School:

Teacher's name:

Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

REVIEW 3
Lesson 1: Language

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

II. MATERIALS
- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom

- To enhance students' skills of cooperating with teammates

b. Content:

- Hidden words

c. Expected outcomes:

- Students can recall the vocabulary learnt in Unit 6, 7, 8

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Hidden words - Teacher prepares some words written on pieces of paper and puts them in the box. - Teacher divides the class into two teams. - Teacher asks students to pick one paper from a box. - Then the student has to use body language or speech to express the meaning of the word (without mentioning the word). The rest of the class guess what that word is. - The team with more words becomes the winner.	- Students work in groups. - Some students go to the board. - The rest guess what the word is.	*Suggested words:* 1. Enclosure 2. Mammal 3. Primate 4. Loss 5. Extinct 6. Captivity 7. Conserve 8. Survive 9. Biodiversity 10. clearance

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (15 mins)

a. Objectives:

- To check if Ss can identify different sounds and word stress.

- To help Ss review homophones;

- To check whether Ss can identify the parts where the linking /r/ can appear and assimilation can occur.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p.112)

- Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (p.112)

- Task 3: Listen and complete the sentences with the correct words. Then practice saying them in pairs. (p.112)

- Task 4: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs. (p.112)

- Task 5: Read the sentences and underline the parts where assimilation can occur. Focus on the highlighted parts. Listen and check. Then practise saying the sentences in pairs. (p.112)

c. Expected outcomes:

- Students can recall what they have learnt in pronunciation lessons of Unit 6-8

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (3 mins)		
- Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the class. - Have Ss work in pairs to practise saying these words.	- Students read the words. - Choose the answer. - Compare their answers in pairs.	*Answer key:* 1. B 2. D
Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (3 mins)		
- Have Ss pronounce all words, pay attention to the word stress. - If there is any word whose stress Ss are not sure about, tell Ss to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the class.	- Students pronounce all words. - Choose the answer. - Compare their answers in pairs.	*Answer key:* 1. A 2. C
Task 3: Listen and complete the sentences with the correct words. Then practice saying them in pairs. (3 mins)		
- Ask Ss to read the sentences 1-2. Tell them that two words to fill in the gaps are homophones. Review the knowledge about homophones on the board or go to Language sections in Unit 6. - Tell Ss to listen and complete the sentences with the correct words.	- Listen to the recording. - Fill in the missing words. - Compare the answers.	*Answer key:* 1. We often **see** some **sea** turtles on the beach. 2. This is not the **right** way to **write** an email.

- Have Ss compare their answers in pairs and explain why they are homophones. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences.		

Task 4: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs. (3 mins)

- Ask Ss to read the sentences 1-2 and try to mark the sounds between which the linking /r/ can appear by themselves. Review the knowledge about linking /r/ on the board or go to Language sections in Unit 7. - Tell Ss to listen and check their answers. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the class. - Have Ss work in pairs to practise saying these sentences.	- Students read the sentences and mark the sounds. - Students listen to the recording and check. - Students work in pairs and practice saying these sentences.	*Answer key:* 1. A **number of** nature reserves have been created to protect **rare animals**. 2. **There is** a new national park that I want to visit, but it is too **far away** from my city.

Task 5: Read the sentences and underline the parts where assimilation can occur. Focus on the highlighted parts. Listen and check. Then practise saying the sentences in pairs. (3 mins)

- Ask Ss to read the sentences and pay attention to the highlighted words. - Tell Ss to listen and identify the parts where assimilation can occur. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the class. - Tell Ss to explain how assimilation can occur in these parts. - Have Ss work in pairs to practise saying these sentences.	- Students read the sentences - Students listen and identify the parts where assimilation occurs. - Students practice saying the sentences.	*Answer key:* 1. My brother was **in Paris to** see an exhibition **on modern media**. 2. They **wrote many reports** on how **to protect pandas** in China.

e. Assessment
- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (15 mins)
a. Objectives:
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice.
b. Content:
- Task 1: What are the missing letters? Complete the sentences using the pictures to help you.(p.112)

