

|  |                        |  |  |
|--|------------------------|--|--|
| <p>of the people they interview and note the answers in table 2.</p> <ul style="list-style-type: none"><li>- When Ss have finished the interview, have Ss practice reporting the results of their interviews in pairs.</li></ul>                                       | <p>- Pair-work</p>     | <p>(Page 63)</p> <ul style="list-style-type: none"><li>- What abilities does he/ she want his/ her robots to have?</li></ul> |  |
| <ul style="list-style-type: none"><li>- Choose some Ss to report the results of the interviews in front of the class. After each student has finished his/ her report, invite some comments from other Ss. Then make comments and correct any common errors.</li></ul> | <p>- T whole class</p> | <p><b>* <u>Production:</u></b><br/>3. <i>Report your results to the class.</i></p>   |  |
|  |                        | <p><b>* <u>Homework:</u></b><br/>- Prepare the next lesson :<br/><i>(Skill 1)</i></p>  |  |

## UNIT 12: ROBOTS

### Lesson 5: Skill 1

#### I. Objectives:

By the end of this lesson, students can talk and read for specific information about types of robots and their abilities or skills.

#### 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>- Ask Ss to look at the picture of robot show. And ask them some questions.</p>  | <p>- Group-work</p>  | <p><b>* <u>Presentation</u>:</b><br/>Questions:<br/>1. Where do you think the robot show is?<br/>2. What types of robots are there in the show?<br/>3. Would you like to go to the robot show?<br/>4. Why? Why not?</p>  |             |
| <p>- Ask SS to scan the passage and underline the words in the box. Help Ss work out the meanings of</p> <p>- Ask Ss to read the text again and answer the questions. Ask them to note where they found the information that helped them to answer the questions.</p> | <p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p> | <p><b>* <u>Practice</u>:</b><br/>1. <i>Find these words or phrases in the text below. What so they mean?</i></p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>space robots    apart from<br/>types            space stations<br/>planet</p> </div> <p>2. <i>Read the news report on the international robot show. Then answer the questions.</i><br/>Key:<br/>1. A robot show<br/>2. Young people are interested in home robots.<br/>3. The children like to see them.</p> |             |

|   |   |  |  |
|---|---|--|--|
| <p>- Ask Ss to compare their answers with a classmate before discussing them as a class.</p> <p>- Ask Ss to scan the passage again and find the detailed information to complete the table. Ask Ss to note where they found the information that helped them to answer the questions.</p> <p>- Confirm Ss' answers and give feedback.</p> <p>- Brainstorm ideas for additional everyday activities that a robot can help with. Ask Ss to write what they think each type of robot will be able to do in the future.</p> | <p>- Pair-work</p> <p>- Individual work</p> | <p>4. There are worker robots, doctor robots, and space robots.</p> <p>3. <i>Read the text again and fill the table below.</i></p> <p>Key:</p> <p><b>Home robots:</b> cook, make tea or coffee, clean the house, and do the washing.</p> <p><b>Teaching robots:</b> help children study, teach them English, literature, and other subjects; help children improve their English pronunciation.</p> <p><b>Worker robots:</b> build houses, buildings.</p> <p><b>Doctor robots:</b> help sick people</p> <p><b>Space robots:</b> build space stations on the Moon and other planets.</p> <p>4. <i>Write what you think each type of robot will be able to do in the future.</i></p> |  |
| <p>- Ask SS to work in groups and take turns talking about types of robots and what they will be able to do in the future.</p>  | <p>- Group-work</p>                         | <p><b>* <u>Production:</u></b></p> <p>5. <i>Work in groups. take turns talking about types of robots and what they will be able to do in the future. Can you think of other types of robots?</i></p>   |  |
|   |   | <p><b>*<u>Homework:</u></b></p> <p>- Prepare the next lesson :<br/><b>(Skill 2)</b></p>  |  |

## UNIT 12: ROBOTS

### Lesson 6: Skill 2

#### I. Objectives:

By the end of this lesson, students can listen to get specific information about different options of what robots will be able to do in the future.

