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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 2** | **Period …: UNIT 11 : ELECTRONIC DEVICES Lesson 5 : SKILLS 1/ Reading and speaking** |

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

**1. Knowledge:**

- Reading about *electronic devices.*

- Talking about an electronic device which is important to you.

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

**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: stylish (adj), privacy (n), self- portrait, portable music player, finger tips, privacy; window shade…*

+ 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:**

- Understand more about electronic devices.

- Develop communication skills

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

**3. Personal qualities:**

- 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*:  + Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **Video watching**  - Teacher prepares a video of smart phone’s comercial.  - Students watch and tell the teacher what information is included in the videos. | **+ Greeting**  **- T\_Ss.**  ***\* Suggested questions:***  - Iphone 15 Apple’s video  ***+ Information included:***  - What it can do  - How convenient it is  - The length of the battery |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. READING**  **\* Pre-reading**  **\* Objectives:**  **+ To help Ss understand and activate their knowledge of the topic.**  *\* Content:*  - Task 1: Work in pairs. Discuss the following questions.  - Vocabulary teaching  *\* Expected outcomes*:  + Students identify some new words and how to use the target vocabulary.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Discuss the following questions.** | |
| **\* 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.  + - 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. T may ask some other questions about what feature they like most about the electronic device they use most. | **- T\_Ss**  \*Vocabulary  **1.** stylish (adj) /ˈstaɪ.lɪʃ/ Sành điệu  **2.** privacy (n) /ˈpraɪ.və.si/ Sự riêng tư.  + Ss’ answers. |
| **WHILE READING** | |
| **\* Objectives:**  **+ To improve Ss' knowledge of vocabulary related to electric devices;**  **To improve Ss' reading for specific information.**  *+* **To improve Ss' reading for specific information.**  *\* Content:*  - Task 2: Read the following leaflets and match the highlighted words with their meanings.  - Task 3: Read the leaflets again and tick T (True) or F (False).  *\* Expected outcomes*:  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Read the following leaflets and match the highlighted words with their meanings.** | |
| - 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.  - Have 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. | **- T\_Ss**  **\* *Answer key:***  **1**. b **2.** d **3**. a **4**. c |
| TASK 3: **Read the leaflets again 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 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.  + check the answers as a class. | **- T\_ Ss**  \* ***Answer key:***  **1**. T  **2**. T  **3**. F  **4**. F  **5**. T |
| **\* Transition from Reading to Speaking**  Write different categories of electronic devices on the board, such as Communication Devices, Entertainment Devices, Productivity Tools, and Smart Home Devices.  Divide the class into small groups. Instruct them to brainstorm and list as many electronic devices as they can under each category. Encourage them to think beyond common devices.  Bring the class back together and have each group share their lists for each category. Write the vocabulary on the board as they share.This collaborative effort allows Ss to learn from each other | |
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| **ACTIVITY 2 : SPEAKING**  **\* Objectives:**  **+ To help Ss prepare ideas for the next activity;**  **- To provide an opportunity for Ss to practise asking and answering about the electronic devices that are important to them.**  **+ To provide an opportunity for Ss to practise talking about the electronic devices that are important to their partners.**  *\* Content:*  - 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.  - Task 5: Work in groups. Take turns to talk about the electronic device that is important to your partner.  *\* Expected outcomes*:Students can give a short presentation about the electronic devices.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| 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.** | |
| - 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 about the electronic devices that are important to them. Ask them to make notes of their partners’ answers.  - While Ss are practising their dialogues, T circulates and monitors. T 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. | **- T\_ Ss.**  **- Ss’ answers** |
| TASK 5: **Work in groups. Take turns to talk about the electronic device that is important to your partner.** | |
| - T asks a strong student to model this activity in front of the class. Then 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.** T may go round to observe. Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only 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.  *\* Teacher gives corrections and feedback* | ***- Ss \_ Ss***  ***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.* |
| **EXTRA ACTIVITY**  - Prepare a list of discussion prompts related to modern electronic devices. Prompts could include:  + Isa smartphone or a laptop more essential In today's world? + What are the pros and cons of smartwatches?  *+ Are e-readers or physical books better for reading?*  *+ What is the impact of social media on society?*  *+ Which gaming console do you think is the best and why?*  + Divide the class into two or more teams, depending on the class size. Each team will take turns to discuss a prompt. Set a timer for 2 minutes for each team: one team discusses the prompts, expressing their opinions and providing reasons for their choices while the other teams listen attentively. After 2 minutes, switch to the next team, who responds and provides counterarguments or additional points.  + After all the teams have discussed the prompts, T may provide feedback on the quality of the arguments presented. Encourage constructive feedback that highlights strong points and suggests areas for improvement. | |
| **5. WRAP-UP & HOME WORK (2’)**  + Have Ss summarise what they have learnt in the lesson. If there is time, have them draw a mind map to summarise the main points of the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6 : A SKILLS \_2. | |

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