**Date of preparation: 29/12/2024**

**Date of teaching: 3/1/2024**

**Period: 55**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 1: Getting started – A visit to a high-tech centre**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview of the topic of Artificial intelligence;

- Gain vocabulary to talk about robots and Artificial intelligence;

- Get to know the language aspects: Active and Passive Causatives.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**3. Personal qualities**

- Be aware of the advantages of AI applications like robots.

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Getting started

- Computer connected to the Internet

- Projector / TV

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the topic;

- Set the context for the listening and reading part;

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Crossword (PPT slides)**  **\* T’s activities**  - Divide the class into four teams.  - Give each team a handout of a crossword puzzle for them to solve.  - The first team to finish the task and get the correct keyword will be the winner of the game.  - Check each word. Give further explanation if necessary.  - Lead in the lesson.  **\* Ss’ activities**  - Work in groups.  - Work together and do the crossword.  - Check the answers and take notes on the important words. | 1. A**R**TIFICIAL  2. TECHN**O**LOGY  3. LA**B**ORATORY  4. AUT**O**MATIC  5. IN**T**ELLIGENCE  6. **S**CIENTIST  1. not real, made or produced to copy something natural  2. scientific knowledge used in practical ways in industry, for example in designing new machines  3. a room or building used for scientific research, experiments, testing, etc.  4. having controls that work without needing a person to operate them  5. the ability to learn, understand, and make judgments or have opinions that are based on reason  6. a person who studies or is an expert in one or more of the natural sciences  => **Suggested answers** **: ROBOTS** |

**2. PRESENTATION**

**ACTIVITY 1:** Vocabulary pre-teaching (5 mins)

**a. Objectives:**

- Provide students with new words related the topic;

- Help students be well-prepared for the listening and reading tasks.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  **Vocabulary pre-teaching**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and ask students to open their textbook to discover further.  **\* Ss’ activities**  - Listen to the teacher’s explanation and guess the words.  - Write down the new words in their notebook. | **New words:**  1. virtual (adj)  2. exhibition (n)  3. activate (v)  4. facial recognition (n) |

**3. PRACTICE**

**ACTIVITY 2:** (22 minus)

**a. Objectives:**

- Introduce the unit topic (Artificial Intelligence);

- Introduce some vocabularies and the grammar point to be learnt in the unit;

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (6 mins)  **\*T’s activities**  - Set the context for listening and reading the conversation. Have Ss look at the pictures, the heading and the speakers’ names. Ask Ss questions about them. Then explain that they are visiting a high-tech center.  - Play the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to artificial intelligence in the conversation.  - Have Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class.  - Call on three Ss to read the conversation aloud.  - Note: We’d normally use ‘it’ for a robot, unless it is given a male or female name.  **\* Ss’ activities**  - Look at the picture and answer the questions.  - Listen to the recording.  - Underline words/phrases related to artificial intelligence in the conversation.  - Compare the words and phrases with their partners.  - Read the conversation aloud. | ***Questions:***  1. *What can you see in the two photos?*  2. *Which activity do you think the students are attending?*  3. *Who might be the tour guide*?  ***Suggested answers:***  1. photo 1: a robot in a technology center; photo 2: a robot and 2 students  2. A field trip to a high-tech center  3. The robot |
| **Task 2: Read the conversation again and circle the correct answer to complete each of the sentences.** (5 minus)  **\*T’s activities**  - Ask Ss to work in pairs and look at the four questions carefully. Ask them to underline the keywords in each. Then read the conversation and locate the part of the conversation that contains the information.  - Call out each blank and have different pairs provide their answers.  - Confirm the correct answers.  **\* Ss’ activities**  - Work independently to do the activity.  - Compare the answers in pairs. | ***Suggested answers:***  1. Because he has never met a talking robot before.  2. They can answer questions and translate from different languages.  3. Facial recognition and virtual assistants.  4. At the entrance of the center. |
| **Task 3: Find words and a phrase in task 1 with the following meanings (6mins)**  **\*T’s activities**  - Ask Ss to read the given meanings and suggested letters to identify the type of words (adjective, verb or nouns)  - Have Ss read the conversation quickly again, and find words which contain the suggested letter and have the same or similar meaning to the given meanings.  - Call on individual S to write the answers on the boards. Check answers as a class.  **\* Ss’ activities**  - Read the conversation again and work independently to do the activity.  - Share and check the answers. | ***Suggested answers:***  1. capable  2. activated  3. applications  4. recognition |
| **Task 4: Complete the sentences based on the conversation.** (5 mins)  **\*T’s activities**  - Have Ss read the four sentences and check understanding. Ask them to focus on the phrases before each blank (have/get + Object) and types of words they need to fill in each blank.  - Encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct verbs.  - Check answers by calling on individual Ss to read out each sentence.  **\* Ss’ activities**  - Work individually to complete the sentences  - Share and check the answers. | ***Suggested answers:***  1. taken  2. to take  3. activated  4. checked |

**4. PRODUCTION**

**ACTIVITY 3:** (10 mins)

**a. Objectives:**

- Help Ss memorize the key information about the science and technology;

- Get Ss to speak about the main features of Jessica – the robot in the reading text.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  - Let Ss work in groups of 4. In each group, one student plays the role of Jessica – the robot, others are students who visit the high-tech center.  - Give instructions to students.  - Ask students to do a role-play, others students may ask Jessica about what she can do.  - Some cues questions to ask Jessica:  - Ask to use their imagination and creativity in the role play together with the information provided in the reading text.  - Call on some groups to present their stories.  - Ask other groups to listen and give comments.  - Give feedback and gives marks to the best group.  **\* Students’ activities**  - Work in groups to follow teacher’s instructions.  - Perform in front of the class. | ***Questions :***  *+ Which special abilities do you have?*  *+ What are your strengths and weaknesses?*  *+ Which AI technology will be popular in the future?*  *Students’ own creativity* |

**5. CONSOLIDATION (3ms)**

**a. Wrap-up**

- Ask students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson

**Period: 56**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 2: Language**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Identify and pronounce the homophones in words and sentences correctly;

- Understand and use words and phrases related to science and technology;

- Understand and use active and passive causatives correctly.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work;

- Join in class activities actively.

