***Date of planning : 26/4/2025***

***Date of teaching : 3/5/2025***

**Week: 32 UNIT 12: ROBOTS**

**Period: 94 Lesson 1: Getting started**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use the lexical items related to the topic robots and daily activities;

- use the vocabulary and structures to talk about what a robot can do.

**a. Vocabulary**: robot , do the dishes , iron , useful , put sth away , repair , broken ,..

b. **Grammar:** Superlatives of short adjectives.

**2. Competences:** use the vocabulary and structures to talk about what a robot can do.

**3. Quality/behavior:** To teach SS to work hard, Honesty, sense of responsibility, , know how to do daily activities in the house..

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 12, Getting started)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  \* **Aim:** To introduce the topic of the unit.  \* **Content: *\* Guessing word:***  **\* Products:** Each group take turns guessing a letter in the puzzle correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **T – SS**  - Teacher divides the class into two big groups.  - Teacher draws a 6-letter word puzzle on the board.  - Each group will take turns guessing a letter in the puzzle and get 10 points for a correct letter.  - The group finding out the correct word before all letters are written will get 50 points.  - The group with more points will be the winner.  **+ Lead in**   * Teacher uses this word to introduce the new lesson. | | | **\* Warm up**: ***\* Guessing word***  ***\* Suggested answer:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **R** | **O** | **B** | **O** | **T** | **S** | |
| **\* Presentation (5’)**  **Pre teach vocabulary**  **\* Aim:** To introduce the vocabulary appearing in the text.  \* **Content:**Learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Pre teach vocabulary**  **- T - Ss.**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words | **\* Vocabulary**  - robot (n) /ˈrəʊbɒt/: người máy  - do the dishes (vph) / dɪʃiz/: rữa chén, đĩa  - iron (v) /ˈaɪən/: là,ũi( quần áo)  - useful (adj) /ˈjuːsfl/: có ích, hữu dụng  - put sth away (vph) /pʊt əˈweɪ/: cất… đi  - repair (v) /rɪˈpeə(r)/:sữa chữa  - broken (adj) /ˈbrəʊkən/: bể, vỡ  **\* Checking vocab: < Rub out and remember>** | | |
| **\* Practice: (20’)** | | | |
| **Task 1** | | | |
| **\* Aims:** To practice the targeted language and the background knowledge of the topic *Robots*.  \* **Content**: Listen and read the dialouge  **\* Products:** Students read and understand the meaning of the dialogue.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1: T-Ss, Ss-Ss**  - Teacher asks student to open the textbook and draws students’ attention to the title of the conversation and the picture in the textbook and asks them questions like:  -Teacher plays the recording, asks students to underline the words that are related to the topic of the unit while they are listening and reading.  Teacher can play the recording more than once.  Students listen and read.  Teacher invites some pairs of students to read the dialogue aloud. | | **Task 1. Listen and read**  1. Who are they in the picture?  *2. Where are Nick, Phong and Dr Adams?*  *3. What are they talking about?*  ***\* Suggested answers:***  *1. They are Nick, phong and Dr Adams.*  *2. They are in a robot show.*  *3.* *Doctor robot, teacher robot, worker robot, home robot, space robot*  **\* Role play.** | |
| **Task 2**  **\* Aims:** To help students understand the text.  \* **Content**: Complete the sentences, using the adjectives in the box.  **\* Products:** Students write the correct answers on the board. .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T-Ss, Ss-Ss**  - Teacher asks students to work independently to fill each blank with the adjective in the box from the conversation.  - Teachers may instruct them how to do the exercise and model with the first sentence:  - Teacher asks students to share their answers before discussing as a class.  - Teacher checks their answers as a class. | | **Task 2. Complete the sentences, using the adjectives in the box.**  **\* How to do the exercise**  1*. Read the sentence with the blank and try to work out the meaning of the whole sentence*  *2. Find the adjective in the box that can fit the blank meaningfully.*  ***\* Answer key:***   1. useful 2. fast 3. strong 4. smart 5. heavy | |
| **Task 3:**  **\* Aims:** To help Ss further understand the text.  \* **Content:** Read the conversation again and tick T (True) or F (False).  **\* Products:** Students write the correct answer on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T-Ss, Ss-Ss**  - Teacher has students look at the statements in this activity and tells them how to do it by telling them the strategies to do the exercise:  - Teacher sets the time limit.  - Students work independently.  - Teacher allows students to share their answers before discussing as a class.  - Teacher invites some pairs to give their answers and confirms the correct ones. Teacher may ask students to correct the false sentences. | | **Task 3: Read the conversation again and tick T (True) or F (False).**  **\* The strategies to do the exercise**  *1. Read the statement*  *2. Underline the key words*  *3.Read the text and pay attention to the key words*  *4. Decide if each sentence is true or false*  ***\* Answer key:*** 1. T 2. F 3. T 4. F 5. T | |
| **Task 4**  **\* Aims:** To develop students’ knowledge of the vocabulary about daily activities.  \* **Content**: Match the activities with the pictures.  **\* Products:** Students read out their answers and write the answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 4: T-Ss, Ss-Ss**  -Teacher has students quickly match each activity with the picture in pairs.  -Teacher asks some students to read out their answers and write the answers on the board.  -Teacher checks as a class.  - With weaker classes, teacher can ask for translation of the activities to make sure they understand.  - With stronger class, teacher may ask some additional questions, | | **Task 4: Match the activities with the pictures.  *\* Answer key:***  1. b  2. c  3. e  4. d  5. f  6. a  *e.g. Can you iron clothes/make meals…? Who often makes meals in your family?* | |
| **\* Production:(5’)**  **\* Aims:** To help students pratise saying phrases of human daily activities which are introduced in Task 4.  \* **Content: Game – Miming**  **\* Products:** Students take turns to act and guess  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 5 :T-Ss, Ss-Ss***  -Teacher asks students to work in group of 4.  -Teacher asks a more able student to help and demonstrates the game to the class first.   1. Choose an activity in task 4. 2. Act it out and ask the question: What am I doing? 3. Other students respond: You’re doing the dishes. 4. Respond: Yes, that’s right. / No, try again.   - Students take turns to act and guess. | | **Task 5: Game – Miming**  ***Ex:***  A: What am I doing?  B: You’re doing the dishes.  A: Yes, that’s right. / No, try again.  Students take turns to act and guess. | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**.summarize the content of the lesson.  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | | - Some new words  - Read and understand content of the conversation | |
| **\* Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Learn by heart all the new words.  - Read the dialogue again.  - Write about 5 sentences to describe what a robot can do.  - Prepare lesson 2 ( A closer look 1)*.* | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 28/4/2025***

