

UNIT 1: HOBBIES

Lesson 1: Getting started – My favourite hobby

I. OBJECTIVES

By the end of this lesson, Ss will be able to gain:

1. Knowledge

- An overview about the topic *Hobbies*
- Vocabulary to talk about hobbies

2. Core competence

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

3. Personal qualities

- Love talking about their hobbies

II. MATERIALS

- Grade 7 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. unusual (adj)	/ʌn'ju:ʒuəl/	different from what is usual or normal	khác thường
2. creativity (n)	/,kri:ɪ'trɪvəti/	the ability to produce or use original and unusual ideas	sự sáng tạo
3. dollhouse (n)	/'dɒlhaʊs/	a toy that is a very small house, often with furniture and small dolls in it	nhà búp bê

4. cardboard (n)	/'kɑ:dbɔ:d/	stiff material like very thick paper, often used for making boxes	bìa các tông
5. glue (n)	/glu:z/	a sticky substance that is used for joining things together	keo dán, hồ
6. making models	/'meɪkɪŋ 'mɒdlz/	making a representation of something, usually on a smaller scale	làm mô hình

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

Board Plan

<p><i>Date of teaching</i> Unit 1: Hobbies Lesson 1: Getting started</p>
<p>*Warm-up Asking questions</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. unusual (adj) 2. creativity (n) 3. dollhouse (n) 4. cardboard (n) 5. glue (n) 6. making models <p>II. Practice</p> <p>Task 1: Listen and read. Task 2: Read the conversation again and write T (True) or F (False). Task 3: Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat. Task 4: Work in pairs. Write the hobbies from 3 in the suitable columns.</p> <p>III. Production</p> <p>Task 5: Game: Find someone who...</p> <p>*Homework</p>

III. PROCEDURES

Notes:

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

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

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate Ss' knowledge on the topic of the unit.	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>	T-Ss S	3 mins

	<p>To have Ss get specific information of the text.</p>	<div data-bbox="1003 161 1447 536" data-label="Image"> </div> <p>+ <i>What can you see in each picture?</i> + <i>What may the hobby be?</i> - Ss answer the questions in pairs. ** Teacher plays the recording twice. Ss listen and read. *** Teacher checks Ss' prediction. T calls 3 Ss to read the conversation aloud. **** Teacher check students' pronunciation ad give feedback.</p> <p>TASK 2: READ THE CONVERSATION AGAIN AND WRITE TRUE (T) OR FALSE (F). (<i>Ex 2, p.9</i>) * Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements. ** Ss work independently to find the answers. *** Teacher has Ss compare the answers in pairs before checking with the whole class. **** Teacher checks the answers as a class and gives feedback.</p> <p>Answer key: 1. F (She made it herself.) 2. T 3. T 4. T</p>	<p>T-Ss Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>Pair work T-Ss</p> <p>T-Ss Ss</p>	<p>5 mins</p> <p>8 mins</p>
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	<p>To give Ss a chance to cooperate with others to memorize the spelling of hobbies.</p>	<p>5. F (Her lesson starts at 8 a.m.)</p> <p>TASK 3: WRITE THE WORDS AND PHRASES FROM THE BOX UNDER THE CORRECT PICTURES. THEN LISTEN, CHECK, AND REPEAT. (Ex 3, p. 9)</p> <p>* T asks Ss to name the pictures.</p> <p>** T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers.</p> <p>*** T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.</p> <p>**** Teacher checks the answers as a class and gives feedback.</p> <p>Answer keys:</p> <p>1. <i>making models</i> 2. <i>riding a horse</i> 3. <i>collecting coins</i> 4. <i>gardening</i> 5. <i>building dollhouses</i> 6. <i>collecting teddy bears</i></p> <p>TASK 4: WORK IN PAIRS. WRITE THE HOBBIES FROM 3 IN THE SUITABLE COLUMNS. (Ex 4, p.9)</p> <p>* Have Ss work in pairs and complete the table.</p> <p>** Ss work in pairs and complete the table.</p> <p>*** Teacher allows students to share answers before discussing as a class.</p> <p>**** Write their answers on the board. Have Ss add more words to the table.</p> <p>Answer key:</p> <p>+ doing things: <i>riding a horse, gardening (others: travelling, skiing, doing yoga, etc.)</i></p> <p>+ making things: <i>making models, building dollhouses (others: painting, making pottery, etc.)</i></p> <p>+ collecting things: <i>collecting coins, collecting teddy bears (others: collecting toys, collecting books, etc.)</i></p>	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss Pair work T-Ss T-Ss</p>	<p>5 mins</p>
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PRODUCTIO N	To help Ss practise using the vocabulary items related to hobbies.	<p>TASK 5: GAME: FIND SOMEONE WHO... (<i>Ex 5, p.9</i>)</p> <p>Work in groups. Ask as many classmates as you can about which hobbies they like. Use the question ‘Do you like...?’</p> <p>In the table below, write your classmates’ names beside the activities they like.</p> <p>* T lets Ss to move around the class to ask their classmates about their favourite hobbies in 3-5 minutes.</p> <p>** Ss write the results into the table.</p> <p>*** Then T asks some Ss to report their results. Whoever has the most names wins.</p> <p>**** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p>	Ss-Ss Ss T-Ss T-Ss	11 mins
WRAP-UP	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson. <ul style="list-style-type: none"> - An overview about the topic <i>Hobbies</i> - Vocabulary to talk about hobbies 	T-Ss	2 mins
HOMEWORK	To review the lesson and prepare for the next lesson.	<ul style="list-style-type: none"> - Name a list of cheap hobbies, expensive hobbies, easy and difficult hobbies. - Do exercises in the workbook. - Prepare for Lesson 2 - A closer look 1 - Start preparing for the Project of the unit. <p>Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a popular hobby among teens and think about its benefits, then discuss to choose what to include. They have to find suitable photos or draw pictures then creat a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)</p>	T-Ss	2 mins

