

**UNIT 11: ELECTRONIC DEVICES**  
**Lesson 2: A CLOSER LOOK 1 + LOOKING BACK 1,2**  
**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a. Skills:**

- *Main skill:*

Speaking: stress on all words in sentences

- *Sub- skill:*

Listening: listen for stressed words in sentences

**b. Language:**

Vocabulary: name some vocabulary related to electronic devices

**2. Competence**

Students can stress all words in sentences correctly and tell everyone about variety source of electronic devices

**3. Attitude**


Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities.

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

Student book TA 9, ppt file, pictures, TV, *hoclieu.vn*

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**


<b>Goal</b>	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit.
<b>Input</b>	
<b>Procedure</b>	- Bring to class some pictures or show on the screen some images related to electronic devices. Encourage Ss to name these things.

	<ul style="list-style-type: none"> <li>– Lead into this lesson, which focuses on the new words / phrases</li> <li>– Share with Ss the lesson objectives and have them open their books and start the lesson.</li> </ul>
<b>Outcome</b>	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - digital camera - smartphone - laptop - e-reader - .....

### Activity 2: Presenting vocabulary (10 minutes)

<b>Goal</b>	The activity aims at teaching some vocabulary
<b>Input</b>	1. robotic <u>vacuum cleaner</u> (n): robot hút bụi tự động 2. <u>cam</u> corder (n): máy quay điện tử 3. <u>coo</u> per (n): Đồng 4. steel (n): Thép 5. <u>card</u> board (n): bìa cứng. các-tông 6. tyre (n): lốp xe
<b>Procedure</b>	- Teacher introduces the vocabulary by: + providing explanations of the words + showing pictures illustrating the word.
<b>Outcome</b>	Five new words.

### Activity 3: Task 1: Matching words with pictures. (5 minutes)

<b>Goal</b>	The activity aims at teaching some vocabulary related to the topic.
<b>Input</b>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss read aloud words/phrases in the box</li> <li>- Ask Ss to work individually and then work in pairs and match the correct words/phrases with the pictures</li> <li>- Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.</li> <li>- Check answers as a class</li> </ul>
<b>Outcome</b>	<b>Key:</b> 1. D 2. C

	<p>3. <i>A</i></p> <p>4. <i>F</i></p> <p>5. <i>B</i></p> <p>6. <i>E</i></p>
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#### Activity 4: Task 2: Completing the sentences. (5 minutes)


<b>Goal</b>	The activity aims at giving Ss further practice with the vocabulary items they have learnt.
<b>Input</b>	<p><b>2</b> Complete the sentences with the material words from the box.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">             rubber      cardboard      steel              plastic      copper           </div> <ol style="list-style-type: none"> <li>We often use _____, which is a soft reddish-brown metal, to make electric wire, pipes, and coins.</li> <li>Today, _____ is often used to make cases of electric devices because it doesn't conduct electricity and it is light, and easily be shaped into many different forms.</li> <li>We often use _____ in the construction industry because it is a strong and hard metal.</li> <li>We use _____, which comes from rubber trees, for making tyres, boots, etc.</li> <li>The kids need a piece of _____ to easily cut shapes and make toys.</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss work in pairs.</li> <li>- Have them read the sentences carefully and look for clues to find the right words to complete the sentences.</li> <li>- Have one S write the words on the board. Confirm the correct answers.</li> <li>- T may call some Ss to read the sentences.</li> </ul>
<b>Outcome</b>	<p>1. copper</p> <p>2. plastic</p> <p>3. steel</p> <p>4. rubber</p> <p>5. cardboard</p>

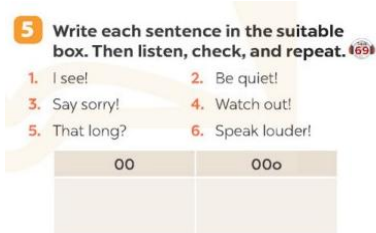
#### Activity 5: Practicing more on vocabulary items. (5 minutes)

<b>Goal</b>	The activity aims at giving Ss further practice with the vocabulary items they have learnt.
<b>Input</b>	

