**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 12: ROBOTS**

**Lesson 1: At an International Robot Show**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- Get an overview about the topic of *“Robots”.*

- Use lexical items about types of robots; what robots can do at home/in factories/ in hospitals.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Join in class activities actively.

- Develop self-study skills.

**3. Personal qualities**

- The awareness of doing daily activities.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, Getting Started

- Computer connected to the Internet

- Projector / TV / pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. Robot (n) | /ˈrəʊ.bɒt/ | a [machine](https://dictionary.cambridge.org/dictionary/english/machine) [controlled](https://dictionary.cambridge.org/dictionary/english/controlled) by a [computer](https://dictionary.cambridge.org/dictionary/english/computer) that is used to [perform](https://dictionary.cambridge.org/dictionary/english/perform) [jobs](https://dictionary.cambridge.org/dictionary/english/job) [automatically](https://dictionary.cambridge.org/dictionary/english/automatically) | người máy |
| 2. do the dishes (v) | /du ðə dɪʃ/ | wash the plates, glasses, and silverware used at a meal. | rửa bát đĩa |
| 3. iron clothes (v) | /aɪən kləʊðz/ | the act or process of smoothing or pressing clothes, linens, etc., with a heated iron. | là quần áo |
| 4. do the washing (v) | /du ðə ˈwɒʃ.ɪŋ/ | to wash the dirty clothes, towels, etc. | giặt quần áo |
| 5. broken machines (v) | /ˈbrəʊ.kən məˈʃiːn/ | not functioning, out of order, ruined, run-down, spent, weak | máy hỏng |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| - Students may lack knowledge and experience about the body part and structures to talk about types of robots. | - Preparing some handouts and vocabulary and structures to talk about types of robots. |
| - Students may have underdeveloped listening, speaking and co-operating skills. | - Playing the recording many times if necessary.  - Encouraging students to work in pairs/ groups so that they can help each other.  - Giving short, clear instructions, feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the class atmosphere and lead in the new unit.

- To set the context for the listening and reading part.

**b. Content:**

- Chitchatting

**c. Expected outcomes:**

- Students can answer some open questions related to the topic of Robots.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Chitchatting**  - Teacher shows some robot pictures and asks students some questions.  **Lead to the new unit:**  - Write the unit title “Robots” on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss respond, ask them to open their books to page 58. Draw their attention to the “This Unit includes…” box and introduce what they are going to learn in Unit 12. | - Students work individually to do the activity.  - Ss listen to the teacher’s instructions. | ***Suggested pictures and questions:***  *Do you think robots can do housework? Give some examples?* |

**e. Assessment**

**-** T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with new words related to the topic *“Robots”.*

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about types of robots and daily activities.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Vocabulary pre-teaching***  - Teacher gives the meaning of the new words and asks students to guess the words.  - Teacher explains more by showing pictures or giving the definition and explanations of the words.  - Teacher asks students to give the Vietnamese meanings of the words. | - Students listen to the teacher’s explanation and guess the words. | **New words:**  *1. robot (n)*  *2. do the dishes (v)*  *3. iron clothes (v)*  *4. do the washing (v)*  *5. broken machines (n)* |

**e. Assessment**

- Teacher checks students’ pronunciation & understanding, and gives feedback.

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To set the context for the introductory text.

- To introduce the topic of the unit.

- To help Ss understand the text.

- To develop Ss’ knowledge of vocabulary about daily activities.

**b. Content:**

- Task 1: Listen and read. (p.58)

- Task 2: Read the conversation again and tick T (True) or F (False). (p.59)

- Task 3: Complete the following sentences, using the adjectives in the box. (p.59)

- Task 4: Matching the following activities with the pictures. (p.59)

**c. Expected outcomes:**

**-** Students can utilize vocabulary about types of robots, daily activities and answer some questions related to the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read. (8 mins)** | | |
| - Set the context for the introductory text by asking Ss questions.  - T can ask Ss to guess Dr Adams’ job. T can also ask Ss to share any recent experiences of visiting a show:  *+ Have you ever been to a show?*  *+ Where and when?*  *+ What did you see there?”*  - Encourage Ss to give T their answers, but do not confirm whether their answers are right or wrong.  - Ask them to talk a bit about the types of robots they know.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the dialogue aloud.  - Ask Ss what exactly Nick, Phong, and Dr Adams are talking about. Now confirm the correct answer.  - Have Ss say the words in the text that they think are related to the topic “Robots”. Quickly write the words on one part of the board. Comment on Ss’ answers. | - Ss listen to the teacher’s questions and guess the answers.  - Ss listen to the recording and underline the words.  - Ss act out the conversation in pairs.  - Ss check their predictions. | ***Suggested questions:***  *+ Where are Nick, Phong and Dr Adams?*  *+ What are they talking about? (→ They are talking about what the robots in the show can do.)* |
| **Task 2: Read the conversation again and tick T (True) or F (False). (5 mins)** | | |
| - Have Ss look at the statements in this activity. Tell them how to do it. Give them some strategies to do the exercise *(e.g. reading the statements, underlining the key words, reading the text paying attention to the key words, deciding if each sentence is true or false).*  - Set a time limit for Ss to do the activity independently. When the time is up, have Ss share their answers in pairs.  - Invite some pairs to give their answers and confirm the correct ones. For stronger classes, ask Ss to correct the false sentences. | - Ss look at the statements and listen to the teacher’s instructions.  - Ss work independently to do the activity.  - Ss compare the answers in pairs.  - Ss answer in front of the whole class. | ***Answer key:***  *1. T*  *2. F*  *3. T*  *4. F*  *5. T* |
| **Task 3: Complete the following sentences, using the adjectives in the box. (6 mins)** | | |
| - Ask Ss to work independently to fill each blank with the adjective in the box from the conversation.  - T may instruct them how to do the exercise:  (1) read the sentence with the blank and try to work out the meaning from the whole sentence  (2) find the adjective in the box that can fit the blank meaningfully. Model with the first sentence.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. | - Ss work individually in this activity and listen to the teacher’s instructions.  - Ss share answers before discussing as a class. | ***Answer key:***  *1. useful*  *2. fast*  *3. strong*  *4. smart*  *5. heavy* |
| **Task 4: Matching the following activities with the pictures. (6 mins)** | | |
| - Have Ss quickly match each activity with the picture individually. Then ask Ss to check their answers with their partners.  - Ask some Ss to read out their answers or write them on the board. Check the answers as a class.  - With weaker classes, ask for the translations of the activities. With stronger classes, T may ask some additional questions  *e.g. Can you iron clothes / make meals ...? Who often makes meals in your family? etc.* | - Ss work individually.  - Ss check their answers in pairs.  - Ss write or write their answers on the board before checking as a class. | ***Answer key:***  *1. b*  *2. c*  *3. e*  *4. d*  *5. f*  *6. a* |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- To help Ss practice saying phrases of daily activities introduced in task 4.

