*Date of preparation: 23/3/2025*

**UNIT 11: ELECTRONIC DEVICES**

***Total numbers of periods: 7 periods; from period 87 to period 93***

**LESSON 5: SKILL 1**

***Period: 91***

**I. OBJECTIVES**

**1. Knowledge:**

\* Vocabulary: stylish (adj), privacy (n).

\* Grammar: review *suggest / advise / recommend* + V*-ing* or a clause with *should*.

*By the end of the lesson, students will be able to:*

- Reading about electronic devices

- Talking about an electronic device which is important to you

**2. Competences:**

- General competences:

+ Self-controlled and self-learning competence (Students develop the ability to set personal goals for learning about *electronic devices*.)

+ Communicative and cooperative competence (Students enhance their communication skills by discussing and presenting information about *electronic devices* to peers and teachers.)

- Distinctive competences:

+ Linguistic competence (Students can discuss and talk about what they can do to use *electronic devices* wisely.)

**3. Values:**

- Responsibility (sts are aware of using electronic devices safely.)

**II. TEACHING AIDS AND MATERIALS:**

**1. Materials:** Grade 9 textbook, workbook, lesson plan, the teacher’s book, reference books, hoclieu.vn...

**2. Equipment:** TV, cassettes, pictures, cards, handouts, extraboards.

III. PROCEDURES:

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

**a. Aims:**

- To help Ss understand and activate their knowledge of the topic;

- To lead into the new lesson.

**b. Content:** Video watching

**c. Expected Products:**

**\*Suggested video:**

Iphone 15 Apple’s video

**\*Information included:**

*- What it can do*

*- How convenient it is*

*…*

**d. Organization of activities:**

**Video watching**

- Teacher prepares a video of smart phone’s comercial.

- Students watch and tell the teacher what information is included in the videos.

- Teacher asks them to share other information they know about this electronic device.

**2. KNOWLEDGE FORMATION ACTIVITIES (5MS)**

**a. Aims:**

-To draw students’ attention to the context.

-To supply students’ knowledge of vocabulary related to the topic.

**b. Content:** New words that are mentioned in the text

**c. Expected products:**

**\*New words:** *1. stylish (adj) 2. privacy (n)*

**d. Organization of activities:**

**-**Pre-teach some new words using suitable techniques

*+ stylish (adj)*

*+ privacy (n)*

- Get Ss to repeat the words chorally, then individually

- Nominates individuals to read the words aloud and asks the whole class to copy down the words

- Ask ss some questions before reading

***1.*** *What electronic device do you use most often?*

***2.*** *What do you use it for?*

**3. PRACTICE ACTIVITIES (20MS)**

**READING**

**Task 1**: **Work in pairs. Discuss the following questions. (5ms)**

**a. Aims:** Students read the text in detail to answer the questions

**b. Content:** Work in pairs. Discuss the following questions.

**c. Expected products:** Students’ own answers.

**d. Organization of activities:**

- Ask Ss to work in pairs discussing what electronic device they use most and what they use it for.

* - Ask some Ss to say their answers in front of the class. Teacher may ask some other questions about what feature they like most about the electronic device they use most.

**Task 2: Read the following leaflets and match the highlighted words with their meanings.** **(8ms)**

**a. Aims:**

- To activate Ss’ knowledge of the topic of the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:** Read the following leaflets and match the highlighted words with their meanings.

**c. Expected products:**

**\*Answer key:** *1. b 2. d 3. a 4. c*

**d. Organization of activities:**

- Ask Ss to work individually to read the passage and find the highlighted words.

- Have Ss read aloud the highlighted words. Correct their pronunciation if needed.

- Ask Ss match the highlighted words with their meaning in the box. Remind them to use the context to help them.

- Check the answers as a class.

**Task 3: Read the leaflets again and tick T (True) or F (False). (7ms)**

**a. Aims:**

- To activate Ss’ knowledge of the topic of the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:** Read the leaflets again and tick T (True) or F (False).

**c. Expected products:**

**\*Answer key:** *1. T 2. T 3. F 4. F 5. T*

**d. Organization of activities:**

- Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words in the questions, locating the key words in the text, and then reading that part and decide if each statement is true or false). Tell them to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.

- Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence when giving the answers.

**4. APPLICATION ACTIVITIES (15MS)**

**SPEAKING
Task 4: Work in pairs. Ask and answer the following questions about an electronic device which is important to you. Make notes of your partner’s answers. (7ms)**

**a. Aims:**

- To help students use what they have learnt so far to about electronic devices.

- To provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit.

**b. Content:** Work in pairs. Ask and answer the following questions about an electronic device which is important to you. Make notes of your partner’s answers.

**c. Expected Products:**

**-** Students’ answer.

**\*Question:**

*1. What electronic device is important to you?*

*2. How long have you had it?*

*3. What does it look like?*

*4. When do you use it?*

*5. Why is it important to you?*

**d. Organization of activities:**

- Ask Ss to work in pairs. Ask them to read the questions first and think about the answers. This is an opportunity for Ss to revise what they have learnt in Unit 3.

- Allow Ss 4-5 minutes to ask and answer questions. Ask them to make notes of their partners’ answers.

- While Ss are practising their dialogues, teacher circulates and monitors. Teacher notes some common errors and discusses them with the whole class. Select some good pairs to act out their dialogues in front of the class (clear pronunciation, funny content, etc.). Then give feedback: comment on strengths and correct a few errors in the target language.

**Task 5: Work in groups. Take turns to talk about the electronic device that is important to your partner. (8ms)**

**a. Aims:**

- To help students use what they have learnt so far to about electronic devices.

- To provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit.

**b. Content:** Work in groups. Take turns to talk about the electronic device that is important to your partner

**c. Expected Products:**

**\*Suggested Answer:**

*I talked with Hung about the smartphone that is important to him. He’s had this smartphone for almost three years now. It's a sleek black smartphone with a vibrant touchscreen display. The back has a glossy finish, and it's not too big, making it easy to hold. Hung uses his smartphone during the day for various purposes. It's his alarm clock in the morning, his communication tool to stay connected with his family and friends, a quick way to check emails and notifications, and even a source of entertainment during his free time. This smartphone is important to him for several reasons. It's not just a communication device; it's like a mini personal assistant. It helps him stay organized with his schedules, assignments, and reminders. It's also his primary source of information and a quick way to search for anything he needs to know.*

**d. Organization of activities:**

- Ask a strong student to model this activity in front of the class.

- Have Ss work in groups taking turns to talk about the electronic device that is important to your partner.

- Remind Ss to use the answers they have made notes of in Activity 4 and not to interrupt their group members while they are speaking in order to correct their errors. Only correct common errors after their group members have finished speaking.

- If there is enough time, call some Ss to talk before the whole class, then invite some positive comments from other Ss.

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| **HANDOUT** |
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