***Date of teaching : 5/5/2025***

**Week: 32**

Period :95 UNIT 12: ROBOTS

Lesson 2: A closer look 1

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use the lexical items related to the topic *Robots*;

- use the vocabulary and structures to talk about what a robot can and cannot do;

- pronounce and recognize the falling tone in statements.

**a Vocabulary**: use the lexical items related to the topic *Robots*;

**b. Grammar:** Superlatives of short adjectives.

**\* Pronunciation**: Falling tones in statements.

**2. Competences:** use the vocabulary and structures to talk about what a robot can and can’t do;

pronounce and recognize the falling tone in statements.

**3. Quality/behavior:** To teach SS to work hard, Honesty, sense of responsibility; Teach students to help their parents with housework.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 12- A closer look 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic.  To lead in the lesson about vocabulary and pronunciation.  \* **Content: *Game: Matching***  **\* Products:** Students match the names of daily activity with suitable pictures.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **- T – Ss, Ss - Ss**  -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 activity 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.  **🡪 Lead in:**  Teacher leads students into the lesson by telling them that *“In today's lesson, we are going to learn more words to describe what a robot can do and the falling tone in statements.”* | | ***\* Game: Matching (6Ps)***    make meals iron clothes put toys away    do the dishes move heavy things repair a broken  machine |
| **\* Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To enrich students’ vocabulary with the topic “Robots”  \* **Content:** Some vocabularies about Robots  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < What and where>** | **\* Vocabulary**  - understand (v) to know or realize the meaning of words, what somebody says, etc.  - pick (v): [picture]  - water (v): [picture]  - guard (n): [picture]  - delicious (adj) – [synonym]: yummy/tasty  - helpful (adj) – [synonym]: useful | |
| **\* Practice (15’)** | | |
| **Task 1**:  **\* Aims:** To revise/ teach the names of other human daily activities  \* **Content:** Match the verbs in column A to the words or phrases in column B. (p. 60)  **\* Products:** Ss say the correct answers.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1: T-Ss**  - Teacher has students quickly match the verbs in column A to the words/phrases in column B individually. Explain the words/ phrases if necessary.  - Teacher plays the recording for students to check their answers. Pause the recording after each phrase and ask them to repeat chorally and correct their pronunciation if necessary. | **Task 1**. **Match the verbs in column A to the words or phrases in column B. (p. 60)**  ***\* Answer key:***  1. c 2. a 3.b 4. e 5. d | |
| **Task 2:**  **\* Aims:** To help students practice telling about people’s abilities, using the modal can/can’t and the phrases they have learnt in Task 1.  \* **Content:** Work in pairs. Tell your partner the activities in 1 you can or can’t do. (p. 60)  **\* Products:** Ss give examples exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  - Teacher helps students remember the use of can to talk about ability in the present and have some students give examples.  - Students work in pairs do the same sharing.  - Teacher may go around to help weaker students.  - Teacher calls some pairs to share their answers with the whole class.  - Teacher gives feedback and corrections (if necessary). | **Task 2: Work in pairs. Tell your partner the activities in 1 you can or can’t do. (p. 60)**  ***\* Examples:***  1.I can do the washing but I can’t work as a guard.  2. I can water plants but I can’t understand your feelings. | |
| **Task 3:**  **\* Aims:** To give students further practice on asking and answering about abilities, using the modal can and daily activities.  \* **Content:** Read, ask and answer questions.  **\* Products:** Ss ask and answer the Qs exactly.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***Task 3:T-Ss, Ss-Ss***  - Teacher models this activity with a stronger student. Remind students that they only use the information from the table to ask and answer about what the robot V10 can or can’t do.  - Students work in pairs, ask and answer about what the robot V10 can or can’t do.  - Teacher calls some pairs to practice in front of the class and gives feedback. | **Task 3: Work in pairs. Read, ask and answer questions. (p. 60)**  ***\* Model answer:***  A: Can V10 do the washing?  B: Yes, it can.  A: Can V10 repair a broken machine?  B: No, it can’t.  A: Can V10 read our mood?  B: No: It can't  4. A: Can V10 water plant?  B: Yes, it can  5. A: Can V10 understand what we say?  B: No, it can't | |
| **\* PRONUNCIATION (5’)**  (Pre-teach the falling tone in statements.)  **\* Aims:** To help students indentify how to say statements with corrects tone.  \* Content: Explain how to use falling tones at the end of a statement.  **\* Products:** Students read and provide some more examples of statements **.**  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***Task 4:T-Ss, Ss-Ss***  - Teacher briefly explains to the student that we use falling tones at the end of a statement.  Teacher provides an example of a statement and models the falling tone of the statement.   * Teachers ask students to provide some more examples of statements | \*Falling tones in statements*( Ngữ điệu xuống giọng trong câu trần thuật)*   1. We go to school every morning. 2. I can do the washing.   3. My father repairs | |
| **\* Practice (5’)** | | |
| **Task 4:**  **\* Aims:** To help students identify how to say statements in the correct tone.  \* Content: Listen and repeat the sentences.  **\* Products:** Some students read out the statements and invite comments from other students.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***Task 4 :T-Ss,***  - Teacher plays the recording and asks students to listen and repeat the statements.  - Remind students of the falling tone.  - Teacher ask some students to read out the statements and invite comments from other students. | **Task 4:Listen and repeat the sentences. (p. 60)**  *1*. *I often water plants after school.*  *2. Shifa can do many things like humans.*  *3. My dad makes delicious meals on weekends.*  *4. WB2 is the strongest of all the robots.*  *5. H8 is a home robot.* | |
| **\* Production (5’)**  **Task 5:**  **\* Aims:** To give students a chance to apply what they have learnt.  \* Content: Listen and practice saying the statements in the paragraph.  **\* Products:** Some students read out the statements in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| ***Task 5 :T-Ss,***  - Teacher has students say the statement in the paragraph on pairs: one reads out the statements and the other gives comments  - Teacher plays the recording for students to listen and compare with how their partners have pronounced.  - Teacher asks some students to perform in front of the class.  - Other students give comments  - Teacher gives more comments if needed. | **Task 5: Listen and practice saying the statements in the paragraph. (p. 60)**  *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.* | |
| **\* Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to say statements with corrects tone.  **\* Products:** Say aloud what they remember from the lesson.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Vocabulary and how to say statements with corrects tone. | |
| **\* Homework (2’)**  \* **Aim:** To revise what they have learnt and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Write a text to describe V10 using the sample in Exercise 5 and information in Exercise 3.  - Prepare lesson 3 ( A closer look 2)*..* | |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 29/4/2025***

