UNIT 12: ROBOTS
Lesson 1: Getting started –
At an International Robot Show

Lesson aim(s)

By the end of the lesson, students will be able to:
- use the lexical items related to the topic robots and daily activities;
- use the vocabulary and structures to talk about what a robot can do.

Language analysis

Form	Meaning	Pronunciation
1. robot (n)	a machine that is made to look like a human and that can do some things that a human can do	/ˈrəʊbɒt/
2. do the dishes (vph)	to wash plates, glasses, bowls, etc. with soap and water after a meal.	/duː ðə dɪʃiz/
3. iron (v)	to make clothes, etc. smooth by using an iron	/ˈaɪən/
4. useful (adj)	that can help you to do or achieve what you want	/ˈjuːsfl/
5. put st away (vph)	to put something in the place where it is kept because you have finished using it	/pʊt əˈweɪ/
6. repair (v)	to fix something that is damaged	/rɪˈpeə(r)/
7. broken (adj)	no longer whole or working correctly	/ˈbrəʊkən/

Materials (referenced)

- Grade 6 textbook, Unit 12, Getting started
- Pictures and a set of words
- sachmem.vn

Anticipated difficulties	Solutions

1. Students may be lack of knowledge and experiences about the topic.	Prepare some handouts in which the key language is presented.
2. Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

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Lesson 1: Getting started
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* Warm-up
Guessing word
I. Vocabulary:

● robot (n)

● do the dishes (vph)

● iron (v)

● useful (adj)

● put sth away (vph)

● repair (v)

● broken (adj)

II. Getting started:
Task 1: Listen and read. (p. 58)
Task 2: Complete the sentences, using the adjectives in the box. (p. 59)
Task 3: Read the conversation again and tick T (True) or F (False). (p. 59)
Task 4: Match the activities with the pictures. (p. 59)
Task 5: Game – Miming
* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	*Guessing word:* - Teacher divides the class into two big groups. - Teacher draws a 6-letter word puzzle on the board. - Each group will take turns guessing a letter in the puzzle and get 10 points for a correct letter. - The group finding out the correct word before all letters are written will get 50 points. - The group with more points will be the winner. *Suggested answer:* | R | O | B | O | T | S |	T-Ss	5 mins
Lead in	To lead in the topic of the unit.	- 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 like: *1. Where are Nick, Phong and Dr Adams?* *2. What are they talking about?*	T-Ss	2 mins

		3. *Have you ever been to a show before?*		
		Suggested answers:		
		1. They are at a robot show.		
		2. They are talking about robots.		
		3. Yes, I have been to a motor show. / No, I haven't. But I want to be at a show in the future.		
Presentation (Vocab- pre-teach)	To introduce the vocabulary appearing in the text.	**VOCABULARY** Teacher introduces the vocabulary by: - providing the pronunciation of the words - providing the definition or picture of the words 1. robot (n): [picture] 2. do the dishes (vph): [picture] 3. iron (v): [picture] 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): [picture]	T-Ss	5 mins

		robot		
		do the dishes		
		iron		
		broken		
Practice	To practice the targeted language and the background knowledge of the topic *Robots*.	**Task 1: Listen and read. (p. 58)** - Teacher plays the recording, asks students to underline the words that are related to the topic of the unit while they are listening and reading.	T-Ss	25 mins

		- Teacher can play the recording more than once.	Ss
		- Students listen and read.	Ss-Ss
		- Teacher invites some pairs of students to read the dialogue aloud.	T-Ss
	To help students understand the text.	**Task 2: Complete the sentences, using the adjectives in the box. (p. 59)**	
		- Teacher asks students to work independently to fill each blank with the adjective in the box from the conversation.	T-Ss
		- Teachers may instruct them how to do the exercise and model with the first sentence:	
		1. Read the sentence with the blank and try to work out the meaning of the whole sentence	Ss-Ss
		2. Find the adjective in the box that can fit the blank meaningfully.	
		- Teacher asks students to share their answers before discussing as a class.	T-Ss
		- Teacher checks their answers as a class.	Ss-Ss