**3. Personal qualities**

- Be aware of the advantages of AI applications like robots;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 6: Language;

- Computer connected to the Internet;

- Printed worksheets;

- Projector / TV;

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP:** Homophone game(5 mins)

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the topic;

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Homophone game**  \* **T’s activities**  - Let Ss work in groups of 4.  - Give each group a worksheet, in which Ss have to write the suitable words under the pictures. The words are also provided in the worksheet.  - The first group to complete the task successfully is the winner.  - Go around to help Ss when necessary.  - Check the answer with the whole class and leads in the lesson.  - Observe and give feedback.  **\*Ss’ activities**  - Work in groups to do the activity.  - Check the answers. | ***Suggested answers*** |

**2. ACTIVITY 1: PRONUNCIATION** (12 mins)

**a. Objectives: Task 1+task 2**

- Help Ss recognize and practice homophones;

- Help Ss practice identifying homophones.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and repeat the following homophones.** (6 mins)  \* **T’s activities**  - Write two ‘buy, bye’ on the board and call on one or two Ss to read it. Ask Ss to identify the similarity and differences between these two words. Refer to the Remember box to introduce homophones.  Homophones are words that have the same pronunciation but different spelling and meanings.  *Example: I have two books, too.*  */tu:/ /tu:/*  - Play the recording and ask Ss to listen and repeat, pay attention to the words. Play the recording two or three times.  **\*Ss’ activities**  - Answer teacher’s question, identify the similarity and differences between these two words.  - Listen to the recording, and then repeat the words. | ***Students’ practice*** |
| **Task 2: Choose the correct words to complete the sentences. Listen and repeat. Then practice saying the sentences in pairs.** (6 mins)  **\*T’s activities**  - Ask Ss to read the sentences. Check comprehension.  - Have Ss underline the suitable words to make a complete sentence individually. Then ask them to work in pairs to compare their answers.  - Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.  - Put Ss in pairs and have them practice reading the sentences aloud.  - Check students’ pronunciation and give feedback.  **\* Ss’ activities**  - Read the sentences and underline suitable words. Then listen to the recording.  - Check answers.  - Read the whole text aloud.  - Listen and give feedback on their friends’ performance. | ***Suggested answers:***  1. There are more than ***two*** types of robots.  2. We want to know ***where*** AI technologies are used today.  3. ***There*** have been some worries about AI taking over the world.  4. Robots can work for long ***hours*** without feeling tired.  5. We have ***no*** idea about the future of AI in space exploration. |
| **3. ACTIVITY 2: VOCABULARY** (12 mins)  **a. Objectives: Task 1+task 2**  - Introduce words / phrases related to the topic;  - Help Ss practice the words in meaningful contexts.  **b. Procedure** |  |
| **Task 1:** **Match the words with their meanings.** (6 mins)  **\*T’s activities**  - Ask Ss to work in pairs, read five words and do the matching.  - Check answers as a class. Call on one student to read aloud a word and on another student to read its definition.  - In higher level classes, show Ss the meanings, the number of letters in those words/phrases and the beginning letter, and ask them to guess. They can do that in pairs or small groups.  - In lower level classes, do the first one as an example before asking Ss to match the rest individually or in pairs.  - Observe on Ss’ performance.  - Give the feedback and peers’ feedback.  **\* Ss’ activities**  - Match each word/phrase on the left with the one on the right.  - Study the meanings and underline key words. | ***Suggested answers:***  1. C  2. A  3. E  4. D  5. B |
| **Task 2: Complete the sentences using the correct forms of the words from Task 1.** (6 mins)  **\*T’s activities**  - Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase as well as the correct forms. E.g. 3. Needs a plural noun after “many”.  - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first.  - Confirm the correct answers.  In higher level classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. *The first sentence needs a noun and it refers to a part of people’s life. The second sentence needs an adjective to go with 'type of robot’, and the word ‘advanced’ is the best choice.*  **\* Ss’ activities**  - Read the sentences carefully and decide which words can be used.  - Explain the meaning of each phrase.  - Read the complete sentences. | ***Suggested answers:***  1. Artificial intelligence  2.advanced  3. programmed  4. analyse  5. chatbots |

**4. ACTIVITY 3: GRAMMAR** (13 mins)

**a. Objectives: Task 1+task 2**

- Help Ss review how to use active and passive causatives;

- Help Ss practice using causatives in a speaking activity.

**b. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Rewrite the sentences using active or passive causatives.** (6 mins)  **\*T’s activities**  - Tell Ss to look at the sentences using active and passive causatives in Activity 4 in GETTING STARTED. Elicit the active and passive causative, e.g. What is the type of object after “have/get”*? What are the forms of verbs after these objects?*  - Have Ss read the explanation and examples in the Remember box. Check understanding and provide more examples if necessary.  - Ask Ss to work individually to rewrite the sentences using the given subjects. Remind Ss that they can write the sentences using active or passive causatives.  - Call on individual Ss to write their answers on the board. Check answers as a class.  **\* Ss’ activities**  - Read the notes in the Remember box.  - Rewrite the sentences using the given subjects.  - Explain their answers.  **Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives.** (7 mins)  **\*T’s activities**  - Have Ss read the instruction and example, make sure they all understand the context and what they have to do.  - Point to the example and the causative in these sentences. Ask: Which sentence uses active causative and which uses passive causative?  - Put Ss in pairs to make predictions about the future applications of robots in their life, using active or passive causatives.  - In higher level classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.  - Invite pairs to share their sentences with the whole class.  - Observe on Ss’ performance.  - Give feedback and peers’ feedback.  **\* Ss’ activities**  - Work in pairs and make predictions about the future applications of robots in their life, using active or passive causatives.  - Present their ideas in front of class. | ***Suggested answers:***  1. I have a robot clean my house every day. / I get a robot to clean my house every day. / I have/get my house cleaned every day by a robot.  2. My dad had/got our robot vacuum cleaner repaired.  3. We had a robot put together our new furniture in 10 minutes. / We got a robot to put together our new furniture in 10 minutes. / We had/got our furniture put together in 10 minutes by a robot.  4. He will have/get his computer upgraded to improve its performance.  ***Suggested answers:***  People will have robots perform surgery/take care of patients in hospitals.  Students will have their essays written by robots.  We will have robots deliver goods to our doorsteps.  Parents will have robots babysit their young children. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

Teacher asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

Ss do exercises in the workbook and prepare for Lesson 3 - Reading.

