D.O.P: 2903/2025   **REVIEW 3**
D.O.T: 31/03/2025   **Lesson: Skills**
Week: 28- Period: 80

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Revise listening and speaking skills Ss have learnt in Units 6-8
2. Competences
- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.
3. Personal qualities
- Develop self-study skills.

II. MATERIALS
- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*
III. PROCEDURES
1. WARM-UP (5 mins)
a. Objectives:
- To create a friendly and lively atmosphere in the classroom;
- To enhance students' skills of cooperating with teammates.
b. Content:
- Video watching
c. Expected outcomes:
- Students have an overview about the topic of the lesson.
d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher plays the video and has Ss take notes of what they've seen from the video. - Teacher asks Ss to work in groups and tell the whole class some information about blue whales. - Teachers asks Ss if they can provide any further information about blue whales. - Teacher leads in the lesson.	- Watch the video and take notes. - Work in groups, discuss and tell the whole class the information from the video.	**Link:** https://www.youtube.com/watch?v=bgiPTUy2RqI

e. Assessment
- T observes and gives feedback.

2. ACTIVITY 1: LISTENING (17 mins)
a. Objectives:
- To help Ss practise listening for the main idea.
- To help Ss practise listening for specific information.
b. Content:
- Task 1: Listen and choose the factors that have affected the blue whale population. There is one extra option. (p.114)
- Task 2: Listen again and choose the correct answer A, B, or C. (p.114)
c. Expected outcomes:
- Students can practise listening for the main idea and specific information about blue whales.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and choose the factors that have affected the blue whale population. There is one extra option. (9 mins)		
- Tell Ss that they are going to hear a talk about the blue whale population. Ask Ss to read through five factors that have affected the blue whale population and predict what can be the major reasons. - Call on some Ss to share their predictions. - Remind Ss to choose four of the factors that have affected the blue whale population while they are listening. - Play the recording for Ss to listen and check. - Confirm the correct answers. Ask Ss to give the clues that help them work out the answer.	- Students read through five factors and predict. - Students listen and choose the factors that have affected the blue whales. - Students check the answers in pairs.	*Answer key:* A, B, D, E
Task 2: Listen again and choose the correct answer A, B, or C. (8 mins)		
- Ask Ss to look at the questions and underline the key words. Then tell them to look through the options following each question and try to identify the differences between them. - Play the recording again and have Ss listen and choose the correct answers. - Have Ss work in pairs to compare their answers. - Check the answers as a class.	- Students look at the questions and underline the key words. - Students listen and choose the best answer. - Students check the answers in pairs and with the whole class.	*Answer key:* 1. A 2. C 3. B 4. C

- In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers.		

e. Assessment
- Teacher observes and gives feedback.

3. ACTIVITY 2: SPEAKING (20 mins)
a. Objectives:
- To help Ss develop the ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.
b. Content:
- Task 1: Work in pairs. Match the threats facing blue whales with the solutions. (p.114)
- Task 2: Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class. (p.114)
c. Expected outcomes:
- Students can talk about threats and solutions to an issue.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Match the threats facing blue whales with the solutions. (10 mins)		
- Have Ss read through the threats and solutions. Draw the table on the board if necessary. - Ask them to work in pairs to match the threats facing blue whales with the appropriate solutions. - Walk around the class to offer help if necessary. - Invite some pairs to share the answers. - Confirm the answers as a class.	- Students work in pairs and match the threats with the solutions. - Students check the answer with the whole class.	*Answer key:* 1. b 2. a 3. d 4. c
Task 2: Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class. (10 mins)		
- Ask Ss to look at the solutions from activity 1 in Speaking again. Then tell them to think about what each individual can	- Students work in groups to discuss each solution above and think about what each individual can do to help save the blue whales. - Present to the class.	*Suggested answer:* **Discussion:** A: As we have learnt, the blue whale population is

do to help save blue whales. - Have Ss work in groups and discuss what each individual can do to help save blue whales. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class.		decreasing rapidly for several reasons. Today, we need to discuss what each individual should do to protect the blue whales. B: Well, I think people should stop buying and eating whale meat. If there is no demand for whale meat, then the whales will not be hunted. C: I totally agree with you. We should also raise people's awareness about plastic pollution that can cause the death of blue whales. A: Yes, unfortunately, there're still people who aren't concerned about the plastic pollution in our oceans. We should all reduce our plastic use because plastic pollution is the greatest threat to ocean life. **Summary:** Our group focused on two main threats: hunting blue whales and plastic pollution. We all agree that people should stop buying and eating whale meat. If there is no demand for whale meat, then they won't be hunted for commercial purposes. We also think that there are still people who aren't concerned about plastic pollution. We suggest that there should be more

		awareness raising activities. Each individual should reduce their plastic use. This in turn will help reduce the amount of plastics that is released or dumped in oceans.

e. Assessment
- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION
a. Wrap-up
- 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.

