D.O.P: 12/01/2025	**UNIT 6: ARTIFICIAL INTELLIGENCE**
D.O.T: 15/01/2025	**Lesson: Getting started – A visit to a high-tech center**
Week: 19- Period: 55	

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Gain an overview about the topic 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
- *hoclieu.vn*
III. PROCEDURES

1. WARM-UP (5 mins)
a. Objectives:
- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.
b. Content:
- Crossword
c. Expected outcomes:
- Students can revise vocabulary related to the topic and guess the keyword.
d. Organisation:

TEACHER AND STUDENTS' ACTIVITIES	**CONTENTS**
Crossword (PPT slides)	1. A**R**TIFICIAL
- Teacher divides the class into four teams.	2. TECHN**O**LOGY
- Students work in groups.	3. LA**B**ORATORY
	4. AUT**O**MATIC
- Teacher gives each team a handout of a crossword puzzle for them to solve.	5. IN**T**ELLIGENCE
	6. **S**CIENTIST
- Students work together and solve the crossword.	1. not real , made or produced to copy something natural
- The first team to finish the task and get the correct keyword will be the winner of the game.	2. scientific knowledge used in practical ways in industry, for example in designing new machines
- Teacher checks each word. Give further explanation if necessary.	3. a room or building used for scientific research, experiments, testing, etc.
- Students check the answers and take notes on the important words.	4. having controls that work without needing a person to operate them
- Teacher leads in the lesson.	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 => **Keyword: ROBOTS**

e. Assessment
- T observes and gives feedback.
2. ACTIVITY 1: PRESENTATION (5 mins)
a. Objectives:
- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.
b. Content:
- Vocabulary pre-teaching
c. Expected outcomes:
- Students can identify some new words related to the topic.
d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Students listen to the teacher's explanation and guess the words. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. - Students write down the new words in their notebook.	**New words:** 1. virtual (adj) 2. exhibition (n) 3. activate (v) 4. facial recognition (n)

e. Assessment
- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.
3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives: - To introduce the unit topic (Artificial Intelligence); - To introduce some vocabulary and the grammar point to be learnt in the unit; **b. Content:** - Task 1: Listen and read. (p.76) - Task 2: Read the conversation again and answer the questions. (p.77) - Task 3: Find words in Task 1 with the following meanings (p.77) - Task 4: Complete the sentences with words or a phrase from Task 1 (p.77) **c. Expected outcomes:** - Students can thoroughly understand the content of the text and complete the tasks successfully. **d. Organization**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS

Task 1: Listen and read. (6 mins)
- 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, e.g. *What can you see in the two photos?* (photo 1: a technology center; photo 2: a robot and a student); *Which activity do you think the students are attending?* (a field trip to a high-tech centre); *Who might be the tour guide*? (The robot) Encourage Ss to use their imagination and accept all answers. Then explain that they are visiting a high-tech centre.
- Students look at the picture and answer the questions.
- Play the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to artificial intelligence in the conversation.
- Students listen to the recording.
- Have Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class.
- Students underline words/phrases related to artificial intelligence in the conversation.
- Students compare the words and phrases with their partners.
- Call on three Ss to read the conversation aloud.
- Students read the conversation aloud.
- Note: We'd normally use 'it' for a robot, unless it is given a male or female name.

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 centre
3. The robot

Task 2: Read the conversation again and answer the questions. (5 mins)
- Ask Ss to work in pairs and look at the four questions carefully. Ask them to underline the keywords in each question (*E.g: 1-Why, Nam, excited; 2- What, robots, do; 3 –What, examples, AI applications; 4- Where, Mai, see, facial recognition screen)*. Then read the conversation and locate the part of the conversation that contains the information.
- Students work independently to do the activity.
- Call out each blank and have different pairs provide their answers.
- Students compare the answers in pairs.
- Confirm the correct answers.

Answer key:
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 centre.

Task 3: Find words in Task 1 with the following meanings (6 mins)

Answer key:
1. capable
2. activated
3. applications
4. recognition

- 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 mearning to the given meanings. - Students read the conversation again and work independently to do the activity. - Call on individual S to write the answers on the boards. Check answers as a class. - Students share and check the answers.	
Task 4: Complete the sentences with words or a phrase from Task 1. (5 mins) - 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. - Students work individually to complete the sentences - In weaker classes, 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. - Students share and check the answers.	*Answer key:* 1. taken 2. to take 3. activated 4. checked

e. Assessment
- Teacher checks students' exercises individually and gives feedback.
4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:
- To help Ss memorize the key information about the science and technology;
- To get Ss to speak about the main features of Jessica – the robot in the reading text.
b. Content:
- Role-play: Jessica - the AI robot
c. Expected outcomes:
- Ss can talk about the main features of Jessica – the robot in the reading text and some science and technology knowledge related to AI.
d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Role-play: Jessica - the AI robot (10 mins) - Teacher lets Ss work in groups of 4. In each group, one student plays the role of Jessica – the robot, others are	*Students' own creativity*

