

Year 6		Theme: Life in the Future			Resources (incl. digital)	Language Structure Vocabulary Language Function
	Learning Outcome	Assessment	Activity/Procedure			
N.B. The following scheme targets the writing of an opinion article. This same structure can target designing an informative poster (e.g. What is Artificial Intelligence?) or a persuasive poster (e.g. a new robot/a new means of transport on the market), as well as writing a non-chronological report (e.g. a fact file about Artificial Intelligence).						
READING	RV 6.5 (using strategies, finding information)	ongoing questions and participation	Pre-Task: <ul style="list-style-type: none"> - Explain the meaning of the words 'artificial' and 'intelligence'. Write the term 'artificial intelligence' on the whiteboard. Ask learners if they know the meaning of this term. Ongoing discussion is encouraged. (Refer to 'Artificial Intelligence – Fact File' for information.) - Learners view and read the PowerPoint 'What is AI?'. Ongoing discussion is encouraged. - Pre-teach vocabulary in the text. 	handout – 'Artificial Intelligence – Fact File'	LAP 6.2 I can use the correct word order when writing and speaking.	
	RV 6.7 (expressing opinion)		Main-Task: <ul style="list-style-type: none"> - Ask: <i>What is the text about?</i> - Learners read Text 1 silently. - Elicit answers. - Share a set of questions and have learners read them. 		PowerPoint Presentation: What is AI?	LAP 6.4 I can communicate effectively, altering my language choices according to purpose.
	RV 6.8 (evaluating viewpoints)		<p><i>Who was the first person to write about AI? What was the problem with technology back in 1948? What did Christopher Strachey do? Who designed Logic Theorist? What did Deep Blue do? What happened in 2016? Mention four ways in which AI is used in our present life. Mention an advantage of AI. Mention a disadvantage of AI. What is the difference between weak AI and strong AI?</i></p>		handout with Text 1 and Text 2	streaming services, prevalent, initial instructions, predictions, advanced calculations, mathematician, unlimited memory, loosely fall, significant difference, complex equation processing, draughts, expanded, landmark event, defeated, leaps and bounds, humanoid robot, utility companies, chatbots, search engine, tireless, detrimental, emulate...
	RV 6.9 (reading for different purposes)		<ul style="list-style-type: none"> - Learners re-read Text 1 silently and look for answers to the above questions. - Elicit answers. - Read the text aloud. - Learners take turns to read aloud. - Learner answer the questions on Text 1. 			
	RV6.10 (informational texts)		Post-Task: <ul style="list-style-type: none"> - Share Text 2. - Pair learners. - Explain what a 'timeline' is. Go through the timeline on handout Text 2. - Pairs fill in the table. Learners compare answers. 			

	<p>LIT 6.1 (recitation)</p> <p>LIT 6.6 (written response)</p> <p>LIT 6.9 (writer's craft)</p> <p>LIT 6.10 (personal response)</p>	<p>ongoing questions and participation</p> <p>worksheet</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Link with Reading lesson. Ask: <i>Share one fact you learnt about AI from yesterday's lesson.</i> Elicit answers. - Pre-teach vocabulary in the video. - Learners view the video Katie and Rex Explore Robotics and AI. - Ask: <i>What does the phrase 'don't rub it in' mean? Where does the word 'robot' come from? What is the first word that Barry says? According to Tex, how can robots work? According to Tex, what can robots do? What are 'bots'? How do Siri and Alexa use AI? What can Tex do? How does Tex feel when he fetches the ball? What jobs use AI? What does the big robot say before leaving the room?</i> - Encourage ongoing discussion. <p>Main-Task:</p> <ul style="list-style-type: none"> - Share the worksheet 'My Robot'. - Ask: <i>Based on the title and picture, what do you think the poem is about?</i> (Prediction) Elicit answers. - Ask: <i>Now that you have read the poem, were your predictions correct?</i> - Learners read the poem and answer the gist question: <i>What is the poem about?</i> - Share a set of questions and have learners read them. <i>How many stanzas does this poem have? Have many verses does each stanza have? Is it a rhyming or free-verse poem? Which words rhyme? Can you think of other words that rhyme with the rhyming words in the poem? What chores doesn't the robot do? Who will do the chores instead of the robot?</i> - Learners read poem and look for answers to the above questions. - Elicit and discuss answers. - Read the poem aloud. - Learners read the poem aloud. - Learners work out the worksheet. <p>Post-Task:</p> <ul style="list-style-type: none"> - Write 'Performance Poetry' on the whiteboard. Explain that learners will experiment with their stanza and make the words come to life. The poem can be read loudly, quietly, quickly, slowly or a mix. The learners can read the poem standing or sitting down and can perform various actions. - Learners view the video Michael Rosen's top tips for performing poems and stories. Elicit Rosen's tips from the learners. - Learners recite the stanza which they wrote. 	<p>videoclip: Katie and Rex Explore Robotics and AI https://techsh.ecan.org/animations/robotics-and-ai</p> <p>handout and worksheet 'My Robot'</p> <p>video: Michael Rosen's top tips for performing poems and stories https://www.youtube.com/watch?v=RvV23xoZRkI&t=7s</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p> <p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p> <p>characters, voices, tone, emphasis, speed, pacing, imitate, expressions and movement, rhythm, be enthusiastic, rhyme, repetition, inhibitions, nervous, lose yourself in the performance, self-conscious ...</p> <p>to describe/to recite</p>
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	<p>LV 6.1 (comprehension, inferences, justification)</p>	<p>ongoing questions and participation</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Ask: <i>How is technology shaping the way we travel?</i> (e.g. using tech for navigation i.e. satellite navigation and Google Maps, booking travel and accommodation online, high speed travel – trains and planes, sharing holiday snaps with family and friends, fully connected cars – WIFI, handsfree, music on your phone, etc...) - Ask: <i>What do you think the transport of the future will be like? What will cars, buses and trains look like in 30 years' time?</i> - Pair learners. Allow them to work out the 'Transport Through Time' worksheet. - Elicit answers from pairs. Encourage pairs to justify their answers. - Pre-teach vocabulary. <p>Main-Task:</p> <ul style="list-style-type: none"> - Say: <i>Listen and view the text. Tell me what it is about.</i> - Learners listen and view the audio-visual. Elicit answers. - Share a set of questions and have learners read them. <i>How long was the test run of the flying car? How did the driver park the flying car? When are drone taxis going to be available? How will drone taxis work? How far can jet suits travel? How are jet suits used?</i> - Learners listen and view the audio-visual again. Elicit answers. - Learners read the questions on the worksheet. - Learners listen and view the audio-visual again and start answering the questions. - Learners listen and view the audio-visual again and finish answering the questions. - Final revision. <p>Post-Task:</p> <p>Pairs rank the three inventions mentioned in the video from the most necessary to the least necessary, or the most exciting to the least exciting, and explain their answers. Pairs suggest other new inventions that can help us with travelling in the future.</p>	<p>worksheet – 'Transport Through Time'</p> <p>handout – 'Transport Through Time' answer sheet</p> <p>video clip https://techshecan.org/on-demand-lessons/the-future-part-2 (32:10 – 36:30)</p> <p>worksheet</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p> <p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p> <p>test run, prototype, major, Uber, Royal Marines, mountain rescue ...</p> <p>to describe/to inform</p>
	<p>LV 6.2 (main idea, specific information)</p>	<p>worksheet</p>			
	<p>LV 6.10 (point of view/ clarification)</p>				

