Imagining the Future

Year 8 Spring Term Homework Booklet

Week	Task title	Summary	Page	Date Due
1	Key Vocabulary	Find definitions of key sci-fi/dystopian vocabulary.	2	
2	Bedrock	Complete a minimum of two lessons	3	
3	Writer Research	Research key information about a sci-fi/dystopian writer and create a fact-file.	4	
4	Bedrock	Complete a minimum of two lessons	5	
5	Comprehension Qs	Read a short extract and answer the questions that follow.	6	
6	Bedrock	Complete a minimum of two lessons	7	
7	Comprehension Qs	Read a short extract and answer the questions that follow.	8	
8	Bedrock	Complete a minimum of two lessons	9	
9	Creative Writing	Using the given stimulus, write the opening to a short sci-fi/dystopian story.	10	

Week One – Key Vocabulary

What do I need to do for my homework task this week?

All of these words/phrases are linked to our 'Imagining the Future' sci-fi/dystopian unit of work. Using an online or physical dictionary to help, (*our school library and homework club can help with this*!) find definitions for each of the 10 key vocabulary below.

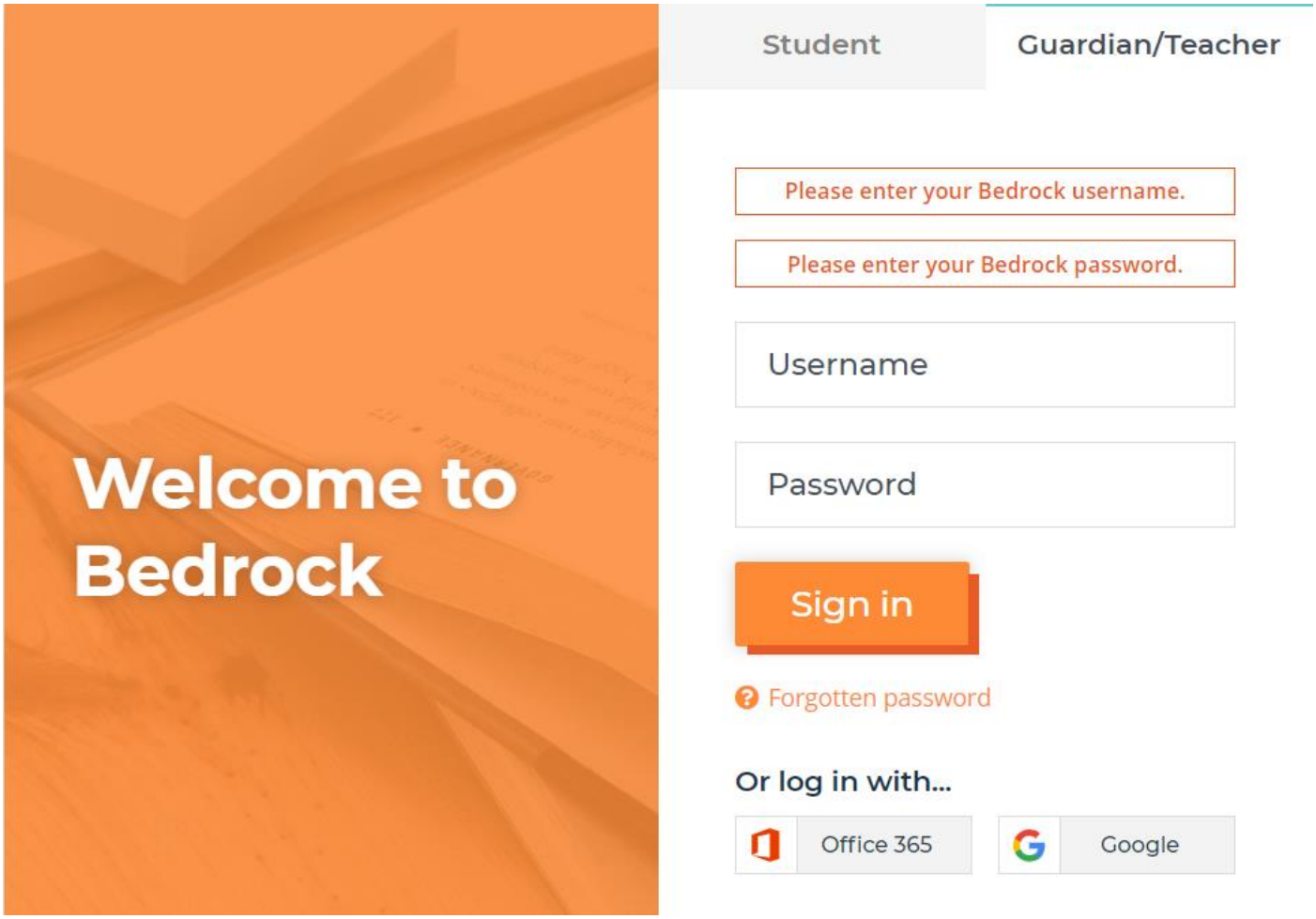
Key Vocabulary	Definition
futuristic	
apocalypse	
dystopia	
utopia	
oppression	
science-fiction	
rebellion	
artifical intelligence	
indoctrination	
virtual reality	

