**Date of preparation: 10-01-2024**

**PERIOD 64:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**GETTING STARTED – A.I.**

**+ LANGUAGE (VOCABULARY)**

**Aims and Objectives:**

- To teach Ss to listen and read a conversation about ta film.

- To teach some lexical items related to artificial intelligence.

- At the end of the lesson, students will be able to:

+ get to know the topic of artificial intelligence, some vocabulary related to A.I.

+ identify cause & effect relationships by answering questions.

+ find meaning of difficult words by inferring from contextual clues

+ use some lexical items related to the topic artificial intelligence.

+ revise of the grammar points: The active and passive causatives.

**Teaching aids :** video clip,pictures, handouts

**Methods:** Integrated, mainly communicative.

**Skills:** - Reading for gist and for specific information.

- Skimming and scanning reading

- Listening skill

**Procedures:**

|  |  |  |
| --- | --- | --- |
| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  7’  7’  7’  5’  7’  7’  1’ | **\* Check**-**up:**  **\* Warm**-**up: Watch the following film and answer the questions:**  [**https://youtu.be/kKaBzPRJ84E**](https://youtu.be/kKaBzPRJ84E)  **(Review phim Trí tuệ nhân tạo)**  **🠖 Questions:**  1. What is the name of the film?  🠖 Artificial Intelligence  2. Have you ever seen it?  3. What is it about?    **⭢ Lead into the new lesson:**  **UNIT 7 : ARTIFICIAL INTELLIGENCE**  **I. Activity 1: Listen and read:**  ***Suggested answer:*** Nam and Mai are talking about the science-fiction film *A.I.*  **II. Vocabulary:**  - Artificial intelligence = A.I  - Science fiction  - activate  - Resurrect (v) revive  - in vain: without success  Ex: She waited in vain for her son to return.  - incredible  **\* Checking Vocabulary: Language (Vocabulary)**  **1. Match the words with their meanings.**  **Key:**  1. c 2. e 3. a  4. b 5. d    **2. Complete the following sentences with the correct forms of the words in 1.**  **Key:**  1. emotion 2. capable  3. resurrected 4. activate  5. incredible  **III. Activity 2: Answer the following questions.**  **Key:**  1. because she has the only son whose life is threatened by a  very dangerous disease. 2. because he wants her to help him become a real boy. 3. It is dangerous and incredible. 4. They become extinct. 5. Students’ answers  **IV. Activity 3: Find a word or a phrase in the conversation that means the following.**  **Key:**  1. science fiction   2. threatening  3. destroyed  4. in vain  **V. Activity 4: Discuss the underlined grammar points.**  *- get/ have + object + past participle (passive causative)*  *- have + object + bare infinitive (active causative)*  *- get + object + to infinitive (active causative)*      ***Key*** … they are going to get the robotic boy destroyed  *→* **passive causative** … she has someone take him to a faraway forest  *→* **active causative**   * **Homework:**  Ss prepare for Language + Looking back   (Pronunciation + Grammar) | - Ask Ss to watch a video clip and answer the questions.  Ask Ss to guess what Nam and Mai are talking about. Write the best answers on the board. Then tell them that they are going to listen to the conversation in order to check their answers. Play the recording. Ask Ss to listen and read silently.  - T teaches the following new words, using different techniques.  • Ask Ss to work individually to do the matching.  • Then ask them to swap their answers with a partner.  • Check answers as a class.  Have Ss read the sentences and pay attention to the words before and after the blanks. Explain that this will help them to guess which words or phrases should be used. • Ask Ss to work individually, and then have them compare their answers in pairs.  • Check answers as a class.  • Ask Ss to read the questions and underline the key words in each question. Remind Ss to read the conversation to find the information that matches the key words that possibly lead to the answers. • Allow enough time for Ss to answer the questions individually before comparing their answers in pairs. • Check answers as a class.  • Ask Ss to read the meanings and definitions (1-4), and then refer back to the conversation for the words or phrases having similar meanings. • Tell Ss to work individually before comparing their answers in pairs. • Check answers as a class.  • Have Ss work in pairs. Ask them to read the sentences carefully and discuss their structures. Have Ss analyse the underlined structures and focus on the verb forms.  *Monica is worried that they are going to get the robotic boy destroyed.*  (get + object + past participle) *So she has someone take him to a faraway forest ...* (has + object + bare infinitive + object) • Check answers as a class. |

**Date of preparation: 12-01-2024**

**PERIODS 65 + 66:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**LANGUAGE (Pronunciation + Grammar)**

**& LOOKING BACK (Pronunciation + Grammar)**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- enrich their vocabulary with words or phrases related to artificial intelligence

- know sentence stress.

- know the use of The active and passive causatives.