**Period: 57**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 3: Reading – AI applications in education**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

Develop reading skills for general ideas and for specific information in an article about AI applications in education.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills;

- Actively join in class activities.

**3. Personal qualities**

- Be aware of the advantages of AI applications like robots;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Reading;

- Computer connected to the Internet;

- Printed handouts;

- Projector / TV;

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge about the figure they are going to learn about in the lesson;

- Set the context for the reading part;

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  **Reveal the secret word**  - Prepare printed handouts of the passage.  - Let Ss work in groups.  - Deliver a handout to each group, in which students have to fill in the blanks with suitable words.  - Ask students to guess the secret key word after they have completed the task.  - Show Ss the rule of the game: the first group to do the task successfully and get the correct key word is the winner of the game.  - Lead in the lesson.  **\* Ss’ activities**  - Work in groups to do the activity.  - Raise their hands to answer the questions. | ***Reading passage:***  In the rapidly evolving world of education, technology has become a (1) \_\_\_\_\_\_\_\_ behind innovation and transformation. Among the many (2) \_\_\_\_\_\_\_\_ technologies making waves in the educational landscape is KEY WORD HERE. It has emerged as a powerful tool for transforming learning experiences through AI conversations. an advanced natural language processing model, is designed to understand and generate (3) \_\_\_\_\_\_\_\_ text based on the input it receives. It operates on the principles of deep learning, leveraging large-scale datasets to pre-train its language comprehension abilities. By employing this (4) \_\_\_\_\_\_\_ AI conversational tool in education, the learning process is elevated to new heights, offering students and educators unique (5) \_\_\_\_\_\_\_\_ for growth and collaboration.  ***Suggested answers:***  1. driving force  2. cutting-edge  3. human-like  4. sophisticated  5. opportunities  **KEY WORD: ChatGPT (Generative Pre-trained Transformer)** |

**2. ACTIVITY 1: PRE-READING** (9 mins)

**a. Objectives:**

- Get students learn vocabulary related to the topic;

- Activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Work in groups. Discuss what the pictures in the article below show and where you might see them.** (4 mins) | |
| **\* T’s activities**  - Play video clips showing different applications of AI in life (robots, speech recognition…) to spark Ss’ interest in the topic and ask them what they are going to read.  - Put Ss into pairs to discuss the two given pictures (*what they are; where they might see them*)  - Call on some pairs to share their answers.  - Introduce the topic of the reading text.  **\* Ss’ activities**  - Work in pairs and answer the questions.  - Discuss the two given pictures.  - Share their answers. | ***Suggested answers:***  Pic 1. Chatbots  Pic 2. Virtual reality  We might find the first application in social media messaging apps, messaging platforms and  websites, and on browsers and phone calls. We might find virtual reality applications in video games, amusement park rides, field trips in classrooms, museums, guided tours of tourist destinations, etc. |
| **Vocabulary pre-teaching** (5 mins) | |
| **\* T’s activities**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further.  **\* Ss’ activities**  - Work in pairs and answer the questions.  - Discuss the two given pictures.  - Share their answers. | ***Suggested answers:***  Pic 1. Chatbots  Pic 2. Virtual reality  We might find the first application in social media messaging apps, messaging platforms and  websites, and on browsers and phone calls. We might find virtual reality applications in video games, amusement park rides, field trips in classrooms, museums, guided tours of tourist destinations, etc. |

**3. ACTIVITY 2: WHILE-READING** (20 mins)

**a. Objectives: Task 2+ Task 3 + Task 4**

- Practice guessing the meaning of words from context;

- Develop reading skills for general information;

- Develop reading skills for specific information.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Read the article. Choose the correct meanings of the highlighted words.** (6 mins) | |
| **\* T’s activities**  - Have Ss look through the four words, identify their part of speech (*1.a noun; 2. an adjective; 3. an adjective; 4. a noun*) and guess their meanings first. Then locate the words in the article.  - Ask them to study the context including the sentences containing the words as well as neighboring sentences carefully. They may replace the word with each choice to see which one best replaces the word.  - Call on individual Ss to say out their answers. Check answers as a class.  **\* Ss’ activities**  - Read the text and locate the highlighted words individually.  - Study the context and do the tasks as required. | ***Suggested answers:***  1. C  2. B  3. A  4. B |
| **Task 3: Read the article again and choose the correct answer A, B, C, or D** (7 mins) | |
| **\* T’s activities**  - Ask Ss to read the questions and four options, and underline the key words in each of them, e.g. Question 1: What, students, Singapore, upload, digital portfolio*; Question 2: Which, AI chatbots, NOT do;* Question 3*: Which, one benefit, using VR, Hong Kong schools;* Question 4*: Which group, NOT benefitted, Personalized learning app;* Question 5*: Which AI applications, helpful, students, need, additional tutoring.*  - Check whether Ss have got the right keywords.  - Ask Ss to scan the text to locate the key words, as well as paraphrases of these keywords. Then choose the option that matches the information in the text. Remind them to watch out for question 2 and question 4 (negative facts) where they have to eliminate the options containing correct information mentioned in the article.  - Have Ss work in pairs or groups to compare answers.  - In lower level classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information in the article. E.g, the answer to question 1 is in the fourth sentence of paragraph A, “*This app collects data from the learning and work experience that students upload onto the app”.* “*learning and work experience that students upload onto the app*” is similar to option C “*their study and work experience*”. For question 2, students will eliminate all the options that are mentioned in paragraph B (Option A*. explain lessons = explain concepts clearly;* Option C*. answer questions; Option D. comment on homework = give feedback on homework*) and choose B as the answer.  - In higher level class, ask Ss to explain their answers by providing clues from the text.  **\* Ss’ activities**  - Read the questions and four options, and underline the key words in each of them.  - Scan the text to locate the key words, as well as paraphrases of these keywords.  - Choose the option that matches the information in the text  - Check answers with the whole class and give explanations for their choice. | ***Suggested answers:***  1. C  2. B  3. A  4. B  5. D |
| **Task 4: Complete each of the following sentences with one word from the article.** (7 mins) | |
| **\* T’s activities**  - Ask Ss to read the four sentences, and identify the part of speech that is needed to fill in each blank, e.g. Question 1: a noun as subject *2: a noun of place* after the preposition *“on”;* Question 3*: a noun* after *“the”;* Question 4*: a noun* that goes with *distance-leaning* to form a meaningful phrase. Then identify the paragraph where they can find the missing words. E.g*. Question 1: paragraph A, question 2: paragraph B; question 3: paragraph C; question 4: paragraph D.*  - Ask Ss to scan each paragraph to locate the missing words.  - Have Ss work in pairs or groups to compare answers and check answers as a class.  **\* Ss’ activities**  - Read the four sentences and identify the part of speech that is needed to fill in each blank.  - Scan each paragraph to locate the missing words  - Compare their answers with partners then check with the whole class. | ***Suggested answers:***  1. Students  2. chatbots  3. history  4. platform |

