

GETTING STARTED**Robots and their work**

Robot Exhibition

THIS UNIT INCLUDES:**VOCABULARY**

Words to name everyday activities

PRONUNCIATION

Sounds: /ɔɪ/ and /aʊ/

GRAMMAR

Could for past ability

Will be able to for future ability

COMMUNICATION

Asking and answering questions about abilities or skills

Expressing agreement and disagreement

1 Listen and read.

Nick: Good morning Dr Alex, can you tell us something about robots, please?

Dr Alex: Yes, of course.

Nick: What do you think about the role of robots in the past?

Dr Alex: Well, in the past they had a minor role. They could only do very simple things.

Phong: What can they do now?

Dr Alex: Now they can do quite a lot. Home robots can do the housework. Doctor robots can help sick people.

Phong: Can they build a house?

Dr Alex: Yes, they can. Worker robots can even build big buildings.

Nick: Can they teach?

Dr Alex: Yes, teaching robots can teach in classes.

Nick: What do you think robots will be able to do in the future?

Dr Alex: Well, I think they will play a very important role. They will be able to do many things like humans.

Phong: Will they be able to talk to us?

Dr Alex: Sure they will. But they won't be able to do things like playing football or driving a car.

Objectives

By the end of this unit, students can:

- pronounce sounds /ɔɪ/ and /aʊ/ correctly in isolation and in context
- use the lexical items related to the topic 'Robots'
- use 'could' and 'will be able to' to express past and future ability
- read for specific information about types of robots and their abilities or skills
- talk about different types of robots and what they will be able to do in the future
- listen for specific information about different opinions of what robots will be able to do in the future
- write opinions about the role of robots in the future

Introduction

- Before Ss open their books, review the previous unit. Focus on the characters, Nick and Phong, and key language and structures learnt.
- Write 'Robots and their work' on the board. Elicit information about robots by asking Ss what they know about types of robots and their abilities or skills.
- Ask Ss to guess what the photo might show or what the conversation might be about. Let Ss open their books and check their answers.

GETTING STARTED

Robots and their work

1 Ask Ss questions about the photo:

E.g. Where are Nick and Phong? What might be happening to them? What are they doing? T can ask Ss to guess Dr. Alex's job. T can also ask Ss to share any recent experiences of visiting an exhibition: Have you ever been to an exhibition?, Where and when?, What did you see there?

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a Read the conversation again. Answer the following questions.

1. What could robots do in the past?
2. Can robots teach?
3. What will robots be able to do in the future?
4. Will robots be able to play football or drive a car?

b Find the four types of robots in the conversation. Write them under the correct pictures below.



1. _____



2. _____



3. _____



4. _____

2 Match the activities with the pictures. Then listen, check and repeat the phrases.

- a. cut the hedge c. do the laundry
b. do the dishes d. make the bed



1. _____



2. _____



3. _____



4. _____

3 Game: Miming

Work in groups. A student mimes one of the activities in **2** and the others try to guess. Then swap.

Example:

A: What am I doing?

B: You're doing the dishes.

A: Yes, that's right./ No, try again.

Remember!
We use *can* to talk about ability in the present.



4 Look at the pictures. Tell your partner what you *can* or *can't* do now.



play football



climb a mountain



play the guitar



sing an English song

Example:

I can play football. ...

Can you think of more?

5 Class survey.

Go around the class asking these questions. Find out:

- The sports or games that all people can play
- The sports or games that some people cannot play
- The sports or games that no one can play

Survey questions	Yes	No
1. Can you play table tennis?		
2. Can you do karate?		
3. Can you play chess?		
4. Can you do judo?		
5. Can you play badminton?		
6. Can you play computer games?		

- a** Ss work independently. Allow Ss to share their answers before discussing as a class.

Key:

1. They could only do very simple things.
2. Yes, they can.
3. They will be able to do many things like humans.
4. No, they won't.

- b** Firstly, ask Ss not to look at the book and try to remember what four types of robots are mentioned in the conversation. Then, let them open their books and check their answers.