***Date of teaching : 7 /5/2025***

Week: 32

Period : 96 UNIT 12: ROBOTS

**Lesson 3: A closer look 2**

**I. OBJECTIVES:**

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

**1. Knowledge:**  know how to use superlative adjectives: short adjectives correctly.

**a. Vocabulary**: use the lexical items related to the topic *Robots*;

b. **Grammar:** Superlatives of short adjectives.

**2. Competences:** Students know how to use the superlative of short adjectives correctly.

**3. Quality/behavior:** To teach SS to work hard, Honesty, sense of responsibility; Teach students to help their parents with housework.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 12, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES: (STAGES)

|  |  |  |
| --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate and anticipate students’ knowledge of superlative adjectives.  To introduce target grammar of superlative adjectives: short adjectives.  \* **Content: Game: Sentence racing.**  **\* Products:** Ss create many correct sentences from the word cards .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| \* **Warm up (group work)**  **- T – Ss**  - Teacher divides the class into 4 groups.  - Teacher delivers a set of word cards which contains superlative adjectives of short adjectives to each group.  - Teacher models a sentence first.  - Students will have to work in groups to create as many correct sentences from the word cards as possible.  - The group with more correct sentences will be the winner.  **🡪Lead in :**  Teacher draws students’ attention to superlative adjectives in the sentence they have made and leads in the lesson. | | ***\**  Game: Sentence racing.**  ***Set of words:***   1. *the tallest* 2. *the shortest* 3. *the biggest*   *the smallest*  (*e.g. Minh is the tallest in my class.)* |
| **\* Presentation (7’)**  **\* Pre –teach grammar**  **\* Aim:** To introduce the superlative of short adjectives.  \* **Content:** The form and use of superlative adjectives.  **\* Products:**  Know how to use the superlative of short adjectives.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **\* Pre – vocab**  **- T – Ss, Ss - Ss**  - Teacher briefly explains the form and use of superlative adjectives:  - Teacher notices the way to construct the superlative of short adjectives in English: | **\* Superlative adjectives: short adjectives:**  **\* Form:**   |  | | --- | | **The + short adj + est** |   **\* Use:** Superlative adjectives are used to compare more than three people or things, expressing the highest degree.  ../My%20EndNote%20Library.Data/63b39f403ba16eea4e994286ec9aa582.jpg | |
| **Task 1**  **\* Aims:** To help students practice forming the correct form of superlative adjectives.  \* **Content:** Write the superlative form of the adjectives in the table.  **\* Products:** Students write the superlative form of the adjectives in the table exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss :**  - Teacher asks students to do the exercise individually and then compare their answers with a classmate.  - Teacher checks the answers as a class. | **Task 1: Write the superlative form of the adjectives in the table.**  ***\* Answer key:***   |  |  | | --- | --- | | Adjectives | Superlative form | | fast | fastest | | tall | tallest | | noisy | noisiest | | nice | nicest | | hot | hottest | | light | lightest | | quiet | quietest | | heavy | heaviest | | large | largest | | |
| **\* Practice (10’)** | | |
| **Task 2**  **\* Aims:** To help Ss practise forming the correct form of superlative adjectives in the sentences.  **\* Content**: Complete the following sentences with the superlative form of the adjectives in brackets.  **\* Products:** Ss write the correct answers on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss :**  - Ask Ss to read the instruction.  - 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. Confi rm the correct answers. | **Task 2:**  Complete the following sentences with the superlative form of the adjectives in brackets. 1 is an example.  **\* Key:**  2. smartest 3. Tallest 4. Smallest 5. cheapest | |
| **Task 3** | | |
| **\* Aims:** To help Ss practise forming the correct form of superlative adjectives ;  To help Ss revise the form and use of comparative adjectives;  To help Ss distinguish between comparative adjectives and superlative adjectives.  \* **Content:**Complete the following sentences with comparative or superlative form of the adjectives in brackets.  **\* Products:** Ss play in groups and complete the sentences correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3 :T –Ss ; Ss- Ss**  - Teacher has students do the exercise by playing game : “ the big wheel”  - Teacher devives the class into two teams.  - Teacher gives compliments or good marks to the winner of the game. | **Task 3:** Complete the following sentences with comparative or superlative form of the adjectives in brackets.  \* Game : The big Wheel. **\* Key:**  1. tidier 2. hottest 3. faster 4. tallest 5. smarter | |
| **Task 4:**  **\* Aims**: To give Ss further practice on using superlative adjectives.  \* **Content:** Look at the information of three robots: M10, H9 and A3 and talk about each of them, using superlative adjectives.  **\* Products:** Students work in pairs to say sentences comparing three robots in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***\** T-Ss, Ss- Ss**  - Ask Ss to look at **4** and explain what they have to do.  - First, T models this activity with a stronger student.  - Remind Ss that they only use the information from the table to describe the three robots using su perlat ive 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.  - Students work in pairs to say sentences comparing three robots.  -Teacher moves around to offer help if needed.  - Teacher calls some pairs to perform in front of the class. | **Task 4: Work in pairs. Look at the information of three robots: M10, H9 and A3 and talk about each of them, using superlative adjectives. (p. 62)**  \* MODEL DISCUSSION:  **A:** *A3 is the tallest of the three robots.*  **B:** *M10 is the youngest of the three robots.*  **A:** *A3 is the heaviest of the three robots.*  **B:** *H9 is the cheapest of the three robots.*  **A***: M10 is the lightest of the three robots. …………………………..* | |
| **\* Production ( 5’)** | | |
| **Task 5**  **\* Aims:** To give students a chance to use the superlative of short adjectives in real life context.  \* **Content:** Game  **\* Products:** Students say the correct sentences aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| ***\** T-Ss, Ss- Ss**  - First, model the game *Find someone who ...* wit h a stronger stude nt.  - Have Ss work in pairs to ask and answer questions to fi nd out the student who is the shor test / tallest/ smartest, etc. in their class. - Move around to offer help if needed.  - Teacher calls some pairs to report their findings. | **Task 5: Game - Find someone who…**  **\* MODELLING**  A: Who is the tallest in our class?  B: Khoi is the tallest in our class.    **Report:**  In our class, Khoi is the tallest… | |
| **\*Consolidation (3’):**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarise the main content in the lesson.  **\* Products:** Ss say what students have learnt in the lesson.  **\* Organization of implementation:** | | |
|  |  | |
| Teacher asks students to talk about what they have learnt in the lesson. | \* Grammar:  - How to use the superlative of short adjectives | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : …/ 5 / 2025***