D.O.P: 29/03/2025   **REVIEW 3**
D.O.T: 01/04/2025   **Lesson: Skills (Reading- Writing)**
Week: 28- Period: 81

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Revise listening and speaking skills Ss have learnt in Units 6-8
2. Competences
- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.
3. Personal qualities
- Develop self-study skills.

II. MATERIALS
- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*
III. PROCEDURES
1. WARM-UP (5 mins)
a. Objectives:
- To create a friendly and lively atmosphere in the classroom.
- To enhance students' skills of cooperating with teammates.
b. Content:
- Video watching
c. Expected outcomes:
- Students can have an overview of AI's pros and cons.
d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher plays the recording and has Ss take notes of what they've seen from the video.	- Watch the video and take notes. - Work in groups, discuss	**Link:** https:// www.youtube.com/watch? v=DNJhyEahKjg

- Teacher asks Ss to work in groups and tell the whole class about AI's pros and cons. - Teachers asks Ss if they can provide any further information about AI or advanced technology. - Teacher leads in the lesson.	and tell the whole class about AI's pros and cons.	

e. Assessment
- T observes and gives feedback.

2. ACTIVITY 1: READING (17 mins)
a. Objectives:
- To help Ss practise reading for the main idea.
- To help Ss practise reading for the specific information.
b. Content:
- Task 1: Read the article below. match each section (A–C) with the heading (1–5). There are TWO extra headings. (p. 115)
- Task 2: Read the article again. Choose the correct answer A, B, C, or D. (p. 115)
c. Expected outcomes:
- Students can practise reading for the main idea and specific information about AI.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the article below. Match each section (A–C) with the heading (1–5). There are TWO extra headings. (10 mins)		
- Have Ss read five headings provided in the box first and check their understanding. - Then ask Ss to read the whole text once. For each paragraph, tell Ss to read the first and the last sentences of the paragraph, which can possibly help them get the main idea. After that, Ss look through the headings again and match the paragraph with the heading containing most relevant/ suitable information. - Put Ss into pairs to do the activity. - Check answers as a class. Explain why options A and C are wrong, e.g.	- Students read the text individually first. - Students work in pairs to find the suitable heading for each paragraph. - Students compare their answers with their partners and with the whole class.	*Answer key:* A - 5 B - 2 C - 4

No paragraph mentioned the changes in users' appearance, and paragraph 1 only mentioned that "AI can automatically change data into various forms", but it did not tell readers about writing a newspaper automatically.		

Task 2: Read the article again. Choose the correct answer A, B, C, or D. (7 mins)

		Suggested answer 1-B; 2-C; 3-A; 4-D
- Have Ss read through the questions and the options. Make sure Ss understand the questions. - Ask Ss to underline the key words in each question. - Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best option for each question. - Have Ss work in pairs to compare their answers. - Check the answers as a class and ask Ss to explain their choice.	- Students read through the questions individually. - Students work in pairs to finish the task. - Students compare their answers.	