		Answer key: 1. useful 2. fast 3. strong 4. smart 5. heavy		
	To help students further understand the text.	**Task 3: Read the conversation again and tick T (True) or F (False). (p. 59)** - 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: 1. Read the statement 2. Underline the key words 3. Read the text and pay attention to the key words 4. 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.	T- Ss Ss T-Ss	

		Teacher may ask students to correct the false sentences. *Answer key:* 1. T 2. F 3. T 4. F 5. T		
	To develop students' knowledge of the vocabulary about daily activities.	**Task 4: Match the activities with the pictures. (p. 59)** - Teacher has students quickly match each activity with the picture in pairs - Teacher asks some students to read out their answers and write the answers on the board. - Teacher checks as a class. - 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, *e.g. Can you iron clothes/make meals…? Who often makes meals in your family?* *Answer key:* 1. b 2. c 3. e 4. d 5. f 6. a	T-Ss	
Production	To help students pratise	**Task 5: Game – Miming** - Teacher asks students to work in group of 4.	Ss-Ss	5 mins

	saying phrases of human daily activities which are introduced in Task 4.	- Teacher asks a more able student to help and demonstrates the game to the class first. ●Choose an activity in task 4. ●Act it out and ask the question: What am I doing? ●Other students respond: You're doing the dishes. ●Respond: Yes, that's right. / No, try again. - Students take turns to act and guess.		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt in the lesson.	Write about 5 sentences to describe what a robot can do.	T-Ss	1 min

UNIT 12: ROBOTS
Lesson 2: A closer look 1

Lesson aim(s)

By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Robots*;
- use the vocabulary and structures to talk about what a robot can and cannot do;
- pronounce and recognize the falling tone in statements.

Language analysis

Form	Meaning	Pronunciation
1. understand (v)	to know or realize the meaning of words, what somebody says, etc.	/ˌʌndərˈstænd/
2. pick (v)	to take flowers, fruit, etc. from the plant or the tree where they are growing.	/pɪk/
3. water (v)	to pour water on plants, etc.	/ˈwɔːtər/
4. guard (n)	a person, such as a soldier, a police officer or a prison officer, who protects a place or people.	/ɡɑːrd/
5. delicious (adj)	given or made when people are watching, not recorded	/dɪˈlɪʃəs/
6. helpful (adj)	able to improve a particular situation	/ˈhelpfl/

Materials (referenced)

- Grade 6 textbook, Unit 12, A closer look 1
- Pictures and a set of words
- sachmem.vn
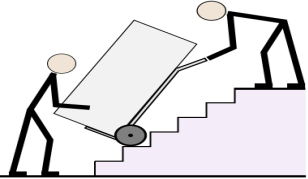
Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
2. Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs,

	in groups so that they can help each other.
	- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	- Define expectations in explicit detail. Have excessive talking students practise.
	- Continue to define expectations in small chunks (before every activity).

Board Plan

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Lesson 2: A closer look 1
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* Warm-up
Matching
I. Vocabulary

● understand (v)

● pick (v)

● water (v)

● guard (n)

● delicious (adj)

● helpful (adj)

Task 1: Match the verbs in column A to the words or phrases in column B. (p. 60)
Task 2: Work in pairs. Tell your partner the activities in Task 1 you can or can't do. (p. 60)
Task 3: Work in pairs. Read, ask and answer questions. (p. 60)
II. Pronunciation
Task 4: Listen and repeat the sentences. (p. 60)
III. Production
Task 5: Listen and practice saying the statements in the paragraph. (p. 60)
* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the topic.	*** Matching:** - Teacher divides students into 4 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. - 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. *** SET OF PICTURES:** *make meals* *iron clothes*	Group work T-Ss Ss-Ss	5 mins