UNIT 1: HOBBIES

Lesson 2: A closer look 1

I. OBJECTIVES

By the end of this lesson, students will be able to gain:

1. Knowledge:

- Vocabulary:
 - + The lexical items related to hobbies
 - + Verbs of liking and disliking
- Pronunciation: Correctly pronounce words that contain the sounds /ə/ and /ɜ:/

2. Core competence

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

3. Personal qualities

- Love talking about their hobbies
- Develop self-study skills

II. MATERIALS

- Grade 7 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. jogging (n)	/'dʒɒɡɪŋ /	the activity of running at a slow, regular speed, especially as a form of exercise	đi / chạy bộ thư giãn

2. coin (n)	/kɔɪn/	a small, round piece of metal, usually silver or copper coloured, that is used as money	đồng xu
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Assumptions

Anticipated difficulties	Solutions
1. Students may lack experience of group/ team work.	- Encourage students to work in groups so that they can help each other.
2. Students may not have sufficient listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording, the replay depends on the students' need and level. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

<p><i>Date of teaching</i> Unit 1: HOBBIES Lesson 2: A closer look 1</p>
<p>*Warm-up Asking questions</p> <p>I. Vocabulary 1. jogging (n) 2. coin (n) Task 1: Complete the word webs. Task 2: Complete the sentences, using the <i>-ing</i> form of the verbs from the box. Task 3: Look and say the sentences. Use suitable verb of liking or disliking and the <i>-ing</i> form.</p> <p>II. Pronunciation Task 4: Listen and repeat. Task 5: Listen to the sentences. Tick (✓) the appropriate sounds. Practise the sentences.</p> <p>III. Production Game: Who is faster? *Homework</p>

III. PROCEDURES

Notes:

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

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

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP LEAD-IN	- To create an active atmosphere in the class before the lesson. - To lead into the new lesson.	<i>WARM-UP: ASKING QUESTION:</i> * 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> ** Some students are invited to answer.	T-Ss Ss	7 mins

		<p>*** Teacher and students discuss the answers. **** Teacher introduces the lesson.</p>	<p>T-Ss T-Ss</p>	
VOCABULARY	<p>To introduce the new words.</p> <p>To present some action verbs that go with nouns to describe hobbies.</p> <p>To help students practise the verbs of liking / disliking and action verbs.</p>	<p>VOCABULARY: * Teacher introduces the vocabulary. ** Teacher introduces the vocabulary by: - providing the pictures - providing the definition of the words. 1. jogging (n) 2. coin (n) *** Teacher asks students to repeat. *** Teacher checks students’ understanding with the “Rub out and remember” technique.</p> <p>TASK 1: COMPLETE THE WORD WEBS BELOW WITH THE WORDS FROM THE BOX. (Ex 1, p. 10) * Teacher has students read the action verbs and match them with suitable words the box. Remind them that a verb can go with more than one word. ** Teacher asks students to work in pairs and quickly do the task. *** Teacher allows students to peer check first. **** Teacher checks and confirms the answers. Then have students add more words that can go with these action verbs. **** Have students read the Remember! box. Ask them to make some examples with the verbs of liking and disliking.</p> <p><i>Answer key:</i> go: jogging, swimming (others: go camping, go fishing, go cycling, etc.) do: judo, yoga (others: do karate, do exercise, do sit-ups, etc.) collect: dolls, coins (others: collect books, collect watches, collect pencils, etc.)</p> <p>TASK 2: COMPLETE THE SENTENCES, USING THE –ING FORM OF THE VERBS FROM THE BOX. (Ex 2, p. 10) * Teacher reminds students about the form of verbs of liking / disliking. ** Have students do this activity individually. Have students read all the sentences carefully to make sure they understand the sentences.</p>	<p>T-Ss T-Ss</p> <p>T-Ss T-Ss</p> <p>T-Ss</p> <p>T-Ss Pair work T-Ss</p> <p>T-Ss</p> <p>T-Ss Ss</p>	15 mins