| students who visit the high-tech centre.
- Students work in groups to follow teacher's instructions.
- 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:
+ *Which special abilities do you have?*
+ *What are your strengths and weaknesses?*
+ *Which AI technology will be popular in the future?*
- Teacher asks to use their imagination and creativity in the role play together with the information provided in the reading text.
- Teacher calls on some groups to present their stories.
- Students perform in front of the class.
- Teacher asks other groups to listen and give comments.
- Teacher gives feedback and gives marks to the best group. | |

e. Assessment
- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' 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 project in Lesson 8

D.O.P: 12/01/2025   **UNIT 6: ARTIFICIAL INTELLIGENCE**
D.O.T: 15/01/2025   **Lesson: Language**
Week: 19- Period: 56

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
- 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, Language
- Computer connected to the Internet
- Printed worksheets
- Projector / TV
- *hoclieu.vn*
III. PROCEDURES
1. WARM-UP (5 mins)

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a. Objectives:
- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.
b. Content:
- Homophone game
c. Expected outcomes:
- Students can get ready to know about homophones.
d. Organisation:

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Homophone game
- Let Ss work in groups of 4.
- Students work in groups to do the activity.
- 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.

- Teacher goes around to help Ss when necessary.
- Teacher checks the answer for each group which finishes the task early.
- Students check the answers.

- Teacher checks the answer with the whole class and leads in the lesson.

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Suggested cards:

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e. Assessment
- Teacher observes and gives feedback.
2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:
- To help Ss recognise and practise homophones.
- To help Ss practise identifying homophones.
b. Content:
- Task 1: Listen and repeat the following homophones. (p.78)
- Task 2: Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs. (p.78)
c. Expected outcomes:
- Students can distinguish homophones and use the correct words in a complete sentence.
d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
	Students' practise
Task 1: Listen and repeat the following homophones. (6 mins) - 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. - Answer teacher's question, identify the similarity and differences between these two words. *Example: I have two books, too.* 　　　　　　 */tu:/　　　/tu:/* - Play the recording and ask Ss to listen and repeat, paying attention to the words. Play the recording two or three times. - For strong classes, cover the second column and ask Ss to find the homephones to the words in the first column. - Students listen to the recording, and then repeat the words.	
Task 2: Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs. (6 mins) - Ask Ss to read the sentences. Check comprehension. - Students read the sentences and underline suitable words. Then listen to the recording. - 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	*Answer key:* 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.
each sentence and confirm the answers. - Put Ss in pairs and have them practise reading the sentences aloud. - Students check answers. - Students read the whole text aloud. **Extension**: *Ss work in pairs and make up new sentences using words which contain homophones. Then they take turns to read out their sentences and the other S has to tell which words are homophones and write down the two words.*	

e. Assessment
- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:
- To introduce words / phrases related to the topic *Science and technology*.
- To help Ss practise the words in meaningful contexts.

b. Content:
- Task 1: Match the words with their meanings. (p.78)
- Task 2: Complete the sentences using the correct forms of the words from Task 1. (p.79)

c. Expected outcomes:
- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins) - Ask Ss to work in pairs, read five words and do the matching. - Students match each word/phrase on the left with the one on the right - Check answers as a class. Call on one student to read aloud a word and on another student to read its definition. - Students study the meanings and underline key words. - In stronger 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 weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.	*Answer key:* 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) - 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". - Students read the sentences carefully and decide which words can be used.	*Answer key:* 1. Artificial intelligence 2. advanced 3. programmed 4. analyse 5. chatbots

- Students explain the meaning of each phrase.
- 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
- Students read the complete sentences.
- Confirm the correct answers. In stronger 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.*

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:
- To help Ss review how to use active and passive causatives.
- To help Ss practise using causatives in a speaking activity.

b. Content:
- Task 1: Rewrite the sentences using active or passive causatives. (p.79)
- Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives. (p.79)

c. Expected outcomes:
- Students know how to use active and passive causatives and can apply it to give a short talk on the given topic.

d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Rewrite the sentences using active or passive causatives. (6 mins) - 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?* - Students read the notes in the Remember box. - 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. - Students rewrite the sentences using the given subjects. - Call on individual Ss to write their answers on the board. Check answers as a class. - Students explain their answers.	*Answer key:* 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.
Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives. (7 mins)	*Suggested answers:* People will have robots

- 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. - Students work in pairs and make predictions about the future applications of robots in their life, using active or passive causatives. - In stronger 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. - Present their ideas in front of class.	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.

