|  |
| --- |
| **School:**  **Teacher’s name:**  **Class:** |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 5: OUR EXPERIENCES**

**Lesson 1: Getting started – Experiences in Da Lat**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *Our experiences;*

- Gain vocabulary to talk about experiences.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work.

**3. Personal qualities**

- Understanding more about experiences around;

- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 5, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. experience (n) | /ɪkˈspɪəriəns/ | the knowledge and skill that you have gained through doing something for a period of time; the process of gaining this | sự trải nghiệm |
| 2. eco-tour (n) | /ˈiːkəʊ ˌtʊə/ | he practice of touring natural habitats in a manner meant to minimize ecological impact | du lịch sinh thái |
| 3. memorable (adj) | /ˈmemərəbl/ | worth remembering or easy to remember, especially because of being special or unusual | đáng nhớ |
| 4. brilliant (adj) | /ˈbrɪliənt/ | extremely clever or impressive | rất ấn tượng,  rất thông minh |
| 5. flora (n) | /ˈflɔːrə/ | the plants of a particular area, type of environment or period of time | tất cả thực vật  của một khu vực |
| 6. fauna (n) | /ˈfɔːnə/ | all the animals living in an area or in a particular period of history | tất cả động vật  của một khu vực |
| 7. thrilling (adj) | /ˈθrɪlɪŋ/ | exciting and a lot of fun | phấn khích |
| 8. explore (v) | /ɪkˈsplɔː/ | to travel to or around an area or a country in order to learn about it | khám phá, tìm tòi  và học hỏi |
| 9. seabed (n) | /ˈsiːbed/ | the floor of the sea | đáy biển |
| 10. tribal dance | /ˈtraɪbl dɑːns/ | the dance of a tribe | điệu múa của bộ tộc |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group / teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To set the context for the introductory dialogue;

- To enhance students’ skills of cooperating with teammates;

- To introduce the topic of the unit.

**b. Content:**

-Memorising game

**c. Expected outcomes:**

-Students can answer some questions of the teacher relating to a picture of the unit.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Memorizing 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. | - Students work in 2 teams and follow the teacher's instruction to play the 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. |

**e. Assessment**

-Teacher checks Ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with vocabulary;

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

-Vocabulary pre-teaching

**c. Expected outcomes:**

-Students can identify some new words about experiences.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Students guess the meaning of words. | **New words:**  1. experience (n)  2. eco-tour (n)  3. memorable (adj)  4. brilliant (adj)  5. flora (n)  6. fauna (n)  7. thrilling (adj)  8. explore (v)  9. seabed (n)  10. tribal dance (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss read for specific information about the conversation;

- To help Ss further understand the conversation in GETTING STARTED;

- To help Ss learn phrases related to different experiences.

**b. Content:**

-Task 1: Listen and read.

- 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.

**c. Expected outcomes:**

-Students understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | |
| - 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.  - Teacher plays 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, 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.*   - Teacher checks students’ predictions. | - Students look at the title, the conversation and the pictures and answer some questions.  - Students listen to the recording and read along.  - Some students read the conversation aloud. | The dialogue on page 50 |
| **Task 2: Read the conversation again and tick (√) T (True) or F (False).** (7 mins) | | |
| - Teacher asks students to work in pairs to read the conversation again and underline the keywords and phrases in the statements  For example:  *1. Mi and Tom had a great time in Da Lat.*  *2. Tom took an eco-tour of Langbiang Mountain.*  *3. There are more than 150 plant and animal species on Langbiang 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.  - Teacher has some students read out the statements and say if the statements are True or False. Make sure they pronounce the words correctly.  - Teacher checks the answers as a class. | - Students work in pairs to do the activity.  - Some Ss give their answers and explain.  - Students check the answers with the class. | ***Answer key:***  1. F  2. T  3. T  4. F  5. T |
| **Task 3: Write activities under the pictures.** (7 mins) | | |
| - Teacher asks students to say the phrases aloud. Make sure they pronounce them correctly.  - Teacher ask students to work in pairs to label the pictures with the appropriate phrases.  - Teacher check the answers as a class. | - Students say the phrases aloud.  - Students work in pairs to label the pictures with the appropriate phrases.  - Students check the answers with the 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.** (7 mins) | | |
| - Teacher asks students to work independently to match each phrase from 1 to 5 with the adjectives a-e. Allow students to refer to the conversation to do the task.  - Teacher checks the answers as a class.  - Teacher asks several students to read aloud the phrases and the adjectives. Correct Ss’ pronunciation if needed.  - Teacher may also make a sample sentence, using the first activity and corresponding adjective, then asks Ss to do the same with others.  Example: *Riding a jeep is thrilling.* | - Students work individually to do the exercise.  - Students check their answers as a class.  - Some read aloud the phrases and the adjective.  - Ss make sentences with the activities and corresponding adjectives. | ***Answer key:***  1. b  2. d  3. c  4. e  5. a |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss have more interactions and to use phrases related to experiences;

- To create a fun atmosphere in the class.

