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| **School:**  **Teacher’s name:**  **Class:** |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**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:

**1. Knowledge**

- Gain an overview about the topic *Electronic devices*

- Gain vocabulary to talk about *Electronic devices*

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be wiser when using *Electronic devices*

- Develop self-study skills

**II. MATERIALS**

- Grade 9 textbook, Unit 11, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. portable (adj) | /ˈpɔːr.t̬ə.bəl/ | easy to carry or to move | có thể bỏ túi |
| 2. aluminium (n) | ˌæl.jəˈmɪn.i.əm/ | a light, silver-grey metal | hợp kim nhôm |
| 3. virtual (adj) | /ˈvɝː.tʃu.əl/ | made to appear to exist by the use of computer software, rather than in the real world | ảo |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Pass the chalk

**c. Expected outcomes:**

**-** Students can answer some questions of the teacher about school

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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: Write the title on the board*.* | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Questions:***  What can you see in this neighbourhood?  ***Suggested answers:***   * Cinema * Buildings * … |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with vocabulary.

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about electronic devices.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations | - Students guess the meaning of words. | **New words:**  1. portable (adj)  2. aluminium (n)  3. virtual (adj) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss understand the conversation.

**b. Content:**

-Task 1: Listen and read.

- 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.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | |
| - 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. 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 dialogue aloud.  - Refer to the questions previously asked. Confirm the correct answer: A shop assistant and a customer. They are talking about some electronic devices. | - Students listen to the recording.  - Students read the conversation aloud. | The dialogue. |
| **Task 2: Read the conversation again and answer the following questions.** (7 mins) | | |
| - 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. | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***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.** (7 mins) | | |
| - 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. | - Students read the conversation again and work independently to do the activity.  - Students share and check the answers. | ***Answer key:***  1. d  2. e  3. a  4. c  5. b |
| **Task 4: Complete each sentence with a word or phrase from 3.** (7 mins) | | |
| ***-*** 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. | - Students work individually. | ***Answer key:***  1. virtual  2. portable  3. wireless  4. aluminium  5. Touchscreen |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To provide practice with describing electronic devices.

**b. 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?

**c. Expected outcomes:**

- Ss’ answers.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing?** (10 mins) | | |
| - 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 follow the teacher's instruction.  - Students may ask the teacher if they don’t know the names of the items.  - Students share with the whole class. | *Students’ own answers* |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about your community. Students will show and present in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board plan**

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| *Date of teaching*  **Unit 11: Electronic devices**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. portable (adj)  2. aluminium (n)  3. virtual (adj)  **\* Practice**  - Task 1: Listen and read.  - 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.  - Task 5: Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing?  **\*Homework** |

**UNIT 11: ELECTRONIC DEVICES**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

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

- Pronounce stress on all words in sentences correctly;

**2. Competences**

- Be collaborative and supportive in pair work and teamwork

- Access and consolidate information from a variety of sources

**3. Personal qualities**

- Be wiser while using *Electronic devices*;

- Develop self-study skills

**II. MATERIALS**

- Grade 9 textbook, Unit 11, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. robotic vacuum cleaner (n) | /roʊˈbɑː.t̬ɪk ˈvæk.juːm ˈkliː.nɚ/ | a automatic substance used for cleaning things | Robot hút bụi tự động |
| 2. camcorder (n) | /ˈkæmˌkɔːr.dɚ/ | a small video camera that can be held easily in one hand | máy quay điện tử |
| 3. cooper (n) | /ˈkuː.pɚ/ | a soft reddish-brown metal, to make electric wire, pipes, and coins. | Đồng |
| 4. steel (n) | /stiːl/ | a strong and hard metal that is a mixture of iron and carbon, used for making things that need a strong structure. | Thép |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have difficulties in distinguishing two sounds /ɑː/ and /ʌ/. | Provide students some tips by identifying the letters that may include each sound. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

– To create an active atmosphere in the class before the lesson

– To lead into the new lesson.

**b. Content:**

**-** Brain storming

**c. Expected outcomes:**

**-** Students can recall some electronic devices

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brain storming**  - Divide the class into small groups of three or four. Ask each group to write the names of different electronic devices on separate pieces of paper and put them on a table.  - Ask one student from each group to come and pick up a piece of paper. The student should then say the name of the electronic device out loud, and the other group members should take turns saying a word or phrase that is 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. | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Answer key:***   1. smart phone 2. cleaning robot 3. portable music player 4. smart watch 5. e-reader |

**e. Assessment**

Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide students with vocabulary.

- To teach Ss new material words in specific context.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match the electronic devices with the correct pictures.

- 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.