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

5. CONSOLIDATION (3 mins)
a. Wrap-up
- T asks Ss to talk about what they have learnt in the lesson.
b. Homework
- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

D.O.P: 13/ 01/2025   **UNIT 6: ARTIFICIAL INTELLIGENCE**
D.O.T: 18/01/2025   **Lesson: Reading – AI applications in education**
Week: 19- Period: 57

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)

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
a. Objectives: - To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson; - To set the context for the reading part; - To enhance students' skills of cooperating with teammates. **b. Content:** - Reveal the secret word **c. Expected outcomes:** - Students join the activity enthusiastically and gain knowledge on the topic. **d. Organisation:**	

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Reveal the secret word - Teacher prepares printed handouts of the passage. - Teacher lets Ss work in groups. - Teacher delivers a handout to each group, in which students have to fill in the blanks with suitable words. - Students work in groups to do the activity. - Teacher asks students to guess the secret key word after they have completed the task. - Students raise their hands to answer the questions. - The first group to do the task successfully and get the correct key word is the winner of the game. - Teacher leads in the lesson.	*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. **Answer key:** 1. driving force 2. cutting-edge 3. human-like 4. sophisticated 5. opportunities **KEY WORD:** **ChatGPT (Generative Pre-trained Transformer)**

e. Assessment
- Teacher observes and gives feedback.
2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:
- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
b. Content:
- Task 1: Work in groups. Discuss what the pictures in the article below show and where you might see them. (p.80)
- Pre-teach vocabulary
c. Expected outcomes:
- Students can identify some vocabulary related to the topic.
d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS

	Suggested answers:
Task 1. Work in groups. Discuss what the pictures in the article below show and where you might see them. (4 mins) - If possible, 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. - Students work in pairs and answer the questions. - Put Ss into pairs to discuss the two given pictures (*what they are; where they might see them*) - Students discuss the two given pictures. - Call on some pairs to share their answers. - Students share their answers. - Introduce the topic of the reading text.	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) - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Students listen to the teacher's explanation and guess the words. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. - Students write down the new words in their notebook.	**New words:** 1. portfolio (n) 2. effortlessly (adv) 3. concept (n) 4. personalise (v) 5. conversational (adj)

e. Assessment
- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

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

a. Objectives:
- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:
- Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.80)
- Task 3: Read the article again and choose the correct answer A, B, C, or D (p.81)
- Task 4: Complete each of the following sentences with one word from the article. (p.81)

c. Expected outcomes:
- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	**CONTENTS**
Task 2: Read the article. Choose the correct meanings of the highlighted words. (6 mins) - 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. - Students read the text and locate the highlighted words individually.	**Answer key:** 1. C 2. B 3. A 4. B

- Ask them to study the context including the sentences containing the words as well as neighbouring sentences carefully. They may replace the word with each choice to see which one best replaces the word.
- Students study the context and do the tasks as required.
- Call on individual Ss to say out their answers. Check answers as a class.

Task 3: Read the article again and choose the correct answer A, B, C, or D (7 mins) - 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, Personalised learning app;* Question 5*: Which AI applications, helpful, students, need, additional tutoring.* - Students choose the option that matches the information in the text - Students read the questions and four options, and underline the key words in each of them. - Students check answers with the whole class and give explanations for their choice. - 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. - Students scan the text to locate the key words, as well as paraphrases of these keywords. - Have Ss work in pairs or groups to compare answers. - In weaker 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 =*	***Answer key:*** 1. C 2. B 3. A 4. B 5. D

explain concepts clearly; Option C. *answer questions;* Option D. *comment on homework = give feedback on homework*) and choose B as the answer. - In stronger class, ask Ss to explain their answers by providing clues from the text.	
Task 4: Complete each of the following sentences with one word from the article. (7 mins)- 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.* - Students read the four sentences and identify the part of speech that is needed to fill in each blank. - Ask Ss to scan each paragraph to locate the missing words. - Students scan each paragraph to locate the missing words - Students compare their answers with partners then check with the whole class. - Have Ss work in pairs or groups to compare answers. Check answers as a class.	*Answer key:* 1. Students 2. chatbots 3. history 4. platform

e. Assessment
- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.
4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives: - To help Ss use the ideas and language in the reading to express their opinions **b. Content:** - Task 5: Work in groups. Discuss the following question. *Which of the AI applications do you think your school can adopt?* (p.81) **c. Expected outcomes:** - Students can use the language and ideas from the unit to talk about the use of AI applications in their own school. **d. Organisation**

TEACHERAND STUDENTS' ACTIVITIES	**CONTENTS**

Task 5: Work in pairs. Discuss the following question. *Which of the AI applications do you think your school can adopt?* Put Ss into pairs. Have them discuss the question. - Students practise speaking in pairs. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. - Students share their answers with the whole class. - Praise for interesting ideas and fluent delivery. - Students 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.

e. Assessment
- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.
5. CONSOLIDATION (3 mins)
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 – Speaking.