UNIT 11: ELECTRONIC DEVICES

Lesson 1: Getting started - In an electronic shop
Timing: 1 period (45 minutes)

I. Objectives

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

  a. Skills:

 Main skill:

   Speaking: tell everyone about electronic devices

 Sub- skills:

   Reading: read for specific information about electronic devices.

   Listening: listen for specific information about electronic devices

   Writing: outline some vocabulary and grammar items related to the topic

  b. Languages:

   Vocabulary: Vocabulary related to the topic electronic devices

   Grammar: suggest / advice / recommend / + V-ing / a clause with should

2. Competence

   Students can tell everyone about electronic devices and outline some vocabulary and grammar items related to the topic.

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.

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit.
Input	Before Ss open their books, T asks some Ss about some questions. Q1. Do you have any electronic devices? Q2. What do you use them for? Q3. Between phone and computer, which do you prefer? Why
Procedure	- Shows the multiple-choice questions on the board and gives students 15 seconds to think about the answer for each question. - Asks ss to call out the answers. - Gives feedback and explains more.

Outcome	1. Ss have an exciting atmosphere to start the lesson
	2. Expected answers:
	Q1. Yes / No (name some devices)
	Q2. Study, entertainment…etc
	Q3. Based on students and give some explanations.

Activity 2: Teaching new words (10 minutes)

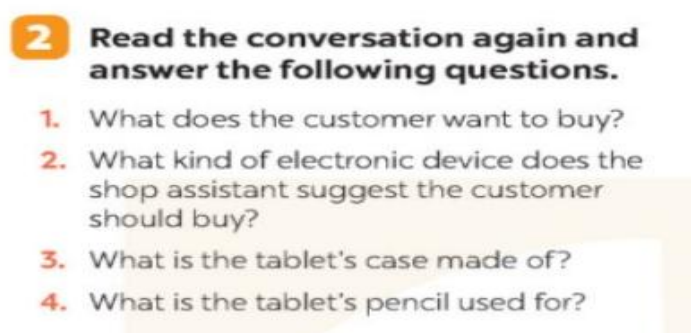| Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
Input	1. portable (adj): có thể mang theo, có thể bỏ túi
	2. aluminium (n): hợp kim nhôm
	3. virtual (adj): ảo
	4. effective (adj): hiệu quả
	5. lightweight (adj): nhẹ
	6. wireless (adj): không dây
	7. touchscreen (n): màn hình cảm ứng
	8. diagram (n): biểu đồ
Procedure	- follow steps of teaching new vocabulary
	- check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and reading tasks.
	2. Eight new words

Activity 3: Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)
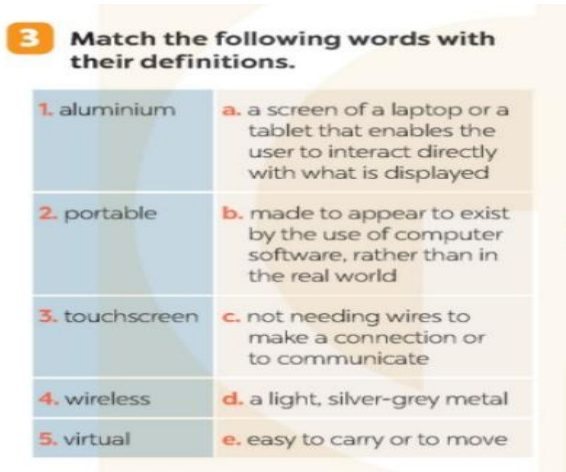
Goal	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
Input	Focus students to the topic: At an English lesson.
Procedure	- Ask Ss to look at the pictures on pages 114 and answer the questions below:
	1. Who are in the conversation?
	2. What are they talking about?
	- Elicit answers from Ss.
	- Ask Ss to look at the title and guess what the conversation between the teacher and

	the Ss might be about.
	- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading.
	- Invite some pairs of Ss to read the conversation aloud.
	- Have Ss say the words in the text that they think are related to the topic electronic devices
	- Quickly write the words on one part of the board. Comment on Ss'answers.
Outcome	1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
	2. Expected answer**:**
	- Customer and shop assistant
	- They are talking about camera / phone / electronic devices….

Activity 4: Answer the questions – Task 2 – p.115 (5 minutes)

Goal	The activity aims at helping Ss answer the questions by reading the dialogue.
Input	2 Read the conversation again and answer the following questions. 1. What does the customer want to buy? 2. What kind of electronic device does the shop assistant suggest the customer should buy? 3. What is the tablet's case made of? 4. What is the tablet's pencil used for?
Procedure	- Have Ss read the questions without reading the conversation again. Explain that they focus on some ideas of the conversation.
	- Have Ss read the conversation again and answer the questions. Check their answers and explain if necessary.
Outcome	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.

Activity 5: Matching words with definitions – Task 3 – p.115 (5 minutes)

Goal	The activity aims at helping Ss learn words/definitions related to the topic
Input	**3 Match the following words with their definitions.** 1. aluminium — a. a screen of a laptop or a tablet that enables the user to interact directly with what is displayed 2. portable — b. made to appear to exist by the use of computer software, rather than in the real world 3. touchscreen — c. not needing wires to make a connection or to communicate 4. wireless — d. a light, silver-grey metal 5. virtual — e. easy to carry or to move
Procedure	- Ask Ss to say the words/definitions aloud. Make sure they pronounce words and phrases correctly. - Ask Ss to work in pairs to label the definitions with appropriate words - Check the answers as a class.
Outcome	1. d 2. e 3. a 4. c 5. b

Activity 6: Completing the blanks – Task 4 – p.115 (5 minutes)

Goal	The activity aims at helping Ss practice remembering the vocabulary they have learnt.

Input	
	4 **Complete the sentences with the words from 3.** 1. The website allows you to take a _____ tour of the art gallery. 2. You can carry your _____ laptop with you from class to class because it's small and light. 3. Nowadays we often use _____ keyboards because they are portable. 4. We often use _____ to make vehicles like aircraft or cars because of its strength and lightweight. 5. Most smartphones today have a _____ which allows us to navigate, type, and interact with apps and games easily.
Procedure	- Ask Ss to work independently to complete each sentence with a word/phrase from the box in 3 - Check the answers as a class - Ask several Ss to read aloud full sentences. Correct Ss' pronunciation if needed.
Outcome	1. virtual 2. portable 3. wireless 4. aluminium 5. touchscreen

Activity 7: Think and describe about electronic devices (5 minutes)

Goal	The activity aims at introducing to Ss some information about electronic devices.
Input	**5** **GAME** Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing? Example: **A:** It's a small, flat computer. We can control it by touching its screen or by using a special pen. **B:** Is that a portable music player? **A:** No. Try again.
Procedure	**-** Set a time limit of 3 - 5 minutes for Ss to take the game in pairs - Give marks or students give the correct answer.

	- Students may need to explain to the partners if they don't know the answers.
Outcome	*Students' own answers*

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tells Ss that they will learn these language points in the following lessons. Tell Ss that they will learn these language points in the upcoming lessons.