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

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

**1. Knowledge:**

- Listen for information about electronic devices.

- Write a paragraph about electronic devices.

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

**\* Vocabulary:**

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

+ Stress on all words in sentences correctly;

+ Write a paragraph about electronic devices.

**\* 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**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  - Begin the lesson by asking Ss to share the name of their favourite device and one feature they particularly like about it.  - Divide the board into two columns labelled “Now” and “Future.” Ask Ss to brainstorm and share aloud the current capabilities of their favourite electronic devices, focusing on what they can do at present. Write down their responses in the “Now” column.  - Ask Ss to imagine how their favourite devices might evolve in the coming years and what additional functionalities they could have. Encourage creative thinking and speculative ideas. Write down their predictions in the “Future” column. | **+ Greeting**  **- T\_Ss.** |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  **+ To help Ss understand and activate their knowledge of the topic**  *\* Content:*  - Task 1: Work in pairs. Discuss the following questions.  *\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.  *\* 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.) **if have**  - Have Ss look at the pictures and answer the questions in the book:  *- Who can you see in the pictures?*  *- What are they doing?*  - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.  + Ss work in pairs and look at the photo then discuss questions about what the electronic device in the photo is and whether they want to have one in their home. Ask them to give reasons for their answers.  + Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about what capabilities they think a robotic vacuum cleaner will have in the future. | **- T\_Ss**    **+** Student’s answers.   |  | | --- | |  | |
| **\* WHILE LISTENING ( 15’)** | |
| **\* Objectives:**  **+ To help Ss develop their skill of listening for specific information.**  **+ To help Ss further develop their skill of listening for specific information.**  *\* Content:*  - Task 2: You will hear Trang talking about her favourite electronic device. Listen and choose the correct answer A, B, or C.  - Task 3: Listen again and fill in each blank with one word that you hear.  *\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **You will hear Trang talking about her favourite electronic device. Listen and choose the correct answer A, B, or C.** | |
| - Have Ss read the questions in this activity quickly and underline the key words. This helps them have some idea of what they are going to listen to and the information they need for answering the questions.  - Play the recording twice for Ss to do the activity. For a more able class, ask Ss to take notes of the information to explain their answers.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at places where students are having difficulties.  ***Audio script:***  *My favourite electronic device is a robotic vacuum cleaner which helps me to clean floors, a laborious and boring task. First, it can automatically clean almost all dust, spots, and dirty marks in my house. Second, I can control it by using an app on my smartphone when I’m away from home. Finally, it’s easy to store and carry my robotic vacuum cleaner because it’s smaller than a normal vacuum cleaner.*  *I think there’ll be a lot of things that a robotic vacuum cleaner can do in the future. ….* | ***Key:***  **1**. B  **2**. A  **3**. A  **4**. A.  ***…*** *First, it’ll be able to recognize patterns and then take action. It’ll go to a place where you have eaten and suck up all the crumbs there. Second, it’ll be able to climb stairs and even open doors or drawers. So it’ll be able to get to any floor or room in our houses. Finally, laser technology will make it recognise anything on the ground like dust or dirt. With these improvements, I think robotic vacuum cleaners will be more helpful to us in the future.* |
| TASK 3: **Listen again and fill in each blank with ONE word that you hear.** | |
| - Have Ss read the sentences in this activity quickly and underline the key words and determine what part of speech of the words needed to fill in the blanks. Remind them that they need only one word for each blank.  - Play the recording once or twice more for Ss to do the activity. For stronger classes, ask Ss to take notes of the information to explain for their answers.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at the places where students are having difficulties. | **- T\_ Ss**  \* Key:  **1.** smartphone  **2.** carry  **3.** action  **4**. helpful |
| **Transition from Listening to Writing**  + Divide the class into small groups. Ask them what they imagine a robotic vacuum cleaner can do in the future besides what was mentioned by Trang.  + Bring the class back together and have each group share what they imagine a robotic vacuum cleaner can do in the future. | |
| **ACTIVITY 2 : WRITING**  **\* Objectives:**  **+ To help Ss prepare ideas for their writing.**  **+ To help Ss practise writing a paragraph (100-120 words) about what their favourite electronic device can do now and what it will be able to do in the future.**  *\* Content:*  - Task 4: ﻿Think of one of your favourite electronic devices. Make notes of your answers to the following questions.  - Task 5: ﻿ Write a passage (100 – 120 words) about what your favourite electronic device can do now and what it will be able to do in the future. Use the ideas in 4 or of your own.  *\* Expected outcomes*:Students can use learned vocabulary and grammar to write a paragraph about community services.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Think of one of your favourite electronic devices. Make notes of your answers to the following questions.** | |
| - Ask Ss to read the questions first and think about the answers individually. This is an opportunity for Ss to revise what they have learnt in Unit 11.  - Allow Ss 4-5 minutes to make notes of thier answers to the three questions in Activity **4** their favourite electronic devices. Then ask them to share the answers they have made notes of with their partners | **- T\_ Ss.**  + Ss’s answers. |
| TASK 5 : **Write a passage (100 – 120 words) about what your favourite electronic device can do now and what it will be able to do in the future. Use the ideas in 4 or of your own.** | |
| - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas in Activity **4** or of their own. Asks Ss to brainstorm the ideas and needed language for the writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.  - Ask Ss to write the first draft individually. T may display all or some of the Ss’ writings on the wall / bulletin board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, + T may ask Ss to write the final version at home. | *\** ***Sample:***  *My favourite electronic device is a smartwatch. Currently, it helps me stay connected and track my fitness. It also allows me to receive notifications, answer calls, and control music right from my wrist. With its built-in fitness tracking features, it monitors my steps, heart rate, and sleep patterns, helping me maintain a healthy lifestyle.*  *In the future, I think my smartwatch will become even more advanced. It will likely incorporate advanced health monitoring technologies, providing real-time analysis of vital signs and even detecting early signs of potential health issues. Additionally, it will be able to seamlessly integrate with other smart devices, allowing me to control home automation, make secure payments, and navigate augmented realities.*  *As technology continues to evolve, smartwatches like mine hold the potential to become one of our indispensable companions.* |
| **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 7 : LOOKING BACK.  ========================================= | |