**b. Content:**

- Task 5: Work in groups. Carry out a survey. Then report your group’s findings to the class.

**c. Expected outcomes:**

- Ss can have more interactions and to use phrases related to experiences.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in groups. Carry out a survey. Then report your group’s findings to the class.**  (10 mins) | | |
| - Teacher asks students to carry out a survey by asking other students questions.  - Teacher encourages them to ask at least 3 other students and note down by ticking the *Yes* or *No* column.  - Teacher asks some students 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 3 peers. Two of them like climbing a mountain, all three like taking eco-tours, nobody likes exploring the seabed …* | - Students carry out a survey by asking at least 3 students note down their friends’ answers.  - Students share the results of their survey with the whole class. | *Students’ own answers* |

**e. Assessment**

- Teacher and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher refers to the unit title again then together with Ss, orally lists the things that Tom did in Da Lat, lists the adjectives that Tom used to describe his activities / experiences in Da Lat.

**b. Homework**

- Do exercises in the Workbook;

- Make a list of adjectives to describe experiences;

- Start preparing for the Project of the Unit 5:

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.

**Board plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCES**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. experience (n) sự trải nghiệm  2. eco-tour (n) du lịch sinh thái  3. flora (n) tất cả thực vật của một khu vực  4. fauna (n) tất cả động vật của một khu vực  5. memorable (adj) đáng nhớ  6. thrilling (adj) phấn khích  7. explore (v) khám phá  8. seabed (n) đáy biển  9. brilliant (adj) rất ấn tượng  10. tribal dance (n) điệu múa của bộ tộc  Task 1: Listen and read.  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.  Task 5: Work in groups. Carry out a survey. Then report your group’s findings to the class.  **\*Homework** |

**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**

- Use the lexical items related to the topic *Our experiences*;

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

**2. Competences**

- Be collaborative and supportive in pair work and teamwork;

- Access and consolidate information from a variety of sources.

**3. Personal qualities**

-

- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 5, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. learn by rote | /ˈlɜːn baɪ rəʊt/ | the act of learning things by repetition | học vẹt |
| 2. campus (n) | /ˈkæmpəs/ | the buildings of a university or college and the land around the | khuôn viên (của một trường học) |
| 3. snorkelling (n) | /ˈsnɔːkəlɪŋ/ | the sport or activity of swimming underwater with a snorkel | môn thể thao bơi lặn dưới nước có bộ lặn và ống thở |
| 4. performance (n) | /pəˈfɔːməns/ | the act of performing a play, concert or some other form of entertainment | buổi biểu diễn |
| 5. exhilarating (adj) | /ɪɡˈzɪləreɪtɪŋ/ | very exciting and great fun | đầy phấn khích |
| 6. embarrassing (adj) | /ɪmˈbærəsɪŋ/ | making you feel shy, uncomfortable or ashamed | làm ai bối rối,  ngượng ngùng. |
| 7. unpleasant (adj) | /ʌnˈpleznt/ | not pleasant or comfortable | không thoải mái,  không vui vẻ |
| 8. coral reef (n) | /ˈkɒrəl riːf/ | an area of coral, the top of which can sometimes be seen just above the sea | rặng san hô |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have difficulties in distinguishing two sounds /j/ and /w/. | Provide students some tips by identifying the letters that may include each sound. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

-Game: Hot seat

**c. Expected outcomes:**

-Students can recall some wordsrelated to the topic.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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 the word.  - The team with the most correct answers in a time limit is the winner. | - Students work in teams of four and follow the teacher's instruction to play the game. | ***Answer key:***  1. experience (n)  2. eco-tour (n)  3. memorable (adj)  4. thrilling (adj)  5. brilliant (adj)  6. tribal dance (n) |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide students with vocabulary.

**b. Content:**

-Vocabulary pre-teaching

- Task 1: Write an activity next to each picture.

