the context for the introductory conversation; - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned. * Content: Learn some new words in context . Read the conversation and find out new words. * Outcome: Practice reading the conversation Knowing more new words. Understanding the conversation; topic of the lesson, grammar points... * Organisation :

Teacher's Student's activities	Content
1. Listen and read: /P. 8 +Ask SS to open their book and start the lesson. *Teach vocabulary: NLS: 1.1.TC1c HS mở Google Hình ảnh tìm hình thật của: dollhouse, cardboard, glue, horse riding... để đoán và kiểm chứng nghĩa của từ. + Teacher uses different techniques to teach vocab (situation, realia, translation.) + Teacher explains the meaning of the new vocabulary by pictures. + Follow the seven steps of teaching vocab. + Check vocabulary: R & R + Take note +Ask Ss to look at the pictures on page 8-9 and answer the questions below: 1. Can you guess who they are? 2. What can you see in the picture ? 3. What hobbies do they have? + T introduces the two characters: Trang and Ann. Explain that they are friends. Quickly write SS's answers to questions 2-4 on the board. - Play the recording twice for the SS to listen and read along. - Have Ss underline the words that are related to the topic of the units while they are listening and reading. - Invite some pairs of Ss to read the conversation aloud. - Now refer to the questions 2-4 on the board. Confirm the correct answers. -(Question 2: a girl with a dollhouse; a dollhouse. And a girl riding a horse. - Question 3: Trang's hobby is building dollhouses and ann's hobby is horse riding) - Have Ss say the words in the text that they	1. Listen and read./ P. 8 - T_Ss - Listen carefully to the context * Vocabulary - unusual (adj) khác thường - creativity (n) sự sáng tạo - dollhouse (n) nhà búp bê - cardboard (n) bìa các tông - glue (n) keo dán, hồ - making models. làm mô hình - upstairs (n): ở trên lầu; ở tầng trên - amazing (adj): làm sững sốt, làm ngạc nhiên - horse riding (n) cưỡi ngựa - Listen carefully and read aloud.  

are related to the topic <i>My hobbies</i>. - Quickly write the words on one part of the board. - Comment on Ss' answer. For students with disabilities Teacher: - Shows the pictures of Trang, Ann, the dollhouse, and horse riding in the textbook. - Reads or plays 2-3 selected lines of the conversation and pauses after each line. - Asks “Whose hobby is building dollhouses?” and “Whose hobby is horse riding?”, then points to the two girls as choices. Students: - Look at the pictures and identify the dollhouse and horse riding. - Follow the selected lines in the book while listening. - Repeat “building dollhouses” and “horse riding”, then point to Trang or Ann as the correct answer.	
---	--

3. PRACTICE (15’)

ACTIVITY 2: Aim: To help Ss understand the conversation. * Content: Listen and read the conversation. True/ False activity. * Outcome: Know more new words. Understanding the conversation; topic of the lesson, vocab. * Organisation :	
Teacher’s Student’s activities	Content
2. Read the conversation again and write T (True) or F (False) - T asks SS to ask the sentences and decide if they are true or false without reading the conversation again. Allow them to share their answers with a partner before discussing it as a class.	2. Read the conversation again and write T (True) or F (False). - T_Ss . Work independently. - Give the answers * Key : 1. F (she made it herself) 2. T

- Ss may read the conversation again to confirm their answers before giving T the answers. - Elicit from Ss. Have them correct the false sentences. - Write the correct answers on the board. For students with disabilities Teacher: - Selects two short True/False statements and reads each statement slowly. - Shows two cards, T and F, and reminds the student to compare each statement with the conversation. - For one false statement, give two word choices so the student can select the correct word. Students: - Listen to or read the two selected statements. - Hold up or circle T/F for each statement. - Correct one false statement by choosing or copying the correct word with the teacher's help.	3. T 4. T 5. F (Her lesson starts at 8 a.m)
ACTIVITY 3: Aim: To introduce some vocabulary items related to hobbies. * Content: Name the picture, then listen, check and repeat. * Outcome: Ss understand more the use of some vocabulary related to hobbies. * Organisation :	
3. Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat 3. NLS: 1.1.TC1c HS truy cập học liệu số/Sachmem.vn, chủ động tạm dừng và nghe lại audio để ghép từ với tranh, sau đó đối chiếu đáp án. - Ask SS to name the pictures. - Have Ss work individually to write the words and phrases from the box under the	3. Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat. - T_ Ss - Listen to the instructions clearly - Ss to work independently - Copy them

correct 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. - Have 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. - Have some SS practice saying the words and phrases again. For students with disabilities Teacher: - Prepares four picture cards and four matching hobby word/phrase cards from Activity 3. - Read each hobby phrase slowly and demonstrate one matching example. - Plays the relevant audio and checks each answer with the student. Students: - Match the four hobby words or phrases with the correct pictures. - Listen to the audio and check the matches. - Repeat at least two hobby words or phrases clearly after the teacher or recording.	* Key: <table> <tr> <td>1. making models</td><td>2. horseriding</td></tr> <tr> <td>3. collecting coins</td><td>4. Gardening</td></tr> <tr> <td>5. building dollhouses</td><td></td></tr> <tr> <td>6. collecting teddybears.</td><td></td></tr> </table>	1. making models	2. horseriding	3. collecting coins	4. Gardening	5. building dollhouses		6. collecting teddybears.	
1. making models	2. horseriding								
3. collecting coins	4. Gardening								
5. building dollhouses									
6. collecting teddybears.									
ACTIVITY 4: Aim: To help SS categories hobbies. * Content: To work in pairs. Write the hobbies in the suitable column. * Outcome: Ss know how to categorize hobbies in the suitable column. * Organisation :									
4. Work in pairs. Write the hobbies from 3 in the suitable columns. - Have SS work in pairs and complete the	4. Work in pairs. Write the hobbies from 3 in the suitable columns. - Pair work								

table. - SS work in pairs and complete the table. - The teacher allows students to share answers before discussing it as a class. - Write their answers on the board. - Have Ss add more words to the table For students with disabilities Teacher: - Provides three hobby cards and three labelled groups: doing things, making things, and collecting things. - Models how to place one card in the correct group and explains the key verb. - Gives one card at a time and confirms the answer immediately. Students: - Look at or read the three hobby cards. - Put each card into the correct group. - Read or repeat the three completed hobby phrases with the teacher's help.	- Ss do themselves * <i>Suggested answers:</i> - doing things: horse riding, 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.)
---	--

4. PRODUCTION/ FURTHER PRACTICE (8’)

ACTIVITY 5: Aim: To help SS practice using vocabulary items related to hobbies. * Content: Play games. Ask their classmates which hobbies they like. * Outcome: Ss can ask and answer the hobbies they like * Organisation :	
Teacher’s Student’s activities	Content
5. GAME: Find someone who Work in groups. Ask your classmates which hobbies they like. Use the question : Do you like ..? - Set time (3 - 5 minutes) for SS to do this activity. - Then ask the classmates around to complete the table, using the questions 'Do you like...?' The student who completes the table first	5. GAME: Find someone who Work in groups. Ask your classmates which hobbies they like. Use the question : Do you like ..?

wins.

- He / She reads aloud the names they have.

For students with disabilities

Teacher:

- Let the student choose one familiar hobby from the table and rehearse the question once.
- Pairs the student with a supportive classmate and provides the model "Do you like ...?".
- Helps the student listen for "Yes" or "No" and shows where to write the classmate's name.

Students:

- Choose one familiar hobby from the table.
- Ask one classmate "Do you like ...?" using the model.
- Listen to the answer and write or copy the classmate's name in one box.

Find someone who likes ...

horse riding	_____
building dollhouses	_____
collecting teddy bears	_____
collecting coins	_____
gardening	_____
making models	_____

5. WRAP-UP & HOME WORK (2')

* 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 WORK**

- Read the conversation again on page 8.

- Do more exercises in the workbook.

- If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the present simple tense and the words with the sounds /ə/ and /ɜ:/, and tells Ss that they will learn these language points in the upcoming lessons.

Project Launch (Application): T introduces the "My Digital Hobby Vlog"

NLS: 3.1.TC1a; 2.1.TC1a

HS xem sản phẩm mẫu, thống nhất công cụ số và phân công nhiệm vụ; trao đổi trong nhóm trên kênh lớp do GV hướng dẫn, không chia sẻ thông tin cá nhân.

- **Deliver the task:** T introduces the project. Ss will work in groups of 4 to create a short Video (Vlog) or Digital Slideshow introducing their hobbies.

- **Implement the task (Instructions):** T projects a sample video/slide on the board using T's laptop. T emphasizes that all digital creation must be done at home, using tools like CapCut (for video) or Canva/Google Slides (for presentation).