What do I need to hand in to my teacher?

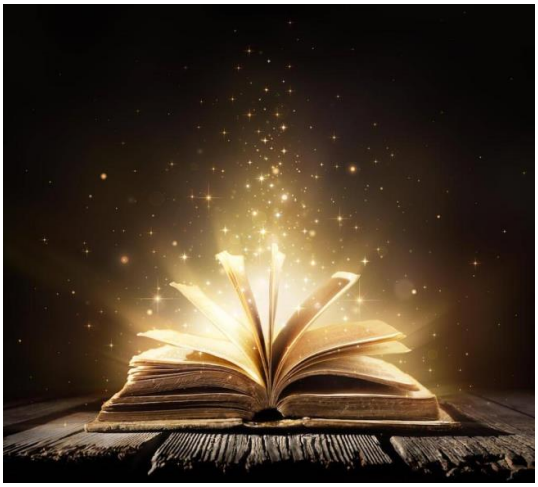
Hand in this booklet, or another copy of the completed key words and definitions, to your teacher.

Week Two – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.



Have you read anything this week?



Week Three – Writer Research

What do I need to do this week for my homework?

You will be introduced to a variety of sci-fi/dystopian writers this term. To help you understand the significance of some of these writers, **choose <u>one</u> writer** from the list below and research their background. (The school library and homework club can support with this!)

Use the knowledge you find to create a fact-file that contains all the success criteria listed below. There is a fact-file template you can use on the next page.

SCI-FI/DYSTOPIAN WRITERS:

- Ernest Cline
- Ray Bradbury
- H.G. Wells
- Michael Crichton (John Michael Crichton)
- Margaret Atwood
- Octavia E. Butler
- Mary Shelley
- N.K. Jemisin

Ernest Cline

Ray Bradbury

H.G. Wells

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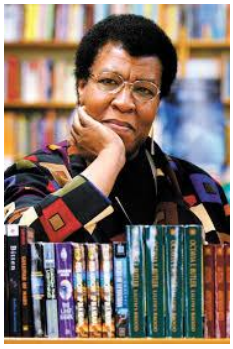


Octavia E. Butler

Mary Shelley

N.K. Jemisin

What do I need to hand in to my teacher?

Hand in this booklet, or another copy of your completed fact-file, to your teacher.

SCIENCE-FICTION/ DYSTOPIAN AUTHOR FACT-FILE

AUTHOR NAME:

DATE OF BIRTH:

PLACE OF BIRTH:

