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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period 38: UNIT 5 : OUR EXPERIENCES**  **Lesson 4 : COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Apologising and responding.

- Have language input to describe their past experiences of a camping day

- Talk and report about one’s experiences.

**\* Vocabulary:**

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

+ Apologise and respond;

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

**\* Grammar:**

- To Form and Use the present perfect tense.

**2. Competence:**

- Develop communication skills and creativity.

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

**3. Personal qualities:**

- Be ready and confident in real life conversations.

- Know what good qualities a good friend should have and try to be a good friend.

- Actively participate in class and school activities

**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.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  *\* T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  **\* Game: Sentence forming**  - Have two teams play a game.  - Team A says a verb in past participle form, and team B uses that verb to say a sentence about his / her experience. If a team cannot make a sentence as required, it loses a turn.  - The team with the most correct answers wins.  - T declares the winner congratulates them, then leads to the new lesson.  + To lead in the ne lesson. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  + Students’ answers  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Apologising and responding**  **\* Objectives:**  **+ To introduce two ways to apologise and respond;**  **To help Ss practise apologising and responding.**  *\* Content:*  **-** Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  - Task 2: Work in pairs. Make similar conversations with the following situations.  *\* Expected outcomes :* Students can use the structures to apologise and respond to apologies.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1 : **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| **\*** T elicits the dialogues.  + Play the recording for Ss to listen and read two conversations.  - Ask Ss to pay attention to the highlighted parts.  - Emphasise the ways to apologise and respond.  - Tell Ss that I'm really sorry, and Oops, my mistake, Mum. are different ways to apologise in different contexts, but the first is a bit more formal. - Tell Ss that That's okay, and That's right, are two ways to respond to apologies  *\* Teacher checks students’ understanding by asking some checking questions.* | **- T\_Ss**   |  | | --- | |  |   **1) Mai**: Can I come in? I’m really sorry. I’m late. There was a lot of traffic.  **Teacher:** That’s okay, Mai  **2) Mother**: Have you done the washing yet?  **Son:** Oops, my mistake, Mum. I thought I could do it later.  **Mother:** Oh, that’s right. But please do it now. |
| TASK 2 : **Work in pairs. Make similar conversations with the following situations.** | |
| + Ask Ss to work in pairs to make similar conversations, using the language they have learnt.  For a less able class, model the first situation with a good student.  + Move around to observe and provide help. Call on some pairs to practise in front of the class.  - Comment on their performance.  + For a more able class, encourage Ss to use different ways to apologise and respond. | **- T\_Ss**  **1. Mi :** I’m really sorry. I finished the project a bit later thsn your deadline.  **Teacher:** That’s okay, Mi.  **2. You**: Oops, My mistake, Mum. I’ve been home but a bit late.  **Mum:** That’s okay/ That’s right. |
| EXTRA ACTIVITY  For a more able class, encourage Ss to use different ways to apologise and respond. T can also encourage Ss to give further explanation.   |  |  | | --- | --- | |  |  | | **\* Formal**  + I apologise for the late submission / confusion.  + I'd like to apologise for how 1 reacted / behaved.  **\* Informal**  - Sorry about that!  - My bad! / It was my bad.  - Oh my goodness! I'm so sorry. | **+ Formal**  - I appreciate your apology.  - I accept your apology.  - I forgive you.  **+ Informal**  - That's OK / It's all right.  - No problem / No worries. | | |
| **Transition from *Everyday English to Experiences of your class camping day***  + Have Ss work in pairs. One is a student who is late for the camping trip. The other is the teacher. Have pairs practise apologising and responding.  \* Student*: I'm really sorry. I'm late. I forgot some things for our tent at home, so I had to go back for them.*  *- Teacher: That's okay, Mi.*  + Tell the class that they will have a chance to talk about their experiences of their trip last year.  + Ask them to quickly read the experiences that Mai, Tom, and Minh share before they do the activities. | |
| **ACTIVITY 2: PRACTICE ( 15’)**  ***Experiences of your class camping day.***  **\* Objectives: To provide language input about how to describe their past experiences during camping day;**  **- To help Ss practise reading to match who does what.**  **+ To help Ss practise asking and answering questions about the experiences of the three students.**  *\* Content:*  - Task 3: Read the posts by three friends about their camping activities and match their names with the experiences.  - Task 4: Work in pairs. ask and answer questions about the experiences of Mai, tom, and Minh. you can use the questions below.  *\* Expected outcomes :* Students get language input about the how to describe their past experiences of a camping day  - Students practise talking about their experiences in pairs, in groups.  *\* Organisation* **:** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3 : **Read the posts by three friends about their camping activities and match their names with the experiences.** | |
| + Ask some Ss to read the posts aloud.  - Have Ss work in pairs to match names with the experiences three friends have. Remind Ss to underline keywords / information that help(s) them do the matching while reading.  - Check the answers as a class.  If time allows, ask some Ss to retell information from the posts or role-play the three friends to tell the class about their experiences.  + Remind Ss to answer the questions about where it happened, when it happened, what happened, how they felt when they role-play. | **- T\_ Ss**  ***\* Suggested answers:***  **- Mai** - b, e  **- Minh** - c, d  **- Tom** - a, f |
| TASK 4 : **Work in pairs. ask and answer questions about the experiences of Mai, tom, and Minh. you can use the questions below** | |
| Have Ss work in pairs to ask and answer questions about the experiences of the three students. Ask them to use the given questions.  Invite some pairs to role-play asking and answering questions about the experiences of the three students in front of the class. | **- T\_ Ss. *Example:***  A. Where did Mai go?  B. She went on a camping trip with her class.  A. What happened to her?  B. She slipped and hurt her ankle.  A.What did she do then?  B. She stayed inside the camp. She couldn’t join team building activities.  A. How did she feel?  B. She felt helpless. It was a terrible day for her. |
| **ACTIVITY 3. PRODUCTION ( 8’)** | |
| **\* Objectives:**  **+ To help Ss practise asking and answering questions about their experiences in groups**.  *\* Content:*  - Task 5: Work in groups. take turns to ask and answer about one another’s experiences of a trip he / she has had. Use similar questions to those in 4.  *\* Expected outcomes:* Students practise reporting their group members’ experiences.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| ACTIVITY 5: **Work in groups. take turns to ask and answer about one another’s experiences of a trip he / she has had. use similar questions to those in 4.** | |
| + Have Ss work in groups to take turns to ask and answer about one another's experiences of a trip he / she has taken.  - Tell them that they can use similar questions as suggested in 4 and ideas from the posts and the notes in 3.  - Invite some groups to practise in front of the class. Give feedback on Ss'performances. | **\* *Suggested answer:***  A. Mai, where did you go?  B.We went on a camping trip in Ninh Binh.  C.When was that?  B. Last year.  A. What happened then? / What did you do then?  B. We put up camps / tents, and joined team building activities.  C. How did you feel?  B It was an amazing experience for me. I have never felt so excited like that. |

**4. WRAP-UP & HOME WORK (2’)**

+ Ask Ss what they have learnt in the lesson. Ask them to list two ways to apologise and two ways to respond. Ask Ss to list orally the experiences of various class members and various adjectives they can use to describe the experiences

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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