do the washing

repair a broken machine

move heavy things

put toys away

Lead in	To lead in the lesson about vocabulary and pronunciation.	- 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."	T-Ss	2 mins
Presentation (Vocab-pre-teach)	To teach students some more words	**VOCABULARY** Teacher introduces the vocabulary by:	T-Ss	5 mins

| | related to the topic. | - providing the definition of the words.
- providing the synonyms of the words.
- providing the pictures of the words.
1. understand (v) to know or realize the meaning of words, what somebody says, etc.
2. pick (v): [picture]
3. water (v): [picture]
4. guard (n): [picture]
5. delicious (adj) – [synonym]: yummy/tasty
6. helpful (adj) – [synonym]: useful

pick

water | | |

guard

| Practice | To revise/ teach the names of other human daily activities. | **Task 1: Match the verbs in column A to the words or phrases in column B. (p. 60)**
- 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.
Answer key:
1. c   2. a   3.b
4. e   5. d | T-Ss

T-Ss | 15 mins |
| | To help students practice telling about people's abilities, using the modal can/can't and | **Task 2: Work in pairs. Tell your partner the activities in 1 you can or can't do. (p. 60)**
- Teacher helps students remember the use of can to talk about ability | T-Ss | |

	the phrases they have learnt in Task 1.	in the present and have some students give examples.		
		- Students work in pairs do the same sharing.	Pair work	
		- Teacher may go around to help weaker students.		
		- Teacher calls some pairs to share their answers with the whole class.	T-Ss	
		- Teacher gives feedback and corrections (if necessary).		
		Examples:		
		1. I can do the washing but I can't work as a guard.		
		2. I can water plants but I can't understand your feelings.		
	To give students further practice on asking and answering about abilities, using the modal can and daily activities.	**Task 3: Work in pairs. Read, ask and answer questions. (p. 60)**		
		- 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.	T-Ss	
		- Students work in pairs, ask and answer about	Pair work	

		what the robot V10 can or can't do. - Teacher calls some pairs to practice in front of the class and gives feedback. *Model answer:* A: Can V10 do the washing? B: Yes, it can. A: Can V10 repair a broken machine? B: No, it can't.	T-Ss	
Presentation (Pre-teach the falling tone in statements.)	To help students indentify how to say statements with corrects tone.	**PRONUNCIATION** - 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. *Suggested answer:* 1. We go to school every morning. ↘ 2. I can do the washing. ↘ 3. My father repairs a broken machine. ↘	T- Ss	5 mins
Practice	To help students identify how to say statements in	**Task 4: Listen and repeat the sentences. (p. 60)** - Teacher plays the recording and asks students to listen and	T-Ss	5 mins

		the correct tone.	repeat the statements. Remind students of the falling tone. - Teacher ask some students to read out the statements and invite comments from other students.		
Production	To give students a chance to apply what they have learnt.	**Task 5: Listen and practice saying the statements in the paragraph. (p. 60)** - 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. - Other students give comments - Teacher gives more comments if needed.	Pair work Ss-Ss	5 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt.	Write a text to describe V10 using the sample in Exercise 5 and	T-Ss	1 min

		information in Exercise 3.		

UNIT 12: ROBOTS
Lesson 3: A closer look 2

Lesson aim(s)

By the end of the lesson, students will be able to know how to use superlative adjectives: short adjectives correctly.

Language analysis

Form	Meaning
The + short adj + est	Superlative adjectives to compare three or more people or things.