SR 6.5
(prediction,
description,
LO/HO questions)

SR 6.11
(sharing opinions)

SR 6.12
(discussions)

SR 6.16
(fluency/accuracy,
sentence
structures, sound
patterns)

ongoing
questions and
participation

questions and
answers

Pre-Task:

- Link with previous lessons. *What have we learnt about artificial intelligence so far?*

Main-Task:

Activity 1 - What Do You Think? / For and Against Activity

In groups, learners discuss and then present their opinions based on the question:

What is your opinion on Artificial Intelligence? Do the advantages outweigh the disadvantages?

Groups are encouraged to form a list of advantages and disadvantages and based on these lists present their argument.

Activity 2 – Group Response Activity

Show pictures of objects which do not use AI. In groups, learners are to discuss how one of the objects can be enhanced if AI were to be added. Give a different object to each group. Then they fill in the worksheet.

Post-Task:

Groups present their work to the rest of the class. Encourage discussion.

pictures of
objects for
Activity 2

worksheet:
'AI
Enhancement'

LAP 6.2
I can use the correct
word order when writing
and speaking.

LAP 6.4
I can communicate
effectively, altering my
language choices
according to purpose.

as in previous lessons

to discuss, to give one's
opinion

N.B. It is highly recommended that the writing task is completed over two lessons.

Pre-Task:

- Ask: *Can you explain what Artificial Intelligence is? How do chatbots use AI? How do smart assistants use AI? How do self-driving vehicles use AI? How is AI used for media recommendations? How is AI used for traffic information? How is AI used in surveillance monitoring? How do smart speakers use AI? How do robot vacuum cleaners use AI? How does an antivirus software use AI? ...* (Refer to 'Use of AI' cards.)
- Explain what an opinion article is. (Refer to Writing Resource Pack.)
- Link with previous lessons.
- Explain that learners will write an opinion article about the use of AI.

Main-Task:

- Explain 'Pre-Writing' stage. Share title (GAP).
- Elicit from learners the genre, audience and purpose and discuss together each component in detail.
- Explain 'Drafting' stage.
- Pair learners. Learners are to list the advantages and disadvantages of AI in a table. (Learners can use the same list of advantages and disadvantages which they compiled in the Speaking lesson during Activity 1 – For and Against Activity.)

Artificial Intelligence	
Advantages	Disadvantages

- Pairs share their list of advantages and disadvantages with the rest of the class. Teachers lists them in a table on the IWB.
- Share and explain writing frame.
- Share sentences starters to use when giving your opinion. Emphasise the importance of using adequate sentence starters to introduce, develop, counter and conclude arguments.
- Explain 'Revision' stage. Learners check that writing is relevant, ideas are organised properly, etc.
- Explain 'Editing' stage. Learners check grammar, punctuation and spelling.
- Elicit success criteria for opinion article.

Post-Task:

Learners write the opinion article and share it with their classmates (Publishing stage).

'Use of AI' cards

opinion article title:
What is your opinion on Artificial Intelligence?
Write an article for your school magazine to express your opinion. Give reasons to support your point of view.

opinion article writing frame (Writing Resource Pack)

Giving your Opinion sentence starters (Writing Resource Pack)

opinion article success criteria (Writing Resource Pack)

LAP 6.2
I can use the correct word order when writing and speaking.

LAP 6.4
I can communicate effectively, altering my language choices according to purpose.

as in previous lessons

to write your opinion

Further links:

<https://techshecan.org/>