

# Welcome!

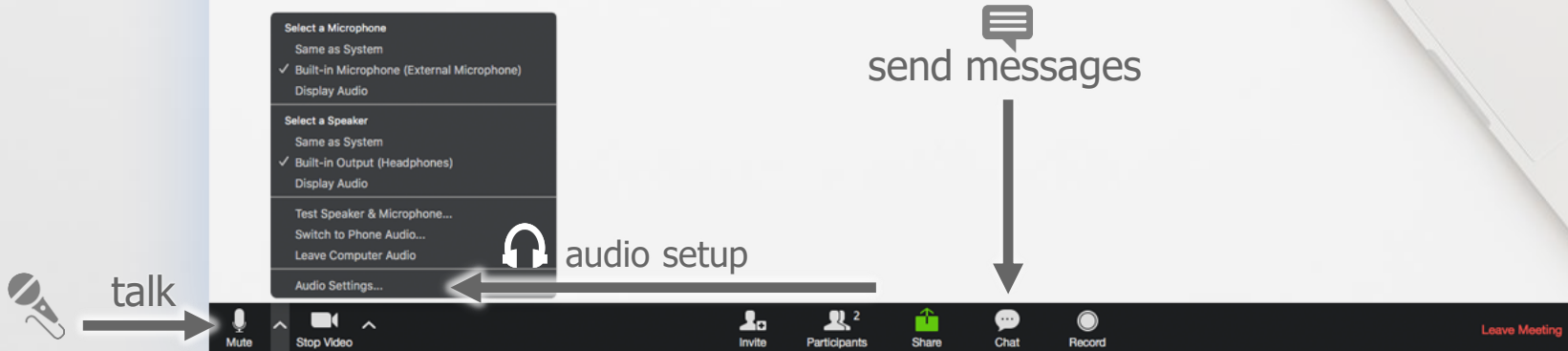
This is a classic class with a small group of students focusing on grammar, vocabulary, and error corrections.

## How can I interact with the class?

*Take a look at how to use your toolbar.*

Quick tip: Can't see the toolbar?

Hover your mouse at the bottom of your screen and it will automatically pop up.



# Robots



By the end of this lesson, you will be able to:

- describe a robot.
- talk about different types of robots.
- discuss what robots do.

# Warm Up

Answer the questions about the picture below.

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What is happening in this picture?

Would you like to build a robot? Why or why not?

What famous robots can you think of?



students building a robot at a science contest

I would/wouldn't like to try to build a robot because \_\_\_\_\_.

# Vocabulary Match

First, guess what each word means. Then, match the words to their definitions.

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huge

tiny

delicate

strong

heavy

light

powerful, difficult to break

very big

having very little weight

very small

having great weight

fragile, easy to break

Use each word in a sentence.

# Vocabulary Fill in the Blank

Complete the sentences with the correct vocabulary words and answer the question.

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The robot in the hospital is \_\_\_\_\_. It is smaller than the doctor's hand.

I am not very \_\_\_\_\_. I can't lift that big box without help.

That robot is \_\_\_\_\_. I have never seen one so big.

The new tool is very \_\_\_\_\_. I can hold it with one hand.

Do you think the robot that builds cars is \_\_\_\_\_? It is big and strong.

This is very \_\_\_\_\_. Please be careful with it!

huge

tiny

delicate

strong

heavy

light

What are some other words you can use to describe objects?

# List

What kind of robots would you like to know more about?

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Example: I would like to know more about robots that work in outer space.



a robot that went to the moon

I would like to know about \_\_\_\_\_.

# Grammar Practice

Talk about contractions and possessives. Then, complete the sentences using the correct forms.

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Some words sound the same but are written differently. It is important to know the difference because the meanings are not the same.

Example:

it's = a contraction meaning *it is*

its = shows possession

*It's* a very interesting robot.

*Its* hand can open and close.

1. \_\_\_\_\_ able to walk, talk, and think.
2. \_\_\_\_\_ wearing a shirt and tie.
3. \_\_\_\_\_ arms and legs move.

What other contractions do you know?



# Describe and Discuss

Discuss with your class. What do you think?

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Describe the robots in these pictures. What do you think these robots can do?



Words to use: huge, tiny, delicate, strong, heavy, light



# Pronunciation Practice

Listen to your teacher say the words. Practice saying them. Make a sentence using at least two of the words.

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A.

tiny

huge

strong

heavy

robot

B.

tinny

hug

strung

heady

rabbit

Do you want a *tiny* robot or a *huge* one? Why?

# Idiom Dialogue

Practice the dialogue with a partner and answer the question.

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heavy duty = made for difficult work

Ed: I see we have a new robot in the factory.

Ray: Yes. This one is *heavy duty*. It can lift huge amounts of weight.



a *heavy duty* factory robot

Do you have something that is *heavy duty*? Talk about it.

# Describe and Discuss

Describe this picture and answer the questions with your classmates.

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What jobs can a robot do that a person can't do?

What jobs can a person do that a robot can't do?

A medical robot used for surgery

# Ask The Expert

[Read this interview with a robot engineer and answer the questions.](#)

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Interviewer: Why do you enjoy working with robots?

Expert: I'm happy when I complete a robot. It's like I've created life.

Interviewer: What kind of education do you need to program robots?

Expert: You need to know about electronics and mechanics. You can learn this by yourself or in college.

Interviewer: If you could program any kind of robot, what would it be?

Expert: If I could program any kind of robot, I would like to program a robot that looks like a human.

How can you learn about electronics and mechanics?

Would you like to program robots? Why or why not?

# Role Play

Choose a situation and act out a role. Take turns.

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An engineer and a customer are talking about building a new robot. Talk about what the robot should look like and what it should do for each situation.

1. A robot in a large factory
2. A robot for surgery
3. A robot to work in outer space

Language to Use:

Can you describe the robot you want?

What do you want it to do?

I want it to be able to...

# Class Project

Work together with your classmates. Make a plan to solve the problem.

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You want to work with robots. Make a plan with your classmates for your future as an engineer.



Why would you like to work with robots?

What kind of robots would you like to work with?

What kind of education will you need to start programming?

# Wrap Up

Answer for yourself, then talk with your classmates.

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Pulling it all together:

- What can robots do?
- What do you need to learn to start programming robots?
- What is the difference between it's and its?
- What kind of robot would you like to have?