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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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