- Task 2: Complete each sentence with an adjective in the box.

- Task 3: Choose the correct answer A, B, C, or D.

**c. Expected outcomes:**

-Students can identify some new words about school and use them in different contexts.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the word.  1. learning by rote [explanation]  2. campus [picture]  3. snorkelling [picture]  4. performance [picture]  5. exhilarating [explanation]  6. embarrasing [explanation]  7. unpleasant [picture]  8. coral reef [picture] | - Students guess the meaning of words.  - Students note down the vocabulary into their notebooks. | ***New words:***  1. learning by rote (phr.)  2. campus (n)  3. snorkelling (n)  4. performance (n)  5. exhilarating (adj)  6. embarrasing (adj)  7. unpleasant (adj)  8. coral reef (n) |
| **Task 1: Write an activity next to each picture.** (5 mins) | | |
| - Teacher has students to read aloud the phrases in the box.  - Teacher asks students to work in pairs to look at 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 it”. Then Ss can work out the picture that they can match with the phrase.  - Teacher has the 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.  - Teacher invites students to take turns to read out their answers and corrects their pronunciation if needed.  - Teacher checks the answers as a class. | - Students read aloud the phrases in the box.  - Students work in pairs to look at the pictures and describe the them.  -Students guess the meaning of the phrases.  Students do the activity in pairs.  - Some students take turns to read out their answers and then check their answers with the class. | ***Answer key:***  1. touring a campus  2. going snorkelling  3. learning by rote  4. putting up tents  5. giving a performance |
| **Task 2: Complete each sentence with an adjective in the box.** (5 mins) | | |
| - 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.*  - Teacher asks students to work in pairs and to choose the correct adjective to complete each sentence.  - Teacher calls some pairs to share their answers with the whole class.  - Teacher checks the answers as a class.  - Teacher can ask students to add more adjectives they know to fill in the blanks. | - Students read aloud the words in the box, then listen to the teacher’s explanation.  - Students work in pairs and do the task.  - Some pairs to share their answers with the whole class.  - Students check their answer and add some more adjectives they know. | ***Answer key:***  1. helpless  2. exhilarating  3. amazing  4. embarrassing  5. unpleasant |
| **Task 3: Choose the correct answer A, B, C, or D.** (5 mins) | | |
| - Teacher asks students to work independently to choose the correct answer to each sentence.  - Teacher ask students to swap their answers with partners then checks the answers as a class.  - Teacher asks some students to share the answers and gives feedback.  Extension 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. | - Students do the task independently, then share the answers in pairs before checking as a class.   * Students listen to the teacher’s instruction then play the game. | ***Answer key:***  1. A  2. B  3. C  4. C  5. D  ***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.) |

**e. Assessment**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help students identify how to pronounce the sounds /j/ and /w/;

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. 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/. Practise the sentences.

**c. Expected outcomes:**

- Students can pronounce the /j/ and /w/ sounds correctly in words and in sentences.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /j/ and /w/.** (7 mins) | | |
| - Teacher introduces 2 sounds /j/ and /w/ to students and has students listen to the recording once first. Teacher asks them to pay attention to the sounds /w/ and /j/.  - Teacher plays the recording again for them to listen and repeat each word as a class, then as individuals. - Teacher asks some Ss to read out the words. Teacher corrects their pronunciation if needed. | -Students listen to the teacher’s explanation.  - Students listen to the recording and pay attention to the sounds /w/ and /j/.  - Students listen to the recording again and repeat as a class, then as individuals.   * Some Ss stand up to read out the words. |  |
| **Task 5: Listen to the sentences. Underline the words with /j/ and circle the words with /w/. Practise the sentences.** (7 mins) | | |
| - 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.  - Teacher calls on some students to read the sentences and corrects their pronunciation if necessary. | - Students listen to the recording, and repeat the sentences.  -Students do the task independently.  - Some students read the sentences and receive feedback. | ***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 learnt about the role of wildlife. |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks Ss to retell the main points of the lesson.