e. Assessment
- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

3. ACTIVITY 3: WRITING (20 mins)
a. Objectives:
- To help Ss practise writing an essay about the benefits and possible problems of using AI in creating content on the mass media.
b. Content:
- Write an essay (180–200 words) about the benefits of using ai in creating content for the mass media and the problems caused by it. Select and combine information from Reading and the suggested ideas below.
c. Expected outcomes:
- Ss can write an essay about AI.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Write an essay (180–200 words) about the benefits of using ai in creating content for the mass media and the problems caused by it. Select and combine information from Reading and the suggested ideas below. (20 mins)		
- Have Ss read through the problems of using AI in creating contents on the mass media and reasons. - Ask Ss to make a list of the benefits and possible problems of using AI in creating content on the mass media. Tell Ss to select and combine the information from the text in Reading and from the table in Writing. - Have Ss work in pairs. Ask them to discuss the organization of the text. - Give Ss enough time to write an essay about the benefits and possible problems of using AI in creating content on the mass media. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help if necessary. - If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation. - Collect Ss' essays to mark and provide written feedback in the next lesson. - In weaker classes, provide Ss with the outline below.	- Ss read through the problems of using AI in creating contents on the mass media and reasons. - Ss discuss the organization of the text in pairs. - Ss write the essay and cross-check with their partner.	*Suggested answers***:** **For and against AI in mass media** The mass media has undergone many changes over the last century. It has also been affected by the rise of artificial intelligence. Although AI has brought some benefits, there are some risks and challenges associated with using AI in creating content for the mass media. One obvious benefit is that AI can help spot false stories. Moreover, the advanced technology is able to sort information from different sources and automatically change it into various forms such as online graphic organisers or videos. In addition, AI has the ability to collect and analyse information about the habits of TV viewers. This has helped content creators identify popular trends and produce programmes more likely to be watched by many people. However, AI also

		presents some dangers. It is believed that AI can reduce people's creativity in content writing. With the help of the software, most content can be automatically generated, so it will not be necessary for people to think of imaginative ideas. This can also result in loss of jobs in the mass media where writers, editors, and journalists are at risk of being replaced by smart robot workers in the future. In conclusion, although artificial intelligence has become a powerful tool for creating content for the mass media, it can also create problems that need to be carefully considered and resolved.

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 9

D.O.P: 29/03/2025   **REVISION FOR THE FIRST MID-TERM**
D.O.T: 03/04/2025
Week: 28- Period: 82

I. OBJECTIVES
 1. Knowledge: By the end of the lesson, students will be able to gain:

- Use words related the topic of the unit 6,7,8;
- Pronounce correctly;
- Apply the knowledge of grammar points learnt in the previous units to do the task; the unit 6,7,8
- Use the definite and indefinite articles

- Use the verbs in the unit 6,7,8 to refer to a whole sentence
 2. Competences: By the end of the lesson, students will be able to:
- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.
 3. Qualities: By the end of the lesson, students will be able to:

- Develop self-study skills;

- Raise students' awareness of the need to keep their neighbourhood green.
II. TEACHING AIDS
- Teaching aids: lesson plan, Grade 12 text book, laptop, projector / TV/ pictures and cards...
- Teaching method: Task-based learning, group work, pair work, individual work.

III. PROCEDURE

REVISION 6

C. BÀI KIỂM TRA

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. inter**a**ctive   B. st**a**ndby   C. v**a**cuum   D. inst**a**ll

Question 2: A. di**s**ability B. hand**s**-on   C. conver**s**ational   D. **s**timulus

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of the primary stress in each of the following questions.

Question 3: A. upgrade B. download   C. engaged   D. virtual

Question 4: A. portfolio B. identity   C. evolution   D. repetitive

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

Question 5: To _____ the robot, the technician input specific commands into its control system.

A. activate   B. analyse   C. interact   D. imitate

Question 6: He had the educational chatbot _____ complex concepts in his homework.

A. explaining   B. to explain   C. explained   D. explain

Question 7: Users can engage with the virtual reality environment through gesture controls and voice _____.

A. portfolios   B. stimuli   C. platforms   D. commands

Question 8: Technicians got the AI-powered robot _____ to react to human gestures.

A. to be programmed   B. programmed   C. programme   D. to programm

Question 9: Person A: Today, I am going to bring up something related to artificial intelligence?

Person B: _____, but could you clarify the topic of your talk?

Person A: Sure. I am going to discuss the recent advancements in AI technology.

A. I'm sorry for speaking   B. Do you mind

C. I'm sorry for interrupting   D. May I have your attention

Read the following advertisement/announcement and mark the letter A, B, C or D to indicate the correct option that best fits each of the number blanks from 10 to 15.

AI ROBOT EXHIBITION COMING SOON!