	<p>To give further practice with verbs of liking / disliking.</p>	<p>*** Teacher lets them share their answers in pairs. Invite some students to give the answers. **** Teacher writes the correct answers on the board.</p> <p>Answer key: 1. collecting 2. going 3. playing 4. making 5. doing</p> <p>TASK 3: LOOK AT THE PICTURES AND SAY THE SENTENCES. USE SUITABLE VERB OF LIKING OR DISLIKING AND THE -ING FORM. (Ex 3, p. 10)</p> <p>* Teacher has students look at the pictures in this exercise and say what the person / people is / are doing in each picture. - Ask them what the face in each picture means. (A sad face means ‘not like’ and a happy face means ‘like’.) - Ask students to look at the example to make sure they understand what to do. ** Teacher asks students to work in pairs to make sentences. *** Teacher invites students to share their answers. **** Confirm the correct answers.</p> <p>Answer 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.</p>	<p>Pair work T-Ss</p> <p>T-Ss</p> <p>Pair work T-Ss T-Ss</p>	
<p>PRONUNCIATION</p>	<p>- To help students identify how to pronounce the sounds /ə/ and /ɜ:/. - To help students practise pronouncing these sounds in words.</p>	<p>TASK 4: LISTEN AND REPEAT. PAY ATTENTION TO THE SOUNDS /ə/ AND /ɜ:/. (Ex 4, p. 11)</p> <p>* Teacher has some students read out the words first. - Teacher plays 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. ** Teacher explains to students the difference between the two sounds if needed. Tell students that /ə/ is the schwa sound while /ɜ:/ sounds like it has</p>	<p>T-Ss</p> <p>T-Ss</p>	<p>13 mins</p>

	<p>To help students pronounce the sounds /ə/ and /ɜ:/ correctly in sentences.</p>	<p>a soft /r/ in it. *** Teacher invites some students to say some words they know that include the two sounds. **** Confirm the correct answers.</p> <p>(Teacher can play the pronunciation guide video of this unit for students to watch and learn).</p> <p>TASK 5: LISTEN TO THE SENTENCES AND PAY ATTENTION TO THE UNDERLINED PARTS. TICK (✓) THE APPROPRIATE SOUNDS. PRACTISE THE SENTENCES. (Ex 5, p. 11) * Teacher has students quickly read the sentences. ** Teacher plays the recording for students to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sounds. *** Invite some students to share their answers. **** Confirm the correct ones.</p> <p><i>Answer key:</i></p> <table border="1" data-bbox="734 837 1420 1075"> <thead> <tr> <th></th> <th>/ə/</th> <th>/ɜ:/</th> </tr> </thead> <tbody> <tr> <td>1. My hobby is <u>collecting</u> dolls.</td> <td>✓</td> <td></td> </tr> <tr> <td>2. I go <u>jogging</u> every <u>Thursday</u>.</td> <td></td> <td>✓</td> </tr> <tr> <td>3. My cousin likes <u>getting up</u> <u>early</u>.</td> <td></td> <td>✓</td> </tr> <tr> <td>4. My best friend has <u>thirty</u> pens.</td> <td></td> <td>✓</td> </tr> <tr> <td>5. Nam enjoys playing the <u>violin</u>.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		/ə/	/ɜ:/	1. My hobby is <u>collecting</u> dolls.	✓		2. I go <u>jogging</u> every <u>Thursday</u> .		✓	3. My cousin likes <u>getting up</u> <u>early</u> .		✓	4. My best friend has <u>thirty</u> pens.		✓	5. Nam enjoys playing the <u>violin</u> .	✓		<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p>	
	/ə/	/ɜ:/																				
1. My hobby is <u>collecting</u> dolls.	✓																					
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4. My best friend has <u>thirty</u> pens.		✓																				
5. Nam enjoys playing the <u>violin</u> .	✓																					

PRODUCTION	To test students' quick reaction to the targeted sounds.	<p>GAME: WHO IS FASTER?</p> <p>* Teacher divides students into groups of four, gives each group a piece of paper, asks them to write sentences including: hobby(s) and one of the sounds /ə/ and /ɜ:/. - (e.g: <i>Listening to music is a very common hobby.</i>)</p> <p>** Students play the game.</p> <p>*** Teacher asks each group to hand in their papers and checks, the group with the most correct sentences is the winner. Teacher invites the winner to read aloud their sentences.</p> <p>**** Teacher gives feedback.</p>	T-Ss Group work T-Ss T-Ss	7 mins
WRAP-UP	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
HOMEWORK	To reactivate the knowledge that students have gained	Find 3 more words relating to hobbies that have the sounds /ə/ and /ɜ:/.	T-Ss	1 min

UNIT 1: HOBBIES

Lesson 3: A closer look 2

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Review the knowledge on present simple tense

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 7 textbook, Unit 1, A closer look 2
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

	Form	Example
Present simple tense	S + Vinf/ V(s/es) + ...	I usually collect bottles after use.
	S + don't/ doesn't + Vinf + ...	She doesn't like swimming.
	Do/ Does + S + Vinf + ...?	Do you like playing board games?
	W/H + do/does + S + Vinf + ...?	What do you often do when you have free time?