- **Discuss (Workflow mapping):** T explains the 4-step process for the next 7 lessons:

- + Step 1 (Lesson 1-2): Brainstorm ideas and group division
- + Step 2 (Lesson 3-4): Write the script at home (using Present Simple and verbs of liking).
- + Step 3 (Lesson 5-6): Shoot video and edit using CapCut/Canva at home.
- + Step 4 (Lesson 7): Submit the file to the teacher's email/Zalo. T will project them in class for the "Digital Gallery Walk".

=====

Date of planning:.../...../2022

Date of teaching:

WEEK: 1

Period 3 : UNIT 1 : HOBBIES

Lesson 2 : A CLOSER LOOK - 1

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

1. Knowledge:

- To introduce the 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)*
- + Pronunciation: Correctly pronounce words that contain the sounds /ə/ and /ɜ:/
- + **Grammar:** - The use of **like, love, enjoy, hate + V-ing**; talking about likes and dislikes.

2. Competence: Students will be able to learn how to use some new words. Know how to use some action verbs 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

3. Qualities: Love talking about their hobbies; having benefits of their hobbies in daily life.

- Develop self-study skills.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognize and use the action verbs go, do, and collect with at least 3 familiar hobby words with teacher's help.
- complete 2 simple sentences with the -ing form of the given verbs with teacher's help.
- say one simple sentence using “I like / love / enjoy / don't like + V-ing” with the teacher's help.

- recognize and repeat 2 words containing /ə/ and 2 words containing /ɜ:/ with teacher's help.
- listen and choose the correct sound in 2 simple sentences with the teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computers connected to the Internet.
- Sach mem.vn

III. PROCEDURE:

Notes:

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

- * *Deliver the task.*
- * *Implement the task.*
- * *Discuss.*
- * *Give comments or feedback.*

1. WARM UP & INTRODUCTION (5')

Aim: Vocabulary - To create an active atmosphere in the class before the lesson - To lead into the new lesson. * Content: Review the previous lesson. * Outcome: Having a chance to speak English and focus on the topic of the lesson.. * Organisation : Teacher's instructions...	
Teacher's & Student's activities	Content
+ Greeting + Asking questions: * Some students are invited to answer. * Teachers and students discuss the answers. * The teacher introduces the lesson. - Show some pictures of the hobbies SS learnt in the previous lesson. I have some hobbies. Lead to this lesson which focuses on action verbs, verbs of liking and disliking and the sounds /ə/and /ɜ:/. - Ask SS to open their book and introduce what they are going to study.... For students with disabilities Teacher: - Shows two hobby pictures from the	+ Greeting + Asking questions: * Teacher asks students some questions about the hobbies: 1. <i>What is your favorite hobby?</i> 2. <i>When did you start your hobby?</i> - T_Ss - Students (Ss) listen and learn how to do it. - Open their book and write .

previous lesson and names each hobby slowly. - Asks “What is your favourite hobby?” and gives a two-choice word bank. - Models the answer “I like ...” and prompts the student to repeat it. Students: - Look at the pictures and name or repeat the two hobbies. - Choose one favourite hobby from the word bank. - Answer with one word or the model “I like ...” with the teacher's help.	
--	--

2. PRESENTATION/ NEW LESSON (12’)

ACTIVITY 1:

- **Aim :** To present some action verbs go with nouns to describe hobbies.

* **Content:** Teach some new words, some action verbs go with nouns.

* **Outcome:** Ss learn how to use them . Put them in the columns correctly.

* **Organisation :**

Teacher’s & Student’s activities	Content
1. Complete the word webs below with the words from the box. *) Pre- teach vocabulary: NLS: 1.1.TC1c HS tìm hình ảnh của các hoạt động hobby và phân loại theo go/do/collect/make; chọn hình phù hợp với nghĩa của cụm từ. - Teachers use different techniques to teach vocabulary (situation, realia, translation) + Teacher may introduce the vocabulary by: - providing explanations of the words; - showing a picture illustrating the word. + Follow the steps to teach vocabulary - Repeat in chorus and individually + Check vocabulary: R&R - The teacher checks students’ understanding with the “<i>Rub out and remember</i>” technique. + Take note	1. Complete the word webs below with the words from the box. - T_ Ss + Students (Ss) listen to the instructions carefully and learn how to do the tasks. * Vocabulary - coins (n) tiền xu (tiền kim loại) - judo (n) môn võ Judo - jogging (n) chạy bộ thể dục - yoga (n) Sự tập luyện đô-ga Key : Suggested answer: - go: jogging, swimming (others: go camping, go fishing, go cycling, etc.) - do: judo, yoga (others: do karate, do

- 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. For students with disabilities Teacher: - Displays the three action verbs go, do, and collect with three familiar hobby pictures. - Models one match, for example “go jogging”, and highlights the action verb. - Guides the student to complete the other two phrases and reads all three phrases aloud. Students: - Match go, do, and collect with the correct hobby pictures or words. - Complete three phrases: go jogging, do judo, and collect coins. - Point to and repeat the three completed phrases.	exercise, do sit-ups, etc.) - collect: dolls, coins (others: collect books, collect watches, collect pencils, etc.)
---	---

3. PRACTICE (15')

ACTIVITY 2: Aim: To help Ss practise the verbs of liking / disliking and action verbs * Content: Complete the sentences, using the - ing form. * Outcome: Ss can learn how to use verbs of liking and disliking. * Organisation :
--

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. For students with disabilities Teacher: - Chooses two simple sentences from Activity 2 and underlines the verbs in the box. - Demonstrates how to add -ing to one verb and provides two possible forms for each blank. - Checks the selected answer and models reading one complete sentence. Students: - Look at the given verbs and choose the correct -ing form for two sentences. - Copy the two completed verb forms into the blanks. - Read one completed sentence after the teacher.	2. Complete the sentences, using the –ing form of the verbs from the box. - Listen carefully and learn how to do it. - Give the answer * Key: 1. collecting 2. going 3. playing 4. making 5. doing
ACTIVITY 3: Aim: To give further practice with verbs of liking / disliking. * Content: Making sentences using the pictures and verbs of liking or disliking. * Outcome: Ss can make sentences correctly, using the pictures. * Organisation :	
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	3. Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the –ing form. - Ss to work individually first

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.

For students with disabilities

Teacher:

- Selects two pictures and draws attention to the happy or sad face in each picture.
- Provides a small word bank: like, love, enjoy, and don't like.
- Builds one model sentence with the student and supports the second sentence with prompts.

Students:

- Look at the face and activity in each selected picture.
- Choose a suitable verb of liking or disliking.
- Say or copy one complete sentence, for example "I like playing football."

- Ss do themselves.

- Copy them

* Key:

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

II. PRONUNCIATION: (10')

/ə/and /ɜ:/

ACTIVITY 4

Aims:- To help Ss identify how to pronounce the sounds /ə/and /ɜ:/

- To help Ss practise pronouncing these sounds in words.

*** Content:** Listen and repeat , pay attention to the sounds /ə/and /ɜ:/

*** Outcome:** Ss can learn how to pronounce the sounds /ə/and /ɜ:/ correctly.

*** Organisation :**

Teacher's Student's activities	Content										
4. Listen and repeat. Pay attention to the sounds /ə/and /ɜ:/ NLS: 1.1.TC1c; 3.1.TC1a HS dùng từ điển số/Sachmem.vn nghe mẫu /ə/ và /ɜ:/, ghi âm 4 từ, nghe lại và so sánh với mẫu. - 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 /ə/ is the same sound while /ɜ:/ sounds like it has a soft /r/ in it. - Invite some Ss to say some words they know that include the two sounds. For students with disabilities Teacher: - Write four selected words in two pairs: amazing, yoga, learn, and work. - Pronounces each word slowly, exaggerates /ə/ and /ɜ:/, and lets the student watch the mouth position. - Provides two labelled sound columns and corrects pronunciation gently. Students: - Listen to and repeat the four selected words. - Put amazing and yoga in the /ə/ group, and learn and work in the /ɜ:/ group. - Pronounce at least one word from each sound group.	4. Listen and repeat. Pay attention to the sounds /ə/and /ɜ:/ - Listen carefully - Listen and repeat <i>Audio script – Track 4:</i> <table border="1"> <thead> <tr> <th>/ə/</th><th>/ɜ:/</th></tr> </thead> <tbody> <tr> <td>amazing</td><td>learn</td></tr> <tr> <td>yoga</td><td>surf</td></tr> <tr> <td>collect</td><td>work</td></tr> <tr> <td>column</td><td>thirteen</td></tr> </tbody> </table>	/ə/	/ɜ:/	amazing	learn	yoga	surf	collect	work	column	thirteen
/ə/	/ɜ:/										
amazing	learn										
yoga	surf										
collect	work										
column	thirteen										

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aim: To help Ss pronounce the sounds /a/ and /ɜ:/ correctly in sentences.

