

Trường: TH&THCS Hiền Hòa
Tổ: chuyên môn THCS

Họ và tên giáo viên:
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UNIT 12: ROBOTS
Môn học: tiếng Anh- lớp 6
(Thời gian thực hiện: 7 tiết)

Period: 94 - 100

Class	Date of teaching	Attendance
6		

I. OBJECTIVES:

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- Vocabulary: use the lexical items related to the topic ‘Robots’
- Pronunciation: Tones in statements
- Grammar: use superlative adjectives (short adjectives)

2. Competencies:

a. General competencies:

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

b. Specific competencies:

- Improve such competencies related to language learning as listening, speaking, reading and writing skills and use of language (vocabulary, phonetics, grammar)

+ For language lessons: students are expected to pronounce, know the meaning of the keywords and understand the main grammatical points, then do the tasks that follow.

+ For skills lessons: students are expected to 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.

3. Qualities:

- To teach Ss about modern technology, learning new things and exploring new knowledge.

- Students know the importance of modern technology to human life in the future.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

II. PREPARATIONS

- Teacher: Text book, laptop, loudspeaker, projector...
- Students: Text books, studying equipment's....

III. PROCEDURE

Period 94 - Lesson 1

ACTIVITY 1: WARM-UP (5'-IW/GW)

1. Aim:

- To create a friendly and atmosphere in the class before the lesson;
- To introduce the topic.
- To lead in the topic of robots.

2. Content:

- To have some warm-up activities to creat a friendly and relaxed atmospHERE to inspire Ss to warm up to the subject and new lesson.

3. Products:

- Interest and concentration of Ss on the class activities.
- Having a chance to speak English and focus on the topic of the lesson..
- Leading in the lesson about vocabulary and pronunciation.

4. Implementation:

- Teacher instructs
- Ss do as required

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Chatting <p>Step 2: Task performance</p> <p>+ Greeting</p> <p>* <i>Chatting:</i></p> <ul style="list-style-type: none"> - Teacher divides the class into two big groups. - Teacher plays the video clip to minute 2:30 - Each group will take turns write the words they remember from the clip on the board and get 10 points for a correct word. - The group can write correctly all the words will get 50 points. - The group with more points will be the winner. <p>Lead in</p> <ul style="list-style-type: none"> - Teacher asks student to open the textbook and draws students' attention to the title of the conversation and the picture in the textbook and asks them questions <p>Ss answer the questions.</p> <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss work in group to talk about their neighbourhood. - Ss join in the discussion <p>Step 4: Judgement</p>	<p>+ Greeting</p> <p>*<i>Chatting:</i></p> <p>Key:</p> <ul style="list-style-type: none"> - Robot cleaner - Smart robot - Surgical robot <p><i>1. Where are Nick, Phong and Dr Adams?</i></p> <p><i>2. What are they talking about?</i></p> <p><i>3. Have you ever been to a show before?</i></p> <p><i>Suggested answers:</i></p> <p><i>1. They are at a robot show.</i></p> <p><i>2. They are talking about robots.</i></p> <p><i>Yes, I have been to a motor show. / No, I haven't. But I want to be at a show in the future.</i></p>

<ul style="list-style-type: none"> - T summarizes the discussion and leads to Activity 2. 	
<p>ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To introduce the vocabulary appearing in the next. - To practice the targeted language and the background knowledge. - To practice the targeted language and the background knowledge of robots. <p>2. Content:</p> <ul style="list-style-type: none"> - Learn some new words . Read the conversation and find out new words. - Know more new words. - filling in the gaps. <p>3. Products:</p> <ul style="list-style-type: none"> - Know more new words. Understanding the conversation; topic of the lesson, grammar points... - Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points... <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T sets the scene/ context for the listening and reading. <p>Step 2: Task performance</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: + showing the pictures illustrating the words. + providing the synonym or antonym of the words. + providing the definition of the words. <p>Task 1: Listen and read.</p> <ul style="list-style-type: none"> - Teacher sets the context for the listening and reading text: + Teacher asks students to look at the title of the conversation and the picture. + Teacher asks Ss some brainstorming questions. - Ss answer the questions and write down if necessary. - Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong. - Teacher play the recording, asks students 	<p>I. VOCABULARY</p> <ol style="list-style-type: none"> 1. robot (n) 2. do the dishes (vph) 3. iron (v) 4. useful (adj) that can help you to do or achieve what you want 5. put sth away (vph) to put something in the place where it is kept because you have finished using it 6. repair (v) to fix something that is damaged 7. broken (adj) <p>Task 1: Listen and read.</p> <p><i>Nick: Dr Adams! Can you tell us about the robots in the show, please?</i></p> <p><i>Dr Adams: Sure. This is H8, a home robot. It can do the dishes, iron clothes, put toys away...</i></p> <p><i>Nick: It looks very useful!</i></p> <p><i>Dr Adams: Yes, it can even make meals.</i></p> <p><i>Phong: Look! That's the biggest robot in the show.</i></p> <p><i>Dr Adams: Right, it's WB2, a worker robot, it's the strongest and faster</i></p>





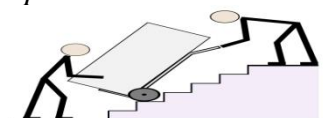

<p>underline the words they have learn in the vocabulary part.</p> <ul style="list-style-type: none"> - Teacher can play the recording more than once. - Students listen and read. - Teacher invites some pairs of students to read the dialogue aloud. - Teacher has students say the words in the text that they have underlined. <p>Task 2: Read the conversation again and tick True or False</p> <ul style="list-style-type: none"> - Teacher has students look at the statements in this activity and tells them how to do it by telling them the strategies to do the exercise: - Read the statement - Underline the key words - Read the text and pay attention to the key words - Decide if each sentence is true or false - Teacher sets the time limit. - Students work independently. - Teacher allows students to share their answers before discussing as a class. - Teacher invites some pairs to give their answers and confirms the correct ones. - Teacher may ask students to correct the false sentences. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss write down the new vocabulary - T asks, Ss answer some more questions about the conversation <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback on the reaction of Ss 	<p><i>robot here.</i></p> <p><i>Nick: What can it do?</i></p> <p><i>Dr Adams: It can move heavy things or repair broken machines.</i></p> <p><i>Nick: And what is this?</i></p> <p><i>Dr Adams: It's Shifa, a doctor robot. It's the smartest robot. It can help sich people and do many things like humans.</i></p> <p>Task 2: Read the conversation again and tick True or False</p> <ol style="list-style-type: none"> 1. H8 is a very useful robot. T 2. WB2 can't repair broken machines. F 3. Shifa is a doctor robot. T 4. H8 is the fastest in the robot show. F 5. Shifa is very smart. T
<p>ACTIVITY 3: PRACTICE (20'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To develop students' knowledge of the vocabulary about ways to help the environment. - To provide students with an opportunity to communicate with each other, using the vocabulary they have learnt. - To develop students' knowledge of the vocabulary about daily activities. - To help students pratise saying phrases of human daily activities which are introduced in Task 4. <p>2. Content:</p> <ul style="list-style-type: none"> - Understand the conversation; grammar points; - Some related Vocabulary <p>3. Products:</p> <ul style="list-style-type: none"> - To know about the topic of the lesson, Vocab, grammar points. - Know more about environment and environment problems. 	