Assumptions

Anticipated difficulties	Solutions
1. Ss may not remember the forms of present simple tense.	Remind them quickly the forms and use of each tense.
2. Ss may not have sufficient speaking and co-operating skills.	Give clear instructions, give examples before letting Ss work in groups. Provide feedback and help if necessary.

Board Plan

Date of teaching
Unit 1: Hobbies
Lesson 3: A closer look 2

***Warm-up**

Game: Guessing game

I. Grammar focus

Present simple tense: Review

II. Practice

Task 1: Match the sentences (1 – 5) to the correct uses (a – c).

Task 2: Complete the sentences. Use the present simple form of the verbs.

Task 3: Fill in each blank with the correct form of the verb in brackets.

Task 4: Write complete sentences, using the given words and phrases.

You may have to change the words or add some.

III. Production

Task 5: Game: Sentence race

***Homework**

III. PROCEDURES

Notes:

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

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

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To review some hobbies. - To increase Ss' interest.	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.	T-Ss Group work	5 mins

PRACTICE	<p>To help Ss identify and remember the uses of the present simple.</p> <p>To help Ss practise the correct form of the present simple.</p> <p>To give further practice with the present simple</p>	<p>TASK 1: MATCH THE SENTENCES (1 – 5) TO THE CORRECT USES (A – C). <i>(Ex 1, p. 11)</i> * T asks Ss to do the exercise individually and then check their answers in pairs. ** Ss do the exercise individually. *** T invites some Ss to share their answers. **** Confirm the correct answers. Answer key: 1. b 2. a 3. c 4. a 5. b</p> <p>TASK 2: COMPLETE THE SENTENCES. USE THE PRESENT SIMPLE FORM OF THE VERBS. <i>(Ex 2, p. 12)</i> * T has Ss do this exercise individually and then compare their answers with a partner. ** T asks some Ss to write their answers on the board. *** T checks the answers with the whole class. Ask Ss to explain the use of the tense in each sentence. **** T confirms the correct answers. Answer key: 1. make 2. does ... do 3. have 4. doesn't like 5. Does ... start</p> <p>TASK 3: FILL IN EACH BLANK WITH THE CORRECT FORM OF THE VERB IN BRACKETS. <i>(Ex 3, p. 12)</i> * T has Ss do this exercise in pairs and then compare the answers with another pair. ** T asks some Ss to write their answers on the board. *** T checks the answers with the whole class. T asks Ss to explain the use of the tense in each sentence. **** T confirms the correct answers. Answer keys: 1. enjoys 2. spends 3. don't like / do not like</p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	22 mins
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	To give further practice with the present simple.	<p>4. go 5. begins 6. don't enjoy / do not enjoy</p> <p>TASK 4: WRITE COMPLETE SENTENCES, USING THE GIVEN WORDS AND PHRASES. YOU MAY HAVE TO CHANGE THE WORDS OR ADD SOME. (Ex 4, p. 12)</p> <p>* T has Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.</p> <p>** Ss work in groups to write the sentences.</p> <p>*** T has groups cross-check.</p> <p>**** T sticks some sheets on the board. Comment and confirm the correct answers.</p> <p><i>Answer key:</i></p> <p>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?</p>	T-Ss Group work Group work T-Ss	
PRODUCTION	- To give Ss a chance to apply what they have learnt. - To improve cooperative skill.	<p>TASK 5: GAME: SENTENCE RACE (Ex 5, p. 12)</p> <p>* T divides Ss into groups. Assign a group leader.</p> <p>- T writes a verb on the board and have Ss make a sentence with the verb, using the present simple form.</p> <p>** The group leader records his / her group's points.</p> <p>*** T invites group leaders to read aloud the sentences.</p> <p>**** T comments and announces the winners.</p>	T-Ss Group work T-Ss T-Ss	7 mins
WRAP-UP	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-Ss	3 mins
HOMEWORK	To reactivate & consolidate the knowledge learnt in the lesson.	- Make 3 sentences in the present simple tense. - Complete the exercises in the Workbook.	T-Ss	1 min

UNIT 1: HOBBIES

Lesson 4: Communication

I. OBJECTIVES

By the end of this lesson, Ss will be able to describe and give opinions about hobbies.

1. Knowledge

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

2. Core competence

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

3. Personal qualities

- Be ready to describe and give opinions about hobbies.
- Be interested more about new hobbies.

II. MATERIALS

- Grade 7 textbook, Unit 1, Communication
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
1. Ss may not have sufficient listening skills.	- Play the recording many times if necessary. - Pick some Ss ask and answer the questions. - Have Ss practise the dialogue in pairs.
2. Some Ss may excessively talk in the class.	- Define expectation in explicit detail. - Give some examples with these verbs. - Model asking and answering with a student.