**2. KNOWLEDGE :** Information about artificial intelligence

Pronunciation and grammar

**LANGUAGE :** Words and phrases related to artificial intelligence.

Sentences related to above grammars

**3. SKILLS :** Listening and fluency in talking about artificial intelligence

**METHOD** : Integrated, mainly communicative

**TEACHING AIDS** : Handouts, CD player

**PROCEDURE :**

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| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  15  25  12  10  22  1’ | **PERIOD 65:**  **\* Check**-**up:**  I. PRONUNCIATION: Sentence stress  **LANGUAGE: (Page 20)**  **Listen and repeat the sentences. Pay attention to the stressed words.**  ***Note:*** In speech, each letter in an abbreviation is stressed.  **LOOKING BACK: (Page 27)**  **Activity 1: Listen and mark the stressed syllables.**  **II. GRAMMAR: The active and passive causatives**  **1. Presentation:**  - The active causative is used when the subject causes the object to do something.  - **have + someone + bare infinitive** (The subject arranges for someone else to do something for him/ her)  *Ex: The A.I. expert had his assistant activate the newly made robot.*  - The verbs have and get are also used in the passive causative. There is usually no agent in this structure:  **have + something + past participle**  *Ex: The A.I. expert had the newly made robot activated.*  **get + something + past participle**  *Ex: The A.I. expert got the newly made robot activated.*  **2. Practice:**  **Activity 1: Rewrite the sentences, using *have + object + bare infinitive: (Page 21)***  **Key:**  1. The A.I. expert had his assistant activate the newly made  robot. 2. The computer corporation had their workers eliminate  malfunctioning products. 3. The robot manufacturer had his customers exchange their  outdated robots for the next generation robots. 4. The company had someone clear out all the junk in the store. 5. The manager had the workers move the machine to a new  station. 6. The owner of the palace had a construction company  remodel his estate.  **PERIOD 66:**  **Activity 2: Rewrite the sentences in 1, using *get + object + past participle. (Page 21)***  **Key:**  1. The A.I. expert got the newly made robot activated. 2. The computer corporation got malfunctioning products  eliminated. 3. The robot manufacturer got the outdated robots exchanged  for the next generation robots. 4. The company got all the junk in the store cleared out. 5. The manager got the machine moved to a new station. 6. The owner of the palace got his estate remodeled.  **LOOKING BACK: (Page 28)**  **Activity 1:** **Circle the correct answers.**  **Key:**  1. C 2. C 3. B  4. D 5. A 6. D  7. C  **Activity 2:** **Complete the sentences, using the active or passive causatives. Follow the example.**  *have + somebody + bare infinitive  have + something + past participle  get + something + past participle*  **Key:**  1. I’ll have a friend cut it./I’ll have my hair cut./I’ll get my hair  cut. 2. I’ll have a worker paint it./I’ll have it painted./I’ll get it  painted. 3. Why don’t you have the computer technician repair it?/Why  don’t you have it repaired?/Why don’t you get it repaired? 4. Yesterday I had my brother fi x it./I had it fixed yesterday./  I got it fixed yesterday. 5. I’ll have a repairman update it./I’ll have it updated./I’ll get it  updated. 6. I’ll have a porter bring my suitcase to the taxi./I’ll have my  suitcase brought to the taxi by the porter. /  I'll get my suitcase brought to the taxi by the porter.   * **Homework:**   - Ss do exercises in Workbook. | • Ask Ss to listen and repeat, paying attention to the stressed words. After that, have them identify the word class of  the stressed words. This will help them to understand that only the words mentioned in the *Do you know...?* box are stressed. • Check answers as a class.  • Remind Ss of the word classes that usually receive stress in sentences.  • Ask them to mark the stressed syllables when they are listening to the recording.  • Play the recording twice for Ss to do the activity. Have them compare their answers in pairs. • Check answers as a class.  • Ask Ss to work individually, and then have them compare their answers in pairs.  • Check answers as a class.  • Ask Ss to read the example carefully, paying attention to the passive causative structure with *get*. • Allow enough time for Ss to do the activity individually fi rst, and then have them compare the answers in pairs.  • Check answers as a class.  • Ask Ss to read each sentence carefully and select the appropriate option to complete it. • Have Ss compare their answers in pairs.  • Check answers as a class.  • Tell Ss to read the sentences and underline the agents and objects. Explain that this will help them to use the  appropriate structure when rewriting the sentences. • Ask Ss to work individually, and then compare their answers in pairs. • Check answers as a class. |

**Homework: Choose the correct answer:**

1. I'll have the boys……….. the chairs. a. paint b. to paint c. painted d. painting

2. I am going to have a new house……….. a. build b. to build c. built d. building

3. Have these flowers……….. to her office, please.

a. taken b. taking c. take d. to take

4. You should have your car……….. before going.

a. servicing b. to service c. service d. serviced

5. I'll have a new dress……….. for my daughter.

a. making b. to make c. make d. made

6. Pupils should have their eyes……….. regularly. a. tested b. to test c. test d. testing

7. Lisa had the roof……….. yesterday.

a. repair b. repaired c. to repair d. repairing

8. They have just had air conditioning……….. in their house.

a. install b. to install c. installed d. installing

9. We had the room……….. yesterday

a. decorates b. had decorated c. decorated d. decorating

10. The villagers have had the use of this washing machine……….. by this engineer.

a. explain b. explained c. to explain d. explains

**Date of preparation: 13-01-20234**

**PERIOD 67:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**READING – A.I. applications**

**Main language focus :** Reading Comprehension

**Integrated language skills :** Speaking (discuss the robots)

**Main reading sub skills:** Identifying main facts and details / Identifying cause & effect

relationships / Inferring skills

**Reading levels :** IC / RO

**Specific objectives :**

At the end of the lesson, students will be able to:

- read for general ideas and specific information in an article about artificial intelligence

applications.

