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| ***Date of planning***:../.. / 2024  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period …: UNIT 5 : OUR EXPERIENCES**  **Lesson 1: GETTING STARTED**  ***Experiences in Dalat*** |

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

- To introduce topic about *“ Our experiences”*

- To use the words related to experiences and adjectives describing experiences;

- To practice listening and reading skills .

***+ 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: experience, speciality, gong show, thrilling, eco- tour, species, magnificent, scenery, stream, grilled (pork), ride a jeep, memorable …*

+ 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:* **-** Memorising 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 can answer some questions of the teacher about school. Having a chance to speak English.  *\* Organization :* Teacher’s instructions … | | | |
| **Teacher’s and Student’s activities** | | **Student’s activities + Content** | |
| **+ Greeting**  **+ Memorising game.**  - Teacher divides the class into 2 teams.  - Teacher asks students to look through the conversation and the picture in page 50 in 30 seconds and try to remember as many details as possible.  - Teacher asks questions about the picture. The team who has more correct answers is the winner.  - Teacher sets the context for the listening and reading text:  \*\* Write the title on the board *Experiences in Da Lat*. Explain the meaning of *Experience* and ask students to guess what the conversation might be about. | | **+ Greeting ; T\_Ss.**  **+ Memorising game**  ***\* Questions:***  1. How many people can you see in the picture?  2. What type of vehicle are they riding?  3. Where are they?  ***Suggested answers:***  1. I can see 6 people.  2. They are riding a jeep.  3. They are in Da Lat/ at the top of Langbiang mountain.  **\*** Open the book and write the tittle of the lesson. | |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | |
| **\* Objectives:**  + To set the context for the introductory conversation;  - To introduce the topic of the unit.  *\* Content:*  + Vocabulary pre-teaching  + Task 1: Listen and read.  *\* Expected outcomes*:  **-** Students understand the conversation and topic of the lesson and can complete the tasks successfully  *\* Organisation* **:** Teacher’s instructions. | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| **1. Listen and read :/ Page 50** | | | |
| **\* 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 checking technique.  \* + Set the context: Have Ss look at the title, the conversation and the pictures, and answer some questions, e.g. *What can you see in the four pictures? What do you think Mi and Tom are talking about?* Encourage Ss to answer, but do not confirm whether their answers are right.  + Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  + Refer to the questions previously asked. Confirm the correct answers:  *\* Picture 1 is Cu Lan Village. In the picture, there are some stilt houses, and someone is riding a horse,*  *- In picture 2, the teenagers are riding a jeep.*  *- In picture 3, people are performing gong dance.*  *- In picture 4, people are exploring an area.*  *+ Mi and Tom are talking about Tom's experiences in Da Lat.*  \* Have Ss read out loud the word experiences and some words and phrases that are difficult or new to them such as *thrilling, eco-tour, magnificent scenery, brilliant, memorable ,...*  \*\* Note: Da Lat = Da Lat ; Cu Lan = Cu Lan . | | **- T\_Ss**  \*Vocabulary:  **1**. experience (n) /ɪkˈspɪəriəns/ sự trải nghiệm  **2**. eco-tour (n)/ˈiːkə-tʊə(r)/ du lịch sinh thái  **3**. memorable (adj) /ˈmemərəbl/ đáng nhớ  **4.** brilliant (adj) /ˈbrɪliənt / rất ấn tượng  **5.** flora (n) /ˈflɔːrə/ tất cả thực vật của một khu vực.  **6.** fauna (n)/ˈfɔːnə/ tất cả động vật của một khu vực.  **7.** thrilling (adj) /ˈθrɪlɪŋ/ phấn khích  **8.** explore (v) /ɪkˈsplɔː(r)/ khám phá.  **9**. seabed (n) /ˈsi:bed/ đáy biển  **10.** tribal dance (n) /ˈtraɪbl dɑːns/ điệu múa của bộ tộc | |
| **ACTIVITY 2. PRACTICE ( 15’)** | | | |
| **\* Objectives:**  **+ To help Ss understand the conversation.**  **+ To help Ss learn phrases related to different experiences.**  + **To help Ss use the correct adjectives to match the activities.**  *\* Content:*  - Task 2: Read the conversation again and tick (√) T (True) or F (False).  - Task 3: Write activities under the pictures.  - Task 4: Read the conversation again and match the activities with the adjectives.  *\* Expected outcomes*:  **-** Students understand the conversation and topic of the lesson and can complete the tasks successfully  *\* Organisation :* | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| TASK 2: **Read the conversation again and tick (√) T (True) or F (False).** | | | |
