

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

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Lớp dạy: 12/1, 12/5

PERIOD 58:

UNIT 6: ARTIFICIAL INTELLIGENCE
Lesson 4: Speaking – Applications of AI in education

I. OBJECTIVES

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

1. Knowledge

- Gain an overview 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 and stimulate creativity of students;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ready-made (adj)	/,redi 'meɪd/	prepared in advance so that you can eat or use it immediately	làm sẵn
2. feedback (n)	/'fi:dbæk/	advice, criticism or information about how good or useful something or somebody's work is	nhận xét

3. virtual reality (n)	/ˌvɜːtʃuəl riˈæləti/	images and sounds created by a computer that seem almost real to the user, who can interact with them by using sensors	thực tế ảo
4. critical thinking (n)	/ˌkrɪtɪkl ˈθɪŋkɪŋ/	the process of analysing information in order to make a logical decision about the extent to which you believe something to be true or false	tư duy phản biện

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

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:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - 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. - 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. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=1UjXNTyTTvc</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the robot called? <i>DTR (Dance Teaching by a Robot)</i> 2. Where was it invented? <i>Japan</i> 3. For beginners, what does the robot do? <i>It guides the dance with low compliance, leading the motion in the correct direction.</i> 4. Can it evaluate the partner's performance?

		<p><i>Yes. And it can modify its guidance based on it.</i></p> <p>5. What kind of interaction that the robot combines when it supports the skill learning process?</p> <p><i>Cognitive and physical interaction</i></p>
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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

TEACHER'S ACTIVITIES	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)		
<ul style="list-style-type: none"> - Remind Ss of the reading text about applications of AI in education around the world (digital portfolio, educational chatbots, VR, personalised learning app). - Ask, <i>Do you know other applications of AI in learning? What are their purposes?;</i> and encourage Ss to come up with as many points as they can (robots, AI games, speech recognition...) - Then ask Ss to look at the table to see if any of their points are included there. Have them work in pairs and match each AI application with its purposes on learning. - Check answers as a class. Ss may add more purposes to the given applications. 	<ul style="list-style-type: none"> - Students recall information from reading lesson about AI in education around the world (digital portfolio, educational chatbots, VR, personalised learning app). - Students answer the teacher's questions. - Work in pairs and match each AI application with its purposes of learning. - Check answers and add more purposes. 	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 1. a, c 2. a, d, f 3. a, f 4. b, f 5. a, e, f
Vocabulary pre-teaching (5 mins)		

<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - 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. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	New words: <ol style="list-style-type: none"> 1. ready-made (adj) 2. feedback (n) 3. virtual reality (n) 4. critical thinking (n)
Task 2: Work in groups. Discuss the questions.		
<ul style="list-style-type: none"> - Put Ss in pairs and have them discuss the two given questions. Remind them to take notes of their discussion. - In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What 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?...</i> - 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. 	<ul style="list-style-type: none"> - Students work in pairs to discuss the two given questions. <p>1. How can each application in Task 1 be used in education?</p> <p>2. What are the advantages and disadvantages of each application?</p> <ul style="list-style-type: none"> - Look at some useful expressions for discussion in the appendix of their book if they need help. 	<p>Suggested answer:</p> <p><i>A: What do you think about chatbots app?</i></p> <p><i>B: I think it is an effective application because it can help students understand the lessons better and provide instant support throughout the course.</i></p> <p><i>A: When should we use this app to enhance our learning experience ?</i></p> <p><i>B: You can use it during and after the teachers' lectures to clarify some confusions and queries.</i></p> <p><i>A: Does it have any disadvantages?</i></p> <p><i>B: Of course. Using chatbots too often may make the students lazy and reduce their self-study time as they have no desire to discover the topic. All the answers will be answered and explained by the app.</i></p>

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Prepare a summary of your discussion and report to the whole class.		
<ul style="list-style-type: none">- Have a representative from some pairs briefly share their discussion in front of the class.- Praise for good effort, well-structured responses and fluent delivery.	<ul style="list-style-type: none">- Students share their discussion in front of the class. class.	<p><i>Suggested answer:</i></p> <p><i>My pair wants to use a chatbot app at our school because it can help us understand the lessons better and provide instant support throughout the course. We can use it during and after the teachers' lectures to clarify some confusions and queries. However, this app has some disadvantages. It can make us lazy and reduce our self-study time as we have no desire to discover the topic. All the answers will be answered and explained by the app.</i></p>

e. Assessment

- Teacher checks students' pronunciation 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.

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PERIOD 59:

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 5: Listening – Operating a home robot

I. OBJECTIVES

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

1. Knowledge

- Gain an overview 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

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. command (n)	/kə'mɑ:nd/	an order given to a person or an animal	mệnh lệnh
2. monitor (n)	/'mɒnɪtə(r)/	a screen that shows information from a computer; a television screen used to show particular kinds of information	màn hình điều khiển

3. station (n)	/'steɪʃn/	a place where somebody/something has to wait and watch or be ready to do work if needed	nơi chờ
4. function (n)	/'fʌŋkʃn/	a special activity or purpose of a person or thing	chức năng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watch a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - 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. - 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. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=R4RXsBxiQIw</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is it? <i>A robotic vacuum cleaner</i> 2. Do you have this at home? 3. Do you think it is a useful invention? Why? <i>- It can do almost all the work of cleaning, which frees your hands and can give you more time to do</i>