- share experiences of the robots Ss have seen in their daily lives or in films and

advertisements in various forms of the mass media such as TV and the Internet.

**Prior knowledge :** Most students have known some information about artificial intelligence

applications

**Teaching aids :** pictures, handouts

**Methods:** Integrated, mainly communicative.

**PROCEDURES:**

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| --- | --- | --- |
| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  12  18  9’  1’ | **\* Check**-**up: Give the correct form of the verbs.**  **I. Pre**-**Reading:**  **1. Activity 1: Discuss what the pictures show and where you might see these things.**  **Description: https://s.sachmem.vn/public/images/TA12T2SHS/U7-L3-1-1-Re-c07e7ac93d095e14545e759b23837f19.jpg Description: https://s.sachmem.vn/public/images/TA12T2SHS/U7-L3-1-2-Re-1088d06cca286369c8ea76011209f8cf.jpg**  **Description: https://s.sachmem.vn/public/images/TA12T2SHS/U7-L3-1-3-Re-18dd6e796525abdece4b7a3a83875e31.jpg Description: https://s.sachmem.vn/public/images/TA12T2SHS/U7-L3-1-4-Re-db8c1e728a38a8f77531e2f1c1f31f43.jpg**  ***Suggested answers:*** a. a voice recognition application which can be seen in  smartphones, tablets and other electronic devices b. a device using the GPS (Global Positioning System): a  space-based navigation system that provides location  information in all weather conditions, anywhere on or near  the Earth, and can be seen in advanced means of transport c. a medical robot which can be seen in technologically  advanced hospitals d. an automated bomb disposal robot which is used by the  military  **2. Vocabulary:**  - intervention /ˌɪntəˈvenʃn/(n): sự can thiệp  - subtle /ˈsʌtl/  (adj ): tinh vi  - navigation /ˌnævɪˈɡeɪʃn/ (n): sự đi lại trên biển hoặc trên  không  🟅 **Checking vocabulary: ROR**  **II. While Reading:**  **1. Activity 2: Read the following text about some A.I. applications. Circle the answers to the questions.**  **\* Key:**  1. B, D  2. C, D  3. B, C  4. A  5. A, D  6. D  **2. Activity 3: Find a noun from each verb. Then make a sentence with each noun.**  **Keys:**  1. application 2. intervention  3. interaction 4. navigation  5. prediction 6. recognition  *- The invention would have a wide range of applications in industry.*  *- In the second group of states, direct intervention in the economy was limited.*  *- Most patients make a recovery without further intervention.*  *- The interaction between performers and their audience is limited.*  *- He is an expert in navigation.*  *- There has been an increase in navigation on the Red River.*  *- The results of the experiment confirmed our predictions.*  *- It's difficult to make accurate predictions about the effects on the environment..*  *- He glanced briefly towards her but there was no sign of recognition.*  *- She gained only minimal recognition for her work.*  **III. Post**-**Reading: Activity 4: Name some robots which you have seen. Tell your partners where you saw. them and their functions.**  - Robots clean the house  - I see it in my house.  - Robots clean the house always clean up the dirt on the floor.  Some of the robots I have seen are:  - Morta at a coffee shop in Hanoi. It works as a waiter and helps bring coffee or food to the customers.  - Kuri on the internet. It can understand context and surroundings, recognize specific people, and respond to questions with facial expressions, head movements, and unique sounds.  \* **Homework:** Prepare for the next lesson: Listening | • Ask Ss to work in pairs, look at the pictures, discuss what the images illustrate, and guess where they might see these things.  - T teaches the following new words, using different techniques.  Ask them to make predictions about the text, and then skim the text quickly to check their guesses. • Ask Ss to read the questions (1-6) and underline the key words which will help them to identify the information  which may lead to the answers. Explain that there may be more than one correct answer to some questions. • Have Ss scan the text carefully and find the answers to the questions. • Have Ss compare their answers in pairs. • Check answers as a class.  • Ask Ss to work individually to complete the table. Have them use a dictionary, if necessary.  • Have them compare their answers in pairs. Check answers as a class. • Allow enough time for Ss to make their sentences individually. Have Ss swap their sentences with a partner and read them. • Ask some Ss to read aloud their sentences.  Encourage them to share their experiences of the robots they have seen in their daily lives or in films and advertisements in various forms of the mass media such as TV and the Internet. • Set a time limit for Ss to discuss and give report to the class. |

**Date of preparation: 15-01-2024**

**PERIOD 68:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**LISTENING (Vocabulary + Structures)**

**+ MORE EXERCISES: Vocabulary**

**(Word form, Word choice, Synonyms + Antonyms…)**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- listen for specific information in a conversation about the future of A.I.

- express opinions about Kurzweil’s ideas.