| - Ask Ss to work in pairs to read the conversation again.  - Ask them to underline the key words and phrases in the statements.  For example:  *1. Mi and Tom had a great time in Da Lat.*  *2. Tom had an eco-tour of Lanabiana Mountain.*  *3. There are more than 150 plant and animal species on Lanabiana Mountain.*  *4. Tom didn’t like his experiences in Cu Lan Village.*  *5. Tom danced and sang with the local people at a gong show.*  Then have pairs work together for one or two minutes to check if the statements are true or false.  + Have Ss read out the statements and say if they are true or false. Make sure they pronounce the words correctly.  - Check the answers as a class. | | **- T\_Ss**  ***\* Answer key:***  **1**. F **2**. T  **3.** T **4.** F  **5**. T | |
| TASK 3: **Write activities under the pictures.** | | | |
| + Ask Ss to read the phrases aloud. Make sure they pronounce them correctly.  - Ask Ss to work in pairs to label the pictures with the appropriate phrases.  - Check the answers as a class. | | **- T\_ Ss**  \* ***Answer key:***  1. riding a jeep  2. seeing a gong show  3. taking photos  4. dancing with local people  5. taking an eco-tour  6. exploring a site | |
| TASK 4: **Read the conversation again and match the activities with the adjectives.** | | | |
| + Ask Ss to work independently to match each activity (1 - 5) with the correct adjectives (a - e).  - Allow Ss to refer to the conversation to do the task.  - Check the answers as a class.  - Ask several Ss to read aloud the activities and the adjectives.  - Correct Ss' pronunciation if needed.  - T may also make a sample sentence, using the first activity and corresponding adjective, then ask Ss to do the same with others.  Example: Riding a jeep is thrilling. | | **- T\_ Ss.**  **\* *Answer key:***  **1**. b  **2**. d  **3.** c  **4**. e  **5.** a | |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | |
| **\* Objectives:**  **+ To help Ss have more interactions and use phrases related to experiences;**  **To create a fun atmosphere in the class.**  *\* Content:*  - Task 5: Work in groups. Carry out a survey. Then report your group’s findings to the class. Do you like ...?  *\* Expected outcomes*: Ss can have more interactions and to use phrases related to experiences.  *\* Organisation :* | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| TASK 5: **Work in groups. Carry out a survey. Then report your group’s findings to the class.** | | | |
| + Ask Ss to carry out a survey by asking other Ss questions.  - Encourage Ss to ask at least three other Ss and tick the Yes or No column.  **E.g: Do you like ...?**  **? Do you like seeing a tribal dance show?**  **Yes, I do/ No, I don’t**  - Ask some Ss to report the results of their survey. T can also give them an example of how they can start, e.g. I did a survey with three partners. Two of them like climbing a mountain, all three like taking eco-tours, nobody likes exploring the seabed,... | | + Students’ answer.  **E.g: Do you like ...?**  **-Do you like seeing a tribal dance show?**  **Yes, I do/ No, I don’t** | |
| **\* PROJECT PREPARATION.**  **+** Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.  - Ask Ss to open their books to the last page of Unit 5, the Project section, look at the name of the project, the pictures and say what the topic of the project is {Your most memorable experience).  - Explain the project requirements: Ss work individually to think of an experience they had.  - Remind Ss to use the guiding questions to prepare:  *+ What is the experience? (a trip, an activity at school, an incident in the past,...)*  *+ When did it happen? (the specific time/year, when you were in grade + What did you do then? (past activities: use verbs in the past)*  *+ How did you feel? (use adjectives: pleasant, unpleasant, thrilled, worried, annoyed,...)*  *+ Why is it your most memorable experience? (give two reasons)*  - Tell Ss that they can use a poster or PowerPoint slides to present their experiences. In this case, their slides or posters should include a mixture of texts and pictures or photos of activities / experiences to illustrate.  - Help Ss set a deadline for each task and support them throughout the process.  - In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any  vocabulary and grammar related to the project (nouns and phrases to name and describe the experiences, adjectives to describe the Ss'feelings about their experiences or functional language they need to do the project), and solving any other problems that may arise with their projects. | | | |
| **5. WRAP-UP & HOME WORK (2’)**  + Refer to the unit title again then together with Ss, orally list the things that Tom did in Da Lat, list the adjectives that Tom used to describe his activities / experiences in Da Lat.  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **===========================================** | | | |
| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …** | **Period … : 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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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …** | **Period…: UNIT 5 : OUR EXPERIENCES**  **Lesson 2 : A CLOSER LOOK 2** |