		<p><i>other, more interesting things.</i></p> <ul style="list-style-type: none"> - <i>Compared to traditional vacuums, robotic vacuums are much quieter.</i> - <i>The mobile application, as a remote-control device, can be used to control the robot, and no extra manual operation is needed.</i> - <i>Robotic vacuums are self-charging.</i>
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e. Assessment

- Teacher corrects for students (if needed)

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

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the following questions. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs, and discuss the two questions. Explain that a type of robot will be introduced in the recording. - Call on some pairs to share their answers. - Have Ss share what they know about a home robot and their experience if any. 	<ul style="list-style-type: none"> - Work in pairs, and discuss the two questions. - Share the answers. - Share what they know about a home robot and their experience if any. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Would you like to have a robot to help you in your daily life? 2. What would you like it to do for you?
Vocabulary teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. command (n) 2. monitor (n) 3. station (n) 4. function (n)

- Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.		
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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 the main idea;
- 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 main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	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)		
<ul style="list-style-type: none"> - Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Talking, an educational robot</i>; 2. <i>Ally, most advanced, robot, AI</i>; 3. <i>Ally, see, hear, speak, teach maths, science</i>; 4. <i>robot, runs, batteries</i>. - Play the recording and tell Ss to listen, pay attention to the key words and decide if the statement is true or false. For this kind of question – True/False, remind Ss to pay attention to the key words or expressions the speaker use in their recording and their synonyms or paraphrases in each statement. E.g. Question 1. Minh says "<i>I'd like to know more about the home robots at the New Tech Centre.</i>"; so they are talking about home robot, not an educational robot; so the question 1 is false. - Have Ss compare their answers in pairs / groups. 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and check the answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F 2. T 3. T 4. F

<ul style="list-style-type: none"> - Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening. - In weaker classes, play the recording again pausing at the places where they can get the information. 		
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)		
<ul style="list-style-type: none"> - Have Ss look at the diagram, read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. (a noun/ noun phrase) <i>use, control</i>; 2.(a noun/ noun phrase) <i>log in,printed, back head</i>; 3.(a command) <i>say, ask questions</i>; 4. (a a noun) <i>open, choose</i>. Remind Ss that the statements may include paraphrased from what they hear in the recording so they should listen for synonyms, or phrases with similar meanings. - In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening. - Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than TWO words for each blank) - Have Ss compare their answers in pairs / groups. - Check answers as a class. Invite individual Ss to say out the word/phrase for each blank. - Let Ss listen again, pausing at the places where Ss can find the information. 	<ul style="list-style-type: none"> - Students read the questions and underline the key words and identify the part of speech to fill in each blank. - Students fill in the missing words with no more than TWO words for each blank. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. voice commands 2. serial number 3. Hey Ally 4. monitor screen

e. Assessment

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

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

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions about Walt Disney's life and achievements.

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 Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question.		
<ul style="list-style-type: none">- Ask Ss to work in pairs and discuss the question. Walk round the class and offer help.- Call on Ss from different groups to share their ideas with the class.	<ul style="list-style-type: none">- Students work in pairs and discuss. Students share their ideas to the whole class.	<p><i>Suggested answer:</i></p> <p><i>I would like to have a robot like Ally at home because it can become my friend and help me to study. And it also can take care of my grandparents as they are old and need medical support.</i></p> <p><i>I want to have a home robot but I want it to have more functions than Ally such as cleaning house, cooking meals or even going to the supermarket to buy food.</i></p>

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.

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PERIOD 60:

UNIT 1: ARTIFICIAL INTELLIGENCE

Lesson 6: Writing – An essay about the advantages and disadvantages of home robots

I. OBJECTIVES

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

1. Knowledge

- Write an essay to present about 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

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

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:

- Listen to music. Fill in the lyrics of a song.

c. Expected outcomes:

- Students can fill in the blanks to complete the lyrics of a Disney song and get ready for the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - 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. - 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. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=sj1t3msy8dc</p> <p>Questions: What can the robot in the video do?</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - 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-WRITNG (9 mins)

a. Objectives:

- To help Ss generate ideas for their writing

b. Content:

- Task 1: Work in pairs. Decide whether the following ideas (a–d) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box. (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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Decide whether the following ideas (a–d) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box.		
<ul style="list-style-type: none"> - Have Ss work in pairs and discuss the advantages and disadvantages of having a home robot. Tell them to refer to the ideas in the listening section (a home robot). 	<ul style="list-style-type: none"> - Students work in pairs and discuss the advantages and disadvantages of having a home robot. 	<p>Answer key: Advantages: A,D Disadvantages: B,C 1.b</p>

<ul style="list-style-type: none"> - Ask Ss to look at the tables and check if their ideas are included. Give them some minutes to complete the notes and decide on the advantages and disadvantages of home robots. - Call on some pairs to share their answers. - Check answers as a class. 	<ul style="list-style-type: none"> - Students look at the tables and check if their ideas are included. - Students complete the notes and decide on the advantages and disadvantages of home robots. 	2.a 3.d 4.c
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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

TEACHER'S ACTIVITIES	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.		
<ul style="list-style-type: none"> - Ask Ss to study the outline and the useful expressions and check understanding. - Review the structure of an essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 2 to check their answers if possible. - Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of supporting ideas and examples. - Walk round the class to give further support if needed. - When Ss finish writing, give them time to check their essays. 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1. 	<p>Suggested answer:</p> <p><i>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 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</i></p>

<p>- 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.</p>		<p><i>keep us entertained by performing music or playing games with us.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
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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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - 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. - 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. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.		
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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.
- Do exercises in the workbook.