***Date of teaching : …/5 / 2025***

**Week : 33 UNIT 12: ROBOTS**

**Period : 97 Lesson 4 : Communication**

**I. OBJECTIVES:**

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

1. Knowledge:

- express agreement and disagreement; talk about what a robot can do

**\* Vocabulary**: Some vocab related the topic.

**\* Grammar:** *Expressing agreement and disagreement*

**2. Competences:** Ss know how to express agreement and disagreement in English; talk about what a robot can do.

**3. Quality/ behavior:** To teach SS to work hard, Honesty, sense of responsibility; Teach students to help their parents with housework.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 12, communication)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ knowledge of what a robot can do.  To lead in the lesson about communication.  \* **Content:** Game   * **\* Products:**   **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| ***\** T-Ss, Ss- Ss**  -Teacher draws a spider web on the board with the word *A ROBOT CAN* in the middle.  - Teacher asks students to name as many activities a robot can do as possible.  - Students give their answers.  - Teacher writes down the answers on the board.  🡪 Lead in:  Teacher leads students into the lesson by telling that what they are going to learn how to express agreement and disagreement in English. | | | ***\* Spider web:***    T: |
| **\* Presentation ( 5’)**  **\* EVERYDAY ENGLISH** | | | | |
| **Task 1:**  **\* Aim:** To introduce ways to express agreement and disagreement in English.  To help Ss practise expressing agreement and disagreement.  \* **Content:** Some vocab related to the lesson.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| - T plays the recording for Ss to listen and read the two short dialogu es between A and B at the same time.  - Ask Ss to pay attention to the highlighted sentences.  - Elicit the structu res to express agreement and disagree ment from Ss *(I agree / I disagree with ...)*  *-* Have Ss practise t he dialogues in pairs.  - Call on some pairs to practise the dialogues in front of the class.  - Teacher asks students to provide some more expressions of agreement and disagreement they know. | **Task 1: Listen and read the dialogues. Pay attention to the highlighted sentences. (p. 63)**  **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.  .  \* **Agreement and disagreement expressions:** | | | |
| **\* Practice (20’)** | | | | |
| **Task 2**  **\* Aims:** To help students practice expressing agreement and disagreement.  \* **Content:** Work in pairs. Express your opinions about the statements  **\* Products:** Some pairs practice in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**  - Teacher asks students to read the instruction and given statements, decide whether they agree or disagree with the statements.  - Students work in pairs to make similar dialogues, using the structures for expressing agreement and disagreement.  - Teacher moves around to observe and provide help.  - Teacher calls some pairs to practice in front of the class and comment on their performance. | | **Task 2: Work in pairs. Express your opinions about the statements. (p. 63)**  **\* Suggested answer.**  **A:** Home robots are the most useful of all types of robots.  **B:** I agree with you.  **A:** Some people can use robots to do bad things.  **B:** I don't agree with you.  **A:** Robots will use too much electricity in the future.  **B:** I agree with you. | | |
| **\* My robot’s abilities**  **Task 3**  **\* Aims:** To help students practice using some grammar points and vocabulary related to the topic.  **\* Content:** Listen and fill the blanks with the words you hear.  **\* Products:** Students’correct answers on the board.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 3: T – Ss**  - Teacher asks students to look at the conversation and guess words can be filled in the blanks.  - Teacher plays the recording for the first time and asks students to listen and fill in the blanks.  - Teacher asks students to share their answers in pairs and plays the recording again for students to check their answers.  - Teachers asks some students to role play the radio programme again, paying attention to the use of the words of daily activities. | | **Task 3: Listen to the radio programme from 4Teen News. Fill the blanks with the words you hear. (p. 63)**  **\* Answer key:**  1. understand 2.sSmartest 3. put  4. water 5. guard  ***\* Audio script:***  *Speaker:* Today we ask our friends: Tom from Australia, Linh from Viet Nam and Nobita from Japan to tell about their robots. Tom, would you like to start?  *Tom:* My robot can understand what I say.  It can also understand my feelings. It’s the smartest robot.  *Speaker:* Linh?  *Linh:* My robot is my best friend. It does a lot for me: clean the floor, put my toys away, and…  *Speaker:* And Nobita?  *Nobita:* My robot is very useful. It help me a lot. It can water my plants and even work as a guard. | | |
| **Task 4**  **\* Aims:** To help Ss practise asking and answering about robots' abilities;  To help Ss gain information for their report on robots' abilities.  \* **Content:** Interview three friends about what abilities they want their robots to have  **\* Product:**  Students move around and interview their friends.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **T – Ss, Ss- Ss**  - Teacher asks students to move around and asks three classmates what abilities they want their robots to have.  - Teacher reminds students to write the names of the people they interview and note the answers in the table.  - Students move around and interview their friends.  - When students have finished the interviews, teacher asks them to practice reporting the results of their interview in pairs. | | **Task 4: Interview three friends about what abilities they want their robots to have. (p. 63)**   | Friends | | Abilities he/she wants his/her robot to have | | --- | --- | --- | | 1 | Giang | cook meals | | 2 | Hoai Anh | do her homework | | 3 | Kiet | play with him | | | |
| **\* Production**  **Task 5**  **\* Aims:** To help students practice reporting the results of their interviews.  \* **Content:** Report the results of their interview in Task 4.  **\* Products:** Some students report the results of their interview in front of the whole class.  **\* Organization of implementation:** | | | | |
|  | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 5: T - Ss, Ss – Ss**  - Teacher calls some students to report the results of their interview in front of the whole class.  - After each student has finished the report, teacher invites comments from other student and correct any common errors. | | **Task 5: Report the findings. (p. 63)**  **\* Example:**  *I interviewed three of my friends about the abilities they want their robots to have. Giang wants her robots to cook meals. Hoai Anh wants her robot to do her homework. And Kiet wants his robot to play with him.* | | |
| **\* Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarise the content of the lesson.  **\* Products:** Ss say aloud what they have learnt .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | | - Some ways to express agreement and disagreement in English  - Talk about what robots can do. | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **Content:** Revise the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Do exercises in workbook.  - To prepare for the next lesson: Unit 12 Skills 1. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : …/… / 2025***

***Date of teaching : …/… / 2025***

Week : UNIT 12: ROBOTS

Period : 98 Lesson 5 : Skills 1

- develop reading skill for general and specific information;

- identify different features of different types of robots;

- use what they have learnt to practice describing what a robot can do.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** literature , subject , improve , look after , space station , planet ,..

**\* Grammar:** Superlatives of short adjectives.

**2. Competence:** Students can read and understand general and specific information , Ss tell about what types of robots there are and what they can do.

**3. Quality/behavior:** To teach SS to work hard , Teach students to help their parents with housework.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 12 - skills 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