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

- To teach grammar : Present perfect tense.

**\* 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.

**\* Language notes:**

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| **The present perfect tense** | |
| **Form** | **Example** |
| ( + ) S + Vpp + … . | She has gone to Paris. |
| ( - ) S + haven’t/ hasn’t + Vpp + … . | I haven’t finished my lunch yet. |
| ( ? ) Have/ Has + S + Vpp + … ? | Have they done the laundry? |
| W/H + have/ has + S + Vpp + … ? | Where have you been? |

**2. Competence:**

+ To understand how to form and use the ***present perfect tense.***

- Develop communication skills.

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

**3. Personal qualities:**

+ Exchange personal information with friends and be friendly at school.

- Actively participate in class and school activities

- To understand how to use the target grammar correctly.

**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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| **\* Remember!**  \* We use the present perfect to express an action which happened at an unstated time in the past and is completed in the present.  *(Chúng ta dùng thì hiện tại hoàn thành để diễn tả một hành động đã xảy ra ở một thời điểm không xác định trong quá khứ và hoàn thành ở hiện tại.)*  Example:  - He has listened to this piece of music. (Anh ấy đã nghe bản nhạc này.)  - She has read an article about Cu Lan Village. *(Cô ấy đã đọc một bài viết về làng Cù Lan)*  \*\*We also use the present perfect to express our experiences.  *(Chúng ta cũng dùng thì hiện tại hoàn thành để diễn tả những trải nghiệm của mình.)*  Example:  + I have tried skydiving.  (?) Have you ever taken an eco-tour? Yes, I have / No, I haven't. |