Key:

- | | |
|--------------------|------------------|
| 1. teaching robots | 2. worker robots |
| 3. doctor robots | 4. home robots |

- 2** Have Ss quickly match each activity with its picture. Then play the recording for Ss to check their answers, pausing after each phrase and asking them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translations to check if Ss understand. With a stronger class, ask some additional questions, e.g. *Do you often do the dishes? How often do you cut the hedge?* etc.

Key: 1. c 2. d 3. a 4. b

- 3** Demonstrate the game to the class first. Ask a more able student to help you. Then Ss play in groups. In a weaker class, T may work together with Ss first: miming one or two activities in **2** and eliciting the answers. When they know exactly what to do, ask them to work in groups.
- 4** First, help Ss remember the use of **can** to talk about ability in the present and have some Ss give examples. Ask a more able student to tell what activities in the pictures he/ she can or can't do. Ask Ss to work in pairs. T may go around to help weaker Ss.
- 5** Survey: Ask Ss to move around and ask different classmates different questions. Remind them not to ask the same student all the questions. When they have finished the survey, ask Ss to report the results. Count the number of *Yes* answers to each question and find out which sports or games all Ss can play, some can play, and no one can play.

A CLOSER LOOK 1

Vocabulary

1 Match the verbs in column A to the words/phrases in column B. Then listen, check and repeat the words/phrases.

A	B
1. recognise	a. coffee
2. make	b. what someone says
3. understand	c. our faces
4. lift	d. the house
5. guard	e. heavy things

2 Write another word/phrase for each verb.

Verb	Noun
guard	the factory
make	
understand	
lift	
recognise	

Grammar

Could

Affirmative	I/you/he/she/it/we/they + could + base form <i>Example:</i> She <i>could</i> swim at the age of 7.
Negative	I/you/he/she/it/we/they + could not/couldn't + base form <i>Example:</i> He <i>couldn't</i> read until he was 6.
Interrogative	Could + I/you/he/she/it/we/they + base form? <i>Example:</i> <i>Could</i> you ride a bike when you were in Year 5?
Short answers:	Yes, I/you/he/she/it/we/they + could. No, I/you/he/she/it/we/they + couldn't. We use <i>could</i> to talk about ability in the past.

3 Put the words in the correct order.

- could/do sums/Mary/at the age of 7/.
- read and write/you/Could/when you were 6/?
- could/Robots/lift heavy things/some years ago/.
- move easily/couldn't/Robots/until recent years/.

4 Work in pairs. Read the information about the famous robot Ongaku. Ask and answer questions about what it *could/couldn't* do two years ago.

Skills of Ongaku two years ago	
lift heavy things	✓
make coffee	✗
recognise our faces	✗
guard the house	✗
understand what we say	✗

Example:

- A: Could Ongaku lift heavy things 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

/kʌ/ and /aʊ/

6 Listen and repeat. Pay attention to the sounds /kʌ/ and /aʊ/.

voice down around house boy
toy noisy flower shout boil

Now, in pairs put the words in the correct column.

/kʌ/	/aʊ/

A CLOSER LOOK 1

Vocabulary

- 1 Have Ss quickly match the verb in column A to the words/phrases in column B. Then play the recording for Ss to check their answers. Pause the recording after each phrase and ask them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translations to check if they understand. With a stronger class, ask some additional questions, e.g. *Can your dog understand what you say? Can you lift heavy things? Can your mother make coffee? etc.*

Key: 1. c 2. a 3. b 4. e 5. d

- 2 Before asking Ss to find more words or phrases for each verb from column A in 1, make some more examples to illustrate. Ask Ss to do the vocabulary exercise individually and then check with the whole class. When checking, ask Ss to refer to 1 to make the meanings clearer to them.

Grammar

Could

Ask Ss to study the Grammar Box. Draw Ss' attention to the form and use of *could* by analysing the examples in the Grammar Box. Remind Ss that *could* is the equivalent of *can* in the past. Then ask some more able Ss to give some more examples.

- 3 Ask Ss to do the grammar exercise individually. Tell Ss to refer to the form and use of *could* in the Grammar Box if they have any difficulty. Have Ss compare their answers in pairs before checking their answers with the whole class.

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 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. Ask Ss to work in pairs. Call some pairs to practise in front of the class.
- 5 First, write two examples of what he/ she *could* and *couldn't* do when at primary school on the board. Then ask Ss to work individually and share their sentences with their partners. Call some Ss to say their sentences in front of the class.