Materials (referenced)

- Grade 6 textbook, Unit 12, A closer look 2 - sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the target grammatical points.	Prepare some hand-outs in which key grammatical points are presented.
2. Some students will excessively talk in the class.	- Define expectations in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Unit 12: Robots
Lesson 3: A closer look 2

* Warm-up
Sentence racing

I. Grammar focus
Superlative adjectives: short adjectives
Form:

The + short adj + est

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

II. Practice
Task 2 + 3: Complete the sentences with comparative or superlative form of the adjectives. (p. 61 + 62)
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)

III. Production
Game: Find someone who…

* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate and anticipate students' knowledge of superlative adjectives.	*** Game: Sentence racing.** - Teacher divides the class into 4 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. Minh is the tallest in my class.)* - Students will have to work in groups to create as many correct sentences	Group work	5 mins

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		from the word cards as possible. - The group with more correct sentences will be the winner. ***Set of words:*** *1. the tallest* *2. the shortest* *3. the biggest* *4. the smallest*		
Lead in	To introduce target grammar of superlative adjectives: short adjectives.	Teacher draws students' attention to superlative adjectives in the sentence they have made and leads in the lesson.	T-Ss	2 mins
Presentation	To introduce the superlative of short adjectives.	**1. Superlative adjectives: short adjectives:** - Teacher briefly explains the form and use of superlative adjectives: * Form: **The + short adj + est** * 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 English:	T-Ss	10 mins

Superlatives: Short adjectives

Short adjectives	Spelling rules	Examples
Usually	+ est	slow → the slowest fast → the fastest tall → the tallest
Ending in -e	+ st	large → the largest nice → the nicest
Ending in a consonant + y	-y → -i + est	hungry → the hungriest happy → the happiest funny → the funniest
Ending in a vowel + a consonant	double the consonant + est	big → the biggest fat → the fattest fit → the fittest

To help students practice forming the correct form of superlative adjectives.

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.

Answer key:

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

T- Ss

Ss

T-Ss

| Practice | To help students practice the superlative of adjectives and revise the comparative of adjectives. | **Task 2 + 3: Complete the sentences with comparative or superlative form of the adjectives. (p. 61, 62)**
- Teacher uses questions in Exercise 2 + 3 (p. 61, 62) 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 joinmyquiz.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 compliments or good marks to the winner of the game.
* Questions in the game: | T-Ss

Ss

T-Ss | 15 mins |

1. Bonbon can move 10 tons; it's the (strong) _____ of all.
2. This robot can understand all of what we say. It's the (smart) _____ in the robot show.
3. He is the (tall) _____ in our class; he is about 1.8m tall.
4. This is the (small) _____ of all home robots; we can put it in our bag.
5. This robot is only 200 dollars. It's the (cheap) _____ in our shop.
6. My brother has a (tidy) _____ room than me.
7. The (hot) _____ desert of all is Sahara and it's in Africa.
8. Travelling by plane is (fast) _____ than going by car.
9. Who is the (tall) _____ in your family?
10. I think dogs are (smart) _____ than cats.

Answer key:
1. strongest
2. smartest
3. tallest
4. smallest

		5. cheapest 6. tidier 7. hottest 8. faster 9. tallest 10. smartest		
	To give students further practice on using superlative adjectives.	**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)** - Teacher asks students to look at the information in exercise 4 and explains what they have to do. - 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. - Teacher may explain the meaning of the words *age, weight, height, price* and asks students to elicit the adjectives they can use to describe each row. - Students work in pairs to say sentences comparing three robots. - Teacher moves around to offer help if needed. - Teacher calls some pairs to perform in front of the	T-Ss Pair work	

		class.		
		MODEL DISCUSSION: **A:** A3 is the tallest of the three robots. **B:** M10 is the youngest of the three robots. **A:** A3 is the heaviest of the three robots. **B:** H9 is the cheapest of the three robots.		
Production	To give students a chance to use the superlative of short adjectives in real life context.	* **Game: Find someone who…** - First, teacher models the game *Find someone who…* with a more able student. - 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. - Teacher moves around and offers help if needed. - Teacher calls some pairs to report their findings. * **MODELLING** A: Who is the tallest in our class? B: Khoi is the tallest in our class. … – the tallest Khoi – the shortest – the oldest – the biggest – the smartest – the smallest **Report:**	Pair work	10 mins

		In our class, Khoi is the tallest…		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	Reactivate the knowledge that students have gained in the lesson.	Write the answers of exercise 2 and 3 on your notebooks.	T-Ss	1 min

UNIT 12: ROBOTS
Lesson 4: Communication

Lesson aim(s)

By the end of the lesson, students will be able to:
- express agreement and disagreement;
- talk about what a robot can do.