**b. Content:**

- Task 5: Game: Miming. Work in groups. A student mimes one of the activities in task 4 and the others try to guess. Then swap. (p.59)

**c. Expected outcomes:**

- Students can listen and guess the daily activities from the description.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Game: Miming. Work in groups. A student mimes one of the activities in task 4 and the others try to guess. Then swap. (7 mins)** | | |
| - Demonstrate the game to the class first. Ask a stronger student to help you.  - Ask Ss to play in groups. In a weaker class, T may work together with Ss first: miming one or two activities in 4 and eliciting the answers. When they know exactly what to do, ask them to work in groups. | - Ss listen to the teacher’s instructions and play in groups. | *Students’ own creativity.* |

**e. Assessment**

- Teacher and other Ss listen to the instructions and comment.

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

- Teacher asks students to say some words they remember from the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit: Teacher randomly puts students in groups of 4 or 5 and asks them to use their imagination to design a robot with the most useful skills and abilities. Students will show and present their products in ***“Lesson 7 – Looking back and Project”.*** (Teachers should check the progress of students’ preparation after each lesson).

**Board plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 1: Getting started – At an International Robot Show**  **\* Warm-up**  Chitchatting  **\* Vocabulary**  1. robot (n)  2. do the dishes (v)  3. iron clothes (v)  4. do the washing (v)  5. broken machines (n)  - Task 1: Listen and read.  - Task 2: Read and tick true or false  - Task 3: Complete the sentences  - Task 4: Matching  - Task 5: Miming game  **\*Homework** |
| --- |

**UNIT 12: ROBOTS**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the words for daily activities.

- Practice saying falling tones in statements.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- Having a good attitude to doing the housework.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, A closer look 1

- Computer connected to the Internet

- Projector / TV / pictures and posters

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. guard (n) | /ɡɑːd/ | a person or group of people whose job is to protect a person, place, or thing from danger or attack | bảo vệ |
| 2. pick (v) | /pɪk/ | to take some things and leave others | nhặt |
| 3. mood (n) | /muːd/ | the way you feel at a particular time. | tâm trạng |
| 4. make meals (v) | /meɪk mɪəl/ | to prepare and eat some food and consider it a full meal | nấu ăn |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about the topic of Robot. | - Preparing some pictures so that students can guess correctly the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Playing the recording many times if necessary.  - Encouraging students to work in pairs, in groups so that they can help each other.  - Providing feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.

**b. Content:**

**-** Game: Matching

**c. Expected outcomes:**

**-** Students can revise vocabulary related to daily activities.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***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 activities 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. | - Ss work in groups to do the activity.  - Ss match the name of daily activities with suitable pictures. | ***Suggested pictures:***    make meals    iron clothes    do the washing    do the dishes    repair a broken machine    water plant |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (18 mins)

**a. Objectives:**

- To revise / teach the names of other daily activities.

- To help Ss practice describing people’s abilities, using the modal can / can’t and the phrases they have learnt in 1.

- To give Ss further practice on asking and answering about abilities, using the modal can / can’t and daily activities.