Pronunciation

- 6 Model the sounds /ɔɪ/ and /aʊ/ first and let Ss see how the sounds are formed. Ask Ss to practise the /ɔɪ/ and /aʊ/ sounds together. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before checking the answers as a whole class.

/ɔɪ/	/aʊ/
voice	down
boy	house
toy	around
noisy	flower
boil	shout

7 Listen to the sentences. Circle the word you hear.

1. Did you put *oil/all* in the salad?
2. I can see a *car/cow* over there.
3. *Ah/Ouch!* You've stepped on my toes.
4. She took a *bar/bow* when she finished her song.



8 Listen and practise the chant. Notice the sounds /ɔ:/ and /aʊ/.

MY ROBOT TOY

I've got a robot toy, a robot toy
 He can jump up and down
 He's such a good boy, such a good boy
 He's the best toy in my house

I've got a robot toy, a robot toy
 He can speak clear and loud
 He's got a sweet voice, got a sweet voice
 He's the best toy in my house

A CLOSER LOOK 2

Grammar

Will be able to

We use *will be able to* to talk about ability in the future.

Affirmative I/you/he/she/it/we/they + **will be able to** + base form

Example: She will be able to ride a bike next year.

Negative I/you/he/she/it/we/they + **will not won't be able to** + base form

Example: He won't be able to read or write until he is 6.

Interrogative **Will + I/you/he/she/it/we/they + be able to** + base form?

Example: Will robots be able to talk to people in the future?

Short answers:

Yes, I/you/he/she/it/we/they + **will.**

No, I/you/he/she/it/we/they + **won't.**

1 Put the words in the correct order.

1. will be able to/In 2030/robots/do many things like humans/.
2. be able to/Will robots/talk to us then/?
3. won't be able to/Robots/play football/.
4. be able to/robots/Will/recognise our faces/?



- 7 Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to circle the words they hear. Ask Ss to check their answers. Provide further practice if need be.



Audio script:

1. Did you put **oil** in the salad?
2. I can see a **cow** over there.
3. **Ouch!** You've stepped on my toes.
4. She took a **bow** when she finished her song.

- 8 Ask Ss to listen while you play the recording. Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

A CLOSER LOOK 2

Grammar

Will be able to

Ask Ss to study the Grammar Box. Draw Ss' attention to the form and use of *will be able to* by analysing the examples in the Grammar Box. Remind Ss that *will be able to* is used to talk about ability in the future. Then ask Ss to give some more examples.

- 1 Ask Ss to read the instruction. Use the example to make Ss clear about what they should do (with a weaker class do the first sentence for them). Ask Ss to do the grammar exercise individually. Remind them to pay attention to the form and use of *will be able to* and look back the Grammar Box if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

1. In 2030, robots will be able to do many things like humans.
2. Will robots be able to talk to us then?
3. Robots won't be able to play football.
4. Will robots be able to recognise our faces?

2 Will you be good at English when you are in Year 8?

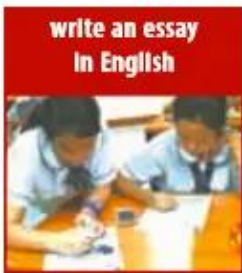
Look at the pictures and tick (✓) Yes or No. Then write what you think you *will* or *won't be able to do* when you are in Year 8.



Yes No



Yes No



Yes No



Yes No



Yes No



Yes No

Example:

I will/won't be able to read an English book when I am in Year 8.

3 Work in pairs. Ask and answer the questions about the activities in 2. Tell the class about your partner.

Example:

A: Will you be able to read an English book when you are in Year 8?

B: Yes, I will. /No, I won't.

4 Fill the gaps with *can, can't, could, couldn't, will be able to* or *won't be able to*.

- In the past, robots _____ teach in classes, but they can now.
- Robots can't talk now. In 2030, they _____ talk to people.
- Mr Van _____ run very fast when he was young. Now he _____.
- In 2030, robots will be able to talk to us, but they _____ do more complicated things.
- My little sister is very clever. She _____ already read some words.