**4. ACTIVITY 3: POST-READING** (8 mins)

**a. Objectives:**

Help Ss use the ideas and language in the reading to express their opinions.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Discuss the following question. *Which of the AI applications do you think your school can adopt?*** | |
| **\* T’s activities**  - Put Ss into pairs. Have them discuss the question.  - Invite some pairs to share their answers with the whole class.  - Ask other Ss to give comments and correct any mistakes if possible.  - Praise for interesting ideas and fluent delivery.  **\* Ss’ activities**  - Practice speaking in pairs.  - Share their answers with the whole class.  - Listen and give feedback. | ***Suggested answers:***  We think that our school can adopt educational chatbots. This is a great application that can provide additional support to students outside of class time. Educational chatbots can also tutor weaker students. This way these students will be able to keep up with their schoolwork. This will also reduce the workload of many teachers. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

Ss do exercises in the workbook and prepare for the next lesson.

**Period: 58**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 4: Speaking – Applications of AI in education**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview of applications of AI in education;

- Memorize vocabulary to talk about applications of AI in education.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**3. Personal qualities**

- Be aware of the advantages of AI applications in education.

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Speaking

- Computer connected to the Internet, Projector / TV, *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins): **Video watching**

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge of the topic;

- Set the context for the speaking part.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Video watching**  **\*T’s activities**  - Divide the class into two groups.  - Ask Ss to watch the video carefully and try to remember as many details as possible.  - Show questions one by one, Ss raise their hands and say BINGO to grab the chance to answer.  + If the answer is correct, the team gets one point.  + If the answer is incorrect, the chance to answer is transferred to the other team.  + The group with the most points is the winner  **-** Observe and give feedback.  **\* Ss’ activities**  - Work in groups.  - Watch the video and take notes.  - Raise their hands to answer the questions. | ***Link:*** <https://www.youtube.com/watch?v=1UjXNTyTTvc>  ***Questions:***  1. What is the robot called?  *DTR (Dance Teaching by a Robot)*  2. Where was it invented?  *Japan*  3. For beginners, what does the robot do?  *It guides the dance with low compliance, leading the motion in the correct direction.*  4. Can it evaluate the partner’s performance?  *Yes. And it can modify its guidance based on it.*  5. What kind of interaction does the robot combine when it supports the skill-learning process?  *Cognitive and physical interaction* |

**2. PRE- SPEAKING (10 mins)**

**ACTIVITY 1: Task 1 (5mins)**

**a. Objectives:**

- Provide knowledge and language input for the main speaking task;

- Activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers**  **\* T’s activities**  - Remind Ss of the reading text about applications of AI in education around the world (digital portfolio, educational chatbots, VR, personalized learning app).  - Ask *Do you know other applications of AI in learning? What are their purposes?* and encourage Ss to come up with as many points as they can (robots, AI games, speech recognition…)  - Then ask Ss to look at the table to see if any of their points are included there. Have them work in pairs and match each AI application with its purposes for learning.  - Check answers as a class. Ss may add more purposes to the given applications.  **\* Ss’ activities**  - Recall information from reading lessons about AI in education around the world (digital portfolio, educational chatbots, VR, personalized learning app).  - Answer the teacher’s questions.  - Work in pairs and match each AI application with its purposes of learning.  - Check answers and add more purposes. | ***Suggested answers:***  1. a, c  2. a, d, f  3. a, f  4. b, f  5. a, e, f |

**ACTIVITY 2: Vocabulary pre-teaching** (5 mins)

**a. Objectives:**

Provide students with new words related to the topic.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  **Vocabulary**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and ask students to open their textbook to discover further.  - Check students’ pronunciation and give feedback.  - Observe students’ writing of vocabulary in their notebooks.  **\* Ss’ activities**  - Listen to the teacher’s explanation and guess the words.  - Write down the new words in their notebook. | **New words:**  1. ready-made (adj)  2. feedback (n)  3. virtual reality (n)  4. critical thinking (n) |

**3. WHILE - SPEAKING (20 mins)**

**ACTIVITY 3: Task 2**

**a. Objectives:**

Help Ss practice talking about applications of AI in education.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Discuss the questions**  **\*T’s activities**  - Divide Ss into groups and have them discuss the two given questions. Remind them to take notes of their discussion.  - With lower Ss level, write some guiding questions on the board and ask Ss to think of the answers to these questions  - Ask Ss to look at some useful expressions for discussion in the appendix of their book if they need help.  - Walk around and provide help if necessary.  **\* Ss’ activities**  - Work in pairs to discuss the two given questions.  *-* Look at some useful expressions for discussion in the appendix of the book. | ***Questions:***  1. How can each application in 1 be used in education?  2. What are the advantages and disadvantages of each application?  ***Questions for lower students level:***  For example, what *applications will you choose for your class/school? What are their advantages/ How can they support your study? What difficulties/challenges you may have when using this app?*...  ***Suggested answers:***  *A: What do you think about chatbots?*  *B: I think a chatbot app is an effective application because it can help students*  *understand difficult concepts and provide instant and personalised support throughout the course.*  *C: I agree. If available, we can use it during*  *and after classes to clarify points and get*  *feedback on homework.*  *A: Yes, but there are also disadvantages. Chatbots may not be able to answer complex questions that need making decisions.*  *B: In addition, if learners always wait for*  *ready-made answers, they may become*  *lazy and may not develop critical thinking*  *skills.*  *C: That’s a good point. Chatbots can’t replace human interaction and lack personal connections.* |