	<p><b>3</b> Circle the correct words or phrases to complete the following sentences.</p> <ol style="list-style-type: none"> <li>1. The most common use for <b>rubber</b> / <b>iron</b> is for producing tyres for cars, motorbikes, bicycles, etc.</li> <li>2. The most popular material for the construction of buildings and bridges is <b>plastic</b> / <b>steel</b> because it is strong enough to support heavy loads.</li> <li>3. Today <b>3D printers</b> / <b>photocopiers</b> allow us to create three-dimensional objects, e.g. medical implants, clothes, cars, etc.</li> <li>4. We use <b>copper</b> / <b>cardboard</b> to make food packaging such as cereal and pasta boxes, as it is food-safe and not harmful to the environment.</li> <li>5. They use <b>camcorders</b> / <b>portable music players</b> for live-streaming video content such as concerts, live events, and webinars.</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss read the sentences and choose the correct word in pairs.</li> <li>- Tell them to read the sentences carefully and look for clues to choose the correct words.</li> <li>- T goes around and gives assistance if necessary and checks their answers. Then have Ss read the sentences aloud as a class.</li> <li>- Correct pronunciation if necessary</li> </ul>
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. rubber</li> <li>2. steel</li> <li>3. 3D printers</li> <li>4. cardboard</li> <li>5. camcorders</li> </ol>

### Activity 6: Listening stressed all words in sentences (5 minutes)

<b>Goal</b>	The activity aims at helping Ss be aware of stressed all words in sentences.
<b>Input</b>	<p><b>Pronunciation</b></p> <p>Stress on all words in sentences</p> <p><b>4</b> Listen and repeat the sentences. Pay attention to the stress pattern of each sentence. </p> <ol style="list-style-type: none"> <li>1. Don't talk!</li> <li>2. Don't worry!</li> <li>3. Keep silent!</li> <li>4. Look out!</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Ask Ss to listen the recording once</li> <li>- Then play the recording again and have Ss repeat after each sentence as a class, then as individual. Ask them to pay attention to stressed pattern.</li> <li>- Play the recording as many times as necessary. Correct their pronunciation if</li> </ul>

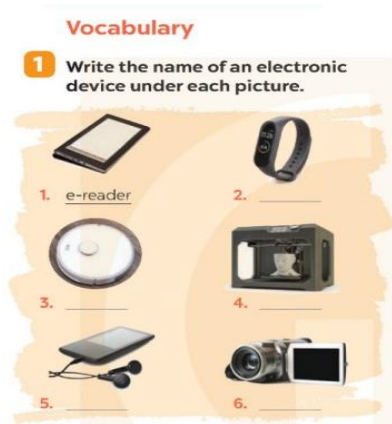
	necessary				
<b>Outcome</b>	Ss can listen to the stress pattern of each sentence				
<b>Activity 6 : Write each sentence in the suitable box. Then listen, check, and repeat.</b>					
<b>Goal</b>	The activity aims to identify how to say sentences with all words being stressed correctly.				
<b>Input</b>					
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Have Ss quickly read the sentences and write them in the suitable box.</li> <li>- Ask them to share their answers with their partners</li> <li>- Then play the recording for Ss to check. Show them the correct answers.</li> <li>- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the stressed pattern.</li> </ul>				
<b>Outcome</b>	<table border="1"> <thead> <tr> <th>00</th><th>00o</th></tr> </thead> <tbody> <tr> <td>I see! Watch out! That long?</td><td>Say sorry! Be quiet! Speak louder!</td></tr> </tbody> </table>	00	00o	I see! Watch out! That long?	Say sorry! Be quiet! Speak louder!
00	00o				
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### Wrap-up: (3 minutes)

Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Ask ss to do *looking back 1 and 2* at home.

### Task 1-p. 122



**Answer key:**

2. smartwatch
3. robotic vacuum cleaner
4. 3D printer

5. portable music player

6. camcorder

## Task 2:

**2 Complete the sentences with the words from the box.**

3D printer	copper	plastic
e-reader	smartwatch	

1. We often use \_\_\_\_\_ to make power lines and electrical wires because it is a good conductor of electricity.
2. I can adjust the text size and font to suit my reading preferences on my \_\_\_\_\_.
3. My \_\_\_\_\_ can track my physical activity, heart rate, and sleep patterns, so it can help me monitor my overall health and fitness.
4. We often use \_\_\_\_\_ to make toys for children because it's durable, lightweight, and easy to mold into different shapes.
5. If I need a replacement part for a machine or device, I can use my \_\_\_\_\_ to create a new one that is a perfect fit.

### *Answer key:*

1. copper

2. e-reader

3. smartwatch

4. plastic

5. 3D printer