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| ***Date of planning***: 27/3/2025  ***Date of teaching*:** 3/4/2025  **WEEK: 29** | **Period 87 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**   |  | | --- | |  |   \*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 .  **===========================================** | |

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| ***Date of planning***:1/4/2025  ***Date of teaching*:** 7/4/2025  **WEEK: 30** | **Period 88 UNIT 11 : ELECTRONIC DEVICES**  **Lesson 2 : A CLOSER LOOK 1** |

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

**1. Knowledge:**

- Use the lexical items related to the topic *Electronic devices*;

- Pronounce stress on all words in sentences correctly;

***+ 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 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*

**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*:  - Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **\* Brainstorming**  + Divide the class into small groups of three or four. Each group writes the names of different electronic devices on separate pieces of paper and puts them on a table.  + One student from each group comes and picks up a piece of paper. He / She then says the name of the electronic device out loud, and the other group members take turns to say a word or phrase associated with that device. For example, if the device is *"smartphone",* the other Ss might say *texting, Internet, apps, camera*, etc  + The student who selected the device can choose a new person to come and pick up another piece of paper. Continue playing until all the pieces of paper have been selected or until the class has warmed up enough for the vocabulary lesson to begin. | **+ Greeting**  **\* Brainstorming**  ***\* Answer key:***  **1.** smart phone  **2.** cleaning robot  **3.** portable music player  **4.** smart watch  **5.** e-reader  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)**  **A. ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives:**  **- To teach Ss new words and phrases about electronic devices.**  ***\**** *Content:*  **-** Vocabulary pre-teaching  - Task 1: Match the electronic devices with the correct pictures.  *\* Expected outcomes*: Students can identify some new words about the topic.  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the electronic devices with the correct pictures.** | | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + T may focus on presenting the words. + To present each word, follow the steps: + Show the picture and elicit the word. + Read aloud the word several times and ask Ss to repeat. + Invite some Ss to read the word aloud.  + Write the word on the board and highlight its phonological features (e.g. show the location of the main stress). + Teacher does the checking technique.  \* Have Ss quickly match the words and phrases with the pictures individually.  + Then ask Ss to check their answers with their partners. Ask for translation of some of the words and phrases on the list to check their understanding.  - If there is enough time, T can ask some Ss to write their answers on the board.  + Check the answers as a class.  + With a stronger class, ask Ss to make some example sentences with the words and phrases they have learnt. | **- T\_Ss**   |  | | --- | |  |   **\*Vocabulary**  **1**. robotic vacuum cleaner (n)  /roʊˈbɑː.t̬ɪk ˈvæk.juːm ˈkliː.nɚ/  Robot hút bụi tự động  **2**. camcorder (n) /ˈkæmˌkɔːr.dɚ/ máy quay điện tử  **3**. cooper (n) /ˈkuː.pɚ/ đồng (kim loại)  **4**. steel (n) /stiːl/ thép  **\* Key:**  **1.** d  **2**. c **3**. a **4.** e **5.** b **6.** f |
| **3. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To teach Ss new material words in specific context.**  **+ To help Ss use some of the words and phrases they have learnt in 1 and 2 in specific contexts.**  *\* Content:*  - Task 2: Complete the sentences with the material words from the box.  - Task 3: Circle the correct words or phrases to complete the following sentences.  *\* Expected outcomes*:  **-** Students can identify some new words about the topic.  - Students understand how to use the vocabulary related to the topic.  *\* Organisation :* | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Complete the sentences with the material words from the box.** | | |
| - Have Ss quickly complete the material words from the box individually.  - Then ask Ss to check their answers with their partners.  - Ask for translation of all of the material words on the list to check their understanding.  - If there is enough time, T can ask some Ss to write their answers on the board.  - Confirm the correct answers.  - With a stronger class, ask Ss to give some examples with the material words they have learnt. | **+ T\_Ss**  **\* *Answer key:***  **1.** copper  **2.** plastic  **3**. steel  **4**. rubber  **5.** cardboard |
| TASK 3: **Circle the correct words or phrases to complete the following sentences.** | | |
| - Ask Ss to do the exercise individually and then check with the whole class.  - When checking, ask Ss to refer to Activity 1 and Activity 2 to make the meanings of the words and phrases clearer to them. | ***\* Answer key:***  **1.** rubber  **2**. steel  **3**. 3D printers  **4.** cardboard  **5.** camcorders |
| **ACTIVITY 2: PRONUNCIATION: ( 8’-12’ )**  **Stress on all words in sentences** | | |
| **\* Objectives:**  + To help Ss identify how to say sentences with all words having stress correctly;  + To help Ss practise saying sentences with all words having stress.  **+ To help Ss practise stressing on all words in sentences correctly.**  *\* Content:*  - Task 4: Listen and repeat the sentences. Pay attention to the stress pattern of each sentence.  - Task 5: Write each sentence in the suitable box. Then listen, check, and repeat.  *\* Expected outcomes*:  - Students can sentences with all words being stressed correctly.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **: Listen and repeat the sentences. Pay attention to the stress pattern of each sentence.** | | |
| + Have some Ss read out the sentences first. Then play the recording for them to listen and repeat the sentences they hear. Ask them to pay close attention to the stress patterns of each sentence.  + Explain to Ss that we put stress on one syllable of each word in some sentences which show urgency or surprise because all the words are important in these sentences. + Play the recording as many times as necessary. | **- T\_ Ss.**  **\* Key:** |
| TASK 5**: Write each sentence in the suitable box. Then listen, check, and repeat.** | | |
| + Have Ss quickly read the sentences and write them in the suitable box according to the stress pattern. Ask them to share their answers with their partners. Now play the recording for Ss to check their answers.  - Invite some Ss to share their answers as a class. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. - Comment on their pronunciation. | **\* *Answer key:***   |  |  | | --- | --- | | **00** | **00o** | | 1. I see!  4. Watch out!  5. That long? | 3. Say sorry!  2. Be quiet!  6. Speak louder! | |
| \* EXTRA ACTIVITY  + Divide the class into two teams, team A and team B. Prepare a list of sentences with all words stressed following the stress patterns 00 and OOo, e.g. Keep calm!, Keep silent!, etc. Ensure that there are an equal number of sentences for each stress pattern.  - Call on one student from team A and one student from team B to the front of the class.  - T reads a sentence from the list aloud. The two Ss race to identify whether the sentence follows the stress pattern 00 or OOo. They should raise their hands or use a buzzer to signal their answer. The student who correctly identifies the stress pattern scores a point for their team.  + Continue calling on Ss from each team to the front to participate in the challenge, using different sentences each time. Keep track of the points on the board as the teams compete. After several rounds, tally up the points and declare the winning team. | |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to make some example sentences with all words having stress.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .  ==================================== | | |