Board Plan

<p><i>Date of teaching</i> Unit 1: Hobbies Lesson 4: Communication</p> <p>*Warm-up Game: Arrange the following verbs of liking in descending order of preference.</p> <p>I. Everyday English Verbs of liking Task 1: Listen and read the dialogue below. Pay attention to the questions and answers. Task 2: Work in pairs. Ask and answer questions about what you like and don't like doing.</p> <p>II. All about your hobbies Task 3: Answer the questions. Fill in column a with your answers. Task 4: Now interview your friend, using the questions in Task 3. Write his / her answers in column B. Task 5: Compare your answers with your friend's. Then present them to the class.</p> <p>*Homework Brainstorm some interesting and easy-to-do hobbies.</p>

III. PROCEDURES

Note:

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

- * Deliver the task
- ** Implement the task

		<ul style="list-style-type: none"> * 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. - T calls on some Ss to give examples. *** Teacher and students discuss the answers. **** Teacher confirms the answers and gives feedback. 	<p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p>	
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<p>ALL ABOUT YOUR HOBBIES</p>	<p>To provide practice with answering about Ss' hobbies.</p> <p>To let students further practise asking and answering about hobbies.</p>	<p>TASK 3: ANSWER THE QUESTIONS. FILL IN COLUMN A WITH YOUR ANSWERS. (Ex 3, p. 13)</p> <p>* T asks Ss to work individually and fill in column A</p> <p>** Ss work individually to do the task.</p> <p>*** T invites some Ss to share their answers before checking with the whole class.</p> <p>**** T gives feedback and comments.</p> <p><i>Answer key:</i> <i>Student's opinions.</i></p> <div data-bbox="757 531 1305 898" style="border: 1px solid black; background-color: #e0f2f1; padding: 5px;"> <p style="text-align: center; margin: 0;">A (Me)</p> <p>Amount of free time per day: _____</p> <p>Thing(s) I like doing every day: _____</p> <p>Thing(s) I don't like doing: _____</p> <p>Thing(s) I love doing in the summer: _____</p> <p>Thing(s) I love doing in the winter: _____</p> </div> <p>TASK 4: NOW INTERVIEW YOUR FRIEND, USING THE QUESTIONS IN 3. WRITE HIS / HER ANSWERS IN COLUMN B. (Ex 4, p. 13)</p>	<p>T-Ss Ss T-Ss T-Ss</p>	<p>8 mins</p>
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		<p style="text-align: center;">B (My friend)</p> <p>Amount of free time per day: _____</p> <p>Thing(s) he / she likes doing every day: _____</p> <p>Thing(s) he / she doesn't like doing: _____</p> <p>Thing(s) he / she loves doing in the summer: _____</p> <p>Thing(s) he / she loves doing in the winter: _____</p> <p>* T asks Ss to take turns being the person who asks the questions. This S has to note down his/ her partner's answers to report to the class later. ** Ss work in pairs to do the task. *** T calls on some Ss to report the answers to the class. **** T and other Ss give comments.</p>	<p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p>	
<p>FUTHER PRACTICE</p>		<p>TASK 5: COMPARE YOUR ANSWERS WITH YOUR FRIEND'S. THEN PRESENT THEM TO THE CLASS. (Ex 5, p. 13)</p> <p>Example:</p> <p><i>I have one hour of free time a day, but my friend Lan has only about 30 minutes.</i></p> <p><i>I like listening to music every day, and Lan likes it too. I don't like exercising, but Lan does.</i></p> <p>* T asks Ss to read the example to understand how to report the answers. ** Ss work in pairs again to compare the answers and prepare a short presentation. *** T invites some Ss to present their work. **** T and other Ss give comments.</p>	<p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p>	<p>10 mins</p>

WRAP-UP	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt and ticked the objectives they can do in the lesson.	T-Ss	3 mins
HOMEWORK	To prepare for the next lesson.	Brainstorm some interesting and easy-to-do hobbies.	T-Ss	1 min

UNIT 1: HOBBIES

Lesson 5: Skills 1

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Develop reading skill for general and specific information about Gardening.
- Talk about their hobbies and the benefits of them.

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 7 textbook, Unit 1, Skills 1
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. outdoor (adj)	/'aʊtdɔ:(r)/	happening outside rather than in a building	ngoài trời
2. patient (adj)	/'peɪfnt/	able to wait for a long time or accept annoying behaviour or difficulties without becoming angry	kiên nhẫn
3. responsibility (n)	/rɪˌspɒnsə'bɪləti/	a duty to deal with or take care of somebody/something, so that you may be blamed if something goes wrong	trách nhiệm
4. maturity (adj)	/mə'tʃʊərəti /	(of a person, an animal, or a plant) the state of being fully grown or developed	sự trưởng thành
5. valuable (adj)	/'væljuəbl/	very useful or important	quý giá, quan trọng, hữu ích

Assumptions

Anticipated difficulties	Solutions
1. Ss may lack knowledge about some lexical items.	Provide Ss with the meaning and pronunciation of words.
2. Ss may not have sufficient reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let Ss read the text again (if needed). - Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some Ss may excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking Ss practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching
Unit 1: Hobbies
Lesson 5: Skills 1

***Warm-up**

List out as many hobbies as possible

I. Reading

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

Task 2: Read the text about gardening. Match each word in column A with its definition in column B.