**2. KNOWLEDGE :** Information about the future of A.I.

**LANGUAGE :** Words and phrases related to the future of A.I.

**3. SKILLS :** Listening for gist and for specific information

**METHOD** : Integrated, mainly communicative

**TEACHING AIDS** : video, Handouts, CD player

**PROCEDURE :**

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| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  5’  10  18  6’  1’ | **\* Check**-**up:**  **\* Warm-up: Watch a video clip**  [**https://youtu.be/ntY01qoIdus**](https://youtu.be/ntY01qoIdus) (Transcendent Man: The Life and Ideas of Ray Kurzweil, Trailer) **🠖** Do you know the man in the clip?  Who is he?  **🠖** Lead into the new lesson.  **I. Pre**-**listening:**  **Activity 1: Match each word in column A with its meaning in column B.**  **Suggested answers:**  1. c 2. d 3. a 4. f 5. b 6. E  **II. While**-**listening:**  **1. Activity 2: Listen to the conversation between Nam and Mai. Decide whether the following statements are true (T), false (F), or not given (NG) and tick the correct box.**  **Key:**    1. NG 2. NG 3. F 4. F 5. T 6. T  **2. Activity 3: Listen again. Answer the following questions:**  **Key:**  1. It is about artificial intelligence.  2. He is an author, inventor, and futurist.  3. He’s very talented.  4. They will think more quickly than humans.  5. He calls them nanobots.  **III. Post**-**listening: Work in groups. What do you think about Kurzweil’s ideas?**  **Suggested answers:**  *- We agree with Ray Kurzweil's opinions that computers will be soon as intelligent as humans, and even quicker than humans in doing some tasks.*  *- To prevent the scenario that robots cause mass destruction to our world like we see in some science-fiction films, we human beings should equip ourselves with more knowledge of different fields-especially ones that involve a great deal of emotion.*  *- We should create A.I. robots that better our lives, but we should also find ways to prevent them from controlling us.*  *- I think Kurzweil’s ideas are very fascinating.*  *- There could be tiny robots called nanobots implanted into our brains to make us think faster, and improve our memory, so we’ll be more intelligent and have a better memory.*  **\* Homework:** Prepare for the next lesson: Writing | - T plays a video clip and answer the question.  • Ask Ss to work in pairs to match the words with their meanings. • Check answers as a class.  • Ask Ss to read the sentences and underline the key words when they are listening. • Play the recording twice: the first time all the way through, and the second time pausing at appropriate places for Ss to tick the correct boxes. • Have Ss compare their answers in pairs.  • Check answers as a class.  • Tell Ss to read through the questions and underline the key words. Ask them to pay attention to these words when they listen. • Play the recording without pausing. Have Ss answer the questions individually and then compare their answers in pairs. • Check answers as a class.  This activity is a follow-up activity which enables Ss to talk about Ray Kurzweil’s ideas. They may agree or disagree with his. Remind Ss to support their opinions with reasons. |

**Date of preparation: 15-01-2024**

**PERIOD 69:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**WRITING (Vocabulary + Structures)**

**+ MORE EXERCISES: Sentence Combination + Transformation**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, Ss will be able to write an essay about the

advantages and disadvantages of intelligent machines.

