|  |  |
| --- | --- |
| **Date of planning**:…2/5/2022  **Date of teaching:** 3/5/2022 | **Peroid 95: UNIT 12: ROBOTS**  **Lesson 1: GETTING STARTED**  ***At an International Robot Show*** |

**THIS UNIT INCLUDES:**

|  |  |
| --- | --- |
| **Vocabulary**  - Daily activities  **Pronunciation:**  - Tones in statement.  **Grammar**  - Superlative adjectives: short adjectives (*smallest, tallest, ect* ) | **Skills:**  - Reading about an Internationa Robot Show.  - Talking about what robots can do.  - Listening about what robots can do.  - Writing a paragraph about a robot you would like to have.  **Everyday English**  Expressing agreement and disagreement. |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

- use the words for daily activities;

- say statements with correct tones;

- compare people and things using superlative adjectives;

- express agreement and disagreement about something;

- read for specific information about an international robot show;

- talk about what robots can do;

- listen for specific information about what robots can do;

- write a paragraph about a robot one would like to have

**1. Knowledge:**

- To introduce topic of the lesson *Robots*. To teach listening and reading about types of robots; what robots can do at home , in factories, in hospitals. Practice reading the conversation between Nick, Phong, and Dr Adams about Robots. Talking about what the robots in the show can do.

+ Vocabulary: - Use the words for daily activities;

- Say statements with correct tones;

- Expressing agreement and disagreement about something;

**- Newwords:** robot, human, feelings,guard, age, height, weight, useful; do the dishes; iron clothes; do the washing; make meals; repair; broken machines…

+ Grammar: - Superlative adjectives: short adjectives (*smallest, tallest, ect* )

- Compare people and things using superlative adjectives;

**2. Competence:** By the end of the lesson students will be able to learn what robots can do at home , in factories, in hospitals.

