*Week: Date of planning: …………….*

*Period: 95 Date of teaching: …………….*

**UNIT 12: ROBOTS**

**Lesson 2: A Closer Look 1**

**I. Objectives:**

By the end of this lesson, students can Pronounce correctly the sounds /*/* and */*/ 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 ads:** Course book, CD player, picture.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - 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.  - Correct their pronunciation.  - Ask Ss to write another word/ phrase for each verb. | - T whole class  - Pair-work | **\* *Presentation*:**  **🕮 Vocabulary**  *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 2. a 3. b | 1. e 2. d |   *2. Write another word/ phrase for each verb.* |  |
| - Ask Ss to study Grammar Box. Draw Ss’ attention to the form and use of could by analyzing the examples to illustrate.  - Have Ss do the grammar exercise exercise individually. Tell Ss refer to the form and use of could in the Grammar Box if they have any difficulty.  - 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.  - Write 2 examples of what he/ she could/ couldn’t do when at primary school on the board. Ask them to write.  - Model the sound /*/* and */*/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.  - 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. | - T whole class  - Individual work  - Pair-work  - Individual work  - Individual work  - Pair-work  - Individual work | **\* *Practice*:**  **🕮 Grammar**  **Could**  Example:   * She could swim at the age of 7. * He couldn’t read until he was 6. * Could you ride a bike when you were in Year 5?   *3. Put the words in the correct order.*  Key:   1. Mary could do sums at the age of 7. 2. Could you read and write when you were 6? 3. Robots could lift heavy things some years ago. 4. Robots couldn’t move easily until recent years.   *4. Read the conversation about the famous robot Ongaku. Ask and answer questions about what it could/ couldn’t do two years ago.*  Example:  A: Could Ongaku lift heavy thing two years ago?  B: Yes, it could.  *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.*  **Pronunciation /*/* and */*/**  *6. Listen and repeat. Pay attention to the sound // and //*. *Then in pairs put the words in the correct column.*   |  |  | | --- | --- | | *//* | *//* | | voice  boy  toy  noisy  boil | down  house  around  flower  shout |   *7. Listen to the sentences. Circle the word you hear.*  Key:   1. Oil 2. Cow 3. Ouch! 4. Bow |  |
| - Ask Ss to listen while T play the recording. Play the recording again and ask Ss to chant along. | - Pair -work | **\* *Production*:**  *8. Listen and practice the chant. Notice the sound* /*/* and */*/ |  |
|  |  | ***\*Homework*:**  - Learn vocabulary by heart.  - Prepare the next lesson  *(A closer look 2)* |  |