#### 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> |
|---|-----------------------|--|-------------|
| - Ask Ss to tick which statements about robots they agree or disagree with and then allow them to share with their partners. T may ask Ss to count how many things they have in common with their partners. | - T whole class       | * <u>Presentation</u> :<br>📖 <b>Listening</b><br>1. Do you agree or disagree with these statements?<br>(page 65) |             |

|  |  |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
|--|--|---|-------|----------|--------|-------|-------|--|------|------|------|------|------|------|------|------|
| <p>- Ask Ss to read the instructions carefully and remind them to remember the names of people in the conversation they are going to hear.</p> <p>- Play the recording and ask Ss to write down the names.</p> <p>- Play the recording again for Ss to check their answers.</p><br><p>- Ask Ss to study statements carefully. Play the recording again and have Ss choose the correct answers as they listen.</p> <p>- Play the recording again for Ss to check their answers.</p><br><p>- Ask Ss to work independently and complete the paragraph with the phrases or sentences from the box.</p> <p>- Confirm the Ss' answers.</p> | <p>- Individual work</p><br><p>- Pair-work</p><br><p>- Individual work</p> | <p><b>* Practice:</b></p> <p>2. Phong, Vy, Mi and Duy are working in group. They are discussing what robots will be able to do in the future. Listen to their conversation and find out which person says that.</p> <p>Key:</p> <table style="width: 100%;"> <tr> <td>1. Vy</td> <td>4. Phong</td> </tr> <tr> <td>2. Duy</td> <td>5. Mi</td> </tr> <tr> <td>3. Mi</td> <td></td> </tr> </table> <p>3. Listen again. Tick which statements are true or false.</p> <p>Key:</p> <table style="width: 100%;"> <tr> <td>1. F</td> <td>3. T</td> </tr> <tr> <td>2. T</td> <td>4. F</td> </tr> </table> <p><b>📖 Writing</b></p> <p>4. Complete the paragraph with the phrases or sentences from the box.</p> <p>Key:</p> <table style="width: 100%;"> <tr> <td>1. b</td> <td>3. c</td> </tr> <tr> <td>2. a</td> <td>4. d</td> </tr> </table> | 1. Vy | 4. Phong | 2. Duy | 5. Mi | 3. Mi |  | 1. F | 3. T | 2. T | 4. F | 1. b | 3. c | 2. a | 4. d |
| 1. Vy  | 4. Phong   |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| 2. Duy   | 5. Mi  |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| 3. Mi  |  |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| 1. F   | 3. T   |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| 2. T   | 4. F   |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| 1. b   | 3. c   |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| 2. a   | 4. d   |   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |
| <p>- Ask Ss to write their paragraph individually based on the suggestions in the book.</p>  | <p>- Individual work</p>   | <p><b>* Production:</b></p> <p>5. Write a paragraph to support the idea that robots will be very useful in the future. You can use some of these ideas, or your own.</p> <p><u>Example:</u></p> <p>I agree with the idea that in the future robots will be very useful to us. Firstly, .....</p> <p>.....</p> <p>.....</p> <p>For these reason, I think that robots will be useful in our future.</p>   |       |          |        |       |       |  |      |      |      |      |      |      |      |      |

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b><u>*Homework:</u></b></p> <ul style="list-style-type: none"><li>- Write <i>your paragraph</i> into your notebook.</li><li>- Prepare the next lesson :<br/><i>(Looking back)</i></li></ul> |  |
|--|--|---|--|

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## UNIT 12: ROBOTS

### Lesson 7: Looking Back

#### I. Objectives:

By the end of this lesson, students can review some vocabulary and grammar they've learn in unit 12.