* **Content:** Practice saying the words pay attention to the underlined parts

* **Outcome:** Ss learn how to pronounce the words , the underlined parts correctly.

* **Organisation** : 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

For students with disabilities

Teacher:

- Selects two short sentences and marks the target word in each sentence.
- Plays or reads each sentence twice and points to the two sound symbols /ə/ and /ɜ:/.
- Models one sentence again for choral and individual repetition.

Students:

- Listen to the two selected sentences and focus on the marked word.
- Tick /ə/ or /ɜ:/ for each sentence.
- Repeat one short sentence after the recording or teacher.

5. Listen to the sentences and pay attention to the underlined parts. Tick () the appropriate sounds. Practise the sentences

- T_Ss

Answer key:

	/ə/	/ɜ:/
1. My hobby is <u>collecting</u> dolls.		
2. I go jogging every <u>Thurs</u> day.		
3. My cousin likes getting up <u>ear</u> ly.		
4. My best friend has <u>thir</u> ty pens.		
5. Nam enjoys playing the <u>viol</u> in.		

*** Key :**

*** Audio script - Track 5:**

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.

5. WRAP-UP & HOME WORK (2')

- 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

*** HOME WORK**

- Do more exercises in the workbook.
- Prepare a new lesson. A CLOSER LOOK - 2/ P. 11-12

Date of planning:.../...../ 2022

Date of teaching:

WEEK: 2

Period 4 : UNIT 1 : HOBBIES

Lesson 3 : A CLOSER LOOK -2

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

1. Knowledge:

- To revise and teach the present simple.
- To introduce the 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.

2. Competence: Students will be able to revise and learn how to use and form present simple tenses. Further practice with present simple tense.

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Qualities: Having benefits of their hobbies in daily life.

- Be encouraged to know more about their classmate's hobbies
- Develop self-study skills

Objectives For students with disabilities

By the end of the lesson, students can:

- recognize the affirmative, negative, and question forms of the present simple with teacher's help.
- identify the use of the present simple in 2 familiar sentences with the teacher's help.
- complete 3 simple sentences with the correct present simple form of the verbs with teacher's help.
- arrange or copy 2 correct sentences in the present simple, including one question or negative sentence, with teacher's help.
- say one simple sentence about a daily activity or hobby with the teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computers connected to the Internet.
- Sach mem.vn

III. PROCEDURE:

Notes:

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

* *Deliver the task.*

* *Implement the task.*

* *Discuss.*

* *Give comments or feedback.*

1. WARM UP & INTRODUCTION (5')

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 some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.

* **Outcome:** Having a chance to speak English and focus on the topic of the lesson..

* **Organisation :**Teacher's instructions...

Teacher's & Student's activities	Content
+ Greeting + Game: Guessing game - 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. - The teacher asks students to say the words aloud and makes sure they pronounce the words correctly. Teachers 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.	+ Greeting + Game: Guessing game - T_ Ss - Students (Ss) listen and learn how to do it. Example: A: water, grow, flowers, vegetables. B: Is it gardening? A: Yes, it is. - Open their book and write .

- Ask SS to open their book and introduce what they are going to study....

For students with disabilities

Teacher:

- Shows two hobby pictures or gives two short clues containing familiar words.
- Offers two hobby choices and asks the student to select the correct one.
- Models the short answer "It is ..." or "Yes, it is."

Students:

- Listen to the clues or look at the pictures.
- Point to or say the correct hobby.
- Answer using the hobby name or "Yes, it is." with the teacher's help.

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aim: To help Ss identify and remember the uses of the present simple.

* **Content:** Form and use the present simple .

* **Outcome:** Ss can learn how to form and use the present simple .

* **Organisation :** 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 + I/-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.)

REMEMBER:

- **We use the present simple for:**

– *something that is a general truth.*

Example: The sun **ris**es every morning.
 – *something that happens regularly in the present.*
 Example: She **go**es swimming three times a week.
 – *timetables or programmes.*
Example: The cooking lesson **start**s at 9 a.m.

Teacher's & Student's activities	Content
1. Match the sentences (1 – 5) to the correct uses (a – c). - 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. For students with disabilities Teacher: - Choose two familiar present simple sentences and read them slowly. - Provides three simple labels with examples: fact, regular activity, and timetable. - Underlines one verb as a model and guides the student to match each sentence to its use. Students: - Read or listen to the two selected sentences. - Match each sentence with fact, regular activity, or timetable. - Underline the present simple verb in each sentence.	1. Match the sentences (1 – 5) to the correct uses (a – c). - T_ Ss + Students (Ss) listen to the instructions carefully and learn how to do the tasks. * Key: 1.b 2.a 3.c 4.a 5.b

3. PRACTICE (18')

ACTIVITY 2:

Aim: To help Ss practise the correct form of the present simple

*** Content:** Complete the sentences, using present simple tense of the verbs.

*** Outcome:** Ss understand more using present simple . Complete the sentences correctly.

*** Organisation :**

Teacher's Student's activities	Content
2. Complete the sentences. Use the present	2. Complete the sentences. Use the

simple form of the verbs. NLS: 3.1.TC1a HS hoàn thành bài tập thi hiện tại đơn trên Google Forms/Quizizz do GV cung cấp, đọc phản hồi tự động và sửa lỗi. - 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. - Checks Ss' answers as a class. For students with disabilities Teacher: - Selects three simple items and displays the reminder “I/you/we/they + verb; he/she/it + verb-s/es”. - Reads the subject in each sentence and asks the student to choose between two verb forms. - Checks each choice and models one complete sentence. Students: - Identify the subject in each selected sentence. - Choose the correct present simple form for three verbs. - Read one completed sentence with the teacher's help.	present simple form of the verbs. - T_Ss - Listen carefully and learn how to do it. - Ss work individually - Give the answers * Key: 1. build 2. does... do 3. have 4. I don't like 5. Does ... start
ACTIVITY 3: Aim: To give further practice with the present simple. * Content: Do the filling with the correct form of the verbs in brackets. * Outcome: Ss can do exercises correctly. Further practice with the present simple. * Organisation :	
3. Fill in each blank with the correct form of the verb in brackets. - Have Ss do this exercise in pairs and then	3. Fill in each blank with the correct form of the verb in brackets. - Ss to work individually

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. For students with disabilities Teacher: - Chooses two short blanks from Activity 3 and circles the subject in each sentence. - Gives two possible verb forms for each blank and reminds the student about -s/-es. - Checks the completed sentences and reads them once. Students: - Look at the subject and the verb in brackets. - Choose and write the correct verb form in two blanks. - Copy or read the two completed sentences with the teacher's help.	- Ss do themselves. Keys: 1. enjoys 2. spends 3. don't like / do not like 4. go 5. begins 6. don't enjoy / do not enjoy
---	---

ACTIVITY 4:

Aim: To give further practice with the present simple.

* **Content:** Write complete sentences, using the words given.

* **Outcome:** Ss can make sentences correctly. Ss may change the words or add some.

* **Organisation :**

Teacher's Student's activities	Content
4. Write complete sentences, using the given words and phrases. You may have to change the words or add some. NLS: 2.1.TC1a; 3.1.TC1a Mỗi nhóm nhập một câu hoàn chỉnh lên Padlet/Google Slides dùng chung; đọc, góp ý và chỉnh sửa câu của nhóm theo phản hồi. - Have Ss work in groups to write the sentences. - Give each group a large-size sheet of paper to write. - Have groups crosscheck.	4. Write complete sentences, using the given words and phrases. You may have to change the words or add some. - T_ Ss - Do the tasks and share the answers. Key: 1. The sun sets in the west every evening. 2. Do Trang and Minh play basketball every day after school?

- Stick some sheets on the board. - Comment and confirm the correct answers. - Check the answers as a class. For students with disabilities Teacher: - Prints or writes the words of two sentences on separate cards. - Models how to find the subject first, then place the verb and the remaining words. - Provides the first word or punctuation mark when the student needs a prompt. Students: - Arrange the word cards to make two correct present simple sentences. - Copy one affirmative sentence and one question or negative sentence. - Circle the main verb in each completed sentence.	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 on the weekend / at weekends?
--	---

4. FURTHER PRACTICE (8')

ACTIVITY 5: Aim: To help Ss make sentences with the present simple. * Content: Play game: Sentence Race * Outcome: Further practice using the present simple. * Organisation :	
5. GAME. Sentence race. - Divide SS into groups. Assign a group leader. - Write 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. Invite group leaders to read aloud the sentences. - Comment and announce the winners. Note: For stronger students, have groups write as many sentences with the present simple as possible. Then ask groups to cross check. - Ask groups to share their sentences with the class. - Check and comment.	5. GAME. Sentence race. - T_ Ss. - Group works + T: get up - I usually get up at 6 o'clock. - My sister gets up at 6.30..... + T : rise - The Sun rises in the east and sets in the West...