**b. Content:**

- Task 1: Match the verbs in column A to the words or phrases in column B. Then listen, check and repeat them. (p.60)

- Task 2: Work in pairs. Tell your partner the activities in 1 you can or can’t do now. (p.60)

- Task 3: Work in pairs. Read the information about what V10, a robot, can or can’t do. Ask and answer questions. (p.60)

**c. Expected outcomes:**

**-** Students can use phrases/words about daily activities correctly and ask and answer questions about people’s abilities.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Match the verbs in column A to the words or phrases in column B. Then listen, check and repeat them. (8 mins)** | | |
| - 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.* | - Ss work individually and match the words/ phrases.  - Ss listen to the recording and check their answers.  - Students listen again and repeat chorally and individually. | ***Answer 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* |
| **Task 2: Work in pairs. Tell your partner the activities in 1 you can or can’t do now. (5 mins)** | | |
| - 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. | - Ss listen to the teacher's instructions and examples about "can" and "can't".  - Ss practice in pairs. | ***Students’ own creativity.***  ***Example:***  *I can pick fruit but I can’t understand your feelings.* |
| **Task 3: Work in pairs. Read the information about what V10, a robot, can or can’t do. Ask and answer questions. (5 mins)** | | |
| - 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 practice in front of the class. | - Ss use the information to ask and answer about robot V10's abilities.  - Ss work in pairs and perform in front of the class. | ***Students’ own creativity.***  ***Example:***  *A: Can V10 do the washing?*  *B: Yes, it can.* |

**e. Assessment**

- Teacher observes, corrects Ss’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (12 mins)

**a. Objectives:**

- To help Ss identify how to say statements with the correct tone.

- To help Ss practice saying statements with the correct tone in context.

**b. Content:**

- Task 4: Listen and repeat the following sentences. (p.60)

- Task 5: Practice saying the statements in the following paragraph. Then listen and repeat. (p.60)

**c. Expected outcomes:**

**-** Students can identify and say statements using a falling tone at the end of a statement.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the following sentences. (6 mins)** | | |
| - Model the statement: *“I often water plants after school.”* first, and then ask Ss to identify the tone. Briefly explain to them that we use falling tone at the end of a statement. Ask Ss to practice falling tone with the example in the Remember! box.  - 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. | - Ss listen to the teacher’s instructions and identify the tone.  - Ss practice with the example.  - Ss listen to the recording and repeat the statement.  - Ss read out statements. | ***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.* |
| **Task 5: Practice saying the statements in the following paragraph. Then listen and repeat. (6 mins)** | | |
| - Have Ss say the statements in the paragraph in pairs: one reads out the statements and the other comments. Then 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 of the falling tone at the end of each statement. | - Ss work in pairs to say the statements.  - Ss listen to the recording and compare their pronunciation in pairs.  - Ss listen again and repeat. | ***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.* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback if necessary.

**4. ACTIVITY 3: EXTRA ACTIVITY** (7 mins)

**a. Objectives:**

- To help Ss further practice the names of other daily activities

**b. Content:**

- Game: WORD JUMBLE RACE

**c. Expected outcomes:**

- Ss join the challenge enthusiastically. Then they can utilize the names of daily activities correctly.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: WORD JUMBLE RACE**  - Teacher divides students into 4 groups and models how to play this game.  - Teachers divide the board into parts and write English sentences in random order. (3-5 sentences)  - Each group rearranges to form grammatically correct sentences. The team that finishes first will win. | - Ss work in groups and listen to the teacher’s instructions and join the game. | ***Suggested sentences:***  *1. I/ plants/ often/ after school./ water*  *2. My mother/ on Monday./ delicious/ meals/ makes*  *3. Home robot/ housework/ pick/ can/ and/ fruit./ do*  *4. do / V10 Robot/ washing. / can/ the* |

**e. Assessment**

- Teacher observes, checks students’ pronunciation and gives feedback if necessary.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Write a text to describe V10 using the sample in Task 5 and information in task 3.

**Board plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 2: A closer look 1**  **\* Warm-up**  Game: Matching  **Vocabulary**  **+** guard (n)  + pick (v)  + mood (n)  + make meals (v)  - Task 1: Match, listen, check and repeat.  - Task 2: Tell the activities in 1.  - Task 3: Ask and answer.  **Pronunciation**  - Task 4: Listen and repeat.  - Task 5: Practice saying the statements.  **Extra activity:**  Game: WORD JUMBLE RACE  **\* Homework** |
| --- |

**UNIT 12: ROBOTS**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use superlative adjectives with short adjectives.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- Having a good attitude to doing the housework.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Positive** | **Superlative** | **Rule** |
| --- | --- | --- | --- |
| one syllable | fast | fastest | + est |
| large | largest | + st |
| hot | hot | + test |
| two syllables | noisy | noisiest | y → iest |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experiences about the topic. | - Preparing some handouts in which key language of the types of robots. |
| Some students will excessively talk in the class. | - Defining expectations in explicit detail.  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge, vocabulary related to the topic and increase students’ interest.

**b. Content:**

- Game: FIND THE MISSING WORDS

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: FIND THE MISSING WORDS**  - Teacher divides students into 4 groups and models how to play this game.  - Teachers ask teams to guess hidden words in phrases by providing hints in English such as synonyms, antonyms, etc.  - Teams raise their hands to have the right to answer. The team with the most correct answers will be the winning team. | - Ss listen to the teacher’s instructions and join the game. | ***Suggested words:***  1. - - - - - - a broken machine  2. - - the washing  3. understand what we - - -  4. - - - - - plants  5. - - - - as a guard  6. - - - - fruit  7. make delicious - - - -  8. - - - - heavy things  9. do the - - - - - -  10. - - - toys away |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To introduce targeted grammar of superlative adjectives with short adjectives.

**b. Content:**

-Grammar point presentation: superlative adjectives with short adjectives.