**c. Expected outcomes:**

**-** Students can identify some new words about the topic.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + showing pictures illustrating the word. | - Students guess the meaning of words. | **New words:**  1. robotic vacuum cleaner (n)  2. camcorder (n)  3. cooper (n)  4. steel (n) |
| **Task 1: Match the electronic devices with the correct pictures. (**8 mins) | | |
| - 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.  - For a more able class, ask Ss to make some examples with the words and phrases they have learnt. If there is enough time, T can ask some Ss to write their answers on the board. | - Students listen and follow the teachers’ instructions. | **Key:**  *1. D*  *2. C*  *3. A*  *4. F*  *5. B*  *6. E* |
| **Task 2: Complete the sentences with the material words from the box.** (7 mins) | | |
| - Have Ss quickly complete the material words to complete the sentences.  - 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.  - With a stronger class, ask Ss to give some examples with the material words they have learnt. If there is enough time, T can ask some Ss to write their answers on the board. | - Students work in pairs and do the task.  - Students work in groups. | ***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.** (5 mins) | | |
| - Ask Ss to do the exercise individually and then check with the whole class.  - When checking, ask Ss to refer to Activity 2 and Activity 3 to make the meanings of the words and phrases clearer to them. | - Students do the task independently, then share the answers and discuss as a class. | ***Answer key:***  1. rubber  2. robotic vacuum cleaners  3. steel  4. 3D printers  5. cardboard 6. camcorders |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

– To help Ss identify how to say sentences with all words being stressed correctly;

– To help Ss practise saying sentences with all words having stress.

**b. Content:**

- Task 4: Listen and repeat the sentences. Pay attention to the stress pattern of each senten ce.

- Task 5: Write each sentence in the suitable box. Then listen, check, and repeat.

**c. Expected outcomes:**

- Students can sentences with all words being stressed correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat the sentences. Pay attention to the stress pattern of each sentence.** (7 mins) | | |
| - 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.  - Invite some Ss to say some words they know that include the two sounds. | - Students watch a video about how to pronounce the three sounds.  - Give some words containing the sounds.  - Listen to the recording. | ***Audio script:***  Don’t talk!  Keep silent!  Don’t worry!  Look out! |
| **Task 5: Write each sentence in the suitable box. Then listen, check, and repeat.** (7 mins) | | |
| - Have Ss quickly read the sentences and write them in the suitable box according to the stress pattern. Ask Ss to share their answers with their partners. Now play the recording for Ss to check their answers.  - 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. | - Listen to the recording, check and repeat the sentences. | ***Answer key:***   |  |  | | --- | --- | | **00** | **00o** | | I see!  Watch out!  That long? | Say sorry!  Be quiet!  Speak louder! | |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

Teacher asks Ss to retell the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching ……..*  **Unit 11: Electronic devices**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**  1. robotic vacuum cleaner (n)  2. camcorder (n)  3. cooper (n)  4. steel (n)  - Task 1: Match the electronic devices with the correct pictures.  - 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.  **\* Pronunciation**  - Task 4: Listen and repeat the sentences. Pay attention to the stress pattern of each senten ce.  - Task 5: Write each sentence in the suitable box. Then listen, check, and repeat.  **\*Homework** |

**UNIT 11: ELECTRONIC DEVICES**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use suggest / advise / recommend + V-ing or a clause with should

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Exchange personal information with friends and be friendly at school.

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 11, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

***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.*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

– To create an active atmosphere in the class before the lesson

– To lead into the new lesson.

**b. Content:**

**-** Brainstorming.

**c. Expected outcomes:**

- Students can answer teacher’s questions.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Students answer the teacher's questions. | ***Answer key:***  Ss’ answers |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To help students Use suggest / advise / recommend + V-ing or a clause with should.

**b. Content:**

**-** Grammar explanation

**c. Expected outcomes:**

- Students identify the structures and when to Use suggest / advise / recommend + V-ing or a clause with should.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Use suggest / advise / recommend + V-ing or a clause with should** | | |
| - 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. | - Students read the Remember box carefully and listen to the teacher.  - Students make some sentences using suggest / advise / recommend + V-ing or a clause with 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.  + 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. |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To help Ss distinguish suggest / advise / recommend + V-ing with suggest / advise/ recommend + a clause with should.

**b. Content:**

- Task 1: Choose the correct answer A, B, C, or D.

- 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.