For students with disabilities Teacher: - Gives one familiar verb such as play, like, or get up and one sentence frame. - Asks the student to choose a subject and one time phrase from a small word bank. - Helps correct the verb form before the student reads the sentence. Students: - Choose one familiar verb, subject, and time phrase. - Complete one simple present sentence using the frame. - Read the sentence to a partner or the teacher.	
--	--

5. WRAP-UP & HOME WORK (2')

- 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.

*HOME WORK

- Brainstorm some interesting and easy-to-do hobbies.
- Do more exercises in the workbook.
- Prepare a new lesson. COMMUNICATION.

=====

Date of planning:

.....

Date of teaching:

...

WEEK: 2

Period 5 : UNIT 1 : HOBBIES

Lesson 4 : COMMUNICATION

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

1. Knowledge:

- Use the lexical items related to the topic Hobbies
- Talk about likes and dislikes
- Ask and answer about hobbies.

+ **Vocabulary:** - Use the lexical items related to the topic Hobbies

+ **Grammar:** The form and use of present simple.(Review)

- The use of the verbs of liking: **like, love, enjoy, hate + V-ing**; talking about likes and dislikes.

2. Competence: Students will be able to revise and learn how to use and form present simple tenses. Talking about likes and dislikes.

- Develop creativity and communication skills
- Actively join in class activities

Digital Competence (3.1.TC1a; 3.2.TC1a): Digital Content Creation. Students apply computational thinking by transforming oral interview data into a structured digital storyboard template.

3. Qualities: Having benefits of their hobbies in daily life. SS have a good attitude to working in groups, individual work, pair work, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognize one simple question and answer used to talk about likes and dislikes with the teacher's help.
- practise one short dialogue using “Do you like ...?” and a simple answer with the teacher's help.
- answer 3 simple questions about their own hobbies using words or short phrases with the teacher's help.
- ask one classmate 2 simple questions and record short answers with the teacher's help.
- say 1-2 simple sentences about their own hobby and a friend's hobby with the teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computers connected to the Internet.
- Sach mem.vn

III. PROCEDURE:

Notes:

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

- * *Deliver the task.*
- * *Implement the task.*
- * *Discuss.*
- * *Give comments or feedback.*

1. WARM UP & INTRODUCTION (3'-5')

Everyday English

Talking about likes and dislikes

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 some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson

* **Outcome:** Having a chance to speak English and focus on the topic of the lesson..

* **Organisation :**Teacher’s instructions...

Teacher's & Student's activities	Content
+ Greeting // + Revision - Teacher (T) asks Ss some questions about them and class. - 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 - Ask SS to open their book and introduce what they are going to study.... For students with disabilities Teacher: - Shows two hobby pictures, one marked with a happy face and one with a sad face. - Models "I like ..." and "I don't like ..." while pointing to the pictures. - Asks the student to choose one picture and gives the first words of the sentence. Students: - Look at the two hobby pictures and choose one. - Decide whether they like or do not like the hobby. - Say "I like ..." or "I don't like ..." with teacher's help.	+ Greeting// + Revision - T_ Ss - Students (Ss) listen and learn how to do it. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1+ 2:

Aims:

- To introduce ways of talking about likes and dislikes in English;
- To help Ss practise talking about likes and dislikes.

* **Content:** To listen and read the conversation .Asking and answering questions about what they like and don't like doing.

* **Outcome:** Ss can ask and answer questions about what they like and don't like doing...

* **Organisation :**

Teacher's & Student's activities	Content
1. Listen and read the dialogue below. Pay attention to the questions and answers. *) Pre- teach vocabulary: - Teacher uses different techniques to teach vocabulary (situation, realia, translation) if have 1./ P. 13 - 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 on weekends. Audio script - Track 6: Mi: Do you like reading books? Ann: Yes, very much, especially books about science. Mi: What about painting? Do you like it? Ann: No, I don't. I'm not that interested in art. 2. Work in pairs. Ask and answer questions about what you like and don't like doing. - 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. For students with disabilities Teacher: - Plays or reads the short dialogue and	1. Listen and read the dialogue below. Pay attention to the questions and answers. - T_Ss + Students (Ss) listen to the instructions carefully and learn how to do the tasks. We often use the – ing form after verbs of liking and not liking. Example: I like going to the cinema. She hates cleaning the floors. - Answer the teacher's questions. - Make similar dialogues, using different verbs to show likes and dislikes.

highlights one question and one answer. - Models the exchange slowly with a supportive student. - Provides a hobby picture card and prompts each line when necessary. Students: - Listen and point to the question and answer in the dialogue. - Repeat one question and one answer after the teacher. - Practice one short exchange with a partner using the hobby picture.	
--	--

3. PRACTICE (18')

ACTIVITY 3: All about your hobbies Aim: To provide practice with answering about SS' hobbies. * Content: Question and Answer. Do the fillings * Outcome: SS can answer the questions . Filling in column A with the correct answer. * Organisation :	
Teacher's Student's activities	Content
3. Answer the questions. Fill in column A with your answers. - 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. - Invite some Ss to share their answers. For students with disabilities Teacher: - Selects three questions about hobby name, free time, and feeling. - Provides a word bank and reads each question slowly. - Allows the student to answer orally first, then shows the correct place in column A. Students: - Listen to the three selected questions. - Choose or say a one-word or short-phrase	3. Answer the questions. Fill in column A with your answers. - Work in pairs to do this activity - SS work in pairs .

answer for each question.
- Write or copy the three answers in column A.

ACTIVITY 4:

Aim: To provide practice with asking and answering about hobbies.

* **Content:** Ask and answer questions about the things they like/ don't like.

* **Outcome:** Ss can answer the questions correctly and fill in column B.

* **Organisation :**

4. Now interview your friend, using the questions in 3. Write his / her answers in column B.

NLS: 3.1.TC1a; 3.2.TC1a

HS chuyển dữ liệu phỏng vấn thành storyboard; lựa chọn văn bản, hình ảnh và lời thoại dự kiến để nhập vào Canva/CapCut/Google Slides ở nhà.

- 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.

Digital Project Integration (Storyboarding):

T distributes a paper-based "Slide Layout" template. T explains that the data collected from this interview will form the core text of their digital presentation. After interviewing, Ss must categorize their notes onto the paper template (e.g., Slide 1: Name & Hobby; Slide 2: Likes/Dislikes). This paper storyboard prepares them to input data systematically into Canva or CapCut at home without needing devices in class.

For students with disabilities

Teacher:

- Pairs the student with a supportive friend and marks two questions to ask.
- Rehearses both questions and models how to listen for a short answer.
- Shows where to record the answers in column B and where to place them on the

4. Now interview your friend, using the questions in 3. Write his / her answers in column B.

- Ss_ Ss

- Listen to the instructions clearly
- Do the interview.
- Copy them

paper storyboard. Students: - Ask the partner the two selected questions. - Listen to the partner's short answers. - Write or copy the two answers in column B and place them in the correct storyboard section.	
---	--

4. FURTHER PRACTICE (8')

ACTIVITY 5: Aim: To provide practice with comparing answers and giving a presentation about hobbies. * Content: Further practice talking about their hobbies * Outcome: To Improve speaking skills. Talking about their hobbies. * Organisation :	
Teacher's	Student's activities
Content	
5. Compare your answers with your friend's. Then present them to the class. - 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 (<i>we both have one hour of free time every day</i>); more (<i>I have more free time than her</i>); 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. For students with disabilities Teacher: - Choose one answer from the student and one from the partner. - Provides the connectors and, but, and too with one short example. - Builds a two-sentence mini-presentation	5. Compare your answers with your friend's. Then present them to the class - T_ Ss - Listen carefully - Work in pairs. Check the answers. Example: <i>I have one hour of free time a day, but my friend Lan has only about 30 minutes. I like listening to music every day, and Lan likes it too. I don't like exercising, but Lan does...</i>

and rehearses it with the student. Students: - Compare one of their answers with the partner's answer. - Choose and, but, or too to connect the ideas. - Say 1-2 prepared sentences to the class, partner, or teacher.	
---	--

5. WRAP-UP & HOME WORK (2')

* 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.