**c. Expected outcomes:**

**-** Students are able to form and use superlative adjectives with short adjectives correctly in context.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Choose three or more Ss of very different heights and ask them to come to the front of the class and line up. T asks the class: “*Who is the tallest?”.* Indicate “tall” and “tallest” with your hands and arms. Ask Ss to say what tallest is in Vietnamese.  - T introduces the subject of the lesson: superlative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh cao nhất của tính từ).  - Have Ss look at the Remember! box about the use of superlative adjectives. Briefly explain to them that superlative adjectives are used to compare more than two people or things, expressing the highest degree.  - Explain that the superlative of short adjectives is constructed in several different ways in English, and that some of those ways are presented in the Grammar box below:  *+ One syllable:*  *(positive) fast → (superlative) fastest → (rule) + est*  *large → largest → + st*  *hot → hottest → + test*  *+ Two syllable:*  *noisy → noisiest → y → iest* | - Students pay attention to the teacher, take notes, and take examples about superlative adjectives with short adjectives. | ***Examples:***  *+ Tom is the tallest in his class.*  *+ This is the biggest of the three bags.* |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss practice forming the correct form of superlative adjectives in the sentences.

- To help Ss distinguish between comparative adjectives and superlative adjectives.

- To give Ss further practice on using superlative adjectives.

**b. Content:**

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

- Task 2: Complete the following sentences with the superlative form of the adjectives in brackets 1 is an example. (p.61)

- Task 3: Complete the following sentences with comparative or superlative form of the adjectives in brackets. (p.62)

- Task 4: Work in pairs. Look at the information of the three robots: M10, H9, and A3 and talk about each of them, using superlative adjectives. (p.62)

**c. Expected outcomes:**

- Students can use the correct form of superlative adjectives to write sentences and distinguish between comparative adjectives and superlative adjectives.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the superlative form of the adjectives in the table below. (5 mins)** | | |
| - Ask Ss to read the instructions. Tell Ss what they should do. (With a weaker class, do the first word as an example).  - Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers. | - Ss read the instructions.  - Ss do this activity individually and compare their answers in pairs before checking their answers in front of the class. | ***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 superlative form of the adjectives in brackets 1 is an example. (5 mins)** | | |
| - Ask Ss to read the instructions. Tell Ss what they should do. The first sentence is done as an example.  - Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers. | - Ss read the instructions.  - Ss do this activity individually and compare their answers in pairs before checking their answers in front of the class. | ***Answer key:***  *2. smartest*  *3. tallest*  *4. smallest*  *5. cheapest* |
| **Task 3: Complete the following sentences with comparative or superlative form of the adjectives in brackets. (5 mins)** | | |
| - Have Ss do this exercise individually. Call on two Ss to write their answers on the board. Draw all Ss’ attention to the board and check the answers together. Confirm the correct answers. | - Ss listen to the teacher’s instructions and complete the task individually. | ***Answer key:***  *1. tidier*  *2. hottest*  *3. faster*  *4. tallest*  *5. smarter* |
| **Task 4: Work in pairs. Look at the information of the three robots: M10, H9, and A3 and talk about each of them, using superlative adjectives. (5 mins)** | | |
| - Ask Ss to look at task 4 and explain what they have to do. First, model this activity with a stronger student.  - Remind Ss that they only use the information from the table to describe the three robots using superlative adjectives. T may explain the meaning of the words age, weight, height, price and ask Ss to elicit the adjectives they can use to describe each row.  - Have Ss work in pairs to say sentences comparing the three robots. Move around to offer help if needed. | - Ss look at information in the table and listen to the teacher’s instructions to describe the three robots, using superlative adjectives form.  - Ss work in pairs to say sentences. | ***Example:***  *A: A3 is the tallest of the three robots.*  *B: M10 is the youngest of three robots.* |

**e. Assessment**

- Teacher observes and corrects for students if necessary.

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- To give Ss further practice on using superlative adjectives.

**b. Content:**

- Task 5: Game: “Find someone who…”.

Work in pairs. Ask your partner to find in your class someone who is… (p.62)

**c. Expected outcomes:**

- Students can practice asking and answering questions using the superlative adjectives with short adjectives.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Game: “Find someone who…”. Work in pairs. Ask your partner to find in your class someone who is “the tallest, the oldest, ...”.** | | |
| - First, model the game Find someone who ... with a stronger student.  - Have Ss work in pairs to ask and answer questions to find out the student *who is the shortest / tallest / smartest, etc.* in their class.  - Move around to offer help if needed. If there is enough time, ask Ss to compare their findings with other pairs’. | - Ss listen to the teacher’s instructions.  - Ss work in pairs to ask and answer questions.  - Ss compare their findings with others. | ***Students’ own answers*** |

**e. Assessment**

- Teacher checks students’ talks and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Students give 3 sentences with a superlative form of short adjectives.

**Board plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 3: A closer look 2**  **\* Warm-up**  - Game: FIND THE MISSING WORDS  - Task 1: Write the superlative form of the adjectives.  - Task 2: Complete the sentences.  - Task 3: Complete the sentences.  - Task 4: Look at the information and talk about it.  - Task 5: Game: “Find someone who…”.  **\* Homework** |
| --- |

**UNIT 12: ROBOTS**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- To use everyday English phrases and expressions to express agreement and disagreement.

- To practice asking and answering robots’ abilities.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- Having a good attitude to doing the housework.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge of everyday language in English. | - Providing students with information about everyday language in English. |
| Students may have underdeveloped reading, 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. |
| Some students will excessively talk in the class. | - Defining expectation in explicit detail.  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere in the classroom and lead in the lesson.