|  |  |
| --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic and introduce the topic of reading.  \* **Content**: Game: **Brainstorming:** *What type of robot is that?*  **\* Products:** Ss play in groups and give the corrects answers.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - **T- Ss , Ss - Ss**   * Teacher divides the class into 4 groups. * Each group will be assigned a name. * Teacher asks students to brainstorm all words related to types of robot.   - Students choose the best option for each question appearing on the screen.   * The group having the most suitable and correct answers is the winner. | **\* Warm-up: Brainstorming:** *What type of robot is that?*    ../Documents/My%20EndNote%20Library.Data/SpaceRobotics.jpg  *1.Home robot 2Teacher robot 3 Doctor robot*  *4. Worker robot 5. Space robot* |
| **\* Pre- reading (7’)**  **Pre – teach vocab**  **\* Aim:** To let students find out the meanings of these lexical items themselves based on provided context.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss , Ss- Ss**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination…..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab:** | \* **Vocabulary**  - literature (n) [picture]  - subject (n) [picture]  - improve (v) [definition]: to become better than before  - look after (phv) [synonym] take care of  - space station (nph) [picture]  - planet (n) [picture]  **\*Checking: What and where** |
| **\* Pre- reading (5’)** | |
| **\* Aims:** To introduce the topic of reading, to lead in the content of reading  \* **Content:** chatting ( some questions)  **\* Products:** Ss anwer the questions correctly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss , Ss - Ss**  **-** 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. | **Task 1:Work in pairs. Discuss the following question**  1*. What types of robots are there?*  *2. What robots are children interested in?*  **\* Suggested answer.**  1*.There are home robots, teacher robots and worker robots*  *2. Teacher robots(…)* |
| **\* While – reading (10’)** | |
| **\* Aims:** To develop reading skill for general and specific information; *to help Ss further develop reading for specific information (scanning).*  \* **Content:** Read the text and choose the best answer ; and then fill the table.  **\* Products**: Ss say the correct answers aloud ( write the correct answers on the board)  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **T - Ss, Ss – Ss**  - Teacher asks students to go through the questions (1 – 4) to make sure that they understand them and know what information is being asked.  Students underline the key word(s) in each question to locate the answer in the reading text  Teacher asks students to read the text and answer the questions. The fastest student who gives the correct answers will get mark 10.  - Teacher asks students to scan the text again and find the detailed information to complete the table.  - Teacher asks students to note down where they have found the information.  Students compare their answers with peers.  - Teacher checks students' answers as a class. | **Task 2: Read the text and choose the best answer to each of the questions.**  ***\* Keywords in multiple choice questions:***  *\* Answer key:*  1. B  2. C  3. C  4. C  **Task 3: Read the text again and fill the table. (p. 64)** |
| **\* Pre-Speaking ( 5’)**  **Task 4**  **\* Aims:** To help students form the ideas for their speaking.  \* **Content:** Discuss what you think robots can do in the five places  **\* Products:** Each group complete the table and stick it on the board.  **\* Organization of implementation** : | |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss , Ss - Ss**  - Teacher divides the class into 5 groups and assigns each group a place in Task 4.  - Teacher provides each group with a piece of A2 paper and some markers.  Teacher asks students to work in groups, discuss what robots can do in the place they are assigned and note the ideas they have discussed on the paper.  Teacher goes around and offers help if needed.  ***\**** | **Task 4 : Work in groups. Discuss what you think robots can do in the five places. (p. 64)**   | Places | What robots can do | | --- | --- | | Home | do housework, take care of children | | School | teach students, help students to do exercises | | Factory | move heavy things, repair broken things | | Hospital | take care of patients, diagnose | | Garden | plant trees, water plants | |
| **\* While -speaking (5’)**  **Task 5**  **\* Aims:** To help students use what they have learnt so far to talk about what robots can do in the place they are assigned.  \* **Content:** Present your discussion.  **\* Products:** Some groups share their discussion in front of the class.  **\* Organization of implementation** : | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T - Ss, Ss – Ss**  - Teacher invites some groups to share their discussion and makes sure they speak in full sentences.  - Students share their discussion with the whole class. | **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?  **\* Example:**  *I think another type of robot is entertainment robots. These robots can sing, dance and tell stories to make me happy.* |
| **\* Post- speaking (5’)** | |
| **\* Aims**: To help students improve next time.  \* **Content:** Give comments for their friends and vote for the most interesting and informative presentation  **\* Products:** Ss give comments clearly and exactly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T - Ss, Ss – Ss**  - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | ***\* Students’ comments through group presentations*** |
| **\* Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in font of the class.  **\* Organization of implementation**: | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | - 2 skills |
| **\*Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | |
| - Teacher reminds students to do hw and prepare the new lesson | - Do Ex in WB  - Choose a type of robot in reading text and write about what they can do.  - Prepare: Skills 2 |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : …/… / 2025***

***Date of teaching : …/… / 2025***

# Week : UNIT 12: ROBOTS

# Period : 99 Lesson 6: Skills 2

**I. OBJECTIVES:**

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

- listen for specific information about what a robot can do;

- write a paragraph about the robot they want to have.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** literature , subject , improve , look after , space station , planet ,..

**\* Grammar:** Superlatives of short adjectives.

**2. Competence:** Students can listen for specific information about what a robot can do; write a paragraph about the robot they want to have.

