

Here come the robots!

LEARNING OUTCOMES

- I can learn about jobs that robots are doing in other cultures and use what I learn to make connections with my own culture.
- I can talk about jobs that robots are doing and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

- appear [v]:** to start to exist
- coin [n]:** a flat round piece of metal that is used as money
- database [n]:** a large amount of information stored on a computer
- driverless [adj]:** without a driver
- farming [n]:** the activity of being a farmer
- grape [n]:** a small green or purple fruit
- harvest [v]:** to collect a crop
- identify [v]:** to recognise something and understand what it is
- image [n]:** a picture
- lettuce [n]:** a vegetable with large thin green leaves
- nurse [n]:** someone who looks after ill people
- pesticide [n]:** a chemical used for killing insects
- plant [n]:** a living thing that grows in soil and has leaves and roots
- row [n]:** a series of things in a straight line
- self-destruct [v]:** to destroy itself, especially by exploding
- sensor [n]:** a piece of equipment that reacts to physical changes
- spray [v]:** to cover with liquid
- vacuum cleaner [n]:** a piece of electrical equipment that cleans floors by sucking up dirt
- vehicle [n]:** a machine that you can travel in
- weed [n]:** a plant that grows where you do not want it
- wheel [n]:** a round object that turns round to make a vehicle move
- trial [n]:** the process of testing a product

WARMER

Ask students if they know the word to describe a machine that can do work by itself, as well as work that humans often do. Elicit the word 'robot'. Ask students if they have seen any films or read any books about robots. What did the robots look like? What did they do? Were the robots good or bad?

- In pairs, students read the two short news stories and discuss them. Make sure they understand them and explain any vocabulary items they don't know (e.g. factory, replace, online retailer, warehouses). Allow time for ideas to be shared with the rest of the class.

Possible Answers

Students might be surprised that the factory in China will only have robot workers, and no human workers. They might also be surprised that Amazon is already using robots in its warehouses.

- Ask students to read the text quickly and find the answer.

Answer

California and France (farmer), Japan (nurse), the UK (taxi driver)

- Students read the article again and circle the correct answer option. When students have finished, elicit answers as a class.

Answer

1 b 2 a 3 b 4 a 5 a 6 b

- Students scan the article again and find out whether the sentences 1–4 are true or false for each robot. They complete the table with ticks and crosses accordingly. Check the answers as a class.

Answers

	Lettuce Bot	LUTZ Pathfinder	Twendy-one Nursebot	Wall-Ye
1 It can cook.	✗	✗	✓	✗
2 It moves.	✓	✓	✓	✓
3 People are using it now.	✓	✗	✗	✓
4 It can 'see' things.	✓	✓	✓	✓

Gateway to culture

- Students work in pairs and discuss their answers to the questions. Invite some students to share anything surprising or interesting about their answers with the class.

PROJECT

- Explain to students that they are going to work in groups of three or four to prepare a project. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1 students follow the points for their Internet research. Encourage the students to use graphs and pie charts. For Step 2 students share the results of their research.

- Students present their information to the class. They should compare the countries they researched with their own country, considering the similarities and differences.