**4. POST- SPEAKING (8 mins)**

**ACTIVITY 4: Task 3**

**a. Objectives:**

- Allow Ssto present their group discussion to the class;

- Help some students enhance presentation skills.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Prepare a summary of your discussion and report to the whole class.**  **\* T’s activities**  - Let Ss work in groups of 4. Give each group a big sheet of paper and coloured pencils.  - Give instructions to students.  - Ask students to draw a mind map of the advantages and disadvantages of one application based on what Ss have discussed. They can use words, icons or images to illustrate.  - Call on some groups to present their mind map.  - Ask other groups to listen and give comments.  - Give feedback and give marks to the best group.  **\* Students’ activities**  - Work in groups to follow the teacher’s instructions.  - Perform in front of the class. | *Ss’ creativity* |

**5. CONSOLIDATION (2 mins)**

**a. Wrap-up**

The teacher asked the students to talk about what they had learned in the lesson.

**b. Homework**

Ss do exercises in the workbook and prepare for the next lesson

**Period: 59**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 5: Listening – Operating a Home Robot**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview of a home robot;

- Memorize vocabulary to talk about how to operate a home robot.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills.

**3. Personal qualities**

- Be aware of the advantages of AI applications in education.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Listening

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- Help Ss understand and activate their knowledge of the topic;

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Video watching**  - Divide the class into 2 groups.  - Ask Ss to watch carefully and try to remember as many details as possible.  - Show questions one by one, Ss raise their hands and say BINGO to grab the chance to answer.  - If the answer is correct, they get one point for their team.  - The team with the higher score will be the winner.  - Leads in the lesson.  **\* Ss’ activities**  - Work in groups to do the activity.  - Raise their hands to answer the questions  - Take notes if they want. | ***Link:*** <https://www.youtube.com/watch?v=R4RXsBxiQIw>  ***Questions:***  1. What is it?  *A robotic vacuum cleaner*  2. Do you have this at home?  3. Do you think it is a useful invention? Why?  *- It can do almost all the work of cleaning, which frees your hands and can give you more time to do other, more interesting things.*  *- Compared to traditional vacuums, robotic vacuums are much quieter.*  *- The mobile application, as a remote-control device, can be used to control the robot, and no extra manual operation is needed.*  *- Robotic vacuums are self-charging.* |

**2. PRE-LISTENING** (7 mins)

**ACTIVITY 1: Task 1**

**a. Objectives:**

- Set the context for the listening and reading part.

- Activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the following questions**  **\* T’s activities**  - Ask Ss to work in pairs, and discuss the two questions.  - Explain that a type of robot will be introduced in the recording.  - Call on some pairs to share their answers.  - Have Ss share what they know about a home robot and their experience if any.  **\* Ss’ activities**  - Work in pairs, and discuss the two questions.  - Share the answers.  - Share what they know about a home robot and their experience if any. | 1. Would you like to have a robot to help you in your daily life? 2. What would you like to do for you?   ***Suggested answers:***  I   1. *Would love to have a robot to assist me in my daily life by helping with housework,*   *including cleaning, laundry, and cooking..*   1. *It would be perfect if I could play chess, watch TV, and chat about the TV programmes with me in my spare time.* |

**ACTIVITY 2:**

**a. Objectives:**

- Get students to learn vocabulary related to the topic;

- Activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the following questions**  **\* T’s activities**  - Ask Ss to work in pairs, and discuss the two questions.  **Vocabulary teaching**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Check students’ understanding with the “Rub out and remember” technique.  - Ask Ss to take notes in their notebooks.  **\* Ss’ activities**  - Say the meaning of the words.  - Write new words in their notebook. | ***New words:***  1. command (n)  2. monitor (n)  3. station (n)  4. function (n) |

**3. WHILE LISTENING** (22 mins)

**a. Objectives:**

- Help Ss practice listening for specific information;

- Provide Ss with some basic information and how to use a home robot.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F).** (10 mins)  Have Ss read the four statements, and make guesses before  listening. In weaker classes, check understanding.  - Ask Ss to underline keywords in each statement, e.g. 1. talking, educational robot; 2. Ally, the most advanced robot, AI; 3. Ally, see,  hear, speak, teach maths, science; 4. robot, runs, batteries.  - Play the recording and tell Ss to listen and pay attention to the keywords as well as paraphrases of these keywords, e.g. 1. Nam says ‘I’d like to know more about the home robots at the New Tech Centre.’ so the statement is false.  - Have Ss compare their answers in pairs or groups.  - Check answers as a class and confirm the correct ones. Invite individual Ss to provide evidence from the conversation for each answer and correct the false ones.  - Play the recording again, pausing at the places where they can find the information. ( if needed)  **\* Ss’ activities**  - Make predictions before listening.  - Listen and check the answer.  - Compare the answers in pairs and with the whole class. | ***Suggested answers:***  1. F  2. T  3. T  4. F |
| **Task 3: Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words.** (12 mins)  - Have Ss look at the diagram and read each section. Check understanding.  - Ask Ss to underline the keywords, and guess the type of information to fill in each blank, e.g. 1. What is at the back of Ally’  head; 2. what to choose after pressing the Start button; 3. what should users say to ask questions; 4. what to open. Remind Ss that  they may hear paraphrases of the statements on the recording so they should listen for synonyms or phrases with similar meanings.  - In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening.  - Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than two words in each blank).  - Have Ss compare their answers in pairs or groups.  - Check answers as a class. Invite individual Ss to read out the word or phrase in each blank.  - In weaker classes, have Ss listen again, pausing at the places where Ss can find the information.  **\* Ss’ activities**  - Students read the questions underline the keywords and identify the part of speech to fill in each blank.  - Students fill in the missing words with no more than TWO words for each blank. | ***Suggested answers:***  1. serial number  2. function  3. Hey Ally  4. app |