4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <p>- T let Ss learn Task 3-4-5 – Getting Started</p> <p>- Unit 12</p> <p>Step 2: Task performing</p> <p>Task 3: Complete the sentences, using the adjectives in the box. (p. 59)</p> <p>- Teacher asks students to work independently to fill each blank with the adjective in the box from the conversation.</p> <p>- Teachers may instruct them how to do the exercise and model with the first sentence:</p> <p>+ Read the sentence with the blank and try to work out the meaning of the whole sentence</p> <p>+ Find the adjective in the box that can fit the blank meaningfully.</p> <p>- Students work individually to do the task.</p> <p>- Teacher asks students to share their answers before discussing as a class.</p> <p>- Teacher checks their answers as a class.</p> <p>Task 4: Match the activities with the pictures. (p. 59)</p> <p>- Teacher has students quickly match each activity with the picture in pairs</p> <p>- Teacher asks some students to read out their answers and write the answers on the board.</p> <p>- Teacher checks as a class.</p> <p>- With weaker classes, teacher can ask for translation of the activities to make sure they understand. With stronger class, teacher may ask some additional questions, <i>e.g. Can you iron clothes/ make meals...? Who often makes meals in your family?</i></p> <p>Task 5: Game – Miming</p> <p>- Teacher asks students to work in group of 4.</p> <p>- Teacher asks a more able student to help and demonstrates the game to the class first.</p> <p>- Students take turns to act and guess.</p> <p>Step 3: Report and discussion</p> <p>- Ss work independently</p> <p>- Share the answers</p> <p>Step 4: Judgement</p> <p>- T gives feedback on the answers.</p>	<p>Task 3: Complete the sentences, using the adjectives in the box.</p> <p><i>Answer key:</i></p> <p>1. useful</p> <p>2. fast</p> <p>3. strong</p> <p>4. smart</p> <p>5. heavy</p> <p>Task 4: Match the activities with the pictures. (p. 59)</p> <p><i>Answer key:</i></p> <p>1. b 2. c 3. e 4. d</p> <p>5. f 6. a</p> <p>Task 5: Game – Miming</p> <ul style="list-style-type: none">● <i>What am I doing?</i>● <i>You’re doing the dishes.</i>● <i>Respond: Yes, that’s right. / No, try again.</i>
<p>ACTIVITY 4: APPLICATION (5')</p> <p>1. Aim:</p> <p>- To help Ss revise some words and learn some more words to describe their</p>	

neighbourhood - To give Home assignments 2. Content: - To learn some more words about asking and giving directions - Home assignments 3. Products: - Know more words about giving directions. - Take note Home assignments 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Ask Ss to say aloud some words they remember from the lesson. - Home assignments Step 2: Task performance - Teacher summarizes all opinions - T let Ss take note the home assignments Step 3: Report and discussion - T says something about the class time. Step 4: Judgement - T gives feedback and requires Ss do homework.	* Home assignments: - Read again the conversation - Write about 5 sentences to describe what a robot can do.

Period 95 - Lesson 2: A closer look 1

ACTIVITY 1: WARM-UP(5'-IW/GW) 1. Aim: - Revise the old lesson. - Do some activities to create a friendly and relaxed atmosphere to warm up to the new lesson... - To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation. 2. Content: - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class. 3. Products: - Interest and concentration of Ss on the class activities. - A friendly and relaxed atmosphere to the new lesson 4. Implementation: - Teacher instructs - Ss do as required	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering - Chatting Step 2: Task performance	+ Greeting * <i>Matching:</i> * SET OF PICTURES:

<p>+ Greeting * Matching:</p> <ul style="list-style-type: none"> - Teacher divides students into 2 groups and delivers a set of 6 pictures about daily activities. - Teacher asks students to work in groups and match the names of daily activity with suitable pictures. - Students work in groups to do the task. - The fastest group will say “Bingo” and stick their work on board. - Teacher checks the answers, asks the class to read out loud the activities and gives a small gift to the winning group. <p>Lead in:</p> <ul style="list-style-type: none"> - Teacher leads students into the lesson by telling them that “In today's lesson, we are going to learn more words to describe what a robot can do and the falling tone in statements.” <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss join in the discussion <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T summarizes the discussion and leads to Activity 2. 	 <p><i>make meals</i></p>  <p><i>iron clothes</i></p>  <p><i>do the washing</i></p>  <p><i>repair a broken machine</i></p>  <p><i>move heavy things</i></p>  <p><i>put toys away</i></p>
<p>ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To set the context for the introductory; - To lead in the lesson about vocabulary and pronunciation. - To teach students some nouns about robots and what robots can do. - To help students practice telling about people’s abilities, using the modal can/can’t and the phrases they have learnt in <p>2. Content:</p> <ul style="list-style-type: none"> - Extra vocabulary. - Exercises of vocabulary - Exercises of matching sentences <p>3. Products:</p> <ul style="list-style-type: none"> - Know more adjectives and how to use them in context. <p>4. Implementation:</p>	
<p>TEACHER AND STUDENTS' ACTIVITIES</p> <p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T sets the scene/ context for the listening and reading. - T ask the whole class to do the Tasks in A Closer Look 1 <p>Step 2: Task performance</p> <p>VOCABULARY</p>	<p>CONTENTS</p> <p>I. VOCABULARY</p>

<ul style="list-style-type: none">- Teacher introduces the vocabulary by+ providing explanations of the words;+ showing picture illustrating the words. <p>Task 1: Match the verbs in column A to the words or phrases in column B. (p. 60)</p> <ul style="list-style-type: none">- Teacher has students quickly match the verbs in column A to the words/phrases in column B individually. Explain the words/phrases if necessary.- Teacher plays the recording for students to check their answers. Pause the recording after each phrase and ask them to repeat chorally and correct their pronunciation if necessary. Students work individually to do the task <p>Task 2: Work in pairs. Tell your partner the activities in 1 you can or can't do. (p. 60)</p> <ul style="list-style-type: none">- Teacher helps students remember the use of can to talk about ability in the present and have some students give examples.- Students work in pairs do the same sharing.- Teacher may go around to help weaker students.- Teacher calls some pairs to share their answers with the whole class.- Teacher gives feedback and corrections (if necessary). <p>Step 3: Report and discussion</p> <ul style="list-style-type: none">- Ss write down the new vocabulary- T asks, Ss answer some more questions about the lesson <p>Step 4: Judgement</p> <ul style="list-style-type: none">- T gives feedback on the reaction of Ss	<ul style="list-style-type: none">- understand (v) to know or realize the meaning of words, what somebody says, etc.- pick (v)- water (v)- guard (n)- delicious (adj) – [synonym]: yummy/tasty- helpful (adj) – [synonym]: useful <p>Task 1: Match the verbs in column A to the words or phrases in column B. (p. 60)</p> <p>Answer key:</p> <table><tr><td>1. c</td><td>2. a</td><td>3. b</td></tr><tr><td>4. e</td><td>5. d</td><td></td></tr></table> <p>Task 2: Work in pairs. Tell your partner the activities in 1 you can or can't do. (p. 60)</p> <p>Examples:</p> <ul style="list-style-type: none">- I can do the washing but I can't work as a guard.- I can water plants but I can't understand your feelings.	1. c	2. a	3. b	4. e	5. d	
1. c	2. a	3. b					
4. e	5. d						
<p>ACTIVITY 3: PRACTICE (20'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none">- To give students further practice on asking and answering about abilities, using the modal can and daily activities.- To help students identify how to say statements with corrects tone.- To test students' memory of the vocabulary.- To give students a chance to apply what they have learnt. <p>2. Content:</p> <ul style="list-style-type: none">- Understand the new words and do the task listen and repeat the words with the							