- Task 2: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (p.112)

- Task 3: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.112)

- Task 4: Mark the letter A, B, C, or D to indicate the correct answer. (p.113)

c. Expected outcomes:

- Students can recall the vocabulary learnt in Unit 6-8 to successfully complete all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: What are the missing letters? Complete the sentences using the pictures. (3 mins)		
- Ask Ss to read the sentences 1-4 and try to understand the general meaning of each sentence. - Tell Ss to predict the words and/or phrases using the photos and beginning letters provided. - Ask Ss to compare their answers in pairs. - Confirm the correct answers.	- Students read the sentences - Students predict the words. - Students compare their answers in pairs.	*Answer key:* 1. chatbot 2. viewers 3. extinct 4. Facial recognition
Task 2: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (4 mins)		
- Ask Ss to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. - If they are not sure about the meaning of any word, skip it and focus on the others. - The words that change the meaning of the sentence cannot be the correct answers. - Ask Ss to share their answers with the class. - Confirm the correct answers.	- Students work independently to do the activity. - Students compare the answers in pairs.	*Answer key:* 1. B 2. D
Task 3: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)		
- Ask Ss to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer. - Ask Ss to share their answers with the class.	- Students work independently to do the activity. - Students compare the answers in pairs.	*Answer key:* 1. A 2. C

- Confirm the correct answers.		

Task 4: Mark the letter A, B, C, or D to indicate the correct answer. (4 mins)

- Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence. - Have Ss look through four options and tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful. - Ask individual Ss to share their answers with the class. - Confirm the correct answers.	- Students work individually to choose the correct answer. - Students share and check the answers.	*Answer key:* 1. A 2. C 3. A 4. B 5. D 6. B 7. D 8. B

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: GRAMMAR (10 mins)

a. Objectives:

- To help Ss revise the uses of active and passive causatives, and adverbial clauses of manner and condition;

- To help Ss revise the uses of adverbial clauses of manner, result, condition and comparison;

- To help Ss revise the uses of active and passive causatives, adverbial clauses of manner, result, condition and comparison.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (p.113)

- Task 2: Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.(p.113)

- Task 3: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p.114)

c. Expected outcomes:

- Students can recall the grammar points learnt in Unit 6-8 to successfully complete all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (3 mins)		
- Ask Ss to read each sentence first and check the meaning. - Tell Ss to identify the grammar point needed for the gap by studying four options. - Tell Ss to eliminate the options that can be grammatically incorrect.	- Students work individually to finish the task. - Students compare their answers in pairs and with the whole class.	*Answer key:* 1. A 2. A 3. B 4. D

- In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 6-8 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units. - Then have them compare answers in pairs, before confirming answers as a class.		

Task 2: Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences. (3 mins)

- Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences (e.g. 1. manner, 2. result, 3. condition, 4. result). - Tell Ss to read four options and choose the option that: + best represents the relationship between two sentences. + is grammatically incorrect. + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class.	- Students work individually to finish the task. - Students compare their answers in pairs and with the whole class.	*Answer key:* 1. D 2. B 3. A 4. C

Task 3: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)

- Tell Ss to read the whole sentence and focus on the underlined words/ phrases. - Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts. - If you're not sure about a choice, skip it and focus on others to see if you can find the mistake in these choices or not. - Then have Ss compare answers and correct the mistakes in pairs, before confirming answers as a class.	- Students work individually to finish the task. - Students compare their answers in pairs and with the whole class.	*Answer key:* 1. A –> so 2. C –> as 3. C –> if 4. C –> updated

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

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

- Prepare for the next lesson.

Board plan

Date of teaching:
REVIEW 3
Lesson 1: Language

* Warm-up
Hidden words

* Pronunciation
Task 1 +2: Choose the correct answer.
Task 3: Listen and complete the sentences.
Task 4: Mark the link /r/ sound.
Task 5: Assimilation.
* Vocabulary
Task 1: Complete the sentences.
Task 2+3+4: Choose the correct answer.
* Grammar
Task 1+2+3: Choose the correct answer.