Language analysis

Materials (referenced)

- Grade 6 textbook, Unit 12, Communication
- Pictures and slides
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about how to express agreement and disagreement in English;	Provide students with more structures to express agreement and disagreement.
2. Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	- Define expectations in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching
Unit 12: Robots
Lesson 4: Communication

*Warm-up
Spider web:
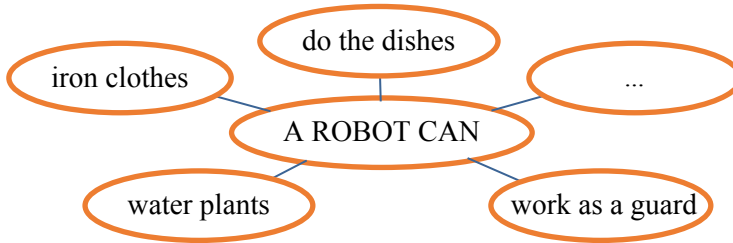
I. Everyday English:

* _Expressing agreement and disagreement_

Task 1: Listen and read the dialogues. Pay attention to the highlighted sentences. (p. 63)

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

II. My robot's abilities:

Task 3: Listen to the radio programme from 4Teen News. Fill the blanks with the words you hear. (p. 63)

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

Task 5: Report the findings (p. 63)

* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' knowledge of what a robot can do.	*** _Spider web:_** - Teacher draws a spider web on the board with the word *A ROBOT CAN* in the middle. - Teacher asks students to name as many activities a robot can do as possible.	T-Ss	5 mins

		- Students give their answers. - Teacher writes down the answers on the board. *Suggested answer:* A robot can: - do the dishes - iron - water plants - work as a guard - …		
Lead in	To lead in the lesson about communication.	Teacher leads students into the lesson by telling that what they are going to learn how to express agreement and disagreement in English.	T-Ss	2 mins
* EVERYDAY ENGLISH				
Presentation	To introduce ways to express agreement and disagreement in English.	***Expressing agreement and disagreement*** **Task 1: Listen and read the dialogues. 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	T-Ss	7 mins

		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.	Pair work	
		- Teacher asks students to provide some more expressions of agreement and disagreement they know. **Agreement and disagreement expressions:**		
Practice	To help students practice expressing agreement and disagreement.	**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.	Ss	7 mins
		- Students work in pairs to make similar dialogues, using the	Pair work	

		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.		
		* My robot's abilities		
Practice	To help students practice using some grammar points and vocabulary related to the topic.	**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	T- Ss Ss T- Ss	8 mins

		again, paying attention to the use of the words of daily activities. ***Answer key:*** Key: 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.		
	To help students practice asking	**Task 4: Interview three friends about what abilities they want their**		5 mins

		and answering about robot's abilities.	**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.	Ss-Ss	
			- 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.	Pair work	
Product		To help students practice reporting the results of their interviews.	**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	Ss- Ss	8 mins

		errors.		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt and prepare for the next lesson Skills 1.	- Write a paragraph about 50 words to describe a robot you want to have. - Prepare for the next lesson (Lesson 5: Skills 1).	T-Ss	1 min

UNIT 12: ROBOTS
Lesson 5: Skills 1

Lesson aim(s)

By the end of the lesson, students will be able to: - develop reading skill for general and specific information; - identify different features of different types of robots; - use what they have learnt to practice describing what a robot can do.

