Date: April 26th 2024

**Unit 12: ROBOTS**

**Week 34 Period 100 LOOKING BACK +PROJECT**

**A. Objective:** By the end of the lesson

**I. Knowledge:** This lesson will revise the language and grammar from the previous sections and link with the topic: Robots

-Practice using vocabularies, phrases related to the topic Robots.

- Practice using superlative adjectives. (Short adjectives).

**II. Competences:** SS will be able to:

- Make a product in group of 6: design a robot (Robot name, appearance, where it can do, what it can do) and draw it on the poster then show and talk about it in the class.

**III. Character qualities:**  - Be friendly and cooperative to develop team-work skill

**B. Teaching aids:** text books, notebooks, A0, crayons, pencils

**C. Procedure**

**I. Warm up:**

***\*Aim:*** To motivate and help Ss revise the vocabulary related to the topic and lead in the next part of the lesson.

***\* Quizzes game:***

- Teacher uses questions in Exercise 1 to create questions in the *Quizzes* game.

- Teacher allows students to use their mobile devices to answer and interact with the questions online.

- Teacher gives clear instructions for students to fully understand how to play Quizzes quiz online.

* Go to joinmyquiz.com
* Enter the game CODE
* Type your name
* Use and, but and so to complete each sentence appearing on the screen
* See who will be the winner

- Teacher provides the game CODE and allows students’ access to the game.

- Students type the word and, but or so to complete each sentence appearing on the screen.

- Teacher gives complements or good marks to the winner of the game.

***Answer key:***

1. \_\_\_iron\_\_\_\_\_\_ the clothes

2. \_\_\_move\_\_\_\_\_ heavy things

3. \_\_\_\_\_\_pick\_\_\_\_\_\_ fruit

4. Do the \_\_washing\_\_\_\_\_\_\_\_\_

5. \_\_\_\_do\_\_\_\_\_\_ the dishes

**II. Pre-stage:**

***\*Aim:*** help Ss have some ideas about designing a robot

**+ Activity 1: Look at the table (p 67) and answer the questions**

- T introduces a robot (realia) and asks Ss the question “What is this robot like?”

- Ss work individually and answer the question

- T confirms the correct answers and give a model.

Model: It is big. Its colors are nice. I think that its weight is 0ne kilo and it is 80 centimeters tall.

Then T gives some questions and asks Ss to work groups to answer the questions.

1. What is your robot’s name?
2. What does your robot look like?
3. Where can it work?
4. What can it do?

**III. During stage**

***\*Aim:*** Encourage Ss to develop team-work

-T gives some criteria before Ss draw

|  |
| --- |
| **Rubric of Evaluation** |
|  | **10 marks** | **7 marks** | **5 marks** |
| **Drawing** | Beautiful, creative | Beautiful, but not creative | Not beautiful, creative |
| **Speech Content** | Clear layout, good use of language | Clear layout, but having some mistakes in the use of language | No clear layout, having a lot of mistakes in the use of language |
| **Presentation** | Fluently, clearly, self-confidently | Clearly but not fluently and self-confidently | Unclearly, not self-confidently, not fluently |

**+ Activity 2: Draw a robot**

- T explains the Ss’ task and asks them to work in groups

- Ss’ groups draw a robot.

**IV. Post stage**

***\*Aim:*** help Ss improve speaking skills

- 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 one 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

**V. Wrap up:**

**VI. Homework:**

- Do exercises in Looking back (Exercise 2,3,4)

- Prepare next lesson: Review 4

**\*. Feedback**

**…………………………………………………………………………………………………………………………………………………………………………………….**

Date: April 28th 2024

**Unit 12: ROBOTS**

**Week 34 Period (101+102) REVIEW 4**

**A. OBJECTIVES**

**I. Knowledge:** By the end of the lesson, Ss will be able to:

- to review the vocabulary and grammar they have learnt in Units 10-11-12.

**II. Competences:** Ss will be able to:

- revise vocabulary related to the topic Our houses in the future, Our greener world, Robots, the pronunciation of stress, rhythm, tone they have learnt in units 10, 11, 12.

- revise how to use verbs, the comparative and superlative adjectives, articles, the first conditional sentence.

**III. Character qualities:**

- be confident and ready for the final test of the second term.

**B. TEACHING AIDS:**

- Teacher: Textbook, lesson plan, TV,..