above mentioned tones.

- Students have a chance to identify and practise the rhythm in sentences.
- Saying the sentences with falling tones.

3. Products:

- To know about the topic of the lesson, Vocab, grammar points.
- To give students a chance to apply what they have learnt.
- To give students a chance to apply what they have learnt.

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none">- T let Ss do Task 3-4-5 in A closer look 1 <p>Step 2: Task performing</p> <ul style="list-style-type: none">- Teacher models the activity with a more able student. Remind students that they only use the information from the table to ask and answer about what the robot V10 can or can't do.- Students work in pairs, ask and answer about what the robot V10 can or can't do.- Teacher calls some pairs to practice in front of the class and gives feedback. <p>PRONUNCIATION</p> <ul style="list-style-type: none">- Teacher briefly explains to the student that we use falling tones at the end of a statement.- Teacher provides an example of a statement and models the falling tone of the statement.- Teachers ask students to provide some more examples of statements. <p>Task 4: Listen and repeat the sentences. (p. 60)</p> <ul style="list-style-type: none">- Teacher plays the recording and asks students to listen and repeat the statements. Remind students of the falling tone.- Teacher ask some students to read out the statements and invite comments from other students <p>Task 5: Listen and practice saying the statements in the paragraph. (p. 60)</p> <ul style="list-style-type: none">- Teacher has students say the statement in the paragraph on pairs: one reads out the statements and the other gives comments.- Teacher plays the recording for students to listen and compare with how their partners have pronounced.- Teacher asks some students to perform in front of the class.	<p>Task 3: Work in pairs. Read, ask and answer questions. (p. 60)</p> <p><i>Model answer:</i></p> <p>A: Can V10 do the washing? B: Yes, it can. A: Can V10 repair a broken machine? B: No, it can't.</p> <p>PRONUNCIATION</p> <p><i>Suggested answer:</i></p> <ol style="list-style-type: none">1. We go to school every morning.2. I can do the washing.3. My father repairs a broken machine. <p>Task 4: Listen and repeat the sentences. (p. 60)</p> <ol style="list-style-type: none">1. I often water plants after school.2. Shifa can do many things like humans.3. My dad makes delicious meals on weekends.4. WB2 is the strongest of all the robots.5. H8 is a home robot. <p>Task 5: Listen and practice saying the statements in the paragraph. (p. 60)</p> <p><i>Audio script:</i></p> <p>My robot is Jimba. It's a home robot. It's very helpful. It can do the housework, it can also water plants and pick fruit. It can work as a guard. I love my robot very much.</p>

<ul style="list-style-type: none"> - Other students give comments Step 3: Report and discussion <ul style="list-style-type: none"> - Ss work independently - Share the answers Step 4: Judgement <ul style="list-style-type: none"> - T gives feedback on the answers and studying attitude of Ss in class. 	
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ACTIVITY 4: APPLICATION (5')

1. Aim:

- To help Ss revise all they have learnt.
- To give Home assignments

2. Content:

- Make sentences using the new words and structures
- Home assignments

3. Products:

- Take note Home assignments

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Ask Ss to say aloud some words they remember from the lesson and make sentences with them. - Home assignments Step 2: Task performance <ul style="list-style-type: none"> - Teacher summarizes the lesson - T let Ss take note the home assignments Step 3: Report and discussion <ul style="list-style-type: none"> - T asks, Ss answer about houses Step 4: Judgement <ul style="list-style-type: none"> - T gives feedback and requires Ss do home assignments. 	* Home assignments: <ul style="list-style-type: none"> - Write a text to describe V10 using the sample in Exercise 5 and information in Exercise 3. - Do more exercises in workbook.

Period 96 - Lesson 3: A closer look 2

ACTIVITY 1: WARM-UP (5'-GW)

1. Aim:

- To activate students' prior knowledge and vocabulary related to the targeted grammar of future simple and to increase students' interest

2. Content:

- To review/ introduce the use and the form of the grammar points.

3. Products:

- Interest and concentration of Ss on the class activities.
- A friendly and relaxed atmosphere to the new lesson
- Ss know the use and form of future simple

4. Implementation:

- Teacher instructs

- Ss do as required	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering - Chatting Step 2: Task performance + Greeting * Game: Sentence racing. - Teacher divides the class into 2 groups. - Teacher delivers a set of word cards which contains superlative adjectives of short adjectives to each group. - Teacher models a sentence first. (e.g. <i>Minh is the tallest in my class.</i>) - Students will have to work in groups to create as many correct sentences from the word cards as possible. - The group with more correct sentences will be the winner.	+ Greeting Set of words: 1. <i>the tallest</i> 2. <i>the shortest</i> 3. <i>the biggest</i> 4. <i>the smallest</i>
ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW) 1. Aim: - To introduce target grammar of superlative adjectives: short adjectives. - To help students practice forming the correct form of superlative adjectives. - To help students practice the superlative of adjectives and revise the comparative of adjectives. 2. Content: - The use of superlative adjectives. - The use of the superlative of adjectives and the comparative of adjectives. 3. Products: - Practising the correct form of superlative adjectives . - Practising the superlative of adjectives and the comparative of adjectives in context 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering - To help Ss learn The Articles - T sets the scene/ context for the listening and reading. - T ask the whole class to do the Tasks in A Closer Look 2 Step 2: Task performance <u>Lead in:</u> Teacher explicates the forms. Teacher draws students' attention to superlative adjectives in the sentence they have made and leads in the lesson. 1. Superlative adjectives: short adjectives:	* Form: <div style="border: 1px solid black; padding: 5px; display: inline-block;"> The + short adj + est </div> Use: Superlative adjectives are used to compare more than three people or things, expressing the highest degree. - Teacher notices the way to construct the superlative of short adjectives in

- Teacher briefly explains the form and use of superlative adjectives:
- Students listen and take notes.

