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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …..** | **Period …: UNIT 11 : ELECTRONIC DEVICES**  **Lesson 2 : A CLOSER LOOK 2** |

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

- To teach grammar notes: ***Use suggest / advise / recommend + V-ing or a clause with should***

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

**\* Vocabulary:**

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

+ Check someone's understanding and respond;

**\* Grammar:**

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

**2. Competence:**

- Access and consolidate information from a variety of sources

- 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 class 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* .

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| **\* Remember!**  **Use the verbs: Suggest / advise / recommend + V-ing or a clause with should**  *(Cách dùng: suggest / advise / recommend + V-ing hoặc một mệnh đề với should)*  \* After the verbs suggest, advise, and recommend we can use V-ing or a clause with should to report someone's ideas about what someone else should do, or what they should do themselves.  *(Sau các động từ suggest, advise, and recommend, chúng ta có thể dùng V-ing hoặc mệnh đề với Should để tường thuật ý kiến của ai đó về việc người khác nên làm hoặc việc họ nên tự làm.)*  **+ suggest / advise / recommend + V-ing**  **+ suggest / advise / recommend + (that) + sb + (should) + bare infinitive**  **Example: a)** My sister suggested buying a new laptop.  *(Chị tôi đề nghị mua một chiếc máy tính xách tay mới.)*  **b)** They recommended (that) he (should) give up writing.  *(Họ đề nghị (rằng) anh ấy (nên) từ bỏ việc viết lách.)*  **c)** She advises taking a yoga class to improve flexibility and relaxation. |