**2. KNOWLEDGE :** Information about the advantages and disadvantages of intelligent machines

**LANGUAGE :** Words and phrases related to writing an essay

**3. SKILLS :** Writing an essay

**METHOD** : Integrated, mainly communicative

**TEACHING AIDS** : pictures, handouts

**PROCEDURE :**

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| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  5’  6  23  5’  1’ | **\* Check**-**up:**  **\* Warm**-**up: Watch a video:**  [**https://youtu.be/2Tp3aSz8jFE**](https://youtu.be/2Tp3aSz8jFE) (Advantages and disadvantages of Artificial Intelligence | Pros and Cons | Merits and Demerits of AI) ⭢ Lead in the new lesson: Writing an essay about the  advantages and disadvantages of intelligent machines.  **I. Pre**-W**riting:**  **1. Vocabulary:**  - costly = expensive (adj)  - error = fault (n)  - defect (n): khuyết điểm  - malware (n) =malicious-logic software: virut máy tính    **2. Activity 1:** **Put the following phrases about intelligent robots in the correct columns.**  **Key:**  **Advantages**: 2, 3, 6  **Disadvantages**: 1, 4 , 5  **3. Activity 2:**  **Read and combine the sentence halves:**  **Key:**  1. d 2. f 3. b  4. a 5. c 6. e  **II. While**-**Writing:**  **1. Activity 3: Complete the outline. Then write an essay of 220-260 words to discuss the advantages and disadvantages of using intelligent robots, using the ideas in 2 and 3.**  **\* Outline:**  INTRODUCTION:  - Robots are widely used in the food industry and medicine  - They have advantages and disadvantages  *BODY:*  *-advantages: reduce workforce in industries, help doctors to do surgery and do research*  *-disadvantages: become useless by power failure, attached and taken control of by hackers leading to the misuse of robotic devices*  CONCLUSION:  - Replace humans in stressful and dangerous work  - The advantages outweigh the disadvantages  ***\* Useful language for comparing advantages and disadvantages:***  A pro …  A con …  A positive aspect …/ A positive point  A negative effect …/ Negative consequences  A further advantage …/ As a consequence of …  A additional advantage …/ one more advantage …  The advantages outweigh the disadvantages …  However,…/ Nevertheless, ….  On the other hand,…/ In contrast, …  On the contrary, …/ Despite all of this, ….  **III. Post**-**Writing:**  ***Suggested answer:***  *Intelligent robots are widely used in areas such as the food industry and medicine. Obviously, they bring advantages as well as disadvantages.*  *The advantages of intelligent robots are countless. Robotic machines can replace the human workforce in industrial assembly lines because they cannot only complete tasks faster than humans, but also make fewer errors. Furthermore, unlike humans, they take no breaks. In modern manufacturing plants, one out of every ten thousand workers is a robot. That is the reason why robots are so widely used in the automobile and electronics factories.*  *In hospitals, A.I. robots can operate on patients, and help doctors to discover damaged organs in patients. They also help experts to do research on any serious side effects caused by the interactions of different medications on patients that can lead to complications in treatment.*  *The disadvantages of A.I. are undeniable. Robots and other robotic machines are designed and programmed by humans. Therefore, they can be disabled due to power failure. In such cases, the computer systems will crash and A.I. devices will become useless machines. Another disadvantage is that the computer operating systems could be taken control of by hackers, causing misuse of robotic devices. This could potentially be dangerous to human lives.*  *In conclusion, robots benefit humanity because the aim of their creation is to replace people in stressful and dangerous jobs, and make their lives better. The advantages of using intelligent robots outweigh the disadvantages. but relying on them completely is dangerous, because so much can go wrong with them.*  **\* Homework:** Prepare for the next lesson: Communication and Culture | - t plays a video and asks Ss to answer the question to lead into the new lesson.  - T teaches the new words, using different techniques.  • Ask Ss to read the sentences carefully and put them in the correct columns.  • Ask Ss to read and match the sentence halves individually. Then have them compare their answers in pairs. • Check answers as a class.  • Ask Ss to study and complete the suggested plan and prompts, and write their drafts individually.  • Ask them to compare their writing in pairs and obtain peer feedback. Encourage them to make revisions when reworking and finalising their drafts. • Collect some final drafts and give feedback.  - T elicits the outline of an essay.  Have the rest of class give comments, and correct errors.  Give remarks & correction |

**Date of preparation: 16-01-2024**

**PERIOD 70:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**COMMUNICATION AND CULTURE**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- get knowledge about artificial intelligence in science-fiction films.

- listen to a conversation about films.

- read about people’s different attitudes towards intelligent machines.

- discuss and recommend an interesting film about A.I.

**2. KNOWLEDGE :** Information about artificial intelligence in science-fiction films.

**LANGUAGE :** Words and phrases related to artificial intelligence

**3. SKILLS :** Fluency in expressing opinions.

Listening and reading for specific information

**METHOD** : Integrated, mainly communicative

**TEACHING AIDS** : video, pictures, handouts

**PROCEDURE :**

|  |  |  |
| --- | --- | --- |
| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  5’  17  17  1’ | **\* Check**-**up:**  **\* Warm**-**up: Watch the following science fiction film and answer the questions:**  **Questions:**  1. What is the name of the film?  🡪 The Terminator  2. Have you seen it yet?  3. What is it about?  **🠖** Lead into the new lesson.  **I. COMMUNICATION:**  **Artificial intelligence in science-fiction films**  **1. Activity 1: Listen to a conversation between Linh and Nam. Circle the correct letters to complete the sentences.**  **Key:**  1. B  2. C  3. C  4. B  5. B  **2. Activity 2: Discuss and recommend an interesting film about A. I.**  **Game: Hidden doors**  - The following pictures will be opened slowly.  - Raise your hand to name the films in the picture.  - With a correct answer, you will receive a gift.  Films:  **EX - MACHINA**  **I, ROBOT**  **The Matrix**  **BLADE RUNNER 2049**  **II. CULTURE:**  **People’s attitudes towards intelligent machines**  **Activity 1: Read a text about people’s different attitudes towards intelligent machines. Answer the questions that follow.**  **Key:**  1. To help robot designers and developers to  imagine the roadmap for their future  development. 2. A lot of people think they are small domestic  machines that can be controlled. A few want  robots to be friends that can speak and  communicate with them. 3. People don’t want robots to look after children  or animals. 4. because they fear that malfunctioning robots  could be harmful and dangerous, and humans  might lose control over them. 5. Students’ answers  => No, I am not. Because they help us do a lot of  work.   **\* Homework:** Prepare for the next lesson: Speaking + Project | - T plays a video clip and asks Ss to answer the questions.  • Tell Ss that they are going to listen to a conversation between Linh and Nam about artificial intelligence in science-fiction films. • Ask Ss to read the statements and guess the answers before they listen to the recording. Play the recording twice for Ss to do the activity. Give brief explanations of how fi lms are rated.  (Ref. https://en.wikipedia.org/wiki/ Motion\_Picture\_Association\_of\_America\_fi lm\_rating\_system) • Ask Ss to compare their answers in pairs.  • Check answers as a class.  • Tell Ss to discuss and recommend an interesting film about A.I. in groups. You can also suggest some social media sites on the Internet where Ss can do some research or watch science-fiction (sci-fi ) films about the rise of intelligent machines. • Ask some pairs to present their recommendations to the class.  - Work in 4 groups. Each group chooses one of the above films.  - Watch the film at home.  - In the next lesson, 4 representatives of 4 groups will go to the front and talk about the content and the characters of the film.  • Have Ss brainstorm what they know about popular domestic robots in use today. Then ask them to give their opinions about these automated machines. Write Ss’ opinions on the board and ask them to compare theirs with those expressed by the people in the text. • Ask Ss to read the questions and underline the key words before scanning the text for answers. • Tell them to compare their answers in pairs.  • Check answers as a class. |