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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**  **+ Game: Sentence puzzling**  - Teacher divides the class into 4 groups.  - Teacher delivers 4 sets of word cards which are 4 jumbled sentences in present perfect to each group.  - Students will have to work in groups to create as many correct sentences from the word cards as possible.  - The group with the most correct sentences will be the winner.  **OR.** + Have Ss play a game in two teams.  - Give each team slips of paper with adjectives (helpless, exhilarating, amazing, embarrassing, and unpleasant).  + Have one student read out the sentences / situations and members of both teams stick the corresponding adjectives on the board.  The situations can be:  **1.** I went snorkelling. The scenery under the seabed was fantastic. It was\_\_\_\_.  **2.** I tried to help my friend with his flat tyre but I couldn't. I felt\_\_\_\_\_.  **3.** We went camping in the mountains, but it rained. The experience was \_\_\_\_\_.  **4.** We went parachuting. It was a bit scary but \_\_.  **5.** I took my classmate's book by mistake but I didn't realise it until I went home. It was so\_\_\_\_.  - The team with the most correct answers wins.  + Ask Ss to look at A CLOSER LOOK 2 on page 53.  - Tell them that today they are going to learn the present perfect.  \* Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  THE PRESENT PERFECT  + Have Ss individually read the Remember! box about the present perfect tense.  - Ask Ss when they should use the present perfect.  - Ask some Ss to give an example for each of the uses.  - Write the examples on the board. Comment on their examples. | | **+ Greeting**  **- T\_Ss.**  ***Answer key:***  **1.** Sarah has joined the camp since the beginning of summer.  **2.** She has gone to Paris with her family since last December.  **3.** They haven’t played for the school’s band for 4 months.  **4.** Have you done your homework yet? No, I have not.  **\* Key:**  **1**. amazing  **2**. helpless  **3**. unpleasant  **4**. exhilarating  **5**. embarrassing  **-** Open the book and write the tittle of the lesson. | |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | |
| **\* Objectives:**  **+ To revise the past form and teach the past participle form of some verbs.**  *\* Content:* Grammar explanation.  - Task 1: Write the correct forms of the verbs in the table.  *\* Expected outcomes*: Students understand how to use the target grammar: The present perfect tense.  *\* Organisation* **:** Teacher’s instructions. | | | |
| **Teacher’s Student’s activities** | | **Content** | |
| TASK 1: **Write the correct forms of the verbs in the table.** | | | |
| **\*** Teacher has Ss work individually to read the ***Remember*** box about the present perfect.  **–** Teacher asks Ss when they should use present perfect.  **–** Teacher aks some Ss to give an example for each of the case.  – Teacher writes the examples on the board. Remind Ss of the form of verbs in present perfect.  \*\* Teacher has students work individually to look at the table and write the correct form of the verbs | | ***\* Answer key:***   |  |  |  | | --- | --- | --- | | **Verbs** | **Past simple** | **Past participle** | | work | worked | worked | | join | joined | joined | | play | played | played | | be | was/were | been | | go | went | gone | | do | did | done | | |
| - Teacher has some Ss to write the verbs in different forms on the board before checking with the whole class.  - Teacher asks several Ss to read aloud the verb forms and ccorrects their pronunciation if necessary. | |  | |
| **ACTIVITY 2. PRACTICE ( 15’)** | | | |
| **\* Objectives:**  **+ To help Ss use the correct verb forms in the present perfect.**  **+ To give Ss further practice with the present perfect in various situations.**  **+ To help Ss practise using present perfect tense to write sentences about Mai's experiences**  *\* Content:*  - Task 2: Complete the sentences with the correct forms of the verbs in the present perfect.  - Task 3: Choose the correct answer A, B, C, or D to complete each sentence.  - Task 4: Write sentences about Mai’s experiences, using the information in the table  *\* Expected outcomes*:  - Students understand how to use the target grammar.  *\* Organisation :* | | | |
| **Teacher’s Student’s activities** | | **Content** | |
| TASK 2: **Complete the sentences with the correct forms of the verbs in the present perfect.** | | | |