**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:* **Brainstorming.**  - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*:  - Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming.**  - Ask Ss the question: What do you do when:  + you have bad marks?  + you cough a lot?  + your teacher missunderstands you?  Write the question on the board.  - Invite some Ss to answer the question. Quickly write some of their answers on the board.  - Draw Ss’ attention to the question on the board. Underline ‘I should’.  Tell them that today they are going to learn how to report someone’s ideas about what someone else should do, or what they should do themselves.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting ; T\_Ss.**  **\* Brainstorming.**  **+ Ss’s answers**  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **+ To help Ss remember the structures with suggest/advise/ recommend + V-ing or a clause with should.**  *\* Content:* To teach grammar.  + Use the verb **suggest / advise / recommend + V-ing / a clause** **with should**;  - Task 1: Choose the correct answer A, B, C, or D.  *\* Expected outcomes*: Students identify the structures and when to Use suggest / advise / recommend + V-ing or a clause with should.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Choose the correct answer A, B, C, or D.** | |
| - Call some Ss to say the advice they have given to their partners again in front of the class. After each student has given advice to their partner(s), T reports their *advice using suggest / advise / recommend + V-ing or a clause with should. For example, “A suggested making a a schedule to help you manage your time more effectively,” or “A advised that B (should) try drinking some warm milk before bed.” Write some of these* sentences on the board.  - Explain that after the *verb suggest, advise, and recommend we can use V-ing or a clause with should* to report someone’s ideas about what someone else should do, or what they should do themselves. Ask Ss to read the examples that illustrate the uses of suggest, advise, and recommend in the ***Remember box***  + If there is enough time, ask Ss to make some examples with suggest/ advise/ recommend + V-ing or a clause with should. | **- T\_Ss**  **\* Notes:**  After the verbs suggest, advise, and recommend we can use V-ing or a clause with should to report someone’s ideas about what someone else should do, or what they should do themselves.  **+ suggest / advise / recommend + V-ing**  **+ suggest / advise / recommend + (that) + sb + (should) + bare infinitive**  Example:  + My sister suggested buying a new laptop.  + They recommended (that) he (should) give up writing.  ***\* Answer key:***  **1**. A **2.** C **3**. B **4.** A **5**. C |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss distinguish suggest/advise/recommend + V-ing with suggest /advise /recommend + a clause with should.**  **+ To give Ss further practice with suggest / advise / recommend + V- ing or a clause with should in specific contexts.**  *\* Content:*  - Task 2: Write the correct form of each verb in brackets.  - Task 3: Find a mistake in the underlined parts in each sentence below and correct it.  - Task 4: Fill in each blank with the correct form of the verb in brackets. Then practise the exchanges with your partner.  *\* Expected outcomes*:  Students understand how to use the target grammar.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Write the correct form of each verb in brackets.** | |
| - Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence.  + Confirm the correct answers. | **- T\_Ss**  ***\* Answer key:***  **1.** collecting  **2**. (should) exchange  **3.** (should) access  **4**. not using  **5.** (should) have |
| TASK 3**: Find a mistake in the underlined parts in each sentence below and correct it.** | |
| - Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. + Confirm the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **1**. B don’t waste -> not waste/ should not waste  **2**. A. to try -> trying  **3**. B. studies -> study / should study  **4**. B. must -> should  **5.** C .eat -> eating |
| TASK 4: **Fill in each blank with the correct form of the verb in brackets. Then practise the exchanges with your partner.** | |
| - Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole clas s.  +Confirm the correct answers.  ***\* Teacher corrects for students as a whole class.*** | **- T\_ Ss.**  **\* *Answer key:***  **1**. I recommend using a 3D printer.  **2**. I suggest you should reduce exhaust fumes.  **3.** I advise using a smartphone.  **4**. I advise that we should limit the number of visitors every day.  **5.** I recommend eating more fruits and vegetables. |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **+ To give Ss further practice with suggest / advise / recommend + V-ing or a clause with should in real-life situations.**  *\* Content*:  - Task 5: Work in pairs. Tell your partner what he / she should do in the following situations, using suggest / advise / recommend + V-ing or clauses with should  *\* Expected outcome*: Ss understand more about grammar notes.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Tell your partner what he / she should do in the following situations, using suggest / advise / recommend + V-ing or clauses with should** | |
| - Demonstrate the activity with a strong student. Then ask Ss to work in pairs. In weaker classes, work together with Ss first: asking about what they should do for each situation and eliciting the answers.  - Remind Ss that they have to use suggest / advise / recommend + V-ing or a clause with should. 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. Invite comments on their performance from other Ss. | **\* Example:**  ***\* Ss’s answers***  **Suggested answers:**  2/ A: I'm considering buying a new smartphone to study material on the Internet.  B: I suggest buying a smartphone with a large screen. /1 suggest that you (should) buy a smartphone with a large screen.  A: I like to read a lot of books but I don't want them to take up too much space.  B: I advise buying an e-reader. / I advise that you (should) buy an e-reader.  A: Oh, I'm feeling tired now.  B: I recommend getting a drink. /1 recommend that you (should) get a drink. |
| EXTRA ACTIVITY  - Prepare a set of scenario cards, each containing a different situation where advice is needed. For example:  + Scenario 1: Your friend is stressed about upcoming exams. Give him / her advice on how to manage his / her stress.  + Scenario 2: Your co-worker is planning a vacation. Recommend a destination and activities he / she should do.  + Divide the class into groups and distribute the scenario cards. Each group should have a different scenario. In their groups, Ss will take turns to play the roles of the person seeking advice and the advisor . The advisor should use suggest, advise, or recommend with either a gerund (M-ing) or a clause with should to provide advice.  + Set a timer for 3 minutes for each role-play scenario. Encourage Ss to engage in natural and meaningful conversations while giving advice. After each round of role-play, T may lead a brief discussion with the class. Ask each group to share the advice they gave and discuss whether they used the grammar correctly. Provide feedback and correct any errors.  - If time allows, T may rotate the scenario cards among the groups and repeat the role-play activity with different scenarios to allow Ss practise in various contexts.  + To make it competitive and engaging , T may turn it into a friendly competition by awarding points for correct usage, creativity, and effective advice. | |
| **5. WRAP-UP & HOME WORK (2’)**  + Summarise the main points of the lesson.  Ask Ss to make some example sentences with suggest/advise/recommend + V-ing or a clause with should.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | |