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| ***Date of planning***:../… / 2025***Date of teaching*:** ………..… **WEEK: …..** |  **Period …: UNIT 11 : ELECTRONIC DEVICES** **Lesson 1: GETTING STARTED** ***IN AN ELECTRONIC SHOP*** |

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

+ To introduce an overview about the topic “*Electronic devices.”*

+ Use the words and phrases about “ *Electronic devices;”*

- To practice listening and reading skills .

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

**\* Vocabulary:**

+ Use the words and phrases about *electronic devices;*

+ Stress on all words in sentences correctly;

*\* New words: portable (adj), aluminium (n) , virtual (adj), entertainment, effectively, lightweight, scan, document, touchscreen, virtual keyboard, wireless, take notes, diagrams, 3D designs…*

+ Check someone's understanding and respond;

+ Talk about an electronic device which is important to them;

**\* Grammar:**

+ Use the verb **suggest / advise / recommend + V-ing / a clause** **with should**;

**2. Competence:**

**-** Students will be able to practice 4 skills .

- Develop communication skills

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

**3. Personal qualities:**

+ Be wiser when using *Electronic devices*

- Actively participate in lass activities

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives: - To create an active atmosphere in the class before the lesson;** **- To lead into the new lesson.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Students can answer some questions of the teacher about school. Having a chance to speak English.*\* Organization :* Teacher’s instructions … |
| **Teacher’s and Student’s activities**  | **Content** |
| **+ Greeting** **+ Pass the chalk**- Teacher divides the class into 2 teams.- Teacher asks students to close the books. T uses the photos of electronic devices in the textbook to help Ss brainstorm words and phrases about electronic devices *(e.g. tablet, smartwatch, smartphone, portable music player, robotic vacuum cleaner, etc.)* - Students take turns to write onto the board the name of the electronic devices. - Teacher sets the context for the listening and reading text. - Share with Ss the objectives of the lesson and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss. | **+ Greeting** **+ Pass the chalk**+ Ss’s answers**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** **+ To set the context for the introductory conversation;****- To introduce the topic of the unit.***\* Content:*Vocabulary pre-teaching-Task 1: Listen and read.+ Read the conversation and find out new words. Focus on topic of the lesson, grammar points…*\* Expected outcomes*: Students can identify some new words about electronic devices.+ Understanding the conversation; topic of the lesson, grammar points. Students know thetopic of the unit and be ready for the conversation. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read :/ Page 114**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures- eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.\*\* Set the context: Have Ss look at the conversation and answer some questions, e.g. Who are in the conversation? What are they talking about? Encourage Ss to give answers, but do not confirm whether their answers are right or not. Ask them to talk a bit about what they would like to buy in an electronic shop.- 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: A shop assistant and a customer. They are talking about some electronic devices. | **- T\_Ss**