Language analysis

Form	Meaning	Pronunciation
1. literature (n)	pieces of writing that are valued as works of art, especially novels, plays and poems	/ˈlɪtrətʃər/
2. subject (n)	an area of knowledge studied in a school, college, etc.	/ˈsʌbdʒekt/
3. improve (v)	to become better than before	/ɪmˈpruːv/
4. look after (phv)	take care of	/ˈlʊk æftər/
5. space station (nph)	a large structure that is sent into space and remains above the earth as a base for people working and travelling in space	/ˈspeɪs steɪʃn/
6. planet (n)	a large round object in space that moves around a star (such as the sun) and receives light from it	/ˈplænɪt/

Materials (referenced)

- Grade 6 textbook, Unit 12, Skills 1 - Pictures, sets of words, Kahoot game, A2 papers, markers - sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have	- Let students read the text again (if

underdeveloped reading, speaking and co-operating skills.	needed). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	- Define expectations in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

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Date of teaching
Unit 12: Robots
Lesson 5: Skills 1

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* Warm-up
Task 1: Choose the best answer – Kahoot game.
I. Reading:
* Vocabulary
1.literature (n)
2. subject (n)
3. improve (v)
4. look after (phv)
5. space station (nph)
6. planet (n)
Task 2: Read the text and choose the best answer to each of the questions (p. 64).
Task 3: Read the text again and fill the table. (p. 64)
II. Speaking
Task 4: Work in groups. Discuss what you think robots can do in the five places. (p. 64)
Task 5: Present your discussion. (p. 64)
* Homework

Stage	Stage aim	Procedure	Interaction	Time

Warm-up	To activate students' prior knowledge and vocabulary related to the topic and introduce the topic of reading.	* *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 understand how to play Kahoot game online. ➢ 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.	Ss	5 mins

* Questions in the game:

1. What type of robot is that?
   A. Home robot
   B. Space robot
   C. Teacher robot
   D. Doctor robot

2. What type of robot is that?
   A. Worker robot
   B. Space robot
   C. Teacher robot
   D. Doctor robot

3. What type of robot is that?
   A. Home robot
   B. Worker robot
   C. Teacher robot
   D. Doctor robot

4.What type of robot is that?

   A. Home robot

   B. Space robot

   C. Teacher robot

   D. Doctor robot

5.What type of robot is that?

   A. Home robot

   B. Space robot

   C. Teacher robot

   D. Worker robot

Answer key:

1. B   2. D   3. B

4. C   5. A

Lead in	To lead in the lesson about Skills 1.	- Teacher leads students into the lesson by asking students the question: 1. What robots are you interested in? Why? ***Suggested answers:*** 1. *I am interested in home robots because they can help my mom do the housework.*	T-Ss	2 mins

| Pre-Reading (Pre-teach vocabulary) | To provide students with some lexical items before reading the text. | **VOCABULARY**
- Teacher introduces the vocabulary by:
● providing the synonym of the words;
● providing the pictures of the words;
● providing the definition of the words.
1. literature (n) [picture]
2. subject (n) [picture]
3. improve (v) [definition] to become better than before
4. look after (phv) [synonym] take care of
5. space station (nph) [picture]
6. planet (n) [picture]

literature

subject | T-Ss | 5 mins |

space station

planet

While-Reading	To develop reading skills for general and specific information.	**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.		10 mins
			T- Ss	
			Ss	

		Answer key: 1. B 2. C 3. C 4. C **Task 3: Read the text again and fill the table. (p. 64)** - 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. *Answer key:* 		
Pre-Speaking	To help students form the ideas for their speaking.	**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	Group work	5 mins

		A2 paper and some markers. - 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.	Ss-Ss	
While-Speaking	To help students use what they have learnt so far to talk about what robots can do in the place they are assigned.	**Task 5: Present your discussion (p. 64).** - Teacher invites some groups to share their discussion and makes sure they speak in full sentences. - Students share their discussion with the whole class.	T-Ss Ss-Ss	10 mins
Post-Speaking	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.	Ss-Ss T-Ss	5 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins

Homework	To prepare for the next lesson: Skills 2.	Choose a type of robot in reading text and write about what they can do.	T-Ss	1 min

UNIT 12: ROBOTS
Lesson 6: Skills 2

Lesson aim(s)

By the end of the lesson, students will be able to:
- listen for specific information about what a robot can do;
- write a paragraph about the robot they want to have.