Vocabulary:

1. outdoor (adj)
2. patient (adj)
3. responsibility (n)
4. maturity (n)
5. valuable (adj)

Task 3: Read the text again. Complete each sentence with no more than THREE words.

II. Speaking

Task 4: Work in pairs. Match each hobby with its benefit(s).

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

*** Homework**

III. PROCEDURES

Note:

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

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

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To create an active atmosphere in the class before the lesson.	LIST OUT AS MANY HOBBIES AS POSSIBLE * T introduces the objectives of the lesson and asks Ss to list out as many hobbies as possible within 1 minute. * Ss work in groups to brainstorm hobbies.	T-Ss Group work	5 mins

	<p>- To lead into the new lesson.</p>	<p>*** Which teams can list out more correct answers wins. **** T confirms answers as a class.</p> 	<p>Group work T-Ss</p>	
<p>PRE-READING</p>	<p>To lead in the reading skills.</p>	<p>TASK 1: WORK IN PAIRS. LOOK AT THE PICTURE AND DISCUSS THE QUESTIONS BELOW. * T has 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. ** T has Ss work in pairs to discuss the two questions. *** T invites some Ss to share their answers. **** Tell Ss that they are going to read a text about gardening.</p> 	<p>T-Ss Pair work T-Ss T-Ss</p>	<p>4 mins</p>
<p>WHILE-READING</p>	<p>To help students read to find some words in context, and their meaning.</p>	<p>TASK 2: READ THE TEXT ABOUT GARDENING. MATCH EACH WORD IN COLUMN A WITH ITS DEFINITION IN COLUMN B. <i>(Ex 2, p. 14)</i> * T tells Ss what they are going to do.</p>	<p>T-Ss</p>	<p>15 mins</p>

	<p>To develop reading skill for specific information.</p>	<p>- T asks Ss how to do the exercise. Elicit answers from Ss. - If needed, T will 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. - T asks Ss to repeat the steps (they can speak in Vietnamese). ** Ss do the exercise individually and then check answers in pairs. *** T invites some Ss to share their answers. **** Confirm the correct answers.</p> <p>Answer key: 1. b 2. e 3. c 4. a 5. d</p> <p>TASK 3: READ THE TEXT AGAIN. COMPLETE EACH SENTENCE WITH NO MORE THAN THREE WORDS. (Ex 3, p. 14) * T asks Ss what they are going to do. – T has Ss share how to do this exercise. – T briefly tells 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. – T asks Ss to repeat the steps (they can speak in Vietnamese). ** T asks Ss to do the exercise individually and then check their answers in pairs. *** T invites some Ss to share their answers. Have them explain their answers. **** Confirm the correct answers. – T asks Ss to tell the class the benefits of gardening as mentioned in the text.</p> <p>Answer key: 1. doing things 2. insects and bugs 3. patient 4. join in 5. an hour</p>	<p>Ss T-Ss T-Ss</p> <p>T-Ss</p> <p>Ss Pair work T-Ss</p> <p>T-Ss</p>	
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PRE-SPEAKING	To help Ss form the ideas for their speaking.	<p>TASK 4: WORK IN PAIRS. MATCH EACH HOBBY WITH ITS BENEFIT(S). ONE HOBBY MAY HAVE MORE THAN ONE BENEFIT. (Ex 4, p. 14)</p> <p>* T introduces some structures to talk about the benefits of hobbies:</p> <ul style="list-style-type: none"> + to develop sth + to make sb + adj + to reduce sth + to help sb / sth do sth <p>– Give some examples.</p> <p>** Ss work in pairs to match the hobby with its benefit(s). Check as the whole class.</p> <p>– T asks Ss to name other benefits of these hobbies.</p> <p>*** Invite some Ss to share their answers.</p> <p>**** Confirm the answers.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. c, d 2. b, c 3. a, c, d, e 	T-Ss Pair work T-Ss T-Ss	5 mins
WHILE-SPEAKING	To help Ss use what they have learnt so far to talk about hobbies.	<p>TASK 5: WORK IN GROUPS. ASK ONE ANOTHER THE FOLLOWING QUESTIONS. THEN PRESENT YOUR PARTNERS' ANSWERS TO THE CLASS. (Ex 5, p. 14)</p> <p>* Have Ss work in groups to ask and answer the two questions.</p> <p>– Model the answers to the two questions if needed.</p> <p>** Ss work in groups to ask and answer the two questions.</p> <p>*** Invite some Ss to share their partner's answers to the questions.</p> <p>– Invite other Ss to comment on the answers.</p> <p>**** Comment on Ss' answers.</p>	T-Ss Group work T-Ss T-Ss	8 mins
POST-READING AND SPEAKING	<p>- Check Ss' understanding about the reading passage.</p> <p>- To help some Ss enhance presentation skill.</p>	<p>*T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.</p> <p>** Ss do as required.</p> <p>*** T calls Ss to share answer.</p> <p>****T gives feedback and comments.</p>	Ss-Ss Ss T-Ss T-Ss	3 mins