**Date of preparation: 17-01-20234**

**PERIOD 71:**

**UNIT 7: ARTIFICIAL INTELLIGENCE**

**SPEAKING - Talking about the risks of artificial intelligence**

**+ PROJECT**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to

- talk about the risks of artificial intelligence.

- do some research.

**2. KNOWLEDGE:** Information about the risks of artificial intelligence.

**LANGUAGE:** Words and phrases related to the risks of artificial intelligence.

**3. SKILLS:** Fluency in talking about the risks of artificial intelligence.

**METHOD**: Integrated, mainly communicative

**TEACHING AIDS**: pictures, posters, handouts

**PROCEDURE :**

|  |  |  |
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| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  5’  10  15  9’  1’ | **\* Check**-**up:**  **\* Warm**-**up: Watch a video clip and answer the questions:**  **🠖 Questions:**  1. Do you know the names of the androids in the video?  2. What can they do?  3. Do you think that they will become more intelligent than humans and exterminate humans?  **⭢ Lead into the new lesson**  **A. SPEAKING:**  **I. Pre Speaking:**  **1. Activity 1: Discuss the following questions:**  *Do you know the name of this person? What is he famous for?*  **\*Key**:  - It's Professor Stephen Hawking. He is a world-renowned British theoretical physicist, known for his contributions to the fields of cosmology, general relativity and quantum gravity, especially in the context of black holes.  - The author of the best – seller book – “A brief history of time” (Lược sử thời gian)  - He is the inspiration for a well-known film - “The theory of everything” (Thuyết yêu thương).  **\* Vocabulary:**  Evolve (v) 🡪 Evolution (n)  Consequences (n)  Efforts (n) 🡪 make efforts  Threat (v) 🡪 threaten (n)  Destroy (v) 🡪 destruction (n)  **2. Activity 2: Read and complete the following news items**  **with the words in the box:**  **\* Key:**  1. efforts 2. threat  3. technology 4. form  5. consequences 6. destruction  7. evolution  **II. While**-**speaking:**  **Activity 3: Complete the conversation using the information in 2 and practise it.**  ***Suggested answers:*** 1. Who interviewed him 2. the threat of creating thinking machines and the  development of full artificial intelligence 3. it can lead to the destruction of humanity 4. their slow biological evolution. Creating intelligent  machines that could match or surpass humans could lead to  the destruction of people.  **Activity 4: Work in groups. Prepare a talk about the risks of artificial intelligence to present to the class using the ideas from 2 and 3. Add your own ideas if there are any. Following these questions. Following these dialogue.**  *A: Do you often hear the news about artificial*  *intelligence?*  *B: Yes, I do.*  *A: What do you think about artificial intelligence?*  *B: ………………………………………………………….*  *A: Many scientists warn that artificial intelligence*  *will exterminate humans in the future?*  *Do you agree with them?*  *B: I…………………………………….What about you?*  *A:………………………………………………………….*  ***Suggested ideas:*** - Hackers take control of A.I. devices and misuse them causing mass destruction and danger to the world. - A.I. devices crash causing fatal accidents in industries and hospital medicine  **IV. Post**-**speaking:**  ***Hand:****Hi Min, I have something interesting to tell you.*  ***Min:****Hi Hand, what do you want to tell me about?*  ***Hand:****It's about A.I. Have you heard about it?*  ***Min:****Does A.I. stand for artificial intelligence?*  ***Hand:****Yeah! I've just read an article on BBC in which professor Stephen Hawking warns that A.I could end mankind.*  ***Min:****Woah, how so?*  ***Hand:****Well, the professor worries that the development of full artificial intelligence could end human existence because humans would not able to compete with A.I. due to their slow biological evolution.*  ***Min:****Well, I've also heard a lot about A.I. It's received a lot of attention on mass media in recent years. A.I. will make our lives easier and more convenient but it also poses some threats to human beings.*  ***Hand:****Yes, in the future, more and more jobs, especially ones in the automatic assembly lines will be done by robots. Some of us will become jobless.*  ***Min:****In some science-fiction movies about A.I. I have watched people have designed electric chips that can be installed into our bodies and control our thoughts and activities. Bad guys make use of this to conquer the world.*  ***Hand:****I can't imagine what will happen to the world if robots dominate our lives.*  ***Min:****I'm wondering about that, too. I hope that the advantages outweigh the disadvantages. I guess we'll have to just wait and see.*    **B. PROJECT:**  **I. Do a research on the following topics:**  *- a kind of robot that is in use in fields such as entertainment,*  *medicine and industry: its appearance and functions, its*  *cost, where it is used, its popularity, etc.*  *- a popular science-fiction film about artificial intelligence:*  *the title, plot summary, characters, the cast (actors and*  *actresses), setting, and ratings.*  *Then present the results of your research to the class. Include some video clips and relevant captioned pictures in your presentation.*  ***OUTLINE OF A PRESENTATION***  ***Structure of a presentation***   * ***Introduction:****greeting the audience, introducing themselves and the topic* * ***Main body:****presenting the main points (students can build up the main points by answering the questions and organizing the answers in a logical way)* * ***Conclusion:****summarizing the main points, inviting questions from the audience and thanking the audience for listening*   **II.** **Present the results of your research to the class. Include some video clips and relevant captioned pictures in your presentation:**  **Suggested answer:**  *We have done a lot of searching on the Internet and we found a very famous A.I. robot which is named Sophia. Sophia is a humanoid robot which was developed on February 14, 2016 by the Hong-Kong-based company Hanson Robotics. The robot, modelled after actress Audrey Hepburn, is known for her human-like appearance and behavior, compared to previous robotic variants. According to the manufacturer, David Hanson, Sophia has artificial intelligence, visual data processing and facial recognition. She also imitates human gestures and more than 50 facial expressions and is able to answer certain questions and to make simple conversations on predefined topics. Sophia also has citizenship in Saudi Arabia. Hanson designed Sophia to be a suitable companion for the elderly at nursing homes, or to help crowds at large events or parks. He has said that he hopes that the robot can ultimately interact with other humans sufficiently to gain social skills. The cost of producing the robot Sophia has not been released but it is a very popular topic of speculation on mass media.*  **\* Homework:** Prepare for the next lesson: Practice Test 7 | - Ask Ss to watch a video clip and answer the questions.  Have Ss watch a video clip and look at the picture, then say what they know about this person. Have them brainstorm their ideas in pairs. Write the most interesting ideas on the board and highlight the ones that answer the questions.    - T teaches the new words, using different techniques.  • Ask Ss to read the text and guess the words that can be used to fi ll in each gap. • Have Ss compare their answers in pairs. • Check answers as a class.  • Ask Ss to work in pairs to read the news item, complete the conversation, and then practise it. Encourage Ss to add their own ideas to the conversation. • Set a time limit for Ss to do the activity, then invite a few pairs to role play the conversation.  • Ask Ss to reread the activities **2** and **3** for the risks of artificial intelligence before they brainstorm as many ideas as possible.  - Have different groups work together so they can help each other with ideas and suggestions.  - Choose one or two groups to role-play their conversation in front of the class.  • Ask Ss to work in groups of four to select one of the topics and carry out the research for their presentation.  • Ask them to select a group monitor. The group should discuss and decide on the topic and the information and  images they need to collect. Each group should also select certain students to be in charge of different things to be done, for example: getting information about each sub-topic, preparing the presentation, finding relevant photos or pictures, recording or downloading video clips, etc. • Encourage Ss to assign a role to each group member when presenting their research to the class. Make sure that each of them contributes to the group presentation. • After the presentation, encourage the rest of the class to ask questions and give feedback on the contents of  the presentation and the performance of the group. • Have the class vote for the best presentation. |

