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| Date of planning: 26/11/2024  Date of teaching: 27/11/2024  Period 35: | **UNIT 5: OUR EXPERIENCES**  **Lesson 1: GETTING STARTED**  ***Experiences in Dalat*** |

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

**a. Vocabulary:**

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

**b. Grammar:**

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

- Develop communication skills.

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

**3. 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:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| - 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. | | **\* Memorising game:**  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. | |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | | | |
| **\* Objectives:**  - To set the context for the introductory conversation;  - To introduce the topic of the unit. | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| **1. Listen and read :/ Page 50** | | | |
| **\* Teach vocabulary:**  - Teacher introduces the vocabulary by: providing the pictures and eliciting the definition of the words  - Teacher does 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:  - 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. | | \*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  *\* 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.* | |
| **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.** | | | |
| **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. | | ***\* 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. | | \* ***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. | | **\* *Answer key:***  **1**. b  **2**. d  **3.** c  **4**. e  **5.** a | |
| **ACTIVITY 3: PRODUCTION ( 8’)** | | | |
| **\* Objectives:**  **- To help Ss have more interactions and use phrases related to experiences;**  **- To create a fun atmosphere in the class.** | | | |
| **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.  - 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, ... | | **Eg: 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. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1.  **===========================================** | | | |
| Date of planning: 27/11/2024  Date of teaching: 29/11/2024  Period 36: | **UNIT 5: OUR EXPERIENCES**  **Lesson 2: A CLOSER LOOK 1** | |

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

**1. Knowledge:**

**a. Vocabulary:**

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

**b. Grammar:**

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

- Develop communication skills.

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

**3. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP** (3’- 5’) | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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.  - The team with the most correct answers wins.  - Ask Ss to open their books to page 52. | **\* 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) |
| **ACTIVITY 1: PRESENTATION (12’- 15’)**  **A. VOCABULARY** | | |
| **\* Objectives:**  - To introduce new phrases that are related to experiences | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Write an activity next to each picture.** | | |
| - 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 does 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. | **\*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.** | | |
| **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. | **\* *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/.** | | |
| **Teacher’s and 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. | **\* 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. HOME WORK (2’)**

- Do more exercises in workbook.

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

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| Date of planning: 26/11/2024  Date of teaching: 30/11/2024  Period 37: | **UNIT 5: OUR EXPERIENCES**  **Lesson 2: A CLOSER LOOK 2** |

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

**a. Vocabulary:**

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

**b. Grammar:** To Form and Use the present perfect tense.

**\* Language notes:**

|  |  |
| --- | --- |
| **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. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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.  - 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. | **\*Game: Sentence puzzling**  ***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.  **\* 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. |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | |
| **\* Objectives:**  **- To revise the past form and teach the past participle form of some verbs.** | |
| **Teacher’s and 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  - 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. | ***\* 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 | |
| **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** | |
| **Teacher’s and 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. | ***\* 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. | \* ***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.*** | **\* *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 (8’)** | |
| **\* Objectives:**  **- To enable Ss to practise asking each other about their experiences;**  **- To create a lively atmosphere of playing and learning.** | |
| **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.*** | **\* Example:**  A: Have you visited a village of an ethnic group?  B: Yes, I have. / No, I haven’t. |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4: COMMUNICATION.  ============================================== | |

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| Date of planning: 26/11/2024  Date of teaching: 04/12/2024  Period 38: | **UNIT 5: OUR EXPERIENCES**  **Lesson 4: COMMUNICATION** |

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

**a. 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;

**b. 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. 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:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP (3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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 new lesson. | **\* Game: Sentence forming**  - Students’ answers  Ex: A: eaten  B: I have eaten hot dog many times. |
| **2. PRESENTATION (12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Apologising and responding**  **\* Objectives:**  **- To introduce two ways to apologise and respond;**  **- To help Ss practise apologising and responding.** | |
| **Teacher’s and 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.* | **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. | **1. Mi:** I’m really sorry. I finished the project a bit later than 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.** | |
| **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. | ***\* 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. | **\**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**. | |
| **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. HOMEWORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS 1.