WRAP-UP	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-Ss	2 mins
HOMEWORK	To review the lesson that they have learnt and prepare for the next lesson Skills 2.	<ul style="list-style-type: none"> - T asks Ss to write down their opinion about carving eggshells. - T asks Ss to search for more information about this unique hobby. 	T-Ss	2 mins

UNIT 1: HOBBIES

Lesson 6: Skills 2

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Use the lexical items related to the topic *Hobbies*
- Listen for specific information about Trang's hobby
- Write a passage about her hobbies

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 7 textbook, Unit 1, Skills 2
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
decorate	/ˈdekəreɪt/	to make something look more attractive by putting things on it	trang trí
benefit (n)	/ˈbenɪfɪt/	an advantage that something gives you; a helpful and useful effect that something has	lợi ích

Board Plan

<i>Date of teaching</i> Unit 1: Hobbies Lesson 6: Skills 2
*Warm-up Chatting I. Listening Task 1: Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not? Task 2: Listen and complete the mind map. II. Writing Task 3: What is your hobby? Fill in the blanks below. Task 4: Write a paragraph about your hobby. * Homework

III. PROCEDURES

Notes:

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

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

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP LEAD-IN	<p>- To prepare Ss for the listening text.</p> <p>- To lead in the listening tasks.</p>	<p>CHATTING</p> <p>* T asks Ss to answer the question: <i>What will you mention when you talk about someone's hobby?</i></p> <p>** Ss work individually to answer the questions.</p> <p>*** T calls Ss to give answers.</p> <p>**** T gets feedback and write on the board.</p> <p>**** T leads Ss to the new lesson.</p> <p>Suggested answers:</p> <p>+ Name of the hobby</p> <p>+ The time he / she started the hobby</p> <p>+ His / Her feeling about the hobby</p> <p>+ His / Her future plan about the hobby</p> <p>**** T sets the scene: You are going to listen to an interview about Trang's hobby and complete the word web.</p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	6 mins
PRE-LISTENIN G	To provide students with some lexical items before listening the text.	<p>VOCABULARY</p> <p>- Teacher introduces the vocabulary by:</p> <p>+ Providing the pictures of the words.</p> <p>+ Providing the definition of the words.</p> <p>1. decorate (v): [visual + explanation]</p>  <p>2. benefit (n): [visual + explanation]</p>	T-Ss	4 mins

To help Ss understand and activate their knowledge of the topic.



TASK 1: LOOK AT THE PICTURE. WHAT HOBBY IS IT? DO YOU THINK IT IS A GOOD HOBBY? WHY OR WHY NOT? (Ex 1, p. 15)

- * T asks Ss to work in pairs to answer the questions.
- + *Do you know anything about building dollhouses?*
- + *Do you think it is a good hobby? Why/ Why not?*



- ** Ss work in pairs to answer.
- *** Ss share their answers. T monitors and accepts all answers if they make sense.
- *** T explains the way to listen to Trang's hobby and asks them to guess and complete the mind map.
- + What is Trang's hobby? (name of the hobby)
- + When did she start the hobby?
- + Who shares the hobby with Trang?
- + To do this hobby what does Trang have to ?
- + How does she feel about the hobby?
- + Does she intend to continue her hobby in the future ?

T-Ss

Pair work
Ss-Ss
T-Ss
T-Ss

Ss

		**** Ss share their answer.		
WHILE-LISTENING	To help Ss develop the skill of listening for specific information.	<p>TASK 2: LISTEN AND COMPLETE THE MIND MAP. (Ex 2, p. 15)</p> <p>* T asks Ss to work individually to listen and complete the word web. ** Ss work individually to listen and complete the word web. ** Ss work in pairs to compare their answers with each other and with the word / phrase on the board. ** T plays the recording a second time for pairs to check their answers. *** T asks Ss to write the answers on the board. **** T checks and corrects.</p> <p>Suggested answers: 1. dollhouses 2. three / 3 3. cousin 4. a) house b) cloth 5. creative</p> <p>Audio script – Track 7: Lan: Today we'll talk about hobbies. I know that your hobby is building dollhouses. It's quite unusual, isn't it? Trang: Not really. A lot of girls like it. Lan: When did you start doing this? Trang: Three years ago. I read an article about building dollhouses. I loved the idea right away. Lan: Do any of your friends or relatives build dollhouses too? Trang: Yes, my cousin Mi loves building them too. Lan: Is it hard to build a dollhouse? Trang: No, it isn't. 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. Lan: What are the benefits of the hobby? Trang: Well, I'm more patient and creative now.</p> <p>**** T gives further comments</p>	T-Ss Ss Pair work Pair work T-Ss T-Ss	10 mins
POST-LISTENING	To check Ss' understanding of the listening part.	<p>SUMMARIZE THE INFORMATION OF THE LISTENING PART.</p> <p>* T asks Ss to work in groups of four. ** Ss work in groups of four.</p>	T-Ss Group work T-Ss	5 mins

