

## UNIT 11: ELECTRONIC DEVICES

### Lesson 5: SKILLS 1

**Timing: 1 period (45 minutes)**

#### I. Objectives

**1. Knowledge:** By the end of this unit, students can:

**a. Skills:**

- Reading: Read for specific information about electronic devices
- Speaking: Talk about an electronic device which is important to you

**b. Language:**

- Vocabulary: use some vocabulary about electronic devices
- Grammar:

#### 2. Competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skill

#### 3. Attitude

- Understand more about electronic devices in life
- Actively join in class activities

#### II. Teaching aids (& materials)

Student book G9, Computer connected to the Internet, TV/Projector.

#### III. Procedure

##### Activity 1: Warming up (5 minutes)

<b>Goal</b>	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new lesson
<b>Input</b>	<b>Video watching</b> <ul style="list-style-type: none"><li>- Teacher prepares a video of smart phone's comercial.</li><li>- Students watch and tell the teacher what information is included in the videos.</li></ul>
<b>Procedure</b>	<ul style="list-style-type: none"><li>- Ask Ss what they know about some electronic device. Elicit answers from Ss.</li><li>- Prepare the video of smart phone's comercial and show to Ss. Ask them what they know about that smartphone</li><li>- Lead into the new lesson</li><li>- Introduce the objectives of the lesson.</li></ul>
<b>Outcome</b>	1. Ss have an exciting atmosphere to start the lesson 2. Suggested answers: Iphone 15 Apple's video <i>Information included:</i>

	<p>What it can do</p> <p>How convenient it is</p> <p>The length of the battery</p>
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#### Activity 2: Teaching new words (5 minutes)

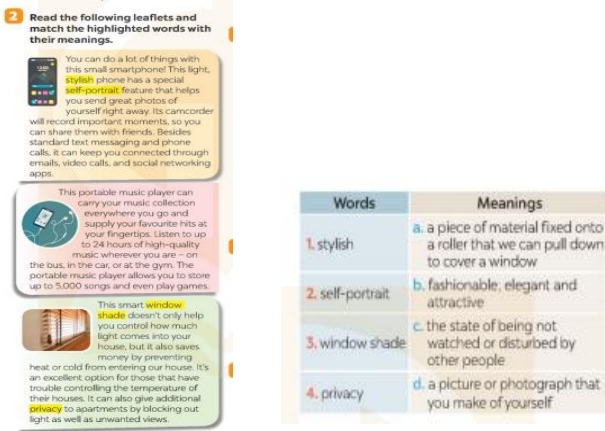
<b>Goal</b>	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
<b>Input</b>	<p><b>New words:</b></p> <p>1. <u>sty</u>lish (adj): sành điệu</p> <p>2. <u>priv</u>acy (n): sự riêng tư</p> <p>3. self-<u>port</u>rait (n): bức chân dung</p> <p>4. shade (n): bóng</p>
<b>Procedure</b>	- Follow the steps of teaching new vocabulary
<b>Outcome</b>	<p>1. Ss have certain vocabulary for the reading and speaking tasks.</p> <p>2. Four new words</p>

#### Activity 3: Task 1. Activating Ss' knowledge of the topic (5 minutes)

<b>Goal</b>	The activity aims at activating Ss' knowledge of the topic of the reading text.
<b>Input</b>	<p><b>Work in groups. Discuss the following questions.</b></p> <p>1. What electronic devices do you use most often? What do you use it for?</p>
<b>Procedure</b>	<p>- Have Ss work in groups. Encourage them to say what they know about function, benefit,...</p> <p>- Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they speak in English</p>
<b>Outcome</b>	<p>Ss express their thought about the topic.</p> <p><b><i>Expected answers:</i></b></p> <p>Students' own answers</p>

#### Activity 4: Task 2: Reading (5 minutes)

<b>Goal</b>	The activity aims at helping Ss develop the skill of guessing the meaning of new words in the context .
<b>Input</b>	