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| ***Date of planning***: 2/4/2025.  ***Date of teaching*:** 9/4/2025  **WEEK: 30** | **Period 89 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.  ============================================== | |

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| ***Date of planning***: 3/4/2025  ***Date of teaching*:** 10/4/2025  **WEEK: 30** | **Period 90 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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| ***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 | |
|  | |
| **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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| ***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.

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**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.  ========================================= | |

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| --- | --- |
| *Date of planning*:…………..  *Date of teaching*: ………..…  WEEK: ….. | Period …: UNIT 11 : ELECTRONIC DEVICES  Lesson 7 : LOOKING BACK & PROJECT |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 11; Practice doing exercises.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

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

**\* Vocabulary:**

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

+ Stress on all words in sentences correctly;

**\* 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:**

|  |  |
| --- | --- |
| 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 and Student’s activities | Content |
| + Greeting  + Brainstorming  Brainstorming  - Teacher divides the board, and divides the class into 2 teams.  - Members of each team take turns and write as many electronic devices as possible in 2 minutes.  - The group having more correct answers is the winner. | + Greeting  + Brainstorming  *\* Suggested answers:*  Smart phones, 3D printer,… |
| ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’) | |
| I. VOCABULARY  \* Objectives:  + To help Ss revise the vocabulary items they have learnt in the unit.  *\* Content:*  - Task 1: Write the name of an electronic device under each picture.  - Task 2: ﻿ Complete the sentences with the words from the box.  *\* Expected outcomes:* Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  *\* Organisation* : Teacher’s instructions. | |
| Teacher’s Student’s activities | Content |
| TASK 1: Write the name of an electronic device under each picture. | |
| + For Activities 1 and 2, have Ss do them individually then compare their answers with their partners. Ask for Ss'answers or ask some Ss to read out their answers in front of the class. | - T\_Ss  \**Answer key:*  2. smartwatch  3. robotic vacuum cleaner  4. 3D printer  5. portable music player  6. camcorder |
| TASK 2 : Complete the sentences with the words from the box | |
| + For Activities 1 and 2, have Ss do them individually then compare their answers with their partners. Ask for Ss'answers or ask some Ss to read out their answers in front of the class. | - T\_Ss  \* *Answer key:*  1. copper  2. e-reader  3. smartwatch  4. plastic  5. 3D printer |
| ACTIVITY 2: GRAMMAR | |
| \* Objectives:  + To help Ss revise the structures and uses of *suggest/advise*/recommend + V-ing or a clause with should.  *\* Content:*  - Task 3: Choose the correct answer A, B, C, or D.  - Task 4: Fill in each blank with the correct form of the verb in brackets.  *\* Expected outcomes:*  + Recall the uses of recommend/ suggest/ advise + V-ing / + a clause with should  *\* Organasation:* Teacher’s instructions. | |
| Teacher’s and Student’s activities | Content |
| TASK 3: Choose the correct answer A, B, C, or D. | |
| + Ss to do the activity individually first. Then they can check their answers with a partner before discussing the answers as a class.  + Remind Ss to keep a record of their original answers so that they can use that information in the Now 1 can ... section. | - T\_ Ss  *\* Answer key:*  1. B  2. A  3. B  4. A  5. C |
| TASK 4: Fill in each blank with the correct form of the verb in brackets. | |
| + Ss to do the activity individually first. Then they can check their answers with a partner before discussing the answers as a class.  + Remind Ss to keep a record of their original answers so that they can use that information in the Now 1 can ... section. | - T\_ Ss.  \* *Answer key:*  1. (should) reduce  2. closing  3. (should) look  4. choosing  5. travelling |
| ACTIVITY 3: PROJECT ( 8’) | |
| \* Objectives:  - To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.  *\* Content:*  + Ss to work in groups to do the project. *Ss’ presentations.*  *\* Expected outcomes:* Students are able to present is an oral presentation about the unit’s topic.  *\* Organization:* | |
| Teacher’s Student’s activities | Content |
| + As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of a leaflet to promote an electronic device.  + Have Ss work in their groups. Give them a few minutes to prepare for the presentation.  + Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their class mates' presentations and write comments if they have any.  + The presenters should complete their self-assessment checklists after completing their presentation.  + If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  + Invite all groups to display their leaflets and give their presentations of them. Encourage the rest of the class to ask questions at the end.  + Give praise and give feedback after each presentation. When all groups have presented their leaflets, ask the whole class to vote for the best leaflet. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  \*\* T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),Ss to present their report to the class.  ++ Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  \*\* FEEDBACK FORM FOR SURVEY.(See teacher’s book) | |

**5. WRAP-UP & HOME WORK (2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Unit 2: LIFE IN THE CITY.

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