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| **Date of planning**:2/5/2022…………..  **Date of teaching:** 3/5/2022 | **Peroid 96,97: UNIT 12: ROBOTS**  **Lesson 2: A CLOSER LOOK \_1** |

**THIS UNIT INCLUDES:**

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

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To introduce topic of the lesson *Robots* . To teach some new words related to Robots can do or cannot do. To practse saying falling tone in statements.

+ Vocabulary: - Use the words for daily activities;

- Say statements with correct tones;

- Expressing agreement and disagreement about something;

**- New words:** do the dishes; iron clothes; do the washing; make meals; repair; broken machines…

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

- Compare people and things using superlative adjectives;

**2. Competence:** Students will be able to learn some new words related to Robots can do or cannot do. To practse saying falling tone in statements.

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

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipments….

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aims: Vocabulary**  **- To revise/ teach the names of other daily activities**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Reading . Ss learn some new words; become familiar with thenew language items.  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Playing game:**  **Guessing game**  - Revising phrases relating to localtions of houses, Eg. In the sea, in the city; in the counryside…  - Teacher **(T)** asks guides, gives instructions how to play guessing game.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Playing game : - T – S**s **. Ss-Ss**  **Guessing game**  **Guessing game**  - Students **(Ss)** listen and learn how to do.  - Ss answer.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim: To teach/ revise the names of other daily activities.**  **\* Content:** Do the matching to revise the names of other daily activities.  **\* Outcome:** Ss learn more some new words and the names of other daily activities.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the verbs in column A to the wordr or phrases in column B . Then listen and repeat.**  **- T –** Ss  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  **+ Take note**  - Have Ss quickly match the verbs in column **A** to the words / phrases in column **B** individually. Explain the words / phrases if necessary.  - Play the recording for Ss to check their answers. - Pause the recording after each phrase and ask them to repeat chorally and Individually.  - Correct their pronunciation. With a weaker class, ask for translations to check understanding. With a stronger class, ask some additional questions, e.g. *Can you do the washing?, Can your dog understand your feelings? etc.*  - Check the answers as a class.  - Give the comments. | **1. Match the verbs in column A to the wordr or phrases in column B . Then listen and repeat.**  **\* Vocabulary**  **- guard** (n) bảo vệ  **- pick** (v) nhặt  **- mood** (n) tâm trạng  **- make meals** (v) nấu ăn  **….**  **- Ss do it**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key :** **1.** c **2**. a **3.** b **4**. e **5.** d  **Audio script:**  **1**. understand our feelings  **2**. pick fruit  **3**. do the washing  **4**. water plants  **5**. work as a guard |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aim: To help Ss practise describing people's abilities, using the modal can / can't and the phrases they have learnt in 1.**  **\* Content: Pair work . Tell the partner the activities in 1 they can or can’t do now.**  **\* Outcome:** Telling to practise describing people's abilities, using the modal can / can't.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Work in pairs . tell your partner the activities in 1 you can or can’t do now.**  **Exanple :**  I can pick fruit but I can’t understand your feelings**.**  - Help Ss recall the use of can to talk about ability in the present and have some Ss give examples.  - Ask a stronger student to tell what activities in 1 he / she can or can't do. Ask Ss to do the same in pairs.  - T may go around to help weaker Ss. | **2. Work in pairs . tell your partner the activities in 1 you can or can’t do now.**  - **Work in pairs**  - Listen carefully and learn how to do.  - Ss work independently.  - Give the answers |
| ACTIVITY 3:  **Aim: To give Ss further practice on asking and answering about abilities, using the modal can and daily activities.**  **\* Content:** Read the information . Ask and answer the questions.  **\* Outcome:** Ss further practice on asking and answering about abilities.  **\* Organisation :** Teacher’s instructions… | |
| **3. Work in pairs . Read the information about what V10, a robot , can or can’t do. Ask and answer questions.**  - First, model this activity with a stronger student.  - Remind Ss that they only use the information from the table to ask and answer about what **the robot V10** *can or can't do.*  - Then ask Ss to work in pairs.  -Call on some pairs to practise in front of the class.  - T and other Ss give comments. | **3. Work in pairs . Read the information about what V10, a robot , can or can’t do. Ask and answer questions**  **- Ss to work in pairs**  - Ss do themselves.  - Add more words  - Copy them |
| **II. PRONUNCIATION: (10’)**  ACTIVITY 4: **Falling tone in statements.**  **Aim: To help Ss identify how to say statements with the correct tone.**  **\* Content:** Listen and repeat to know when we use falling tone at the end of a statement.  **\* Outcome:** Ss can say statements using falling tone at the end of a statement.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen and repeat the following sentneces .**  - Model the statement "I often water plants after school." first, and then askSs to identify the tone. Briefly explain to them that we use falling tone at the end of a statement. Ask Ss to practise falling tone with the example in the **Remember**! box.  \* **Remember!**  Our voice often goes down at the end of the statement.  **Example :** We go to school every morning.  - Play the recording and ask Ss to listen and repeat the statements. Play the recording as many times as necessary.  - Ask some Ss to read out the statements and invite comments from other Ss. | **4. Listen and repeat the following sentneces**  **- T-Ss**    **\* Audio script:**  **1**. I often water plants after school.  **2**. Shifa can do many things like humans.  **3**. My dad makes delicious meals at weekends.  **4**. WB2 is the strongest of all the robots.  **5**. H8 is a home robot. |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise saying statements with the correct tone in context.**  **\* Content:** Saying the statements . Listen and repeat.  **\* Outcome:** Ss practise saying statements with the correct tone.  **\* Organisation :** Teacher’s instructions… | |
| **5. Practice saying the statements in the following paragraph. Then listen and repeat**  - Have Ss say the statements in the paragraph in pairs: one reads out the statements and the other comments.  - Play the recording for Ss to listen and compare with their partner's pronunciation.  - Play the recording again for Ss to repeat each statement of the paragraph.  - Call on some Ss to read out the paragraph.  - Comment on their pronunciation ofthe falling tone atthe end ofeach statement. | **5. Practice saying the statements in the following paragraph. Then listen and repeat**  **-** Listen to the instructions carefully then do the tasks.\_ **T \_ Ss**  **Audio script:**  *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.*  *Ask Ss to summarise what they have learnt in the lesson.* |
| **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarize what they have learnt in this period.  **\* HOME WORK**  - remember some adjectives describing the city.  - Do more exercises in workbook.  - Prepare new lesson. | |

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