**b. Content:**

- Game: "Who's the fastest?"

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: "Who's the fastest?"**  - Teacher divides the class into two teams. Then write a list of short adjectives on the board.  - The teacher reads each adjective and asks students in two teams to take turns giving an example with each adjective in superlative form. For example, with the adjective "tall", students can give the example "My brother is the tallest person in my family".  - Teacher checks the answer. The team that gives the most accurate and fastest example will receive 1 point.  - The game continues until the list of adjectives is exhausted.  - The team with more points at the end of the game wins.  **Lead-in the lesson**  - Teacher leads students into the lesson by telling them about what they are going to learn: *“how to express agreement and disagreement”.*  - Ask Ss if they know any ways to express agreement and disagreement. | - Ss work in groups to join the game. | ***Suggested adjectives:***  *fast, hot, tall, nice, light, large, ...* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To introduce two ways to express agreement and disagreement in English;

- To help Ss practice expressing agreement and disagreement.

**b. Content:**

- 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 following statements. Use the highlighted sentences in the dialogues above as cues. (p.63)

**c. Expected outcomes:**

**-** Students are able to express agreement and disagreement correctly in context.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the dialogues. Pay attention to the highlighted sentences. (5 mins)** | | |
| - Play the recording for Ss to listen and read the two short dialogues between A and B at the same time.  - Ask Ss to pay attention to the highlighted sentences.  - Elicit the structures to express agreement and disagreement from Ss *(I agree / disagree with ...)*. Have Ss practice the dialogues in pairs. Call on some pairs to practice the dialogues in front of the class. | - Ss listen and read the conversations at the same time.  - Ss practice the conversations in pairs. | ***Audio script:***  A: I think robots can help us a lot in our daily life.  B: **I agree with you.**  A: Peter says robots can do everything like humans.  B: **I don’t agree with him.** |
| **Task 2: Work in pairs. Express your opinions about the following statements. Use the highlighted sentences in the dialogues above as cues. (5 mins)** | | |
| - Have Ss read the instructions and given statements.  - Ask Ss to work in pairs to make similar dialogues, using the structures for expressing agreement and disagreement. Move around to observe and provide help.  - Call on some pairs to practice in front of the class. Comment on their performance. | - Ss read the instructions  - Ss work in pairs to make similar dialogues. | ***Students’ own creativity***  ***Suggested cues:***  ***-*** *Home robots are the most useful of all types of robots.*  *- Some people can use robots to do bad things.*  *- Robots will use too much electricity in the future.* |

**e. Assessment**

- Teacher checks the students' understanding and gives feedback if necessary.

**3. ACTIVITY 2: MY ROBOT’S ABILITIES** (25 mins)

**a. Objectives:**

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

- To help Ss practice asking and answering about robots’ abilities.

- To help Ss gain information for their report on robots’ abilities.

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

**b. Content:**

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

- Task 4: Interview three friends about what abilities they want their robots to have. Note their answers in the table below. (p.63)

- Task 5: Report your results to the class. (p.63)

**c. Expected outcomes:**

- Students can ask, answer some questions and talk about what abilities they want their robots to have.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Listen to the radio programme from 4Teen News. Then fill the blanks with the words you hear. (7 mins)** | | |
| - First, play the recording and ask Ss to listen only. Then play the recording again and allow Ss to fill the blanks as they listen.  - Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers. Then ask Ss to read the radio programme again, paying attention to the use of the words of daily activities. | - Ss listen to the recording and fill in the blanks individually.  - Ss work in pairs to compare their answers.  - Ss follow the teacher’s instructions. | ***Answer key:***  *1. understand*  *2. smartest*  *3. put*  *4. water*  *5. guard* |
| **Task 4: Interview three friends about what abilities they want their robots to have. Note their answers in the table below. (8 mins)** | | |
| - Have Ss move around and ask three classmates what abilities they want their robots to have. Remind them to write the names of the people they interview and note the answers in the table in 4.  - When they have finished the interviews, T may have Ss practise reporting the results of their interviews in pairs or in groups. | - Ss listen to the teacher’s instructions and answer the teacher's questions.  - Ss interview classmates and take notes at the table.  - Ss practice reporting their results in pairs or groups. | ***Students’ own creativity*** |
| **Task 5: Report your results to the class. (10 mins)** | | |
| - Choose some Ss to report the results of their interviews in front of the whole class. After each student has finished his / her report, invite some comments from other Ss.  - Then make comments and correct any common errors. | - Ss report their results in front of the class. | ***Students’ presentation***  ***Suggested results:***  *- Ha Anh says that his robot can understand what she says. It can also understand her feelings. It's the smartest robot.*  *- Linh says that her robot is her best friend. It does a lot for her: clean the floor, put toys away, etc.*  *- Hung says that his robot is very useful. It helps him a lot. It can water his plants and even work as a guard.* |

**e. Assessment**

**-** Teacher corrects students by going around while they’re practicing.

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 4: Communication**  **\* Warm-up**  - Game: "Who's the fastest?"  **Everyday English**  Task 1: Listen and read the dialogues.  Task 2: Express your opinions.  **My robot’s abilities**  Task 3: Listen and fill in the blanks.  Task 4: Interview classmates.  Task 5: Report your results.  **\* Homework** |
| --- |

**UNIT 12: ROBOTS**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for specific information about an international robot show.

- Talk about what robots can do.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

- Actively join in class activities.