| + Remind Ss that they should put the verb in past participle form.  - Have Ss work in pairs to finish the sentences with the correct verb forms.  + Ask some Ss to write their sentences on the board if necessary.  + Check Ss' answers. Correct any mistakes and re-explain the rule if necessary. | | **- T\_Ss**  ***\* Answer key:***  **1**. have joined  **2**. have played  **3**. has… worked  **4.** has… been  **5.** have gone | |
| TASK 3**: Choose the correct answer A, B, C, or D to complete each sentence.** | | | |
| + Have Ss work individually to underline the words / phrases denoting which verb tense to use.  - Ask Ss to work individually to choose the correct verb form. Remind them of the words / phrases they have just underlined in each of the sentences.  - Ask some Ss to read out their answers. Correct pronunciation if necessary.  - Check the answers as a class. | | **- T\_ Ss**  \* ***Answer key:***  **1**. B  **2**. A  **3**. A  **4**. C  **5**. C | |
| TASK 4: **: Write sentences about Mai’s experiences, using the information in the table.** | | | |
| + Have Ss work individually for five minutes to write full sentences. Then ask them to work in pairs to swap and check their answers.  - Ask some Ss to write their sentences on the board.  - Check the answers as a class.  - Have the class read out the sentences. Correct pronunciation if necessary.  ***\* Teacher corrects for students as a whole class.*** | | **- T\_ Ss.**  **\* *Answer key:***  **1**. Mai hasn’t climbed a mountain.  **2**. Mai has seen an elephant.  **3**. Mai hasn’t joined a tribal dance.  **4**. Mai has taken a photo of the forest.  **5**. Mai has gone on an eco-tour. | |
| EXTRA ACTIVITY  For a more able class, T can give Ss an exercise in which Ss have to complete the sentences with the correct forms of the verbs. The sentences can include the sentences with verbs in the past simple and verbs in the present perfect. Provide additional explanations if necessary.  **\* Circle the correct option A, B, C, or D.**  **1.** Last year, we\_\_\_\_\_ camping in a mountainous area. We \_\_\_\_\_\_\_ a lot of pictures of the area.  A. had gone; took B. went/ had taken  C. went; took D. went / has  **2.** They\_\_\_\_\_\_\_ a new tent recently because they \_\_\_\_\_ the old one last month .  A. bought; gave B. have bought; have given  C. bought; have given D. have bought; gave  **3.** She \_\_\_\_\_ to the UK once and during her time there she\_\_\_\_\_\_\_ a lot of English.  A. went; picked up B. went; has picked up  C. has been ; picked up D. has been has picked up  **4.** We \_\_\_\_ the assignment. We \_\_\_\_\_ a month to gather the data for it  A. finished; spent B. have finished; spent  C. finished; have spent D. have finished; have spent  **5.** Yesterday I \_\_\_\_\_\_ my classmate’s book by mistake, so I \_\_\_\_\_\_ to say sorry to her.  A. took; had B. took; have had C. have taken; have had D. have taken ; had  **\* Key : 1. C 2. D 3. C 4. D 5. A** | | | |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | |
| **\* Objectives:**  **+ To enable Ss to practise asking each other about their experiences;**  **To create a lively atmosphere of playing and learning.**  *\* Content*:  - Task 5: Work in pairs. Ask and answer questions about your experiences using the present perfect.  *\* Expected outcome*: Students understand how to use the target grammar.  *\* Organisation :* | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| TASK 5: **Work in pairs. ask and answer questions about your experiences using the present perfect.** | | | |
| + Ask Ss to work in pairs to ask and answer questions about experiences using the present perfect.  - Remind them that they can start with Have you ...?  - Ask some pairs to demonstrate in front of the class.  - Correct any grammar and pronunciation mistakes if necessary.  ***\* Teacher gives corrections and feedbacks.*** | | **- T\_ Ss.**  **\* Example:**  A: Have you visited a village of an ethnic group?  B: Yes, I have. / No, I haven’t. | |
| **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt in the lesson. Have them say out loud when to use the present perfect. T can also ask them about the changes in the verb form required for the present perfect tense.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | | | |
| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period ….: 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:**

|  |  |
| --- | --- |
| **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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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 2** | **Period…: 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**  \*Vocabulary  1. touching (adj) /ˈtʌtʃɪŋ/ gây xúc động  2. 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 ACTIVITY  Have 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 | | |
|  | | |
| ***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.  ===================================== | | |

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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 2** | **Period…: 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:**

|  |  |  |
| --- | --- | --- |
| **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**  \*Vocabulary  1. touching (adj) /ˈtʌtʃɪŋ/ gây xúc động  2. 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 ACTIVITY  Have 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 | | |
|  | | |
| ***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.  ===================================== | | |

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| --- | --- |
| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …..** | **Period …: UNIT 5 : OUR EXPERIENCES**  **Lesson 7 : LOOKING BACK & PROJECT** |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 5

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

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

**\* Vocabulary:**

- Use the words related to experiences and adjectives describing experiences;  
**+** 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 encouraged to attend school activities.

- 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:**

|  |  |
| --- | --- |
| **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:* ***Brainstorming***  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**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- 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*  + Ask Ss to list what they have learnt in the lesson. + Ask them to list the good and bad experiences they had at school.  **OR: Brainstorming**  - Teacher divides the board, and divides the class into 2 teams.  - Members of each team take turns and write as many adjectives describing experiences as possible in 2 minutes.  - The group having more correct answers is the winner. 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.**  + Students **(Ss)** listen and learn how to do the tasks.  + Ss’s answers  ***\* Suggested answers:***  - Brilliant  - Exhilarating  - Amazing  - Exciting  - Unpleasant  - Pleasant  - Embarrasing …..  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. VOCABULARY**  **\* Objectives:**  **+ To help Ss revise the adjectives used to describe experiences.**  **+ To help Ss revise the vocabulary about experiences.**  *\* Content:*  - Task 1: Use the adjectives in the box to describe the experiences. add any other adjectives you can think of.  - Task 2: ﻿ Complete the sentences with the phrases in the box.  *\* Expected outcomes:*  *-* Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1**: Use the adjectives in the box to describe the experiences. add any other adjectives you can think of.** | |
| + Have Ss work in pairs to write the appropriate adjectives from the box to each of the experiences.  - Check answers as a class.  - Have some Ss read aloud the answers and correct their pronunciation if necessary. | **- T\_Ss**   |  | | --- | |  |   \****Answer key:***  Answers will vary |
| TASK 2 **: Complete the sentences with the phrases in the box.** | |
| + Have Ss work individually to fill in each blank with the correct phrase from the box. \  + Check answers as a class.  + Ask some Ss to read aloud the answers.  + Correct Ss' pronunciation if necessary | **- T\_Ss** ; **\* *Answer key:***  **1**. learnt it by rote  **2**. went blank  **3**. exploring a site  **4**. an eco-tour  **5**. team building activities |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **+ To help Ss revise the present perfect tense.**  **+ To help Ss revise the present perfect to complete a letter.**  *\* Content:*  - Task 3: Complete the sentences with the correct present perfect forms of the verbs in brackets.  - Task 4: Put the verbs in brackets in the present perfect to complete the letter.  *\* Expected outcomes:*  *\* Organasation:* Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 3**: Complete the sentences with the correct present perfect forms of the verbs in brackets** | |
| + Have Ss work individually to complete the sentence with the correct form of the given verb.  - Then ask Ss to work in pairs to swap and check their answers.  - Check answers as a class.  - Ask one student to read out the sentences. Correct his / her pronunciation if necessary. | **- T\_ Ss**  \* **Answer key:**  **1**. have invited  **2**. Have / finished  **3**. have never been  **4**. has seen  **5**. has never cooked |
| TASK 4**: Put the verbs in brackets in the present perfect to complete the letter.** | |
| + Ask Ss to work individually to complete the letter as requested in the Student's Book.  - Ask one or two Ss to go to the board and write their answers.  - Check the answers that some Ss have written on the board.  + Have all Ss correct their own answers. | **- T\_ Ss.**  **\* *Answer key:***  **1.** have been  **2**. have done  **3.** have visited  **4**. have watched  **5.** have (also) had  **6**. have (also) made a plan. |
| **ACTIVITY 3. PROJECT ( 8’-12’)** | |
| **\* Objectives:**  **- To provide an opportunity for Ss to develop their research and collaboration skills and topractise giving an oral presentation.**  *\* Content:* **-** Ss to work in groups to do the project. *Ss’ presentations.*  - Ask Ss to organise their report into a presentation.  - Ask Ss to work in groups to make an interview with their friends, then collect and present data.  *\* Expected outcomes:* Students’ speaking.  *\* Organization:* | |
| **Teacher’s Student’s activities** | **Content** |
| **\*** T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),Ss to present their report to the class.  +Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  \*\* As Ss have been assigned the project at the beginning of the unit and have prepared for it throughout the unit, the focus of this lesson should be on the final product, which is a final oral presentation of Ss' most memorable experience.  + Have Ss work individually to answer all the suggested questions in the Student's Book.  - Ask them to give pictures and photos of their own to illustrate their experiences.  - Ask Ss to work in small groups to practise giving their poster presentations.  - Tell Ss to pin / tape / glue the pictures / photos on a large piece of paper and take turns to present their own experiences to the class.  FEEDBACK FORM FOR POSTER PRESENTATIONS  I. DELIVERY  1. I greeted the audience.  2. I spoke clearly and naturally.  3. I interacted with the audience.  4. I concluded my talk appropriately.  II. DESIGN OF THE POSTER  1. My poster was clearly organised.  2. The content and photos were suitable.  III. CONTENT: My presentation includes the following information:  1. the specific experience  2. the time it happened  3. things 1 did then  4. my feelings  5. why it is my most memorable experience  **\*\* FEEDBACK FORM FOR SURVEY**.(See teacher’s book) | |

**4. WRAP-UP & HOME WORK (2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Unit 6 : VIETNAMESE LIFESTYLE: THEN AND NOW.

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