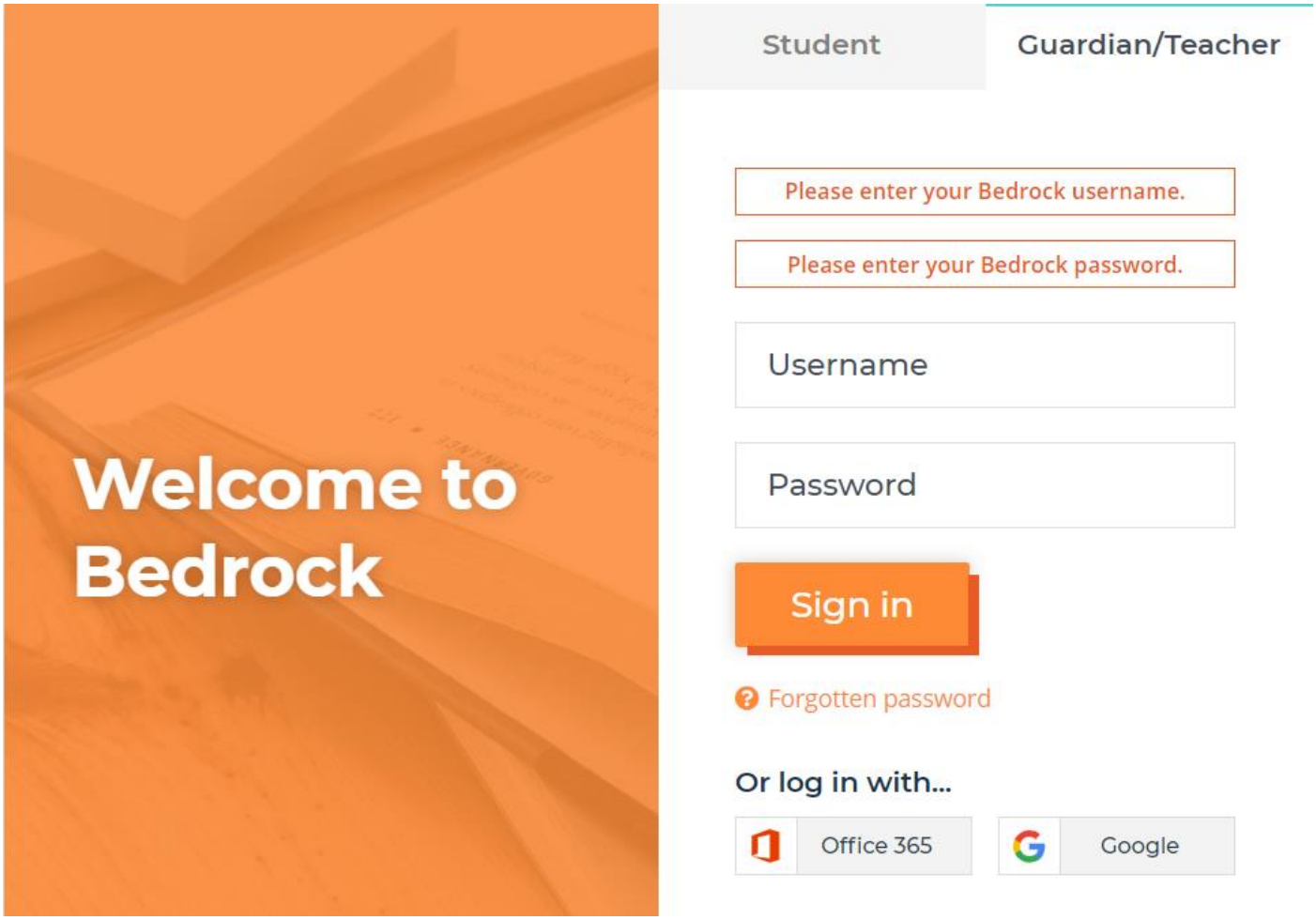
FAMOUS BOOKS THEY HAVE WRITTEN:

5 KEY FACTS ABOUT THEIR LIFE AND BACKGROUND:

THEIR CAREER AND EDUCATION:

Week Four – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.



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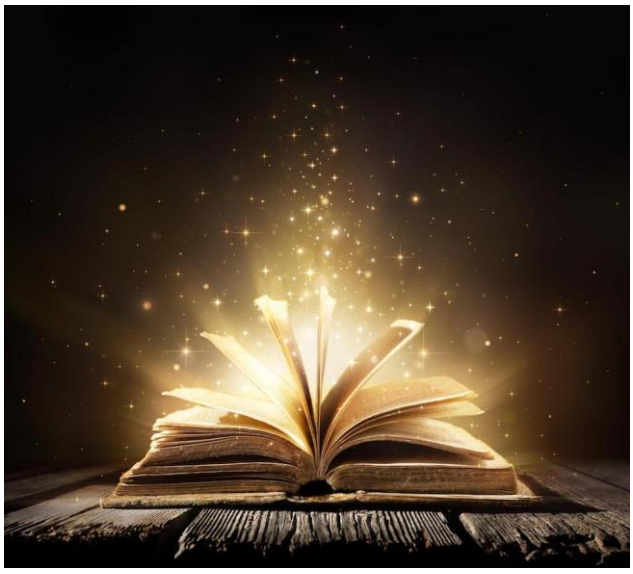
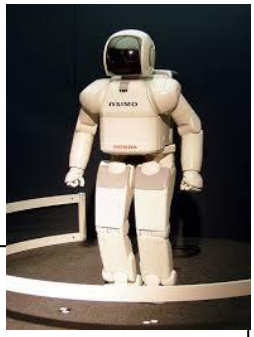