Time & Date: 8 a.m. on May 4th

Location: National Convention Centre

Embark on a journey into the future at our AI Robot Exhibition on May 4th

Join us for a day filled with cutting-edge technology and fascinating activities:

- **Robot Demonstrations:** witness AI-powered robots showcasing their advanced capabilities

- **(10) _____ Zones:** Engage in **(11) _____** activities, test cutting-edge AI applications, and experience the future first-hand

- **Expert Talks:** Learn from industry leaders discussing the impact of AI on various sectors

- **Q&A Sessions:** Have your burning questions answered by AI experts.

Contact Information: For event inquiries and details, please reach out to hightech@gmail.com

Immerse yourself in the marvels of artificial intelligence and discover how robots are shaping our world. Save **(12)** _____ date, bring your curiosity, and be part of this extraordinary AI experience!

Question 10: A. Interactively   B. Interactive   C. Interaction   D. Interact

Question 11: A. hands-on   B. artificial   C. advanced   D. instant

Question 12: A. an   B. Ø (no article)   C. the   D. a

OUR SMART HOME COMPANION!

We have RoboMate - a cutting-edge home robot - **(13)** _____ to make your life easier and more enjoyable, with its sleek design and advanced AI capabilities, RoboMate is more than just a machine; it's your personal assistant, security guard, and entertainment companion all in one.

* Key Features:

- Smart Assistance: Support daily tasks, manage your schedule, and provide instant information

- Home Security: Equipped **(14)** _____ state-of-the-art sensors, it ensures the safety of your home with **(15)** _____ monitoring.

- Entertainment Hub: Enjoy your favourite music, control smart devices, and even participate in casual conversations with RoboMate.

- Effortless Cleaning: Sweep, mop, and vacuum, keeping your home spotless with built-in cleaning functions.

* Affordable Convenience: RoboMate is available at the incredible price of $5,000. Experience the benefits of a smart home without breaking the bank!

Question 13: A. to design   B. designed   C. be designed   D. design

Question 14: A. on   B. for   C. in   D. with

Question 15: A. personalised   B. real-life   C. real-time   D. spare

Mark the letter A, B, C or D to indicate the correct arrangement of the sentences to make a meaningful paragraph/letter in each of the following questions.

Question 16:

a. After logging in, go to the "GPT-3.5" section and click on "Create." This is your next step after signing in.

b. Once you've set those details, head over to the "Chat" tab. This is where you get to actually talk to your chatbot.

c. Finally, start chatting! Type in your questions or prompts, and see how your chatbot responds based on what you've set up earlier.

d. First, go to the OpenAI website and sign into your account. This is where you start.

e. Now, set up your chatbot by choosing its name, what it's for, and the language it should use. This happens right after you click "Create."

A. d-e-a-b-c   B. d-a-e-b-c   C. d-c-a-b-e   D. d-a-b-e-c

Question 17:

a. I find it fascinating how VR can transport students to different environments, making history, science, and other subjects come alive.

b. In my opinion, VR has immense potential to revolutionise the learning experience, allowing students to engage with subjects in ways that traditional methods can't match.
c. Dear Jack,
    I hope this email finds you well. I've been exploring the use of virtual reality (VR) in education lately and wanted to share my thoughts with you.
d. What are your thoughts on this innovative approach to education? I'd love to hear your perspective and discuss it further.
e. Best regards,
f. However, I do have some concerns, particularly regarding accessibility and the potential for overreliance on technology.
A. c-a-b-f-d-e   B. c-b-f-a-d-e   C. c-d-b-a-f-e   D. c-b-a-f-d-e

Read the following passage and mark the letter A, B, C or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

Artificial Intelligence (AI) has revolutionised the manufacturing industry, offering numerous benefits that have improved efficiency, productivity, and overall profitability.
One significant advantage of AI in manufacturing is the ability to improve accuracy and quality control. **(18) _____**, as these systems are designed to perform tasks with precision, consistency, and attention to detail. This ensures that product quality remains consistent throughout the production process, decreasing the costs **(19) _____**.
Additionally, AI can detect problems in real-time, enabling manufacturers to address issues promptly and **(20) _____.**
Another key benefit of AI in manufacturing is **(21) _____** to enhance production efficiency. AI algorithms can analyse vast amounts of data quickly and identify patterns or trends **(22) _____**. This allows manufacturers to optimise their production processes, making them more cost-effective and time-efficient. Furthermore, AI-powered machines and robots can perform tasks faster than humans, maximising productivity. **(23) _____**, manufacturers can achieve higher production rates and increase their profits.
Adapted from https://otssolutions.com/role-of-ai-in-manufacturing-industry/