- 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

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Choose the correct answer A, B, C, or D.** (3 mins) | | |
| - Ask Ss do the exercise individually and then check their answer in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | - Students work independently to do task 1.  - Students exchange the answers in pairs before checking with the class. | ***Answer key:***  1. A  2. C  3. B  4. A  5. C |
| **Task 2: Write the correct form of each verb in brackets.** (7 mins) | | |
| - 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. | - Students work independently to do the task.  - Students come to the board to write the answers. | ***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.** (5 mins) | | |
| - 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. | - Students work independently to do the task.  - Students come to the board to write the answers. | ***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.** (5 mins) | | |
| - 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 class. Confirm the correct answers. | - Students work independently to do the task.  - Students exchange textbooks to check their friends’ answers. | ***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. |
| **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** (7 mins) | | |
| - 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. | - Students do the task in pairs. | ***Answer key:***  Students’ own answers |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

**Board Plan**

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| *Date of teaching*  **Unit 11: Electronic devices**  **Lesson 3: A closer look 2**  **\* Warm-up**  Brainstorming  **I. Grammar**  ***suggest / advise / recommend + V-ing or clauses with should***  **II. Practice**  - Task 1: Choose the correct answer A, B, C, or D.  - 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.  - 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  **\* Homework** |

**UNIT 11: ELECTRONIC DEVICES**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Know how to check understanding and respond

- Know some electronic devices in modern classrooms.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready and confident in real life conversations

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 11, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce ways of practise checking understanding and responding.

**b. Content:**

**-** Task 1: Listen and read the conversations. Pay attention to the highlighted sentences

**c. Expected outcomes:**

- Students can use what they have known in real life congtext to answer the questions.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted sentences**  - 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. | - Students follow the teacher's instruction to do the task. | ***Audio script:***  *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?* |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To help Ss practise checking understanding and responding.

**b. Content:**

**-** Task 2: Work in pairs. Make similar conversations for the following situations.

**c. Expected outcomes:**

- Students can use the structures checking understanding and responding

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in pairs. Make similar conversations for the following situations.** (5 mins) | | |
| - 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. | - Students listen to the dialogue.  - Some students share their opinions to the class. | ***Suggested answers:***  1. - I don’t know how to play hide-and-seek. Can you explain the rule of it to me?  - 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?  - OK, I got what you mean.  2. - Excuse me! Could you tell me the way to the nearest hospital please?  - 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?  - I’m sorry. I don’t quite follow you. Could you say that again please. |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: ELECTRONIC DEVICES IN MODERN CLASSROOMS** (20 mins)

**a. Objectives:**

- To introduce some electronic devices in modern classrooms

**b. Content:**

- Task 3: Read Nick’s and Phong’s ideas about the use of electronic devices in modern classrooms and tick 1-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.

- Task 5: Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.

**c. Expected outcomes:**

- Students get some information about some electronic devices in modern classrooms.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3:** **Read Nick’s and Phong’s ideas about the use of electronic devices in modern classrooms and tick 1-T (True) or F (False).** (5 mins) | | |
| - 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. | - Students answer the questions. | ***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.** (7 mins) | | |
| - 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. | - Students work in pairs.  - Students dicuss and choose. | ***Key:***  Advantages: 1, 3, 6; Disadvantages: 2, 4, 5. |
| **Task 5: Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.** (8 mins) | | |
| - 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. | - Students work in groups, take note and report. | ***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. |

**e. Assessment**

**-** Teacher corrects students while going around to help when students are practising.

- Teacher gives corrections and feedback

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **Unit 11: Electronic devices**  **Lesson 4: Communication**  **\*Warm-up**  Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.  **\* Everyday English**  *Checking understanding and responding.*  **-** Task 2: Work in pairs. Make similar conversations for the following situations.  **\* Places of interest**  - Task 3: Read Nick’s and Phong’s ideas about the use of electronic devices in modern classrooms and tick 1-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.  - Task 5: Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.  **\*Homework** |

**UNIT 11: ELECTRONIC DEVICES**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Reading about electronic devices

- Talking about an electronic device which is important to you

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

**3. Personal qualities**

- Understand more about electronic devices.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 11, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. stylish (adj) | /ˈstaɪ.lɪʃ/ | fashionable; elegant and attractive | Sành điệu |
| 2. privacy (n) | /ˈpraɪ.və.si/ | the state of being not  watched or disturbed by  other people | Sự riêng tư |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and  pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students gain knowledge about electronic devices.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Video watching**  - Teacher prepares a video of smart phone’s comercial.  - Students watch and tell the teacher what information is included in the videos. | - Students follow the teacher's instruction. | ***Suggested questions:***  Iphone 15 Apple’s video  ***Information included:***  What it can do  How convenient it is  The length of the battery  … |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To activate Ss’ knowledge of the topic of the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

- Task 1: Work in pairs. Discuss the following questions.

- Vocabulary teaching

- 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).

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the following questions.** (3 mins) | | |
| - 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. | - Students look at the pictures shown on screen and answer the questions.  - Students do the task and explain their answers. | ***Suggested answers:***  Students’ own answers. |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks students to get the meaning of the words in context. | - Students say the meaning of the words. | ***New words:***  1. stylish (adj)  2. privacy (n) |
| **Task 2: Read the following leaflets and match the highlighted words with their meanings.** (5 mins) | | |
| - 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. | - Students apply scanning techniques to do the task independently.  - Students pair up to check their answers and then check with the class. | ***Answer key:***  1. b 2. d 3. a 4. c |
| **Task 3: Read the leaflets again and tick T (True) or F (False).** (7 mins) | | |
| - 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. | - Students work independently to find the key words.  - Students work in pairs to find the answers. | ***Answer key:***  1. T  2. T  3. F  4. F  5. T |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to about electronic devices.