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

**. Homework**

- Do exercises in the Workbook;

- Find 10 more words describing experiences that have the sound /j/ or /w/.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCES**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**  1. learning by rote (phr.)  2. campus (n)  3. snorkelling (n)  4. performance (n)  5. exhilarating (adj)  6. embarrasing (adj)  7. unpleasant (adj)  8. coral reef (n)  Task 1: Write an activity next to each picture.  Task 2: Complete each sentence with an adjective in the box.  Task 3: Choose the correct answer A, B, C, or D.  **\* Pronunciation**  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/. Practise the sentences.  **\*Homework** |

**UNIT 5: OUR EXPERIENCES**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- use the present perfect tense.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Exchange personal information with friends and be friendly at school;

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 5, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge related to the targeted grammar of the present perfect tense;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

-Game: Sentence puzzling

**c. Expected outcomes:**

**-** Students can answer teacher’s question using the structure of present simple.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Students work in 4 groups and follow the teacher's instruction to play the game. | ***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 haven’t. |

**e. Assessment**

-Teacher corrects for students (if needed).

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To help Ss have some idea of what the present perfect is.

**b. Content:**

-Grammar explanation

**c. Expected outcomes:**

- Students identify the structures and when to use the present simple and adverb of frequency.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **The present perfect** | | |
| **–** Teacher has Ss work individually to read the **Remember!** box about the present perfect.  **–** Teacher asks Ss when they should use the present perfect.  **–** Teacher aks some Ss to give an example for each of the uses.  – Teacher writes the examples on the board. Remind Ss of the form of verbs in the present perfect. | - Students read the **Remember!** box carefully and answer some questions from the teacher.  - Students make some sentences using the present perfect. |  |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. ACTIVITY 2: PRACTICE** (27 mins)

**a. Objectives:**

- To help Ss use the present perfect correctly.

**b. Content:**

- Task 1: Write the correct forms of the verbs in the table.

- 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.

- Task 5: Work in pairs. Ask and answer questions about your experiences using the present perfect.

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Write the correct forms of the verbs in the table.** (3 mins) | | |
| - Teacher has students work individually to look at the table and write the correct form of the verbs  - Teacher has some Ss 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 corrects their pronunciation if necessary. | - Students work independently to do task **1**.  - Students exchange the answers in pairs before checking with the class.  - Students read aloud the answers | ***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 | |
| **Task 2: Complete the sentences with the correct forms of the verbs in the present perfect.** (5 mins) | | |
| - Teacher reminds Ss that they should put the verb in past participle form.  - Teacher lets Ss work in pairs to finish the sentences with the correct verb forms.  - Teacher calls 1 or 2 students to write their answers on the board.  - Teacher checks Ss’ answers and corrects any mistakes and re-explain the rule if necessary. | - Students work in pairs to do the task.  - Students come to the board to write the answers. | ***Answer key:***  1. have joined  2. have played  3. has never worked  4. has never been  5. have gone |
| **Task 3: Choose the correct answer A, B, C, or D to complete each sentence.** (5 mins) | | |
| - Teacher has Ss work individually to underline the expressions denoting the tense they should use.  - Teacher asks Ss to work individually choose the correct word form and reminds them of the expressions they have just underlined in each of the sentences.  - Teacher calls some Ss to read aloud their answers. Check answers as a class. Correct pronunciation if necessary. | - Students do the task independently then some Ss read aloud the answers.  - Students check their 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.** (7 mins) | | |
| - Teacher has Ss work individually for five minutes to write full sentences. Then asks them to work in pairs to swap their answers.  - Teacher then asks some students to write their sentences on the board.  - Teacher checks the answers as a class.  - Teacher has the class read out the sentences and corrects pronunciation when necessary. | - Students work independently to do the task in 5 minutes then work in pairs to share their answers.  - Students check the answers as a class.  - Students read out the sentences. | ***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 hasn’t taken a photo of a forest.  5. Mai has gone on an eco-tour. |
| **Task 5: Work in pairs. Ask and answer questions about your experiences using the present perfect.** (7 mins) | | |
| - Teacher asks Ss to work in pairs to ask their partners about experiences using the present perfect.  - Teacher reminds them that they can start with *Have you ...?*  - Teacher asks some pairs to role-play in front of the class.  - Teacher corrects any grammar and pronunciation mistakes if necessary. | - Students do the task in pairs.  - Some pairs role-play in front of the class and receive feedback from the teacher. | ***Example:***  A: Have you visited a village of an ethnic group?  B: Yes, I have. / No, I haven’t. |

**e. Assessment**

-Teacher corrects the students as a whole class.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook;

- Make 5 sentences in the present perfect tense.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCE**  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: Sentence puzzling  **I. Grammar**  1. The present perfect  **II. Practice**  Task 1: Write the correct forms of the verbs in the table.  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.  Task 5: Work in pairs. Ask and answer questions about your experiences using the present perfect.  **\* Homework** |

**UNIT 5: OUR EXPERIENCES**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Know how to apologise and respond to apologies;

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

- Talk and report about one’s experiences.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative 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 join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 5, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere for the class before the lesson;

- To help Ss revise the present perfect.

