

THE  
Pedagogy  
RESOURCE HUB



Angie Leung & Kelly Ho - Tak Oi Secondary School

# BACKWARDS PLANNING FOR THE FUTURE

**Disclaimer**

*To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.*



# GALLERY WALK

Walk around the room to hear  
about the 4 parts of the unit.

Can you guess the order?

# UPDATED UNIT PLAN

	Week 1	Week 2	Week 3	Week 4	Week 5
Guiding questions	<i>How do you think technology will develop in the future?</i>	<i>What is in store for the future of gaming?</i>	<i>How can technology help people within society?</i>	<i>How can you engage your audience from the opening?</i>	<i>How can you use your learning from the unit to edit and polish your feature article?</i>
Activity 1: <b>ENGAGE</b>	<b>Images (eg. p38)</b> (eg. robot teachers, payment with facial recognition etc.) <a href="#">See-Think-Wonder</a>	Play a <b>VR game</b> / show a game you have played before to your group. HL: <a href="#">See-Think-Wonder</a> LL: Wonder: Write as many questions as you can about gaming in 3 minutes. <i>Eg. How is gaming changing?</i>	<b>Images:</b> eg. robots in hotels and old folks homes, foods, school, transport. Students <u>choose</u> group.	<b>Design:</b> Ss choose a social issue and design an app, game or device to address this issue.	<b>Writing:</b> Feature article (Future gaming, hotels & own choice)
Activity 2: <b>EXPLORE</b>	<b>Prediction:</b> Article: Fun in the Future Pre-reading: predict by being given statements <b>(eg. p41, 42 or 46)</b> to expose to key vocabulary and agreeing disagreeing	<b>TL:</b> In pairs, choose your favourite questions to ask a real life game developer. Add in more information using who, which, that (Integrating relative clauses into questions.)	Research and present: Watch videos about future eg. <a href="https://www.youtube.com/watch?v=4qOCnCu179I">https://www.youtube.com/watch?v=4qOCnCu179I</a> Choose a way to present findings: song, poem, drama, experiment, demonstration eg. trying food.	Ss present. Ss choose a topic. Which topic would you like to delve into?	Peer feedback (2 stars and a wish)

# WHAT OUR STUDENTS LEARNED...

Miss Kelly Ho + 23 • 4h  
**S.3 Future Living**  
How will our future life look like?

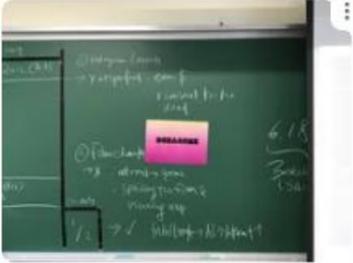
**Act 1: See-Think-Wonder**

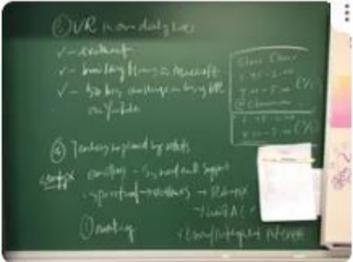
**Picture 1**  
  
Add comment

**Picture 2**  
  
Add comment

**Picture 3**  
  
Add comment

**Act 2: Four Corners**

  
Add comment

  
Add comment

**Act 3: Dictogloss (Para 4)**

**Group 2**  
In gaming industry, there is a technic called VR which players can play in a 3D world that is completely created by computer graphics. However, a game dev Mark idk claims that a new technic ,AR ,will become more popular in 2035. AR can put digital characters into real life situations. Like sort of the popular game Pokémon go back then, famous for catching cute monsters on the street. We may be able to meet super realistic superheroes or even chat with them in your living room in the future  
Add comment

**Group 1**  
Now, virtual reality games are common which is 3D environments created through computer graphics. However, in the future, Adrian Mak (?) proposed that AR (argumented reality) will become more common by the year 2035, popular examples include Pokémon GO where we can collect cute digital creatures that can also be  
Add comment

**Noticing - Language**

**Questions to think about**

1. While you re-create the text after listening, what language patterns did you use?
2. What's the function of language pattern?
3. How's the language form?
4. Give one example of the lang pattern

Add comment

**grp3**

1. we used modal verbs, active and passive voice and relative clauses
2. to make the paragraph more interesting
3. subject+clause
4. where digital pokémon characters exist in real life

Add comment

**Group 2**  
Relative Clause:  
"which", "as"  
Function:  
Explain the reason of something

**Text 2 - Understanding the gist**

**Guidelines**

1. Work with your group members
2. Read para 3 & 5
3. Use **one** sentence each to summarise the main idea of the paragraphs.

Add comment

**Grp8**  
Para 3: Artificial intelligence may allow us to interact with film characters and change how a plot develops.  
Para 5: You might also enjoy a concert by a singer who is no longer alive.  
Add comment

**Grp 5**  
3 : With the development of technology, we might be able to interact with characters in movies with the help of AI in the future

**Language (Application - rewriting)**

**Guidelines**  
Select 1 piece of information from para 3 & 5 **respectively**, and turn it into a **relative clause**.  
Add comment

**grp 3**  
Para 5: You might also enjoy a concert, which uses holographic technology, by a singer who is dead.  
Add comment

**Grp4**  
5. Holographic (technology) , which can project a realistic, moving 3D image onto stage, has been used in different concerts.  
Add comment

**2A11 Li Hoi Tung s210060 6mo**  
It's holographic technology my bad  
Add comment

**Group 2**

**Revisiting Reading Skill - Views & Attitude**

**Focus on paragraph 6**

(i) What does this paragraph suggest about writer's **attitude** towards the technological advancement?  
Add comment

(ii) What does 'perhaps, simple things are the best' suggest about writer's **view** towards the technological change in our daily activities?  
Add comment

**Group 1**

- 1) Negative
- 2) We can tell through the author saying that "simple things are the best" that the author does not want the complex and highly technological things in the future and that we should long for the simple joy of enjoying small things like traditional board games and old films.  
Add comment

**Group3**



THANK YOU!

ANY QUESTIONS?