5 Complete the sentences. Use *will be able to, can, could*, and the verbs from the box.

guard make recognise do

- This robot _____ our faces when the scientists improve it.
- Home robots are more useful today – they _____ the bed.
- Even in the past, robots _____ the laundry.
- Now, robots _____ the house. When there's a problem, they send a message to our mobile.

6 Work in pairs. 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.

Example:

In the past, Kitty could lift heavy things. Now, it can lift heavy things. ...



Skills	Past	Now	Future
lift heavy things	✓	✓	✓
make coffee	x	✓	✓
guard our house	x	✓	✓
understand what we say	x	x	✓

- 2 Ask Ss to read the instruction. Use an example to make Ss clear about what they should do (with a weaker class do the first sentence for them). Remind Ss that they only use activities in the pictures in 2 to write about what they think they *will* or *won't be able to do* when they are in Year 8. Have them look back the Grammar Box if necessary. Ask Ss to work individually and share their sentences with their partners. Call some Ss to say their sentences in front of the class.
- 3 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. T may go around to help weaker Ss. After Ss have finished their pairwork, ask some Ss to tell the class about their partners' abilities.
- 4 Ask Ss to read and complete the sentences individually. Remind them to pay attention to the form and use of *can*, *could* and *will able to*. Have them look back the Grammar Boxes if necessary. Have Ss compare their answers in pairs before checking with the whole class.

Key:

1. couldn't 2. will be able to 3. could, can't 4. won't be able to 5. can

- 5 Ask Ss to read the instructions. Explain to make Ss clear about what they should do (with a weaker class do the first sentence for them). Remind them to pay attention to the meaning of the verbs from the box in 5; the form and use of *can*, *could* and *will able to*; and look back the Grammar Boxes and Vocabulary in *Getting Started* and in *A Closer Look 1* if necessary. Have Ss compare answers in pairs before checking with the whole class.

Key:

1. will be able to recognise 2. can make 3. could do 4. can guard

- 6 First, model this activity with a more able student. Remind Ss that they only use the information from table in 6 to ask and answer about what the intelligent robot *Kitty could* do in the past, *can* do now and *will be able to* do in the future. Ask Ss to work in pairs while T circulates and monitors. Call some Ss to talk about Kitty's skills and abilities in front of the class.

COMMUNICATION

Extra vocabulary

comb bend over shout gardening



MY ROBOT'S SKILLS

1 Listen to the radio programme from *4Teen News*. Then fill in each gap with the word you hear.

Welcome to 'Technology and You'. Today we ask our friends around the world to tell us about their robots.



Firstly, Tommy from Sydney, Australia: The robot I have can understand some (1)_____ I say. It can comb my hair and help me get dressed. However, it can't clean my (2)_____ because it can't bend over.



Secondly, Linh Tran from Ha Noi, Viet Nam: My (3)_____ robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me get to (4)_____ on time.



Finally, Nubita from Tokyo, Japan: My future robot will be able to help me do the gardening. It will be able to (5)_____ the plants. It will be able to cut the hedge too.



2 Interview three people about what skills they want their robots to have. Note their answers in the table below.

Interviewee	What abilities does he/she want his/her robot to have?
1	
2	
3	

3 Report your results to the class.

COMMUNICATION

My Robot's Skills

Lead-in:

Before Ss open their books, ask them what skills they like a robot to have. You can say: *Today, we are going to listen to the radio programme asking some people around the world about what skills they like their robots to have. Please think: What skills would you like a robot to have? And what skills do the two robots Ongaku and Kitty have? Allow 20- 30 seconds for Ss to think, then repeat the questions and have a brainstorming session about the two robots Ongaku and Kitty (and robots in general).*

- 1 First, 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. Then play the recording. The first time, ask Ss to close their books and to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time to allow pairs to check their answers. Then, ask Ss to read the interview again, paying attention to the meaning of the words: *comb (v), bend over (v), shout (v) and gardening (n).*

Key: 1. words 2. shoes 3. first 4. school 5. water



Audio script:

Welcome to 'Technology and You'. Today we ask our friends around the world to tell us about their robots.

Firstly, Tommy from Sydney, Australia: The robot I have now can understand some words I say. It can comb my hair and help me get dressed. However, it can't clean my shoes because it can't bend over!

Secondly, Linh Tran from Ha Noi, Viet Nam: My first robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me to get to school on time.