* HOME WORK

- Practice talking about hobbies.
- Do more exercises in the workbook.
- Prepare a new lesson. SKILLS-1/ P.14



Date of planning: .../.../2022 Date of teaching: WEEK: 2	Period 6 : UNIT 1 : HOBBIES Lesson 5 : SKILLS 1 / Reading and Speaking
--	---

I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things:

1. Knowledge:

- To develop Reading and Speaking skills. The skills of guessing the meaning of new words;

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

+ **Grammar:** (Review) present simple.

- The use of the verbs of liking: **like, love, enjoy, hate + V-ing**; talking about likes and dislikes.

2. Competence: Students will be able to practice reading and speaking skills. Talking about the benefits of hobbies.

- Develop communication skills and creativity
- Develop presentation skill
- Actively join in class activities. Present their hobbies.

3. Qualities: Having benefits of their hobbies in daily life.

- Understand more about their preference of different types of hobbies
- Develop self-study skills

Objectives For students with disabilities

By the end of the lesson, students can:

- recognize and say 4 key words from the reading: gardening, insect, patient, and responsibility, with teacher's help.
- match 3 key words with their simple meanings with the teacher's help.
- read and find 3 specific details about gardening in the text with the teacher's help.
- identify at least 2 benefits of familiar hobbies with teacher's help.
- answer “What is your favourite hobby?” and “What are its benefits?” in 1-2 simple sentences with the teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computers connected to the Internet.
- Sach mem.vn.

III. PROCEDURE:

Notes:

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

- * *Deliver the task.*
- * *Implement the task.*
- * *Discuss.*
- * *Give comments or feedback.*

1. WARM UP & INTRODUCTION(3’- 5’)

Aim:

Pre – reading

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**
- * **Content:** Review the previous lesson or have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.
- * **Outcome:** Having a chance to speak English and focus on the topic of the lesson..
- * **Organisation :**Teacher’s instructions...

Teacher’s activities	Student’s activities
+ Greeting + Do the revision. - T introduces the objectives of the lesson and asks SS to list out as many hobbies as possible within 1 minute.	+ Greeting + Brainstorming - T_ Ss - Students (Ss) listen and answer the teacher’s or friend’s questions

- Ss work in groups to brainstorm hobbies.
- Which teams can list out more correct answers wins.
- T confirms answers as a class.
- * Ask some SS what their hobbies are and who in the family they share their hobbies with.
- Ask them about the good things about 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.

For students with disabilities

Teacher:

- Shows two familiar hobby pictures or word cards and names them once.
- Asks whether the student does either hobby with a family member.
- Provides two family words as choices and accepts a pointing or one-word answer.

Students:

- Point to or name the two familiar hobbies.
- Choose one hobby shared with a family member.
- Say the hobby word and, if possible, the family member's name with the teacher's help.

1. Work in pairs. Look at the picture and discuss the questions below.



- Open their book and write the title of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Pre- reading

Aim: To activate Ss' knowledge of the topic of the reading text.

* **Content:** Look at the picture and discuss it.

* **Outcome:** Ss learn some new words and answer two questions.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
*) Pre- teach vocabulary: NLS: 1.1.TC1c HS tìm hình ảnh hoặc thông tin ngắn về	2. Read the text about gardening. Match each word in column A with its definition in column B.

gardening, insects, patient, responsibility; đối chiếu từ khóa với ngữ cảnh bài đọc.

- Teachers use different techniques to teach vocabulary (situation, realia, translation)

+ Teacher may introduce the vocabulary by:

- providing explanations of the words;
- showing a picture illustrating the word.
- + Follow the steps to teach vocabulary
- Repeat in chorus and individually
- + Check vocabulary.
- 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.

For students with disabilities

Teacher:

- Shows the gardening picture and points to people, plants, and tools in the picture.
- Introduces gardening, insects, patience, and responsibility using pictures or simple Vietnamese meanings.
- Asks one simple picture question and gives two answer choices.

Students:

- Look at the picture and say or repeat "gardening".
- Repeat the three key words: insect, patient, and responsibility.
- Answer one simple question about the picture using a word or short phrase.

- T_ Ss

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

* Vocabulary

- **gardening** (v, n) làm vườn
- + **belong to** (v) thuộc về
- **insect** (n) côn trùng
- **bug** (n) con bọ
- **patient** (adj) kiên nhẫn
- **responsibility** (n) trách nhiệm, Chịu trách nhiệm.
- **maturity** (n) sự trưởng thành
- **join** (v) tham gia
- **make sbd + V/ adj**
- **making things**
- **collecting things**

3. While- reading (18')

ACTIVITY 2 :

Aim: To help Ss develop the skill of guessing the meaning of new words in context.

* **Content:** Read the text and Match .

* **Outcome:** Ss get some specific information about the text. The skills of guessing the meaning of new words.

* **Organisation :**

Teacher's & Student's activities	Content
2. Read the text about gardening. Match each word in column A with its definition in column B. - 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. For students with disabilities Teacher: - Marks three key words in the reading text and prepares three simple definitions or pictures. - Shows the student how to locate the first marked word in the text. - Reads the sentence around each word and helps the student match it with the correct meaning. Students: - Find the three marked words in the text. - Match each word with its simple meaning or picture. - Read one matched word and meaning after the teacher.	2. Read the text about gardening. Match each word in column A with its definition in column B. - T_ Ss - Listen to the teacher's instructions carefully and learn how to do it. - Check the meaning of the words - Ss work individually first. - Compare the answers with partners - Give the answers Key: 1. b 2.e 3.c 4.a 5.d

ACTIVITY 3 :

Aims: To help Ss develop the skill of reading for specific information (scanning)

*** Content:** Read the text again and circle the options.

*** Outcome:** Improve reading skills. Ss get more information about houses in the future.

*** Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content						
3. Read the text again. Complete each sentence with no more than THREE words. - 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. - Confirm the correct answers to the class. For students with disabilities Teacher: - Selects three incomplete sentences and underlines the key words in each one. - Guides the student to the relevant line of the reading and highlights the answer area. - Reminds the student to copy no more than three words and checks spelling. Students: - Read the three selected incomplete sentences. - Find and copy 1-3 words from the text to complete each sentence. - Point to the line in the text that contains each answer.	3. Read the text again. Complete each sentence with no more than THREE words. - T_ Ss - Listen to the teacher's instructions carefully and follow them. - Give the answer . * Key: <table><tr><td>1. doing things</td><td>2. insects and bugs</td></tr><tr><td>3. patient</td><td>4. join in</td></tr><tr><td>5. an hour</td><td></td></tr></table>	1. doing things	2. insects and bugs	3. patient	4. join in	5. an hour	
1. doing things	2. insects and bugs						
3. patient	4. join in						
5. an hour							

4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 4: *(Follow up activity)***Speaking**

Aim: To help SS identify the benefits of some hobbies and talk about their benefits.

* **Content:** Pair works. Do the Matching.

* **Outcome:** Ss do the Matching correctly.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
4. Work in pairs. Match each hobby with its benefit(s). One hobby may have more than one benefit. 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 the whole class. - Ask SS to name other benefits of these hobbies. - Invite some Ss to share their answers. - T and other Ss listen and make comments. - T helps if necessary For students with disabilities Teacher: - Provides two hobby cards and three simple benefit cards or icons. - Models one match and the sentence pattern "... helps me ...". - Guides the student to match each hobby with at least one suitable benefit. Students: - Look at the two hobbies and the benefit cards. - Match each hobby with at least one benefit. - Repeat one model sentence, for example "Gardening helps me be patient."	4. Work in pairs. Match each hobby with its benefit(s). One hobby may have more than one benefit. - T_ Ss - Listen to the teacher's instructions carefully and follow them. - Work in pairs - Practice speaking in front of the class. Key: 1.c, d 2. b, c 3. a,c, d, e

ACTIVITY 5:

Aim: To give practice with asking and answering about the benefits of hobbies.

* **Content:** Questions and Answers. Present partner's answers to the class.

* **Outcome:** Ss can answer the questions and tell about the hobbies.

* **Organisation :**

5. Work in groups. Ask one another the following questions. Then present your partners' answers to the class.

NLS: 3.1.TC1a

HS dùng thiết bị của nhóm ghi âm phần trình bày 30–45 giây về hobby và benefits, nghe lại để tự đánh giá độ rõ, phát âm và nội dung.

- 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.
- Encourage some SS to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. T can help the class give feedback.

For students with disabilities

Teacher:

- Displays the two questions and two sentence starters on a support card.
- Let the student select a hobby and one benefit from a word bank.
- Rehearses the two answers and gives pronunciation prompts before presentation.

Students:

- Answer "What is your favourite hobby?" with "My favourite hobby is ...".
- Answer "What are its benefits?" with one simple benefit phrase.
- Present the two prepared sentences to a partner or the teacher.