		<p>**T asks Ss to summarize the information in the listening part and talk about it. **T helps if necessary. *** Ss give answers. **** T gives comments and feedback.</p>	<p>T-Ss SS T-Ss</p>	
PRE-WRITING	<p>- To brainstorm ideas and make an outline for Ss' writing. - To help Ss take notes and make outline for the next writing passage.</p>	<p>TASK 3: WHAT IS YOUR HOBBY? FILL IN THE BLANKS BELOW. (<i>Ex 3, p. 15</i>) * T tells Ss that they are going to write about his / her hobby. ** T asks Ss to use the word web as a way to organize their ideas. ** T models with a S (<i>Ex: Lan</i>) *** Ss work individually to do Task 3. *** T checks the answer. **** T give more comments and feedback.</p> <p>Suggested answers: Lan's hobby: 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: a. collect paper after use b. make flowers, dishes, toys. boxes... c. use it for drawing if possible 5. Lan's feeling about the hobby: interesting, useful, protect the environment 6. Future: continue the hobby</p>	<p>T-Ss T-Ss T-S Ss T-Ss T-Ss</p>	5 mins
WHILE-WRITING	<p>To let Ss write about their hobby.</p>	<p>TASK 4: WRITE A PARAGRAPH ABOUT YOUR HOBBY. (<i>Ex 4, p.15</i>) * T asks Ss to write their paragraphs individually based on the information in their word webs. ** Ss listen to the teacher then do the task. *** T asks one S to write his / her paragraph on the board. **** T asks Ss to check the writing. **** T gives comments to the students.</p>	<p>T-Ss T-Ss T-S T-Ss</p>	8 mins

POST-WRITING	To cross check and final check Ss' 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.	Ss-Ss	4 mins
WRAP-UP	To consolidate what Ss have learnt in the lesson.	Ask Ss to summarize 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.	T-Ss	2 mins
HOMEWORK	To wrap up and consolidate what Ss have learnt in the lesson.	Write about one of your family members' hobby in about 60 words.	T-Ss	1 mins

UNIT 1: HOBBIES

Lesson 7: Looking back & Project

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Review the vocabulary and grammar of *Unit 1*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project
- Develop self-study skills

II. MATERIALS

- Grade 7 textbook, Unit 1, Looking back & Project
 - Computer connected to the Internet
 - Pictures, A0 paper
- Projector / TV
- sachmem.vn

Anticipated difficulties	Solutions
1. Ss may not have sufficient speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage Ss to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

2. Some Ss may excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking Ss' practice. - Continue to define expectations in small chunks (before every activity).
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Board Plan

<p><i>Date of teaching</i> Unit 1: Hobbies Lesson 7: Looking back & Project</p> <p>*Warm-up Game: Guessing game</p> <p>I. Looking back Task 1: Complete the sentences with appropriate hobbies. Task 2: Write true sentences about you and your family members. Task 3: Use the present simple form of each verb to complete the passage. Task 4: Change the sentences into questions and negative ones.</p> <p>II. Project Hobby poster</p> <p>*Homework</p>

III. PROCEDURES

Notes:

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

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

Stage	Stage aim	Procedure	Interaction	Time
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	<p>To help Ss revise the present simple.</p> <p>To help Ss revise the present simple in questions and negative sentences.</p>	<p>**** T invites some Ss to write their sentences on the board. T and other Ss comment</p> <p>TASK 3: USE THE PRESENT SIMPLE FORM OF EACH VERB TO COMPLETE THE PASSAGE. (Ex 3, p. 16)</p> <p>* Ask Ss about the uses of the present simple that they have learnt in the unit.</p> <p>** Have Ss do this exercise individually.</p> <p>*** Have compare their answers with a partner. Call on some Ss to give the answers.</p> <p>**** Confirm the correct answers and write them on the board.</p> <p>Answer key:</p> <p>1. loves 2. has 3. enjoys 4. don't like 5. is 6. is 7. go 8. begins</p> <p>TASK 4: CHANGE THE FOLLOWING SENTENCES INTO QUESTIONS AND NEGATIVE ONES. (Ex 4, p. 16)</p> <p>* Have Ss do this exercise individually then compare their sentences with a partner.</p> <p>** Ss do this exercise individually.</p> <p>*** Invite some Ss to read their answers aloud.</p> <p>**** Give feedback.</p> <p>Answer key:</p> <p>1. Does this river run through your home town? This river doesn't / does not run through my home town.</p> <p>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.</p> <p>3. Do they enjoy collecting stamps? They don't / do not enjoy collecting stamps.</p> <p>4. Do you do judo every Tuesday? I don't / do not do judo every Tuesday.</p> <p>5. Does your brother love making model cars? My brother doesn't / does not love making model cars.</p>	<p>T-Ss</p> <p>Ss</p> <p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	
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PROJECT	To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.	HOBBY POSTER * Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. ** T has groups show their posters and present the hobbies to the class. Remember to have the “show and tell” session and vote for the best poster. *** Students vote for the best poster. **** Teacher gives feedback.	T-Ss Group work Team work Ss-Ss T-Ss	22 mins
WRAP-UP	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-Ss	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Unit 2 – Lesson 1: Getting started.	T-Ss	1 min

* Pictures' source: From Internet