Finally, Nubita from Tokyo, Japan: My future robot will be able to help me do the gardening. It will be able to water the plants. It will be able to cut the hedge too.

- 2 Ask Ss to move around and ask different classmates what skills they want their robots to have. Remind them to write the names of the people they interview and note the answers in the table in 2. When they have finished the interview, T may have Ss practise reporting the results of their interviews in pairs or in groups.
- 3 Choose some Ss to report the results of their interviews in front of the whole class. After each student has finished his/ her report, invite some comments from other Ss. Then make comments and correct any common errors.

SKILLS 1

Reading

1 Find the following words/phrases in the text below. What do they mean?

space robots apart from types
space stations planet

2 Read the news report on the International robot show. Then, answer the questions.

Today there is an international robot show in Ha Noi. Many people are at the show. They can see many types of robots there.

Young people are interested in home robots. These robots can cook, make tea or coffee, clean the house, and do the laundry.

The children like to see teaching robots. These robots can help them study. Teaching robots can teach them English, literature, maths, and other subjects. They can help children improve their English pronunciation.

Other types of robots are also at the show. These robots can do many things. Worker robots can build our houses and buildings; doctor robots can help sick people; and space robots can build space stations on the Moon and other planets.



1. What show is on in Ha Noi now?
2. Who is interested in home robots?
3. Who likes to see teaching robots?
4. What other kinds of robots are there?

3 Read the text again and fill the table below.

Types of robots	What they can do
Home robots	- can cook, ...
Teaching robots	
Worker robots	
Doctor robots	
Space robots	

Speaking

4 Write what you think each type of robot will be able to do in the future.

Types of robots	What they will be able to do in the future
Home robots	- They will be able to recognise our faces
Teaching robots	-
Worker robots	-
Doctor robots	-
Space robots	-

5 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?

SKILLS 1

Reading

Lead-in:

Ask Ss to look at the pictures of the robot show. Ask them: *Where do you think the robot show is? What types of robots are there in the show? Who is at the show? Would you like to go to a robot show? Why?/ Why not?*

- 1 Ask Ss to scan the text and underline the words 'space robots', 'space stations', 'apart from', 'types' and 'planet' in the text. Help Ss work out the meanings of these words from the context. If it is a weak class, ask for translation to check if they understand.
- 2 Set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:

1. A robot show.
2. Young people are (interested in home robots).
3. The children like to see them.
4. There are worker robots, doctor robots, and space robots.

- 3 Ask Ss to scan the text again and find the detailed information to complete the table. Ask Ss to note where they have found the information. After they finish, Ss can compare their answers before discussing them as a class.

Types of robots	What they can do
Home robots	cook, make tea or coffee, clean the house, and do the washing
Teaching robots	help children study; teach them English, literature, maths, and other subjects; help children improve their English pronunciation
Worker robots	build our houses and buildings
Doctor robots	help sick people
Space robots	build space stations on the Moon and other planets

Speaking

- 4 First, remind Ss of the form and use of *will be able to*. Ss may refer to the Grammar Boxes in *A Closer Look 2* and words and phrases that they can use to talk about robots' skills in the *Getting Started*, *A Closer Look 1*, *A Closer Look 2* and *Communication*. Brainstorm ideas for additional everyday activities that a robot can help with. Ask Ss to work individually, writing what they think each type of robot will be able to do in the future. After finishing, ask Ss to compare their answers with a partner.
- 5 T may ask a more able student to model this activity in front of the class. Then have Ss work in groups while T circulates and monitors. If there is enough time, call some Ss to talk before the whole class, then invite some positive comments from other Ss.

SKILLS 2

Listening

1 Do you agree or disagree with these statements?

Tick (✓) the boxes.

- | | Agree | Disagree |
|--|--------------------------|--------------------------|
| 1. Soon robots will be able to do all of our work and we will live more comfortably. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Robots will be able to do dangerous work for us. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If robots do all of our work, we will have nothing to do. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Some people will use robots to do bad things. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Phong, Vy, Mi and Duy are working in a group. They are discussing what robots *will be able to do in the future*. Listen to their discussion and find out which person says what.