**3. Quality/behavior:** To teach SS to work hard , Teach students to help their parents with housework.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 12- Skills 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ knowledge of different types of robots.  To help students have the ideas of what the conversation is about.  \* **Content:** Write all abilities that the robots can have.  **\* Products:** Students' answers on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **T - Ss, Ss – Ss**  - Teacher sticks 5 icons on the board, and divides the class into 5 big groups.  - Each group will be assigned a type of robot.  -Teacher asks students to brainstorm all abilities that the robot can have.  - The group having the most suitable answers is the winner.  **🡪 Lead in:**  *“Today we are going to listen to a conversation about what robots can do and learn how to write about a robot you would like to have.”* | | | ***\* Brainstorming:***  *../Documents/My%20EndNote%20Library.Data/SpaceRobotics.jpg ../Documents/My%20EndNote%20Library.Data/images%20(2).jpeg../Documents/My%20EndNote%20Library.Data/_110849280_robots.boxes.g.jpg*  *../Documents/My%20EndNote%20Library.Data/tải%20xuống%20(1).jpeg*  ***\* Suggested answers:***  - **Space robot:** *build space stations, take measurements, collect samples, take pictures of planets, ect.*  **- Doctor robot:** *look after sick people, do the surgery, help the doctors, ect.*  **- Worker robot:** *build houses, move heavy things,*  **- Teacher robot**: *help children study, teach English, literature, maths and other subjects, help children improve English pronunciation, ect.*  **- Home robot:** *cook meals, clean the house, do the washing, iron clothes, ect* |
| **\* Pre -listening (5’)**  \* Aim: To help Ss understand the gist of the conversation ;  \* **Content:** Listen to the conversation and tick the phrases you hear  **\* Products:**  Students say the answers correctly.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T - Ss, Ss – Ss**  - Teacher asks students to underline key words in each of five given phrases and guess which phrases will appear in the conversation.  - Teacher plays the recording and asks students to tick next to the phrase they hear from the conversation.  - Teacher calls some students to share their answers and confirms the correct ones | | **Task 1: Listen to the conversation and tick the phrases you hear. (p. 65)**  ***\* Answer key:***  - look after sick people  - understand what we say  - build the very high buildings  - teach many subjects | |
| **\* While -listening (10’)** | | | |
| **Task 2**  **\* Aims:** To help students develop listening skill for specific information( T/F)  \* **Content:** Listen and tick T or F (work individually)  **\* Products: Ss** read aloud their answers and correct the false one(s).  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T –Ss , Ss- Ss**  - Teacher asks students to go through the statements (1 – 5) to make sure that they understand and know what information they have to catch for the answers.  - Students underline the key word(s) in each statement and guess whether they are True or False individually.  ***\* Listen and decide True or False:***  - Teacher plays the recording.  - Teacher asks students to listen and tick the answers.  - Teacher asks students to compare their answers with the predictions made previously.  - Teacher calls on some students to read aloud their answers and correct the false one(s).  - Teacher checks students' answers as a class. | **Task 2: Listen and tick True or False. (p. 65)**  ***\* 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.)  ***Audio script:***  *Khang:* Dr Adams, please tell me something about robots. *Dr Adams:* Sure. Robots can do quite a lot today. Home robots can do housework. Doctor robots can look after sick people. And … *Khang:* Can robots build houses? *Dr Adams:* Yes. Worker robots can even build very high buildings. *Khang:* Can they teach? *Dr Adams:* Yes. Teacher robots can teach many subjects in a classroom or online. *Khang:* Can they understand what we say? *Dr Adams:* Yes, they do. They can even speak to us. *Khang:* Robots can do everything like humans? *Dr Adams:* No, not everything. They can’t understand our feelings or play football. | | |
