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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …** | **Period 36: UNIT 5: OUR EXPERIENCES**  **Lesson 2: A CLOSER LOOK 1** |

**I. OBJECTIVES:** **\* By the end of this lesson, Ss will be able to gain the following items:**

**1. Knowledge:**

- Use the lexical items related to the topic “ Our Experiences”

- Pronounce correctly the sounds /j/ and /w/.

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words related to experiences and adjectives describing experiences;  
- Pronounce the sounds /j/ and /w/ correctly in words and sentences;

*\* New words:* *learning by rote (phr.), campus, snorkelling, performance , exhilarating , embarrasing , unpleasant, coral reef*

+ Apologise and respond;

+ Talk about a friend's experiences of a course;

**\* Grammar:**

- Use the present perfect correctly;  
**2. Competence:**

- Develop communication skills.

- Be co-operative and supportive in pair work and teamwork.

**3. Personal qualities:**

+ Be friendlier and willing to make more friends at school

- Actively participate in class and school activities

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* 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.  *\* Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **\* Game: Hot seat.**  - Teacher divides students into 4 teams. Each team has a member standing against the board.  - Teacher shows some learnt vocabulary one by one and other members use body language to let their team members guess word.  - The team with the most correct answers in the fastest time is the winner.  **OR:**  \* Give Ss a few minutes to play a game. Have Ss play in two groups.  - Stick strips of paper with words and phrases including exploring a site, riding a jeep, taking pictures, taking an eco-tour, seeing a gong show, joining a performance on the board and give two teams strips of paper with the adjectives including brilliant, enjoyable, thrilling, amazing, interesting, memorable.  - Ask teams to lay the adjectives next to the correct phrases to describe experiences.  - The team with the most correct answers wins.  - Ask Ss to open their books to page 52. | **+ Greeting**  **\* Game: Hot seat**  **\* Answer key:**  **1**. experience (n)  **2**. eco-tour (n)  **3**. memorable (adj)  **4.** thrilling (adj)  **5.** brilliant (adj)  **6.** tribal dance (n)  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)**  **A. VOCABULARY** | | |
| **\* Objectives:**  - To introduce new phrases that are related to experiences  ***\* Content:***  + Vocabulary pre-teaching  - Task 1: Write an activity next to each picture.  *\* Expected outcomes*: Students can identify some new words about school and use them in different contexts  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Write an activity next to each picture.** | | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + T may focus on presenting the words. + To present each word, follow the steps: + Show the picture and elicit the word. + Read aloud the word several times and ask Ss to repeat. + Invite some Ss to read the word aloud.  + Write the word on the board and highlight its phonological features (e.g. show the location of the main stress). + Teacher do the “Rub out and remember” checking technique.  \*\* Have Ss read aloud the phrases in the box.  + Ask Ss to work in pairs to look at the pictures and describe the pictures. Ss may guess the meanings of the phrases based on the meaning of individual words. For example, they may see a campus and students in picture 1, so they can write touring a campus next to the picture. - Have them do the same with other phrases. For the phrase learning by rote, T can explain what learning by rote means "learning in order to repeat things from memory, not to understand them".  Then Ss can work out the picture that they can match with the phrase.  + Have pairs write the correct phrases next to the pictures.  - Explain the meaning of the new phrases if needed. T can also use the mother tongue to explain the meanings of the new phrases.  - Invite Ss to take turns to read out their answers. Correct their pronunciation if needed  - Check the answers as a class. | **- T\_Ss**  **\*Vocabulary**  **1.** learning by rote /ˈlɜːnɪŋ baɪ rəʊt/ học thuộc lòng  **2.** campus (n) /ˈkæmpəs/ khuôn viên trường học  **3.** snorkelling (n) /ˈsnɔːkəlɪŋ/ lặn với ống thở  **4**. performance (n) /pəˈfɔːməns/ buổi/màn biểu diễn  **5.** exhilarating (adj)/ɪɡˈzɪləreɪtɪŋ/  **6.** embarrassing (adj)  /ɪmˈbærəsɪŋ/ làm ai bối rối, ngượng ngùng.  **7**. unpleasant (adj) /ʌnˈpleznt/ không thoải mái, không vui vẻ  **8.** coral reef (n phr) /ˈkɒrəl riːf/ rặng san hô  **\* *Answer key:***  **1.** touring a campus  **2.** going snorkelling  **3.** learning by rote  **4.** putting up tents  **5**. giving a performance |