#### 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 write the words in their notebooks individually.</li> <li>- Correct the exercise as a class. Let Ss repeat the phrases.</li> </ul>       | <ul style="list-style-type: none"> <li>- Individual work</li> </ul>   | <p><b>* Presentation:</b><br/> <b>📖 Vocabulary</b><br/>                     1. Write the correct words to combine the phrases.<br/>                     Key:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1. cut</td> <td style="text-align: center;">4. laundry</td> </tr> <tr> <td style="text-align: center;">2. lift</td> <td style="text-align: center;">5. do</td> </tr> <tr> <td style="text-align: center;">3. tea</td> <td></td> </tr> </table> | 1. cut        | 4. laundry   | 2. lift      | 5. do | 3. tea |  |  |
|   |   | 1. cut  | 4. laundry    |  |              |       |        |  |  |
| 2. lift   | 5. do   |   |               |  |              |       |        |  |  |
| 3. tea  |   |   |               |  |              |       |        |  |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to fill in the gaps with the verbs form the box.</li> </ul>   | <ul style="list-style-type: none"> <li>- Individual work</li> </ul> <p>2. Fill in the gaps with the verbs form the box.<br/>                     Key:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1. guard</td> <td style="text-align: center;">3. understand</td> </tr> <tr> <td style="text-align: center;">2. make</td> <td style="text-align: center;">4. recognize</td> </tr> </table> | 1. guard  | 3. understand | 2. make  | 4. recognize |       |        |  |  |
| 1. guard  | 3. understand   |   |               |  |              |       |        |  |  |
| 2. make   | 4. recognize  |   |               |  |              |       |        |  |  |
| <ul style="list-style-type: none"> <li>-Ask Ss to do the exercise individually. Then SS check their answers with their partner</li> <li>- Get feedbacks and correct if necessary</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> </ul>   | <p><b>* Practice:</b><br/> <b>📖 Grammar</b><br/>                     3. Read and complete the interview about home robots with <b>will be able to</b> or <b>won't be able to</b>.<br/>                     Key:</p> <ol style="list-style-type: none"> <li>1. Will be able to</li> <li>2. Won't be able to</li> <li>3. Will be able to</li> <li>4. Will (home robots) be able to</li> <li>5. Won't be able to</li> </ol>  |               |  |              |       |        |  |  |
|   |   | <ul style="list-style-type: none"> <li>- Ask Ss to do the exercise individually. Then SS check their answers with their partner</li> </ul>  |               | <ul style="list-style-type: none"> <li>- Individual work</li> </ul> <p>4. Make questions with these words.<br/>                     What are the positive and negative answers to these questions.</p> |              |       |        |  |  |

|   |                          |   |      |      |      |      |  |
|---|--------------------------|---|------|------|------|------|--|
| <p>- Ask some Ss to write their answers on the board. Give feedback.</p> <p>- Ask Ss to write what they could do when you were 10, what they can do now, and what they will be able to do after they finish Year 6.</p> <p>- Ask them to ask and answer questions with a partner.</p> | <p>- Pair-work</p>       | <p>Key:</p> <ol style="list-style-type: none"> <li>Will robots be able to make coffee in the future? – Yes, they will/ No, they won't.</li> <li>Could he ride a bike when he was in Year 6? – Yes, he could/ No, he couldn't.</li> <li>Can you do the dishes? – Yes, I can/ No, I can't.</li> </ol> <p>5. Write what you could do when you were 10, what you can do now, and what you will be able to do after you finish Year 6.</p> <p>Example:<br/>A: Could you swim when you were ten?<br/>B: Yes, I could.</p> |      |      |      |      |  |
| <p>- Have Ss read the questions and answers once or twice. Then ask them to match the questions with the correct answers.</p>   | <p>- Individual work</p> | <p>* <b>Production:</b></p> <p> <b>Communication</b></p> <p>6. Match the questions with the correct answers.</p> <p>Key:</p> <table border="1" data-bbox="911 1087 1446 1129"> <tr> <td>1. c</td> <td>2. d</td> <td>3. a</td> <td>4. b</td> </tr> </table> <p>Finished! Now you can.....</p>   | 1. c | 2. d | 3. a | 4. b |  |
| 1. c  | 2. d                     | 3. a  | 4. b |      |      |      |  |
|   |                          | <p>*<b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Do “project” on page 57.</li> <li>- Prepare next lesson :</li> </ul> <p><b>(Review 4)</b></p>   |      |      |      |      |  |