| **\* Post- listening (3’)**  **\* Aims:** To test students’ memory for the listening text in a creative way; to check students’ listening comprehension  \* Content: Summarize the information of the listening part.  **\* Products:** Students’ summarization about some main information of the listening part  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**   * Students work in groups of four.   - T invites one or two students to briefly tell about robots focusing on their abilities  - Teacher helps if necessary. | \* Summarize the information of the listening part. | | |
| **\* Pre-Writing**  **Task 3 (7’)**  **\* Aims:** To help students prepare ideas for their writing.  \* **Content:** Imagine a robot you would like to have and make notes about it.  **\* Products:** Ss complete the table and then stick it on the board .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***T-Ss, Ss-Ss***  - Teacher asks students to make notes on a robot they want to design (its name, type of robot, where it can work and what it can do).  - T reminds them that they do not have to write full sentences and they can use abbreviations.  - Teacher goes around and helps if needed.  - Students work in pairs and share their notes with their partners. | **Task 3: Imagine a robot you would like to have and make notes about it. (p. 65)**  ***\* Model notes:***   |  |  | | --- | --- | | *1. Name of your robot* | *Mimi* | | *2. Type of robot* | *Home robot* | | *3. Where it can work* | *At my house* | | *4. What it can do for you* | *Help my Mum do the housework: clean the house, wash dishes and cook meals.* | | | |
| **\* While-Writing (5’)**  **\* Aims:** To help students practice writing a paragraph about the robot they would like to have.  \* **Content:** Write a paragraph of 50-60 words about the robot you would like to have.  \* Products: Students’ answers on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**  - Teacher introduces some structures to write about the robot:  **-** Teacher asks student to use the given structures and the information they have noted in task three to write a paragraph about the robot they want to have.  - Students work in pair and write the passage on the posters.  - T may display some of Ss' writings on the wall/ notice board | **Task 4: Write a paragraph of 50-60 words about the robot you would like to have. (p. 65)**  \* *Name:*  *My robot’s name is…*  *I would like to have a robot named…*  *I would name my robot …*  *\* Type:*  *It is a …*  *\* Where it can work:*  *It can work at…*  *… is an ideal place for it.*  *\* What it can do:*  *My robot can…*  *My robot is able to…* | | |
| **\* Post-Writing (3’)**  \* **Aim:** To cross check and final check students’ writing.  \* **Content:**. Share your writing with the class  **\* Products:** Students’s perfect writing  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**   * Teacher asks students to exchange their textbooks to check their friends’ writing. * Teacher then calls one or two students to share their writing with the class.   - Teacher gives feedback. | **Share your writing with the class** | | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** talk about what they have learnt in the lesson.  **\* Products:** Students present the content of the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - listen for specific information about what a robot can do;  - write a paragraph about the robot they want to have. | | |
| **\* Homework (2’)**   * **Aim:** To revise the knowledge and rewrite their writing in the notebooks.   \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbooks and workbooks  **\* Organization of implementation** | | | |
| * Teacher asks students to write down the paragraph in their notebooks.   - Teacher asks students to prepare the new lesson. | * Rewrite your writing. * Do the exercises in workbook. * Prepare LOOKING BACK AND PROJECT.. | | |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : …/… / 2025***

***Date of teaching : …/… / 2025***

Period : 100 UNIT 12: ROBOTS

Lesson 7: Looking back and project

**I. OBJECTIVES:**

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

- review the vocabulary and grammar of Unit 12;