**3. Personal qualities**

- Having a good attitude to doing the housework.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. useful (adj) | /ˈjuːs.fəl | [effective](https://dictionary.cambridge.org/dictionary/english/effective); [helping](https://dictionary.cambridge.org/dictionary/english/helping) you to do or [achieve](https://dictionary.cambridge.org/dictionary/english/achieve) something | hữu ích |
| 2. build house (v) | /bɪld haʊs/ | to make house by putting bricks or other materials together | xây dựng nhà |
| 3. look after (v) | /lʊk ˈɑːf.tər/ | to take care of or be in charge of something | trông nom, chăm sóc |
| 4. space stations (n) | /speɪs ˈsteɪ.ʃən/ | a vehicle in which people can travel around the earth, outside its atmosphere, doing scientific tests | trạm vũ trụ |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about body parts and structures to talk about robots’ abilities. | - Providing students some handouts on vocabulary and structures to describe what robots can do. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Creating a comfortable and encouraging environment for students to speak.  - Encouraging students to work in pairs, in groups so that they can help each other.  - Providing feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Defining expectation in explicit detail.  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge of the topic in the reading text.

**b. Content:**

- Game: Guessing words.

**c. Expected outcomes:**

- Students recall vocabulary and targeted grammar in the unit.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Game: Guessing words***  *1. Divide the students into 2 groups.*  *2. Write down different robot abilities on separate pieces of paper.*  *3. Each group will take turns choosing a piece of paper with a robot ability written on it.*  *4. One student from the group will act out the chosen robot ability without speaking, while the rest of the group tries to guess what ability is being portrayed.*  *5. Set a timer for 30 seconds for each round. If the group successfully guesses the ability within the time limit, they earn a point.* | - Students follow the teacher's instructions and play the game in two teams. | ***Suggested words:***  *understand what people say, understand people’s feelings, clean the floor, put my toys away, water his plants, work as a guard....* |

**e. Assessment**

**-** Teacher corrects students. (if needed).

**2. ACTIVITY 1: READING** (23 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic.

- To help Ss develop reading for specific information (scanning).

- To help Ss further develop reading for specific information (scanning).

**b. Content:**

- Task 1: Work in pairs. Look at the pictures and discuss the following questions. (p.64)

- 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 below. (p.64)

**c. Expected outcomes:**

- Students can read for specific information about robots’ abilities.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Work in pairs. Look at the pictures and discuss the following questions. (5 mins)** | | |
| - Ask Ss to work in pairs discussing questions about their knowledge of robots.  - Ask some Ss to say their answers in front of the class. T may ask some other questions about the activities each type of robots can or can’t do. | - Ss work in pairs to discuss questions.  - Ss say their answers in front of the class and answer the teacher’s questions. | ***Students’ own answers.*** |
| **Vocabulary teaching** (4 mins) | | |
| - Teacher asks students to get the meaning of the words in context. | - Students say the meaning of the words. | ***New words:***  *1. useful (adj)*  *2. build house (v)*  *3. look after (v)*  *4. space stations (n)* |
| **Task 2: Read the text and choose the best answer to each of the questions. (7 mins)** | | |
| - Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary *(e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering*  *the questions).*  - Tell them to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  - Tell them to compare their answers in pairs before giving their answers to T. Ask them to give evidence when giving the answers. Check as a class. | - Ss read the text applying scanning techniques to answer the questions individually.  - Ss compare their answers in pairs before checking as a class. | ***Answer key:***  *1. B*  *2. C*  *3. C*  *4. C* |
| **Task 3: Read the text again and fill the table below. (7 mins)** | | |
| - Ask Ss to scan the text again and find the detailed information to complete the table.  - Ask Ss to note where they have found the information.  - After they finish, Ss can compare their answers before discussing them as a class. | - Ss scan the text to find information and complete the table individually.  - Ss take note of the information.  - Ss compare their answers in pairs before discussing in front of class. | ***Answer key:***  *+* ***Home robots:*** *cook meals, clean the house, do the washing, and iron clothes.*  *+* ***Teacher robots:*** *help children to study, teach English, literature, maths and other subjects, help children to 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 on planets* |

**e. Assessment**

- Teacher corrects the students as a whole class.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help Ss prepare ideas for the next activity.

- To provide an opportunity for Ss to practice describing what robots can do.

**b. Content:**

- Task 4: Work in pairs. Discuss what you think robots can do in the following places. (p.64)

- Task 5: Work in groups. Take turns to talk about robots and what you think they can do. Can you think of other types of robots? (p.64)

**c. Expected outcomes:**

**-** Students can talk about types of robots and their abilities.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Discuss what you think robots can do in the following places. (5 mins)** | | |
| - Ask Ss to work in pairs asking and answering about what robots can do in the places given in the first column of the table. Move around to observe and provide help. Call on some pairs to practice in front of the class. Comment on their performance. | - Ss listen to the teacher’s instructions.  - Ss work in pairs to ask and answer.  - Ss practice speaking in front of the class. | ***Students’ own answers.***  ***Example:***  *A: What can robots do at home?*  *B: They can take care of children.* |
| **Task 5: Work in groups. Take turns to talk about robots and what you think they can do. Can you think of other types of robots? (10 mins)** | | |
| - T may ask a strong student to model this activity in front of the class. Then have Ss work in groups while T circulates and monitors. If there is enough time, call some Ss to talk before the whole class, then invite some positive comments from other Ss. | - Ss listen to the teacher’s instructions.  - Ss work in groups.  - Ss talking before the whole class. | ***Students’ own creativity*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 5: Skills 1**  **\*Warm-up**  Game: Guessing words.  **Reading**  - Task 1: Look and discuss the questions.  1. useful (adj)  2. build house (v)  3. look after (v)  4. space stations (n)  - Task 2: Read and choose the best answer.  - Task 3: Read and fill the table.  **Speaking**  - Task 4: Discussion.  - Task 5: Talk about robots.  **\*Homework** |
| --- |

