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| **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 present simple.

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

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

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

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

**2. Competence:** Students will be able to revise and learn how to use and form present simple tense. 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

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer 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.*

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| **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 somewarm-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.  - Teacher asks students to say the words aloud and makes sure they pronounce the words correctly. Teacher can ask for translation to check their understanding.  - Invite some Ss to answer the questions.  - Ask them if they know the verb tense used in the questions and in their answers (they already learnt this tense in **grade 6**). Confirm that the present simple tense is used in both the questions and answers. Lead to the lesson.  - Introduce the three objectives of the lesson. Write the objectives in the left corner of the board.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Game: Guessing game**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  ***Example:***  A: water, grow, flowers, vegetable.  B: Is it gardening?  A: Yes, it is.  - Open their book and write . |
| **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 use of present simple .  **\* Outcome:** Ss can how to form and use the use of 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 + l/-inf (?)** **Do/Does + S + V-inf**  - Show each of the examples in the Remember! box on the slide or have Ss read the examples in the book. Highlight the present simple form. Explain each use.  - Have Ss read the **Remember**! box in the book again to help them understand better the uses of the present simple.  - Ask Ss what signal words help them identify the verb tense. Elicit answers from Ss. (Signal words are: adverbs of frequency and verbs such as start, etc.)  **REMEBER:**   * **We use the present simple for:**   – *something that is a general truth.*  Example: The sun **rises** every morning.  – *something that happens regularly in the present.*  Example: She **goes** swimming three times a week.  – *timetables or programmes.*  **Example:** The cooking lesson **starts** at 9 a.m. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the sentences (1 – 5) to the correct uses (a – c).**  - 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. | **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 simple form of the verbs.**  - 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. | **2. Complete the sentences. Use the present simple form of the verbs.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - **Ss work individually**  - Give the answers  **\* Key*:***  **1**. build **2**. does... do **3**. have  **4**. doesn'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 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. | **3. Fill in each blank with the correct form of the verb in brackets.**  **- Ss to work individually**  - 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.**  - Have Ss work in groups to write the sentences.  - Give each group a large-size sheet of paper to write.  - Have groups crosscheck.  - Stick some sheets on the board.  - Comment and confirm the correct answers.  - Check the answers as a class. | **4. Write complete sentences, using the given words and phrases. You may have to change the words or add some.**  **- 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?  **3**. The flight from Ho Chi Minh City **doesn't arrive** at 10:30.  **4**. Our science teacher **starts** our lessons at 1 p.m. on Fridays.  **5**. **Do** you **make** models at the weekend / at weekends? |
| **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...**  **..................** |
| **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 workbook.  - Prepare new lesson. COMMUNICATION.  **======================** | |