**Date of preparation: 19-01-20234**

**PERIOD 72:**

**PRACTICE TEST 7**

**REVIEW UNIT 7 + LOOKING BACK (VOCABULARY)**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to review

vocabulary and grammar in Unit 7.

**2. KNOWLEDGE :** Information about Artificial intelligence.

+ Vocabulary: Words / phrases related to topics “Artificial intelligence”

+ Pronunciation: Sentence stress.

+ Grammar: The active and passive causatives.

**LANGUAGE :** Words and phrases related to topics “Artificial intelligence”

Sentences related to above grammars

**3. SKILLS :**

**METHOD** : Integrated, mainly communicative

**TEACHING AIDS** : handouts

**PROCEDURE :**

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| **T** | **CONTENT** | **ACTIVITIES** |
| 5’  20  1’ | **\* Check**-**up:**  **I. LOOKING BACK: Vocabulary: Complete the sentences, using the correct form of the words from the box.**  **Key:**  1. malfunction 2. futurists  3. life-threatening 4. exterminated  5. operating 6. reduce 7. leading    **\* Homework:** Prepare for the next lesson: Unit 8 | • Tell Ss to do the activity individually, and then compare their answers in pairs.  • Check answers as a class. |

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

1. High intelligent machines can be automated to operate without human \_\_\_\_.

A. intervene B. intervening C. intervention D. interventionist

2. The old astronomer patiently made his \_\_\_\_ and wrote down what he saw.

A. observation B. observatory C. observe D. observer

3. One of the popular \_\_\_\_ used in smartphones at present is voice recognition.

A. applicant B. applicable C. applications D. apply

4. If there are aliens out there, do you think they are much more \_\_\_\_ advanced than we are?

A. technological B. technologically C. technology D. technologies

5. \_\_\_\_ have announced that a major breakthrough has been made.

