

# Robots

## Topic

Robots

## Aims

- To practise speaking skills
- To practise reading skills
- To review different verb tenses (past, present, future)

## Age group

12 – adult

## Level

B1 / B2

## Time

60 - 90 minutes

## Materials

1. Robots student worksheet
2. Internet links: [http://www.bbc.co.uk/search?v2=true&q=artificial\\_intelligence](http://www.bbc.co.uk/search?v2=true&q=artificial_intelligence) - BBC articles on artificial intelligence  
<http://news.bbc.co.uk/1/hi/programmes/hardtalk/2202825.stm> - BBC article and interview about the pros and cons of robots and AI.  
<http://www.robotshop.com/en/personal-domestic-robots.html> - Online shop with different domestic robots for sale (good for images / ideas for the final task)

## Introduction

This lesson is based around robots and will encourage students to talk about how science is developing and influencing our everyday lives.

To introduce the topic there is a simple drawing dictation for students to do in pairs. The end product is a simple line drawing of a robot to introduce the topic. Task 1 gets students to think about what jobs they would like a domestic robot to do for them. As students have probably had most of their exposure to robots through films, Task 2 asks them to talk about the 'robot films' they have seen. Task 3 is a reading task for higher levels based around an article from the British Council's Culture Lab UK website. Task 4 encourages students to think about the past, present and future of everyday activities and Task 5 is an opportunity for students to create their own robots in teams and present their designs to the class. This task can be flexible depending on the age and level of the class.

## Procedure

<b>1. Introduce the topic – Robot back to the board</b>	<p>Divide the class into two groups, A and B. Group As will need a piece of paper and a pencil or pen and they need to be seated with their backs facing towards the board. It's vital they don't turn around and look at the board. Group Bs should face the board and find a partner from group A and sit facing them. When the students are seated correctly, draw a simple line drawing of a robot on the board. Students in group B should describe the picture to their group A partner who should draw the same line drawing.</p> <p>'Draw a rectangle at the top. In the rectangle draw a small square near the top right hand corner and a small square in the top left hand corner. Under the two squares in the centre, draw a long thin rectangle. (this is the face of the robot!) Continue until the robot is completed.</p> <p>If the seating arrangements for this activity are impossible you can dictate the robot drawing to the whole group or give one of the students the picture and get them to do it.</p>
<b>2. Task 1 – Jobs for robots</b>	<p>This activity is to get students thinking about how a robot may help them in their everyday lives in the future. Brainstorm ideas with the group (tidy my room, do homework, iron clothes, play computer games with me.....) then ask students to choose their top three. When all students have done this they can compare their answers and (depending on the level) defend their choices. You could remind students here of the 3 'd's – Robots tend to do work that is dirty, dangerous or dull.</p>
<b>3. Task 2 - Robofilms</b>	<p>I think we can assume that a lot of what people know about robots comes from films. This activity gives students a chance to talk about films they have seen with robots in and to discuss whether they believe any aspects of these films may one day become a reality.</p>
<b>4. Task 3 – Robot reading: Jeeves Machine</b>	<p>This text is adapted from an article on a British Council website called Culture Lab UK. If your students are interested in science and technology you will find lots of interesting articles there. Depending on the level of your students you should consider pre-teaching some of the vocabulary beforehand.</p> <p>Students should read the article and then discuss the questions that follow in pairs or small groups.</p>

<b>5. Task 4 – Back to the future</b>	This could be done as a group activity. You can also use it to revise the simple past or 'used to', present simple and simple future tenses with your group. Give some examples to get them on the right track. E.g.. Washed up by hand – put dishes in dishwasher – will have disposable dishes. You could think about areas like: Transport, technology, writing, social life, education, entertainment etc. Ask students to share their ideas at the end.
<b>6. Task 6 – Design your own robot</b>	<p>Students work in small groups (design teams) to design their own robot. If you are teaching a very low level simplify the questions and get the students to draw the robot and think of the brand name and then simply write a list of what the robot can do. My robot is called .....and it can.....</p> <p>Encourage the students to use their imaginations and be as creative as possible. If they get into the idea and you have time, space and materials why not get them to build the prototype of their robot using cardboard boxes and household waste! If you fancy yourself as a Blue Peter presenter of the future, make one yourself as an example – 'here's one I made earlier!'</p>

**Contributed by**

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