*Homework

REVIEW 3
Lesson 2: Skills (1) - Listening & Speaking

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

II. MATERIALS
- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES
1. WARM-UP (5 mins)
a. Objectives:
- To create a friendly and lively atmosphere in the classroom;
- To enhance students' skills of cooperating with teammates.
b. Content:
- Video watching
c. Expected outcomes:
- Students have an overview about the topic of the lesson.
d. Organisation:

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

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: LISTENING (17 mins)

a. Objectives:

- To help Ss practise listening for the main idea.

- To help Ss practise listening for specific information.

b. Content:

- Task 1: Listen and choose the factors that have affected the blue whale population. There is one extra option. (p.114)

- Task 2: Listen again and choose the correct answer A, B, or C. (p.114)

c. Expected outcomes:

- Students can practise listening for the main idea and specific information about blue whales.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and choose the factors that have affected the blue whale population. There is one extra option. (9 mins)		
- Tell Ss that they are going to hear a talk about the blue whale population. Ask Ss to read through five factors that have affected the blue whale population and predict what can be the major reasons. - Call on some Ss to share their predictions. - Remind Ss to choose four of the factors that have affected the blue whale population while they are listening. - Play the recording for Ss to listen and check.	- Students read through five factors and predict. - Students listen and choose the factors that have affected the blue whales. - Students check the answers in pairs.	***Answer key:*** A, B, D, E

- Confirm the correct answers. Ask Ss to give the clues that help them work out the answer.		
Task 2: Listen again and choose the correct answer A, B, or C. (8 mins)		
- Ask Ss to look at the questions and underline the key words. Then tell them to look through the options following each question and try to identify the differences between them. - Play the recording again and have Ss listen and choose the correct answers. - Have Ss work in pairs to compare their answers. - Check the answers as a class. - In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers.	- Students look at the questions and underline the key words. - Students listen and choose the best answer. - Students check the answers in pairs and with the whole class.	*Answer key:* 1. A 2. C 3. B 4. C

e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: SPEAKING (20 mins)

a. Objectives:

- To help Ss develop the ideas for the speaking task.

- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- Task 1: Work in pairs. Match the threats facing blue whales with the solutions. (p.114)

- Task 2: Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class. (p.114)

c. Expected outcomes:

- Students can talk about threats and solutions to an issue.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Match the threats facing blue whales with the solutions. (10 mins)		
- Have Ss read through the threats and solutions. Draw the table on the board if necessary. - Ask them to work in pairs to match the threats facing blue whales with the appropriate solutions. - Walk around the class to offer help if necessary.	- Students work in pairs and match the threats with the solutions. - Students check the answer with the whole class.	*Answer key:* 1. b 2. a 3. d 4. c

- Invite some pairs to share the answers. - Confirm the answers as a class.		

Task 2: Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class. (10 mins)

| - Ask Ss to look at the solutions from activity 1 in Speaking again. Then tell them to think about what each individual can do to help save blue whales.
- Have Ss work in groups and discuss what each individual can do to help save blue whales.
- Walk around the class to offer help if necessary.
- Invite some groups to present a summary of their group discussion to the class. | - Students work in groups to discuss each solution above and think about what each individual can do to help save the blue whales.
- Present to the class. | *Suggested answer:*
Discussion:
A: As we have learnt, the blue whale population is decreasing rapidly for several reasons. Today, we need to discuss what each individual should do to protect the blue whales.
B: Well, I think people should stop buying and eating whale meat. If there is no demand for whale meat, then the whales will not be hunted.
C: I totally agree with you. We should also raise people's awareness about plastic pollution that can cause the death of blue whales.
A: Yes, unfortunately, there're still people who aren't concerned about the plastic pollution in our oceans. We should all reduce our plastic use because plastic pollution is the greatest threat to ocean life.
Summary:
Our group focused on two main threats: hunting blue whales and plastic pollution. We all agree that people should stop buying and eating whale meat. If there is no demand for whale meat, then they won't be hunted for commercial purposes. We also |

		think that there are still people who aren't concerned about plastic pollution. We suggest that there should be more awareness raising activities. Each individual should reduce their plastic use. This in turn will help reduce the amount of plastics that is released or dumped in oceans.