Task 1: Write the superlative form of the adjectives in the table. (p. 61)

- Teacher asks students to read the instruction and tells them what they should do. (With a weaker class, do the first word as an example).
- Teacher asks students to do the exercise individually and then compare their answers with a classmate.
- Teacher checks the answers as a class.

Task 2: Complete the following sentences with the superlative form of the adjectives in brackets.1 is an example.

- Teacher has students work on the exercise individually before they compare answers with each other.
- Teacher gives feedback as a class discussion.

Step 3: Report and discussion

- Ss write down the new vocabulary
- T asks, Ss answer some more questions about the lesson

Step 4: Judgement

- T gives feedback on the reaction of Ss

English:

Task 1: Write the superlative form of the adjectives in the table. (p. 61)

Answer key:

Adjectives	Superlative form
fast	fastest
tall	tallest
noisy	noisiest
nice	nicest
hot	hottest
light	lightest
quiet	quietest
heavy	heaviest
large	largest

Task 2: Complete the following sentences with the superlative form of the adjectives in brackets.1 is an example.

Suggested answer:

2. *smartest*
3. *tallest*
4. *smallest*
5. *cheapest*

ACTIVITY 3: PRACTICE (20'-IW/PW/GW)

1. Aim:

- To give students further practice on using superlative adjectives.
- To give students further practice on using superlative adjectives.
- To give students a chance to use the superlative of short adjectives in real life context.

2. Content:

- Exercises of superlative adjectives.
- Practise using superlative adjectives.
- Further practice on the use of superlative of short adjectives

3. Products:

- Use superlative adjectives to do the exercises
- To give students some practice on the use of superlative adjectives.

<p>- Use superlative of short adjectives correctly.</p> <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <p>- T let Ss study the examples, consume the rules and do the exercises.</p> <p>Step 2: Task performing</p> <p>Task 3: Complete the following sentences with comparative or superlative form of the adjectives in brackets.</p> <p>- Teacher has students work on the exercise individually before they compare answers with each other.</p> <p>- Teacher gives feedback as a class discussion.</p> <p>Task 4: Work in pairs. Look at the information of three robots: M10, H9 and A3 and talk about each of them, using superlative adjectives. (p. 62)</p> <p>- Teacher asks students to look at the information in exercise 4 and explains what they have to do.</p> <p>- Teacher models the activity with a more able student and reminds students that they only use the information from the table to describe the three robots using superlative adjectives.</p> <p>- Teacher may explain the meaning of the words <i>age</i>, <i>weight</i>, <i>height</i>, <i>price</i> and asks students to elicit the adjectives they can use to describe each row.</p> <p>- Students work in pairs to say sentences comparing three robots.</p> <p>- Teacher moves around to offer help if needed.</p> <p>- Teacher calls some pairs to perform in front of the class.</p> <p>* Game: Find someone who...</p> <p>- First, teacher models the game <i>Find someone who...</i> with a more able student.</p> <p>- Teacher has students work in pairs ask and answer questions to find out the student who is the shortest/ tallest/ smartest, ect. in the class.</p>	<p>Task 3: Complete the following sentences with comparative or superlative form of the adjectives in brackets.</p> <p>Suggested answers:</p> <p>1. <i>My brother has a tidier room than me.</i></p> <p>2. <i>The hottest desert of all is Sahara and it's in Africa.</i></p> <p>3. <i>Travelling by plane is faster than going by car.</i></p> <p>4. <i>Who is the tallest in your family?</i></p> <p>5. <i>I think dogs are smarter than cats.</i></p> <p>Task 4: Work in pairs. Look at the information of three robots: M10, H9 and A3 and talk about each of them, using superlative adjectives. (p. 62)</p> <p>MODEL DISCUSSION:</p> <p>A: <i>A3 is the tallest of the three robots.</i></p> <p>B: <i>M10 is the youngest of the three robots.</i></p> <p>A: <i>A3 is the heaviest of the three robots.</i></p> <p>B: <i>H9 is the cheapest of the three robots.</i></p> <p>* Game: Find someone who...</p> <p>* MODELLING</p> <p>A: Who is the tallest in our class?</p> <p>B: Khoi is the tallest in our class.</p> <p>...</p>

<ul style="list-style-type: none"> - Teacher moves around and offers help if needed. - Teacher calls some pairs to report their findings. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss work independently and in pairs, in groups - Share the answers <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback on the answers and studying attitude of Ss in class. 	<ul style="list-style-type: none"> - the tallest Khoi - the oldest - the smartest - the shortest - the biggest - the smallest <p>Report:</p> <p>In our class, Khoi is the tallest...</p>
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ACTIVITY 4: APPLICATION (5')

1. Aim:

- To help Ss revise all they have learnt.
- To give Home assignments

2. Content:

- Make sentences using adjectives to to compare people and things in their classroom, using comparative adjectives.
- Home assignments

3. Products:

- Review the old lesson
- Take note Home assignments

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - T asks some Ss to make sentences using MIGHT. - Home assignments <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - T summarises the main points of the lesson. - T lets Ss take note the home assignment. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Ss answer about positions of things. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Ss do homework. 	<p>* Home assignments:</p> <ul style="list-style-type: none"> - Write the answers of exercise 2 and 3 on your notebooks. - Do more exercises in workbook.

Period 97 - Lesson 4: Communication

ACTIVITY 1: WARM-UP (5'-IW/GW)

1. Aim:

- To revise the old lesson.
- To activate students' prior knowledge and to increase students' interest.

2. Content:

- Use everyday expressions for asking and answering questions.
- Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class
- lexical items of robots and what robots can do

3. Products:

- Interest and concentration of Ss on the class activities.
- A friendly and relaxed atmosphere to the new lesson
- Developing the language skills by asking and answering questions.

4. Implementation:

- Teacher instructs
- Ss do as required

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Chatting <p>Step 2: Task performance</p> <ul style="list-style-type: none"> + Greeting * <i>Spider web:</i> - Teacher draws a spider web on the board with the word <i>A ROBOT CAN</i> in the middle. - Teacher asks students to name as many activities a robot can do as possible. - Students give their answers. - Teacher writes down the answers on the board. * EVERYDAY ENGLISH - <i>Expressing agreement and disagreement</i> <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss join in the discussion and do as required <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T summarizes the discussion and leads to Activity 2. 	<div data-bbox="1018 846 1332 1093" data-label="Diagram"> <pre> graph TD A((A ROBOT CAN)) --- B((do the dishes)) A --- C((iron clothe)) A --- D((...)) A --- E((water plants)) A --- F((work as a guard)) </pre> </div> <p>Suggested answer: A robot can:</p> <ul style="list-style-type: none"> - do the dishes - iron - water plants - work as a guard ...
<p>ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To practice the ways to express agreement and disagreement in English. - To help students practice expressing <p>2. Content:</p> <ul style="list-style-type: none"> - To apply the knowledge about the ways to express agreement and disagreement in English. <p>3. Products:</p> <ul style="list-style-type: none"> - How to use the structure <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T sets the scene/ context to reading and listening - T ask the whole class to do the Tasks in Communication <p>Step 2: Task performance</p> <p>Task 1: Listen and read the dialogues.</p>	<p>Task 1: Listen and read the dialogues.</p>

Pay attention to the highlighted sentences. (p. 63)

- Teacher plays the recording and asks students to look at the dialogues and read it while listening. Ask students to pay attention to the highlighted sentences.