Materials (referenced)

- Grade 6 textbook, Unit 12, Skills 2
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs in which key language related to the topic *Robots*.
2. Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	- Define expectations in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

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|---|
| *Date of teaching* |
| **Unit 12: Robots** |
| **Lesson 6: Skills 2** |
| |
| *** Warm-up** |
| Brainstorming |
| **I. Listening** |
| Task 1: Listen to the conversation and tick the phrases you hear. (p. 65) |
| Task 2: Listen and tick True (T) or False (F). (p. 65) |
| **II. Writing** |
| Task 3: Imagine a robot you would like to have and make notes about it. (p. 65) |
| Task 4: Write a paragraph of 50-60 words about the robot you would like to have. (p. 65) |
| *** Homework** |

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge of different types of robots.	*** Brainstorming:** - Teacher sticks 5 icons on the board, and divides the class into 5 big groups. *Space robot*	T-Ss Group work	5 mins
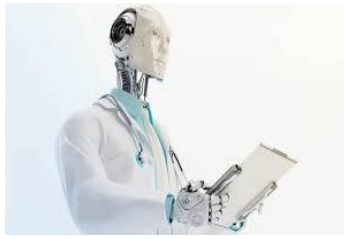
Doctor robot

Worker robot

Teacher robot

Home robot

- Each group will be assigned a type of robot.
- Teacher asks students to brainstorm all abilities that the robot can have.
- The group having the most suitable answers is the winner.

		Suggested answers:		
		o Space robot: build space stations, take measurements, collect samples, take pictures of planets, ect. o Doctor robot: look after sick people, do the surgery, help the doctors, ect. o Worker robot: build houses, move heavy things, o Teacher robot: help children study, teach English, literature, maths and other subjects, help children improve English pronunciation, ect. o Home robot: cook meals, clean the house, do the washing, iron clothes, ect.		
Lead in	To help students have the ideas of what the conversation is about.	Teacher draws students' attention to the lesson by telling them: "Today we are going to listen to a conversation about what robots can do and learn how to write about a robot you would like to have."	T-Ss	1 min
Pre-Listening	To help students have ideas of what the	**Task 1: Listen to the conversation and tick the phrases you hear. (p. 65)** - Teacher asks students to		5 mins

	conversation is about.	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. ***Answer key:***		T-Ss Ss	
			- look after sick people - understand what we say - build the very high buildings - teach many subjects - move heavy things	**4**	
While-Listening	To help students develop listening skill for specific information (T / F).	**Task 2: Listen and tick True or False. (p. 65)** ** True – False prediction:* - 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		T-Ss Ss	8 mins

		statement and guess whether they are True or False individually.		
		Listen and decide True or False:		
		- Teacher plays the recording.		
		- Teacher asks students to listen and tick the answers.	Ss	
		- Teacher asks students to compare their answers with the predictions made previously.	Ss-Ss	
		- Teacher calls on some students to read aloud their answers and correct the false one(s).		
		- Teacher checks students' answers as a class.	T-Ss	
		Answer key:		
		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.)		
		Audio script:		
		Khang: Dr Adams, please tell me something about robots.		
		Dr Adams: Sure. Robots can do quite a lot today. Home robots can do housework. Doctor robots		