**b. Content:**

- Sentence forming game

**c. Expected outcomes:**

- Students can use their knowledge to answer the questions.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***The answers will vary.*** |

**e. Assessment**

-Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce two ways to apologise and respond to apologies;

- To help Ss practise apologising and responding to apologies.

**b. Content:**

- Vocabulary pre-teaching

-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.

**c. Expected outcomes:**

- Students can use the structures to apologise and respond to apologies.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) | | | |
| - 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 gives more explanations and writes down the structure used to apologise and respond to apologies.  *I’m really sorry …*  *Oops, my mistake.*  *That’s okay.*  *That’s right.* | - Students listen to and read the conversations and pay attention to the highlighted parts.  - Students listen to the teacher’s instruction. |  |
| **Task 2: Work in pairs. Make similar conversations with the following situations.** (7 mins) | | | |
| - Teacher asks students 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.  - Teacher calls some students randomly to act out the dialogues  - Teacher gives feedback and corrections (if necessary).  **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.  **Apologising:**  - Formal ways to apologise   * *I apologise for the late submission / confusion.* * *I’d like to apologise for how I reacted / behaved.* * Informal ways to respond: * *Sorry about that!* * *My bad! / It was my bad.* * *Oh my goodness! I’m so sorry.*   **Responding to apologies:**   * Formal: * I appreciate your apology. * I accept your apology. * I forgive you. * Informal: * That’s OK. / It’s all right. * No problem. | - Students work in work in pairs to make similar dialogues.  - Some students act out the dialogues. | ***Suggested answers:***  **1.** *Mi:* I’m really sorry. I finished the project a bit later than your deadline.  *Teacher:* That’s okay, Mi.  **2.** *You:* My mistake, Mum / I’m sorry, Mum. I’ve been home but a bit late.  *Mum:* That’s okay. / That’s right. |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: EXPERIENCES OF YOUR CLASS CAMPING DAY** (20 mins)

**a. Objectives:**

- To help Ss practise talking about their experiences in groups;

- To help Ss practise reporting their group members’ experiences.

**b. 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.

- 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**.

**c. 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;

- Students practise reporting their group members’ experiences.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Read the posts by three friends about their camping activities and match their names with the experiences.** (7 mins) | | |
| - Ask some Ss to read the posts aloud.  - Have Ss work in pairs match names with the experiences three students have. Remind Ss to underline key words / 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 where it happened, when it happened, what happened, how they felt when they role-play. | - Some Ss read the posts aloud.  - Ss work in pairs, match names with experiences the students have.  - Ss check the answers as a class. | ***Key:***  Mai – b, e  Tom - a, f  Minh - c, d |
| **Task 4: Work in pairs. Ask and answer questions about the experiences of Mai, Tom, and Minh. You can use the questions below.** (8 mins) | | |
| - Have Ss work in pairs to ask and answer questions about the experiences of the three students.  - Invite some pairs to role-play asking and answering questions about the experiences of the three students in front of the class.  - Give feedback on Ss’ performances. | - Ss work in pairs to ask and answer questions about the experiences of the three students.  - Students role play 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 the team building activities.  *A:* How did she feel?  *B:* She felt helpless. It was a terrible day for her. |
| **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.** (8 mins) | | |
| - Have Ss work in groups to take turns to ask and answer about one another’s experiences of a triphe / 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. | - Students work in groups to take turns to ask and answer about one another’s experiences of a trip they have.  - Some pairs present in front of the class and receive feedback. | ***Suggested answer:***  *A:* B, where did you go?  *B:* We went on a camping trip in Ninh Binh.  *A:* When was that?  *B:* Last year.  *A:* What happened then? / What did you do then?  *B:* We put up tents, and joined team building activities.  *A:*  How did you feel?  *B:* It was an amazing experience for me. I have never felt so excited like that. |

**e. Assessment**

-Teacher corrects students while going around to help when students are practising;

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say 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.

**b. Homework**

- Do exercises in the Workbook;

- Write down the results and feedback of the previous interviews.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCES**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Apologising and responding  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.  **\* Experiences of your class camping day**  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.  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**.  **\*Homework** |

**UNIT 5: OUR EXPERIENCES**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

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

- Talk about their experiences of a course.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skill.