Week Five – Comprehension Questions

What do I need to do this week for my homework?
Read the science-fiction extract below and answer the questions that follow.



What do I need to hand in to my teacher?
This booklet or another copy of your completed questions.

Extract from 'Robotics: Facts, Science Trek'

What Do Robots Do?

Imagine if your job was to tighten one screw on a toaster. And you did this over and over again on toaster after toaster, day after day, for weeks, months, or years. This kind of job is better done by robots than by humans. Most robots today are used to doing repetitive actions or jobs considered too dangerous for humans. A robot is ideal for going into a building that has a possible bomb. Robots are also used in factories to build things like cars, sweets and electronics. Robots are now used in medicine, for military tactics, for finding objects underwater and to explore other planets. Robotic technology has helped people who have lost arms or legs. Robots are a great tool to help mankind.

So Why Use Robots?

The reason robots are used is that it is often cheaper to use them instead of humans, easier for robots to do some jobs and sometimes the only possible way to accomplish some tasks! Robots can explore inside gas tanks and inside volcanoes, travel the surface of Mars or other places too dangerous for humans to go where extreme temperatures or contaminated environments exist.

Robots can also do the same thing over and over again without getting bored. They can drill, they can weld, they can paint, they can handle hazardous materials. In some situations, robots are much more accurate than a human—which can cut back on production costs, mistakes or hazards. Robots never get sick, don't need sleep, don't need food, don't need to take a day off and, best of all, they don't ever complain! There are a lot of benefits to using robots.

Robot Limitations

Unlike in the movies, robots are unable to think or make decisions; they are only tools to help us get things done. Robots are machines with programmed movements that allow them to move in certain directions or sequences. Artificial intelligence has given robots more ability to process information and to 'learn'. But they are still limited by the information that they are given and the functions they are given to perform.

Week Five – Comprehension Questions

1. **The writer has organised the text into paragraphs with sub-headings. How does this help the reader?**

2. **Re-read the first paragraph. Circle which of the following jobs the writer suggests are suitable for robots.**

a. dangerous	b. repetitive	c. creative	d. nursing

3. **Explain why one of the job types above would be unsuitable.**

4. **In the second paragraph, why does the writer believe that some sort of jobs would be impossible without robots?**