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| Date of planning: 26/11/2024  Date of teaching: 05/12/2024  Period 39: | **UNIT 5: OUR EXPERIENCES**  **Lesson 5: SKILLS 1** |

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

**1. Knowledge:**

**a. 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;

**b. 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. 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:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To help Ss revise expressions for describing their experiences.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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. | **\* 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…. |
| **ACTIVITY 1: PRESENTATION (12’- 15’)** | | |
| **A. READING**  **\* Pre-reading**  **\* Objectives:**  **- To introduce Ss to some types of experiences.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Tick (√) the experiences you have had.** | | |
| - Teacher introduces the vocabulary by: providing the pictures or eliciting the definition of the words.  - Teacher does 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. | \*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.** | | |
| **Teacher’s and 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. | **\* *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. | \* ***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 feedback 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.** | | |
| **Teacher’s and 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. | \* ***Answer key:***  1-c  2-a  3-d  4-e  5-b |
| 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* | ***\* 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. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6: A SKILLS 2.  ===================================== | | |

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| Date of planning: 26/11/2024  Date of teaching: 06/12/2024  Period 40: | **UNIT 5: OUR EXPERIENCES**  **Lesson 5: SKILLS 2** |

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

**1. Knowledge:**

**a. Vocabulary:**

- Use the words related to experiences and adjectives describing experiences;  
 **b. 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. Qualities:**

- Be friendlier and willing to make more friends at school.

- Be encouraged to attend school activities.