- We will live more comfortably in the near future.	1. Vy
- Robots will be able to do dangerous work for us.	2. _____
- If robots do all of our work, we will have nothing to do.	3. _____
- Robots will not be able to do all of our work.	4. _____
- Some people will use robots to do bad things.	5. _____

3 Listen again. Tick (✓) which statements are true or false.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Vy disagrees with the idea that in the near future robots will be able to do all of our work. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Duy agrees with the idea that we will live more comfortably in the near future. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mi disagrees with Duy's and Vy's opinions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mi doesn't think we should be careful with robots. | <input type="checkbox"/> | <input type="checkbox"/> |

Writing

4 Complete the paragraph with the phrases or sentences from the box.

a. future robots will use too much power	b. Firstly, they will not be able to do complicated things like driving a car or using a computer
c. some people will use robots to do bad things	d. I do not think robots will be useful in our future

I do not agree with the idea that in the future robots will be useful to us. (1)_____. Secondly, if robots do all of our work, we will have nothing to do. Also, there will not be enough energy in the future because (2)_____. Finally, we must be careful because (3)_____. For these reasons, (4)_____.

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.

- home robots will be able to do all of our housework
- teaching robots will be able to help children do their homework
- worker robots will be able to build houses in the air
- doctor robots will be able to help sick people
- space robots will be able to build space stations on many other planets
- robots will be able to do dangerous work for us

You can begin and end as follows:

I agree with the idea that in the future robots will be very useful to us. Firstly, _____

_____. For these reasons, I think that robots will be useful in our future.

SKILLS 2

Listening

Before starting this lesson, ask Ss about the phrases and structures used to give an opinion about something and to ask about someone's opinion.

- 1 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.
- 2 Ask Ss to read the construction carefully and remind them to remember the names of the people in the conversation they are going to hear.

Play the recording and ask Ss to write down the name of the speaker next to the correct sentences in the table. Then ask two or three Ss to write their answers on the board.

Play the recording again for Ss to check the answers. If time is limited, T may only play the first part of the conversation. T may pause at the sentences that include the information Ss need for their answers.

Key: 2. Duy 3. Mi 4. Phong 5. Mi



Audio script:

Phong: Some people think in the near future robots will be able to do all of our work. What do you think about this, Vy?

Vy: I agree. I think we will live comfortably then.

Phong: What's your opinion, Duy?

Duy: I agree with Vy. I think they will even be able to do dangerous work for us.

Phong: What about you, Mi?

Mi: I don't agree, Duy and Vy. I think if they do all of our work, we will have nothing to do.

Phong: I agree with you, Mi. Robots won't be able to do all of our work.

Mi: Yeah. I think we must be careful with robots because some people will use robots to do bad things.

- 3 Ask Ss to study the statements carefully. Ss may work in pairs to discuss the answers from the information they have heard in 2.

Play the recording again and have Ss choose the correct answers as they listen. Ss can share their answers with their partners. With a weaker class, T may play the recording many times until Ss have chosen all their answers. Call some Ss to write their answers on the board.

Play the recording again for Ss to check the answers. T may pause at the sentences that include the information Ss need for their answers.

Key: 1. F 2. T 3. T 4. F

Writing

- 4 First, ask Ss to read the paragraph and the phrases above it carefully. Get Ss to work individually, completing the paragraph with the phrases or sentences from the box. When finished, Ss can compare their answers before discussing them as a class. With a stronger class, T may ask Ss to identify the topic sentence, the sentences supporting the main idea of the paragraph, and the concluding sentence. The paragraph in 4 can be used as a model for 5.

Key: 1. b 2. a 3. c 4. d

- 5 Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, if they do not have any original ideas, Ss may use the ideas given. T brainstorm Ss for the language necessary for writing. T may ask Ss to refer to the paragraph in 4 and the reading in *Skills 1* for useful language and ideas. T may note some necessary expressions and language on the board.

Ask Ss to write the draft first. Have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. Other Ss and T give comments. Ss edit and revise their writing as homework. T may display compositions on the wall or notice board.

LOOKING BACK

Vocabulary

1 Write the correct words to complete the phrase.



1. _____ the grass

2. _____ weights



3. make _____ 4. do the _____ 5. _____ the dishes

2 Fill the gaps with the verbs from the box.

make understand guard recognise

- Robots will be able to _____ our houses when we are away.
- My father never goes to the café because he can _____ coffee at home.
- Do you _____ all that I've said?
- Will robots be able to _____ our faces?