Question 18:   A. With AI-powered machines and manufacturers, robots can minimise human errors.
B. With AI-powered machines and robots, manufacturers can minimise human errors.
C. With human errors, manufacturers can minimise AI-powered machines and robots.
D. With manufacturers, AI-powered machines and robots can minimise human errors.
Question 19:
A. to be associated with rework or returns   B. associating with rework or returns
C. associated with rework or returns   D. to associate with rework or returns
Question 20:   A. preventing reaching consumers from low-quality products
B. preventing low-quality products from reaching consumers
C. prevent reaching consumers from low-quality products
D. prevent low-quality products from reaching consumers
Question 21:   A. its capacity   B. our capacity   C. their capacity   D. his capacity
Question 22:
A. might otherwise go unnoticed by humans
B. that might otherwise go unnoticed by humans

C. that humans might otherwise go unnoticed them
D. humans might otherwise go unnoticed
Question 23:
A. Despite making use of the power of AI   B. By making use of AI of the power
C. By making use of the power of AI   D. Due to making use of AI of the power

Read the following passage and mark the letter A, B, C or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

AI has made significant developments in healthcare this year by improving diagnostics, enabling personalised medicine and promoting drug discovery. Machine learning algorithms are now facilitating early disease detection and more accurate diagnoses, (24) _____ personalised medicine is helping doctors customise treatment plans for each patient's unique genetic makeup.

AI has also made a great impact on healthcare through the (25) _____ of wearable devices and loT-enabled health monitoring systems. These technologies continuously collect valuable patient data like heart rate, blood pressure and glucose levels, so healthcare providers can monitor and manage chronic conditions more effectively.

Providers have also been able to significantly improve mental health care by using AI to create (26) _____, personalised support systems. Chatbots and virtual therapists, (27) _____ are powered by natural language processing and machine learning, can engage users in therapeutic conversations, helping to ease symptoms of anxiety, depression and (28) _____ other mental health issues.

Adapted from https://www.forbes.com/sites/bernardmarr/2023/05/10/l5-amazing-real-world-applications-of-ai-everyone-should-know-about/?sh=43b62bed85e8

Question 24: A. as   B. however   C. thereby   D. while
Question 25: A. identity   B. integration   C. mode   D. concept
Question 26: A. accessible   B. accessibility   C. accessibly   D. access
Question 27: A. A. whom   B. which   C. who   D. that
Question 28: A. lot of   B. much   C. few   D. many

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 33.

In late March, more than 1,000 technology leaders and researchers working in and around artificial intelligence signed an open letter warning that AI technologies present "serious risks to society and humanity."

A neural network is a mathematical system that learns skills by analysing data. About five years ago, companies like Google, Microsoft and OpenAI began building neural networks that learned from huge amounts of digital text called large language models, or L.L.M.S. By pinpointing patterns in that text, L.L.M.S learn to create text on their own, including blog posts, poems and computer programs.

This technology can help computer programmers, writers and other workers generate ideas and do things more quickly. But Dr. Bengio and other experts also warned that L.L.M.S can learn unwanted and unexpected behaviours. **They** can generate untruthful, biassed and otherwise toxic information. Systems like GPT-4 get facts wrong and make up information. Because these systems deliver information with what seems like complete confidence, it can be a struggle to separate truth from fiction when using them. Experts are concerned that

people will rely on these systems for medical advice, emotional support and the raw information they use to make decisions. Experts are also worried that people will misuse these systems to spread disinformation.

Experts are worried that the new AI could be job killers. Right now, technologies like GPT-4 tend to complement human workers. But OpenAI acknowledges that they could replace some workers. They cannot yet **duplicate** the work of lawyers, accountants or doctors. But they could replace paralegals, personal assistants and translators.