**3. Personal qualities**

- Understand more about different summer course experiences

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 5, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. touching (adj) | /ˈtʌtʃɪŋ/ | causing feelings of sympathy; making you feel sad or emotional | gây xúc động,  tạo cảm giác  đồng cảm |
| 2. soldier (n) | /ˈsəʊldʒər/ | a member of an army, especially one who is not an officer | người lính |
| 3. army-like (adj) | /ɑːmi laɪk/ | an area designed for children to play outside | như trong  quân đội |
| 4. strict (adj) | /strɪkt/ | that must be obeyed exactly | nghiêm khắc |
| 5. theme (n) | /θiːm/ | the subject or main idea in a talk, piece of writing or work of art | chủ đề, đề tài |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and  pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere for the class before the lesson;

- To help Ss revise describing their experiences.

**b. Content:**

- Game: Chain game

**c. Expected outcomes:**

- Students gain knowledge about their friends’ experiences.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Students follow the teacher's instruction and play the game in two teams. | ***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 fell while leaning to skate.  **Student 3 from Team 1:** She had an unpleasant experience of a sports competition at school. He accidentally fell while leaning to skate and I had a very good experience in the last summer camp … |

**e. Assessment**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text;

- To improve Ss’ skill of reading for general ideas and for details.

**b. Content:**

- Task 1: Tick (√) the experiences you have had.

- 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.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Tick (√) the experiences you have had.** (3 mins) | | |
| ask the class to work in pairs to describe the pictures and say if they have done the things that teenagers in the pictures are doing- Ask Ss some questions: *Have you ever gone camping? Have you ever travelled to a new place without 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 Aikiko’s experiences. Tell Ss about the objectives of the lesson or write the objectives in the left corner of the board. | - Ss work in pairs to describe the pictures and say if they have done the things that teenagers in the pictures are doing.  - Ss answer T’s questions. | ***Suggested answers:***  Picture: The students are 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, …) |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks students to guess the meaning of the words in context. | - Students guess the meaning of the words. | ***New words:***  1. touching (adj)  2. soldiers (n)  3. army-like (adj)  4. strict (adj)  5. theme (n) |
| **Task 2: Read the texts and choose the correct answer A, B, C, or D.** (7 mins) | | |
| - 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 answers and give clues to the answers.  - Correct Ss if necessary. | - Ss work individually to read the questions first and underline the keywords in the questions before answering them.  - Ss read their answers and give clues to the answers. | ***Answer key:***  1. B  2. B  3. D  4. C  5. A |
| **Task 3: Read the texts again and tick (√) Duong or Akiko.** (5 mins) | | |
| - Have Ss work individually to underline the keywords in each of the statements.  - Ask Ss to re-read the passage to tick the right boxes.  - Have Ss to work in pairs to swap answers or to check answers together.  - Ask Ss to take turns to give the answers and show the parts in the reading where they find the answers. | - Ss work independently to underline the keywords before doing the task.  - Ss work in pairs to swap answers or to check answers together.  - Ss take turns to give the answers and clues. | ***Answer key:***  1. Akiko  2. Duong  3. Duong  4. Akiko  5. Duong |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To have Ss practise talking about one’s experiences;

- To give Ss an opportunity to practise reporting peers’ experiences;

- To improve Ss’ confidence in speaking in front of the class.

**b. 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.

**c. Expected outcomes:**

-Students can discuss their experiences and report back their peers’ experiences.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Match the questions in A with the answers in B. Share your answers with a classmate.**  (5 mins) | | |
| - 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 role-play in front of the class.  - Correct the pronunciation and intonation if necessary. | - Ss work in pairs to match the questions with the answers.  - Ss do the task and explain their answers.  -Some Ss role-play in front of the class. | ***Suggested questions:***  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.** (10 mins) | | |
| - Have Ss work in pairs to ask and answer questions about their friends’ 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 | - Ss work in pairs to ask and answer questions about their friends’ summer course or any course they have attended.  - Ss then report their friend’s experience to the class.  - Ss receive comment from the teacher. | ***Suggested answer:***  Minh attended a memorable summer course last year. It was a presentation skill course. He learnt how to organise the talk, and how to use visual aids. He also practised using gestures, and having eye contacts with the audience. He felt that the course was so impressive and memorable. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook;