- To ﻿provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit

**b. 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.

**c. Expected outcomes:**

**-** Students can give a short presentation about the electronic devices.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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.** (7 mins) | | |
| - 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. | - Students work in pairs or groups to do the task. | ***Students’ answers.*** |
| **Task 5: Work in groups. Take turns to talk about the electronic device that is important to your partner.** (8 mins) | | |
| - 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. | - Students work in groups, take note and report. | ***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. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook

**Board Plan**

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| *Date of teaching*  **Unit 11: Electronic devices**  **Lesson 5: Skills 1**  **\*Warm-up**  Video watching  **\* Reading**  - Task 1: Work in pairs. Discuss the following questions.  - Vocabulary teaching  - 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).  **\* Speaking**  - 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.  **\*Homework** |

**UNIT 11: ELECTRONIC DEVICES**

**Lesson 6: Skills 2**

**I. OBJECTIVES0]**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for information about electronic devices.

- Write a paragraph about electronic devices.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be friendlier and willing to help the community

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 11, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may have underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

– To create an active atmosphere in the class before the lesson;

– To lead into the new lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Students can answer the questions related to electronic devices.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - 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. | * Students answer the questions. | ***Student’s answers*** |

**e. Assessment**

**-** Teacher corrects students (if needed)

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information.

**b. Content:**

- Task 1: Work in pairs. Discuss the following questions.

- 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.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the following questions.** | | |
| - 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. | - Students work in pairs to discuss the questions.  - Students listen to the recording to check their answers. | ***Suggested answers:*** |
| **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. | - Students find the key words independently and then listen to the recording to do the task.  - Students compare the answer with their partners.  - Some students go to the board to write the answer and then check with the whole class. | ***Key:***  1. B  2. A  3. A  4. A.  ***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. 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. | - Some students go to the board to write the answer and then check with the whole class. | ***Key:***  1. smartphone  2. carry  3. action  4. helpful |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph ﻿about your favourite electronic device.

**b. 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.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about community services.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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 | - Students work independently to answer the questions.  - Students discuss their answers with partners and then take notes. | Students’ own 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. | - Students work to write their full paragraph.  - Students pay attention while the teacher is checking their work. | **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. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **Unit 11: Electronic devices**  **Lesson 6: Skills 2**  **\*Warm-up**  Brainstorming  **\*Listening**  - Task 1: Work in pairs. Discuss the following questions.  - 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.  **\*Writing**  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.  **\*Homework** |

**UNIT 11: ELECTRONIC DEVICES**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 11

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

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be encouraged to wisely use electronic devices

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 11, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as community services as possible.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Students work in 2 teams and listen to the teacher’s instructions to play the game. | ***Suggested answers:***  Smart phones, 3D printer,… |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 11

**b. Content:**

- Task 1: Write the name of an electronic device under each picture.

- Task 2: ﻿ Complete the sentences with the words from the box.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Write the name of an electronic device under each picture.** (5 mins) | | |
| For activities 1, 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. | - Students do the task independently.  - Students exchange their textbook to check the answers. | ***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.** (5 mins) | | |
| For activities 1, 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. | - Students do the task independently.  - Students exchange their textbook to check the answers. | ***Answer key:***  1. copper  2. e-reader  3. smartwatch  4. plastic  5. 3D printer |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (11 mins)

**a. Objectives:**

- To help Ss revise the structures and uses of suggest / advise / recommend + V-ing or a clause with should.

**b. 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.

**c. Expected outcomes:**

- Recall the uses of the future simple and the first conditional

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Choose the correct answer A, B, C, or D.** (3 mins) | | |
| - Ask Ss about the verbs and the question words that can be used in this kind of structure.  - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***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.** (5 mins) | | |
| - Ask 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 I can… section. | - Students work in pairs.  - Students complete the task and discuss the answers. | ***Answer key:***  1. (should) reduce  2. closing  3. (should) look  4. choosing  5. travelling |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (17 mins)

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

**b. Content:**

**-** Presentation

**c. Expected outcomes:**

**-** Students are able to present is an oral presentation about the unit’s topic.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - 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 classmates’ 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. | - Students check their presentation again in groups.  - Groups show their presentations and then present. | ***Suggested outcome:***  Students’ presentations |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

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| *Date of teaching*  **Unit 11: Electronic devices**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Brainstorming  **\*Vocabulary**  - Task 1: Write the name of an electronic device under each picture.  - Task 2: Complete the sentences with the words from the box.  **\*Grammar**  ﻿- 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.  **\*Project**  **\* Homework** |