- Teacher elicits the structures to express agreement and disagreement from students (*I agree/ disagree with...*).

- Students practice the dialogues in pairs.

- Teacher calls some pairs to practice the dialogues in front of the class.

- Teacher asks students to provide some more expressions of agreement and disagreement they know.

Task 2: Work in pairs. Express your opinions about the statements. (p. 63)

- Teacher asks students to read the instruction and given statements, decide whether they agree or disagree with the statements.

- Students work in pairs to make similar dialogues, using the structures for expressing agreement and disagreement.

- Teacher moves around to observe and provide help.

- Teacher calls some pairs to practice in front of the class and comment on their performance.

Step 3: Report and discussion

- T asks, Ss answer some more questions about the lesson

Step 4: Judgement

- T gives feedback on the reaction of Ss

Pay attention to the highlighted sentences. (p. 63)

Agreement and disagreement expressions:



Task 2: Work in pairs. Express your opinions about the statements. (p. 63)

Suggested answers:

A: Home robots are the most useful of all types of robots.

B: I agree with you.

A: Some people can use robots to do bad things.

B: I don't agree with you.

A: Robots will use too much electricity in the future.

B: I agree with you.

ACTIVITY 3: PRACTICE (20'-IW/PW/GW)

1. Aim:

- To help students practice using some grammar points and vocabulary related to the topic.

- To help students practice asking and answering about robot's abilities.

- To help students practice reporting the results of their interviews.

2. Content:

- Conversation on a radio programme about robots and what robots can do.

- Conversation about robots and what robots can do

3. Products:

- More knowledge of the topic.

- Ability to ask and answer questions about themselves concerning the topic

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering - T let Ss study the examples, consume the rules and do the exercises Step 2: Task performing Task 3: Listen to the radio programme	Task 3: Listen to the radio programme

from 4Teen News. Fill the blanks with the words you hear. (p. 63)

- Teacher asks students to look at the conversation and guess words can be filled in the blanks.
- Teacher plays the recording for the first time and asks students to listen and fill in the blanks.
- Teacher asks students to share their answers in pairs and plays the recording again for students to check their answers.
- Teachers asks some students to role play the radio programme again, paying attention to the use of the words of daily activities.

Task 4: Interview three friends about what abilities they want their robots to have. (p. 63)

- Teacher asks students to move around and asks three classmates what abilities they want their robots to have.
- Teacher reminds students to write the names of the people they interview and note the answers in the table.
- Students move around and interview their friends.
- When students have finished the interviews, teacher asks them to practice reporting the results of their interview in pairs.

Task 5: Report the findings. (p. 63)

- Teacher calls some students to report the results of their interview in front of the whole class. After each student has finished the report, teacher invites comments from other students.
- Teacher provides further feedback and corrects the common errors.

Step 3: Report and discussion

- Ss work independently and in pairs, in groups
- Share the answers

Step 4: Judgement

- T gives feedback on the answers and

from 4Teen News. Fill the blanks with the words you hear. (p. 63)

Suggested answer:

1. understand
2. smartest
3. put
4. water
5. guard

Audio script:

Speaker: Today we ask our friends: Tom from Australia, Linh from Viet Nam and Nobita from Japan to tell about their robots. Tom, would you like to start?

Tom: My robot can understand what I say. It can also understand my feelings. It's the smartest robot.

Speaker: Linh?

Linh: My robot is my best friend. It does a lot for me: clean the floor, put my toys away, and...

Speaker: And Nobita?

Nobita: My robot is very useful. It help me a lot. It can water my plants and even work as a guard.

Task 4: Interview three friends about what abilities they want their robots to have. (p. 63)

Friends	Abilities he/she wants his/her robot to have

Task 5: Report the findings. (p. 63)

Suggested answer:

I interviewed three of my friends about the abilities they want their robots to have. Ha Vi wants her robots to cook meals. Hoai Anh wants her robot to do her homework. And Duc Tuan wants his robot to play with him.

studying attitude of Ss in class.	
ACTIVITY 4: APPLICATION (5'/IW) 1. Aim: - To help Ss revise all they have learnt. - To give Home assignments 2. Content: - More questions and answers about the main topic - Home assignments 3. Products: - Review the old lesson - Take note Home assignments 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - T summarizes the lesson and let Ss tell what the have learnt - Home assignments Step 2: Task performance - Teacher summarizes the lesson - T has Ss tell what they have learnt (Practice asking about audio guides to places) - T lets Ss take note the home assignment Step 3: Report and discussion - T asks, Ss answer about GREEN LIFE Step 4: Judgement - T gives feedback and requires Ss do homework.	* Home assignments: - Write a paragraph about 50 words to describe a robot you want to have. - Do more exercises in workbook

Period: 98 - Lesson 5: Skills 1

ACTIVITY 1: WARM-UP – PRE- READING(5'-IW/GW) 1. Aim: - To create a friendly and active atmosphere in the class before the lesson. - To introduce the topic of reading and also revise the previous lesson. 2. Content: - Revision the old lesson. Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson. 3. Products: - Interest and concentration of Ss on the class activities. - A friendly and relaxed atmosphere to the new lesson - A chance to speak English and focus on the topic of the lesson. 4. Implementation: - Teacher instructs - Ss do as required	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering - Chatting Step 2: Task performance + Greeting * Kahoot game: Choose the best answer - Teacher allows students to use their mobile devices to answer and interact with the questions online. - Teacher gives clear instructions for students to fully	+ Greeting * Kahoot game: Choose the best answer * Questions in the game:

