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| **Date of planning**: 15/5/2022**Date of teaching:** 18/5/2022………..… **WEEK:**  |  **Peroid 100 : UNIT 12: ROBOTS** **Lesson 5 : SKILLS\_1/ Reading and Speaking** |

**THIS UNIT INCLUDES:**

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| **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 lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach reading for specific information (scanning) . To practice describing what robots can do.

+ Vocabulary: - Use the words for daily activities;

 - Say statements with correct tones;

 - Expressing agreement and disagreement about something;

+ 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 read for specific information (scanning) . To practice describing what robots can do.

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

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipments….

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION( 3’- 5’)** |
|  **Pre – reading** **Aim:** **To help Ss understand their knowledge of the topic**  **\* Content:** Review the previous lesson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**\* Output:** Having a chance to speak English and focus on the topic of the lesson..**\* Organisation :** Teacher’s instructions… |
| **Teacher’s activities** | **Student’s activities** |
| **+ Greeting** **+ Revise or ask Ss about last lessons.** - Teacher **(T)** asks Ss some questions about them and class.- T revises or asks Ss about last lessons. - Ask Ss to open their book and introduce what they are going to study….- T leads in the lesson.**\* Teach some new words in contexts if necessary.****- T follows the steps to teach new words.** | **+ Greeting****+ Do the revision**- Students(Ss)listen and answer the teacher’s or friend’s questions**- T\_ Ss**- Answer the questions.- Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (12’)** |
| ACTIVITY 1: **While- reading** **Aim: To help Ss understand and activate their knowledge of the topic.****\* Content:** Pair work to discuss the questions.**\* Output:** Ss can answer the questions properly.**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Work in pairs . Discuss the following questions.****\*) 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**+ Take note**- Ask Ss to work in pairs discussing questions about their knowledge of robots.- Ask some Ss to say their answers in front of the class. - T may ask some other questions about the activities each type of robots can or can't do.- Check the answers as a class.- Gve the comment | **1. Work in pairs . Discuss the following questions.****\* Vocabulary****- useful** (adj) hữu ích**- choice** (n ) lựa chọn**- improve** (v ) hoàn thiện**- build houses** (v ) xây dựng nhà**- look after** (v ) trông nom, chăm sóc**- space stations** (v ) trạm vũ trụ+ Students(Ss)listen to the instructions carefully and learn how to do the tasks.**- Ss work in pairs** |
| **3. While- reading (18’)** |
| ACTIVITY 2 : **Aim: To help Ss develop reading for specific information (scanning).****\* Content:** Read the text and choose the best answer.**\* Output:** Ss read the text and choose the best answers correctly.**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the text and choose the best answer to each of questions**- 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 and the options (A, B, C), underlining the keywords in the questions and options, locating the key words in the text, and then reading that part and answering the questions).- 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 their answers to the T. - Ask them to give evidence when giving the answers. - Check as a class. | **2. Read the text and choose the best answer to each of questions****- T\_ Ss**- Listen to the teacher’s instructions carefully and learn how to do.- Give the answers **\* Key : 1**. B **2.** C **3**. C **4**. C |
| ACTIVITY 3 : **Aim: To help Ss further develop reading for specific information (scanning).****\* Content:** Read again the text and do the filling.**\* Output:** Read the text and fill the table correctly.**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the text again and fill the table below**- Ask Ss to scan the text again and find the detailed information to complete the table. - Ask Ss to note where they have found the information. After they finish, Ss can compare their answers before discussing them as a class. - Ask them to cite evidence when giving the answers.- Confirm the correct answers to the class.* **Post reading**

- Ask Ss to talk about types of robots, based on the text. | **3. Read the text again and fill the table below****- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.- Give the answer . **\* Key:**  |
|  **4. FURTHER PRACTICE/ APPLICATION (8’)** |
| ACTIVITY 4: *(Follow up activity)*  **Speaking** **Aim: To help Ss prepare ideas for the next activity.****\* Content:** Work in pairs. Discuss what robot can do at home; at school; in the factory…**\* Output:** Ss can talk what robot can do in different places**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in pairs. Discuss what you think robots can do in the following places.** - Ask Ss to work in pairs asking and answering about what robots can do in the places given in the first column of the table. - Move around to observe and provide help. - Call on some pairs to practise In front of the class. - Comment on their performance.- T and other Ss listen and make comments.- T helps if necessary | **4. Work in pairs. Discuss what you think robots can do in the following places.** **- T\_ Ss****- Work in pairs**- Listen to the teacher’s instructions carefully and follow them.- Work in pairs- Practice speaking in front of the class.- Correct mistakes if have . |
| ACTIVITY 5: **Aim: To provide an opportunity for Ss to practise describing what robots can do.****\* Content:** Group work to talk about robots and what you think they can do.**\* Output:** Ss can talk about robots and practise describing what robots can do.**\* Organisation :** Teacher’s instructions… |
| **5. Work in groups. Take turns to talk about robots nad what you think they can do . Can you think of other types of robots**- T may ask a strong student to model this activity in front of the class. Then have Ss work in groups while T circulates and monitors. - If there is enough time, call some Ss to talk before the whole class.- Invite some positive comments from other Ss. | **5. Work in groups. Take turns to talk about robots nad what you think they can do . Can you think of other types of robots****- Work in groups**- Listen to the teacher’s instructions carefully and follow them.- Practice speaking in front of the class.**- Free talk** |
| **5. WRAP-UP & HOME WORK (2’)**\* Have Ss tell about what types of robots there are and what they can do.**\* HOME WORK.**- Practice telling about your future houses. - Do more exercises in workbook.- Prepare new lesson. **Skills 2.** |

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