

## UNIT 12: ROBOTS

### Lesson 1: Getting Started – Robots and their work

#### I. Objectives:

By the end of this lesson, students can know some vocabulary and structure to talk about the topic ‘robots’.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Robots”.

2. *Structures*: *Could* for past ability.  
*Will be able to* for future ability.

#### III. Method: Communicative approach

IV. **Teaching aids**: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss to look at the picture and answer the questions.</li> <li>- Write Ss' answers to question 3 on the board.</li> <li>- Play the recording.</li> <li>- Ask Ss if their guesses on the board are correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer.</li>   <li>- Listen and read</li> </ul>	<p><b>* <u>Presentation:</u></b> *Questions:</p> <ol style="list-style-type: none"> <li>1. Where are Nick and Phong?</li> <li>2. What might be happening to them?</li> <li>3. What are they going?</li> <li>4. Have you have been to an exhibition?</li> <li>5. Where and when?</li> <li>6. What did you see?</li> </ol>	
<ul style="list-style-type: none"> <li>- Ask Ss to work independently.</li> <li>- Allow them to share answers before discussing as class.</li> <li>- Write the correct answers on the board.</li>   <li>- Ask Ss to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li>   <li>- Pair-work</li> </ul>	<p><b>* <u>Practice:</u></b> <i>Ia- Read the conversation again. Answer the following questions.</i> Key:</p> <ol style="list-style-type: none"> <li>1. They could only do very simple things.</li> <li>2. Yes, they can.</li> <li>3. They will be able to do many things like humans.</li> <li>4. No, they won't.</li> </ol> <p><i>Ib. find the four types of robots in the conversation. Write them under the correct pictures below.</i> Key:</p> <ol style="list-style-type: none"> <li>1. Teaching robots</li> <li>2. Worker robots</li> </ol>	

<p>- T asks SS to quickly match each activity with its picture.</p> <p>- Play the recording for Ss to check their answers, pausing after each phrase and asking them to repeat chorally and individually.</p> <p>- Demonstrate the game to the class first. Ask a more able S to help you. Then Ss play in groups.</p> <p>- Have Ss work in pairs to do this activity.</p>	<p>- Individual work</p> <p>- Group-work</p> <p>- Pair-work</p>	<p>3. Doctor robots 4. Home robots</p> <p>2. <i>Match the activities with the pictures. Then listen, check and repeat the phrases.</i></p> <p>Key: 1. a    2. d    3.a    4. b</p> <p>3. <i>Game: Miming</i> Example: A: What am I doing? B: You're doing the dishes. A: Yes, that's right. / No, try again.</p> <p>4. <i>Look at the pictures. Tell your partner what you can or can't do now.</i> Example: - I can play the guitar... Can you think more?</p>	
<p>- Ask Ss to go around the class asking the questions.</p> <p>- When Ss finished the survey, ask Ss to report the results.</p>	<p>- T whole class</p>	<p><b>* <u>Production:</u></b></p> <p>5. <i>Class survey</i></p> <ul style="list-style-type: none"> <li>• Can you play table tennis?</li> <li>• Can you do karate?</li> <li>• Can you play chess?</li> <li>• Can you do judo?</li> <li>• Can you play badminton?</li> <li>• Can you play computer game?</li> </ul>	
		<p><b>* <u>Homework:</u></b></p> <p>- Practice the conversation. - Prepare the next lesson (<i>A closer look 1</i>)</p>	

## UNIT 12: ROBOTS

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can Pronounce correctly the sounds / ˙. ɔ and /t→||/ in isolation and in context; Use the lexical items related to the topic “Robots”.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Robots”.
2. *Structures*: *Could* for past ability.  
*Will be able to* for future ability.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Have Ss quickly match the verb in column A with column B. then play the recording for Ss check their answers. Ask them to listen and repeat.</p> <p>- Correct their pronunciation.</p> <p>- Ask Ss to write another word/ phrase for each verb.</p>	<p>- T whole class</p> <p>- Pair-work</p>	<p><b>* <u>Presentation:</u></b>  <b>📖 Vocabulary</b>                      1. Match the verbs in column A to the words/ phrases in column B. Then listen, check and repeat the words/ phrases.                      Key:                      1. c                      4. e                      2. a                      5. d                      3. b</p> <p>2. Write another word/ phrase for each verb.</p>	
<p>- Ask Ss to study Grammar Box. Draw Ss' attention to the form and use of could by analyzing the examples to illustrate.</p> <p>- Have Ss do the grammar exercise individually. Tell Ss refer to the form and use of could in the Grammar Box if they have any difficulty.</p>	<p>- T whole class</p> <p>- Individual work</p>	<p><b>* <u>Practice:</u></b>  <b>📖 Grammar</b>  <b>Could</b>                      Example:  <ul style="list-style-type: none"> <li>• She could swim at the age of 7.</li> <li>• He couldn't read until he was 6.</li> <li>• Could you ride a bike when you were in Year 5?</li> </ul>                     3. Put the words in the correct order.                      Key:                      1. Mary could do sums at the age of 7.</p>	