- Write down your friend’s experiences in your notebooks.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCES**  **Lesson 5: Skills 1**  **\*Warm-up**  Game: Lucky number  **\* Reading**  Task 1: Tick (√) the experiences you have had.  **Vocabulary**  1. touching (adj)  2. soldiers (n)  3. army-like (adj)  4. strict (adj)  5. theme (n)  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.  **\* Speaking**  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.  **\*Homework** |

**UNIT 5: OUR EXPERIENCES**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for information about a bad experience at school;

- Write a paragraph about their most pleasant / unpleasant experience at school.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

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

- Be encouraged to attend school activities;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9textbook, Unit 5, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. confidence (n) | /ˈkɒnfɪdəns/ | the feeling that you can trust, believe in and be sure about the abilities or good qualities of somebody/something | niềm tin, sự tin tưởng, sự tự tin |
| 2. lack (v) | /læk/ | to have none or not enough of something | thiếu |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may have  underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere for the class before the lesson;

- To help Ss revise the phrases related to experiences.

**b. Content:**

- Game: Who is faster?

**c. Expected outcomes:**

- Students can answer the questions related to school.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher puts Ss in two groups. Give each group a set of phrases on slips of paper about the experiences of Duong and Aikiko. Each group has to choose the right slips about Duong’s experience and the right ones about Aikiko’s experiences and stick them in the right column on the board.  - Teacher stops the game when time is up.  - Teacher asks each group to read out their answers. The group that has the most correct or appropriate answers wins.  - Teacher declares the winner. | - Ss work in two groups. From the given slips of paper, 2 groups choose the right slips about Duong’s experience and the right ones about Aikiko’s experiences and stick them in the right column on the board.  - | ***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***  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.  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  8. Travelled without his / her parents |

**e. Assessment**

-Teacher corrects students (if needed).

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information about bad experience.

**b. Content:**

- Task 1: Which of the following is a bad experience?

- Task 2: Listen to the conversation between Minh and his dad and tick (√) T (True) or F (False).

- Task 3: Listen again and choose the correct answer A, B, or C.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Which of the following is a bad experience?** (3 mins) | | |
| - Ask Ss to work in pairs to look at the pictures and the experiences listed to circle the experiences that are bad. Ask Ss to add as many experiences they had as possible.  - Invite some Ss to say the answers and correct their pronunciation if needed.  - Tell Ss that they are going to listen to a conversation between Minh and his dad. | - Ss look at the pictures and the experiences listed to circle the experiences that are bad. Then. add as many experiences they had as possible.  - Some Ss say their answers. | ***Suggested answers:***  - failing an exam  - being bullied  - lacking confidence |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks students to guess the meaning of the words in context. | - Students guess the meaning of the words. | ***New words:***  1. confidence (adj)  2. lack (v) |
| **Task 2: Listen to the conversation between Minh and his dad and tick T (√) T (True) or F (False).** (5 mins) | | |
| - Tell Ss that they are going to listen to a conversation between Minh and his Dad. Ask Ss to work individually to read sentences and to underline the keywords.  - Play the recording once for Ss to tick true (T) or false (F).  - 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.  - Call some Ss to go to the board to write the answer then check their answers as a class. | - Students find the keywords independently and then listen to the recording to do the task.  - Students compare the answer with their partners.  - Some students go to the board to write the answer and then check with the whole class. | ***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.** (7 mins) | | |
| - Ask Ss to work in pairs to read the questions and underline key words in the questions and the options.  - Play the recording once. Give Ss two minutes to circle the correct option. Play the recording again and check their answers as a class. | - Ss find the key words independently and then listen to the recording to do the task.  - Ss compare the answer with their partners.  - Check with the whole class. | ***Answer key:***  1. C  2. A  3. C  4. B |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph ﻿about their experience at school.

**b. Content:**

- Task 4: Work in pairs. Put the phrases from the box in the correct column.

- Task 5: ﻿Write a paragraph (100 – 120 words) about the most pleasant OR unpleasant experience you have had at school.