	 <p><b>2 Read the following leaflets and match the highlighted words with their meanings.</b></p> <p>You can do a lot of things with this small smartphone! This light, <b>stylish</b> phone has a special <b>self-portrait</b> feature that helps you send great photos of yourself right away. Its camcorder will record important moments, so you can share them with friends. Besides standard text messaging and phone calls, it can keep you connected through emails, video calls, and social networking apps.</p> <p>This portable music player can carry your music collection everywhere you go and supply your favourite hits at your fingertips. Listen to up to 24 hours of high-quality music wherever you are – on the bus, in the car, or at the gym. The portable music player allows you to store up to 5,000 songs, and even play games.</p> <p>This smart <b>window shade</b> doesn't only help you control how much light comes into your house, but it also saves money by preventing heat or cold from entering our house. It's an excellent option for those that have trouble controlling the temperature of their houses. It can also give additional <b>privacy</b> to apartments by blocking out light as well as unwanted views.</p> <table border="1"> <thead> <tr> <th>Words</th><th>Meanings</th></tr> </thead> <tbody> <tr> <td>1. stylish</td><td>a. a piece of material fixed onto a roller that we can pull down to cover a window</td></tr> <tr> <td>2. self-portrait</td><td>b. fashionable, elegant and attractive</td></tr> <tr> <td>3. window shade</td><td>c. the state of being not watched or disturbed by other people</td></tr> <tr> <td>4. privacy</td><td>d. a picture or photograph that you make of yourself</td></tr> </tbody> </table>	Words	Meanings	1. stylish	a. a piece of material fixed onto a roller that we can pull down to cover a window	2. self-portrait	b. fashionable, elegant and attractive	3. window shade	c. the state of being not watched or disturbed by other people	4. privacy	d. a picture or photograph that you make of yourself
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<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss read the text quickly and pay attention to highlight words</li> <li>- Have Ss match the highlighted words with their meaning in the box. Remind them to use the context to help them.</li> <li>- Check the answers as a class. Confirm Ss' correct answers. For less able Ss, ask them to give the Vietnamese equivalent of the words.</li> </ul>										
<b>Outcome</b>	1. b    2. d    3. a    4. c										

**Activity 5 : Task 3: Read the text again and tick (✓) T (True) or F (False) for each sentence. (8 mins)**

Goal	The activity aims at helping Ss develop the skill of reading for specific information.																		
Input	<div><div>3</div><div>Read the leaflets again and tick T (True) or F (False).</div><table><thead><tr><th></th><th>T</th><th>F</th></tr></thead><tbody><tr><td>1. The smartphone allows you to connect with everybody through emails, video calls, and social networking apps.</td><td></td><td></td></tr><tr><td>2. You can send the photographs of yourself immediately with the smartphone.</td><td></td><td></td></tr><tr><td>3. The portable music player doesn't allow you to play games on it.</td><td></td><td></td></tr><tr><td>4. You cannot control how much light comes into your house with the smart window shade.</td><td></td><td></td></tr><tr><td>5. The smart window shade allows you to control the temperature of your house.</td><td></td><td></td></tr></tbody></table></div>		T	F	1. The smartphone allows you to connect with everybody through emails, video calls, and social networking apps.			2. You can send the photographs of yourself immediately with the smartphone.			3. The portable music player doesn't allow you to play games on it.			4. You cannot control how much light comes into your house with the smart window shade.			5. The smart window shade allows you to control the temperature of your house.		
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Procedure	<div><div>- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and decide whether it is true (T) or false (F).</div><div>- Ask Ss to work with a partner to discuss the answers.</div><div>- Explain the new words and clarify anything difficult.</div></div>																		

	<ul style="list-style-type: none"> <li>- Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.</li> <li>- Check the answers as a class.</li> </ul> <p>T may ask more questions to see if they understand the passage fully.</p>
<b>Outcome</b>	<p>1. Ss master the ways to read for specific information</p> <p>Keys:</p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. T</li> <li>3. F</li> <li>4. F</li> <li>5. T</li> </ol>

**Activity 6 : Speaking: Task 4: Work in pairs: Ask and answer about electronic devices. ( 5 minutes)**

<b>Goal</b>	- To help Ss use what they have learned so far to talk about electronic devices which is important to you
<b>Input</b>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss work in pairs to answer 4 questions</li> <li>- T goes round to monitor and gives help when necessary</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Ss master the ways to ask and answer about electronic devices</li> <li>2. Expected answer: <i>Students' answers.</i></li> </ol>

**Activity 7 : Task 5: Work in groups. Talk about electronic devices ( 7 minutes)**

<b>Goal</b>	The activity aims at giving Ss a chance to talk about electronic devices
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<b>Input</b>	<p><b>5</b> Work in groups. Take turns to talk about the electronic device that is important to your partner.</p> <p>You can begin as follows:</p> <p>I talked with ... about his / her ... that is important to him / her. He / She has had it for ...</p>
<b>Procedure</b>	- Have Ss work in groups and present in whole class
<b>Outcome</b>	<p><b><i>Suggested answer:</i></b></p> <p>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.</p>

### EXTRA ACTIVITY

#### Wrap-up: ( 5 minutes)

- Ask Ss to summarize 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 can do.