***Teaching Plan: English 9 School-year: 2024-2025***

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| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK: 2** |  **Period 39: UNIT 5 : OUR EXPERIENCES** **Lesson 5 : SKILLS 1/ Reading and speaking**  |

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

**1. Knowledge:**

- Read for general and specific information about experiences in a summer course.

- Talk about their experiences of a course.

\*  ***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;

+ Apologise and respond;

 *\* New words: touching (adj); soldiers (n) ; army-like (adj), strict (adj), theme (n)….*

+ 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:**

- Understand more about their preference of different types of schools and show their love for the school.

- 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 help Ss revise expressions for describing their experiences.***\* Content:* Game: chain game. + 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*: Students gain knowledge about their friends’ experiences. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** ***+* Game: chain game.** - Class is divided into 2 groups.- Have each team play rock paper scissors to decide who will go first. - Then, the winner say a sentence about their past experience then choose the second one in the other team. The second repeats and say their past experience and so on.- The team can’t repeat the prior players’ answers in 10 seconds will lose the game.\* Lead in the new lesson. - Write the unit title on the board. Ask Ss to open their books and start the lesson. | **+ Greeting ; T\_Ss.****+ Game: chain game.** ***Example:******Student 1 from team 1:*** I had an unpleasant experience of a sports competition at school.***Student 2 from team 2:*** She had an unpleasant experience of a sports competition at school and i accidentally felt while leaning to skate.***Student 3 from team 1:*** She had an unpleasant experience of a sports competition at school. He accidentally felt while leaning to skate and i had a very good in the last summer camp…. **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **A. READING** **\* Pre-reading****\* Objectives:****+ To introduce Ss to some types of experiences.***\* Content:*- Task 1: Tick the experiences you have had.- Vocabulary teaching*\* Expected outcomes*: Students identify some new words and how to use the target vocabulary. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Tick (√) the experiences you have had.**   |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.\*\* Ask Ss some questions: Have you ever gone camping? Have you ever travelled to a new place without your parents? Have you ever attended an army course/joined any performances?+ Ask Ss how they feel about the experiences or what the experiences are like.- Lead to the reading. Tell Ss that they will read about Duong and Akiko's experiences. Tell Ss about the objectives of the lesson or write the objectives in the left corner of the board. | **- T\_Ss** \*Vocabulary1. touching (adj) /ˈtʌtʃɪŋ/ gây xúc động2. soldier (n) /ˈsəʊldʒə(r)/ người lính.3. army-like (adj) /ɑːmi- ‘laɪk/ như trong quân đội.4. strict (adj) /strɪkt/ nghiêm khắc 5. theme (n) /θiːm/ chủ đề ***\*\* Suggested answers:****\* Picture*: the students sitting in front of a tent. They are talking or having a relaxing time. Three boys are holding sports equipment (a tennis racquet, a fishing rode …) |
| **B. WHILE READING**  |
| **\* Objectives:**+ To improve Ss' skill of reading for general ideas and for details.**+ To improve Ss' skill of reading for details.***\* Content:*- Task 2: Read the texts and choose the correct answer A, B, C, or D.- Task 3: Read the texts again and tick Duong or Akiko.*\* Expected outcomes*: Ss can understand more content of the text.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Read the texts and choose the correct answer A, B, C, or D.**  |
| + Ask Ss to work individually to read the questions first and underline the keywords in the questions.- Have Ss read the two passages to circle the correct option.- Ask some Ss to read their answer to each of the questions.- Ask them to give clues to the answers.- Check the answers as a class. | **- T\_Ss****\* *Answer key:*****1.** B **2**. B **3**. C **4**. C **5**. A |
| TASK 3: **Read the texts again and tick Duong or Akiko.**  |
| + Have Ss work individually to underline the keywords in each of the statements.- Ask Ss to reread the passages to tick the right columns.- Remind them to read each passage in turn and underline the evidence for the answers.+ Have Ss work in pairs to swap answers or to check answers together- Ask some Ss to read out loud the statements and say Duong or Akiko. Ask them to show the parts in the reading where they find the answers.+ Check the answers as a class. |  **- T\_ Ss**\* ***Answer key:*****1.** Akiko **2**. Duong **3**. Duong **4.** Akiko **5.** Duong |
| EXTRA ACTIVITYHave Ss work in pairs to orally summarise Duong's or Akiko's course. Tell them to do it by answering the following questions:+ What course did he/she attend?+ When and where was it?+ What did he/she do?+ Did he/she do anything special?+ How did he/she feel about that course?+ Call on some Ss to retell about either of the courses in front of the class. Give feed back on pronunciation and main contents |
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| ***Transition from Reading to Speaking***\* Ask Ss some questions:+ Have you ever attended an army course? or Have you ever attended a course in a foreign country?+ How did you feel?Tell them that they will practise asking and answering questions about a course they attended. To know how to ask and answer appropriately they can go on to 4. |
| **ACTIVITY 2: SPEAKING** |
| **\* Objectives:****+ To have Ss practise asking and answering questions for information about their summer courses or any course they have attended; To prepare Ss for 5.****+ To have Ss practise talking about one's experiences;****To give Ss an opportunity to practise reporting their partner's experiences;****To improve Ss' confidence in speaking in front of the class.***\* Content:*- Task 4: Match the questions in a with the answers in B. Share your answers with a classmate.- Task 5: Work in pairs. ask and answer about a course you have experienced. use the questions in 4 as cues. then report your partner’s answers to the class.*\* Expected outcomes*: Students can discuss their experiences and report back their peers’ experiences.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Match the questions in a with the answers in B. Share your answers with a classmate.**   |
| + Have Ss work in pairs to match the questions with the answers. Go around to observe if Ss need any help.+ Ask some Ss to share their answers. Confirm the correct answers. Ask some pairs to demonstrate in front of the class.+ Correct the pronunciation and intonation if necessary.For a more able class, have Ss work in pairs to practise asking and answering questions about a summer course they had. Encourage Ss to extend their answers especially when it comes to describing things that happened to them and to use more adjectives to talk about their feelings.- Tell them they can use the given questions and they can add more questions if possible.- Assist Ss to answer questions and to extend information.- Ask some pairs to role-play.- Ask the class for feedback on their questions, answers, and pronunciation.  | **- T\_ Ss.** **- Ss- Ss** |
| TASK 5: **Work in pairs. ask and answer about a course you have experienced. use the questions in 4 as cues. then report your partner’s answers to the class.**   |
| + Have Ss work in pairs to ask and answer questions about their partners' summer course or any course they have attended.- Invite one representative from each pair to report the experiences of the other.- Tell them that they can use the notes they made beforehand.- Give feedback on their reports in terms of language, verb forms, and pronunciation.*\* Teacher gives corrections and feedback* | **- Ss \_ Ss*****\* Suggested answer:****Minh attended a memorable summer course last year. It was a presentation skills course. He learnt how to organise a talk and how to use visual aids. He also practised using gestures and having eye contact with the audience. He felt that the course was memorable.* |
|  **5. WRAP-UP & HOME WORK (2’)** + Ask Ss to summarise what they have learnt in the lesson. Emphasise that when Ss talk about whether they have done something or not, they should use the present perfect, but when they mention a specific thing they did on one specific occasion, they should use the past simple.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 6 : A SKILLS \_2. =====================================   |