Grammar

3 Read and complete the interview about home robots with **will be able to** or **won't be able to**.

Interviewer: Robots are already in factories. Will people have robots at home?

Robot expert: Yes, they will. I think they (1) _____ do all of our housework.

Interviewer: But they (2) _____ replace the personal computer. Is that right?

Robot expert: That's true, but one day they (3) _____ use computers.

Interviewer: Amazing! What other things (4) _____ home robots _____ do?

Robot expert: Well, they will be able to do the gardening but they (5) _____ play sports and games with you.

4 Make questions with these words. What are the positive and negative answers to these questions?

- robots/Will/make coffee/be able to/in the future/?
- ride a bike/Could he/in Year 6/when he was/?
- you/Can/do the dishes/?

5 Write what you could do when you were ten, what you can do now, and what you will be able to do after you finish Year 6.

When you were ten years old	Now	After you finish Year 6
- I could swim.	- I can draw a picture.	- I will be able to play the guitar.

Then, ask and answer questions with your partner.

Example:

A: Could you swim when you were ten?

B: Yes, I could/No, I couldn't.

Communication

6 Match the questions with the correct answers.

- Can you ride a motorbike?
- What do you think about the new robot?
- Could he read when he was six?
- Will robots be able to do difficult things like riding a bike or driving a car?
 - No, he couldn't.
 - No, they won't.
 - Yes, I can.
 - In my opinion, it's too smart.

Finished! Now you can ...	✓	✓✓	✓✓✓
• use words and phrases for everyday activities in the house			
• express opinions about something			
• ask about someone's opinion.			
• express agreement and disagreement about something			

LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. This will help you and your Ss see how far they have progressed, and which areas need further practice.

The exercises in *Looking Back* match the *Finished! Now you can...* self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

- 1 Tell Ss to write the words in their notebooks individually and then check with their partners. Correct the exercise as a class. Let Ss repeat the phrases. Check their pronunciation.

Key: 1. cut 2. lift 3. tea 4. laundry 5. do

- 2 Ask Ss to read the sentences carefully and complete them with the correct form of the verbs from the box. Remind Ss that the words, phrases and sentences around the blanks will provide the context for them to choose the correct verbs.

Key: 1. guard 2. make 3. understand 4. recognise

Grammar

For exercises 3 and 4, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Finished! Now you can...* statement.

Key:

- 3 1. will be able to 2. won't be able to 3. will be able to
4. will (home robots) be able to 5. won't be able to
- 4 1. Will robots be able to make coffee in the future?
Yes, they will./ No, they won't.
2. Could he ride a bike when he was in Year 6?
Yes, he could./ No, he couldn't.
3. Can you do the dishes?
Yes, I can./ No, I can't.

- 5 First, ask Ss to work individually, writing what they could do when they were ten, what they can do now, and what they will be able to do after they finish Year 6. Then, model the activity with a more able student and have Ss work in pairs. T may go around to help weaker Ss.

Communication

- 6 Have Ss read the questions and answers once or twice (they can read aloud). Then ask them to match the questions with the correct answers. If there is time, have them write all sentences in their notebooks.

Key: 1-c 2-d 3-a 4-b

Finished!

Finally, ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

PROJECT

MY DREAM ROBOT

- 1** Draw a robot of your own (or find a photo or a picture of a robot).
- 2** Think about the questions below and write a description of your robot.
 - What's its name?
 - What does it look like?
 - What can it do now?
 - What will robots be able to do in the future?



PROJECT

My Dream Robot

- Ask Ss to look at the pictures of robots in the Student's Book and point out the skills and the features of each. T may show the class some pictures of different robots if possible.
- Ask Ss to work in groups. Studying the questions/ pictures in the Student's Book and using their imaginations, Ss discuss their dream robots.
- Ask Ss to use the ideas from their notes to write a paragraph about their dream robot. Ss can complete the project as homework if there is not enough time. If they complete the project in class, T may display all or some of the compositions on the wall/ notice board. Other Ss and T give comments. Ss may also edit and revise their writing as homework.