**3. Quality/ behavior :** The awareness of doing daily activities. Having good attitude to doing the housework. Having serious attitude to working in groups, individual work, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **I. WARM UP & INTRODUCTION (5’)** | |
| **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new unit.**  **\* Content:** Review the previous lesson . Tmay organize a short vocabulary game, e.g. *Alphabet Race or Slap the Board*, etc. to revise the words Ss have learnt in *Unit 11.*  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  - Teacher **(T)** asks Ss some questions about the previous lessons.  Review the previous unit before Ss open their books. T may organize a short vocabulary game, e.g. *Alphabet Race or Slap the Board*, etc. to revise the words Ss have learnt in *Unit 11.*  - Lead to the new unit. Write the unit title Robots on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss respond, ask them to open their books to page 58. Draw their attention to the **This Unit includes**... box and introduce what they are going to learn in *Unit 12.*  \* T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  - Have Ss open their books and start the lesson. | **+ Greeting**  **+ Revision**  **- T\_ Ss**  - **(Ss)** listen and learn how to do it .    - Open their book and write . |
| **2. PRESENTATION (12’)** | |
| ACTIVITY 1:  **Aims: - To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Reading. Ss learn some new words; become familiar with thenew language items.  **\* Organisation :**Teacher’s instructions… | |
| **1. Listen and read.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  + Ask Ss to take note  \* Set the context for the introductory text by asking Ss questions such as *Where are Nick, Phong and Dr* *Adams?, What are they talking about?*  *-* T can ask Ss to guess Dr Adams' job. T can also ask Ss to share any recent experiences of visiting a show: *Have you ever been to a show?, Where and when?, What did you see there?*  - Encourage Ss to give T their answers, but do not confirm whether their answers are right or wrong.  - Ask them to talk a bit about types of robots they know.  - Play the recording twice for Ss to listen and read along.  - Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the dialogue aloud.  - Ask Ss what exactly Nick, Phong, and Dr Adams are talking about. Now confirm the correct answer (They are talking about what the robots in the show can do).  - Have Ss say the words in the text that they think are related to the topic ***Robots.***  - Quickly write the words on one part of the board. - Comment on Ss'answers.  - Get some pairs to read the conversation in front of the class.  - Check their pronunciation, if necessary. | **1. Listen and read.**  **\* Vocabulary**  **- International Robot Show**  **- Robot** (n) người máy  **- do the dishes** (v) rửa bát đĩa  **- iron** (v) là (quần áo)  **- put away**(v) cất, dọn  **- repair** (v) sửa chữa  **- broken machines** (v) máy hỏng  **- human** (n) con người **…**  + Take note    **- T\_ Ss**  - Answer the teacher’s questions.  - Find out the words related to the topic.  - Learn how to read and use them.  - Copy  **- New Word:** robot, human, feelings,useful; do the dishes; iron clothes; do the washing; make meals; repair; broken machines…  - Pair work  - Act out the conversation. |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss understand the text.**  **\* Content: Read and tick T/ F.**  **\* Outcome:** Ss understand more the content of the text.  **\* Organisation :** Teacher’s instructions… | |
| **2. Read the conversation again and tick (**✓**) T (True) or F (False).**  - Have Ss look at the statements in this activity.Tell them how to do it.  - Give them some strategies to do the exercise (e.g. reading the statements, underlining the key words, reading the text paying attention to the key words, deciding if each sentence is true or false).  - Set a time limit for Ss to do the activity independently. When the time is up, have Ss share their answers in pairs.  - Invite some pairs to give their answers and confirm the correct ones.  - For stronger classes, ask Ss to correct the false sentences.  - Check the answers as a class. | **2. Read the conversation again and tick (**✓**) T (True) or F (False).**  **- T\_ Ss**  - Follow the teacher’s instructions  - Give the answers and check.  **\* Key:**  **1.** T **2.** F **3.** T **4**. F **5**. T |
| ACTIVITY 3:  **Aim: To help further Ss understand the text.**  **\* Content:** Read and complete the sentences.  **\* Outcome:** Ss can complete the sentences, using adjectives in the box.  **\* Organisation :** Teacher’s instructions… | |
| **3. Complete the following sentences , using the adjectives in the box.**  - Ask Ss to work independently to fill each blank with the adjective in the box from the conversation. T may instruct them how to do the exercise: (1) read the sentence with the blank and try to work out the meaning from the whole sentence; (2) find the adjective in the box that bests the blank meaningfully. Model with the first sentence.  - Allow Ss to share answers before discussing as a class.  - Write the correct answers on the board.  - T gives correct answer. | **3. Complete the following sentences , using the adjectives in the box.**  **- T\_ Ss**  **- Ss work independently**  - Learn how to do it  - Share the answers  - Copy them  **\* Key** :  **1**. useful **2**. fast **3**. strong  **4.** smart **5**. heavy |
| ACTIVITY 4:  **Aim: To develop Ss' knowledge of vocabulary about daily activities.**  **\* Content:** To introduce revise some vocabulary about daily activities. Do the matching.  **\* Outcome:** Ss have some knowledge of vocabulary about daily activities.  **\* Organisation :** Teacher’s instructions… | |
| **4. Match the following activities with the pictures**  - Have Ss quickly match each activity with the picture individually.  - Then ask Ss to check their answers with their partners.  - Ask some Ss to read out their answers or write them on the board. Check the answers as a class.  - With weaker classes, ask for the translation of the activities. With stronger classes, T may ask some additional questions, e.g*. Can you iron clothes / make meals...? Who often makes meals in your family?* etc.  - Confirm the correct answers.  - Check the answers as a class. | **4. Match the following activities with the pictures**    **- Ss work independently**  - Ss do themselves.  **\* Key**:  **1.** b **2**. c **3**. e **4**. d **5**. f **6.** a |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise saying phrases of daily activities introduced in 4.**  **\* Content:** Play GAME. Miming to practice some phrases of daily activities.  **\* Outcome:** Ss work in groups . Mime activities . others try to guess to revise some phrases of daily activities.  **\* Organisation :** Teacher’s instructions… | |
| **5. GAME . Miming**  **Work in groups. A student mimes one of activities in 4 and the others try to guess. The swap.**  - Demonstrate the game to the class first. Ask a stronger student to help you.  - Ask Ss to play in groups. In a weaker class, T may work together with Ss first: miming one or two activities in **4** and eliciting the answers. When they know exactly what to do, ask them to work in groups.  - Move around to observe and offer help.  - Invite Ss to share their findings to the class. | **5. GAME . Miming**  **Work in groups. A student mimes one of activities in 4 and the others try to guess. The swap.**  **- T – S**s  - Work in groups  **-** Do the tasks |
| **5 . WRAP-UP & HOME WORK (2’)**  \* Ask one or two Ss to tell the class what they have learnt. Ask Ss to say some words they remember from the lesson.  - If there is a visualizer in the classroom, show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the superlative  adjectives and tells Ss that they will learn these language points in the following lessons.  **HOME WORK**  - Read again the conversation on page 48  - Do more exercises in workbook.  - Prepare new lessons | |

**=====================**