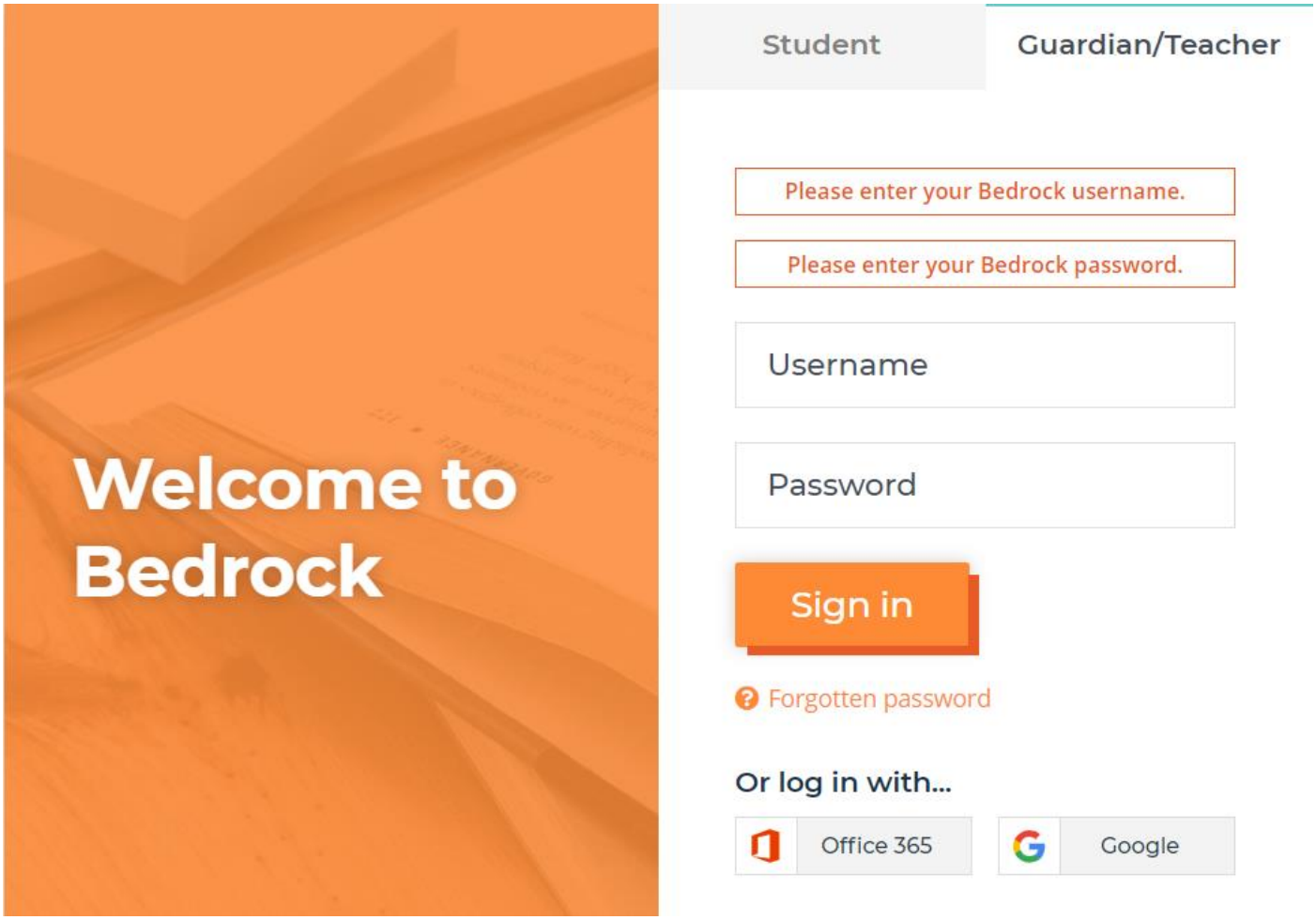
5. **Using information from the final paragraph, explain why a robot would not make a suitable manager.**

6. **Why is the word 'learn; in quotation marks in the final paragraph?**

7. **How could the subject of robotics link to our science-fiction/ dystopian theme this term?**

Week Six – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.



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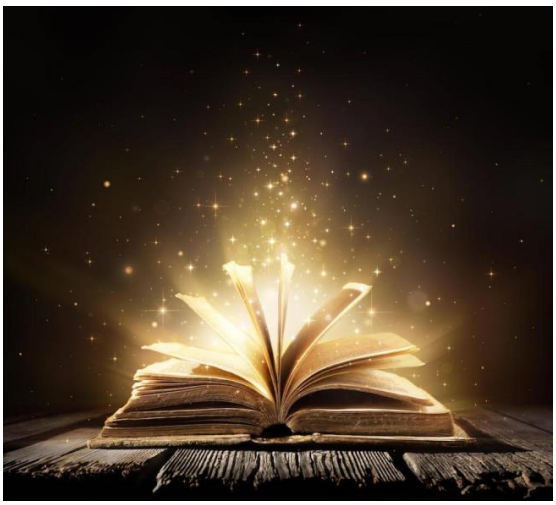


Week Seven – Comprehension Questions

What do I need to do this week for my homework?
Read the science-fiction extract below and answer the questions that follow.

What do I need to hand in to my teacher?
This booklet or another copy of your completed questions.