**4. POST LISTENING** (8 mins)

**a. Objectives:**

- Allow Ss to use the ideas and language in the listening to give opinions and reasons.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4:**  **\* T’s activities**  - Ask Ss to work in pairs and discuss the question. Walk around the class and offer help.  - Call on Ss from different groups to share their ideas with the class.  - Observation of Ss’ performance.  - Teacher’s feedback and peers’ feedback.  **\* Students’ activities**  - Students work in pairs and discuss.  - Students share their ideas with the whole class. | ***Suggested answers:***  *I would like to have a robot like Ally at home because it can become my friend and help me with my studies. It can teach me maths, science, and language skills. I also like Ally because it is an eco-friendly robot and runs on renewable energy.*  *I want to have a home robot, but I want it to have more functions than Ally has. I think a home robot should be able to clean the house, cook meals, and even go to the supermarket to buy food.* |

**5. CONSOLIDATION (3ms)**

**a. Wrap-up**

The teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

The teacher asks students:

- to do exercises in the workbook.

- to prepare for the next lesson

**Period: 60**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 6: Writing**

**An essay about the advantages and disadvantages of home robots**

**I. OBJECTIVES**

**By the end of this lesson, Ss will be able to:**

**1. Knowledge**

Write an essay discussing the advantages and disadvantages of home robots.

**2. Competences**

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

Be aware of the advantages of AI applications in education.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Writing;

- Computer connected to the Internet, Projector / TV, *hoclieu.vn.*

**III. PROCEDURES**

**1. WARM-UP** (5 mins): Video watching

**a. Objectives:**

- Create an active atmosphere in the class before the lesson;

- Lead into the new lesson.

**b. Procedure:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Video watching**  **\*T’s activities**  - Divide the class into 2 groups.  - Before playing the video, ask Ss to watch carefully and try to remember as many details as possible.  - Show the question  - Give instructions for the game:  + Write as many answers as possible  + The team with more correct answers will be the winner.  **\* Ss’ activities**  - Work in groups to do the activity.  - Take notes if needed.  - Write down all the answers, as many as possible.  - Raise their hands to answer the questions. | **Link:** https://www.youtube.com/watch?v=sj1t3msy8dc  **Questions:**  What can the robot in the video do?  **Suggested answers:**  - listen and follow the user’s commands;  - make video calls;  - remind people what to do everyday;  - self-charge automatically;  - detect unusual situations,  - etc… |

**2. ACTIVITY 1: PRE-WRITING** (8 mins)

**a. Objectives:**

Help Ss generate ideas for their writing.

**b. Procedure:**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1**: Work in pairs. Read the notes and decide which are advantages (+) and which are disadvantages (–) of home robots. Then add the sentences (A-D) in the box to support each advantage or disadvantage. (p.83) | |
| **\* T’s activities**  **-** With higher-level students, put Ss in pairs and have them discuss the advantages and disadvantages of having a home robot. Remind them of Ally from the Listening section and the things it can do.  - With lower-level students, recap the advantages of having Ally as a home robot. Elicit some disadvantages by asking questions such as:  - Ask Ss to read the statements and check if their ideas are included. With lower-level students, check comprehension and explain that each advantage or disadvantage is supported by two reasons or examples, but only one is given. The other one is in the word box.  - Give Ss a few minutes to decide which are advantages and which are disadvantages, and add the additional reasons to the correct statements.  - Call on some pairs to share their answers.  - Confirm the correct answers as a class.  **\* Ss’ activities**  - Work in pairs and discuss the advantages and disadvantages of having a home robot.  - Look at the tables and check if their ideas are included.  - Complete the notes and decide on the advantages and disadvantages of home robots. | **Suggested answers:**  Advantages: 1 - B; 4 - C  Disadvantages: 2 - A; 3 – D  *What will happen if the robot gets broken? In case of an emergency, do you think a robot will be able to dial the emergency phone number? What will happen if we become completely dependent on robots?* |

**3. ACTIVITY 2: WHILE-WRITING** (18 mins)

**a. Objectives:**

Help Ss practice writing an essay about the advantages and disadvantages of home robots.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2:** Write an essay (180–200 words) about the advantages and disadvantages of home robots, using the ideas in task 1 and the suggested outline below. (p.83) | |
| **\*T’s activities**  - Ask Ss to study the outline and the useful expressions and check understanding.  - Review the structure of an essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 2 to check their answers if possible.  - Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of supporting ideas and examples.  - Walk round the class to give further support if needed.  - When Ss finish writing, give them time to check their essays.  - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.  **\* Ss’ activities**  - Brainstorm for the ideas and the language necessary for writing  - Write the first draft individually using the ideas in task 1. | **Suggested answer:**  AI technologies have given us many amazing opportunities. One of them is using smart robots to perform different tasks at home. People are beginning to use home robots, but we need to consider both the advantages and disadvantages that they can bring.  Using home robots has several advantages. First, they can clean our houses, do the laundry and water the plants. They will never complain about doing all the repetitive and boring tasks. Robots can also help us spend more quality time with our families. We will have more time for leisure activities and family bonding. Second, home robots can provide information and entertainment. They are programmed to answer questions about many topics. They can also keep us entertained by performing music or playing games with us.  However, there are also disadvantages of having a home robot. First, all the robots and other intelligent machines are designed by human beings. They need to be pre-programmed by engineers and can only follow a set of instructions. If a robot breaks down, it will be expensive to repair. In addition, we may start relying on home robots too much. We may become lazy and use our brains less and less. This way we may lose our ability to think critically.  In conclusion, home robots are designed to make our lives easier and happier. However, we should not become too dependent on them if we don’t want to lose important life skills. |

**4. ACTIVITY 3: POST-WRITING** (12 mins)

**a. Objectives:**

Do a cross-check and final check on students’ writing.

