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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period …: UNIT 11 : ELECTRONIC DEVICES**  **Lesson 4 : COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Know how to check understanding and respond.

- Know some electronic devices in modern classrooms.

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

**\* Vocabulary:**

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

+ Stress on all words in sentences correctly;

+ Check someone's understanding and responding.

**\* Grammar:**

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

**2. Competence:**

- Develop communication skills

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

**3. Personal qualities:**

- Be ready and confident in real life conversations

- Actively join in class activities

+ Be wiser when using *Electronic devices.*

**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*:  - Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  + Ask some Ss to make sentences with *suggest/advise/recommend + V-ing or a clause with should*.  + Introduce the objectives of the lesson: learning how to check understanding and respond and learning about electronic devices in modern classrooms. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **+ answer**  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **ACTIVITY 1 : EVERYDAY ENGLISH**  **Checking understanding and responding**  **\* Objectives:**  **+ To introduce ways of practise checking understanding and responding**  *\* Content:**:* Task 1: Listen and read the conversations. Pay attention to the highlighted sentences  *\* Expected outcomes :* Students know how to check understanding and respond.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Listen and read the conversations. Pay attention to the highlighted sentences** | |
| **\*** T elicits the dialogues.  - Play the recording for Ss to listen and read the two dialogues between a sister and a brother, a manager and an employee at the same time. Ask Ss to pay attention to the questions and answers.  - Have Ss practise the dialogue in pairs.  + Call on some pairs to practise the dialogue in front of the class.  *\* Teacher checks students’ understanding by asking some checking questions.* | **- T\_Ss**  **1. Sister:** *I can’t do my English homework. Can you help me?*  **Brother***: You just read it carefully and find the keywords from the questions. Got it?*  **Sister***: OK, I get what you mean.*  **2. Manager***: First, enter the Event Title and then enter an Event Description.. Next, select the Location and Room. Do you follow me?*  **Employee:** *I’m sorry. I don’t quite follow you. Could you say that again, please?* |
| **\* PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss practise checking understanding and responding.**  *\* Content:*  Task 2: Work in pairs. Make similar conversations for the following situations.  *\* Expected outcomes:* Students can use the structures checking understanding and responding  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Work in pairs. Make similar conversations for the following situations.** | |
| - Ask Ss to work in pairs to make similar dialogues with the given cues.  - For a less able class, model the first situation with a good student.  - Move around to observe and provide help.  + Call on some pairs to practise in front of the class.  + Comment on their performance. | **- T\_Ss** ; ***Suggested answers:***  **1.**  **A.** I don’t know how to play hide-and-seek. Can you explain the rule of it to me?  **B.** One player closes his or her eyes for a brief period (often counting to 100) while the other players hide. The seeker then opens his eyes and tries to find the hiders; the first one found is the next seeker. Got it?  **A.** OK, I got what you mean.  **2.**  **A.** Excuse me! Could you tell me the way to the nearest hospital please?  **B**. First go ahead and then turn right at the second set of traffic light. Cross the railway and go straight about 300 metres then turn left. It’s on your right. Do you follow me?  **A.** I’m sorry. I don’t quite follow you. Could you say that again please. |
| **Transition from Everyday English to Electronic devices in modern classrooms**  - Divide the class into small groups of 3-4 Ss each. Give each group a few minutes to discuss the following questions:  *+ Do you use electronic devices like smartphones, tablets, or laptops?*  *+ How often do you use them for studying?*  *+ In what ways have electronic devices changed the way we learn?*  - Invite each group to share their answers with the whole class. Facilitate a brief discussion where each group presents their points and opinions. | |
| **ACTIVITY 2: Electronic devices in modern classroom.** | |
| \* **Objectives:**  *+* **To help Ss learn about the use of electronic devices in modern classrooms;**  **+ To help Ss further develop their reading skill for specific information (scanning).**  **+ To help Ss identify the advantages and disadvantages of using electronic devices in modern classrooms**.  *\* Content:*  - Task 3: Read Nick’s and Phong’s ideas about the use of electronic devices in modern classrooms and tick (✓) T (True) or F (False).  - Task 4: Work in pairs. Put the advantages and disadvantages of using electronic devices in modern classrooms (1 – 6) in the suitable column.  *\* Expected outcomes:* Students can use the structures checking understanding and responding  *\* Organisation :* | |
| TASK 3: **Read Nick’s and Phong’s ideas about the use of electronic devices in modern classrooms and tick (**✓**) T (True) or F (False).** | |
| - Have Ss read the text in detail to answer the questions.  + Ask them how to do this kind of activity. 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 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 they give the answers.  + Check the answers as a class. | **- T\_ Ss**  ***\* Key:***  **1. T**  **2. F**  **3. F**  **4. T** |
| TASK 4 : **Work in pairs. Put the advantages and disadvantages of using electronic devices in modern classrooms (1 – 6) in the suitable column.** | |
| + Have Ss read the sentences carefully. If necessary, T may explain each sentence to Ss.  -Have Ss work in pairs, discuss each sentence to put it in the suitable column (Advantages or Disadvantages). Set the time of about five to seven minutes.  - Ask some Ss to write their answers on the board. Check the answers with the whole class.  - Confirm the correct answers. | **- T\_ Ss.**  **\* *Key:***  **- Advantages**: 1, 3, 6;  **- Disadvantages:** 2, 4, 5. |
| **4. PRODUCTION ( 8’)** | |
| **\* Objectives:**  + To provide practice with giving Ss'opinion about the use of electronic devices in modern classrooms.  *\* Content:*  + Task 5: Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.  *\* Expected outcomes:* - Students get some information about some electronic devices in modern classrooms.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 5 : **Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.** | |
| - Have Ss work in groups, taking turns to give their opinions about the use of electronic devices in modern classrooms. Remind Ss that they can use the ideas in Activity 4 to justify their opinions.  - Call on a student from each group to give a presentation of his/her opinion about the use of electronic devices in modern classrooms. Other groups listen and comment.  - The class may vote for the best presentation. If the class size is small and time allows, all the groups can give the presentation. | ***Suggested answer:***  *I think that the use of electronic devices in modern classrooms is convenient. First, using electronic devices in classrooms can help students stay engaged and motivated. Second, electronic devices can help students store, organise, and access their notes and assignments. Moreover, using electronic devices in classrooms can help students develop technology skills and better prepare them for future careers. Overall, the convenience they bring to the educational environment is remarkable, transforming the way we learn and interact within the classroom.* |
| \* EXTRA ACTIVITY **: Designing your dream classroom of the future**  - Divide Ss into small groups of 3-4 members each. Instruct each group to design their dream classroom of the future on a whiteboard or flip chart paper. Encourage them to be creative and think outside the box. They should include the following elements in their design:  + The layout of the classroom;  + The placement of electronic devices (e.g. interactive whiteboards, tablets, laptops, virtual reality headsets, etc.);  + How Ss and T interact with these devices;  + Any innovative features or technologies.  + When all groups finish their design, give each group 1-2 minutes to present their dream classroom design to the class. Encourage them to explain their choices and how they believe it would enhance the learning experience.  + After each presentation, T may facilitate a brief discussion by asking questions such as:  *+ What do you like about this group's classroom design?*  *+ Were there any unique ideas that stood out to you?*  *+ How do these designs reflect the benefits of using electronic devices in classrooms?*  + As an extension,! may assign homework where Ss write a short essay or create a digital presentation about their personal vision for the classroom of the future, focusing on the role of electronic devices. | |

**4. WRAP-UP & HOME WORK (2’)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they have learnt.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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