- Actively participate in class and school activities

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To help Ss revise the phrases related to experiences and to lead into the new lesson.** | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| - Put Ss in two groups. Give each group a set of phrases on slips of paper about the experiences of Duong and Akiko. Write on the board: Duong and Akiko. Each group has to choose the correct slips about Duong's experiences and the correct ones about Akiko's experiences and stick them under the correct heading on the board.  - T stops the game when time is up.  - T asks each group to read out their answers.  - The group that has more correct or appropriate answers wins.  - T declares the winner.  - Teacher can say "Like Duong or Akiko, each of you may have pleasant or unpleasant experiences about courses while at school. In the next part, you are going to do listening about the specific pleasant or unpleasant experiences."  \* ***Answers***  **+ Duong:**  1. Join a performance  2. Read books  3. Join team activities  4. Call his/her parents once a day  5. Received letters from our parents  6. Travelled without his/her parents  7. Wake up at 5 a.m. | | **\* Game:** Who is faster?  **\* *Slips of paper:***  **Set 1:**  Join a performance  Played board games  Enjoy the city view at the mountain top.  Read books  Travelled without his/her parents  communicate in English  Join team activities  **Set 2**  Attend English classes  Join team activities  Play billiards  Go hiking  Wake up at 5 a.m.  Call their parents once a day.  Received letters from our parents  Travelled without his/her parents  \* ***Answers***  **+ Akiko:**  1. Attend English classes  2. Join team activities.  3. Communicate in English  4. Played board games  5. Play billiards  6. Go hiking  7. Enjoy the city view at the mountain top.  9. Travelled without his/her parents | |
| **ACTIVITY 1. PRE-LISTENING (12’- 15’)** | | | |
| **A. LISTENING**  **\* Objectives:**  **- To help Ss brainstorm ideas for listening.** | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| TASK 1: **Which of the following is a bad experience?** | | | |
| - Have Ss answer the questions in the book.  - Elicit answers from ss. This is an open activity, so accept all answers provided they make sense.  - Ask Ss to work in pairs to look at the pictures and the experiences listed and circle the bad experiences.  - Ask Ss to add as many experiences they had as possible.  - T can also ask Ss to list things they may experience at school (for example, being bullied, being punished, not revising lessons, not finishing homework, going on a camping trip, joining team building activities, winning a competition, ...).  - Tell Ss that they are going to listen to a conversation between Minh and his dad. | | ***\* Suggested answers:***  - failing an exam  - being bullied  - lacking confidence   |  | | --- | |  | | |
| **B. WHILE - LISTENING (15’)** | | | |
| **\* Objectives:**  **- To improve Ss' skill of listening for details.**  **- To improve Ss' skills of listening for general and specific information.** | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| TASK 2: **Listen to the conversation between Minh and his dad and tick T (true) or F (False).** | | | |
| - Tell Ss that they are going to listen to a conversation between Minh and his dad.  - Ask Ss to work individually to read the sentences and underline the keywords.  - Play the recording once for Ss to tick T (True) or F (False).  - Check Ss' answers and play the recording again for them to better understand the conversation between Minh and his dad.  - Stop or rewind the recording where necessary. | | **\* *Answer key:***  **1**. F  **2**. F  **3.** T  **4.** T  **5.** F | |
| TASK 3: **Listen again and choose the correct answer A, B, or C.** | | | |
| - Ask Ss to work in pairs to read the questions and underline the keywords in the questions and the options.  - Play the recording once. Give them two minutes to circle the correct options. Play the recording again and check their answers as a class. | | \* ***Answer key:***  **1**. C  **2.** A  **3**. C  **4**. B | |
| **EXTRA ACTIVITY**  - Have Ss listen to the recording again and tick the appropriate column: D (for Dad) and M (for Minh) and O (for others) next to the experiences.  **Key:**   |  |  |  |  | | --- | --- | --- | --- | |  | **D** | **M** | **O** | | 1. bullying classmates |  |  | ✓ | | 2. being bullied by classmates | ✓ |  |  | | 3. fighting against bullies | ✓ |  |  | | 4. taking money from classmates |  |  | ✓ | | 5. not reviewing previous lessons |  | ✓ |  | | 6. learning by heart |  |  | ✓ | | 7. learning by rote |  | ✓ |  | | 8. understanding the lesson |  |  | ✓ | | | | |
| **Transition from Listening to Writing**  - Have Ss answer the questions:  *+ What were experiences of Minh's dad at school?*  *+ What were Minh's experiences at school?*  *+ Are the experiences pleasant or not?*  - Tell Ss that in the next part, they will write about the most pleasant / unpleasant experience they have had at school and they can use the information they gained from the listening for the writing. | | | |
| **ACTIVITY 2: WRITING**  **\* Objectives:**  **- To provide Ss with vocabulary and ideas about pleasant and unpleasant experiences;**  **- To prepare Ss for the writing in 5.**  **- To help Ss practise writing a paragraph (100-120 words) about the most pleasant OR unpleasant experience they have had at school.** | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| TASK 4: **Work in pairs. put the phrases from the box in the correct column.** | | | |
| - Ask Ss to work in pairs to put the phrases from the box in the correct column.  - Ask some Ss to read out loud the ideas for each column.  - Correct their pronunciation where necessary. | | ***\* Pleasant experience***  b. doing community service  d. winning a competition  ***\* Unpleasant experience***  a. taking wrong things  f. coming to school late  e. arguing with a friend  c. not revising lessons | |
| TASK 5: **Write a paragraph (100 – 120 words) about the most pleasant or unpleasant experience you have had at school.** | | | |
| - Ask Ss to refer back to the ideas in the two columns in **4.**  - Ask Ss to work individually to write for 15 minutes. Tell them to use the information in **4,** ideas from the listening, or any other ideas they may think of.  - Tell Ss to think of the answers to the following questions:  *+ What experience is that?*  *+ When was that?*  *+ Where did that happen?*  *+ What happened?*  *+ What did you do?*  *+ How did you feel about that?*  - Remind Ss to use the past tense to describe experiences.  - Ask one student to read out his / her paragraph.  - If time allows, T can also ask Ss to work in groups to write on an A1 / AO size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers' writing.  + Give feedback on Ss' writing in terms of ideas, grammar, and connectors. | | ***Sample paragraph:***  I had very pleasant experiences at my school. The first lovely experience I had was when I did community service last year. I joined the school English club, and tutored some primary school students for a semester. Their English became better, and they were much more confident in English lessons. The second memorable experience I had was going on a camping trip with my classmates. We went to a village about 20 km from our school. Here, we put up tent, decorated it and we also won the competition of tent decoration. We sang and danced and took a lot of photos. I also remember winning the first prize in the school chess competition that year. The school then presented me with a chess set. All these pleasant experiences will go with me forever. | |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7: LOOKING BACK.  ====================================================== | | | |
| Date of planning: 26/11/2024  Date of teaching: 11/12/2024  Period 41: | **UNIT 5: OUR EXPERIENCES**  **Lesson 7: LOOKING BACK & PROJECT** | |

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

**1. Knowledge:**

**a. Vocabulary:**

- Use the words related to experiences and adjectives describing experiences;  
**-** Apologise and respond;

**-** Talk about a friend's experiences of a course.

**b. 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. Qualities:**

- Be encouraged to attend school activities.

- Actively participate in class and school activities

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP (3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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. | **\*Brainstorming:**  ***\* Suggested answers:***  - Brilliant  - Exhilarating  - Amazing  - Exciting  - Unpleasant  - Pleasant  - Embarrasing ….. |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | |
| **A. VOCABULARY**  **\* Objectives:**  **- To help Ss revise the adjectives used to describe experiences.**  **- To help Ss revise the vocabulary about experiences.** | |
| **Teacher’s and 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. | \****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 | **\* *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.** | |
| **Teacher’s and 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. | \* **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. | **\* *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.** | |
| **Teacher’s and 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. HOME WORK (2’)**

- Do more exercises in workbook.

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

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