**c. Expected outcomes:**

-Students can use learnt vocabulary and grammar to write a paragraph about their experience at school.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Put the phrases from the box in the correct column.** | | |
| - Ask Ss to work in pairs to fill in the blanks with the suggested ideas.  - Ask Ss to get more ideas from the listening, reading and communication parts.  - Ask some Ss to read out loud the ideas for each column.  - Correct their pronunciation where necessary. | - Students work in pairs to fill in the blanks with the suggested ideas.  - Some Ss to read out loud the ideas for each column. | ***Suggested answers:***  **Pleasant experience**  - doing community service  - winning a competition  - going on a camping trip  - joining team-building activities  **Unpleasant experience**  - taking wrong things  - coming to school late  - arguing with a friend  - not revising lessons |
| **Task 5: ﻿**﻿**Write a paragraph (100 – 120 words) about the most pleasant OR unpleasant experience you have had at school.** | | |
| - T shows the ideas T and Ss have arranged and added to the table in **4** on the board.  - Ask Ss to work individually to write for 15 minutes and use the information in **4** and other ideas they may think of.  - T asks one S to read out his / her paragraph.  - Feedback on Ss’ writing in terms of ideas, grammar and connectors. | - Students work individually to write their full paragraph.  - Students pay attention while the teacher is checking their work. | ***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. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summaries the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the Workbook.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCES**  **Lesson 6: Skills 2**  **\*Warm-up**  Game:  **\*Listening**  Vocabulary:  1. confidence (adj)  2. lack (v)  Task 1: Which of the following is a bad experience?  Task 2: Listen to the conversation between Minh and his dad and tick (√) T (True) or F (False).  Task 3: Listen again and choose the correct answer A, B, or C.  **\*Writing**  Task 4: Work in pairs. Put the phrases from the box in the correct column.  Task 5: ﻿Write a paragraph (100 – 120 words) about the most pleasant OR unpleasant experience you have had at school.  **\*Homework** |

**UNIT 5: OUR EXPERIENCES**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 5;

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

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skill;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to attend school activities;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 5, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many school things as possible.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Students work in **4** teams and listen to the teacher’s instructions to play the game. | ***Suggested answers:***  - brilliant  - exhilarating  - amazing  - exciting  - unpleasant  - pleasant  - embarrasing  …. |

**e. Assessment**

-Teacher corrects for students (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 5

**b. 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.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Use the adjectives in the box to describe the experiences. Add any other adjectives you can think of.** (5 mins) | | |
| - Have Ss work in pairs to write the appropriate adjectives from the box to each of the situations.  - Check answers as a class.  - Correct Ss pronunciation if necessary | - Students do the task independently.  . | ***Answer key:***  The answers will vary. |
| **Task 2: ﻿Complete the sentences with the phrases in the box.** (5 mins) | | |
| - Have Ss work individually to fill in each blank with the correct phrases from the box. Check answers as a class.  - Ask some Ss to read aloud the passage. Correct Ss’ pronunciation if necessary. | - Ss do the task independently.  - Ss exchange their textbook to check the answers.  - Some Ss read aloud the passage. | ***Answer key:***  1. learnt it by rote  2. went blank  3. exploring a site  4. an eco-tour  5. team building activities |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (11 mins)

**a. Objectives:**

- To help Ss revise the present perfect tense.

**b. 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.

**c. Expected outcomes:**

- Recall the uses of the future simple and the first conditional.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Complete the sentences with the correct present perfect forms of the verbs in brackets.**  (5 mins) | | |
| - Have Ss work individually to fill each of the blanks with the right 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. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***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.  **.** (5 mins) | | |
| - Ask Ss to work individually to complete the letter as requested in the Student’s Book.  - Ask one or two students to go to the board and write their answers.  - Then ask the class to work in pairs. Tell them to swap answers and check their partner’s answers.  - Check the answers that some Ss have written on the board.  - Have all Ss correct their partner’s answers.  - Ask some Ss to read out their answers. Correct Ss’ language and pronunciation if necessary. | - Students work in pairs.  - Students complete the task in pairs and discuss the answers.  - Swap answers and check their partner’s answers.  - Some Ss go to the board to write the answers.  - Ss check their 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 |

**e. Assessment**

-Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (17 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork;

- To improve their speaking and presentation skills.

**b. Content:**

-Poster presentation

**c. Expected outcomes:**

-Students are able to present their posters about an interesting way of life around the world.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Your most memorable experience**  - Have Ss work individually to answer all the suggested questions in task 1 in the Student’s Book.  - Ask them to prepare pictures and photos of their own to illustrate their experiences.  - Ask Ss to work in small groups to practise giving their poster presentation  .  - 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. | - Students check their posters again in groups.  - Groups show their posters and then present. | ***Suggested outcome:***  Students’ posters & presentations |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **UNIT 5: OUR EXPERIENCES**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Brainstorming  **\*Vocabulary**  ﻿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.  **\*Grammar**  ﻿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.  **\*Project**  **\* Homework** |