Extract from 'Delivery Robots to replace takeaway drivers in London trial' by Cara McGoogan

Your next Saturday night takeaway could be brought to you by a robot after a major food delivery company announced plans to use automated vehicles to transport meals.

Europe's biggest online takeaway food company Just Eat has partnered with Starship Technologies, makers of slow moving pavement droids, to deliver food with robots on the streets of London next month.

'Nobody has ever done deliveries with land-based robots,' said Allan Martinson, the chief operating officer of Starship. […]

The robot courier is a six-wheel automated trolley that can travel up to 4 miles per hour for roughly 10 miles. It uses a GPS signal and nine cameras to navigate and avoid obstacles. […]

Instead of a person arriving at their door, customers could find themselves receiving a notification on their phone that says a robot is on its way and a code to unlock the automated courier. 'Put the code in, the robot opens up, and there's your food,' said David Buttress, chief executive of Just Eat.

The Starship robot can carry up to 10 kilograms or three shopping bags at a time and is designed to transport packages, groceries and takeaway meals.

'In busy times there's a shortage of supply drivers,' said Buttress. 'These will enable restaurants to meet the demand.' […]

To date 30 robots have driven nearly 5000 miles without getting into an accident or finding themselves picked on by passersby. They have driven in more than 40 cities around the world, including London and Tallinn, Estonia.

'We haven't lost a single robot in eight months, or been involved in any accidents that resulted in loss or injury,' said Martinson.

An initial worry was how the public would react to the robots. But Martinson said the public has been unfazed when passing the delivery machine on the streets. 'The most surprising reaction has been the lack of reaction,' said Martinson. 'But kids love it. We've seen them try to chase it, hug it. One person tried to feed it a banana.'

Week Seven – Comprehension Questions

1. The article made use of several quotations. What is the effect of this? Why did the author include them?

2. From the first four paragraphs, find and write down five things about what the delivery robot can do and how it works.

3. Find a word in the third paragraph that implies (suggests without saying directly) that these are not the first robots to deliver goods. Explain your choice.

4. Explain why the company wants to introduce delivery robots.

5. List three worries that the developers had about what might happen to the robots.

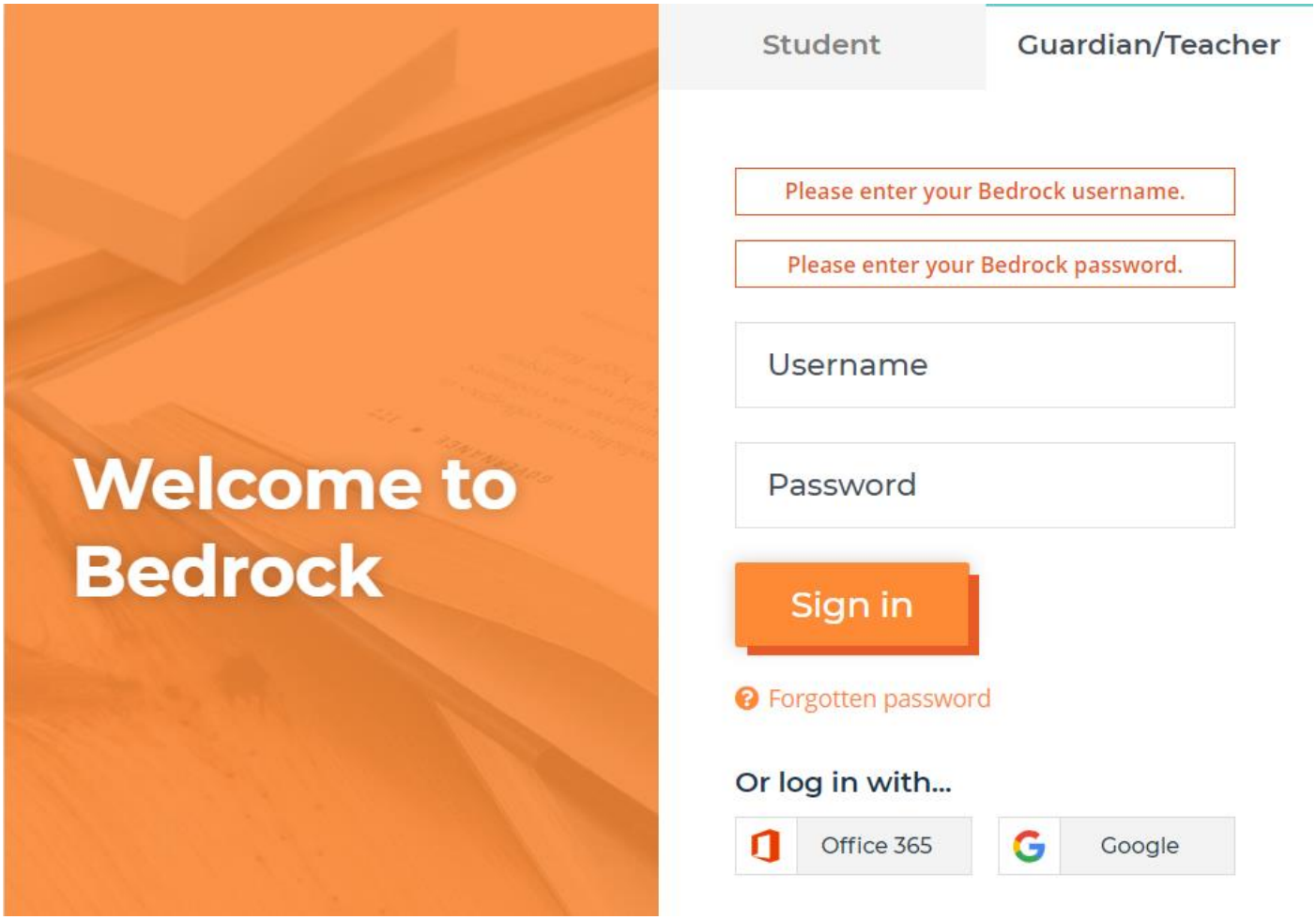
6. Re-read the final paragraph. Explain what it meant by the following quotation: '*The most surprising reaction has been the lack of reaction'*.