Adapted from https://www.nytimes.com/2023/05/01/technology/ai-problems-danger-chatgpt.html

Question 29: Which of the following would be the best title for the passage?
A. The Negative Impacts of AI Technologies on Job Market
B. The Over Reliance on AI Technologies
C. The Concerns Associated with Advanced Al Systems
D. The Evolution of Neural Networks in Artificial Intelligence
Question 30: What is the primary concern expressed by Dr. Bengio and other experts regarding large language models (LL.M.s)?
A. their inability to generate misleading information
B. the risks related to unforeseen behaviours
C. their potential to complement human workers
D. their limited application in medical fields
Question 31: The word **"they"** in paragraph 3 refers to _____.
A. ideas   B. experts   C. L.L.M.s   D. behaviours
Question 32: The word **"duplicate"** in paragraph 5 is closest in meaning to _____.
A. exploit   B. mimic   C. upgrade   D. assist
Question 33: Which of the following is NOT true according to the passage?
A. Neural networks, like L.L.M.S, learn from digital text to generate various forms of content.
B. GPT-4 systems are incapable of producing imprecise or biased information.
C. There is a fear that people will misuse AI systems for spreading inaccurate information.
D. A.I. systems can implement human workers, but they could lead to displacement in certain jobs.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.
With the advent of ChatGPT and Canva's magic features, artificial intelligence (AI) is quickly becoming an integral part of our everyday lives. This rapid technological advancement highlights the importance of integrating AI education into the curriculum not only to ensure that all students are well-equipped for their academic futures but also for workforce development.

AI has the potential to revolutionise the education sector by enhancing learning experiences, supporting teachers and offering more personalised learning opportunities for students. Some areas in which AI can transform the classroom include personalised learning, adaptive learning, special needs education and so on.

More specifically, personalised learning involves AI-powered systems that analyse students' learning styles, strengths and weaknesses to create tailored lesson plans and suggest

resources to serve their individual needs. Adaptive learning platforms can adjust to each student's progress in real-time, identifying gaps in knowledge and providing immediate feedback. AI can also help teachers automate administrative tasks, enabling them to focus more on instruction.

Moreover, AI is transforming the job market, with increasing demand for professionals skilled in AI and related fields. Teaching students about AI can help them develop the knowledge and skills needed to pursue careers in technology, data science and other in-demand industries. AI learning also can inspire **them** to generate ideas and solutions, promoting creativity and innovation –essential skills in today's competitive job market.

There are some risks of excluding students from AI education. First, preventing students from learning about AI can contribute to the digital gap, as they may not have the knowledge and skills needed to navigate AI-driven technologies in their daily lives. This can **restrict** their ability to access information, participate in the digital economy and Moreover, students who lack AI education may find it more challenging to ensure well-paying jobs as many traditional roles may be automated or significantly transformed by AI. This can lead to increased economic inequality and limit social mobility for those who are not adequately prepared for the AI-driven job market.

To mitigate these dangers, it is essential to promote **equitable** access to AI education for all students. This will help to ensure that everyone has the opportunity to benefit from the advancements in AI and contribute to a just society.

Adapted from https://www.languagemagazine.com/2023/05/31/the-importance-of-artificial-intelligence-in-education-for-all-students/

Question 34: Which of the following would be the best title for the passage?
A. The Impact of AI on Workforce Development
B. The Significance of Integrating AI into Education
C. The Evolution of AI Technologies and Education
D. The Dangers Of Excluding Students From AI Education

Question 35: The word **"them"** in paragraph 3 refers to _____.
A. professionals   B. students   C. skills   D. industries

Question 36: The word **"restrict"** in paragraph 4 is closest in meaning to _____.
A. enhance   B. facilitate   C. provoke   D. limit

Question 37: According to the passage, what is the role of AI in transforming the job market?
A. boosting skills needed in today's job market
B. diminishing demand for professionals related to AI
C. eliminating the need for job-specific skills
D. creating a surplus of jobs in traditional roles

Question 38: The word **"equitable"** in paragraph 5 is closest in meaning to _____.
A. unequal   B. biassed   C. just   D. instant

Question 39: Which of the following is NOT true according to the passage?
A. AI education benefits both students' academic futures and the labour force.
B. Personalised learning allows students to identify gaps in knowledge and skills.
C. Preventing students from learning about AI can result in the digital gap.
D. Equitable access to AI education is a solution to cope with risks of AI.

Question 40: Which of the following can be inferred from the passage?
A. Personalised learning and adaptive learning are ways AI serves individual student needs.

B. The more AI education develops, the more students pursue demanding jobs.

C. Students lacking AI education are more likely to take traditional roles than high- paying jobs.

D. AI education definitely results in less economic inequality and more social mobility for everyone.

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

- Prepare for the next lesson: the mid-term test