<p>- First, model this activity with a more able student. Remind Ss that they only use the information from the table in 4 to ask and answer about what the famous robot Ongaku could or couldn't do two years ago.</p> <p>- Write 2 examples of what he/she could/ couldn't do when at primary school on the board. Ask them to write.</p> <p>- Model the sound / ʊ.ŋ/ and /t→// first and let Ss see how the sounds are formed. Ask Ss to practice the sounds together. - Ask them to put the words in the correct column.</p> <p>- Ask Ss to listen while T play the recording. Play the recording again and ask Ss to circle the words they hear. Ask ss to check their answers.</p>	<p>- Pair-work</p> <p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p> <p>- Individual work</p>	<p>2. Could you read and write when you were 6?</p> <p>3. Robots could lift heavy things some years ago.</p> <p>4. Robots couldn't move easily until recent years.</p> <p>4. Read the conversation about the famous robot Ongaku. Ask and answer questions about what it could/ couldn't do two years ago. <u>Example:</u> A: Could Ongaku lift heavy thing two years ago? B: Yes, it could.</p> <p>5. Write three things you could do and three things you couldn't do when you were in primary school. Share your sentences with your partner.</p> <p><b>Pronunciation / ʊ.ŋ/ and /t→//</b></p> <p>6. Listen and repeat. Pay attention to the sound / ʊ.ŋ/ and /t→//. Then in pairs put the words in the correct column.</p> <table border="1" data-bbox="911 1178 1414 1440"> <thead> <tr> <th data-bbox="911 1178 1162 1234">/ ʊ.ŋ/</th> <th data-bbox="1162 1178 1414 1234">/t→//</th> </tr> </thead> <tbody> <tr> <td data-bbox="911 1234 1162 1276"><b>voice</b></td> <td data-bbox="1162 1234 1414 1276">down</td> </tr> <tr> <td data-bbox="911 1276 1162 1318"><b>boy</b></td> <td data-bbox="1162 1276 1414 1318">house</td> </tr> <tr> <td data-bbox="911 1318 1162 1360"><b>toy</b></td> <td data-bbox="1162 1318 1414 1360">around</td> </tr> <tr> <td data-bbox="911 1360 1162 1402"><b>noisy</b></td> <td data-bbox="1162 1360 1414 1402">flower</td> </tr> <tr> <td data-bbox="911 1402 1162 1440"><b>boil</b></td> <td data-bbox="1162 1402 1414 1440">shout</td> </tr> </tbody> </table> <p>7. Listen to the sentences. Circle the word you hear. Key: 1. Oil 2. Cow 3. Ouch! 4. Bow</p>	/ ʊ.ŋ/	/t→//	<b>voice</b>	down	<b>boy</b>	house	<b>toy</b>	around	<b>noisy</b>	flower	<b>boil</b>	shout	
/ ʊ.ŋ/	/t→//														
<b>voice</b>	down														
<b>boy</b>	house														
<b>toy</b>	around														
<b>noisy</b>	flower														
<b>boil</b>	shout														
<p>- Ask Ss to listen while T play the recording. Play the recording again and ask Ss to chant along.</p>	<p>- Pair -work</p>	<p>* <b>Production:</b> 8. Listen and practice the chant. Notice the sound / ʊ.ŋ/ and /t→//</p>													

		<p><b>*Homework:</b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary by heart.</li> <li>- Prepare the next lesson</li> </ul> <p style="text-align: right;">(A closer look 2)</p>	
--	--	--	--

## UNIT 12: ROBOTS

### Lesson 3: A Closer Look 2

#### I. Objectives:

By the end of this lesson, students can use *will be able to* for future ability and *could* for past ability.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic "Robots".
2. *Structures*: *Could* for past ability.  
*Will be able to* for future ability.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss to study the Grammar Box. Draw Ss' attention to the form and use of <i>will be able to</i> by analyzing the examples in the Grammar Box.</li> <li>- Remind Ss that <i>will be able to</i> is used to talk about ability in the future. Then ask Ss to give some more examples.</li> </ul>	<ul style="list-style-type: none"> <li>- T-Whole class</li> </ul>	<p><b>* Warm-up:</b></p> <p><b>📖 Grammar</b></p> <p><b><i>Will be able to</i></b></p> <p>We use <i>Will be able to</i> talk about ability in the future.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• She will be able to ride a bike next year.</li> <li>• He won't be able to read or write until he is 6.</li> <li>• Will robots be able to talk to people in the future?</li> </ul>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the instructions. Use the example to make Ss clear about what they should do.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* Practice:</b></p> <p>1. Put the words in the correct order.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. In 2030, robots will be able to do many things like humans.</li> </ol>	