A. Research B. Researchers C. Researches D. Researching

6. I wish you would \_\_\_\_ the TV and go outside and get some exercise.

A. call off B. give off C. put off D. turn off

7. Scientists are trying to \_\_\_\_ out the ways to reduce pollution from aircraft.

A. break B. call C. turn D. work

8. I'll \_\_\_\_ you \_\_\_\_ you to our research department. Please hold on.

A. put - away B. put - out C. put - through D. put - up

9. No wonder the vacuum cleaner isn't working. You haven't \_\_\_\_ it \_\_\_\_.

A. brought - in B. given - in C.plugged - in D. pulled - in

10. Whoever \_\_\_\_ up with that idea should have won the Nobel Prize.

A. came B. caught C. kept D. put

11. Ten million text messages are sent on \_\_\_\_ every minute.

A. account B. average C. common D. general

12. Astronomers have \_\_\_\_ a new planet outside our galaxy.

A. invented B. unearthed C. developed D. discovered

13. \_\_\_\_ is a type of book or film showing space travel of life on other planets, based on imagined scientific discoveries of the future.

A. Epic B. Fiction C. Non-fiction D. Science fiction

14. Unluckily, David's dangerous and incredible journey in search of the Blue Fairy is in \_\_\_\_.

A. advance B. danger C. end D. vain

15. Most scientists believe that the day when robots become part of our lives will come \_\_\_\_.

A. from time to time B. more or less C. sooner or later D. later than never

16. Do you know who \_\_\_\_ the fact that sound travels in waves?

A. developed B. discovered C. found D. invented

17. I'm thinking of getting a fax \_\_\_\_.

A. engine B. instrument C. machine D. motor

18. The \_\_\_\_ of the outbreak of the disease is still unknown.

A. aim B. cause C. motive D. reason

19. GPS systems help a lot of people \_\_\_\_ on land, on the sea, and in the air.

A. inform B . interfere C. navigate D. reunite

20. After the power failure last night, the washing machine started to \_\_\_\_, so I had to wash the clothes by hands.

A. make noise B. malfunction C. operate D. work

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

21. Drivers or pilots \_\_\_\_ the best routes to the destination quickly and effectively.

A. have the GPS found B. use the GPS to find C. get the GPS find D. get the GPS found

22. My sister \_\_\_\_ her laptop serviced last weekend.

A. did B. got C. made D. took

23. You should \_\_\_\_ a professional to check your house for earthquake damage.

A. have B. get C. make D. take

24. We \_\_\_\_ a cable TV put in this week.

A. are having B. get C. have D. have got

25. The dishwasher isn't working again, so my mother is thinking of having \_\_\_\_.

A. it repaired B. it repairing C. repaired it D . repairing it

26. We \_\_\_\_ while we were on holiday.

A. had our alarm system stolen B. had stolen our alarm system

C. got stolen our alarm system D. were stolen our alarm system

27. The A.I. expert wanted to have his assistant \_\_\_\_ the newly made robot.

A. activate B. activated C. activating D. to activate

28. Kelly wanted a live band \_\_\_\_ at her wedding.

A. been playing B. to play C. played D. to be played

29. I spoke to Victor last night and he said he \_\_\_\_ while he was on holiday.

A. got stolen his phone B. had his phone stolen

C. had stolen his phone D. was got his phone stolen

30. Why don't you \_\_\_\_ when you install this new electric gadget?

A. get Aaron help B. have Aaron help C. have Aaron helped D. have got Aaron help

31. My teeth were little yellow, so I \_\_\_\_ by the dentist.

A. had cleaned them B. had them cleaned C. have them cleaned D. was cleaned them

32. Can we \_\_\_\_ this summer?

A. get installed air-conditioning B. get air-conditioning to install

C. have air-conditioning installed D. have installed air-conditioning

33. The car manufacturer \_\_\_\_ two automatic systems this morning.

A. has had a robotics company install B. had a robotic company installed

C. had a robotic company install D. got a robotic company installed

34. The computer corporation \_\_\_\_ malfunctioning products.

A. had their workers eliminate B. had their workers to eliminate

C. had their workers eliminating D. had their workers eliminated

35. The robot manufacturer \_\_\_\_ their outdated robots for the next generation robots.

A. asked his customers exchange B. got his customers exchanged

C. had his customers exchanged D. had his customers exchange

36. Nowadays, for the sake of human life, the military \_\_\_\_ which contain explosives.

A. have A.I. robots explore dangerous environments

B. get A.I. robots explore dangerous environments

C. have A.I. robots explored dangerous environments

D. get A.I. robots explores dangerous environments

37. Thanks to the A. I applications, Internet users \_\_\_\_ into a new language in real time.

A. can translate webpages B. can have webpages translate

C. can have webpages translated D. can get webpages to translate

38. It's hard to believe that this film \_\_\_\_ completely by computer.

A. has been generated B. has generated C. was been generating D. was to generate

39. My sister \_\_\_\_ her ear pierced last weekend.

A. did B. got C. made D. took

40. Recently, a new vaccine against measles \_\_\_\_.

A. has been developed B. had been developed C. had developed D. was developing