**d. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  Cross-checking  - Have the pairs swap and gives feedback on each other’s writing.  - Show a writing rubric to help Ss do the peer review.  - Choose one piece of writing and gives feedback on it as a model.  - Choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.  - Choose some typical errors and corrects as a whole class without nominating the Ss’ names.  **\* Students’ activities**  - Do the task as required.  - Swap their piece of writing with their partners and give peer review.  - After peer review, give the writing back to the owner and discuss how to improve it. | **Writing rubric**  1. Organization: …/10  2. Legibility: …/10  3. Ideas: …/10  4. Word choice: …/10  5. Grammar usage and mechanics: …/10  TOTAL: …/50 |

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

The teacher summarizes the main points of the lesson.

**b. Homework**

- Students rewrite the essay in the notebooks;

- Students prepare for Lesson 7 – Communication & Culture.

**Period: 61**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 7: Communication and Culture / CLIL**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Expand vocabulary with the topic of the unit;

- Gain knowledge about the evolution of robots;

- Review expressions for getting attention and interrupting.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of the advantages of AI applications in education.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Communication and Culture / CLIL

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**A. WARM-UP (5 mins):**

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the topic;

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  **Video watching**  - Before playing the video, ask Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want.  - Show the question, Ss raise their hands to grab the chance to answer.  - Lead in the lesson.  **\* Ss’ activities**  - Work in groups to do the activity.  - Raise their hands to answer the questions. | **WARM-UP (5 mins):**  ***Link:*** <https://www.youtube.com/watch?v=Q1d5aiBFNpM>  ***Questions:***  What’s your impression on Ameca – the robot? |

**B. COMMUNICATION: EVERYDAY ENGLISH (20 mins)**

**1. PRESPEAKING (11 mins) : Task 1 (5 mins) + Useful expression (6mins)**

**a. Objectives:**

- Provide a model conversation in which speakers get attention and interrupt;

- Review how to get attention and interrupt.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (5 mins)**  **\* T’s activities**  - Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?*  - Give Ss a few minutes to read the expressions in the box and check to understand.  - In stronger classes, encourage Ss to fill in the gaps based on context clues.  - Have Ss listen and complete the conversation with the words from the box.  - Check answers by asking two Ss to read out the conversations.  - Have Ss underline expressions used to get attention (*Hey, May I have your attention*) and interrupt (*Do you mind, I’m sorry for interrupting*)  - Put Ss in pairs and have them practise the conversation.  - Invite some pairs to role-play the conversation in front of the class.  **\* Ss’ activities**  - Listen to the recording.  - Complete the conversation with words in the box.  - Practise the conversation in pairs. | ***Answer key:***  1. C  2. B  3. D  4. A |

**Useful expressions (6 mins)**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Useful expressions**  **\* T’s activities**  - Give students a list of expressions which are mixed together. Ss have to classify them into 2 groups: get attention and interrupt.  - Ask Ss to classify the expressions into two groups.  - Check as a class.  - Ask if Ss can add some more expressions.  **\* Ss’ activities**  - Work in groups to do the task.  - Take notes in their notebooks. | **\* Getting attention**  • May I have your attention, please?  • Could I ask you a question?  • Can I have a few seconds/a moment of your time?  • Look!/Listen!/Watch!  • Excuse me!  • Sorry to bother you.  • Hey!  **\* Interrupting**  • I'm sorry for interrupting/to interrupt, but I don't quite understand ...  • Sorry for the interruption, but could you(repeat) ...  • This will only take a minute. • Would you mind (telling me) ...  • I apologize for the interruption, but I have an important question about ...  • Pardon me/Excuse me, I have …  • Hold on!  • Just a second |

**2. WHILE – SPEAKING: Task 2 (6 mins)**

**a. Objectives:**

Help Ss practise getting attention and interrupting.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.**  **\* T’s activities**  - Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they go to a museum and robot exhibition, see a friend and want to get his/her attention, how they can interrupt a speaker in a talk on AI.  - Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.  - Go through the Useful expressions in the box and remind Ss to use them in their conversations.  - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. *how they are going to get the attention of a friend, how they are going to interrupt a speaker to ask a question…*  - Walk around the class and provide help if needed.  - Call on some groups to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for getting attention and interrupting, clear pronunciation and fluent delivery.  **\* Ss’ activities**  - Make a plan for the conversation.  - Practise the role-play conversation, based on the two situations.  - Swap the role and continue practising.  - Perform in front of class. | **Suggested answer:**  1.  A: Hey, Long.  B: Oh, hi, Mai. I didn’t expect to see you here. It’s a great exhibition of 21st-century robots, isn’t it?  A: Yes, it is. Oh look! There’s also a VR tour of the robots of the future.  B: Sounds exciting! Shall we do the tour together?  A: Yes, good idea.  2.  A: … So I have talked about the use of AI in education. Now, let’s move on to applications of AI in  our home.  B: Sorry for interrupting you, Dr Peterson, but before you start the new topic, could I ask a question?  A: No problem. Go ahead.  B: Thank you. Would you mind telling us more about the challenges of using AI chatbots in the classroom?  A: That’s a good question. First, chatbots can distract students in the classroom. Second, they can make you dependent on technology. Finally, they may provide wrong answers if there are  errors or bugs in the software. |

**3. POST – SPEAKING (3 mins)**

**a. Objectives:**

Help Ss improve speaking skills

**b. Procedures**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Assessment:**  **\* Ss’ activities**  - Correct students’ answers as a whole class.  **\* T’s activities**  - Check students’ pronunciation and give feedback. | **Students’ answers** |

**C. CULTURE (17 mins)**

**1. PRE – READING (5 mins)**

**a. Objectives:**

Introduce new words / phrases related to the topic.

**b. Procedures**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Check students’ understanding with the “Rub out and remember” technique.  - Ask Ss to take notes on their notebooks.  **\* T’s activities**  - Say the meaning of the words.  - Write new words on their notebook. | ***New words:***  1. artificial (adj)  2. light stimulus (n)  3. milestone (n)  4. imitate (v)  5. aspect (n) |

**2. WHILE – READING: Task 1 ( 7 mins)**

**a. Objectives:**

Help Ss learn about the evolution of robots;

**b. Procedures**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the text and complete the timeline showing the evolution of robots. (7 mins)**  **\*T’s activities**  - Ask Ss some questions to find out what they already know about the topic, e.g. *Have you ever had/met a robot? When did the first robot appear? How have robots changed?*  - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What type of robots were first introduced? In which field are robots being used? Can you list some examples of robots?*  - Put Ss into pairs. Ask them to read the text and complete the timeline illustrating the evolution of robots with suitable numbers or words. Walk around the class and offer help, explaining unfamiliar words or answering questions.  - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer.  - Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.  **\* Ss’ activities**  - Students answer questions to find out what they already know about the topic.  - Students work in pairs and read the text and complete the timeline illustrating the evolution of robots with suitable numbers or words. | ***Answers:***  1. 1959  2. Kismet  3. 2005  4. visual recognition |

**3. POST - READING: Task 2 ( 5 mins)**

**a. Objectives:**

Help Ss relate what they have learnt about robots to the situation in Viet Nam.

**b. Procedures**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Discuss the questions. (5 mins)**  **\* T’s activities**  - Ask Ss to work in groups to discuss the two questions.  - In weaker classes, ask questions to brainstorm ideas as a class, e.g. *Is AI being used in Viet Nam? What are they?*  - To answer the first question, encourage Ss to think of some fields which are applying AI, e.g: education *(Google search, ChatGPT, Grammarly), workplace (facial recognition, Auto-answer box), home (robot cleaner, facial recognition), entertainment (VR).* Then they come up with some ideas about how robots and AI will be in the future ( *AI will replace tedious or dangerous tasks, AI will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness, robots will be controlled by our minds*)  - Invite some groups to present a summary of their discussion to the class.  **\* Ss’ activities**  - Students work in groups to discuss the question.  - Students share their ideas in front of class. | ***Suggested answers:***  Artificial intelligence (AI) and machine learning have become very popular in Viet Nam. For example, AI apps such as Google search, ChatGPT, and Grammarly, are used in education, while many facial recognition and auto-answer apps are used in the workplace. Facial and speech recognition apps are also used at home. Robot cleaners are becoming popular as well. Virtual reality is also used in the entertainment industry.  In the future, AI will be used in healthcare a lot more. It will also help diagnose and treat neurological disorders like Alzheimer’s and Parkinson’s. It will also be used to detect birth defects in early pregnancy. Moreover, AI will be able to decode brain activities and change it to continuous text, which means it can translate for people who struggle to speak. There will be a lot more advanced  robots in all industries and they will take up most of the manual jobs. In education, robots will be  capable of teaching all subjects. |

**D. CONSOLIDATION (3ms)**

**a. Wrap-up**

The teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson

**Period: 62**

**UNIT 6: ARTIFICIAL INTELLIGENCE**

**Lesson 8: Looking back and project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 6;

- Apply what they have learnt (vocabulary and grammar) into practice through a project;

*-* Propose a way to use AI in daily life and give a group presentation about it.

**2. Competence**

- Develop communication skills and creativity;

- Develop presentation skills;

- Develop critical thinking skills;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**3. Personal qualities**

- Be aware of the importance of AI in life;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 6, Looking Back and project;

- Computer connected to the Internet;

- Projector / TV/ pictures and cards, *hoclieu.vn.*

**III. PROCEDURES**

**1. Warm-up** ( 5 mins): Games:Lucky number.

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge of the topic;

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS ACTIVITIES** | **CONTENTS** |
| **Game: Lucky number**  **\* T’s activities**  - Give Ss the instructions for the games:  + Ss work in 2 teams.  + There are 7 numbers, 1 of which are lucky ones.  + If Ss choose a lucky number, they get one point without answering the question.  + If they choose the other numbers, Ss have to rearrange the letters in the word to make a correct one. (scramble words)  + One point for a correct answer.  + The group with the most points is the winner.  **\* Ss’ activities**  - Join the game and guess the words. | ***Suggested words:***  1. Chatbots  2. Personalize  3. Portfolio  4. Virtual  5. Platform  6. Robotic |

**2. ACTIVITY 1: LOOKING BACK** (10 mins)

**a. Objectives:**

- Revise the pronunciation of the homophones;

- Revise words and phrases they have learnt in this unit;

- Revise Active and Passive Causatives.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practice saying the sentences in pairs.** (4 mins) | |
| **\* T’s activities**  - Tell Ss to listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs.  - Play the recording once for Ss to check their answers.  - Have Ss practice saying the sentences out loud in pairs, paying attention to the homophones.  **\* Ss’ activities**  - Listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs.  - Practice saying the sentences out loud in pairs. | ***Suggested answers:***  1. People are not allowed to talk **aloud** in the library.  2. Students felt very **bored** when their teacher kept writing on the board.  3. **Where** can I buy some new clothes to wear to the party?  4. Robots don’t **know** how to say ‘No’. |
| **Vocabulary: Complete the sentences using the correct forms of the words in the box** ( 4 mins) | |
| **\* T’s activities**  - Ask students to read each sentence and decide on the suitable word to complete each sentence;  - Check answers in pairs/groups.  **\* Ss’ activities**  - Read each sentence.  - Study the context carefully and decide on the suitable word to complete each sentence. | ***Suggested answers:***  1. applications  2. artificial intelligence  3. activate  4. virtual |
| **Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given sentences.** (2 mins) | |
| **\* T’s activities**  - Ask Ss to read sentences and choose the correct answer for each sentence.  - Have Ss check their answers in pairs/groups.  - Check answers by asking individual Ss to read each sentence and elicit the type of causative (active or passive) in each blank.  **\* Ss’ activities**  - Read sentences and choose the correct answer for each sentence.  - Check answers in pairs/groups.  - Explain the answers. | ***Suggested answers:***  1. A  2. C  3. D  4. B |

**3. ACTIVITY 2: PROJECT** (28 mins)

**a. Objectives:**

Provide an opportunity for Ss to develop their research and collaboration skills, and to practice giving a presentation.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  - Ask Ss to present what they have prepared for the project.  - Work in their groups.  - Give Ss a checklist for peer and self-assessment.  - Have groups display their posters/ leaflets.  - Vote for the best poster/ leaflet.  **\* Ss’ activities**  - Exhibit their posters and make presentations.  - Observe and complete the evaluation sheet. | ***Students’ presentations*** |

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

Ss do exercises in the workbook and prepare for Unit 7.