- Students: Textbooks, sub-boards…

**C. PROCEDURE**:

**I. Warm-up:**

**Aim: to motivate and help Ss revise some vocabularies related to Units 10, 11, 12.**

**+ Activity 1: Complete each sentence with the correct form of the verbs from the box. Game lucky star.**

- Ask students to play the game “lucky stars”. There are 7 questions.

|  |
| --- |
|  **suft reduce reuse recycle receive** |
| 1. How much household waste do we.................everyday?
 |
| 1. Lucky star
 |
| 1. My robot sends and............emails for me.
 |
| 1. Lucky star
 |
| 1. I’m.............the internet to look for information on Vietnamese music.
 |
| 1. We need to........the amount of salt in our diet.
 |
| 1. I think we should..........these envelopes.
 |

- T divides class into 2 team to play the game.

- T shows the questions and asks students from each team to fill in the blanks.

- Check the answers with the whole class.

- The team has more points will be the winner.

***Answer keys:***

1. recycle 2. Lucky star 3. receives 4. Lucky star 5. surfing 6. reduce 7. reuse

**II. Pre-stage:**

**Aim: to motivate and remind students the knowledge that they have learnt in Units 10 -11- 12.**

**\* Activity 1: Brainstorming**

- Teacher divides the class into 4 big groups.

- Teacher gives each group an unfinished chart which summarizes the language that students have learnt in Units 10 -11- 12 and asks them to complete the chart.

- The group which finishes correctly and more quickly is the winner.

**\* Answer keys:**



**III. During stage:**

**Aim: To help students review the stress pattern in two-syllable words learnt in Unit 10 and review the rhythm in sentences and tones in statements learnt in Units 11 and 12.**

**+ Activity 1: Circle the word with the different stress pattern. (Ex. 1a, p. 68)**

- Ask students to do this exercise individually, and then share their answers with a partner before listening to the recording to check the answers.

- Write the correct answers on the board. Play the recording again for students to repeat the words.

***Answer keys:***

1. C 2. B 3. A 4. C 5. A

**+ Activity 2: Listen and repeat the sentences. (Ex. 1b, p. 68)**

- Play the recording and ask students to repeat in chorus.

- Tell them to pay attention to the bold syllables and tone of the sentences.

- Then call some students to read out the three sentences in front of the whole class. Invite comments from other students.

***Audio script:***

1. My robot helped me repair the broken cooker.

2. It is better to reuse these shopping bags.

3. My future house will have solar energy.

**Aim: to help students review how to use verbs, the comparative and superlative adjectives, articles they have learnt in unit 10,11,12.**

**+ Activity 3: Choose the correct words. (Ex. 3, p. 68).**

- After students do this exercise individually, quickly check students’ answers.

- Teacher may have to explain to students how to use these pairs of words in sentences if necessary.

**Answer keys:**

1. feelings 2. guard 3. make 4. do

**+ Activity 4: Complete sentences using the comparative or superlative form of the adjectives in brackets. (Ex. 4, p. 68).**

- Elicit the form and use of comparative and superlative adjectives.

- Teacher may call a student to do the exercise on the board while other students also do this.

- Check students’ answers. Ask them for explanations if necessary.

***Answer keys:***

1. closest 2. taller 3. oldest 4. faster 5. greatest

**+ Activity 5: Write a/an or the. (Ex. 5, p. 68).**

- Elicit the use of a/an and the.

- Ask students to do this exercise individually and then share their answers with a partner.

- Teacher may ask a student to write his/her answers on the board.

- Check the answers with the whole class.

***Answer keys:*** 1. a 2. the 3. an

 4. The 5. The – the

**IV Post stage:**

**Aim: To help students review the use of might, and the use of the simple present or simple future in context.**

**+ Activity 1: Choose the correct option in brackets to complete each sentence. (Ex. 6, p. 68).**

- Elicit the form and use of might.

- Ask students to tell you the differences between the use of will and might.

- Teacher may call a student to do the exercise on the board while other students also do this.

- Check students’ answers. Ask them for explanation if necessary

***Answer keys:*** 1. might meet 2. finishes 3. continue; will have

 4. will go 5. might visit 6. is

**\* Homework:**

- Do all exercises in workbook.

- Prepare next lesson: Revision for the second term

**\* Feedback:**

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