5. Work in groups. Ask one another the following questions. Then present your partners' answers to the class.

- T_Ss

- Listen to the teacher's instructions carefully and follow them.

- Practice speaking in front of the class.

1. What is your favourite hobby?
2. What are its benefits?

Example: My friend Mi's favourite hobby is collecting stamps. It helps her be more patient....

5. WRAP-UP & HOME WORK (2')

+ 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.

* HOME WORK.

- Practice telling about your future houses.

- Do more exercises in the workbook.

- Prepare a new lesson. **Skills 2.**



PROJECT: MY DIGITAL HOBBY VLOG / SLIDESHOW

Group Name: **Class:**

Digital Tool to use at home (Tick one): [] Canva [] CapCut [] Google Slides [] iSpring Suite

Hướng dẫn: Hãy phác thảo ý tưởng cho từng khung hình (Slide/Scene) của các em.

Khung bên trái dành cho hình ảnh dự kiến tìm kiếm, khung bên phải dành cho kịch bản lời thoại/chữ viết sử dụng thì Hiện tại đơn.

Scene / Slide	Visuals & Audio (Hình ảnh & Âm thanh)	Text & Script (Chữ trên màn hình & Lời thoại)
1. Title / Intro (Giới thiệu)	Hình ảnh dự kiến tìm kiếm (Keywords): (Ví dụ: "Hobby background", "Welcome icon") Âm thanh (Background music): (Ví dụ: Nhạc vui tươi không bản quyền)	Chữ trên slide: Lời thoại (Voiceover): "Hello everyone. We are a group... Today we will talk about our favorite hobbies."

2. The Hobbies (Sở thích là gì & Bắt đầu khi nào)	Hình ảnh minh họa sở thích: (Vẽ phác thảo hoặc ghi từ khóa tìm kiếm: "Playing football", "Building dollhouses")	Lời thoại (Sử dụng Present Simple): (Gợi ý: I enjoy... / I started it...)
3. Details & Likes/Dislikes (Chi tiết hoạt động & Sự yêu thích)	Hình ảnh phỏng vấn/Hoạt động: (Ghi chú góc máy tự quay hoặc ảnh minh họa)	Lời thoại (Sử dụng Verbs of liking + V-ing): (Gợi ý: Do you like...? / Yes, I love...)
4. The Benefits (Lợi ích)	Hình ảnh minh họa lợi ích: (Ghi từ khóa: "Healthy icon", "Creative icon")	Lời thoại (Cấu trúc: helps me..., makes me...): (Gợi ý: It helps me to be patient...)

		
5. Future Plans & Sources <i>(Trong lai & Bản quyền)</i>	Hình ảnh: Lời cảm ơn & Nguồn ảnh. <i>(Ghi chú: Nhớ copy link nguồn ảnh từ Pexels/Pixabay dán vào đây)</i> 	Lời thoại: "In the future, I will continue this hobby... Thank you for listening." Chữ trên slide: "Image sources: Pexels.com, Freepik..."

Teacher's feedback (on paper):

Date of planning:.../.../2022

Period 7: UNIT 1 : HOBBIES
Lesson 6 : SKILLS 2/ Listening and Writing

Date of teaching:

...

WEEK: 1

I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things

1. Knowledge:

- To develop Listening and writing skills.
- Use the lexical items related to the topic Hobbies
- Listen for specific information about Trang's hobby
- Write a passage about her hobbies

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

+ **Grammar:** Present simple tense (Review).

- The use of the verbs of liking: **like, love, enjoy, hate + V-ing**; talking about likes and dislikes.

2. Competence: Students will be able to revise and learn how to use present simple tense. Further practice with present simple tense.

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work
- Actively join in class activities

Digital Competence (3.1.TC1a): Develop content creation planning skills. Students use the written paragraph as the foundational linguistic script for their home-based digital Vlog/Slideshow creation.

3. Qualities: Having benefits of their hobbies in daily life.

- Learn more about their own hobby
- Be encouraged to take up a new hobby if they haven't had one.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognize the hobby of building dollhouses from a picture and say the hobby phrase with the teacher's help.
- listen and complete at least 3 key details about Trang's hobby with teacher's help.
- complete 4 simple notes about their own hobby: name, starting time, person sharing it, and feeling, with teacher's help.
- write or copy 3-4 simple sentences about their hobby using the given sentence starters with the teacher's help.
- select 1-2 corrected sentences for the digital hobby project with teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computers connected to the Internet.
- Sach mem.vn.

III. PROCEDURE:

Notes:

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

- * *Deliver the task.*
- * *Implement the task.*
- * *Discuss.*
- * *Give comments or feedback.*

1. WARM UP & INTRODUCTION (3'-5')

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 some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.
- * **Outcome:** Having a chance to speak English and focus on the topic of the lesson..
- * **Organisation :**Teacher's instructions...

Teacher's & Student's activities	Content
+ Greeting + Revision on the old lesson. Chatting - Teacher (T) asks Ss some questions about them and class. * T asks Ss to answer the question: What will you mention when you talk about someone's hobby? Ss work individually to answer the questions. T calls Ss to give answers. T gets feedback and writes on the board. T leads Ss to the new lesson. + Suggested answers: + <i>Name of the hobby</i> + <i>The time he / she started the hobby</i> + <i>His / Her feeling about the hobby</i> + <i>His / Her future plan about the hobby</i> - T sets the scene: You are going to listen to an interview about Trang's hobby and complete the word web. - Ask SS to open their book and introduce what they are going to study.... - T leads in the lesson. For students with disabilities Teacher: - Write four details used to describe a hobby: name, starting time, person, and feeling. - Read each detail and ask the student to choose two important details. - Models one short personal answer using the selected detail. Students: - Look at and listen to the four details. - Choose two details, such as a hobby name and starting time. - Give one short answer about their hobby with the teacher's help.	+ Greeting + Chatting + T_ Ss - Students (Ss) listen and answer the teacher's or friend's questions - Listen and know what they are going to learn. - Open their book and write the title of the lesson

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: Pre-listening Aim: To prepare SS for the listening text. * Content: Look at the picture and discuss. * Outcome: Ss can get some information about hobbies. * Organisation : Teacher's instructions...	
Teacher's & Student's activities	Content
1. Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not? *) Teach vocabulary: - Teachers use different techniques to teach vocabulary (situation, realia, translation) if they have. Follow the steps to teach vocabulary. - Have Ss look at the picture and answer the questions. - Ask SS if they know anything about this hobby and if they think it is useful. This is an open activity, so accept all answers provided that they make sense. Ss can use the information they remember from GETTING STARTED to answer the questions. For students with disabilities Teacher: - Shows the picture of a dollhouse and says "building dollhouses" slowly. - Ask a Yes/No question about whether it is a good hobby. - Provides two simple reason words, creative and interesting, and models "It is ...". Students: - Look at the picture and repeat "building dollhouses". - Choose Yes or No. - Give one reason using "It is creative/interesting." with the teacher's	1. Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not? - T_ Ss  * Key:

help.	
-------	--

3. While-listening (18')

ACTIVITY 2 : **While-listening**
Aim: To help SS develop the skill of listening for specific information.
*** Content:** Listen to an interview and do the filling
*** Outcome:** To get specific information about Trang's hobby. Do the filling correctly.
*** Organisation :**

ACTIVITY 2 : **While-listening**
Aim: To help SS develop the skill of listening for specific information.
*** Content:** Listen to an interview and do the filling
*** Outcome:** To get specific information about Trang's hobby. Do the filling correctly.
*** Organisation :**

Aim: To help SS develop the skill of listening for specific information.

- * **Content:** Listen to an interview and do the filling
- * **Outcome:** To get specific information about Trang's hobby. Do the filling correctly.
- * **Organisation :**

- * **Content:** Listen to an interview and do the filling
- * **Outcome:** To get specific information about Trang's hobby. Do the filling correctly.
- * **Organisation :**

- * **Outcome:** To get specific information about Trang's hobby. Do the filling correctly.
- * **Organisation :**

* **Organisation :**

Teacher's & Student's activities	Content
2. Listen to an interview about Trang's hobby. Fill in each blank in the mind map with ONE word or number NLS: 1.1.TC1c HS truy cập Sachmem.vn/học liệu số, dùng thao tác phát–tạm dừng–nghe lại để thu thập từ khóa và hoàn thành mind map. - Tell SS that they are going to listen to an interview about Trang's hobby. - Have Ss read the mind map. Have Ss guess the word or number to fill in each blank and write their guesses on the board. - Play the recording and ask Ss to listen and complete the mind map. Ss work in pairs to compare their answers with each other and with the words / numbers on the board. - Play the recording a second time for pairs to check their answers. - Ask for Ss' answers and write them on the board next to their guesses. For students with disabilities Teacher: - Points to the five parts of the mind map and explains each part with one key word. - Provides the word bank dollhouses, three, cousin, house, cloth, and creative. - Plays the recording twice, pauses near the answers, and helps the student check three selected blanks. Students:	2. Listen to an interview about Trang's hobby. Fill in each blank in the mind map with ONE word or number - T_ Ss - Listen to the teacher's instructions carefully and learn how to do it. - Give the answers * Key: 1. dollhouses 2. three/3 3. cousin 4. a) house b) cloth 5. creative

- Follow the five parts of the mind map while listening.
- Choose words from the word bank to complete at least three selected blanks.
- Compare the three answers with a partner and correct one answer if needed.