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: use the lexical items related to the topic *Robots*;

**\* Grammar:** Superlatives of short adjectives.

**2. Competences:** Use vocab, grammar and skills have learned in Unit 12 to practice fluently;

Make a project “ ”

**3. Quality/behavior:** To teach SS to work hard, Honesty, sense of responsibility; Teach students to help their parents with housework.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 12 -Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

**IV. PROCEDURES : (STAGES)**

|  |  |  |
| --- | --- | --- |
| \* **Warm up :**  **VOCABULARY (5’)**  **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson.  \* **Content**: *Look at the pictures and*  **\* Products:** Students’ perfect sentences on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| \* **Warm up**  **- T –Ss ; Ss - Ss**   * Teacher divides the class into 2 teams. * Each team chooses the number they like, then tries to answer the question correctly. * The team which chooses a lucky number will get two points without answering any questions. * The team which has more points will be the winner.   - Teacher gives complements or good marks to the winner of the game. | | \* **Warm up : Game : Lucky number**  **Task 1:** Write the correct words to complete the phrases     |  |  | | --- | --- | | *1. \_\_\_\_\_\_\_\_the clothes*  *2. \_\_\_\_\_\_\_heavy things*  *3. \_\_\_\_\_\_\_\_\_fruit* | *4. do the \_\_\_\_\_*  *5. \_\_\_\_\_\_\_\_the dishes.*  *6. \_\_\_\_\_\_\_ a broken machine.* | |
| **Task 2 (5’)**  **\* Aim:** To help students revise phrases related to daily activities.  \* **Content:** Fill in the blanks with the verbs from the box.  **\* Products:** Ss say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbooks to compare their answers together. * Teacher gives feedback to the whole class. | **Task 2:Fill in the blanks with the verbs from the box.**  ***\* Answer key:***  1. work  2. make  3. repair  4. understand  5. waters | |
| **\* GRAMMAR (10’)** | | |
| **Task 3+ Task 4**  **\* Aims: -** To help students revise the form and use of superlative adjectives.  \* **Content:** Use the correct form of the adjectives in brackets to complete the paragraph.  **\* Products:** Students write the perfect sentences on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **Task 3: T – Ss**  - Teacher asks students to do the task individually first.  - Teacher then allows students to check their answers with a partner.  - Teacher calls some students to write down the answers on the board.  - Teacher gives feedback as a class discussion.  **Task4 :**  **T - Ss**  -Teacher asks students to complete the task individually.  - Students exchange their textbook to discuss the reasons about their answers.  - Students should record their original answers to guide their self-assessment later.  - Teacher gives feedback as a class discussion. | | **Task 3: Use the correct form of the adjectives in brackets to complete the paragraph. (p. 66)**  ***\* Answer key:***  1. smartest  2. smallest  3. lightest  4. strongest  5. cheapest  **Task4: Complete the sentences with the superlative form of the adjectives in the brackets.**  ***\* Answer key:***  1. highest  2. largest  3. longest  4. widest  5. hottest |
| **3 . Production(3’):**  **\* Aims:** To give Ss further practice on using superlatives and comparatives of short adjectives.  \* **Content:** Rewrite the following sentences with no change in the meaning.  **\* Products:** Ss complete the correct sentences on the board.  **\* Organization of implementation:** | | |
|  | |  |
| **- T - Ss, Ss – Ss**  Teacher asks students to complete the task individually.  - T calls on some students write the answers on the board.  - Teacher gives feedback and gives marks. | | **\* Rewrite the following sentences with no change in the meaning.**  *1. Nobody is younger than my brother in my family.*  *🡪 My brother is…………………………………*  *2.The Sahara is the hottest desert in the world.*  *🡪No desert in the world ……………………………..*  *3.No one is busier than my mother in my family.*  *🡪My mother is ………………………………….*  *4.Nam is taller than his father*  *🡪His father ……………………………….* |
| **\* Project (5’)**  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content: Make a project: Robot Design Competition**  \* **Products:** Students’ project on the posters.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T - Ss, Ss – Ss**  - Teacher divides students into 4 big groups.  - Teacher asks students to discuss the robot they want to design.  - Teacher asks them to consider the following information when designing the robot:  - Students summarize the information and design A0 size posters about the robot they want to design.  - Teacher asks the class to listen to the reports and ask questions if they would like to.  - Students will critically evaluate all the posters, then give 1 vote for the most attractive robot  - Teacher gives comments and feedback to all 4 posters and awards a special prize to the group which has the most votes.  - 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. | | **\* PROJECT**  **\* Robot Design Competition**  **1.** You are taking part in a robot design competition. Work in groups, decide what your robot is like and complete this table.  **../My%20EndNote%20Library.Data/maxresdefault%20(2).jpg**   | Robot name | Funny | | --- | --- | | Appearance | 40 centimetres, 1 kilo, colors: red, yellow, green, blue | | Where it can work | At home, at sc | | What it can do | Sing, dance, tell stories, do homework, communicate |   **2. Present your designs to other groups. Vote on the best robot** *Hello everyone, this is the drawing of my favourite robot. Its name is Funny. It is an entertainment robot. It’s 40 centimetres high and 1 kilo heavy. It has colors of grey, pink, red, yellow, green and blue. It’s lovely with big eyes and a smiling face. It can work both at home and at school. It can sing, dance and tell stories. It can also help me do my homework and talk with me.* |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - Revise vocabulary related the topic “ Robot”  - Grammar: Superlatives of short adjectives. |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 12 and To prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | - Complete the project  - Prepare  **REVIEW 4** |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….