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		can look after sick people. And … *Khang:* Can robots build houses? *Dr Adams:* Yes. Worker robots can even build very high buildings. *Khang:* Can they teach? *Dr Adams:* Yes. Teacher robots can teach many subjects in a classroom or online. *Khang:* Can they understand what we say? *Dr Adams:* Yes, they do. They can even speak to us. *Khang:* Robots can do everything like humans? *Dr Adams:* No, not everything. They can't understand our feelings or play football.		
Pre-Writing	To help students prepare ideas for their writing.	**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.	T-Ss Ss-Ss	5 mins

| | | - Students work in pairs and share their notes with their partners. | Pair work | |
| | | | | |

Model notes:

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.

| While-Writing | To help students practice writing a paragraph about the robot they would like to have. | **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:
  * Name:
  My robot's name is…
  I would like to have a robot named…
  I would name my robot …

  * Type: | T-Ss | 10 mins |

		It is a … ** Where it can work:* *It can work at…* *… is an ideal place for it.* ** What it can do:* *My robot can…* *My robot is able to…* - 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.	Ss	
Post-Writing	To peer check, cross check and final check students' writing.	- Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion.	Ss-Ss T-Ss	2 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To allow students finalize their writings after being checked by friends and the teacher.	Rewrite the final version of students' writing on your notebook.	T-Ss	1 min

UNIT 12: ROBOTS
Lesson 7: Looking back & Project

Lesson aim(s)

By the end of the lesson, students will be able to:
- review the vocabulary and grammar of Unit 12;
- apply what they have learnt (vocabulary and grammar) into practice through a project.

Materials (referenced)

- Grade 6 textbook, Unit 12, Looking back & Project
- Pictures, A0 paper, quizizz game
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing projects.	- Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	- Define expectations in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

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Date of teaching
Unit 12: Robots
Lesson 7: Looking back & Project

* Warm-up
Quizizz game.

I. Looking back
Task 2: Fill in the blanks with the verbs from the box. (p. 66)
Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (p. 66)
Task 4: Complete the sentences with the superlative form of the adjectives in the brackets. (p. 66)

II. Project:
Robot Design Competition

* Homework

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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the vocabulary related to the topic and lead in the next part of the lesson.	*** *Quizizz game:*** - 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 joinmyquiz.com ➢ Enter the game CODE	T-Ss	5 mins

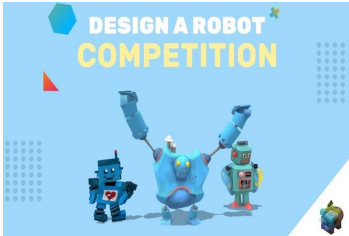|		➤ Type your name ➤ Use and, but and so to complete each sentence appearing on the screen ➤ See who will be the winner - Teacher provides the game CODE and allows students' access to the game. - Students type the word and, but or so to complete each sentence appearing on the screen. - Teacher gives complements or good marks to the winner of the game. 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		
Looking back	To help students revise phrases related to daily activities.	**Task 2: Fill in the blanks with the verbs from the box. (p. 66)** - 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	S Ss-Ss T-Ss	16 mins

		the board. - Teacher gives feedback as a class discussion. *Answer key:* 1. work 2. make 3. repair 4. understand 5. waters		
	To help students revise the form and use of superlative adjectives.	**Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (p. 66)** - 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. *Answer key:* 1. smartest 2. smallest 3. lightest 4. strongest 5. cheapest **Task 4: Complete the sentences with the superlative form of the adjectives in the brackets. (p. 66)**	T-Ss Ss-Ss T-Ss	

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		- 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. ***Answer key:*** 1. highest 2. largest 3. longest 4. widest 5. hottest		
Project	To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.	*** Robot Design Competition** - 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:	T-Ss Group work	20 mins

		● *Robot name* ● *Appearance (weight, height, ect.)* ● *Where it can work* ● *What it can do* - 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.	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Review 4 (Units 10-11-12).	T-Ss	1 min

*Pictures' source: From Internet