ACTIVITY 3:

Writing

* Pre - Writing

Aim: To brainstorm ideas and make an outline for Ss' writing.

* **Content:** Do the filling about the hobbies

* **Outcome:** Do the Filling about their own hobbies correctly.

* **Organisation :**

Teacher's & Student's activities	Content
4. Work in pairs. Discuss your dream house, and fill the table. - Have Ss work individually to complete the mind map. - If time allows, have some SS present their answers or write their answers on the board. - T and other Ss listen and make comments. For students with disabilities Teacher: - Gives a four-box note sheet labelled hobby, starting time, person, and feeling. - Provides a small word bank and asks one question for each box. - Check each short answer before the student reads the notes. Students: - Choose words or short phrases for the four boxes. - Complete four notes about their own hobbies.	4. Work in pairs. Discuss your dream house, and fill the table. - Work in pairs - Listen carefully and learn how to write *Suggested answers: <u>Lan's hobby:</u> 1. Name of the hobby: collecting waste paper 2. Started: 3 years ago 3. Person who shares he hobby with: Nga 4. To do this hobby Nga has to: - collect paper after use - make flowers, dishes, toys. boxes... - use it for drawing if possible 5. Lan's feeling about the hobby: interesting, useful, protect the environment 6. Future: continue the hobby

- Read the four notes to a partner with the teacher's help.

4. APPLICATION (8'-10')

ACTIVITY 4:

While - Writing

Aim: To help Ss practise writing a paragraph about their hobby.

* **Content:** Write a paragraph of about 70 words about Ss's hobbies.

* **Outcome:** Use information in 3 Ss can write a paragraph about their hobbies.

* **Organisation :**

Teacher's & Student's activities	Content
4. Now write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below. - Have Ss write their paragraphs individually based on the information in their mind map. - Ask one student to write his or her paragraph on the board. Other Ss and T comment on the paragraph on the board. - Then T collects some writings to correct at home. NLS: 3.1.TC1a HS dùng đoạn văn đã chỉnh sửa làm kịch bản số; nhập văn bản, ghi âm lời đọc hoặc chọn hình minh họa cho Vlog/Slideshow của nhóm. * Post - Writing - T may have students do their writing on large sheets of paper and organize a class gallery for students to display their writings on the board. Then students can go around to see their friends' work, give and receive comments. - If time is limited, T may ask SS to write the	4. Now write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below. - Listen carefully and learn how to write - Write themselves/ individually * Sample paragraph: My hobby is _____ _____ _____ _____ <i>Suggested writing:</i> <i>My hobby is building dollhouses. It's quite an unusual hobby. I started it three years ago. I read an article about building dollhouses. I loved the idea right away. My cousin Mi loves building dollhouses, too. So I usually share my hobby with her. It is easy to build a dollhouse. I use cardboard and glue to build the house and make the furniture. Then I make the dolls from cloth. Finally, I decorate the house. When doing it , I'm more patient and creative. I will continue my hobby in the future.</i> <i>Suggested writing:</i>

final version at home. - Other Ss and T comment on the writing. For students with disabilities Teacher: - Displays four sentence starters: “My hobby is ...”, “I started it ...”, “I do it with ...”, and “It is ...”. - Helps the student transfer the four notes into complete sentences one sentence at a time. - Checks capital letters, full stops, and one present simple verb; marks 1-2 suitable project sentences. Students: - Use the sentence starters and completed notes. - Write or copy 3-4 simple sentences about the hobby. - Correct capital letters and full stops, then select 1-2 sentences for the digital project.	<i>My favourite hobby is reading. I started this hobby when I was 5 years old. I still remember the first book I read, which was about a lazy rabbit. I was so excited when I read that book, so I kept reading. I enjoy reading because it develops my imagination. It also widens my knowledge. I can understand why a nation has its name or what causes natural disasters. Moreover, it helps me connect with other students because there is a book club at my school. We gather once a week to share what we have read.</i>
---	--

5. WRAP-UP & HOME WORK (2')

- 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. Encourage SS not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

* HOME WORK.

- Finish writing . Copy in the note books.
- Do more exercises in the workbook.

NLS: 3.2.TC1a; 2.1.TC1a

HS tạo Vlog/Slideshow bằng công cụ số và nộp file/link theo hướng dẫn của GV.

- **Project Homework (Digital Creation Phase):** Students take their corrected scripts home. Using home computers or personal devices, groups must finalize editing their Vlog or Slideshow using CapCut or Google Slides.

- **Submission Protocol:** Send the final video file or presentation link to the teacher's LMS/Email before Lesson 7. No files will be transferred via student devices in class.

Sample 2:

My name is Sara. My favourite hobby is reading. I enjoy reading books when I am free. I started to do it when I was four years old. The first time I did it, I felt interested. So I kept reading. The teachers taught me to read difficult words. I was happy when I read a story

with a happy ending . I was thrilled when I read a detective story. I enjoy reading because I like to explore the imaginative world of my favourite author, J.K. Rowling who writes “ Harry Potter” . There are a lot of advantages to reading. Reading can make me relaxed and calm. I can also learn new vocabulary items. Then I can further improve my English. Moreover, it can give me an unlimited imagination, so I can write books in the future. I can learn the different cultures and customs of other countries in the world too. I read at least one hour every day. I read books by myself . I usually read it at home. I wish I could read different kinds of books because it might be very challenging.

** Minh’s hobby is singing. She enjoys singing very much. When her brother bought a karaoke set last month, Minh was so glad that she sings every day after dinner. She likes to sing only English songs. In fact, she has already sung all the songs found on the karaoke discs. Minh is singing in the karaoke competition organized by the RC Center this Saturday. Her family is going there to support her.*

Date of planning:

.....

Period 8 : UNIT 1 : HOBBIES
Lesson 7 : LOOKING BACK & PROJECT

Date of teaching:

...

WEEK: 2

I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things :

1. Knowledge:

- To revise and Practice present simple.
- Review the vocabulary and grammar of Unit 1
- Apply what they have learnt (vocabulary and grammar) into practice through a project
- + **Vocabulary:** Using the words related to hobbies
- + **Grammar:** Revision on present simple tense.
- The use of the verbs of liking: **like, love, enjoy, hate + V-ing**; talking about likes and dislikes.

2. Competence: Students will be able to revise and further practice doing exercises on present simple tense.

- Develop communication skills and creativity.
- Develop presentation skills.
- Develop critical thinking skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities

Digital Competence (3.2.TC1a): Demonstrate the ability to integrate digital content (images, sound, text) logically and evaluate peer digital products.

3. Qualities: Having benefits of their hobbies in daily life.

- Be more creative when doing the project

- Develop self-study skills

Objectives For students with disabilities

By the end of the lesson, students can:

- recall and use at least 4 familiar hobby words or phrases from Unit 1 with the teacher's help.
- complete 3 simple sentences using hobby vocabulary or the present simple with teacher's help.
- change one simple sentence into a negative sentence and one into a question with the teacher's help.
- say one true sentence about their own hobby or a family member's hobby with the teacher's help.
- take part in the project by showing one picture or slide and saying 1-2 prepared sentences with the teacher's help.

II. TEACHING AIDS:

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, Pictures, A0 paper.....
- Computers connected to the Internet.
- Sach mem.vn.

III. PROCEDURE:

1. WARM UP & INTRODUCTION(3')

Aims:

- **To create an active atmosphere in the class before the lesson;**
- * *This is the review and drill section of the unit. Encourage SS not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.*
- *That will help you and your SS see how far they have progressed, and which areas need further practice.*
- * **Content:** Review the previous lesson or have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.
- * **Outcome:** Having a chance to speak English and focus on the topic of the lesson..
- * **Organisation :**Teacher's instructions...