<p>understand how to play Kahoot game online.</p> <ul style="list-style-type: none"> + Go to Kahoot.it + Enter the game PIN + Type your nickname + Choose the best option for each question appearing on the screen + See who will be the winner - Teacher provides the game PIN and allows students' access to the game. - Students choose the best option for each question appearing on the screen. - Teacher gives compliments or a small gift to the winner of the game. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss join in the discussion and do as required <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T summarizes the discussion and leads to Activity 2. <p>Lead in:</p> <ul style="list-style-type: none"> - Teacher leads students into the lesson by asking students the question. 	<p>1. What type of robot is that? A. Home robot B. Space robot C. Teacher robot D. Doctor robot</p> <p>2. What type of robot is that? A. Worker robot B. Space robot C. Teacher robot D. Doctor robot</p> <p>3. What type of robot is that? A. Home robot B. Worker robot C. Teacher robot D. Doctor robot</p> <p>4. What type of robot is that? A. Home robot B. Space robot C. Teacher robot D. Doctor robot</p> <p>5. What type of robot is that? A. Home robot B. Space robot C. Teacher robot D. Worker robot</p> <p>Answer key: 1. B 2. D 3. B 4. C 5. A</p> <p>1. What robots are you interested in? Why?</p> <p>Suggested answers: 1. I am interested in home robots because they can help my mom do the housework.</p>
<p>ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To activate students' knowledge of the topic of the reading text. - To prepare students with vocabulary. - To develop the skill of guessing the meaning of words/ phrases in context <p>2. Content:</p> <ul style="list-style-type: none"> - T. elicits Voc by using pictures or real items. - Read the passage to choose the best answers. <p>3. Products:</p> <ul style="list-style-type: none"> - Vocabulary about the topic - Developing reading skills by looking at the pictures and doing the exercises. - Understanding more about the context. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T sets the scene/ context for the listening and reading. - T ask the whole class to do the Tasks in Skills 1 <p>Step 2: Task performance</p> <p>Pre-Reading (Pre-teach vocabulary)</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: <ul style="list-style-type: none"> ● providing the synonym of the words; ● providing the pictures of the words; ● providing the definition of the words. <p>Task 1: Work in pairs. Discuss the following question.</p> <ul style="list-style-type: none"> - Teacher asks – Students answer. 	<p>VOCABULARY</p> <ol style="list-style-type: none"> 1. literature (n) 2. subject (n) 3. improve (v) [definition] to become better than before 4. look after (phv) [synonym] take care of 5. space station (nph) 6. planet (n) <p>Task 1: Work in pairs. Discuss the following question</p> <ol style="list-style-type: none"> 1. What types of robots are there? 2. What robots are children interested in? <p>Suggested answer:</p>

<p><u>While-Reading</u> Task 2: Read the text and choose the best answer to each of the questions. (p. 64) * Keywords in multiple choice questions: - Teacher asks students to go through the questions (1 – 4) to make sure that they understand them and know what information is being asked. - Students underline the key word(s) in each question to locate the answer in the reading text - Teacher asks students to read the text and answer the questions. The fastest student who gives the correct answers will get mark 10. Step 3: Report and discussion - Ss write down the new vocabulary - T asks, Ss answer some more questions about the lesson Step 4: Judgement - T gives feedback on the reaction of Ss</p>	<p>1. There are home robots, teacher robots and worker robots 2. Teacher robots Task 2: Read the text and choose the best answer to each of the questions. (p. 64) Answer key: 1. B 2. C 3. C 4. C</p>												
<p>ACTIVITY 3: PRACTICE (20'-IW/PW/GW) 1. Aim: - To develop reading skills for general and specific information. - To help students form the ideas for their speaking. -To help student use what they have learnt so far to talk about what robots can do in the place they are assigned.. - To check students' understanding and develop their speaking skill. 2. Content: - Revise the learnt lexical items to do the task. - Ask and answer the questions with information from the texts. 3. Products: - How to find key words in a paragraph. - To practice speaking by asking and discussing. 4. Implementation:</p>													
<p>TEACHER AND STUDENTS' ACTIVITIES</p> <p>Step 1: Task delivering - T let Ss study the examples, consume the rules and do the exercises. Step 2: Task performing Task 3: Read the text again and fill the table. - Teacher asks students to scan the text again and find the detailed information to complete the table. - Teacher asks students to note down where they have found the information. - Students compare their answers with peers. - Teacher checks students' answers as a class.</p> <p>Task 4: Work in groups. Discuss what you think robots can do in the five places. (p. 64) - Teacher divides the class into 5 groups and assigns each group a place in Task 4. - Teacher provides each group with a piece of A2</p>	<p>CONTENTS</p> <p>Task 3: Read the text again and fill the table. (p. 64)</p> <table border="1"> <thead> <tr> <th>Type of robots</th><th>What they can do</th></tr> </thead> <tbody> <tr> <td>Home robots</td><td>cook meals, clean the house, do the washing and iron clothes</td></tr> <tr> <td>Teacher robots</td><td>help children study, teach English, literature, maths and other subjects, help children improve English pronunciation</td></tr> <tr> <td>Worker robots</td><td>build houses, move heavy things</td></tr> <tr> <td>Doctor robots</td><td>look after sick people</td></tr> <tr> <td>Space robots</td><td>build space stations on the Moon and other planets</td></tr> </tbody> </table> <p>Task 4: Work in groups. Discuss what you think robots can do in the five places. (p. 64) <i>Places: What robots can do</i> <i>Home : do housework, take care of children</i> <i>School: teach students, help students to do</i></p>	Type of robots	What they can do	Home robots	cook meals, clean the house, do the washing and iron clothes	Teacher robots	help children study, teach English, literature, maths and other subjects, help children improve English pronunciation	Worker robots	build houses, move heavy things	Doctor robots	look after sick people	Space robots	build space stations on the Moon and other planets
Type of robots	What they can do												
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Doctor robots	look after sick people												
Space robots	build space stations on the Moon and other planets												

<p>paper and some markers.</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups, discuss what robots can do in the place they are assigned and note the ideas they have discussed on the paper. - Teacher goes around and offers help if needed. <p>While-Speaking</p> <p>Task 5: Present your discussion (p. 64).</p> <ul style="list-style-type: none"> - Teacher invites some groups to share their discussion and makes sure they speak in full sentences. - Students share their discussion with the whole class. <p>Post-Speaking</p> <ul style="list-style-type: none"> - To help students improve next time. - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation. - Teacher gives feedback and comments. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss work independently - Share the answers <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback on the answers and studying attitude of Ss in class. 	<p><i>exercises</i></p> <p><i>Factory: move heavy things, repair broken things</i></p> <p><i>Hospital: take care of patients, diagnose</i></p> <p><i>Garden: plant trees, water plants</i></p> <p>Task 5: Present your discussion (p. 64).</p> <p><u><i>Suggested answer:</i></u></p> <p><i>I think another type of robot is entertainment robots. These robots can sing,</i></p>
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<p>ACTIVITY 4: APPLICATION (5'-IW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To help Ss revise all they have learnt. - To give Home assignments <p>2. Content:</p> <ul style="list-style-type: none"> - A mind map summarising the main points of the lesson. - Home assignments <p>3. Products:</p> <ul style="list-style-type: none"> - Review the old lesson - Take note Home assignments <p>4. Implementation:</p>	
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - T has Ss summarise what they have learnt with the two skills. - T can instruct them to draw a mind map to summarise the main points of the lesson. - Home assignments <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Ss take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Ss answer about houses <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Ss do homework. 	<p>* Home assignments:</p> <ul style="list-style-type: none"> - Choose a type of robot in reading text and write about what they can do.. - Do more exercises in workbook.

<p>Period 99 - Lesson 6: Skills 2</p> <p>ACTIVITY 1: WARM-UP (5'-GW/PW/IW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To develop student's listening skills for specific information. It also provides input for the

writing skills.

2. Content:

- Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.