| **B. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To allow Ss to learn new adjectives that are used to talk about experiences.**  **+ To allow Ss to use the learnt words and phrases in context.**  *\* Content:*  - Task 2: Complete each sentence with an adjective in the box.  - Task 3: Choose the correct answer A, B, C, or D.  *\* Expected outcomes*:  - Students can identify some new words about school and use them in different contexts  *\* Organisation :* | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Complete each sentence with an adjective in the box.** | | |
| + Ask Ss to read aloud the adjectives in the box. Explain the adjectives by giving them some examples. Alternatively, explain the adjectives with synonyms or Vietnamese. For example, I saw the most amazing film yesterday! Exhilarating means very exciting and great fun.  - Ask Ss to work in pairs to choose the correct adjectives to complete each sentence.  - Check the answers as a class. Have some Ss read aloud the sentences. Correct Ss' pronunciation if necessary  + T can also ask Ss to add more adjectives they know to fill in the blanks. This way, T can broaden Ss' vocabulary. | **+ T\_Ss**  **\* *Answer key:***  **1**. helpless  **2.** exhilarating  **3.** amazing  **4.** embarrassing  **5**. unpleasant |
| TASK 3: **Choose the correct answer A, B, C, or D.** | | |
| + Ask Ss to work individually to choose the correct answer to each sentence.  - Then ask Ss to swap their answers with partners. Finally, check the answers as a class.  - T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class.  - Correct Ss' pronunciation if necessary. | \* ***Answer key:***  **1.** A  **2**. B  **3.** C  **4.** C  **5.** D |
| EXTRA ACTIVITY  - Have two teams play a game. Each team makes a sentence with one of the five phrases touring a campus, going snorkelling, learning by rote, putting up tents, and giving a performance and they have to use an adjective to describe the activity they have just mentioned. The team that has the most correct answers wins.  Example:  Team A: *Touring a campus is useful for new students.* *(or Most students feel excited about touring the campus of the college / university they are going to enter.)* | |
| **ACTIVITY 2: PRONUNCIATION: ( 8’)**  The sound /j/ and /w/ | | |
| **\* Objectives:**  **+ To help Ss identify the sounds /j/ and /w/ and practise them in words.**  **+ To help Ss be aware of the pronunciation of the words with sounds /j/ and /w/;**  **- To help Ss practise saying sentences with words with sounds /j/ and /w/.**  *\* Content:*  - Task 4: Listen and repeat the words. Pay attention to the sounds /j/ and /w/.  - Task 5: Listen to the sentences. Underline the words with /j/ and circle the words with /w/.  *\* Expected outcomes*:  - Students can pronounce the /j/ and /w/ sounds in words and in sentences correctly.  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4 : **Listen and repeat the words. Pay attention to the sounds /j/ and /w/.** | | |
| + Have Ss listen to the recording once first. Ask them to pay attention to the sounds /j / and /w/.  - Play the recording again for them to listen and repeat each word as a class, then as individuals Play the recording as many times as possible.  - Then ask some Ss to read out the words. Correct their pronunciation if needed.  \* Teacher gives corrections and feedbacks to students’ pronunciation. | **- T\_ Ss.**  **\* Key:** |
| TASK 5**. Listen to the sentences. Underline the words with /j/ and circle the words with /w/. Practise the sentences.** | | |
| **+** Play the recording for Ss to listen and repeat each sentence after the recording.  - Ask Ss to underline the words with sound /j/ and circle the words with sound /w/.  - Invite some Ss to share their answers. Confirm the correct ones.  + Call on some Ss to read the sentences. Play the recording multiple times if necessary. | **\* *Answer key:***   1. He tried sailing a yacht, and he did it **well**. 2. We’ve made a class yearbook. It looks **wonderful**. 3. They **awarded** him a gold medal yesterday. 4. Youngsters should be **aware** of their responsibilities.   **5.** They haven’t yet understood the role of **wildlife.** |

**4. WRAP-UP & HOME WORK (2’)**

**+** Ask Ss to summarise what they have learnt in the lesson.

**+** Ask them to list some adjectives and phrases describing experiences that Ss have learnt in the lesson

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .

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