Teacher's & Student's activities	Content
+ Greeting + GAME: Guessing Game. * T divides the class into two big groups. - Ss take turns to think of a hobby for your partner to guess. - Their partner can ask up to 10 yes / no	+ Greeting + GAME: Guessing Game. - T_ Ss; S_S - Students (Ss) listen and learn how to do it.

questions and he / she can only answer with a 'yes' or 'no'.

- Time allowance: 3 minutes

E.g:1. *I have a lot of bottles, dolls or stamps. What is my hobby?*

- T asks ss to listen carefully and say aloud the name of the hobby. Who has the quicker and correct answer will get one point. The group with more points is the winner.

- Ss work in groups to do the task.

- SS gave an answer.

- T monitors and gives feedback.

- Ask SS to open their book and introduce what they are going to study....



- Open their book and write .

For students with disabilities

Teacher:

- Shows one hobby picture or reads two simple clues using familiar Unit 1 words.
- Provides two possible hobby answers.
- Repeats the clue and gives the first sound of the word when needed.

Students:

- Look at the picture or listen to the two clues.
- Choose the correct hobby.
- Point to or say the hobby word with the teacher's help.

2. PRESENTATION/ NEW LESSON (25')

PRACTICE EXERCISES

ACTIVITY 1: Vocabulary

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

* **Content:** Revision on the words about hobbies. Complete the sentences with appropriate hobbies.

* **Outcome:** Review the words/ phrases. Complete the sentences correctly.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities

Content

1. Complete the sentences with appropriate hobbies. (Ex 1, p. 16) - Have Ss do this activity individually then compare their answers with their partners. - Ask for SS' answers or ask one student to write his / her answer on the board. - Confirm the correct answers For students with disabilities Teacher: - Selects three simple sentences and provides a word bank of familiar hobbies. - Reads each sentence and underlines the clue that shows the correct hobby. - Checks one answer at a time and models reading a completed sentence. Students: - Choose three familiar hobby words or phrases from the word bank. - Complete the three selected sentences. - Read one completed sentence after the teacher.	1. Complete the sentences with appropriate hobbies. - T_ Ss + Students (Ss) listen to the instructions carefully and learn how to do the tasks. * Key: 1. collecting coins 2. doing judo 3. making models 4. gardening 5. playing football
ACTIVITY 2: Aim: To help Ss revise the vocabulary items they have learnt in the unit and create true sentences. * Content: Make sentences. * Outcome: Make sentences about SS themselves and family members correctly. * Organisation :	
2. Write the true sentences about you and your family members. - Have Ss write true sentences about them and their family members. - Ask them to share their answers with a classmate. - Invite some Ss to write their sentences on the board. - T and other Ss listen and make comments. - Check the answers as a class.	2. Write the true sentences about you and your family members. - SS work individually. - Do the tasks freely. - <i>I like reading books in my free time.</i> - <i>My dad enjoys watching news on TV.</i> - <i>My mum doesn't like drinking coffee.</i> - <i>My grandmother loves cooking .</i> - <i>My grandfather hates chatting./ making noise.</i>

For students with disabilities Teacher: - Provides the models “I like ...” and “My ... likes ...” with a small hobby word bank. - Asks the student to choose one hobby for themselves and one for a family member. - Checks the subject and adds -s to likes in the second sentence. Students: - Choose one hobby for themselves and one for a family member. - Write or copy the two true sentences using the models. - Read one sentence to the teacher or a partner.	
ACTIVITY 3 : Grammar Aim: To help Ss revise the present simple . * Content: Revision on the use of the present tense. Complete the passage. * Outcome: Ss can complete the sentences using the present simple form of each verb. * Organisation : Teacher’s instructions...	
Teacher’s & Student’s activities	Content
3. Use the present simple form of each verb to complete the passage. - Ask SS about the uses of the present simple that they have learnt in the unit. - Have Ss do this exercise individually then compare their answers with a partner. - Call on some SS to give the answers. - Confirm the correct answers and write them on the board - Go round and offer help if needed. - Check and confirm the correct answers. For students with disabilities Teacher: - Selects three verbs in the passage and circles the subject before each verb. - Provides two verb-form choices for every	3. Use the present simple form of each verb to complete the passage. - T_ Ss - Listen to the instructions clearly - Do exercise individually and then compare their answers. - Copy * Key: 1. loves 2. has 3. enjoys 4. I don't like 5. is 6. is 7. go 8. begins

blank.

- Reminds the student about he/she/it + verb-s/es and checks each answer.

Students:

- Look at the circled subject for each selected verb.
- Choose and write the correct present simple form for three verbs.
- Read one completed sentence with the teacher's help.

ACTIVITY 4:

Aim: To help Ss revise the present simple in questions and negative sentences.

* **Content:** Change the sentences into questions and negative ones.

* **Outcome:** Ss understand more the present simple tense. Change the sentences correctly.

* **Organisation :**

4. Change the following sentences into questions and negative ones.

- Have Ss do this exercise individually then compare their sentences with a partner.
- Invite some Ss to read their answers aloud. Give feedback.
- Call on some SS to read the complete sentences in front of the class.
- T and other Ss listen and make comments.
- Check and confirm the correct answers.

For students with disabilities

Teacher:

- Writes one affirmative sentence and highlights the subject and main verb.
- Models how to add don't/doesn't for a negative sentence and Do/Does for a question.
- Gives a step-by-step word-order frame and checks the final punctuation.

Students:

- Change one affirmative sentence into a negative sentence.
- Change one simple sentence into a question.

4. Change the following sentences into questions and negative ones.

- T_ Ss

***Key :**

1. Does this river run through your home town?

- *This river doesn't / does not run through my home town.*

2. Does your drawing class start at 8 a.m. every Sunday?

- *My drawing class doesn't / does not start at 8 a.m. every Sunday.*

3. Do they enjoy collecting stamps?

- *They don't / do not enjoy collecting stamps.*

4. Do you do judo every Tuesday?

- *I don't / do not do judo every Tuesday.*

5. Does your brother love making model cars?

- *My brother doesn't / does not love making model cars.*

- Copy the two corrected sentences with the teacher's help.	
---	--

3. PRODUCTION/ APPLICATION (12'-15')

Aim: To help SS improve their abilities to work individually and in a team. It extends their imagination in fields related to the unit topic if possible.

* **Content:** Prepare the projects and Present them in front of the class.

* **Outcome:** Think about appliances they want to have in the future.

* **Organisation :**

Teacher's & Student's activities	Content
----------------------------------	---------

NLS: 3.2.TC1a; 2.1.TC1a

HS trình chiếu sản phẩm số, đánh giá sản phẩm của bạn theo rubric; chỉ sử dụng hình ảnh, âm thanh phù hợp và ghi nguồn khi cần.

- **Digital Gallery Walk:** T opens the submitted project files (Vlogs/Slideshows) on the teacher's laptop and projects them onto the main screen.
- Each group (or group representative) stands at the front of the class to narrate their presentation or introduce their video.
- *Evaluation Criteria:* T and peers evaluate the projects based on:
 1. **Language Accuracy:** Correct use of vocabulary and present simple tense.
 2. **Digital Creativity (Mã NLS 3.1.TC1a):** Effective use of Canva/CapCut to organize visual and audio information.
 3. **Digital Citizenship:** Compliance with copyright (using free images) and appropriate digital conduct.
- T gives comprehensive feedback on both linguistic output and digital compilation skills.

For students with disabilities**Teacher:**

- Helps the student choose one clear hobby picture or one simple group slide.
- Writes or checks 1-2 very short presentation sentences and rehearses them several times.
- Places the student in a suitable group role and offers a smiley card for peer feedback.

Students:

- Show the chosen picture or slide with the group.
- Say 1-2 prepared sentences, such as "My hobby is ..." and "It helps me ...".
- Respond to one group by choosing a smiley or saying "Good" or "I like it".

- T_Ss

**** Ss should prepare the project as assigned groups in the previous lessons beforehand.**

- Presentation of home-created digital products.
- Peer feedback session.

4. WRAP-UP & HOME WORK(2')

* Ask SS to complete the self-assessment table.

- Identify any difficulties, weak areas, and provide further practice

*** HOME WORK**

- Do more exercises in the workbook.

- Make more sentences . Prepare **UNIT 2: HEALTHY LIVING**.

=====

© Bản quyền tài liệu thuộc về Palm - Tài Liệu Chuẩn (0877430084). Nghiêm cấm sao chép, chỉnh sửa, chia sẻ hoặc sử dụng với mục đích thương mại khi chưa được sự đồng ý.

Để biên soạn được nội dung trên, em đã dành rất nhiều thời gian và tâm huyết. Mong thầy cô trân trọng bản quyền và ủng hộ để em có thêm động lực tiếp tục xây dựng những tài liệu chất lượng, hữu ích dành cho thầy cô.