3. Products:

- Interest and concentration of Ss on the class activities.
- A friendly and relaxed atmosphere to the new lesson
- A chance to speak English and focus on the topic of the lesson..

4. Implementation:

- Teacher instructs
- Ss do as required

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <p>- Chatting</p> <p>Step 2: Task performance</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss about the content of the previous lesson. Describe the classmate next to them.</p> <p>* Game: Jumbled words</p> <p>* Brainstorming:</p> <p>- Teacher sticks 5 icons on the board, and divides the class into 5 big groups.</p> <p>- Each group will be assigned a type of robot.</p> <p>- Teacher asks students to brainstorm all abilities that the robot can have.</p> <p>- The group having the most suitable answers is the winner.</p> <p>Step 3: Report and discussion</p> <p>- Ss join in the discussion and do as required</p> <p>Step 4: Judgement</p> <p>- T summarizes the discussion and leads to the lesson.</p>	<p>+ Greeting</p> <p>*Brainstorming:</p> <div data-bbox="1027 703 1378 833" data-label="Image"> </div> <p><i>Space robot</i></p> <div data-bbox="1027 871 1378 992" data-label="Image"> </div> <p><i>Doctor robot</i></p> <div data-bbox="1027 1028 1378 1140" data-label="Image"> </div> <p><i>Worker robot</i></p> <div data-bbox="1027 1176 1378 1303" data-label="Image"> </div> <p><i>Teacher robot</i></p> <div data-bbox="1027 1339 1378 1460" data-label="Image"> </div> <p><i>Home robot</i></p> <p>Suggested answers:</p> <ul style="list-style-type: none"> ○ <i>Space robot: build space stations, take measurements, collect samples, take pictures of planets, ect.</i> ○ <i>Doctor robot: look after sick people, do the surgery, help the doctors, ect.</i> ○ <i>Worker robot: build houses, move heavy things,</i> ○ <i>Teacher robot: help children study, teach English, literature, maths and other subjects, help children improve English pronunciation, ect.</i> ○ <i>Home robot: cook meals, clean the house, do the washing, iron clothes, ect.</i>
<p>ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To activate students' knowledge of the topic of the listening text; - To help students develop their skill of listening for general information. - To help students develop listening skill for specific information - To lead in the listening task. <p>2. Content:</p>	

<ul style="list-style-type: none"> - Get used to listening skill - To help students brainstorm about green world. - Listen again to get more information <p>3. Products:</p> <ul style="list-style-type: none"> - Vocabulary about the topic - Answers to the questions of Task 1. - Choose the correct answer correctly. - The key information in the listening tasks. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T sets the scene/ context for the listening and reading. - T ask the whole class to do Task 1 in Skills 2 <p>Step 2: Task performance (Pre-listening)</p> <p>Task 1: Listen to the conversation and tick the phrases you hear. (p. 65)</p> <ul style="list-style-type: none"> - Teacher asks students to underline key words in each of five given phrases and guess which phrases will appear in the conversation. - Teacher plays the recording and asks students to tick next to the phrase they hear from the conversation. - Teacher calls some students to share their answers and confirms the correct ones. <p>While-listening</p> <p>Task 2: Listen and tick True or False. (p. 65)</p> <p><i>* True – False prediction:</i></p> <ul style="list-style-type: none"> - Teacher asks students to go through the statements (1 – 5) to make sure that they understand and know what information they have to catch for the answers. - Students underline the key word(s) in each statement and guess whether they are True or False individually. <p><i>* Listen and decide True or False:</i></p> <ul style="list-style-type: none"> - Teacher plays the recording. - Teacher asks students to listen and tick the answers. - Teacher asks students to compare their answers with the predictions made previously. - Teacher calls on some students to read aloud their answers and correct the false one(s). <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss write down the new vocabulary - T asks, Ss answer some more questions 	<p>Task 1: Listen to the conversation and tick the phrases you hear. (p. 65)</p> <p><i>Answer key:</i></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - look after sick people - understand what we say - build the very high buildings - teach many subjects - move heavy things </div> <p>Task 2: Listen and tick True or False. (p. 65)</p> <p><i>Answer key:</i></p> <p>1. F (Robots can do quite a lot today.) 2. T 3. T 4. T 5. F (No, not everything. They can't understand our feelings or play football.)</p> <p><i>Audio script:</i></p> <p><i>Khang:</i> Dr Adams, please tell me something about robots. <i>Dr Adams:</i> Sure. Robots can do quite a lot today. Home robots can do housework. Doctor robots can look after sick people. And ... <i>Khang:</i> Can robots build houses? <i>Dr Adams:</i> Yes. Worker robots can even build very high buildings. <i>Khang:</i> Can they teach? <i>Dr Adams:</i> Yes. Teacher robots can teach many subjects in a classroom or online. <i>Khang:</i> Can they understand what we say? <i>Dr Adams:</i> Yes, they do. They can even speak to us. <i>Khang:</i> Robots can do everything like humans? <i>Dr Adams:</i> No, not everything. They can't understand our feelings or play football.</p>

about the lesson Step 4: Judgement - T gives feedback on the reaction of Ss									
ACTIVITY 3: PRACTICE (20'-IW/PW/GW) 1. Aim: - To check students' understanding of the listening part. - To develop student's speaking skill, using the available information and their background knowledge - To help students generate ideas for their writing. - To help students practise writing a paragraph about ROBOTS. 2. Content: - Interviewing and take notes - Write a paragraph about a ROBOTS. 3. Products: - More understanding about the listening contents. - Ideas for a paragraph about a classmate. - A completed paragraph about a classmate 4. Implementation:									
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS								
Step 1: Task delivering - T has Ss do Task 3-4-5 in Skill 2 Step 2: Task performing Task 3: Imagine a robot you would like to have and make notes about it. (p. 65) - Teacher asks students to make notes on a robot they want to design (its name, type of robot, where it can work and what it can do). - Remind them that they do not have to write full sentences and they can use abbreviations. - Teacher goes around and helps if needed. - Students work in pairs and share their notes with their partners. While-Writing Task 4: Write a paragraph of 50-60 words about the robot you would like to have. (p. 65) - Teacher introduces some structures to write about the robot: - Teacher asks student to use the given structures and the information they have noted in task three to write a paragraph about the robot they want to have. Post-Writing - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion. Step 3: Report and discussion - Ss write down the new vocabulary - T asks, Ss answer some more questions about the lesson	Task 3: Imagine a robot you would like to have and make notes about it. (p. 65) Model notes: <table border="1" data-bbox="861 1108 1484 1384"> <tr> <td>1. Name of your robot</td><td>Mimi</td></tr> <tr> <td>2. Type of robot</td><td>Home robot</td></tr> <tr> <td>3. Where it can work</td><td>At my house</td></tr> <tr> <td>4. What it can do for you</td><td>Help my Mum do the housework: clean the house, wash dishes and cook meals.</td></tr> </table> Task 4: Write a paragraph of 50-60 words about the robot you would like to have. (p. 65) <i>* Name: My robot's name is ...</i> <i>I would like to have a robot named ...</i> <i>I would name my robot ...</i> <i>* Type: It is a ...</i> <i>* Where it can work:</i> <i>It can work at ...</i> <i>... is an ideal place for it.</i> <i>* What it can do:</i> <i>My robot can ...</i> <i>My robot is able to</i> Suggested answer: <i>My robot's name is Funny. It is an entertainment robot. It can work at home and at school. It can sing, dance and tell stories to make me happy. It can also help me to do my homework and practice English. I like it so much.</i>	1. Name of your robot	Mimi	2. Type of robot	Home robot	3. Where it can work	At my house	4. What it can do for you	Help my Mum do the housework: clean the house, wash dishes and cook meals.
1. Name of your robot	Mimi								
2. Type of robot	Home robot								
3. Where it can work	At my house								
4. What it can do for you	Help my Mum do the housework: clean the house, wash dishes and cook meals.								

