D.O.P: 19/01/2025   **UNIT 6: ARTIFICIAL INTELLIGENCE**
D.O.T: 20/01/2025   **Lesson: Speaking – Applications of AI in education**
Week: 20- Period: 58

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Gain an overview about applications of AI in education;
- Memorise vocabulary to talk about applications of AI in education.
2. Competences
- Develop communication skills;
- 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)
a. Objectives:
- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.
b. Content:
- Watch a video
c. Expected outcomes:
- Students join the game enthusiastically and gain knowledge on the topic.
d. Organisation:

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Video watching	*Link:*
- Teacher divides the class into 2 groups.	https://www.youtube.com/watch?v=1UjXNTyTTvc
- Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want.	*Questions:*
- Students work in groups to do the activity.	1. What is the robot called?
- Students watch the video and take notes.	*DTR (Dance Teaching by a Robot)*
- Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer.	2. Where was it invented? *Japan*

- Students raise their hands to answer the questions. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner. - Teacher leads in the lesson.	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*

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about applications of AI in education.

b. Content:

- Task 1: Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers (p.82)
- Pre-teach vocabulary
- Task 2: Work in groups. Discuss the questions. (p.82)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students have an overview about the applications of AI in education..

d. Organisation

TEACHERAND 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 (10 mins) - Remind Ss of the reading text about applications of AI in education around the world (digital porfolio, educational	*Suggested answer:* 1. a, c 2. a, d, f 3. a, f 4. b, f 5. a, e, f

chatbots, VR, personalised learning app).
- Students recall information from reading lesson about AI in education around the world (digital porfolio, educational chatbots, VR, personalised 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…)
- Students answer the teacher's questions.
- 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 on learning.
- Work in pairs and match each AI application with its purposes of learning.
- Check answers and add more purposes.
- Check answers as a class. Ss may add more purposes to the given applications.

Vocabulary pre-teaching (5 mins) - Teacher introduces the vocabulary. - Students listen to the teacher's explanation and guess the words. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. - Students 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)
Task 2: Work in groups. Discuss the questions. - Put Ss in pairs and have them discuss the two given questions. Remind them to take notes of their discussion. - Students work in pairs to discuss the two given questions. - In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. *What*	*Suggested answer:* *A: What do you think about chatbots?* *B: I think a chatbot app is an effective* *application because it can help*

applications will you choose in your class/school? ; What are their advantages/ How can they support your study? What difficulties/challenges you may have when using this app?... - Look at some useful expressions for discussion in the appendix of the book. - 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.	*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.*

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

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:
- To give Ss an opportunity to present their group discussion to the class;
- To help some students enhance presentation skills.

b. Content:
- Task 3: Prepare a summary of your discussion and report to the whole class. (p.82)

c. Expected outcomes:
- Students can use the language and ideas from the unit to talk about advantages and disadvantages of each AI application in education.

d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Prepare a summary of your discussion and report	*Students' own answers*

| **to the whole class.**
- Have a representative from some pairs briefly share their discussion in front of the class.
- Students share their discussion in front of the class.
- Praise for good effort, well-structured responses and fluent delivery. | |

e. Assessment
- Teacher observes and gives feedback.

4. CONSOLIDATION (2 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 – Listening.

D.O.P: 19/01/2025   **UNIT 6: ARTIFICIAL INTELLIGENCE**
D.O.T: 20/01/2025   **Lesson: Listening – Operating a home robot**
Week: 20- Period: 59

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Gain an overview about 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)

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a. Objectives:
- To help Ss understand and activate their knowledge of the topic;
b. Content:
- Video watching
c. Expected outcomes:
- Students can join the game and gain knowledge on the topic.
d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Video watching	*Link:*
- Teacher divides the class into 2 groups.	https://www.youtube.com/watch?v=R4RXsBxiQIw
- Students work in groups to do the activity.	

- Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Students raise their hands to answer the questions. - Teacher shows 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. - Teacher leads in the lesson.	***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.*

e. Assessment
- Teacher corrects students (if needed).
2. ACTIVITY 1: PRE-LISTENING (9 mins)

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a. Objectives:
- To get students to 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 pairs. Discuss the following questions. (p.82)
- Vocabulary pre-teaching
c. Expected outcomes:
- Students understand the meaning and know how to pronounce some words from the recording.
d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	**CONTENTS**
- Task 1: Work in pairs. Discuss the following questions. (4 mins) Ask Ss to work in pairs, and discuss the two questions. Explain that a type of robot will be introduced in the recording. - Work in pairs, and discuss the two questions.	*Suggested answer:* *I would really love to have*

- Call on some pairs to share their answers. - Share the answers. - Have Ss share what they know about a home robot and their experience if any. - Share what they know about a home robot and their experience if any.	*a robot to help me in my daily life. It would help me do the housework, including cleaning the house, doing the laundry, and cooking meals. It would be perfect if it could play chess, watch TV, and chat about the TV programmes with me in my spare time.*
Vocabulary teaching (5 mins) - Teacher introduces the vocabulary. - Students say the meaning of the words. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Students write new words in their notebook. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	*New words:* 1. command (n) 2. monitor (n) 3. station (n) 4. function (n)

e. Assessment
- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.
3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives: - To help Ss practise listening for specific information; - To provide Ss with some basic information and how to use a home robot. **b. Content:** - 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) (p.82) - Task 3: Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words (p.82) **c. Expected outcomes:** - Students can catch the specific details of the recording and complete the tasks successfully. **d. Organisation**