<p>Ask Ss to do the grammar exercise individually.</p> <ul style="list-style-type: none"> <li>- Have Ss compare their answers in pairs before checking with the whole class.</li> </ul> <p>- Ask Ss to read the instructions. Use the example to make Ss clear about what they should do.</p> <ul style="list-style-type: none"> <li>- Ask Ss to work individually and share their sentences with their partners. Call some Ss to say their sentences in front of the class.</li> <li>- First model this activity with a more able student. Remind Ss to ask and answer questions about the activities in 2. Have Ss work in pairs.</li> <li>- Ask Ss to read and complete the sentences individually. Have them look back the Grammar Boxes if necessary.</li> </ul> <p>- Ask Ss to read the instructions. Explain to make Ss clear about what they should do.</p> <ul style="list-style-type: none"> <li>- Have Ss compare their answers in pairs before checking with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> <li>- Individual work</li> <li>- Pair-work</li> <li>- Individual work</li> <li>- Pair-work</li> </ul>	<ol style="list-style-type: none"> <li>2. Will robots be able to talk to us then?</li> <li>3. Robots won't be able to play football.</li> <li>4. Will robots be able to recognize our face?</li> </ol> <p>2. <i>Will you be good at English when you are in Year 8?</i></p> <p><b>Example:</b>  A: I will/ won't be able to read an English book when you are in Year 8?  B: Yes, I will./ No, I won't.</p> <p>3. <i>Work in pairs. Ask and answer the questions about the activities in 2. Tell the class about your partner.</i></p> <p>4. <i>Fill the gaps with can, can't, could, couldn't, will be able to or won't be able to.</i></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. couldn't</li> <li>2. will be able to</li> <li>3. could; can't</li> <li>4. won't be able to</li> <li>5. can</li> </ol> <p>5. <i>Complete the sentences. Use will be able, can, could, and the verbs from the box.</i></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. will be able to recognize</li> <li>2. can make</li> <li>3. could do</li> <li>4. can guard</li> </ol>	
<ul style="list-style-type: none"> <li>- First model this activity with a more able student. Ask Ss to look at the information from the table below and tell your partner</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> </ul>	<p><b>* Production:</b></p> <p>6. <i>Look at the information from the table below and tell your partner what Kitty could do in the past, can do now and will be able to do in the future.</i></p>	

what Kitty could do in the past, can do now and will be able to do in the future.		<u>Example:</u> In the past, Kitty could lift heavy things. Now, it can lift heavy things...	
		<u>*Homework:</u> - Practice more. - Prepare next lesson <i>(Communication)</i>	

*hoc360.net*

## UNIT 12: ROBOTS

### Lesson 4: Communication

#### I. Objectives:

By the end of this lesson, students can talk about what robots can do.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Robots”.
2. *Structures*: *Could* for past ability.  
*Will be able to* for future ability.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Before Ss open their books, ask them some questions.</p>	<p>- T whole class</p>	<p><b>* <u>Presentation:</u></b>                      Questions:</p> <ul style="list-style-type: none"> <li>• What skills would you like a robot to have?</li> <li>• And what skills do the two robots Ongaku and Kitty have?</li> </ul>	
<p>- Have Ss read the interview and ask them to look carefully at the pictures of three robots and guess the missing word for each gap in the interview.                      - Play the recording and allow Ss to fill in the gaps as they listen.                      - Ask Ss to share their answers in pairs.</p> <p>- Ask Ss to move around and ask different classmates what skills they want their robots to have. Remind them to write the names</p>	<p>- T whole class</p> <p>- Pair-work</p> <p>- T whole class</p>	<p><b>* <u>Practice:</u></b>                      1. Listen to the radio program from 4Teen News. Then fill in each gap with the word you hear.</p> <p>Welcome to ‘Technology and you’. Today we ask our friends around the world to tell us about their robots.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. words</li> <li>2. shoes</li> <li>3. first</li> <li>4. school</li> <li>5. water</li> </ol> <p>2. Interview three people about what skills they want their robots to have. Note their answers in the table below.</p>	