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

- Prepare for the next lesson.

Board plan

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Date of teaching:
REVIEW 2
Lesson 2: Skills - Listening & Speaking

* Warm-up
Video watching

* Listening
Task 1: Listen and choose the factors.
Task 2: Listen and choose the correct answer.
* Speaking
Task 1: Match the threats with the solutions.
Task 2: Discussion.

*Homework

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REVIEW 3
Lesson 3: Skills (2) - Reading & Writing

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

II. MATERIALS
- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES
1. WARM-UP (5 mins)
a. Objectives:
- To create a friendly and lively atmosphere in the classroom.
- To enhance students' skills of cooperating with teammates.
b. Content:
- Video watching
c. Expected outcomes:
- Students can have an overview of AI's pros and cons.
d. Organisation:

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

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: READING (17 mins)

a. Objectives:

- To help Ss practise reading for the main idea.

- To help Ss practise reading for the specific information.

b. Content:

- Task 1: Read the article below. match each section (A–C) with the heading (1–5). There are TWO extra headings. (p. 115)

- Task 2: Read the article again. Choose the correct answer A, B, C, or D. (p. 115)

c. Expected outcomes:

- Students can practise reading for the main idea and specific information about AI.

d. Organisation

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

- Check answers as a class. Explain why options A and C are wrong, e.g. *No paragraph mentioned the changes in users' appearance, and paragraph 1 only mentioned that "AI can automatically change data into various forms", but it did not tell readers about writing a newspaper automatically.*		

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

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

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

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Write an essay (180–200 words) about the benefits of using ai in creating content for the mass media and the problems caused by it. Select and combine information from Reading and the suggested ideas below. (20 mins)		

- Have Ss read through the problems of using AI in creating contents on the mass media and reasons. - Ask Ss to make a list of the benefits and possible problems of using AI in creating content on the mass media. Tell Ss to select and combine the information from the text in Reading and from the table in Writing. - Have Ss work in pairs. Ask them to discuss the organization of the text. - Give Ss enough time to write an essay about the benefits and possible problems of using AI in creating content on the mass media. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help if necessary. - If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation. - Collect Ss' essays to mark and provide written feedback in the next lesson. - In weaker classes, provide Ss with the outline below.	- Ss read through the problems of using AI in creating contents on the mass media and reasons. - Ss discuss the organization of the text in pairs. - Ss write the essay and cross-check with their partner.	*Suggested answers*: **For and against AI in mass media** The mass media has undergone many changes over the last century. It has also been affected by the rise of artificial intelligence. Although AI has brought some benefits, there are some risks and challenges associated with using AI in creating content for the mass media. One obvious benefit is that AI can help spot false stories. Moreover, the advanced technology is able to sort information from different sources and automatically change it into various forms such as online graphic organisers or videos. In addition, AI has the ability to collect and analyse information about the habits of TV viewers. This has helped content creators identify popular trends and produce programmes more likely to be watched by many people. However, AI also presents some dangers. It is believed that AI can reduce people's creativity in content writing. With the help of the software, most content can be automatically generated, so it will not be necessary for people to think of imaginative ideas. This can also result in loss of jobs in

| | | the mass media where writers, editors, and journalists are at risk of being replaced by smart robot workers in the future.

In conclusion, although artificial intelligence has become a powerful tool for creating content for the mass media, it can also create problems that need to be carefully considered and resolved. |
|---|---|---|

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

- Prepare for Unit 9

Board plan

Date of teaching:
REVIEW 3
Lesson 3: Skills (2) - Reading & Writing
* Warm-up
Video watching

* Reading
- Task 1: Read the article and match the section with the heading.
- Task 2: Choose the correct answer.
* Writing
Write an essay about the benefits of using AI.

*Homework |