TEACHERAND 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 - Students make predictions before listening. listening. In weaker classes, check understanding. - Ask Ss to underline keywords in each statement, e.g. 1. talking, educational robot; 2. Ally, 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. - Listen and check the answer. - Have Ss compare their answers in pairs or groups. - Compare the answers in pairs and with the whole class. - 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. - In weaker classes, play the recording again, pausing at the places where they can find the information.	*Answer key:* 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. (10 mins) - Have Ss look at the diagram and read each section. Check understanding. - Students read the questions and underline the key words and identify the part of speech to fill in each blank. - 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. - Students fill in the missing words with no more than TWO words for each blank. - 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).	*Answer key:* 1. serial number 2. function 3. Hey Ally 4. app

- 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.	

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives: - To give Ss the opportunity to use the ideas and language in the listening to give opinions and reasons. **b. Content:** - Task 4: Work in pairs. Discuss the following questions. *Do you want to have the same type of robot? Why/Why not?* (p.82) **c. Expected outcomes:** - Students can use the language and ideas from the unit to talk about robots. **d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question. - Ask Ss to work in pairs and discuss the question. Walk round the class and offer help. - Students work in pairs and discuss. - Students share their ideas to the whole class. - Call on Ss from different groups to share their ideas with the class.	*Suggested answer:* *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.*

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

5. CONSOLIDATION (3 mins)

a. Wrap-up
- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

D.O.P: 19/ 01/2025   **UNIT 6: ARTIFICIAL INTELLIGENCE**
D.O.T: 24/01/2025   **Lesson: Writing – An essay about the advantages and**
                                disadvantages of home robots

Week: 20- Period: 60

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

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1. WARM-UP (5 mins)
a. Objectives:
- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.
b. Content:
- Video watching
c. Expected outcomes:
- Students can have an overview about the topic of the lesson's topic.
d. Organisation
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<tr><td>**TEACHERAND STUDENTS' ACTIVITIES**</td><td>**CONTENTS**</td></tr>
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Video watching
- Teacher divides the class into 2 groups.
- Students work in groups to do the activity.

- Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want.
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Link:
https://www.youtube.com/watch?v=sj1t3msy8dc
Questions:
What can the robot in the video do?
Suggested answers:
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- Students raise their hands to answer the questions. - Teacher shows the question, Ss write down all the answers, as many as possible. - The team with more correct answers will be the winner. - Teacher leads in the lesson.	*- listen and follow the user's commands;* *- make video calls;* *- remind people what to do everyday;* *- self-charge automatically;* *- detect unusual situations,* *- etc…*

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)

a. Objectives:
- To help Ss generate ideas for their writing.
b. Content:
- 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)
c. Expected outcomes:
- Students can select the appropriate information and have ideas to write about the advantages and disadvantages of home robots in the next part.

d. Organisation

TEACHERAND 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. - In stronger classes, 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. - Students work in pairs and discuss the advantages and disadvantages of having a home robot. - In weaker classes, recap the advantages of having Ally as a home robot. Elicit some disadvantages by asking questions such as *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?* - Students look at the tables and check if their ideas are included. - Ask Ss to read the statements and check if their ideas are included. In weaker classes, 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.	*Answer key:* Advantages: 1 - B; 4 - C Disadvantages: 2 - A; 3 - D

e. Assessment
- Teacher checks students' answers as a whole class.

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

a. Objectives:
- To help Ss practise writing an essay about the advantages and disadvantages of home robots.
b. Content:
- Task 3: 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)
c. Expected outcomes:
- Students can write an essay about the advantages and disadvantages of home robots.
d. Organisation

TEACHERAND 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 .- Ask Ss to study the outline and the useful expressions and check understanding. - Students brainstorm for the ideas and the language necessary for writing - 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. - Students write the first draft individually using the ideas in task 1. - 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.	*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.*

e. Assessment
- Teacher gives corrections and feedback.
4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:
- To do a cross-check and final check on students' writing.
b. Content:
- Students exchange their work for cross-checking.

c. Expected outcomes:
- Students can evaluate others' work as well as improve their own pieces of writing.
d. Organisation

TEACHERAND STUDENTS' ACTIVITIES	CONTENTS
Cross-checking - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Students swap their piece of writing with their partners and give peer review. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	*Writing rubric* 1. Organization: …/10 2. Legibility: …/10 3. Ideas: …/10 4. Word choice: …/10 5. Grammar usage and mechanics: …/10 TOTAL: …/50

e. Assessment
- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.
4. CONSOLIDATION (2 mins)
a. Wrap-up
- Summarise the main points of the lesson.
b. Homework
- Rewrite the essay in the notebooks.
- Prepare for Lesson 7 – Communication & Culture