7. When a process is '*automated'* it is converted to being operated by machines. Decide and circle which of the following everyday processes have **not** been automated:
    - Supermarket checkouts
    - Getting cash from a bank
    - A school lesson
    - Having your hair cut
    - Buying a ticket for a car park.

8. For the ones you have selected explain why that it is. Why haven't these processes been automated?

Week Eight – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.



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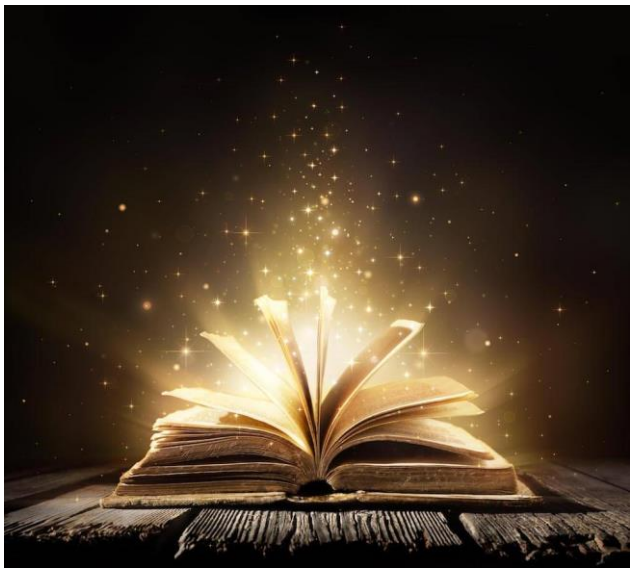

Week Nine – Creative Writing.

What do I need to do this week for my homework?

Use the scenario below to inspire the opening to a sci-fi/ dystopian story.

What do I need to hand in to my teacher?
This booklet, or another copy of your completed story opening.

Imagine this character has witnessed the apocalypse (the end of the world as we know it). Describe their reactions, thoughts and feelings as they wander the now ruined environment. Consider:

- What can they see, hear, taste, touch, smell, feel?
- What caused the apocalypse?
- What are they thinking in this moment?
- What do they plan to do next?

Sentence prompts: All around…. Sounds of… In the distance…. The sky…. Immediately… Smoke….. Next to… Alarmingly…. Thinking quickly…. A smell of….