**UNIT 12: ROBOTS**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information about what robots can do.

- Write a paragraph about a robot you would like to have.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Having a good attitude to doing the housework.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experiences about the topic. | - Preparing some hand-outs in which the key language describes robots’ abilities. |
| Students may have underdeveloped  listening, writing and co-operating skills. | - Playing the recording many times if necessary.  - Encouraging students to work in pairs, in groups so that they can help each other.  - Providing feedback and help if necessary. |
| Some students will excessively talk in the class | - Defining expectations in explicit detail  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**b. Content:**

- Discuss the questions about robots.

**c. Expected outcomes:**

- Students can recall the vocabulary

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Teacher divides students into 4 groups to discuss what types of robots and what they can do.  - Teacher asks teams to raise their hands to answer. The team with the most quick and correct answers will win. | - Ss work in groups and raise their hands to answer the teacher’s questions. | ***Suggested questions:***  *- What types of robots do you know?*  *- What do you think they can do?* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: LISTENING** (18 mins)

**a. Objectives:**

- To help Ss understand the gist of the conversation.

- To help Ss develop the skill of listening for specific information.

**b. Content:**

- Task 1: Listen to the conversation between Khang and Dr Adams and tick the phrases you hear. (p.65)

- Task 2: Listen to the conversation again and tick T (True) or F (False). (p.65)

**c. Expected outcomes:**

- Students can listen for specific information and learn more vocabulary about robots’ abilities.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen to the conversation between Khang and Dr Adams and tick the phrases you hear. (8 mins)** | | |
| - First, ask Ss to underline the key words in each of the five given phrases and guess which phrases will appear in the conversation.  - Play the recording and ask Ss to tick the phrases they hear from the conversation. Then ask two or three Ss to write their answers on the board.  - Play the recording again for Ss to check the answers. If time is limited, T may only play the recording once. T may pause at the sentences that include the information Ss need for their answers. | - Ss follow the teacher’s instructions.  - Ss underline the keywords.  - Ss listen to the recording and tick the correct phrases.  - Ss listen again and check their answer.  - Ss follow the teacher’s instructions. | ***Answers key:***  *- look after sick people*  *- understand what we say*  *- build the very high buildings*  *- teach many subjects* |
| **Task 2: Listen to the conversation again and tick T (True) or F (False). (10 mins)** | | |
| - Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise *(e.g. reading the questions, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).*  - Play the recording twice for Ss to do exercise 2. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.  - Have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to hear. For a better class, ask Ss to correct the false sentences.  - If time allows, invite one or two students to briefly talk about robots focusing on their abilities. | - Ss listen to the teacher’s instructions.  - Ss listen to the recording and tick.  - Students share their answers in pairs before checking correct answers as a class. | ***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.)* |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (19 mins)

**a. Objectives:**

- To help Ss prepare ideas for writing.

- To help Ss practice writing a paragraph about a robot they would like to have.

**b. Content:**

- Task 3: Imagine a robot you would like to have. Make notes about it. (p.65)

- Task 4: Now write a paragraph of 50-60 words about the robot you would like to have. Use the information in task 3 to help you. (p.65)

**c. Expected outcomes:**

- Students can write a paragraph about the robot students would like to have.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Imagine a robot you would like to have. Make notes about it. (7 mins)** | | |
| - Ask Ss to describe 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.  - Then, ask Ss to share their notes with their partners. T may read out the notes from some stronger Ss to the whole class. | - Ss use abbreviations to describe the robot they want to design.  - Ss work in pairs to share their notes. | ***Suggested ideas:***  *+* ***Name of your robot****: Lucas*  *+* ***Type of robot:*** *housework robot.*  *+* ***Where it can work****: home*  *+* ***What it can do for you****: cook meals, do the washing up and iron my clothes......* |
| **Task 4: Now write a paragraph of 50-60 words about the robot you would like to have. Use the information in task 3 to help you. (12 mins)** | | |
| - Set up the writing activity: T reminds Ss that the first thing is always to consider what they are going to write. Ss can use the ideas they have prepared in 3. T asks Ss to brainstorm for the ideas and the language needed to write. T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.  - Ask Ss to write the first draft individually. Next ask Ss to work in pairs making peer corrections. Then have them write their final version. T may display all or some of Ss’ writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writings.  - If time is limited, T may ask Ss to write the final version at home. | - Ss use the ideas in task 3 and brainstorm for the ideas and the language to write.  - Ss refer back to the reading for useful language and ideas.  - Ss write the first draft individually.  - Ss work in pairs to make peer corrections.  - Ss write the final version: receive comments and edit their writings. | ***Suggested ideas:***  *Robots are very useful. My robot is a housework robot. Its name is Lucas. It can help me to do all the housework. It can clean the house, cook meals, do the washing up and iron my clothes… In the future, it will be able to do more and more, it'll become a vehicle to get me to school or can help me to do my homework. It isn't dangerous for people, it's very friendly. I love my future robot so much.* |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 6: Skills 2**  **\*Warm-up**  Discuss the questions about robots.  **\*Listening**  Task 1: Listen and tick the phrases.  Task 2: True or False.  **\*Writing**  Task 3: Imagine and make notes.  Task 4: Write a paragraph.  **\*Homework** |
| --- |

**UNIT 12: ROBOTS**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 12

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity.