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\*Vocabulary:**1**. portable (adj)/ˈpɔːr.t̬ə.bəl/ có thể bỏ túi**2**. aluminium (n) ˌæl.jəˈmɪn.i.əm/ hợp kim nhôm **3**. virtual (adj) /ˈvɝː.tʃu.əl/ ảo*…..* *( effectively, lightweight, scan* , *virtual keyboard, wireless, take notes, diagrams, 3D designs…)* + Read the dialogue. |
| **ACTIVITY 2. PRACTICE ( 15’)**  |
| **\* Objectives:****+ To help Ss understand the conversation.****+ To help Ss understand some definitions of the words in the text.****+ To help Ss use the words they have learnt in 3 in specific contexts.***\* Content:*- Task 2: Read the conversation again and answer the following questions.- Task 3: Match the following words with their definitions.- Task 4: Complete the sentences with the words from 3.*\* Expected outcomes*: Students understand the conversation and topic of the lesson and can complete the tasks successfully*\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and answer the following questions.**  |
| - Have Ss read the dialogue in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies, if necessary (e.g. reading the statements, underlining the key words in the statements, locating the key words in the dialogue, and then reading that part and decide if each statement is true or false). Tell them to underline parts of the dialogue 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 sharing the answers with the T. Ask them to give evidence when they answer.  | **- T\_Ss****\* *Answer key:***1. The customer wants to an electronic device for her son, 2. The shop assistant suggests the customer should buy a tablet 3. It is made of aluminum. 4. It is used for taking notes, drawing, and making 3D designs. |
| TASK 3: **Match each word or phrase with its definition.**  |
| - First, have Ss quickly match the adjectives in the left column with their meanings in the right column individually. - Then, ask them to share their answers with one or more partners. T can ask for a translation of some of the words and phrases in the box to check their understanding. - For a more able class, ask Ss to make some example sentences with the words they have learnt. - If there is enough time, T can ask some Ss to write their answers on the board.- Check the answers as a class.+ With stronger students, ask Ss to make some example sentences with the words they have learnt  | **- T\_ Ss**\* ***Answer key:*****1.** d **2**. e **3**. a **4**. c **5**. b |
| TASK 4: **Complete each sentence with a word or phrase from 3.**   |
| ***-*** Ask Ss to do the exercise individually and then check with the whole class. - When checking, ask Ss to refer to Activity 3 to make the meanings of the words clearer to them. | **- T\_ Ss.** **\* *Answer key:*****1.** virtual**2**. portable **3**. wireless**4**. aluminium**5**. touchscreen |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| **\* Objectives:** **+ To provide Ss with practice with describing electronic devices.***\* Content:*- Task 5: Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing?*\* Expected outcomes*: Students’answers *\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing?**  |
| - Demonstrate the game with a strong student.- Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: asking about one or two electronic devices and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.- Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A describe an electronic device and Team B guesses what the electronic device is. If their guess is correct, they get one point. Then change roles. The group with the most points wins. | - Students work in pairs to do the quiz.**\* Key:****+ Ss’ answer.**  |
| **\* EXTRA ACTIVITY** Explain to Ss that they will play a game of charades to practise the words they have learnt.Write down the names of electronic devices onto separate slips of paper or index cards. Fold the slips to conceal the words and place them in a container. Divide the class into two teams A and B. Team A selects a representative who will act out the word without speaking. They randomly choose one slip from the container. Set a timer for only one minute for the acting. The representative from team A begins acting out the word on his / her slip, trying to convey the device without using any verbal communication. Encourage his / her team members to use gestures, body language, and creative acting to convey the devices accurately. His / Her team members have to guess the word. If team A guesses correctly within the time limit, they earn a point. If not, the opposing team (team B) has a chance to get the point by correctly guessing the word. Repeat the process, with team B choosing a representative to act out the next word. Continue alternating between teams. Keep scores on the board or a separate sheet of paper, and let Ss know which words have been guessed correctly. After several rounds, tally up the points to determine the winning team.+ 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 11, the Project section, look at the pictures, and say what the topic of the project is (A competition for designing leaflets on electronic devices).- Explain the project requirements: In groups, Ss will choose an electronic device and design a leaflet to promote it. Their leaflet must include the name of the electronic device, its appearance, main parts, key features, benefits, etc. and pictures or photos to illustrate the electronic device. They then present their leaflet to other groups. When all groups have presented their leaflets, Ss have to work together again to vote for the best one.- Guide them through the way to get information (search the Internet, read newspapers, go to the library, etc).- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work. - 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 topic-related or functional language they need, and solving any other problems that may arise with their projects.*+Here are the steps T can follow:* **(See TEACHER’S BOOK )**  **4. WRAP-UP & HOME WORK (2’)** + Ask one or two Ss to tell the class what they have learnt. + Ask Ss to say aloud some words they remember from the lesson.- If there is a projector in the classroom, then T should show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the verb suggest + clause with should and tell Ss that they will learn these language points in the upcoming lessons.**\* HOME WORK:**- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 1 . **===========================================** |