Step 4: Judgement	
- T gives feedback on the reaction of Ss	
ACTIVITY 4: APPLICATION (5'-IW)	
1. Aim:	
- To help Ss revise all they have learnt.	
- To give Home assignments	
2. Content:	
- A mind map summarising the main points of the lesson.	
- Home assignments	
3. Products:	
- Review the old lesson	
- Take note Home assignments	
4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment)	
- T has Ss summarise what they have learnt with the two skills.	
- T can instruct them to draw a mind map to summarise the main points of the lesson.	
- Home assignments	
Step 2: Task performance	
- Teacher summarizes the lesson	
- T lets Ss take note the home assignments	
Step 3: Report and discussion	
- T asks, Ss answer about their classmates	
Step 4: Judgement	
- T gives feedback and requires Ss do homework.	
	* Home assignments:
	- Finish writing the paragraph. Copy in the note books.
	- Do more exercises in workbook.

- Teacher (T) asks Ss some questions about them and class.

Greeting

+ Chatting

* Quizizz game (Task 1, P66)

- Teacher uses questions in Exercise 1 to create questions in the Quizizz game.
- Teacher allows students to use their mobile devices to answer and interact with the questions online.
- Teacher gives clear instructions for students to fully understand how to play Quizizz quiz online.
- + Go to join my quiz.com
- + Enter the game CODE
- + Type your name
- + Use and, but and so to complete each sentence appearing on the screen
- + See who will be the winner
- Teacher provides the game CODE and allows students' access to the game.
- Students type the word and, but or so to complete each sentence appearing on the screen.
- Teacher gives complements or good marks to the winner of the game.

Step 3: Report and discussion

- Ss join in the discussion and do as required

Step 4: Judgement

- T summarizes the discussion and leads to the lesson.

* Quizizz game:



1. _____ the clothes



2. _____ heavy things



3. _____ fruit



4. do the _____



5. _____ the dishes

Answer key:

1. iron
2. move
3. pick
4. washing
5. do

ACTIVITY 2: KNOWLEDGE FORMATION (15'-IW/PW/GW)

1. Aim:

- To help students revise the vocabulary items they have learnt in the unit.

2. Content:

- Extra vocabulary
- Fill in the gaps


3. Products:

- Remember more vocabulary
- Remember the usage of articles

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering	

<p>- T sets the scene/ context for doing exercises</p> <p>Step 2: Task performance</p> <p>Task 2: Fill in the blanks with the verbs from the box. (p. 66)</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their textbook to discuss the answers. - Teacher asks one student to write the answers on the board. - Teacher gives feedback as a class discussion <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss write down the new vocabulary - T asks, Ss answer some more questions about the lesson <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback on the reaction of Ss 	<p>Task 2: Fill in the blanks with the verbs from the box. (p. 66)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. work 2. make 3. repair 4. understand 5. waters
<p>ACTIVITY 3: PRACTICE (20'-IW/PW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To help students revise the form and use of superlative adjectives. - To help students revise the form and use of superlative adjectives. - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. <p>2. Content:</p> <ul style="list-style-type: none"> - Revise the grammar points. - practise speaking in asking for information in the class. - To help students practise writing about designing a robot. <p>3. Products:</p> <ul style="list-style-type: none"> - Form and use of superlative adjectives. - Remember more the form and use of superlative adjectives. - Extra vocabulary. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T let Ss study the examples, consume the rules and do the exercises <p>Step 2: Task performing</p> <p>Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (p. 66)</p> <ul style="list-style-type: none"> - Teacher asks students to do the task individually first. - Teacher then allows students to check their answers with a partner. - Teacher calls some students to write down the answers on the board. - Teacher gives feedback as a class discussion. <p>Task 4: Complete the sentences with the superlative form of the adjectives in the brackets. (p. 66)</p>	<p>Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (p. 66)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. smartest 2. smallest 3. lightest 4. strongest 5. cheapest <p>Task 4: Complete the sentences with the superlative form of the adjectives in the brackets. (p. 66)</p>

<ul style="list-style-type: none"> - Teacher asks students to complete the task individually. - Students exchange their textbook to discuss the reasons about their answers. - Students should record their original answers to guide their self-assessment later. - Teacher gives feedback as a class discussion <p>PROJECT</p> <p>* Robot Design Competition</p> <ul style="list-style-type: none"> - Teacher divides students into 4 big groups. - Teacher asks students to discuss the robot they want to design. - Teacher asks them to consider the following information when designing the robot: - Students summarize the information and design A0 size posters about the robot they want to design. - Teacher asks the class to listen to the reports and ask questions if they would like to. - Students will critically evaluate all the posters, then give 1 vote for the most attractive robot - Teacher gives comments and feedback to all 4 posters and awards a special prize to the group which has the most votes. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss write down the new vocabulary - T asks, Ss answer some more questions about the lesson <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback on the reaction of Ss 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. highest 2. largest 3. longest 4. widest 5. hottest <p>PROJECT</p> <p>* Robot Design Competition</p>  <ul style="list-style-type: none"> ● <i>Robot name</i> ● <i>Appearance (weight, height, ect.)</i> ● <i>Where it can work</i> ● <i>What it can do</i>
<p>ACTIVITY 4: APPLICATION (5'/IW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To help Ss revise all they have learnt. - To give Home assignments <p>2. Content:</p> <ul style="list-style-type: none"> - A mind map summarising the main points of the lesson. - Home assignments <p>3. Products:</p> <ul style="list-style-type: none"> - Review the old lesson - Take note Home assignments <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - T has Ss summarise what they have learnt with the two skills. - T can instruct them to draw a mind map to summarise the main points of the lesson. - Home assignments <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - T summarises the main points. - T asks Ss what they have learnt so far. Have them 	

<p>recall the important elements.</p> <ul style="list-style-type: none"> - T lets Ss take note the home assignments. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Ss answer. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Ss do homework. 	<p>* Home assignments:</p> <ul style="list-style-type: none"> - Do more exercises in workbook. - Complete the paragraph in Project and write down on notebook..
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