- Develop presentation skills.

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Having a good attitude to doing the housework.

**II. MATERIALS**

- Grade 6 textbook, Unit 12, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To revise the vocabulary related to the topic and lead in the next part of the lesson.

**b. Content:**

- Vocabulary brainstorming

**c. Expected outcomes:**

- Ss can list as many skills and abilities of the robot as possible.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary brainstorming:**  - Teacher divides the board, and divides the class into 2 big groups.  - Teacher asks students to brainstorm all skills and abilities of the robot they can think of.  - The group having the most suitable answers is the winner. | - Ss work in groups and follow the teacher’s instructions. | ***Suggested answer:***  *cook meals, do the washing up and iron clothes,...* |

**e. Assessment**

**-** Teacher corrects students. (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

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

**b. Content:**

- Task 1: Write the correct words to complete the phrases. (p.66)

- Task 2: Fill in the blank with the verbs from the box. (p.66)

**c. Expected outcomes:**

- Students can use the knowledge and vocabulary about types of robots and daily activities they have learnt in this unit to complete the tasks successfully.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the correct words to complete the phrases. (5 mins)** | | |
| - Have Ss do these activities individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board. Confirm the correct answers. | - Ss do the task independently.  - Ss work in pairs to compare their answers before checking in front of class. | ***Answer key:***  *1. iron*  *2. move*  *3. pick*  *4. washing*  *5. do* |
| **Task 2: Fill in the blank with the verbs from the box. (5 mins)** | | |
| - Have Ss do these activities individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board. Confirm the correct answers. | - Ss do the task independently.  - Ss work in pairs to compare their answers before checking in front of class. | ***Answer key:***  *1. work*  *2. make*  *3. repair*  *4. understand*  *5. water* |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the form and use of superlative adjectives.

**b. Content:**

- Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (p.66)

- Task 4: Complete the following sentences with the superlative form of the adjectives in brackets. (p.66)

**c. Expected outcomes:**

- Students recall the uses of superlative adjectives with short adjectives.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (5 mins)** | | |
| - For these exercises, have Ss do them individually first. Then they can check their answers with a partner before discussing the answers as a class.  - However, tell Ss to keep a record of their original answers so they can use that information in their *“Now I can …”* statements. | - Ss read the instructions and do the task individually.  - Ss work in pairs to check the answers before discussing them in front of the class. | ***Answer key:***  *1. smartest*  *2. smallest*  *3. lightest*  *4. strongest*  *5. cheapest* |
| **Task 4: Complete the following sentences with the superlative form of the adjectives in brackets. (5 mins)** | | |
| - For these exercises, have Ss do them individually first. Then they can check their answers with a partner before discussing the answers as a class.  - However, tell Ss to keep a record of their original answers so they can use that information in their *“Now I can …”* statements. | - Ss read the instructions and do the task individually.  - Ss work in pairs to swap their answers before checking as a class. | ***Answer key:***  *1. highest*  *2. largest*  *3. longest*  *4. widest*  *5. hottest* |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (20 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork.

- To improve their speaking and presentation skills.

- To help Ss apply what they have learnt in the unit in the project.

**b. Content:**

- Project: Robot design competition.

**c. Expected outcomes:**

**-** Students can apply what they have learned in the unit to design their pictures about robots with the most useful skills and abilities.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: You are taking part in a robot design competition. Work in groups, decide what your robot is like and complete this table. (5 mins)** | | |
| - This is to introduce Ss to another way of practicing talking about the skills and abilities of the robots they will design.  - Ask Ss to work in groups, discussing what the robot they are designing will be like. Ss may use their imagination to design a robot with the most useful skills and abilities. Write the description of their robot in the table given. Remind them that they do not have to write full sentences and they can use abbreviations. Finally, draw their robot in the space provided. | - Ss work in a group to discuss and design a robot with the most useful skills and abilities.  - Ss using abbreviations to write the description of their robot in the table.  - Ss draw their robots (in A4 paper…). | ***Table include:***  *+ Robot name:*  *+ Appearance (weight; height,...):*  *+ Where it can work:*  *+ What it can do:* |
| **Task 2: Present your design(s) to other groups. Vote on the best robot. (15 mins)** | | |
| - Ask each group to show the picture and the description of their robot and present their design to the whole class.  - When all groups have presented their designs, T may display all or some of the designs on the wall or notice board and have the whole class vote on the best robot. | - Ss show their pictures and description of their robot and present them in front of the class.  - Other students observe and vote on the best robot. | *Students’ pictures & presentations* |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **UNIT 12: ROBOTS**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Vocabulary brainstorming  **Vocabulary:**  Task 1: Write the correct words.  Task 2: Fill in the blank.    **Grammar:**  Task 3: Complete the paragraph.  Task 4: Complete the sentences.  **\* Project**  Robot design competition.  **\* Homework** |
| --- |